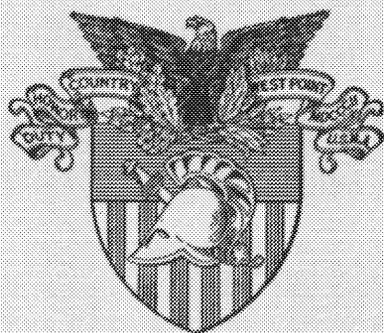


UNITED STATES MILITARY ACADEMY

WEST POINT

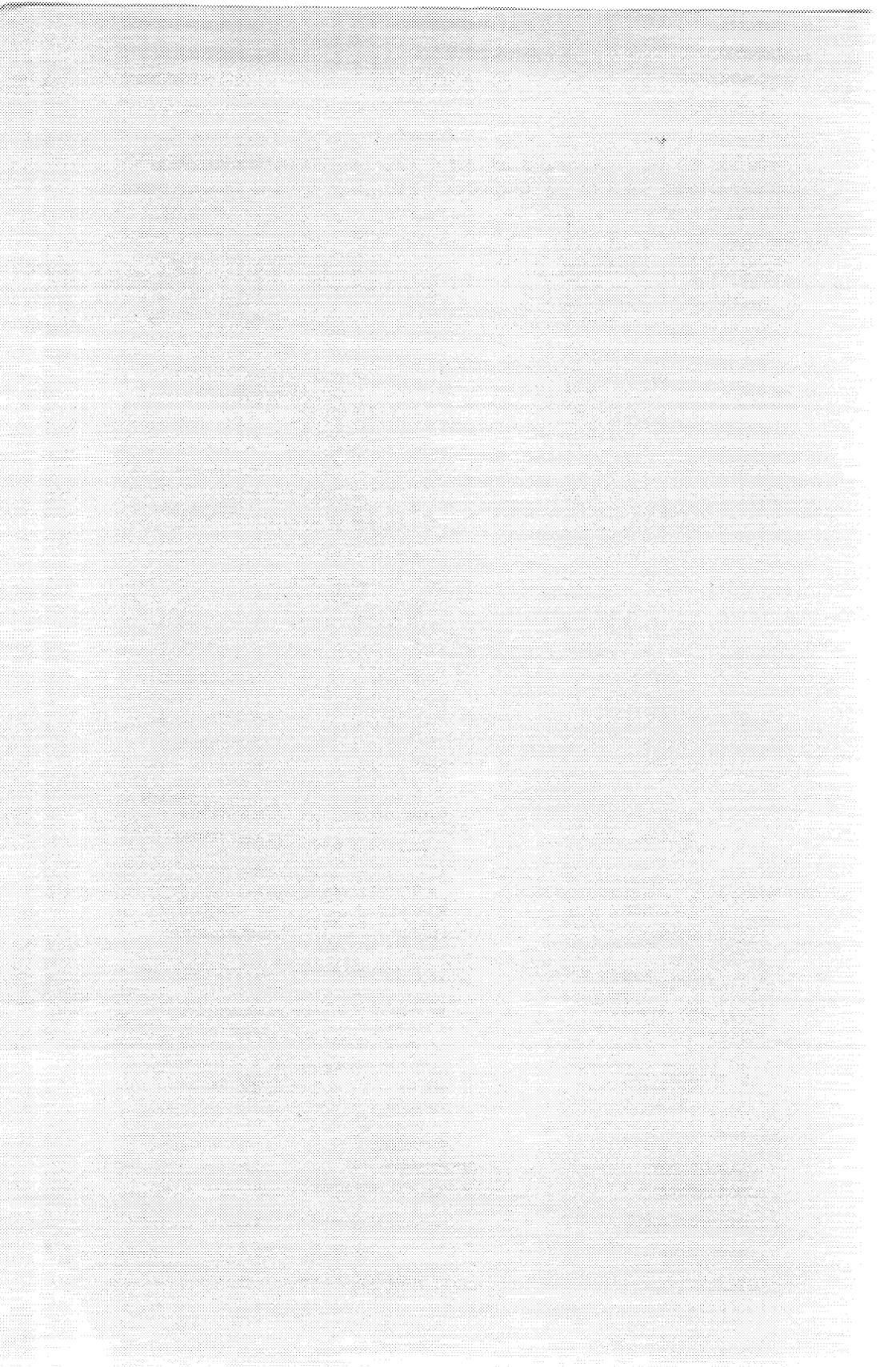
NEW YORK



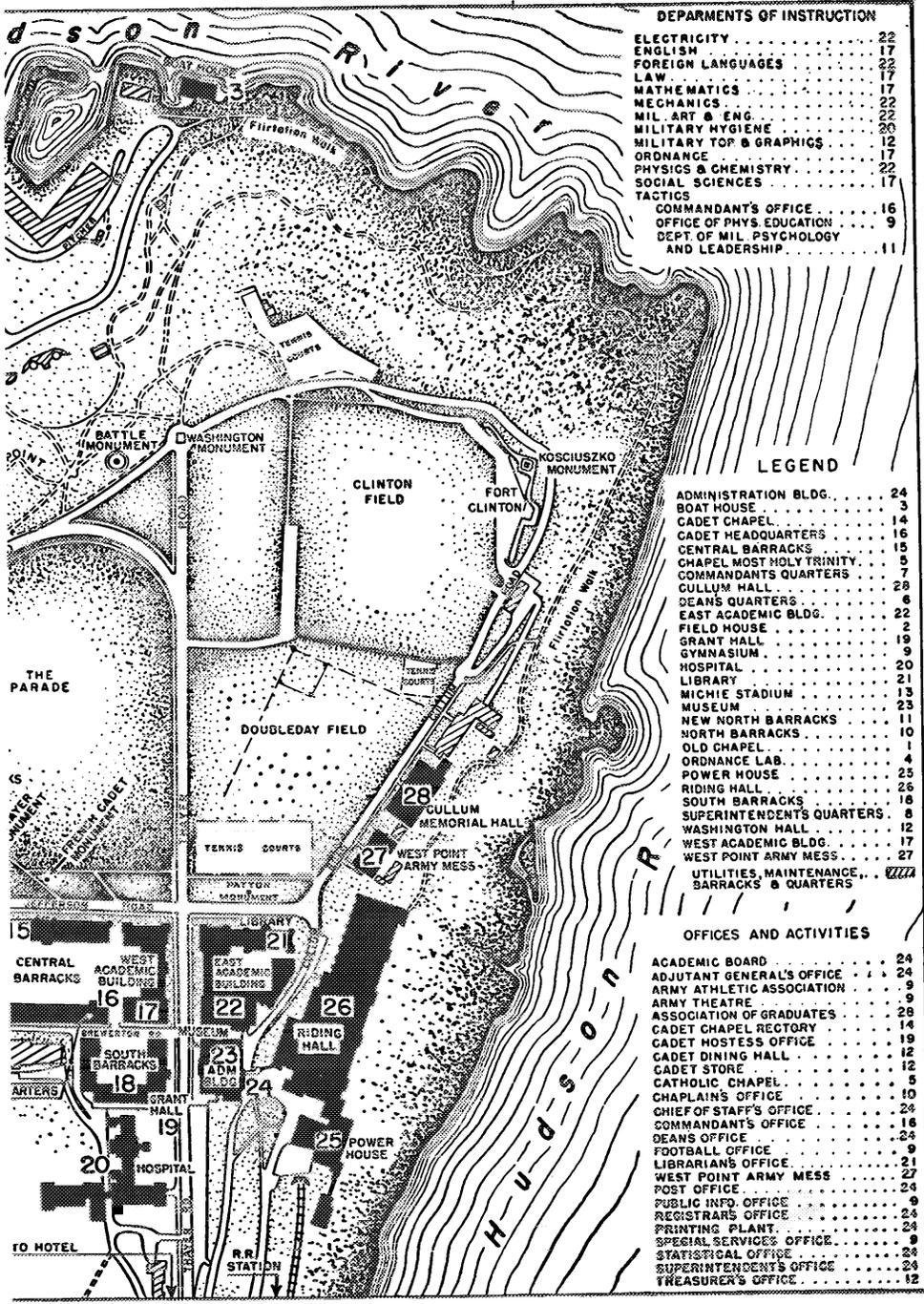
ONE HUNDRED FIFTY-FIFTH YEAR

CATALOGUE

1956-1957



CATALOGUE
of the
UNITED STATES
MILITARY ACADEMY
1956—1957



DEPARTMENTS OF INSTRUCTION

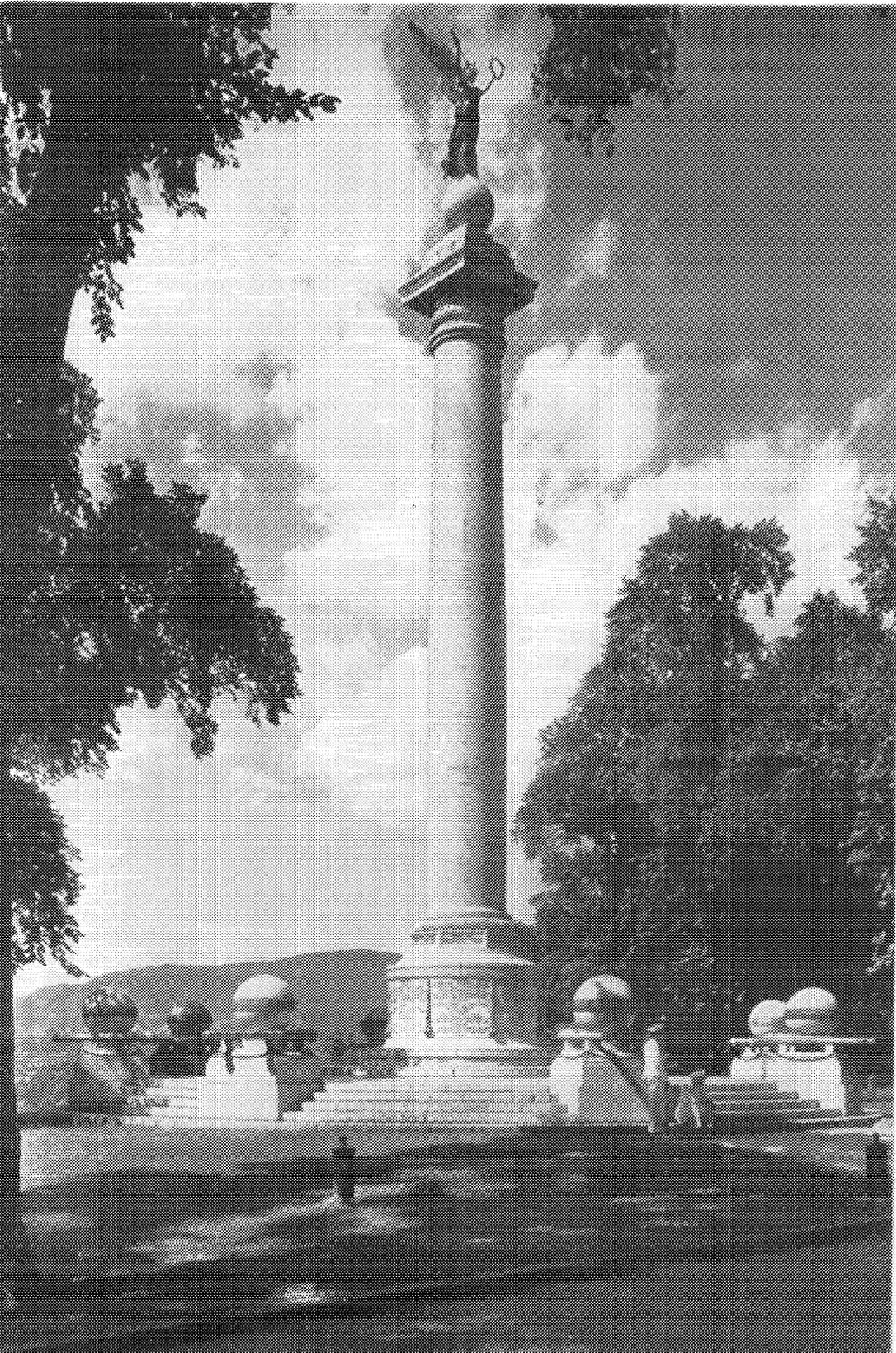
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Battle Monument

CATALOGUE
of the
UNITED STATES
MILITARY ACADEMY

One Hundred and Fifty-fifth Year

1956—1957



*United States Government Printing Office
Washington : 1956*

DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C., 30 March 1956

The following publication, entitled "Catalogue of the United States Military Academy, 1956-57," is published for the information of all concerned.

[AG 351.27 (23 Feb 56)]

By Order of *Wilber M. Brucker*, Secretary of the Army:

MAXWELL D. TAYLOR,
General, United States Army,
Chief of Staff

Official:

JOHN A. KLEIN,
Major General, United States Army,
The Adjutant General.

DISTRIBUTION:

Active Army:

| | |
|------------------------------|--------------------|
| Gen Staff, DA (10) | Corps (3) |
| SS, DA (10) | Div (3) |
| Tec Svc, DA (10) | Brig (3) |
| Hq CONARC (5) | Rept/Gp (3) |
| OS Maj Comd (25) except AFFE | Bn (5) |
| (75) | Cruit Main Sta (1) |
| MDW (26) | Cruit Sub Sta (1) |
| ZI Armies (25) | Mil Dist (3) |

NG: None.

USAR: Same as Active Army.

For explanation of abbreviations used, see SR 320-50-1.

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CALENDAR FOR 1956-57

1956

| JANUARY | | | | | | | MAY | | | | | | | SEPTEMBER | | | | | | |
|---------|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | | 27 | 28 | 29 | 30 | 31 | | | 29 | 30 | | | | | |

| FEBRUARY | | | | | | | JUNE | | | | | | | OCTOBER | | | | | | |
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| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 26 | 27 | 28 | 29 | | | | | | | | | | | 28 | 29 | 30 | 31 | | | |

| MARCH | | | | | | | JULY | | | | | | | NOVEMBER | | | | | | |
|-------|----|----|----|----|----|----|------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
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| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | 31 | | | | | 25 | 26 | 27 | 28 | 29 | 30 | |

| APRIL | | | | | | | AUGUST | | | | | | | DECEMBER | | | | | | | |
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| 29 | 30 | | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| | | | | | | | | | | | | | | 30 | 31 | | | | | | |

1957

| JANUARY | | | | | | | MAY | | | | | | | SEPTEMBER | | | | | | |
|---------|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 27 | 28 | 29 | 30 | 31 | | | 26 | 27 | 28 | 29 | 30 | 31 | | 22 | 23 | 24 | 25 | 26 | 27 | 28 |

| FEBRUARY | | | | | | | JUNE | | | | | | | OCTOBER | | | | | | |
|----------|----|----|----|----|----|----|------|----|----|----|----|----|----|---------|----|----|----|----|----|----|
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
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| | | | | | | | 30 | | | | | | | | | | | | | |

| MARCH | | | | | | | JULY | | | | | | | NOVEMBER | | | | | | |
|-------|----|----|----|----|----|----|------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
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| 31 | | | | | | | | | | | | | | | | | | | | |

| APRIL | | | | | | | AUGUST | | | | | | | DECEMBER | | | | | | |
|-------|----|----|----|----|----|----|--------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 28 | 29 | 30 | | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
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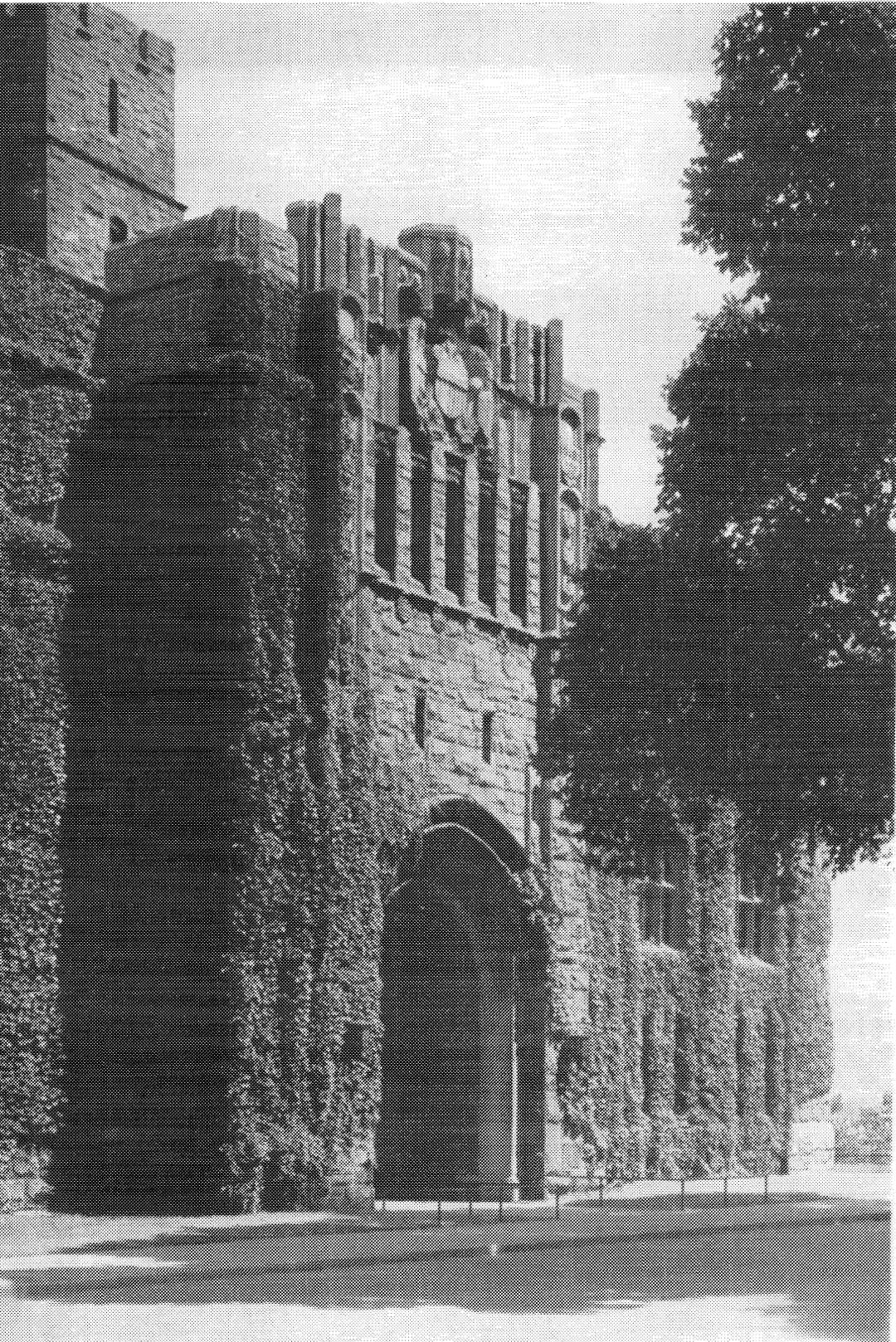
ACADEMIC CALENDAR, 1956-57

1956

| | | |
|-------------|-----------------|---|
| 3 JULY | <i>Tuesday</i> | New Fourth Class enters. |
| 14 AUGUST | <i>Tuesday</i> | Re-examination of cadets deficient on second term-end examinations. |
| 27 AUGUST | <i>Monday</i> | Ex-cadets report for readmission. |
| 3 SEPTEMBER | <i>Monday</i> | Labor Day. Duties suspended. |
| 4 SEPTEMBER | <i>Tuesday</i> | First term begins. |
| 12 NOVEMBER | <i>Monday</i> | Veterans Day. Classes suspended. |
| 22 NOVEMBER | <i>Thursday</i> | Thanksgiving Day. Classes suspended. |
| 22 DECEMBER | <i>Saturday</i> | Christmas leave for three upper classes begins at 12:00 noon. |

1957

| | | |
|-------------|------------------|--|
| 1 JANUARY | <i>Tuesday</i> | Christmas leave for three upper classes ends at 5:30 P. M. |
| 17 JANUARY | <i>Thursday</i> | Ex-cadets report for readmission. |
| 19 JANUARY | <i>Saturday</i> | First term ends at 12:00 noon. |
| 21 JANUARY | <i>Monday</i> | Second term begins. Term-end examinations begin. |
| 23 JANUARY | <i>Wednesday</i> | Term-end examinations completed. |
| 22 FEBRUARY | <i>Friday</i> | Washington's Birthday. Classes suspended. |
| MARCH | | Medical, physical aptitude, and preferred series of College Entrance Examination Board tests begin at designated military installations (see p. 23). |
| 14 MARCH | <i>Thursday</i> | Spring leave for three upper classes begins at 3:15 P. M. |
| 17 MARCH | <i>Sunday</i> | Spring leave for three upper classes ends at 6:00 P. M. |
| 2 APRIL | <i>Tuesday</i> | Re-examination of ex-cadets. |
| 29 MAY | <i>Wednesday</i> | Second term ends. |
| 30 MAY | <i>Thursday</i> | Memorial Day. Classes suspended. |
| 31 MAY | <i>Friday</i> | Term-end examinations begin. |
| 2 JUNE | <i>Sunday</i> | Baccalaureate Sunday. |
| 3 JUNE | <i>Monday</i> | Term-end examinations completed. |
| 4 JUNE | <i>Tuesday</i> | Graduation. |
| 11 JUNE | <i>Tuesday</i> | Special medical, physical aptitude, and College Entrance Examination Board tests begin at West Point for candidates applying for admission July 2. |
| 2 JULY | <i>Tuesday</i> | New Fourth Class enters. |



Administration Building

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: LT. GEN. BLACKSHEAR M. BRYAN, USA.

Office: Administration Building.

Aides-de-camp: CAPT. JOSEPH LOVE, INF.

1ST LT. JOSEPH A. HANNAN, INF.

Office: Administration Building.

Acting Chief of Staff: COL. JAMES M. ILLIG, GS.

Office: Administration Building.

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

Office: Administration Building.

Assistant to the Dean: LT. COL. CRANSTON E. COVELL, ARTY.

Office: Administration Building.

Commandant of Cadets: COL. JOHN L. THROCKMORTON, GS.

Office: Cadet Headquarters, Central Barracks.

Assistant Commandant: COL. JULIAN J. EWELL, INF.

Office: Cadet Headquarters, Central Barracks.

Registrar: CAPT. ROBERT S. DAY, CML C.

Office: Administration Building.

THE MISSION OF THE UNITED STATES MILITARY ACADEMY

The mission of the United States Military Academy is to instruct and train the Corps of Cadets so that each graduate shall have the qualities and attributes essential to his progressive and continuing development throughout a lifetime career as an officer of the Regular Army.

Inherent in the mission of the United States Military Academy are the objectives:

To instill discipline.

To instill a high sense of honor.

To provide the knowledge and general education equivalent to that given by our leading universities, and particularly to develop the powers of analysis so that the mind may reason to a logical conclusion.

HISTORY OF WEST POINT

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 in 1801, the year Thomas Jefferson became President.

The experience of the Revolutionary War, during which America had to rely in large part on foreign drillmasters, artilleryists, 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 Colonel 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 General Benjamin Lincoln, General 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 message, 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 for independence in every facet of national life and culture: in law, religion, agriculture, shipbuilding, trading, manufacturing, and 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 Major 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 ten 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 noncommissioned 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 Colonel 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 extracurricular 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 West Point 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 having a Board of Visitors 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 Board's 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 in order of merit 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 West Point 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, General 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' 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 General 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, Stilwell, Eichelberger, Vandenberg, Simpson: the list of West Point graduates who led 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 developed logically from the ideal of Colonel 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 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 and guarding against the appearance of practices inconsistent with the System. The Committee has no punitive powers, its functions being entirely investigative and advisory. If a cadet is reported to the Commandant as possibly guilty of an honor violation, the Commandant sets in motion all the official machinery to make a careful investigation. Throughout the course of this investigation, the rights of the cadet are protected in accordance with the prescriptions of Army Regulations.

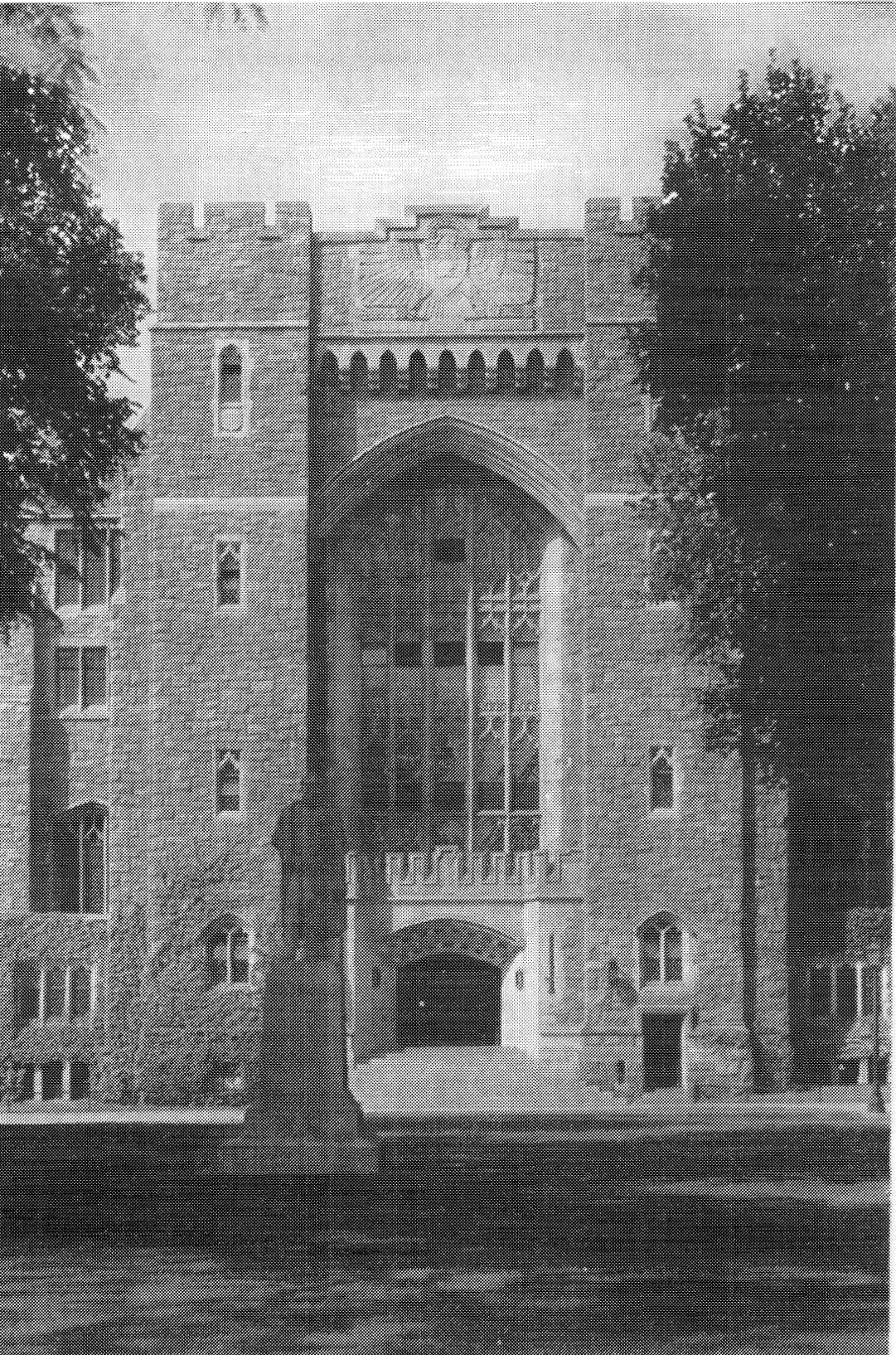
Although there are many cadet regulations that are related to the Honor System, the System has never outgrown its simple meaning—that a cadet will neither lie, cheat, nor steal. A cadet's written or spoken word is always regarded as truth. If he signs a statement that he has complied with or will comply with a particular regulation, the statement is accepted without question.

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 the cadet 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 are expected to 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.



Washington Hall

ADMISSION

I. GENERAL

A young man who is 17 but not yet 22 years of age, who is a citizen of the United States, who is of good moral character, who has never been married, who is in good physical condition, and who has graduated from a secondary school, has the basic qualifications necessary to compete for entrance to the United States Military Academy.

The United States Military Academy offers a 4-year course of education and training leading to the degree of Bachelor of Science and a commission as Second Lieutenant in the Regular Army. The course of instruction, which is explained in detail beginning on page 41, is designed to give the graduate a college education suitably proportioned in the arts and sciences, to give him a broad basic education and training in the tactics and techniques of modern warfare, and to develop in him the qualities and attributes essential in a leader of the armed forces of the United States.

There are no tuition or other charges for attendance at the Military Academy. A cadet is a member of the Regular Army and, as such, receives \$111.15 a month from which he pays for his uniforms, textbooks, and incidental items. A cadet also receives a ration allowance which covers the cost of his meals. In effect, therefore, the young man who is admitted to the Military Academy has won a scholarship covering all expenses of a 4-year college education leading to a lifetime career as a professional military leader.

In one major respect the requirements for admission to the United States Military Academy differ from the normal requirements for admission to a civilian college or university: each candidate must obtain an official nomination to the Academy from one of the nominating authorities listed in section II beginning on page 17. A candidate may seek nomination from, and be nominated by, more than one authority.

Graduation of the senior class normally leaves approximately 750 cadetships available to the nominating authorities for the entering class each year. A young man who has selected the military career and who desires to build this career upon a West Point education should review the various sources of nomination to the Military Academy listed in section II and determine which sources offer him the best opportunities. The great majority (85%) of nominations are available from Senators and Representatives in Congress for residents of their States or Districts, but an applicant should also determine whether he may be eligible for nomination in one of the special categories:

- As a member of the Army or Air Force—Regular, National Guard, or Reserve;
- As a student at an honor military or naval school;

As the son of a member of the Regular Army, Navy, Air Force, Coast Guard, or Marine Corps, and thus eligible for nomination from the nation at large by the President of the United States;

As the son of a member of the land, sea, or air forces who died as a result of war service;

As the son of a recipient of the Medal of Honor.

Having determined the proper nominating source in his case, a prospective West Point candidate should apply for a nomination to that authority. If the candidate believes that he is eligible for nomination from more than one source, he should apply to each such source. In each application, the prospective candidate should request a nomination to the United States Military Academy, should give his residence, should state briefly his reasons for wanting to enter the Academy, and should give the status of his education and training. No special application form is required—a regular business-type letter is all that is necessary.

During the year preceding the Military Academy's July admission date most Congressmen conduct preliminary screening examinations to facilitate their selection of nominees. Candidates, therefore, are encouraged to apply for congressional nominations at the earliest practicable date.

Upon the receipt of a candidate's nomination from a nominating authority, the Department of the Army, in the name of the President, will send the candidate a letter of notification. This letter officially authorizes the candidate to be examined for appointment to enter the Military Academy to fill the vacancy for which he has been nominated.

In addition to obtaining a nomination and meeting the general requirements as to age, citizenship, character, and marital status, the candidate must establish his mental, medical, and physical aptitude qualifications for admission. These are explained in section III, beginning on page 24.

The 4-year curriculum of the Military Academy is based on the assumption that the entering student has completed a sound secondary school education and is prepared to do work at the college level. Satisfactory preparation normally is indicated by graduation from high school with at least fifteen units credit—including three in English, two in Algebra, one in Plane Geometry, and one in United States History. These secondary school requirements are explained beginning on page 25.

A candidate's mental qualifications for admission are determined by his performance on prescribed tests of the College Entrance Examination Board. A candidate may take the mental tests at any of the places and on any of the dates scheduled by the College Board. These tests are given frequently during the year at more than 800 College Board test centers throughout the United States and foreign countries. In general a test center will be within 75 miles of the candidate's home. The places and dates of the College Board tests are set forth in the booklet, *College Board Tests*, a copy of which may be obtained without charge by writing to—

The Registrar
United States Military Academy
West Point, New York
or to
The College Entrance Examination Board
P. O. Box 592
Princeton, New Jersey
or to
The College Entrance Examination Board
P. O. Box 27896
Los Angeles 27, California.

The booklet may also be obtained from the principal, guidance counsellor, or librarian in most high schools.

In addition to the regularly scheduled tests of the College Board, a special administration of the tests is conducted in March at designated military posts in the United States and overseas. These military posts are those to which candidates must report for medical examination and tests of physical aptitude. Thus, by arranging for his College Board tests in March at one of these military posts, a candidate will be able to take all three required tests—mental, medical, and physical aptitude—at one place, with only one trip away from his home. For this reason, although the Military Academy will consider scores made on any regular College Board tests, the special College Board tests in March are preferred. The military stations at which the special March examinations will be held are listed on pages 27–28.

The specific College Board Tests which a candidate must take depend upon the amount of education he has had and the kind of nomination he has received.

Nominations are of two kinds: *Noncompetitive* and *competitive*.

A *noncompetitive nomination* is one in which the candidate's priority for appointment to enter the Military Academy (principal, first alternate, second alternate, third alternate) is designated by the nominating authority. Members of Congress make the greater part of noncompetitive nominations.

A *competitive nomination* is one in which appointments to enter the Military Academy are awarded to those fully qualified candidates who make the highest total scores on the College Board mental tests. Competitive nominations include those given to members of the Army or Air Force, to students at Honor Military Schools, to sons of deceased veterans, to sons of Medal of Honor winners, and to those appointed from the nation at large by the President of the United States.

Every candidate who has completed satisfactorily the required secondary school units of study but who has not completed at least one semester of college work will be required to take the College Board Scholastic Aptitude Test and the College Board achievement tests in Intermediate Mathematics and English Composition.

All *noncompetitive candidates who have completed* satisfactorily the required secondary school units of study and *who have also completed* satisfactory work for at least one semester at college, will be required to submit scores on only the College Board Scholastic Aptitude Test.

A *competitive candidate*, however, *must* take the College Board Scholastic Aptitude Test and the College Board Achievement tests in Intermediate Mathematics and in English Composition. Furthermore, *all competitive candidates must* take these tests on the same date, at the special March administration of the College Board tests at military posts.

A *noncompetitive candidate nominated prior to* the closing date for registration for the special March College Board tests may submit for consideration his scores on the College Board tests required of him and taken at any time prior to and including the March series.

Any candidate who is unable to present evidence of satisfactory completion of a course in United States History must also take the College Board achievement test in Social Studies. However, a candidate presently enrolled in a course in United States History will be given conditional credit for the course and not be required to take the Social Studies Achievement Test. The condition will be removed upon receipt of evidence of satisfactory completion of the course.

A special administration of the College Board tests and of the medical and physical aptitude tests is conducted at West Point in June for noncompetitive candidates nominated too late to take the March examinations.

Once a candidate has received a nomination from one of the nominating authorities, the Registrar, U. S. Military Academy, secures transcripts of his previous scholastic records and then advises the candidate of the specific College Board tests required. The candidate should then register for these required College Board tests in accordance with the regular published instructions of the College Board and pay the required fee directly to the College Board. A young man interested in entering the Military Academy who has not yet secured a nomination, may determine which College Board tests would be required in his case, by submitting his scholastic record to the Registrar, U. S. Military Academy, West Point, N. Y.

The College Entrance Examination Board will send free to all candidates booklets describing the tests for which they register.

A candidate's physical qualifications are determined by thorough medical and physical aptitude examinations. The medical examination is designed to ensure that the candidate is in good health, meets height and weight standards, has good vision and hearing, and has no deformities. Details of standards are in paragraph 6, section III, pages 32-33. The physical aptitude examination is designed to ensure that the candidate has the required degree of strength, coordination, and agility. Details of the tests are in paragraph 7, section III, pages 33-35.

Four to six weeks after they have completed the full battery of mental, medical, and physical aptitude tests, candidates will be advised whether or not they are qualified for admission, and if fully qualified and eligible for admission, will be authorized to report to West Point on the first Tuesday in July. At that time they will be sworn in as Cadets of the United States Military Academy and assume an obligation to serve in the United States Armed Forces for a period of not less than 3 years following graduation from the Military Academy.

To summarize, the steps necessary for admission to West Point are—

1. *Apply for and obtain a nomination from a nominating authority.*
2. *Submit required scholastic records.*
3. *Receive notification of College Board mental tests required.*
4. *Register for and take the required College Board mental tests at the designated time and place.*
5. *Report for and take the medical and physical aptitude tests at a designated military post in March. (If desired, the College Board mental examinations may be taken at this time).*
6. *Receive notice advising of qualification on the examinations and whether appointed to fill the vacancy for which nominated.*
7. *Report to West Point on the first Tuesday in July for admission as a Cadet of the United States Military Academy.*

II. NOMINATIONS

I. AUTHORIZED CADETSHIPS—VACANCIES

The 2496 cadetships authorized at the Military Academy are allocated to sources of nomination as follows:

| | | |
|------------------------|---|-------|
| <i>Noncompetitive:</i> | | |
| 435 | Representatives (4 each)..... | 1,740 |
| 96 | Senators (4 each)..... | 384 |
| | Vice Presidential..... | 3 |
| | Hawaii and Alaska (4 each)..... | 8 |
| | District of Columbia..... | 6 |
| | Canal Zone Government..... | 2 |
| | Puerto Rico..... | 4 |
| <i>Competitive:</i> | | |
| Army and Air Force: | | |
| | Regular Components..... | 90 |
| | Reserve Components..... | 90 |
| | (National Guard of the United States; Air National Guard of the United States; Army Reserve; Air Force Reserve) | |
| | Presidential..... | 89 |
| | Sons of Deceased Veterans..... | 40 |
| | Honor Military and Honor Naval Schools..... | 40 |
| | Total..... | 2,496 |

Graduation of the senior class normally leaves about 750 of these cadetships vacant and hence available to new candidates each year.

2. NOMINATING PROCEDURES

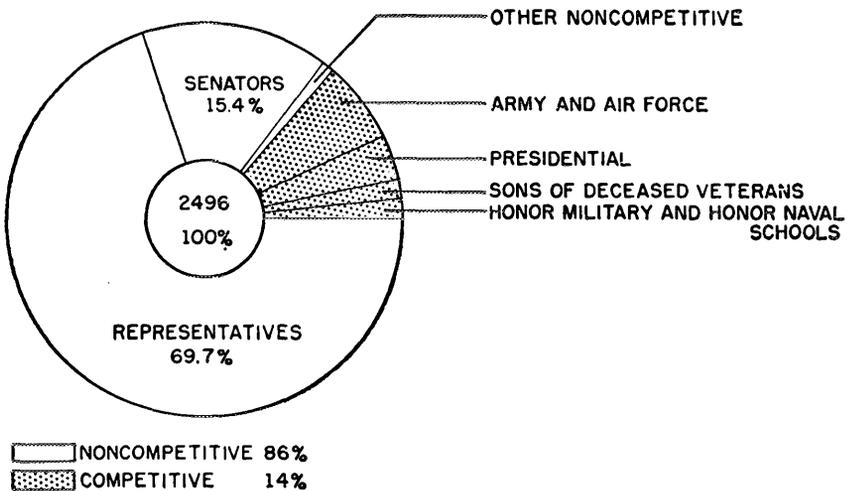
Before a young man may be authorized to take the complete set of entrance examinations—mental, medical, and physical aptitude—to qualify for a cadetship, he must apply for and obtain an official nomination to the Military Academy from one of the nominating authorities listed in paragraph 1 above and covered more fully in paragraph 3 below. Information as to available vacancies may be obtained from The Adjutant General, Department of the Army, Washington 25, D. C. More than one candidate will normally be nominated for each vacant cadetship; for each noncompetitive vacancy four candidates may be nominated; for the competitive vacancies the number of nominees is given elsewhere in the catalogue. An applicant may be nominated to qualify for a vacant cadetship only during the year preceding the admission date, the first Tuesday in July. An applicant may seek nomination from, and be nominated by, more than one nominating authority. The young man interested in entering the Military Academy, therefore, should examine the sources of nominations described in paragraph 3 below and determine which sources offer him the best opportunities to obtain a nomination. He should then apply to each such nominating authority requesting a nomination to the United States Military Academy. His application(s) should give his residence, should state briefly and convincingly his reasons for wanting to enter the Military Academy, should give the status of his education and training, and should furnish other helpful information such as participation in extra-curricular activities and athletics. Most Senators and Representatives conduct their own special preliminary screening examinations to help them select the four nominees for each of their vacant cadetships. An applicant for a congressional nomination, therefore, is encouraged to apply for nomination at the earliest date. Upon receipt of a nomination from one of the nominating authorities, the Department of the Army will issue a letter of notification to the candidate. This letter of notification officially authorizes the candidate to be examined for qualification and appointment to enter the Military Academy to fill the vacancy for which he was nominated. Details of entrance requirements and examinations are given in section III beginning on page 24. Information about notifying candidates of results of examinations and about reporting to the Military Academy is contained in section IV beginning on page 35.

3. SOURCES OF NOMINATION

A prospective candidate should examine carefully the nominating sources described below to determine what kind or kinds of nomination he is eligible to seek and where to address his application(s) for nomination.

a. Noncompetitive.—A noncompetitive nomination is one in which the candidate's priority for admission to the vacancy is designated by the

nominating authority. Nominations of noncompetitive candidates are entirely in the hands of the nominating authorities who have the cadetships at their disposal, and all applications must be addressed to them. Most nominating authorities hold preliminary competitive examinations to select nominees. For each vacancy four candidates may be nominated: one 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 the 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, be actual residents of the geographical unit from which nominated.



A description of the noncompetitive nomination categories follows:

Representatives (4 each)—Nominated by Representatives in Congress, from their districts.

Senators (4 each)—Nominated by United States Senators from the States at large.

It is from these two Congressional groups that the great majority (86%) of nominations are available.

Vice Presidential (3)—The Vice President may nominate candidates from the United States at Large.

Hawaii (4)—Nominated by the Delegate in Congress.

Alaska (4)—Nominated by the Delegate in Congress.

District of Columbia (6)—Nominated by the Commissioners of the District of Columbia.

Canal Zone Government (2)---Nominated by the Governor of the Canal Zone from among the sons of civilians residing in the Canal Zone and sons of civilian personnel of the United States Government and the Panama Canal Company residing in the Republic of Panama.

Puerto Rico (4)---Nominated by the Resident Commissioner.

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 College Board Achievement tests in Intermediate Mathematics and English Composition and on the Scholastic Aptitude Test. Candidates for these vacancies can qualify only by taking these three tests at the regular College Board administration in March, regardless of the extent of their education and regardless of performance on previous entrance examinations. Failure of a competitive candidate to report for the March College Board series---regardless of the circumstances---will vacate his nomination. There is no restriction on the residence of a competitive candidate.

A description of the competitive nomination categories follows:

(1) Army and Air Force:

One hundred and eighty (180) cadetships at the Military Academy are divided equally between enlisted men of the United States Army and the United States Air Force 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 Army Reserve, 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 the first Tuesday in July of the following year. The number of candidates nominated from each of the Regular components may be three times the number of available vacancies. For each available vacancy in the ninety (90) cadet spaces authorized the non-Regular components, the Army and Air Force National Guard of the United States are authorized to nominate from among their combined enlisted personnel three candidates; and the Army Reserve and Air Force Reserve are authorized to nominate from among their combined enlisted personnel three candidates. 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, Army Reserve, 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. A joint Army-Air Force publication,* AR 350-55, AFR 53-13, gives detailed directions for 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 at least one year (not necessarily continuous) *preceding the date of his admission*. 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. A joint Army-Air Force publication,* AR 350-55/AFR 53-13, gives detailed directions for making application for Reserve component nomination.

(2) Presidential:

Eighty-nine (89) cadetships are reserved for disposition by the President of the United States. For nearly a century these appointments have been reserved by each President for the sons of members of the regular components of the Army, Air Force, Navy, Marine Corps, and Coast Guard, who are still in service, retired, or who died while serving therein. The administration of these appointments has been delegated to the Department of the Army. Applications by those eligible should be made by letter (no prescribed form) addressed to The Adjutant General, Department of the Army, Washington 25, D. C., Attn: AGPB-M, giving the name, grade, service number, and branch of service of the parent as a member of such regular component; and the full name, address, and date of birth of the applicant (complete military address and service number if in the Armed Forces). Adopted sons are eligible for appointment if they were adopted prior to their fifteenth birthday; a copy of the order of court decreeing adoption, duly certified by the clerk of the court, must accompany the application.

*This publication may be obtained from the nearest Army or Air Force installation or by writing to The Adjutant General, Washington 25, D. C., Attn: AGPB-M.

(3) Sons of Deceased Veterans of World Wars I or II or the Korean Conflict:

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 or between June 27, 1950, and midnight of January 31, 1955. 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., Attn: AGPB-M. 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, grade, service 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 and Honor Naval Schools:

Forty (40) cadetships are provided for Honor Military and Honor 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 on the March entrance examination. The number of available vacancies will be filled in the order of merit established at the 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. However, the institution is not limited to those graduates of the current year. 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.

c. Sons of Congressional Medal of Honor Winners.—Sons of recipients of the Congressional Medal of Honor may be nominated and appointed to the Military Academy. The administration of these nominations 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., Attn: AGPB-M. 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, grade, and branch of service of the parent and a brief

statement of the date and circumstances of the award. Candidates nominated 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. Foreign Cadets.—In addition to the 2,496 United States cadets, young men from certain foreign countries may be designated to take the entrance examinations and, if qualified, be authorized to receive instruction at the United States Military Academy. Requirements for the admission, advancement from class to class, and graduation of foreign cadets are similar to those for cadets of the United States. Foreign cadets are not entitled, however, by reason of their graduation, to appointment in the Armed Forces of the United States. Foreign cadets receive the same pay and allowances as cadets appointed from the United States.

Republic of the Philippines.—One Filipino, selected on the basis of scores on the entrance examination from among those designated by the President of the Republic of the Philippines, may be authorized to enter with each class and receive instruction at the United States Military Academy.

American Republics and Canada.—A total of not more than 20 citizens of the American Republics and Canada may receive instruction at the United States Military Academy at any one time. Not more than three persons from any one country may be cadets at the same time.

Other Foreign Countries.—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.

4. QUALIFIED ALTERNATES AND QUALIFIED COMPETITORS

When it is determined that the number of new cadets of an entering class will not bring the Corps to its authorized strength, the Academic Board may recommend for appointment qualified alternates and qualified competitors regardless of the vacancies for which they were nominated. At least two-thirds of those so recommended must be qualified alternates. Thus a young man who is fully qualified to enter the Military Academy but who did not win the appointment to the particular vacancy for which he was competing will still be considered for appointment to enter the Academy as a qualified alternate or qualified competitor at large. No application by the individual is necessary or desired, for all qualified candidates are considered by the Academic Board. In making its selection the Board considers the following factors: academic ability based upon the candidate's entire scholastic record; character and other personal attributes as shown by confidential statements furnished by principals, teachers, and other school officials; evidence of exceptional capabilities; and leadership potential.

5. REAPPLICATIONS

A candidate who is not selected for a class entering the Military Academy may reapply for a nomination and qualify for appointment as a cadet in a subsequent year. Policies as to whether results of previously taken examinations will be considered in such cases are set forth in the following section.

III. ENTRANCE REQUIREMENTS AND EXAMINATIONS

1. PROCEDURES

a. In addition to obtaining a nomination as outlined in the preceding section, each candidate must fulfill general requirements as to age, citizenship, character, and marital status, and must pass tests to determine his mental, medical, and physical aptitude qualifications. These requirements and tests are described in this section.

b. With the candidate's letter of notification (par. 2, sec. II), The Adjutant General will furnish all necessary forms and detailed instructions covering such matters as the submission of transcripts of scholastic records and other personal history data.

c. After a careful review has been made of the candidate's records, he will be advised of the particular examinations he must take and where and when to report to take them.

d. When the candidate has been informed which mental tests are required in his case, he should register with the College Entrance Examination Board to take these tests, paying the required fee directly to the Board. An application form for this purpose will be furnished to the candidate by The Adjutant General. Candidates should request on the College Board application form that their scores be sent to the United States Military Academy.

e. The candidate should report for his mental, medical, and physical aptitude examinations at the places and times prescribed in his notification.

f. From 4 to 6 weeks after a candidate has taken the full set of examinations—mental, medical, and physical aptitude—he will be advised whether he is qualified, and if fully qualified and eligible, he will be appointed to fill the vacancy for which he was nominated.

2. GENERAL REQUIREMENTS

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; 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 less than 5 feet 6 inches in height, except that a candidate who is under 20 years of age on 1 July of the year of proposed admission may be granted a waiver of 1 inch below the minimum height. In exceptional cases, where a candidate has demonstrated outstanding abilities, or has an outstanding military record, or who possesses exceptional educational qualifications, the Department of the Army may authorize a waiver of 2 inches below the minimum height. Individual requests for waivers will be considered at the time the candidate undergoes the entrance examination. The weight of a candidate must be within certain limits which depend upon his height. Height-weight tables and additional information about the physical requirements for admission will be found in appendix I, page 129.

3. PREVIOUS EDUCATION

The majority of candidates admitted to the Military Academy enter directly from secondary school. Those in the upper portion of their high school classes who have attained good grades in their mathematics and English courses should be able to qualify for admission without intensive cramming or special preparation. Candidates unable to obtain appointments for admission to the Military Academy immediately following graduation from secondary school are encouraged to attend a civilian college or university pending receipt of an appointment to West Point.

Each candidate must submit his complete educational record. This record should show that he has graduated (or will have by the time of his admission) 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. Seven of the 15 units should be in the following nonoptional courses:

| <i>Non-Optional Courses</i> | <i>Maximum unit credit</i> |
|--|--------------------------------|
| 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 should be chosen from the following optional courses:

| <i>Optional Courses</i> | <i>Maximum unit credit</i> |
|--|--------------------------------|
| Mathematics (advanced algebra) | $\frac{1}{2}$ |
| Mathematics (solid geometry) | $\frac{1}{2}$ |
| Mathematics (trigonometry) | $\frac{1}{2}$ |
| English, fourth year | 1 |

| <i>Optional Courses</i> | <i>Maximum unit credit</i> |
|---|--------------------------------|
| History (ancient, or ancient and medieval)..... | 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..... | 1/2 |
| Government..... | 1/2 |
| Civics..... | 1/2 |
| 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 |
| Geography..... | 1 |
| Drawing (mechanical or freehand)..... | 1 |
| Bookkeeping..... | 1 |
| Physiology..... | 1 |
| Psychology..... | 1 |
| Astronomy..... | 1/2 |
| Geology..... | 1/2 |

4. EXAMINATIONS, GENERAL SCOPE, DATES, AND LOCATIONS

a. Mental.—A candidate's mental qualification for admission is determined by his performance on prescribed tests of the College Entrance Examination Board. The various College Board tests which have been adopted by the United States Military Academy include—

- The Scholastic Aptitude Test
- Achievement Tests in—
 - English Composition
 - Intermediate Mathematics
 - Social studies.

By consulting paragraph 5, page 29, a candidate can determine which of these tests he must take. The College Board tests are given frequently during the year at test centers conveniently located throughout the United States and foreign countries. Information on dates of administration, location of test centers, dates by which applicants must register, payment of fees, and methods of application is contained in the booklet *College Board Tests*. This bulletin of information, published annually by the College Board, may be obtained without charge by writing to—

The Registrar
U. S. Military Academy
West Point, New York

or to

The College Entrance Examination Board
P. O. Box 592
Princeton, New Jersey

or to

The College Entrance Examination Board
P. O. Box 27896
Los Angeles 27, California

This booklet may also be obtained from the principal, guidance counselor, or librarian in most high schools.

The nature and scope of each College Board test, together with sample questions, are described in other booklets published by the College Entrance Examination Board. The Board will send free to all candidates booklets describing the tests for which they register.

b. Physical.—A candidate's physical qualification for admission to the Military Academy is determined by two examinations: by a thorough medical examination to ensure that he is in good health and has no physical defects; and by a series of tests of physical aptitude to ensure that he has the required strength, coordination, muscular power, endurance, speed, and agility. Details of the scope of the medical examination are given in paragraph 6, pages 32–33; of the physical aptitude tests in paragraph 7, pages 33–35. These medical and physical aptitude examinations are given only in March and only at these military stations:

Army Base, Boston, Mass.
Stewart Air Force Base, Newburgh, New York
Walter Reed Army Medical Center, Washington, D. C.
William Beaumont Army Hospital, Fort Bliss, Texas
Fort Benning, Georgia
Fort Bragg, North Carolina
Fitzsimons Army Hospital, Denver, Colorado
Brooke Army Hospital, Fort Sam Houston, Texas
Keesler Air Force Base, Biloxi, Mississippi
Fort Knox, Kentucky

Fort Leavenworth, Kansas
Letterman Army Hospital, Presidio of San Francisco, Calif.
Madigan Army Hospital, Fort Lewis, Washington
Fort McPherson, Georgia
Fort Jay, Governors Island, New York
Fort Sheridan, Illinois
Fort Sill, Oklahoma
U. S. Naval Training Center, San Diego, Calif.
Tripler Army Hospital, Territory of Hawaii
Fort Brooke, Puerto Rico
Fort Clayton, Canal Zone
Fort Richardson, Alaska
Camp Zama, Japan
U. S. Army Hospital, Heidelberg, Germany

c. March Examinations.—In addition to the regular times and places for tests of the College Board as announced in the booklet, College Board Tests, an administration especially for Military Academy candidates is held in March during the same period and at the same military stations as the medical examinations and physical aptitude tests. By arranging to take his College Board tests at this special administration in March, a candidate can take all three tests, mental, medical, and physical aptitude, at one place, and with only one trip from his home. The candidate is advised to do this.

A candidate will be authorized by The Adjutant General (paragraph 1c, page 24) to report for examination at the military station nearest his home on the Wednesday before the Saturday in March on which the regular College Board tests are scheduled to be given. The medical examination and physical aptitude tests are given first and should be completed by Friday afternoon. On Saturday the College Board tests will be given at these military stations as well as at the regular College Board testing centers in other parts of the country. During this examination period (Wednesday P. M.—Saturday P. M.) living accommodations and meals will be provided at nominal cost. Travel and personal expenses are the responsibility of the candidate.

Failure to report for the March examinations automatically nullifies any *competitive appointment*. Failure to complete all examinations—mental, medical, and physical aptitude—by the time of the March examinations nullifies a *noncompetitive appointment* unless failure is due to sickness or other unavoidable cause, in which case the candidate may request authority to take the special June examination at West Point.

d. Special June Examinations.—A second medical and physical aptitude examination is held at West Point only. This examination, and a special administration of the College Board tests, is held on the Tuesday preceding

the 16th of June and is limited to *noncompetitive candidates* nominated after the College Board's regular registration date for the March examination and to *noncompetitive candidates* unable to take the March examination because of illness or other unavoidable cause.

5. MENTAL EXAMINATIONS: SPECIFIC REQUIREMENTS

a. General.—The particular College Board tests which a candidate must take to qualify for entrance to the Military Academy depend upon whether the candidate's nomination is competitive or noncompetitive; whether the applicant has completed satisfactorily at least one semester of study at college; and whether the applicant has completed the requirement for the study of United States History.

b. Requirement in United States History.—Every candidate must qualify in United States History, either by furnishing evidence that he has completed satisfactorily a standard course in United States History (one year in secondary school or one semester in college) or by passing the College Board's achievement test in Social Studies. However, a candidate presently enrolled in a course in United States History will be given conditional credit for the course and not be required to take the Social Studies Achievement Test. The condition will be removed upon receipt of evidence of satisfactory completion of the course.

c. Candidates with College Credits.—A *noncompetitive candidate* (par. 3*b*, sec. II) with an acceptable college record may qualify mentally for admission by passing only the College Board Scholastic Aptitude Test.

To be acceptable, the college record must reflect at least one semester's credits earned at a recognized college or university and must be in addition to a secondary school record of satisfactory performance totaling at least 15 units credit described in paragraph 3 on pages 25–26.

In determining acceptability of a college record, the Military Academy considers the entire scholastic performance of the candidate. Low marks, failures, or conditions in college, or failure on a prior Military Academy entrance examination are considered good reasons for the rejection of a college certificate. A candidate whose college certificate is not accepted must take the College Board achievement tests in Intermediate Mathematics and in English Composition as well as the Scholastic Aptitude Test.

d. Competitive Candidates.—A candidate who seeks to qualify for admission under a competitive nomination—Army and Air Force (regular and reserve components), Honor Military and Honor Naval Schools, Presidential, or Sons of Deceased Veterans (par. 3*b*, sec. II)—must take the College Board Scholastic Aptitude Test and the College Board achievement test in Intermediate Mathematics and in English Composition at the March College Board administration. In addition, as noted in *b* above, he must satisfy the requirement in United States History. The vacancies available within each of the competitive categories are awarded to those candidates who attained the highest proficiency scores on the Scholastic Aptitude Test and on the achievement tests in Intermediate



West Point from the east bank of the Hudson

Mathematics and in English Composition. Failure of a competitive candidate to report for the March examination automatically vacates his appointment.

e. Noncompetitive Candidates.—A candidate who seeks to qualify for admission under a noncompetitive nomination—Congressional, Vice-Presidential, Hawaii, Alaska, District of Columbia, Canal Zone and Puerto Rico (par. 3a, sec. II)—must take the College Board Scholastic Aptitude Test and achievement tests in Intermediate Mathematics and English Composition. As noted in *c* above, candidates with acceptable college records may be exempted from taking the achievement tests and permitted to qualify for admission by taking the Scholastic Aptitude Test only. In addition, as noted in *b* above, a noncompetitive candidate must satisfy the requirement in United States History, or take the achievement test in Social Studies.

A noncompetitive candidate nominated prior to the closing date for registration for the March College Board tests may take the tests prescribed for him at any of the regularly scheduled administrations of the College Board prior to and including the March tests, or at the March tests conducted especially for Military Academy candidates at military stations (par. 4c). A noncompetitive candidate nominated subsequent to the closing date for the March College Board tests may take the tests prescribed for him at the Special June administration of the College Board tests conducted at West Point in June (par. 4d), or at any regularly scheduled administration of the College Board prior to the special June tests.

f. Dual Nominations.—A candidate holding both competitive and noncompetitive nominations must either (1) at the March administration take the Scholastic Aptitude Test and the achievement tests in Intermediate Mathematics and in English Composition, the results of which will determine his eligibility under both types of appointments, or (2) relinquish his competitive appointment and take only the mental examinations required under his noncompetitive appointment.

g. 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 examinations.

h. Previous Failure.—A renominated candidate who has previously failed on one or more of the mental tests must take the complete set of College Board tests—the Scholastic Aptitude Test and the achievement tests in English Composition and Intermediate Mathematics—to qualify under his new nomination.

i. Advanced Tests.—In exceptional cases, the Military Academy will consider scores made on College Board achievement tests covering an advanced field in place of a test required by the Military Academy. For example, the Military Academy may accept scores of a candidate on the

College Board achievement tests in Advanced Mathematics in place of the normally required achievement test in Intermediate Mathematics.

6. MEDICAL EXAMINATIONS: SPECIFIC REQUIREMENTS

a. Preliminary Examination.—The Departments of the Army, Navy, and Air Force have made available to all candidates for the Military Academy places where a preliminary medical examination can be obtained at no expense to the candidate other than the cost of such travel and subsistence as may be necessary. The preliminary medical examinations are conducted by medical specialists under conditions approximating as closely as possible those of the final type examinations given by the medical examining boards authorized to conduct the annual West Point entrance examination.

The preliminary examinations are authorized primarily for the convenience of candidates and prospective candidates. They serve to reveal obviously disqualifying defects which may preclude admission as cadets and may reveal defects which can be remedied prior to appearance for the final medical examination. Candidates are urged to avail themselves of this opportunity and thus spare themselves the needless expense and disappointment which may result from the late discovery of disqualifying defects.

Preliminary medical examinations are conducted at any of the places listed in appendix II, pages 130–132, and will be given to any candidate who presents a request signed by any one of the following: a Member of Congress or any other nominating authority; 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. It is advisable to communicate with the installation selected for medical examination to arrange an appointment.

A preliminary medical 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 board to have a disqualifying physical defect.

b. Final Medical Examination (See app. I).—Each candidate (including those who qualified in a previous year) is required to undergo a very thorough medical examination. 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 should not fall below 20/30 in either eye without glasses, correctible with glasses to 20/20 in each eye; under certain conditions waivers may be considered for vision up to 20/100 correctible with glasses to 20/20. Both 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.

Medical examinations are given in March at the military stations listed in paragraph 4*b*, pages 27–28, at the same time as the physical aptitude

tests and the special administration of College Board tests. Medical examinations of candidates nominated subsequent to the March examinations are given at the special June examinations at West Point, as noted in paragraph 4d, pages 28-29.

c. No Exemption for Previous Qualification.—A candidate must undergo the medical examination in March or June of the year of proposed admission, even though he may have been found medically qualified in a previous year.

7. PHYSICAL APTITUDE TESTS: SPECIFIC REQUIREMENTS

a. Required Tests.—Each candidate is required to take a 1-hour physical aptitude examination designed to measure strength, coordination, muscular power, endurance, speed, and agility. Examples of examination items are listed below together with standards to be considered by the candidate as minimum performance for each of these tests. 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 (with one exception—Arm Hang Test is Pass or Fail).

- (1) Arm Hang, Single (Pass or Fail) 5 seconds.
Hang full length by the right arm for 5 seconds from an overhead bar, the hand gripping the bar with the back of the hand toward the face. The elbow must be kept straight. Repeat the test with the left arm. This test is designed to show evidence of recurrent shoulder dislocation.
- (2) Basketball Throw for distance using a regulation basketball 65 feet.
- (3) Basketball Throw (modified) 50 feet.
Regulation basketball is thrown overhand for distance from the kneeling position.
- (4) Broad Jump for distance, standing 6 feet 9 inches.
- (5) Broad Jump for distance, three in succession 21½ feet.
Standing start with 3 continuous broad jumps.
- (6) 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.
- (7) Dipping on parallel bars 3 times.
Raising and lowering oneself on parallel bars by means of the arms. The body is lowered until upper arm passes the horizontal.

- (8) Dodge run..... 26 seconds.
A run through a maze placed on a gymnasium floor.
- (9) Hop, Step, and Jump..... 22 feet.
From a standing position take a hop, a step, and a jump to gain as great a distance as possible.
- (10) Hurdle run..... 39 seconds.
A run through a maze placed on a gymnasium floor.
- (11) Medicine Ball Put..... 35 feet.
A 6-pound medicine ball is put using the same movement as required for a shotput.
- (12) Pull-ups..... 3 times.
Chinning oneself on a horizontal bar, grasping bar with back of hand toward face.
- (13) Push-ups..... 20 times.
Standard push-ups starting from the leaning rest position.
- (14) 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.
- (15) Sit-ups (2 minutes)..... 34 times.
These are to be performed with a partner holding the feet.
- (16) 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.
- (17) Softball Throw..... 145 feet.
For distance using a regulation softball (12-inch circumference).
- (18) Running, shuttle
This test is a shuttle run on a gymnasium floor between two turning blocks 25 yards apart.
100 yards..... 18.9 seconds.
150 yards..... 26½ seconds.
250 yards..... 51 seconds.
300 yards..... 64 seconds.
- (19) Running 300 yards on indoor track..... 46½ seconds.
11 laps to the mile.

- (20) Squat jumps..... 30 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.
- (21) Vault for height, standing..... 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.
- (22) Vertical Jump..... 17 inches.
 The difference between the height an individual can reach and the height he can jump and reach.

The physical aptitude tests are given in March at the military stations listed in paragraph 4*b*, pages 27–28, at the same time as the medical examination and the special administration of College Board tests. Candidates nominated subsequent to the March examinations will take the physical aptitude tests at the special June examinations at West Point, as noted in paragraph 4*d*, pages 28–29.

b. Preparation.—Candidates should prepare for this examination by engaging in vigorous activities such as running, conditioning exercises, and competitive games rather than by practicing on specific test items.

c. Previous Qualification.—A candidate who has once been found qualified in physical aptitude will not be required to take another physical aptitude examination for a subsequent appointment.

IV. NOTIFICATION OF APPOINTMENT AND AUTHORIZATION TO REPORT

1. NOTIFICATION

Each candidate who participated in the entrance examinations will be notified of his appointment status by The Adjutant General; those entitled to admission will be authorized to report to West Point to join the new class of cadets (par. 1*f*, sec. III).

2. REPORTING

a. Admission Date.—Appointees will be directed to report to West Point for admission on the first Tuesday in July except when July 4th falls on Tuesday, in which event they will report on the first Wednesday in July.

b. Instructions for Reporting.—Appointees will be furnished a letter of instructions giving details of reporting such as time, place, and articles to bring.

c. Preparatory Physical Conditioning.—Because of the nature of the new cadets' training during their first two months at West Point, 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 candidate should strive for the degree of conditioning required for vigorous athletic team sports. 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 by 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.

d. Pay and Allowances.—Cadets are members of the Regular Army and, as such, receive pay and allowances as provided by pertinent statutes. Cadets currently receive \$111.15 a month, from which they must pay for their uniforms, textbooks, etc. Cadets also receive a ration allowance, currently established at \$1.35 a day, which is spent entirely on food. If a cadet is absent for 10 days or longer, the ration allowance is credited to his account. Quarters and medical care are provided.

e. Deposit upon Entrance.—Because the purchase of his uniforms, textbooks, etc., requires a heavy expenditure of funds during his first year, the appointee should make a deposit of \$300.00 prior to, or upon, entrance to the Academy. When such deposit is in the form of a check, it should be drawn to the order of the Treasurer, U. S. Military Academy, and mailed to him at West Point. The deposit is credited to the cadet's account.

f. Travel Expenses.—Except for members of the Armed Services who are provided transportation under Joint Travel Regulations, new cadets are allowed six cents per mile for travel expenses from their homes in the United States, or point of entry in the United States, to the Military Academy. This mileage allowance is credited to the cadets account following his admission, unless he makes a specific written request to the Commandant of Cadets that the mileage allowance be sent to his parents.

g. Oath of Allegiance.—Each appointee (except foreign candidates) takes the oath of allegiance to the United States in a formal ceremony on the day of admission.

h. Engagement to Serve.—Upon admission each cadet (except foreign cadets) must sign articles, with the consent of his parents or guardian if he is a minor, by which he shall engage, unless sooner discharged by competent authority—

- (1) To complete the course of instruction; and

- (2) If tendered an appointment as a commissioned officer in the Regular Army upon graduation from the United States Military Academy, to accept such appointment and to serve under such appointment for not less than three consecutive years immediately following the date of graduation; and
- (3) In the event of the acceptance of his resignation from a commissioned status in the Regular component of such armed service prior to the sixth anniversary of his graduation, or in the event of an appointment in such Regular service not being tendered, to accept a commission which may be tendered him in the Reserve component of such Regular service and not to resign from such Reserve component prior to such sixth anniversary.

GENERAL INFORMATION

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 HOLIDAYS

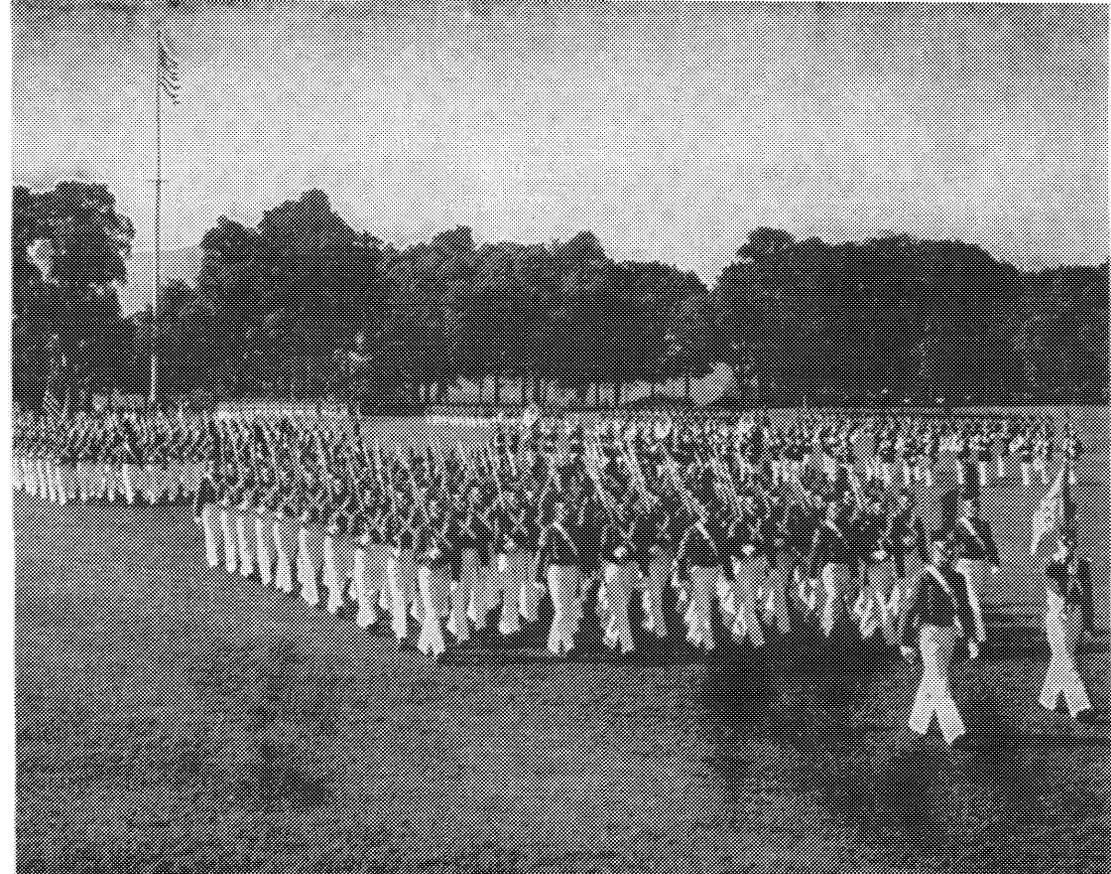
Although the summer period (June, July, August) is primarily devoted to practical military instruction, class leaves are given during this period as follows: First Class, 4 weeks; Second Class, 4 weeks; Third Class, 4 weeks. Academic duties are suspended for about 10 days at the Christmas holiday period and for about 4 days during March. At these times, cadets of the First, Second, and Third Classes who are not taking final examinations and whose disciplinary records and credit balance with the Treasurer warrant it, are granted leaves of absence.

Cadets of the First Class are granted week-end leaves during the year, if their duties, academic and disciplinary records, and credit balances warrant the leaves.

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

FILMS OF WEST POINT

Two documentary 16-mm sound films, "The Making of a West Pointer" and "This is West Point," dealing with the daily life of the cadets, are available on loan. The former is in color and takes 38 minutes to run; the latter is in black and white and takes 27 minutes to run. Address inquiries to the Public Information Officer, West Point, N. Y.

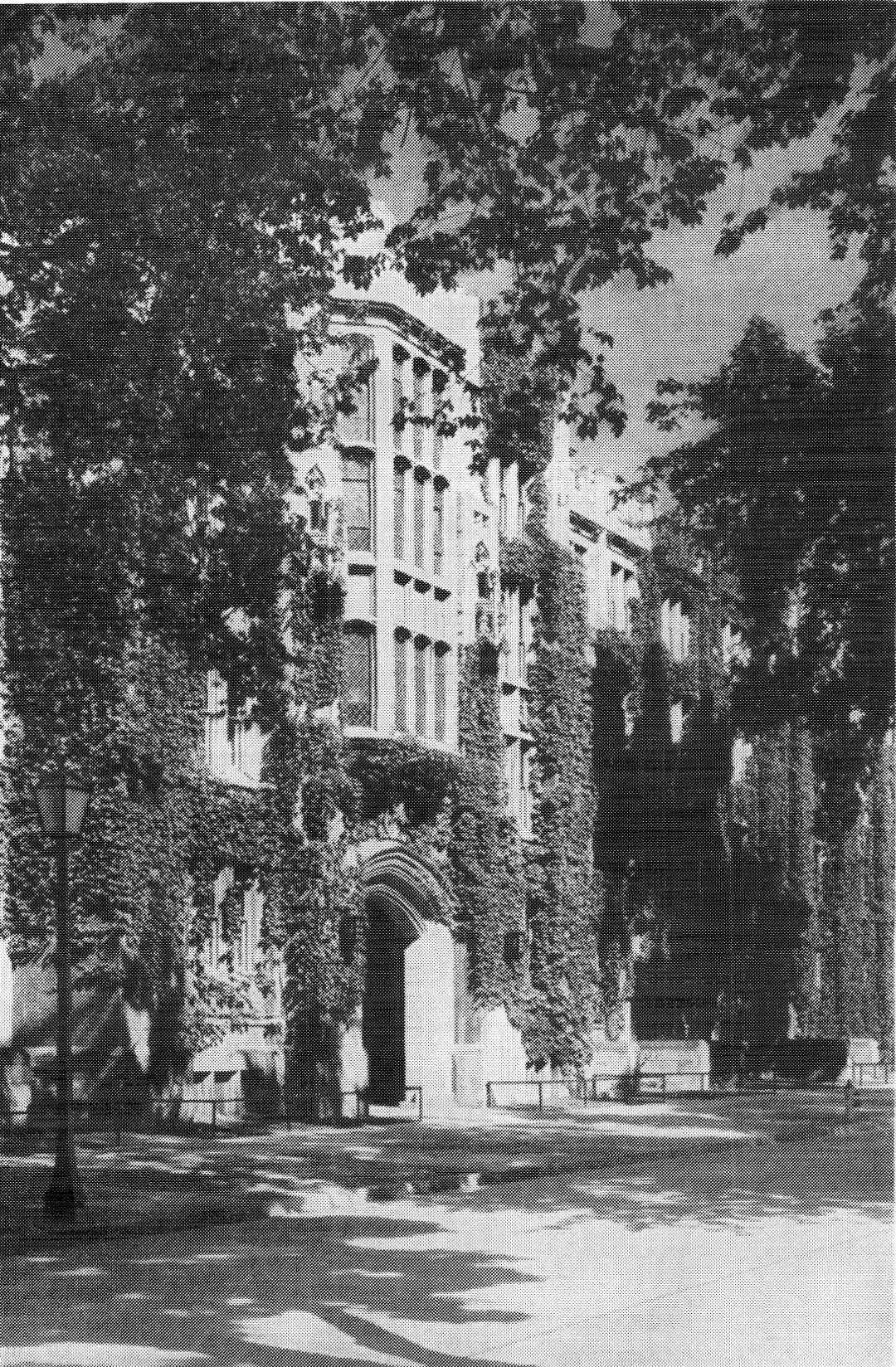


ORGANIZATION OF THE CORPS OF CADETS

The approximately 2,400 cadets of the Corps, organized into companies of about 100 men each, follow a Brigade organization with two regiments. Each regiment is organized into three battalions with four companies in each battalion.

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.

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



North Barracks

DEPARTMENTS OF INSTRUCTION

COURSE OF STUDY

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 accredited by the Middle States Association of Colleges and Secondary Schools. Except for a choice of one of five languages, the curriculum is prescribed.

The course of study is designed to prepare the graduate for the diverse intellectual problems that confront an officer during his career. To solve these problems the officer must have knowledge and understanding of our culture and technology, capacity for dealing with foreign allies, and a talent for adjusting military plans and operations to the status of the national economy. Because of such requirements and their resulting curricular objectives, the West Point course of study cannot be classed as either liberal arts or engineering but has somewhat the character of both.

After he graduates, the officer may do advanced study in civilian universities and he will invariably take advanced study in one or more graduate schools of the Armed Forces. These are of several levels: the branch schools; the Command and General Staff colleges; and, at the highest level, the War Colleges (Army, Navy, Air) and the joint colleges (National War College, Industrial College of the Armed Forces). Selected students from all the armed forces attend the joint colleges.

GRADING SYSTEM

Daily grades in each course of instruction at the Military Academy are awarded on a 30-point scale from 0.1 to 3.0, 3.0 equaling 100 percent and 2.0 being the lowest passing mark. A cadet's daily grades and cumulative record in each course are posted weekly on the class bulletin boards along with a report of all cadets deficient (average grade less than 2.0) in one or more subjects. Cadets attend classes in small sections of perhaps 12-15 students, all of whom have achieved substantially the same average grade in the subject. Approximately every four weeks the cadets are resectioned on the basis of their cumulative average grades in each subject.

A cadet's class rank (or order of merit) at year end and at graduation is determined by the total credits earned in all subjects in relation to the totals earned by each of his classmates. Maximum credits or weights assigned the various subjects are in proportion to the time allotted for instruction. A graduating cadet's choice of branch (Engineer, Artillery, Signal Corps, Infantry, etc.) is influenced by his class standing.

A report on the cadet's progress is mailed to his parents monthly throughout the academic year.

PROGRAM OF INSTRUCTION FOR ACADEMIC YEAR 1956-57

| Class | Subject | Attendance | Length of period (min- utes) |
|------------------------------------|--|--|--|
| 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 |
| | Military hygiene... | Three and one half attendances a week (7 periods). | 60 |
| | Tactics..... | Two attendances a week. | 60 |
| | Intramural athletics. | Two attendances a week (36 periods). | 75 |
| 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 ex- cept Saturday (63 periods). | 60 |
| | Military psychology and leadership. | One half class daily ex- cept Saturday (27 periods). | 60 or 120 |
| | Military topography and graphics. | One half class daily ex- cept Saturday. | 60 or 120 |
| | Military hygiene... | One half class daily (17 periods). | 60 |
| | Tactics..... | Two attendances a week. | 60 |
| Intramural athletics. | Two attendances a week. (36 periods). | 75 | |

PROGRAM OF INSTRUCTION FOR ACADEMIC YEAR 1956-57—Con.

| Class | Subject | Attendance | Length of period (minutes) |
|------------------------------------|--|--|----------------------------|
| 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 (27 periods). | 80 |
| | Social sciences (geography, government, and history). | Whole class daily except Saturday. | 60 |
| | Military hygiene | One half class daily (5 periods). | 60 |
| | Tactics | Two attendances a week. | 60 |
| Intramural athletics. | Two attendances a week (36 periods). | 75 | |
| 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 |
| | Ordnance | One half class daily | 70 |
| | English | One half class daily except Saturday (27 periods). | 60 |
| | Law | One half class daily except Saturday. | 60 |
| | Military psychology and leadership. | One half class daily except Saturday (53 periods). | 60 |
| | Military hygiene | One attendance a week (6 periods). | 60 |
| | Tactics | Two attendances a week. | 60 |
| | Intramural athletics. | Two 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:

| | 7:55 A.M. | 9:15 A.M. | 9:30 A.M. | 9:55 A.M. | 10:15 A.M. | 11:55 A.M. | 1:00 P.M. | 2:00 P.M. | 2:15 P.M. | 3:00 P.M. | 3:15 P.M. | 3:30 P.M. | 4:45 P.M. |
|-----|-----------|-----------|-----------|-----------|----------------------------------|------------|-----------|-------------------|-----------|-----------|-----------|-----------|------------|
| Mon | | MATH | | PHYS ED | | | | ENGLISH | | TACTICS | | | |
| Tue | | MATH | | | MILITARY TOPOGRAPHY AND GRAPHICS | | | FOREIGN LANGUAGES | | | | | INTRAMURAL |
| Wed | | MATH | | PHYS ED | | | | ENGLISH | | | | | |
| Thu | | MATH | | | MILITARY TOPOGRAPHY AND GRAPHICS | | | FOREIGN LANGUAGES | | | | | INTRAMURAL |
| Fri | | MATH | | PHYS ED | | | | ENGLISH | | TACTICS | | | |
| Sat | | MATH | | PHYS ED | | | | | | | | | |

BLANK SPACES TO 3:15 P.M. REPRESENT CADET STUDY TIME; AFTER 3:15 P.M. CADET FREE TIME

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

NOTE: 1. During winter months, Free Time may replace voluntary Intramural.

THIRD (SOPHOMORE) CLASS

FIRST WEEK:

| | 7:55 A.M. | 9:15 A.M. | 9:55 A.M. | 10:35 A.M. | 10:45 A.M. | 11:55 A.M. | 1:00 P.M. | 2:00 P.M. | 2:15 P.M. | 3:00 P.M. | 3:15 P.M. | 3:30 P.M. | 4:45 P.M. |
|-----|-----------|-----------|------------------|------------------|------------|------------------------|-----------|----------------------------------|-----------|----------------------|-----------|-----------|-------------------------|
| Mon | | MATH | | LAB ¹ | | CHEMISTRY ² | | ENGLISH ³ | | TACTICS ⁴ | | | |
| Tue | | PHYSICS | LAB ⁵ | | | FOREIGN LANG | | MILITARY TOPOGRAPHY AND GRAPHICS | | | | | INTRAMURAL ⁶ |
| 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 alternates with M T and G.
Tactics alternates 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. Physical Education replaces Tactics for 30 periods.
5. Physics has eighteen 2-hour laboratory periods.
6. During winter months, Free Time may replace voluntary Intramural.

TYPICAL CADET SCHEDULES—Continued

SECOND (JUNIOR) CLASS

FIRST WEEK:

| | 7:55 A.M. | 9:05 A.M. | 9:55 A.M. | 10:35 A.M. | 11:55 A.M. | 1:00 P.M. | 2:30 P.M. | 2:45 P.M. | 3:00 P.M. | 3:15 P.M. | 3:30 P.M. | 4:45 P.M. |
|-----|-----------|------------------|------------------|--------------------------|------------|-----------------|----------------------|-----------|-----------|-----------|-------------------------|-----------|
| Mon | MECHANICS | | LAB ¹ | ELECTRICITY ² | | SOCIAL SCIENCES | TACTICS ³ | | | | | |
| Tue | MECHANICS | LAB ⁴ | | ELECTRICITY | | SOCIAL SCIENCES | | | | | INTRAMURAL ⁵ | |
| Wed | MECHANICS | | | ELECTRICITY | | SOCIAL SCIENCES | | | | | | |
| Thu | MECHANICS | | | ELECTRICITY | | SOCIAL SCIENCES | | | | | INTRAMURAL | |
| Fri | MECHANICS | | | ELECTRICITY | | SOCIAL SCIENCES | TACTICS | | | | | |
| Sat | MECHANICS | | | ELECTRICITY | | | | | | | | |

SECOND WEEK: Tactics alternates 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. Physical Education replaces Tactics for 11 periods.
 4. Mechanics has twenty-one 2-hour laboratory periods.
 5. During winter months, Free Time may replace voluntary Intramural.

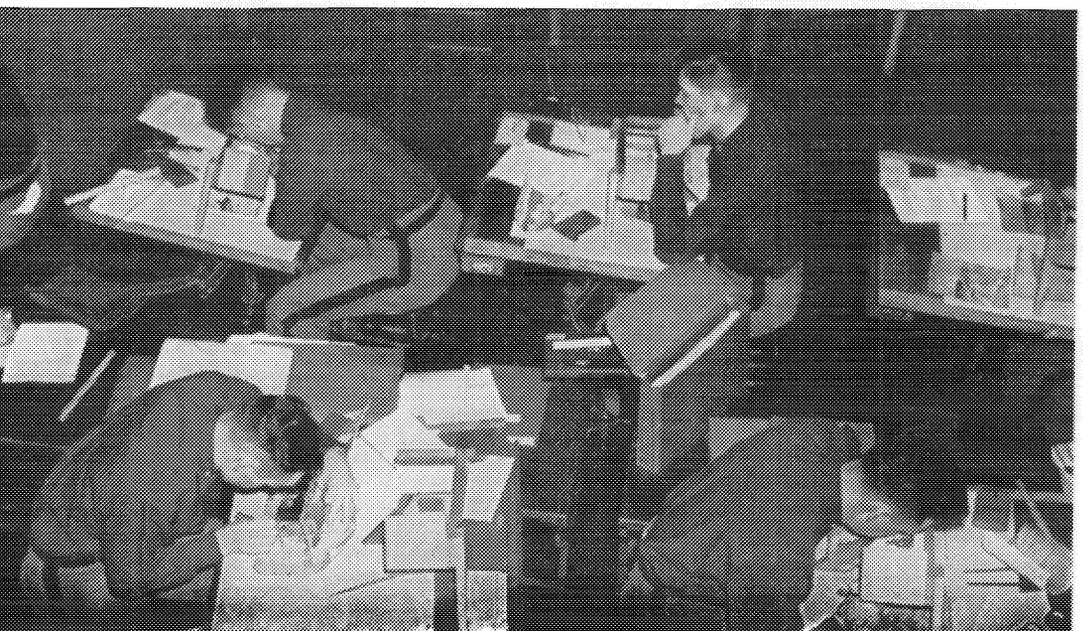
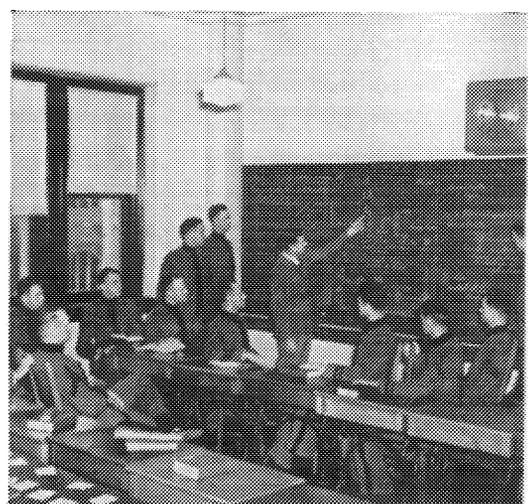
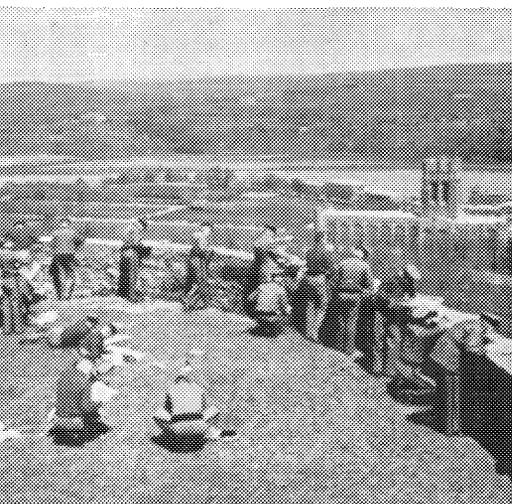
FIRST (SENIOR) CLASS

FIRST WEEK:

| | 7:55 A.M. | 9:05 A.M. | 9:55 A.M. | 10:35 A.M. | 11:55 A.M. | 1:00 P.M. | 2:30 P.M. | 2:45 P.M. | 3:00 P.M. | 3:15 P.M. | 3:30 P.M. | 4:45 P.M. |
|-----|-----------------|------------------|-----------|-------------------------|------------|-----------|----------------------|-----------|-----------|-----------|-------------------------|-----------|
| Mon | ORDNANCE | LAB ¹ | | HISTORY OF MILITARY ART | | LAW | TACTICS ³ | | | | | |
| Tue | SOCIAL SCIENCES | | | MILITARY ENGINEERING | | TACTICS | | | | | INTRAMURAL ² | |
| Wed | ORDNANCE | | | HISTORY OF MILITARY ART | | LAW | | | | | | |
| Thu | SOCIAL SCIENCES | | | MILITARY ENGINEERING | | TACTICS | | | | | INTRAMURAL | |
| Fri | ORDNANCE | | | HISTORY OF MILITARY ART | | LAW | TACTICS | | | | | |
| Sat | SOCIAL SCIENCES | | | MILITARY ENGINEERING | | | | | | | | |

SECOND WEEK: Tactics alternates with Law.
 Tactics alternates with Intramural.

- NOTES:** 1. Ordnance has fourteen 2-hour laboratory periods.
 2. During winter months, Free Time may replace voluntary Intramural.
 3. English replaces Tactics for first 27 periods.



DEPARTMENT OF ELECTRICITY

Professors: COL. B. W. BARTLETT (Head of Department).

COL. J. W. GREEN, JR.

Associate Professor: LT. COL. E. C. CUTLER (Executive Officer).

Assistant Professors: MAJ. J. R. WATERMAN; CAPTS. B. J. PANKOWSKI, S. E. REINHART, JR.; D. C. WEAVER, JR.

Instructors: CAPTS. W. C. BURNS, T. R. CLARK, H. E. DAVIS, W. B. DE GRAF, D. B. DICKINSON, W. O. ENDERLE, F. J. KNAUSS, R. M. LOWRY, JR., R. I. McFADDEN, L. P. MONAHAN, JR., D. F. PACKARD, D. A. PETERSON, C. W. SPANN, A. A. WHEAT.

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 (Junior) Class

FIELDS, MACHINERY, AND NUCLEAR PHYSICS. *Assistant Professors:* CAPTS. PANKOWSKI, REINHART; *Instructors:* CAPTS. CLARK, DICKINSON, KNAUSS, LOWRY, McFADDEN, PETERSON, SPANN.

a. Fields.—The basic ideas of magnetostatics, electrostatics and electromagnetics requisite for the study of electrical machinery and nuclear physics, including the capacitor, transient voltage-current relationships in a capacitor, and capacitive reactance; systems of units; magnetization curves in iron and air gaps, simple magnetic circuits, the hysteresis loop, ferromagnetic theory, permanent magnets; electromagnetic induction, self inductance, transients in a magnetic circuit, mutual inductance and the coefficient of coupling; voltages generated by motion; forces on current-carrying conductors in magnetic fields. *19 hours (fourteen 80-minute periods).*

b. Machinery.—Fundamentals of DC generators and motors; single-phase and polyphase AC alternators and motors; transformers, including the transformer vector diagram and the equivalent circuit of the transformer; amplidynes; and indicating, power, and control selsyns. This subject is taught from the point of view of operational characteristics rather than design. *40 hours (thirty 80-minute periods).*

c. Nuclear Physics.—Historical development of modern concepts; Bohr theory of the atom, including quantum numbers and Pauli's exclusion principle; X-rays; natural and artificial radioactivity; elementary particles; nuclear reactions, including nuclear fission and fusion; chain reactions (as applied to reactors, power generators, and weapons); radiation hazards, including the nature of ionizing radiation, effects produced, and detecting instruments. *33 hours (twenty-five 80-minute periods).*

Laboratory.—The department's power laboratories are equipped for the instruction of 80 cadets working in four-man teams. DC and AC machinery are studied. Cadets connect and run tests on DC generators and motors, the alternator and the induction motor; and transformer. *24 hours (twelve 2-hour periods).*

CIRCUITS, ELECTRONICS, AND COMMUNICATIONS. *Assistant Professors:* MAJ. WATERMAN, CAPT. WEAVER; *Instructors:* CAPTS. BURNS, DAVIS, DEGRAF, ENDERLE, MONAHAN, PACKARD, WHEAT.

a. Circuits.—Basic laws and theorems of DC and AC circuits; non-linear circuit elements; DC and AC instruments and their uses; poly-phase AC systems with balanced and unbalanced loads; complex notation for solving AC circuits; series and parallel resonance phenomena; impedance matching, four terminal networks, attenuators and filters. *51 hours (thirty-eight 80-minute periods).*

b. Electronics.—Vacuum tubes, including diodes, triodes, tetrodes, and pentodes; the equivalent circuit and the load line; the theory and use of the cathode ray oscilloscope; basic vacuum tube circuits (rectifier, amplifier, modulator, and oscillator); photo-electric effect and photocells; wave-shaping circuits. *35 hours (twenty-six 80-minute periods).*

c. Communications.—Simple closed circuit telegraph systems; simple voice transmission systems and multiple use of telephone circuits; AM and FM radio transmitters and receivers, with emphasis on the super-heterodyne receiver; propagation of electromagnetic waves; antennas; basic principles, components, frequencies and power relations in radar systems; facsimile transmission; general concepts, components and operation of a simple television system. *23 hours (seventeen 80-minute periods).*

Laboratory.—The circuits laboratory is equipped for the instruction of 120 cadets working individually. It is used for basic AC and DC electrical measurements as well as electronics and communications experiments. *46 hours (twenty-three 2-hour periods).*

DEPARTMENT OF ENGLISH

Professors: COL. G. R. STEPHENS (Head of Department).

COL. R. K. ALSPACH.

Associate Professors: MAJS. W. C. BURTON, A. W. JONES, JR.

Assistant Professors: LT. COL. B. J. GAULT; MAJS. J. B. ROBERTS, JR., C. C. ULSAKER (Executive Officer); CAPTS. J. C. FAITH, S. R. MARTIN, G. L. MILLER.

Instructors: MAJS. S. W. MULKEY, JR., O. B. PATTON, H. T. WICKERT; CAPTS. C. M. ADAMS, C. L. ANDERS, W. M. BRIGGS, L. R. FORTIER, B. K. HERBRUCK, D. R. HUGHES, P. A. HUTCHESON, JR., R. J. LAMB, JR., A. J. PRICE, M. SANGER, R. H. SMITH, L. E. SURUT, J. L. WOOD.

Fourth (Freshman) Class

COMPOSITION, READINGS, AND SPEECH MAKING. *Associate Professor:* Maj. Jones; *Assistant Professors:* Capts. Faith, Miller; *Instructors:* Maj. Mulkey; Capts. Adams, Briggs, Fortier, Herbruck, Hughes, Price, Sanger, Wood.

Expository Writing.—Lessons on grammar, punctuation, and diction (with emphasis on the sentence); lessons on unity, coherence, and emphasis (with emphasis on the paragraph); lessons on the précis, paraphrase, and summary; lessons on analysis, logic, and criticism (with emphasis on theme writing and research). *57 hours.*

Readings.—Diversified reading selections, including a long narrative poem, three contemporary plays, short stories, essays, and two novels. Class discussion based on the readings. *14 hours.*

Speechmaking.—The preparation and presentation of various types of speeches, such as the speech to inform and to convince. The course includes special work in group discussion. *19 hours.*

*Special Course.**—In addition to regularly assigned work, selected cadets read and discuss nine short stories and eight plays.

Third (Sophomore) Class

COMPARATIVE LITERATURE. *Associate Professor:* Maj. Burton; *Assistant Professors:* Lt. Col. Gault; Maj. Roberts; Capt. Martin; *Instructors:* Majs. Patton, Wickert; Capts. Anders, Hutcheson, Lamb, Smith, Surut.

Selections from the best in world literature. Within the framework of the preferential tempers of classicism, romanticism, and realism, literary works of western civilization from classical Greek times to modern times are studied. The course emphasizes that literature treats generally of (1) man's relationship with God, (2) man's relationship with his fellow man, and (3) man's relationship with nature. Among the works and writers studied are Homer, The Bible, Plato, Dante, Chaucer, Shakespeare, Milton, Swift, Voltaire, Goethe, Wordsworth, Emerson, Browning, Melville, Whitman, Gorki, Yeats, Eliot. In addition, the reading of one novel from a list suggested by the Department is required. Practice in writing and speaking is gained by the preparation of formal papers and by class discussion of readings. *63 hours.*

First (Senior) Class

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

Discussion and analysis of expository and narrative selections dealing with modern problems. The objectives are (1) to develop further the student's ability to write and speak effectively, and (2) to improve his skill in logical analysis and criticism. Advanced expository theme writing. *27 hours.*

*Given from December to June to the highest ranking cadets in fourth-class English.

DEPARTMENT OF FOREIGN LANGUAGES

Professors: COL. C. J. BARRETT (Head of Department).

COL. W. J. RENFROE.

Associate Professors: LT. COLS. G. G. BARTLETT, JR., J. F. TROLL
(Executive Officer).

Assistant Professors: LT. COLS. M. S. MIRSKI, A. N. THOMPSON; MAJ.
G. R. MOE; CAPTS. T. E. BENSON, J. G. PAULES.

Civilian Assistant Professors: MR. N. MALTZOFF; DR. F. TILLER.

Civilian Instructors: MESSERS. J. MARTINEZ, P. VILS, C. VIOLLET.

U. S. A. and U. S. A. F. Instructors: MAJ. S. WILLARD; CAPTS. L. E.
BOLDUC, J. P. BURNER, H. B. HARDY, R. T. LOMBARD, JR., J. W.
McENERY, R. L. MORTON, W. W. PALMER, E. B. PETERS, R. B.
RHEAULT, J. R. ROSS, F. C. TURNER, JR.; 1ST LTS. N. E. DUNLAP,
R. J. HARAS, C. L. HERMAN.

Foreign Instructors: MAJ. J. E. M. FORTES (Brazilian Army); CAPT. R.
RODRIGUEZ (Mexican Army).

NOTE.—Each cadet studies one foreign language—French, German, Portuguese, Russian, or Spanish—during the first 2 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 may continue at West Point the study of a language begun elsewhere, unless he has reached a stage of proficiency equal to the average to be attained at West Point. A special Advanced Course in French is given for those cadets who wish to continue the study of the language and who show themselves qualified therefor in oral and written examinations given prior to the start of academic work. The advanced course in French is given in lieu of and during the same time as the other language courses.

Fourth (Freshman) Class

FRENCH. *Instructors:* CAPTS. PETERS, RHEAULT.

GERMAN. *Instructors:* CAPT. MORTON; 1ST LT. DUNLAP.

PORTUGUESE. *Instructors:* 1ST LT. HERMAN; MR. VILS.

RUSSIAN. *Instructors:* MAJ. WILLARD; 1ST LT. HARAS.

SPANISH. *Instructors:* CAPTS. BURNER, LOMBARD, TURNER.

Basic course in the fundamentals of the language. In keeping with the primary objective of speaking and understanding the spoken language, particular emphasis is placed on oral work. The oral-aural skills are developed by reading aloud, repetition drills, question and answer exercises, prepared and extemporaneous dialogues, and individual short talks. After the first month of the course all classroom work is in the foreign language. The Advanced Course in French covers very rapidly the basic Fourth Class course and the grammar and vocabulary exercises of the basic 2-year course. *90 hours.*

Third (Sophomore) Class

FRENCH. *Assistant Professor:* LT. COL. THOMPSON; *Instructors:* CAPTS. BOLDUC, PALMER.

GERMAN. *Assistant Professor:* MAJ. MOE; *Instructor:* CAPT. HARDY.

PORTUGUESE. *Assistant Professor:* Capt. Benson; *Instructor:* Maj. Fortes.

RUSSIAN. *Assistant Professor:* Lt. Col. Mirski; *Instructor:* Capt. Ross.

SPANISH. *Assistant Professor:* Capt. Paules; *Instructors:* Capts. McEnery, Rodriguez.

Continuation of the Fourth Class course, with increased stress on the correct application of grammar principles. Continuing emphasis on oral discussions, dialogues, and individual talks. Periodic written compositions. Reading and discussion of one or two literary works and of historical, geographical, and military material of current interest. Series of six or seven lectures on the culture of the people whose language is being studied. Frequent aural comprehension exercises. All work conducted in the foreign language. *124 hours (one hundred and six 70-minute periods).*

The second year of Advanced French permits greater variation in oral-aural techniques such as interpreter exercises, debates, and talks. Greater emphasis is placed upon the history, culture, and literature of France. *124 hours (one hundred and six 70-minute periods).*

DEPARTMENT OF LAW

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

Associate Professor: LT. COL. J. BAKER.

Assistant Professor: COL. W. C. PLOTT.

Instructors: CAPTS. R. C. ERICKSON, E. L. FLAHERTY, JR., J. E. FLICK, J. T. JONES, W. R. NELSON, W. M. NICHOLS, P. M. NORRIS, D. S. O'NEIL.

First (Senior) Class

Assistant Professor: Col. Plott; *Instructors:* Capts. Erickson, Flaherty, Flick, Jones, Nelson, Nichols, Norris, O'Neil.

a. *Elementary Law.*—A broad basic coverage of the fundamental legal principles of contracts, bailments, agency, sales, real and personal property, negotiable instruments, torts, and claims by and against the Government. *20 hours.*

b. *Constitutional Law.*—Important phases of constitutional authority, guarantees, and limitations with special emphasis on sources and extent of military power. *12 hours.*

c. *Criminal Law.*—A study of substantive criminal law essential to the proper exercise of court-martial jurisdiction. *12 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. *28 hours.*

DEPARTMENT OF MATHEMATICS

Professors: COL. W. W. BESSELL, JR. (Head of Department).

COL. C. P. NICHOLAS.

Associate Professors: COL. P. D. CALYER; LT. COL. H. RICHARDSON, JR.

Assistant Professors: LT. COLS. J. L. FISHBACK, P. W. RAMEE; MAJS.

D. L. KNOLL, R. E. WRIGHT; CAPT. J. B. MAC WHERTER.

Instructors: MAJS. K. E. EILER, D. M. FOWLER, T. J. MCGUIRE, R. E.

PLETT, I. W. SNYDER; CAPTS. L. P. BAYARD, L. H. CASSLER, J. G.

CHRISTIANSEN, F. W. CROWE, R. T. CURTIS. R. H. CUSHING, L. B.

GENEBACH, R. B. GRIFFITH, K. M. HATCH, M. E. HENDRICKS, D. L.

LEVY, JR., J. W. MASTIN, R. T. O'BRIEN, H. W. PROSSER, C. G.

ROEBUCK, W. C. ROSS, C. R. SUPPLEE, R. G. WEBER, F. R. WEST-

FALL, C. E. WEYLAND, C. A. WURSTER; 1ST LTS. R. M. ISAAC, R. L.

JOHNSON, J. B. LEWIS.

NOTE.—*Objectives and scope of the mathematics course.* The course in mathematics has two principal objectives: (1) mastery of reasoning processes, and (2) development of skill in practical application of mathematics. The subjects taught are those fundamental branches of mathematics which are believed to have applicability to military situations and to advanced military study after graduation. The schedule is coordinated so that the cadet acquires the mathematical experience and facility needed for work in other departments. The teaching methods place a maximum of responsibility on the student and confront him with problems requiring original thinking.

Fourth (Freshman) Class

FOURTH CLASS MATHEMATICS. *Associate Professor:* Col. Calyer;

Assistant Professors: Lt. Col. Ramee; Maj. Knoll, Wright; Capt. Mac-

Wherter; *Instructors:* Maj. Synder; Capt. Bayard, Cassler, Christiansen,

Curtis, Genebach, Griffith, Hendricks, Levy, O'Brien, Prosser, Roebuck,

Ross, Supplee, Weber, Westfall, Wurster; 1st Lts. Isaac, Johnson, Lewis.

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, theory of equations, inequalities, determinants, permutations and combinations, and probability. 34 hours (twenty-six 80-minute periods).

b. *Slide Rule.*—The theory and use of the several scales of the slide rule. 7 hours (five 80-minute periods).

c. *Trigonometry.*—The course covers both plane and spherical trigonometry and stresses applications and analytical trigonometry. It includes logarithms and complex numbers. 56 hours (forty-two 80-minute periods).

d. *Solid Geometry.*—In this course the theorems of limits are stressed and algebraic and trigonometric methods are used as well as the strictly geometric. 32 hours (twenty-four 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. *101 hours (seventy-six 80-minute periods).*

f. Calculus.—An introduction to calculus. This course includes a brief introduction to integration and applications, but is devoted primarily to the fundamental concepts of differential calculus, to the differentiation of algebraic and transcendental functions, and to applications of the derivative. *45 hours (thirty-one 80-minute periods).*

NOTE.—Seven extra periods are reserved for amplifying lessons.

Third (Sophomore) Class

THIRD CLASS MATHEMATICS.* *Associate Professor:* Lt. Col. Richardson; *Assistant Professor:* Lt. Col. Fishback; *Instructors:* Majs. Eiler, Fowler, McGuire, Plett; Capts. Crowe, Cushing, Hatch, Mastin, Weyland.

a. Calculus.—The course in third class mathematics continues with a unified coverage of differential and integral calculus at a second-year engineering-college level. Upper*, *76 hours (fifty-seven 80-minute periods);* lower, *92 hours (sixty-nine 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 other types of equations and important applications to physics and engineering. Upper, *32 hours (twenty-four 80-minute periods);* lower, *15 hours (eleven 80-minute periods).*

c. Statistics.—Upper and lower sections cover the same material. The course includes the elements of probability; the classification of data and computation of descriptive measures; binomial, normal, and Chi-square distributions; statistical inference (sampling distributions, estimation, testing of hypotheses) and correlation. Upper, *30 hours (twenty-two 80-minute periods);* lower, *31 hours (twenty-three 80-minute periods).*

NOTE.—Three extra periods are reserved for amplifying lessons.

DEPARTMENT OF MECHANICS

Professors: COL. E. R. HEIBERG (Head of Department).

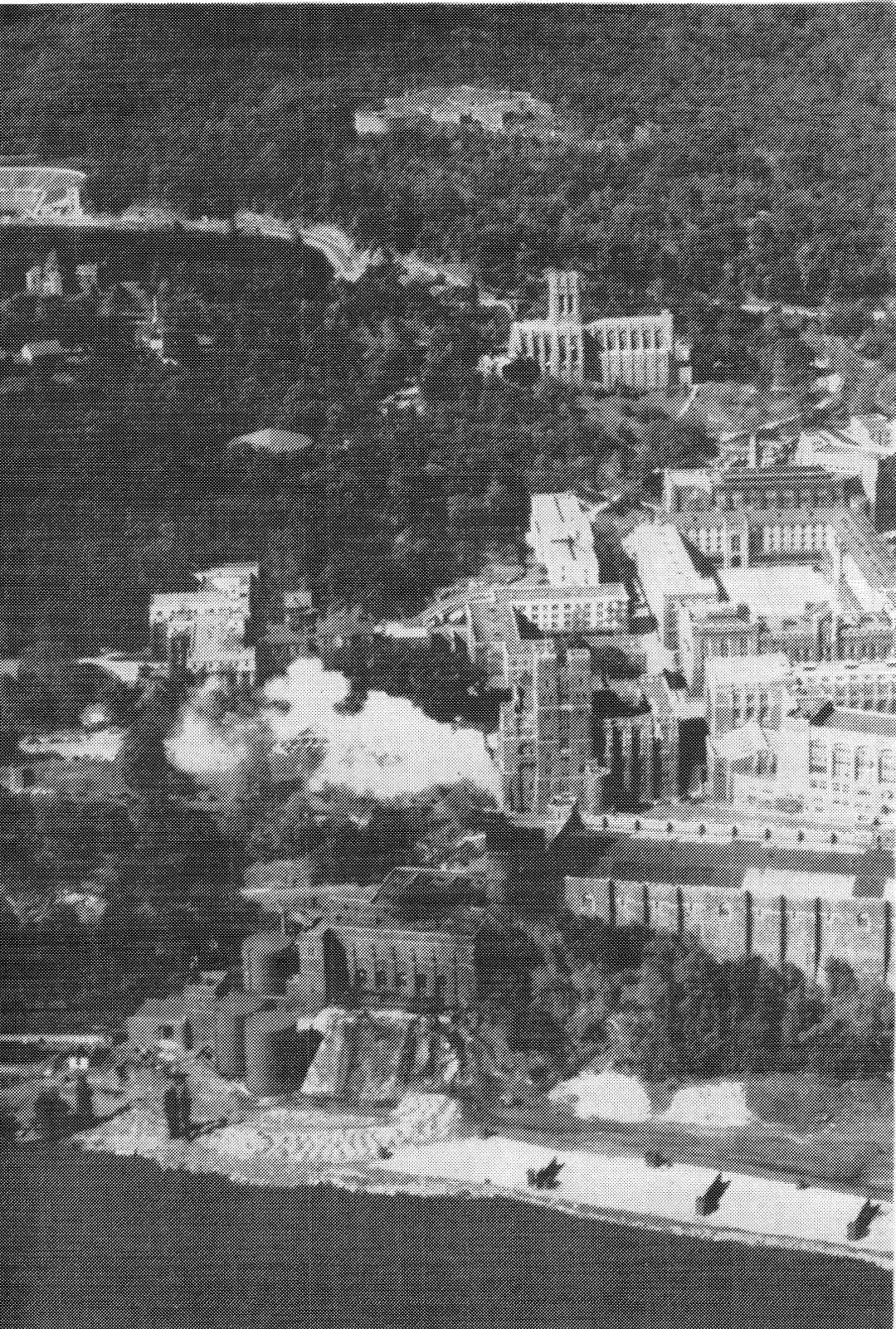
COL. H. R. FRASER.

Associate Professors: LT. COL. R. T. BATSON; LT. COL. V. H. ELLIS.

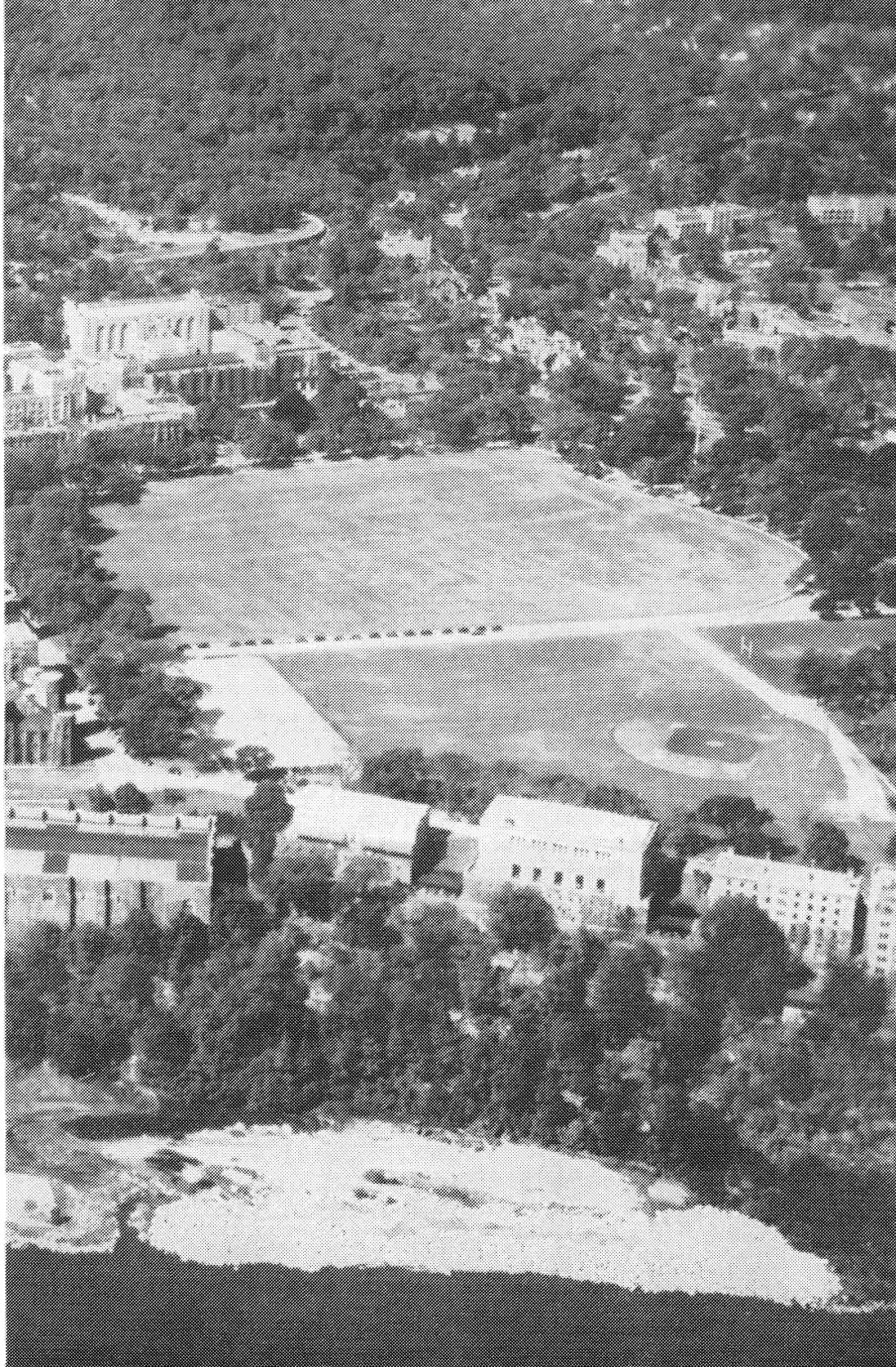
Assistant Professors: MAJS. R. C. SELLERS, A. E. WESTON, R. F. McADOO; CAPTS. F. C. BADGER, E. G. BRAUN, S. WHITE, JR.

Instructors: MAJS. V. K. SANDERS, A. K. KELLER; CAPTS. J. C. McWHORTER, F. W. DRAPER, C. B. HUMPHREYS, A. H. QUANBECK, T. B. CORMACK, E. C. WHITEHEAD, JR., M. D. COFFIN; 1ST LTS. E. M. MARKHAM, III, F. C. PETER, R. E. UHRIG.

*The cadets are separated according to ability into "upper" and "lower" groups of sections in December. The upper group progresses more rapidly and covers extra subject matter in calculus and differential equations during the year.



Air View Academic Area



Second (Junior) Class

MECHANICS OF SOLIDS. *Associate Professor:* Lt. Col. V. H. Ellis; *Assistant Professors:* Maj. R. F. McAdoo; Capts. E. G. Braun, S. White, Jr.; *Instructors:* Maj. V. K. Sanders; Capts. T. B. Cormack, F. W. Draper, J. C. McWhorter, E. C. Whitehead, Jr.; 1st Lt. E. M. Markham, III.

a. Engineering Mechanics.—The principles of mechanics considered essential for an understanding of engineering, including the study of statics, kinematics, and kinetics. The statics portion of the course includes components of forces, moments, couples, dimensional equations, resultants, centroids, centers of gravity, centers of pressure, free body diagrams, equilibrium, trusses, friction, and moments of inertia of areas and masses. The kinematics portion of the course includes both absolute and relative motion of particles and rigid bodies including the study of displacement, velocity, and acceleration. A study of trajectories is also included. The kinetics portion of the course includes a study of the force, mass, and acceleration method, the work and kinetic energy method, and the impulse and momentum method for particles and for rigid bodies with translation, rotation, or plane motion. The upper third of the class studies graphical methods for resultants and equilibrium to include trusses; while the remainder of the class is taking written general reviews. *84-hours (sixty-three 80-minute periods).*

b. Mechanics 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-walled cylinders; torsion of shafts; indeterminate torsional members; modulus of rupture; beam reactions; shear and moment diagrams; flexure formula; maximum bending moments; beam deflection, by superposition and by elastic curve equation; maximum deflections; economic sections; indeterminate beams; combined axial and bending loads; eccentric loads; columns; relations between stresses at a point; Mohr's circle; and composite beams. Four 2-hour laboratory exercises cover the subjects of tension, torsion, and compression stresses in beams and columns. During written general reviews, the upper third of the class does advanced work in photoelasticity and in the application of the strain circle and the strain rosette to combined loading. *60 hours (thirty-nine 80-minute periods and four 120-minute periods).*

MECHANICS OF FLUIDS. *Associate Professor:* Lt. Col. R. T. Batson; *Assistant Professors:* Maj. R. C. Sellers, A. E. Weston; Badger; *Instructors:* Maj. A. K. Keller; Capts. C. B. Humphreys, A. H. Quanbeck, M. D. Coffin, 1st Lts. E. C. Peter, R. E. Uhrig.

a. Thermodynamics.—Engineering Thermodynamics. Principal attention is given to the study of the conversion of thermal energy into mechanical energy and to the process of air compression, heat transfer, mechanical refrigeration and air conditioning. The classroom work includes force and mass relationships; thermodynamic properties; thermodynamic systems; reversible processes; study of types of energies and applications of the First Law of Thermodynamics; the Second Law of Thermodynamics; Ideal Gas relationships; thermodynamic processes; engine cycles to include Otto, Diesel, Brayton cycles and use of gas turbines, for jet propulsion; vapor power cycles; refrigeration; nozzles and jet propulsion; gas vapor mixtures with particular attention to air conditioning. Upper third of the class studies advance problems in heat transfer while the remainder of the class is taking written general review. *55 hours (forty-one 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, steam engines and turbines, air compressors, air tools, refrigerators, and air conditioning units. *24 hours (twelve 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 physical characteristics of the fluid state; density; specific weight; specific gravity; compressibility; elasticity; viscosity; surface tension; capillarity; vapor pressure; pressure-density-height relationships of fluid statics; manometry; forces on submerged plane and curved surfaces; buoyancy and flotation; steady flow; streamlines and streamtubes, equations of continuity; integration of Euler's and General Energy Equations to develop Bernoulli's Equation; mechanical energy; application of continuity equation and Bernoulli's Equation to incompressible and incompressible ideal fluid flow; stagnation point; subsonic and supersonic velocities of compressible fluid flow; the impulse-momentum principle as applied to pipe bends, enlargements, jet propulsion, deflectors and blades, impulse turbines, propellers and windmills, the hydraulic jump; the reaction turbine; the centrifugal pump; flow of a real fluid to include laminar and turbulent flow, flow past solid boundaries, velocity distribution, frictional stress and head loss; similarity and dimensional analysis; fluid flow in pipes to include pipe friction, laminar flow, turbulent flow, pipe friction calculations, Darcy formula, minor losses; fluid flow in open channels to include Chezy and Manning formulas, specific energy and critical depth in rectangular channels, the hydraulic jump; fluid measurements to include stagnation pressure (Pitot tube), current meters, Venturi meters, nozzles, orifices, Weirs, viscosity measurements; fluid flow about immersed objects to include drag and lift of incompressible and compressible fluids, friction and profile drag, airfoils. Upper third of class solves a special water-supply problem and takes up stream-gaging methods while the rest of

the class is taking written general reviews. *61 hours (forty-six 80-minute periods).*

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

DEPARTMENT OF MILITARY ART AND ENGINEERING

Professors: COL. T. D. STAMPS (Head of Department).

COL. V. J. ESPOSITO.

Associate Professors: COL. S. Y. COKER (Executive Officer); LT. COL. J. P. BROWN.

Assistant Professors: LT. COLS. R. M. ROGERS, J. W. WALKER; MAJES. E. R. DECKER, F. B. WATERS; CAPT. R. E. MC CONNEL.

Instructors: LT. COLS. G. G. CANTLAY, JR., M. L. CAREY, W. J. GREENWALT, R. C. MARSHALL, A. H. SCHNEIDER; MAJES. J. A. BETTS, A. P. WADE; CAPTS. J. J. HEYMAN, W. A. RANK, J. J. ROCHEFORT.

First (Senior) Class

MILITARY ENGINEERING. *Associate Professor:* COL. COKER; *Assistant Professors:* Majes. Decker, Waters; Capt. McConnell; *Instructors:* Maj. Betts; Capts. Heyman, Rank, Rochefort.

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. *67 hours (fifty 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. *46 hours (thirty-five 80-minute periods).*

c. Army Engineering.—Instruction in military bridges, military roads, demolitions, field fortifications, camouflage, airfields, and construction in war. *27 hours (twenty-one 80-minute periods).*

HISTORY OF MILITARY ART. *Associate Professor:* LT. COL. BROWN; *Assistant Professors:* Lt. Cols. Rogers, Walker; *Instructors:* Lt. Cols. Cantlay, Carey, Greenwalt, Marshall, Schneider; Maj. Wade.

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. J. B. STAPLETON (Head of Department).

Assistant Professor: CAPT. C. L. FRANKLIN.

Fourth (Freshman) Class

FIRST AID, SANITATION, AND HYGIENE. This course consists of practical instruction in first aid, field sanitation, personal hygiene, sex hygiene, and care of troops, given as part of summer training. *8 hours.*

Third (Sophomore) Class

MILITARY SANITATION. Military sanitation, devoted to health matters of the group as contrasted with those of the individual. Emphasis is given to the responsibilities of the unit commander for the welfare of his troops regarding their health and sanitary conditions of their environment. *2 hours.*

MILITARY HYGIENE. Instruction in basic hygiene, with emphasis given, but not restricted to, application in the military service. This includes study of anatomy and physiology, dental hygiene, and a discussion of the fundamental rules designed to promote and preserve the health of the individual and troops. *15 hours.*

Second (Junior) Class

MEDICAL SERVICE WITH THE COMBINED ARMS. The organization, function and employment of medical units with the combined arms. Emphasis is given to the system of evacuation of sick and wounded and the relationship of the surgeon to a command and staff. *5 hours.*

First (Senior) Class

MILITARY MEDICINE. Military medicine from the broad aspects of its strategic and tactical influence on military operations. The course includes discussions on environmental sanitation, transmission of diseases, preventive psychiatry, atomic warfare casualties, medical service responsibilities, and research and development. *6 hours.*

DEPARTMENT OF MILITARY TOPOGRAPHY AND GRAPHICS

Professors: COL. L. E. SCHICK (Head of Department).

COL. C. R. BROSHOUS.

Associate Professors: LT. COL. W. E. HENSEL, MAJ. P. B. TOON.

Assistant Professors: MAJES. J. K. O'BRIEN, W. P. GARDINER, J. E. GLAB,
R. H. HAMMOND; CAPTS. W. C. SMITH, J. L. SCHRAM, W. E. BART-
HOLDT.

Instructors: CAPTS. W. F. JOFFRION, W. B. ROGERS, R. T. ADAMS, F. C.
DAVIES, C. O. ESHELMAN, W. W. SCOTT, L. E. WALTER, H. E. ADAMS,
H. F. LOMBARD, P. C. McMULLEN, R. W. WILSON, R. P. SINGER;
1ST LTS. R. K. McCUTCHEEN, W. R. MILLER, H. C. OTTEN.

Fourth (Freshman) Class

MILITARY TOPOGRAPHY. *Associate Professor:* Maj. Toon; *Assistant Professors:* Maj. Gardiner; Capts. Smith, Bartholdt; *Instructors:* Capts. Joffrion, R. T. Adams, Eshelman, Walter, H. E. Adams, Lombard, McMullen, Singer; 1st Lts. McCutchen, Miller.

Military Topography I. Surveying.—The fundamentals of plane and topographic surveying. The Fourth Class course includes twenty-six hours of field exercises. 76 hours (thirty-eight 2-hour periods).

Military Topography II. Elementary and Advanced Map Reading.—The fundamentals of military map reading including topographic symbols, geographic coordinates, military grid and referencing systems, military symbols and overlays, profiles and visibility, direction and azimuth; map projections; map analysis; foreign maps; aeronautical charts; basic photogrammetry; terrain appreciation: field sketching; and terrain exercises. 106 hours (fifty-three 2-hour periods).

Third (Sophomore) Class

GRAPHICS. *Associate Professor:* Lt. Col. Hensel; *Assistant Professors:* Majes. O'Brien, Glab, Hammond; Capt. Schram; *Instructors:* Capts. Rogers, Davies, Scott, Wilson; 1st Lt. Otten.

Graphics I. Freehand Sketching; Lettering; Use of Instruments; Pictorial Sketching; Descriptive Geometry. 74 hours (thirty-seven 2-hour periods).

Graphics II. A continuation of Graphics I. Descriptive Geometry; Basic Mechanical Elements and Shop Practices; Detail and Assembly Drawings; Design Sketching; Map Projections; Charts and Graphs; Lettering. 106 hours (fifty-three 2-hour periods).

DEPARTMENT OF ORDNANCE

Professor: COL. J. D. BILLINGSLEY (Head of Department).

Associate Professor: LT COL. T. W. DAVIS, III.

Assistant Professors: LT. COL. R. W. SAMZ; CAPTS. T. J. AGNOR, JR.,
B. T. HILL, JR., J. W. STUCKEY.

Instructors: CAPTS. J. G. ALBERT, W. O. HAUCK, JR., H. C. RICHARDSON, JR., R. H. SFORZINI.

NOTE.—The courses in Ordnance are designed to teach the student how to apply basic scientific principles and fundamental theories to the design, construction, and functioning of military weapons and automotive equipment. The student is oriented in modern trends of research and development in materiel in all fields of military combat and acquainted with the need for weighing advantages of costly new materiel in terms of the drain on the resources of the nation (skilled manpower, critical materials, and industrial plant and equipment). Opportunity is given for the application of certain of the principles studied in previous courses in physics, chemistry, electricity, and mechanics. Emphasis is placed on developing in each student a facility for logical, critical, and independent thought.

First (Senior) Class

ENGINEERING MATERIALS AND PROCESSES. *Assistant Professor:* Capt. Hill; *Instructors:* Lt. Cols. Davis, Samz; Capts. Agnor, Albert, Hauck, Richardson, Sforzini, Stuckey.

A study of the more common engineering materials used in weapons, ammunition, and automotive combat-vehicles, including the sources of these materials, their composition, properties, uses, limitations, and the fabrication process used to produce end items. *16 hours (ten 70-minute periods; two 2-hour laboratory periods).*

ELEMENTS OF ARMAMENT ENGINEERING. *Assistant Professor:* Capt. Agnor; *Instructors:* Capts. Albert, Hauck, Stuckey.

Design, engineering, production, and trends of development of explosives, ammunition, small arms, and artillery; the principles of interior, exterior, and terminal ballistics. *46 hours (thirty-eight 70-minute periods; one 2-hour laboratory period).*

ELEMENTS OF AUTOMOTIVE ENGINEERING. *Assistant Professor:* Lt. Col. Samz; *Instructors:* Capts. Hill, Richardson, Sforzini.

Design, engineering, production, maintenance, and trends of development of wheeled and track-laying vehicles of the type used in the military service. Detailed coverage of the internal combustion engine transmissions, power trains, suspension systems, steering systems, and brakes. The laboratory work consists of disassembly, inspection, and assembly for operation of gasoline truck engines; work is done in groups of four. *52 hours (thirty-one 70-minute periods; eight 2-hour laboratory periods).*

SPECIAL WEAPONS ENGINEERING. *Assistant Professor:* Capt. Stuckey; *Instructors:* Lt. Col. Samz; Capts. Agnor, Albert, Hauck, Hill, Richardson, Sforzini.

A study of the more common types of guided missiles and atomic weapons including their principal components, the basic engineering principles of their operation, their technical capabilities and limitations, and the terminal ballistic effects of such weapons. *14 hours (ten 70-minute periods; one 2-hour laboratory period).*

DEPARTMENT OF PHYSICS AND CHEMISTRY

Professors: COL. G. A. COUNTS (Head of Department).

COL. E. C. GILLETTE, JR.

Associate Professors: LT. COL. R. B. ARNOLD; CAPT. E. J. YACKER.

Assistant Professors: MAJ. D. E. GALAS; CAPTS. R. C. BARTON, P. GROSZ, JR., E. A. NELSON, W. H. NORRIS; 1ST LT. J. T. WALBERT.

Instructors: LT. COL. F. E. VOEGELI; MAJS. D. C. CLYMER, J. A. JANSEN; LCDR C. F. FADELEY, USN; CAPTS. R. T. CLARK, JR., L. L. DE CORREVONT, J. V. DUNHAM, L. O. ELSAESSER, H. L. HOOT, JR., W. S. HOWE, JR., J. F. LUSK, R. H. OLSON, R. G. RUMNEY; 1ST LT. W. F. LORANGER.

Third (Sophomore) Class

PHYSICS. *Associate Professor:* Lt. Col. Arnold; *Assistant Professor:* Maj. Galas; *Capt.* Grosz, Norris; *Instructors:* Lt. Col. Voegeli; Majs. Clymer, Jansen; Lt. Comdr. Fadeley (USN); *Capt.* Dunham, Lusk, Olson.

a. *Mechanics.*—Dynamics and statics, elasticity and impact, fluids and the mechanics of gases. 60 hours (thirty-two 80-minute classroom periods; eight 2-hour laboratory periods).

b. *Heat.*—Effects of heat, calorimetry and change of state, thermal behavior of gases, work and heat, transfer of heat. 19 hours (eleven 80-minute classroom periods; two 2-hour laboratory periods).

c. *Electricity and Magnetism.*—Electrostatics, magnetism, electrical circuits, inductance and capacitance, alternating currents, elements of electrical machinery, thermoelectricity. 41 hours (twenty-five 80-minute classroom periods; four 2-hour laboratory periods).

d. *Sound.*—The mechanics of wave motion and the production and transmission of sound. 9 hours (five 80-minute classroom periods; one 2-hour laboratory period).

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

CHEMISTRY. *Associate Professor:* Capt. Yacker; *Assistant Professors:* *Capt.* Barton, Nelson; 1st Lt. Walbert; *Instructors:* *Capt.* Clark, De Correvont, Elsaesser, Hoot, Howe, Rumney; 1st Lt. Loranger.

A course presenting the fundamental laws and principles of chemistry by means of lectures, classroom recitations, practical demonstrations, and laboratory work. Numerical problems and relationships are introduced whenever quantitative treatment is possible. 136 hours (seventy-four 80-minute classroom periods; eighteen 2-hour laboratory periods).

DEPARTMENT OF SOCIAL SCIENCES

Professors: COL. G. A. LINCOLN (Head of Department).

LT. COL. A. A. JORDAN, JR.

Associate Professors: LT. COLS. C. A. CANNON, JR. (Executive Officer); W. A. KNOWLTON.

Assistant Professors: LT. COL. W. G. McDONALD; MAJES. R. J. BARICKMAN, S. B. BERRY, JR.; CAPTS. W. C. BURROWS, C. C. CARLISLE, JR., E. DENTON III, R. J. KLEMMER, T. OSATO, E. J. ROXBURY, JR., B. SCOWCROFT, C. J. SIMMONS.

Instructors: MAJ. J. E. HOOVER; CAPTS. J. B. DURST, J. M. GARRETT, III, R. E. GILLESPIE, P. F. GORMAN, A. C. GREENLEAF, R. A. HENSEN, R. E. KNAPP, D. L. MCGURK, R. H. NYE, C. M. SIMPSON, W. Y. SMITH, J. R. TREADWELL, W. W. WHITSON, R. R. WYROUGH.

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 (Junior) Class

HISTORY, GOVERNMENT, AND GEOGRAPHY. *Associate Professor:* Lt. Col. Cannon; *Assistant Professors:* Majes. Barickman, Berry; *Captains:* Burrows, Denton, Osato, Roxbury, Scowcroft, Simmons; *Instructors:* Maj. Hoover; *Captains:* Durst, Gillespie, Gorman, Hansen, Knapp, Nye, Simpson, Treadwell, Wyrough.

a. Economic and Industrial Geography.—A survey of the world's strategic resources that includes an investigation of the climatic regions and their agricultural products, the location and evaluation of the world's major mineral and power resources, manufacturing regions, and the patterns of trade, commerce, and transportation. Also included is the application of principles to areal examples throughout the course, leading to a world point of view of the significance of basic geographical factors. 37 hours.

b. History of Modern Europe.—A survey of the history of Europe from 1500 to the end of World War II. Although the political development of Europe is used as a framework for continuity in the course, the primary purpose is to provide a knowledge of the social and economic, as well as the political, institutions of modern Europe sufficient to serve as a basis for comprehension of contemporary problems. 63 hours.

*c. History of Russia.**—A study of the political, economic, military, social, and intellectual development of Kievan, Muscovite, Imperial, and Soviet Russia, with emphasis on the period since 1682. Particular attention is directed toward the development of an understanding of the nature and policies of Soviet communism and of the present Soviet regime through a knowledge of its indigenous Russian, Western Euro-

* Given to those cadets who qualify by examination in the *History of Modern Europe*.

pean, and Asian backgrounds. Further stress is placed upon the current problems faced by the Western World in dealing with the Soviet Union and its satellites. 37 hours.

d. *History of the Middle East.**—A study of the political, economic, military, social, and intellectual development of the four principal civilizations of the modern Middle East: Arab, Turkish, Iranian (Persian), and Israeli with emphasis on the period since 1914. Particular attention is directed toward the strategic importance of the Middle East in the present conflict between the communist and free worlds. Further stress is placed on the development of an understanding of the peoples of the Middle East, their institutions, aspirations, and points of conflict, both among themselves and with the Western World, as a rational approach to U. S. Middle Eastern policy. 26 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 through World War II. Major emphasis is placed on the impact of the West upon the social, political, and economic institutions of China and Japan, supplemented by a brief survey of major developments in the recent history of Southeast Asia. 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, Japan, and Southeast Asia. 26 hours.

f. *National Government of the United States.*—A survey of the National 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 the executive, legislative, and judicial branches; 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 knowledge needed for understanding the duties and responsibilities of citizenship. 26 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. 26 hours.

h. *Contemporary Foreign Governments.*—A survey of the political institutions of Great Britain, France, Germany, the U. S. S. R., plus a consideration 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 institutions and the economic, social, and historic sources of political power. 26 hours.

* Given to those cadets who qualify by examination in the *History of Modern Europe*.

† Given to those cadets who qualify by examination in the *National Government of the United States*.

First (Senior) Class

ECONOMICS, ECONOMICS OF NATIONAL SECURITY, AND INTERNATIONAL RELATIONS. *Associate Professor:* Lt. Col. Knowlton; *Assistant Professors:* Lt. Col. McDonald; Capts. Carlisle, Klemmer; *Instructors:* Capts. Garrett, Greenleaf, McGurk, Smith, Whitson.

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 investments; 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 National 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 national security—consumption logistics, industrial mobilization, military economics of both a peacetime and a wartime economy, and the quasi-military and non-military 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-one 70-minute periods).*

c. International Relations.—A basic course in the theory and practice of inter-state politics. The first part of the course deals with foundational factors and forces that affect inter-state politics. There follows a section on concepts and organizations which have been and are being proposed to provide peace and security. The third section analyzes the formulation and control of United States foreign policy. The last part of the course investigates the foreign policies, past and present, of major world powers. Additional emphasis is placed upon contemporary United States foreign policy. A limited number of cadets of high academic standing use the last five periods for Operation Statesman, a committee research project in which current policy questions confronting the United States are examined and action recommended. *49 hours (forty-two 70-minute periods).*

DEPARTMENT OF TACTICS

TACTICS

Commandant of Cadets: COL. J. L. THROCKMORTON (Head of Department).

Aide-de-Camp: LT. T. O. GREGORY.

Assistant Commandant: COL. J. J. EWELL.

Brigade Staff: S1: MAJ. W. O. PERRY, JR.; *Assistant:* CAPT R. HALDANE; *Personnel Officer:* CWO J. J. FOX; *S2/S3:* MAJ. G. E. WEAR; *Assistants:* CAPT. F. F. HAMILTON; MAJ. L. J. FLANAGAN, USA, RET. (Inactive); *S4:* LT. COL. J. F. FRAKES; *Assistant:* CWO C. F. FORMICA; *SSO:* LT. COL. J. L. LEWIS.

First Regiment: Commanding Officer: COL. M. S. DAVISON; *Executive Officer/S3:* LT. COL. T. H. MONROE; *S1/S4:* LT. COL. T. M. RIENZI; *Company Tactical Officers:* MAJS. H. J. HUGHES, C. M. MCQUARRIE, J. D. MOORE. J. W. MOSES, Y. A. TUCKER; CAPTS. J. R. ALLEN, C. T. BUCKINGHAM, D. W. HICKEY, J. A. JOHNSON, J. P. KEAN, C. F. MCCARTY, E. M. STRINGER.

Second Regiment: Commanding Officer: COL. C. E. OGELSBY; *Executive Officer/S3:* LT. COL. W. L. STARNES, JR.; *S1/S4:* CAPT. R. E. DINGEMAN; *Company Tactical Officers:* LT. COL. R. L. BOWLIN, JR.; MAJS. J. E. EDINGTON, J. N. JOHNSON, E. J. MASON, W. H. VINSON; CAPTS. H. E. EMERSON, E. P. FORRESTER, J. A. MARTIN, G. S. PATTON, J. C. REED; 1ST LT. W. C. LOUISELL, JR., LT. H. E. WHYTE, USN.

Mission: 1. To supervise the administration and discipline of the corps of cadets.

2. To develop character.
3. To develop the qualities and attributes of leadership.
4. To provide a broad basic military education.
5. To develop high standards of physical fitness.

Military instruction aims at familiarization with the basic concepts of the science of tactics and provides study, practice, and orientation in the materiel, methods, and techniques of the various arms and services of the Armed Forces of the United States. With these bases the graduate has the foundation considered necessary for his continued development throughout a lifetime career in the Army or Air Force.

Fourth (Freshman) Class

a. Summer.—Basic military training in preparation for the military life. Orientation and indoctrination in duty and honor. This period is one of intensive fundamental military training, in cadet barracks, designed to prepare the new cadet to take his place in the corps when it reassembles late in August. *8 weeks.*

b. Academic Year.—A continuation of basic military training in individual techniques and in tactics and techniques of small units. Dismounted drill, map reading and terrain appreciation, military courtesy and discipline, infantry weapons, squad tactics, introduction to armor, artillery, combat engineer and signal organization and tactics. *63 hours.*

Third (Sophomore) Class

a. Summer.—Instruction and practical exercises in tactics and techniques of the infantry squad, armor platoon, artillery battery; basic signal communications, combat intelligence, and map reading. Training

in small arms, automatic weapons, mortars, grenades, recoilless rifles, and rocket launchers. Instruction in the techniques of motor transportation and quartermaster field units. Practical work in engineer training including mine warfare, bridging and assault operations, and logistical support operations. A continuation of the previous year's instruction in military courtesy. Emphasis is on practical work by the cadets at the Camp Buckner Training Area. *8 weeks.*

b. Academic Year.—Training in small units of the infantry, in the basic organization and uses of air force units, and in dismounted drill. *35 hours.*

Second (Junior) Class

a. Summer:

- (1) Instruction in the mission, roles, organization, capabilities, and limitations of the Navy. This training is presented by the U. S. Navy. *1 week.*
- (2) Instruction in the mission, roles, organization, capabilities, and limitations of the Air Force. This training is presented by the U. S. Air Force. *2 weeks.*
- (3) Instruction in the mission, roles, and organization of the Transportation Corps and Quartermaster Corps. This training is presented by the respective corps at Fort Eustis and Fort Lee. *1 week.*
- (4) Instruction in the Infantry—Artillery—Tank team to include its mission, roles, organization, and employment. This training is presented by The Infantry Center, Fort Benning, Georgia. *3 weeks.*

b. Academic Year.—Instruction in dismounted drill, antiaircraft artillery, armor, motor movements, and tactics and techniques of the infantry company. *40 hours.*

First (Senior) Class

a. Summer.

- (1) Training trip to Air Material Command Headquarters at Wright Patterson Air Force Base, Ohio; Armored Center at Fort Knox, Ky.; Artillery Center at Fort Sill, Okla.; Antiaircraft Artillery Center, Fort Bliss, Tex.; Engineer Center at Fort Belvoir, Va.; and Signal Center at Fort Monmouth, N. J. *2½ weeks.*
- (2) Duty 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 dismounted drill, combined arms team, Junior Officers' duties, company administration, map reading, combat intelligence, technical services, organization of the Armed Forces and Air Force. *75 hours.*

MILITARY PSYCHOLOGY AND LEADERSHIP

Director: COL. R. H. SAFFORD.

Associate Director and Executive Officer: LT. COL. KILLILAE.

Assistant Directors: LT. COL. J. F. O'MALLEY; MAJ. K. M. STEWARD;
CAPT. J. S. HOWLAND.

Instructors: LT. COLS. W. M. ZIMMERMAN, F. C. CALDWELL, M. O. ANDERSON; MAJ. J. R. FLYNN; CAPTS. J. D. JOHNSTON, H. J. MAIHAFER, J. B. EGGER, J. W. ARMSTRONG, W. E. PRICE.

Staff Psychologist: DR. F. C. J. MCGURK.

Third (Sophomore) Class

Basic Psychology.—Designed to give the cadet an understanding of the principles underlying the science of human behavior with particular emphasis on the application of these principles to the military situation and problems of human relations. It includes a detailed consideration of the nature of scientific psychology and its methods, learning and conditioning, individual differences, personality, emotional behavior, motivation, problems of adjustment, social problems, and the measurement of aptitudes. 27 hours.

Second (Junior) Class

Military Instructor Training.—Instruction in the personal and professional qualifications required of a good military instructor. Emphasis is on practical application in supervised presentations by each cadet of a lecture, a military lesson, critiques, and impromptu presentations. Opportunity is provided to use public address systems and to speak from the stage of the Army Theater. Included also are certain principles of educational psychology: methods and procedures for effecting desired training, including preparation by the instructor; methods of presentation; techniques of applying information and skills; purposes and types of examinations; procedures of conducting critiques; techniques of supervision of instruction; and selection and construction of training aids. 45 hours.

First (Senior) Class

Leadership in the Service.—Designed to provide each member of the graduating class with sound principles and techniques that will assist him as a newly commissioned officer in performing his leadership functions in the Army or Air Force. Stress is laid on the application of the principles of psychology as applied to Military Management and Military Personnel Management at the company and battalion level, in order to lead to the more detailed study of the Principles and Techniques of Leadership. In this latter phase, through case study by means of discussion and role-playing techniques, particular emphasis is placed on the problems which will be encountered by the newly commissioned officer. 52 hours.

PHYSICAL EDUCATION

Director: LT. COL. F. J. KOBES, JR.

Professional Assistant: DR. L. O. APPLETON.

Instructors: LT. COL. J. R. MICHAEL (Assistant Director); MAJ. C. J. MYSLINSKI (Executive Officer); CAPTS. R. A. BRESNAHAN, G. F. VLISIDES; MESSRS. L. A. ALITZ, R. M. BRUCE, J. B. KRESS, H. J. KROETEN, W. F. LEWIS, G. W. LINCK, T. E. MALONEY, J. M. PALONE, R. E. SORGE, A. C. WERNER.

Fourth (Freshman) Class

a. *Summer.*

(1) Conditioning exercises. *8 hours.*

(2) Athletics, including speedball, softball, swimming, water polo, touch football, and volleyball. *27 hours.*

b. *Academic Year.*—Instructional classes for developing basic physical and recreational skills. Twenty-four lessons in each subject: boxing, apparatus, swimming, and wrestling. *91 hours (one hundred and twenty-one 45-minute periods).*

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

Third (Sophomore) Class

The development of advanced physical skills and the enlargement of the repertory of individual sports. Each cadet receives instruction in volleyball, basketball, unarmed combat, and in squash, badminton, or handball. *30 hours.*

Second (Junior) Class

Instructor training in preparation for leading an army physical training program. The command voice, leadership of conditioning exercises; and coaching techniques in the following sports: basketball, boxing, water polo, cross country, 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. *15 hours.*

First (Senior) Class

Conferences to acquaint the cadet with the organization and administration of physical training and athletic programs in the service. The conferences cover the physical training program, athletic equipment and facilities, physiology of exercises, and two practical work problems on the development of the program. *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 items of equipment, including uniforms and team supplies, are furnished free to cadets by the Office of Physical Education.

The following is the annual schedule of intramural athletics:

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

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

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

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 the 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 likewise must see clearly that the Armed Forces are a unified team operating under the Department of Defense, thoroughly coordinated 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 components 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 essentials:

- 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 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 the 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 to the Secretary of Defense.

LECTURE PROGRAM, 1954-1955

Lectures sponsored by various activities at the Academy are supervised by the General Lecture Committee. For the academic year 1954-55, 81 lectures were given by visiting speakers. 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:

General Series

| <i>Lecturer and Subject</i> | <i>Class</i> |
|---|---------------------|
| MR. W. C. SULLIVAN Federal Bureau of Investigation, Department of Justice Subject: <i>Communism</i> | { First { Second |

Special Lectures

KERMIT ROOSEVELT MEMORIAL LECTURE

| | |
|--|---------------------|
| LT. GEN. SIR FRANCIS W. FESTING British Army, Ret., Former Member, Imperial General Staff Subject: <i>The Profession of Arms</i> | { First { Second |
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DEPARTMENT OF ENGLISH

| | |
|---|-------|
| MAJ. GEN. FREDERICK OSBORN Deputy U. S. Representative to United Nations Atomic Energy Commission Subject: <i>Changing Concepts for the Military Man</i> | First |
| PROF. EDWARD DAVISON Director, School of Advanced Studies, Hunter College Subject: <i>Poetry and the Soldier</i> | Third |
| PROF. STANLEY T. WILLIAMS Professor of Literature, Yale University Subject: <i>Romanticism in the American Novel</i> | Third |

DEPARTMENT OF ELECTRICITY

| | |
|---|--------|
| MAJ. GEN. HERBERT BERNARD LOPER Chairman, Military Liaison Committee to the Atomic Energy Commission Subject: <i>Application of Nuclear Energy</i> | Second |
|---|--------|

DEPARTMENT OF MECHANICS

| | |
|--|--------|
| MR. NEIL MACCOULL Consulting Engineer, Texas Company Research Laboratories Subject: <i>The Practical Thermodynamics of Automobiles</i> | Second |
|--|--------|

DEPARTMENT OF MECHANICS—Continued

| | <i>Lecturer and Subject</i> | <i>Class</i> |
|------------------------|---|--------------|
| PROF. J. P. DEN HARTOG | Professor of Mechanical Engineering, Massachusetts Institute of Technology Subject: <i>Mechanical Vibrations</i> | Second |
| PROF. W. A. WILSON | Professor, Department of Mechanical Engineering, Massachusetts Institute of Technology Subject: <i>Fluid Dynamic Machinery</i> | Second |
| MR. H. GUYFORD STEVER | Chief Scientist, Department of the Air Force Subject: <i>Problems of Supersonic Flight</i> | Second |

DEPARTMENT OF MILITARY HYGIENE

| | | |
|-------------------------------|---|-------|
| COL. R. P. MASON, MC | Chief, Medical Research and Development Division, Office of the Surgeon General, Department of the Army Subject: <i>Medical Research and Development in the U. S. Army</i> | First |
| COL. A. P. LONG, MC | Preventive Medicine Division, Office of the Surgeon General, Department of the Army Subject: <i>Environment in Relation to Military Operations</i> | First |
| COL. A. J. GLASS, MC | Neuropsychiatry Division, Army Medical Service Graduate School, Walter Reed Army Medical Center Subject: <i>Neuropsychiatric Problems of Modern War</i> | First |
| LT. COL. G. M. McDONNEL, MC | Walter Reed Army Medical Center Subject: <i>Medical Aspects of Atomic Warfare</i> | First |
| MAJ. GEN. G. E. ARMSTRONG, MC | The Surgeon General, Department of the Army Subject: <i>Army Medical Service Responsibilities, Including Command Responsibilities and the Surgeon</i> | First |
| LT. COL. CARL W. HUGHES, MC | Walter Reed Army Medical Center Subject: <i>Part I—Anatomy and Physiology</i> | Third |
| LT. COL. CARL W. HUGHES, MC | Walter Reed Army Medical Center Subject: <i>Part II—Anatomy and Physiology</i> | Third |

DEPARTMENT OF MILITARY HYGIENE—Continued

| <i>Lecturer and Subject</i> | <i>Class</i> |
|---|--------------|
| PROF. EDWARD A. STRECKER Professor of Psychiatry, University of Pennsylvania Subject: <i>The Men You Will Command</i> | Third |
| PROF. EDWARD A. STRECKER Professor of Psychiatry, University of Pennsylvania Subject: <i>Alcohol and Drugs</i> | Third |
| COL. A. J. GLASS, MC Walter Reed Army Medical Center Subject: <i>Psychiatry</i> | Third |

DEPARTMENT OF MILITARY TOPOGRAPHY
AND GRAPHICS

| | |
|---|-------|
| MR. FINN E. BRENNER Chief of Terrain Section, Research and Analysis Branch, Engineer Intelligence Division, Office of The Chief of Engineers Subject: <i>Introduction to Geology</i> | Third |
| MR. FINN E. BRENNER Chief of Terrain Section, Research and Analysis Branch, Engineer Intelligence Division, Office of The Chief of Engineers Subject: <i>Historical Geology</i> | Third |
| MR. FINN E. BRENNER Chief of Terrain Section, Research and Analysis Branch, Engineer Intelligence Division, Office of The Chief of Engineers Subject: <i>Military Applications of Geology</i> | Third |
| MR. JOSEPH M. CHAMBERLAIN General Manager and Chief Astronomer of the Hayden Planetarium, New York City Subject: <i>Architecture of the Universe</i> | Third |
| MR. THOMAS D. NICHOLSON Associate Astronomer of the Hayden Planetarium, New York City Subject: <i>Astronomy in Everyday Life</i> | Third |

DEPARTMENT OF ORDNANCE

| | |
|---|-------|
| COL. ALDEN P. TABER, ORDC Watertown Arsenal Subject: <i>Engineering Materials in Ordnance Use</i> | First |
|---|-------|

DEPARTMENT OF ORDNANCE.....Continued

| <i>Lecturer and Subject</i> | <i>Class</i> |
|---|--------------|
| COL. D. W. HIESTER, ORDC Office, Chief of Ordnance Subject: <i>Modern Artillery Development</i> | First |
| LT. COL. R. E. RAYLE, JR., ORDC Springfield Armory Subject: <i>Small Arms Development</i> | First |
| COL. G. T. PETERSEN, ORDC Chief, Research and Development Division, Detroit Arsenal Subject: <i>Operation Question Mark</i> | First |
| COL. D. W. HIESTER, ORDC Office, Chief of Ordnance Subject: <i>Development of Artillery Weapons</i> | First |
| LT. COL. R. E. RAYLE, JR., ORDC Springfield Armory Subject: <i>Small Arms Development</i> | First |
| BRIG. GEN. J. M. COLBY Frankfort Arsenal Subject: <i>Fire Control Research and Development</i> | First |
| MR. WILLIAM A. TURUNEN General Motors Corporation Subject: <i>Application of Gas Turbines in the Automotive Field</i> | First |
| MR. WALTER R. DORNBERGER Bell Aircraft Corporation Subject: <i>Guided Missiles</i> | First |
| LT. COL. JOHN F. FREUND Office, Secretary of Defense Subject: <i>Guided Missiles</i> | First |
| BRIG. GEN. DON R. OSTRANDER Hqs., Air Research and Development Command Subject: <i>Air Research and Development</i> | First |
| REAR ADMIRAL F. S. WITHINGTON Bureau of Ordnance Subject: <i>Naval Ordnance Activities</i> | First |
| MAJ. GEN. J. H. HINRICHS Acting Deputy Chief of Ordnance, USA Subject: <i>Army Ordnance Activities</i> | First |

DEPARTMENT OF ORDNANCE—Continued

Lecturer and Subject

Class

MAJ. GEN. R. L. MAXWELL

Vice President, American Machine and Foundry Company

Subject: *Activities of Industry in Support of Ordnance* Second

DEPARTMENT OF SOCIAL SCIENCES

PROF. WILHELM PAUCK

Professor of Church History, Union Theological Seminary

Subject: *The Cultural Significance of the Reformation* Second

PROF. PRESTON E. JAMES

Professor of Geography, Syracuse University

Subject: *The Strategic Significance of Latin America* First

PROF. LEO WOLMAN

Professor of Economics, Columbia University

Subject: *Labor Relations* First

DR. ROBERT ROOSA

Vice President, Federal Reserve Bank of New York

Subject: *The Federal Reserve System* First

PROF. PAUL A. SAMUELSON

Professor of Economics, Massachusetts Institute of Technology

Subject: *International Trade* First

PROF. GEORGE B. CRESSEY

Professor of Geography, Syracuse University

Subject: *How Strong Is Russia?* Second

PROF. GEORGE T. RENNER

Professor of Geography, Teachers College, Columbia University

Subject: *The Political Geography of Africa* Second

PROF. HANS KOHN

Professor of History, City College of New York

Subject: *The Age of Nationalism* Second

MAJ. GEN. ARTHUR G. TRUDEAU

Assistant Chief of Staff, G-2, Department of the Army

Subject: *Economic Potential of the U. S. S. R.* { First
} Second

PROF. BERT J. LOEWENBERG

Professor of American History, Sarah Lawrence College

Subject: *Charles Darwin* Second

DEPARTMENT OF SOCIAL SCIENCES—Continued

| | <i>Lecturer and Subject</i> | <i>Class</i> |
|---------------------------|---|---------------------|
| MR. EDWIN M. WRIGHT | Special Assistant to the Chief, Specialized Training Branch, Foreign Service Institute, Department of State Subject: <i>Nationalism in the Middle East and South and Southeast Asia</i> | First |
| PROF. SIGMUND NEUMANN | Professor of Government and the Social Sciences, Wesleyan University Subject: <i>Why Study Political Parties? The Case of Con- tinental Europe</i> | Second |
| PROF. EDWIN O. REISCHAUER | Professor of History, Harvard University Subject: <i>Traditionalism in Modern Japan</i> | Second |
| PROF. ARNOLD WOLFERS | Sterling Professor of International Relations, Yale Uni- versity Subject: <i>The Nature of Foreign Policy</i> | First |
| MR. HU SHIH | Former Chinese Ambassador to the United States, Former Chancellor, Peking University Subject: <i>The Chinese Renaissance</i> | Second |
| PROF. MERLE FAINSON | Professor of Government, Harvard University Subject: <i>Techniques of Dictatorial Control</i> | Second |
| GEN. ALFRED M. GRUENTHER | Supreme Allied Commander, Europe Subject: <i>NATO and the Defense of Europe</i> | { First { Second |

DEPARTMENT OF TACTICS

| | | |
|----------------------------------|---|-------|
| BRIG. GEN. WALDEMAR F. BREIDSTER | Office of the Chief, National Guard Bureau Subject: <i>The National Guard of the United States</i> | First |
| MAJ. GEN. PAUL B. YOUNT | Chief of Transportation, Department of the Army Subject: <i>The Organization and Missions of the Transpor- tation Corps</i> | First |
| BRIG. GEN. MARSHALL STUBBS | Office of the Chief Chemical Officer, Department of the Army Subject: <i>The Organization and Missions of the Chemical Corps</i> | First |

DEPARTMENT OF TACTICS—Continued

| <i>Lecturer and Subject</i> | <i>Class</i> | | | | |
|---|---|---|-------|---|--------|
| MAJ. GEN. WILLIAM H. MAGLIN Provost Marshal General, Department of the Army Subject: <i>The Organization and Missions of the Military Police Corps</i> | First | | | | |
| BRIG. GEN. HENRY R. MCKENZIE Office of the Quartermaster General, Department of the Army Subject: <i>The Organization and Missions of the Quartermaster Corps</i> | First | | | | |
| PROF. ELI GINZBERG Professor of Economics and Director, Conservation of Human Resources Project, Department of Defense Subject: <i>Manpower Utilization</i> | First | | | | |
| MAJ. GEN. LEWIS B. HERSHEY, USA Director of Selective Service Subject: <i>Selective Service</i> | First | | | | |
| BRIG. GEN. WILLIAM G. WESTMORELAND, USA Deputy G-1, Office of Assistant Chief of Staff, G-1, Department of the Army Subject: <i>Army Personnel Policies</i> | First | | | | |
| MAJ. GEN. JAMES M. GAVIN Assistant Chief of Staff, G-3, Department of the Army Subject: <i>Leadership in the Atomic Age</i> | First | | | | |
| BRIG. GEN. R. H. CARMICHAEL Deputy Director, Personnel Processing and Training, Headquarters, USAF Subject: <i>Leadership and Organization Spirit</i> | First | | | | |
| COL. CREIGHTON W. ABRAMS Chief of Staff, The Armored Center Subject: <i>The Meaning of Your Commission</i> | First | | | | |
| MAJ. GEN. ERNEST N. HARMON President, Norwich University Subject: <i>Leadership Exercise</i> | First | | | | |
| CAPT. WILLIAM E. MAYER, MC Medical Field Service School, Brooke Army Medical Center Subject: <i>Neuropsychiatric Evaluation of Returned Prisoners of War</i> | <table border="0" style="display: inline-table;"> <tr> <td style="font-size: 2em; vertical-align: middle;">}</td> <td style="padding-left: 5px;">First</td> </tr> <tr> <td style="font-size: 2em; vertical-align: middle;">}</td> <td style="padding-left: 5px;">Second</td> </tr> </table> | } | First | } | Second |
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SPECIAL EDUCATIONAL ACTIVITIES

Annually since 1949 West Point, with private financial aid, has sponsored a Student Conference on United States Affairs. In these conferences representative students from more than fifty colleges and universities and approximately thirty senior individuals from college faculties and government meet in small seminar groups to discuss some aspect of the National Security Policy of the United States. The Cadet Debate Council and Forum administers these conferences and acts as hosts. In addition to the cadets actually participating in conference discussions, one or more classes of the Military Academy were present at the principal conference speeches.

The purposes of these conferences are (1) to produce an informative examination and discussion of the national security policy of the United States, (2) to provide an outstanding representation of college students with an appreciation of the complexities of government policy formulation, and (3) to broaden students' contact with their contemporaries in an academic endeavor.

The lecturers and subjects for the fifth, sixth, and seventh student conferences are given below.

FIFTH STUDENT CONFERENCE: THE NATIONAL SECURITY POLICY OF THE UNITED STATES. 2-5 DECEMBER 1953

ADM. ARTHUR W. RADFORD

Chairman of the Joint Chiefs of Staff

Subject: *Military Aspects of Our National Security Policy*

MR. JOHN J. McCLOY

President of the Chase National Bank

Subject: *Economic and Political Aspects of Our National Security Policy*

MR. W. AVERELL HARRIMAN

Diplomat

Subject: *Free World Unity for Security*

SIXTH STUDENT CONFERENCE: THE NATIONAL SECURITY POLICY OF THE UNITED STATES. 1-4 DECEMBER 1954

MAJ. GEN. JAMES M. GAVIN

Assistant Chief of Staff, G-3, Department of the Army

Subject: *Military Aspects of Our National Security Policy*

MR. PAUL H. NITZE

Diplomat and Educator

Subject: *Economic and Political Aspects of Our National Security Policy*

MR. ROBERT CUTLER

Special Assistant to the President for National Security Affairs

Subject: *The National Security Council in the Making of Policy*

SEVENTH STUDENT CONFERENCE: THE NATIONAL SECURITY POLICY OF
THE UNITED STATES. 30 NOVEMBER—3 DECEMBER 1955

GEN. J. LAWTON COLLINS

United States Representative, Military Committee, Standing Group,
North Atlantic Treaty Organization

Subject: *United States National Security Problems and Military
Policy*

MR. C. D. JACKSON

Time and Life, Inc.

Subject: *Non-Military Aspects of United States Security Policy*

WEST POINT CADET FORUM

This cadet organization, established in 1950, includes programs of invited speakers in its voluntary educational activities. The series of lectures, held generally on Sunday evening, and attended by a considerable proportion of the Corps of Cadets, had the same theme as the Student Conference—The National Security Policy of the United States. The following lecturers addressed the Forum during the academic year 1954-55:

MR. HANSON BALDWIN

Military Editor of The New York Times

Subject: *The Cold War—Where Do We Go From Here?*

MR. THOMAS K. FINLETTER

Former Secretary of the Air Force

Subject: *American Foreign Policy in the Atomic Era*

MR. GORDON BURKE

Former United States Consul to China

Subject: *Far Eastern Life and Politics*

MR. PAUL ROUDAKOFF

Former Chief of Liaison and Protocol for American Military Govern-
ment, Berlin

Subject: *U. S. Occupation Government in Berlin*

MR. FRITZ KRAEMER

Civil Affairs Consultant to the Department of Defense

Subject: *Intangible Factors and Their Effect on Foreign Policy*

MR. JONATHAN BINGHAM

Secretary to the Governor of the State of New York

Subject: *The United States and "Point Four"*

COL. A. J. GOODPASTER

Defense Aide to the President

Subject: *The Role of the Military in the Formulation of Foreign Policy*

PROF. JAMES B. CLOSE

Professor of Finance, School of Business Administration, Syracuse
University

Subject: *Personal Finance and Investments*



Interior of Cadet Chapel

RELIGION

Chaplain, U. S. M. A.: GEORGE M. BEAN, B. S., B. D.

Assistant Chaplain, Cadet Chapel: ALBERT F. HILL, B. A., B. D.

Post and Regimental Chaplain: MAJ. CLOMA HUFFMAN, B. A., B. D.

Cadet Chapel Organist and Choirmaster: JOHN A. DAVIS, JR., B. M.

Protestant

Protestant services are held in the Cadet Chapel every Sunday during the academic year and out-of-doors during the summer months. The two regiments alternate in their attendance at the early (0850) service and the late (1100) service. Every Sunday a Holy Communion service is conducted according to the rites of the Episcopal, Lutheran, or Presbyterian churches. On the first Sunday of the month the early service is also a service of Holy Communion. At the morning worship service the form of worship is non-denominational in character and follows a procedure approved by the larger Protestant communions. Among the religious activities in which cadets take part are the Cadet Chapel Choir of 150 voices; the West Point Sunday School of 350 children taught entirely by 80 cadet Sunday School teachers; the Cadet Chapel Acolytes; and a program of morning devotions conducted by cadets every weekday morning in the Chaplain's Office.

Catholic

Catholic cadets attend Holy Trinity Chapel, the Catholic Chapel on the Post. The Very Reverend Monsignor Joseph P. Moore is the Rector, and is assisted by the Reverend Robert F. McCormick. Catholic members of the two cadet regiments alternate in attending the 8 and 10 a. m. Masses to facilitate frequent reception of Holy Communion and to give opportunity for assisting at High Masses. The 10 a. m. Mass each Sunday is a Missa Cantata. A cadet Catholic choir sings at the High Masses and other liturgical ceremonies. Daily Mass is celebrated at 6:15 and 7 a. m. throughout the academic year. Confessions are heard on Saturday, daily at Mass times, and as desired.

Jewish

Jewish services are held in the Old Cadet Chapel every Sunday at 8 a. m. A visiting Rabbi officiates. Services are held also on the various Jewish holy days and festivals. A cadet choir takes part. The Rabbi is at the Academy from Saturday noon until Sunday noon.

THE LIBRARY

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

Associate Librarian: JAMES M. HILLARD, B. A., B. L. S.

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: BEATRICE B. BURNER, B. A., FRANCES W. LEWIS, MARION B. WELLER.

The library contains about 147,000 accessioned books, exclusive of those in the thirteen departmental libraries. The main library collection occupies a gray stone Tudor building designed by Major Richard Delafield in 1841, a large first-floor room of the adjacent East Academic Building, and the Bryant E. Moore Wing, built in 1954.

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 sizable 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. Colonel 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 Major 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 watercolors 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; 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 except during the evening openings, which are restricted to cadets and officers.

THE WEST POINT MUSEUM

Director: FREDERICK P. TODD, B. S.

Curator: GERALD C. STOWE, B. S.

Curator (Art): WILLIAM E. STEADMAN, B. A., B. F. A., M. F. A.

Curator (History): MILTON F. PERRY, A. B.

The valuable collections of the West Point Museum are displayed on three floors of the west side of the Administration Building. In addition, functional storage areas contain equally important groups of objects, arranged for ready reference by specialists. The story of how these collections began and grew reflects almost every step in the history of American arms.

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 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 6-pounder brass guns, or "grasshoppers," captured by Major General Nathanael Greene in his campaign against the British in the Carolinas, and several mortars 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 victory 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

site 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.

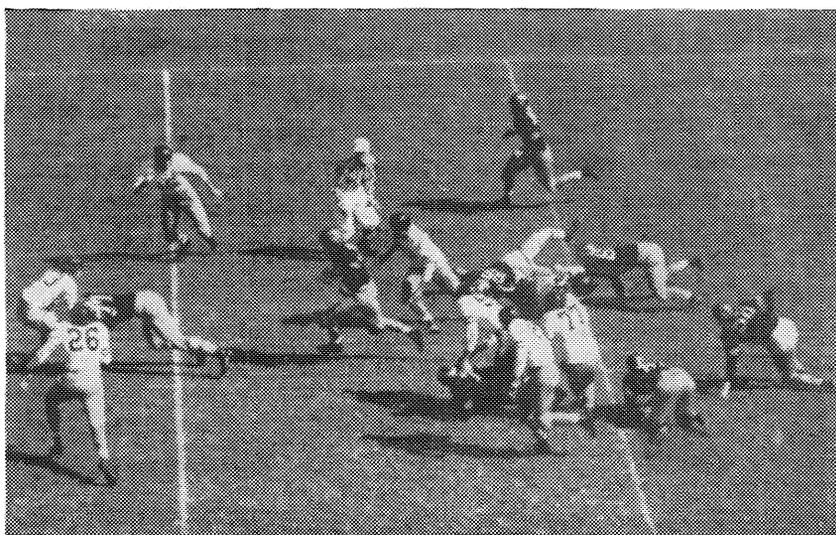
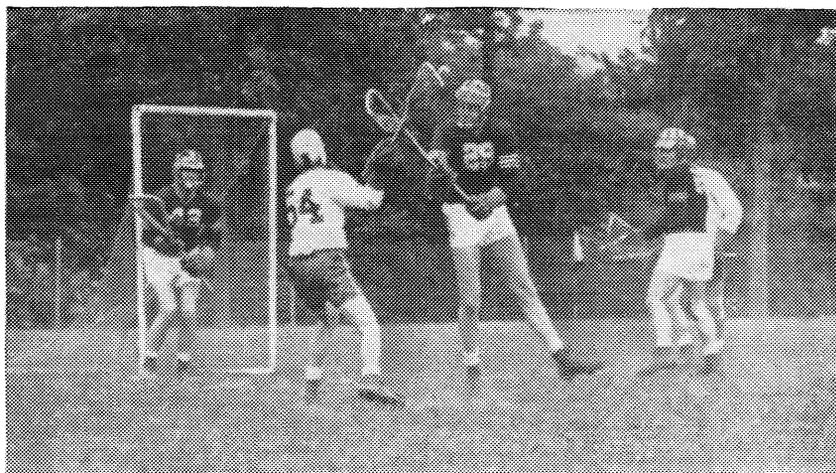
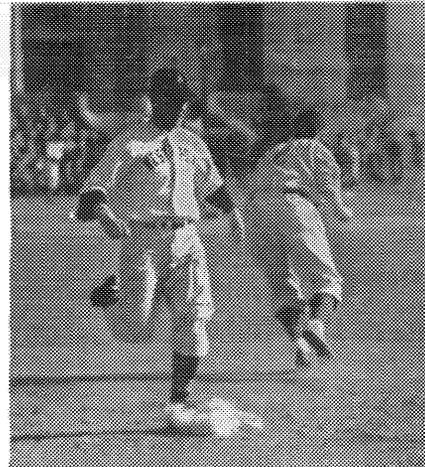
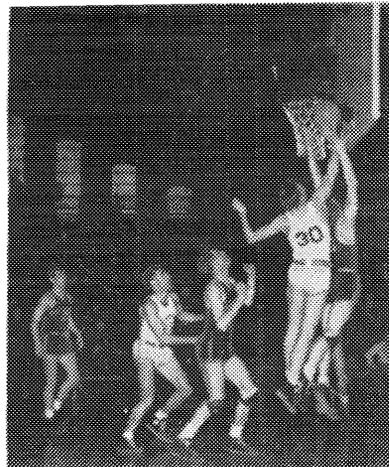
From then on the Museum grew rapidly. The Civil War, the Indian Wars, the Spanish-American War, World Wars I and II, and the Korean conflict contributed much. The richness of the collections can only be suggested. The collection of automatic weapons, for instance, from the volley guns of the Civil War to the machine guns of the present day, 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. Many items on display are associated with famous names. The sash General Lee wore at Appomattox, General Patton's celebrated ivory-handled revolvers, General Eisenhower's bust by Jo Davidson and his Supreme Headquarter's flag, and Goering's diamond-studded marshal's baton, are examples. The sword worn by Napoleon Bonaparte as First Consul, presented to the United States Army by General DeGaulle and accepted by General Eisenhower, is another.

When the new Administration Building was erected in 1909, the Museum was moved to its present quarters. Because it 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, and in 1949 a full-time Director was appointed.

In 1948 supervision over the Fine Arts Collections of West Point was added to the responsibilities of the Museum staff. A few of the paintings and other art objects may be seen in the Museum proper; by far the greater number are displayed in the Library, Cullum Hall, Washington Hall, and Grant Hall.

The Museum serves a vital need in the life of the Military Academy. It is an invaluable supplement to the cadet's education in that it acts as a physical library of weapons and materiel; 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. Instructors and cadets are encouraged to borrow objects from the Museum that may enhance instruction or recitation in academic or military subjects. Illustrated lectures are given by members of its staff and special displays are installed in the classroom areas.

The Museum is open to visitors every day of the year except Christmas and New Year's Day; on Mondays through Saturdays from 10:30 a. m. to 4:30 p. m.; on Sundays and Holidays from 1:00 p. m. to 4:30 p. m.



INTERCOLLEGIATE ATHLETICS

ATHLETIC BOARD

MR. EARL H. BLAIK, *Chairman*; BRIG. GEN. HARRIS JONES, COL. JOHN L. THROCKMORTON, COL. GERALD A. COUNTS, COL. B. W. BARTLETT, COL. J. T. L. SCHWENK.

Director of Athletics: MR. EARL H. BLAIK.

Graduate Manager of Athletics: COL. J. T. L. SCHWENK.

COACHES

Baseball: JOSEPH M. PALONE. *Basketball*: ORVIS SIGLER. *Cross Country*: CARLETON CROWELL. *Football*: EARL H. BLAIK; *assistants*, PAUL J. AMEN, CARNEY LASLIE, ORVIS SIGLER, ROGER ANTAYA, RICHARD VORIS, CAPT. F. A. BLANCHARD. *Golf*: WALTER R. BROWNE. *Gymnastics*: THOMAS E. MALONEY. *Hockey*: JOHN P. RILEY. *Lacrosse*: F. MORRIS TOUCHSTONE. *Pistol*: M/SGT. H. L. BENNER. *Rifle*: M/SGT. O. L. GALLMAN. *Soccer*: JOHN B. KRESS. *Squash and Tennis*: LEIF NORDLIE. *Swimming*: GORDON H. CHALMERS. *Track*: CARLETON CROWELL; *advisory*, NATHANIEL CARTMELL. *Wrestling*: LEROY ALITZ.

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

Teams wearing the black, gold, and gray of 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 page 69.



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. Outside talent, sponsored by the cadet special program committee and other cadet activity groups, is brought to the Academy frequently for performances.

Aside from general recreational activities, there are many organized extracurricular activities. Those cadets who like music and acting 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 music, there are the Cadet Dance Band and the nationally famous Cadet Glee Club.

The One Hundredth Night Show, the time-honored dramatic highlight presented annually by the Dialectic Society, and celebrating the one hundredth night before graduation, is written, produced, and acted solely by cadets.

As members of the Fishing, Radio, Model Airplane, Model Railroad, Camera and Chess Clubs, hobbyists find relaxation, as well as opportunities to test and improve their skills.

Those to whom literary activities appeal may seek outlets for their talents in the *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.

For those who want to explore fields of academic study on a broader or more intensive basis than is provided in the academic curriculum, there are the English Literature Seminar, the Mathematics Forum, five language clubs, and one of the most active organizations at the Military Academy, the West Point Debate Council and Forum. During the academic year, the members of the Debate Council and Forum engage in intercollegiate debates and seminars in all parts of the United States. The National Debate Tournament and the Student Conference on United States Affairs are held annually at West Point.



Interior of Grant Hall



To round out the great variety of opportunities for recreation there are competitive clubs that are active not only at the Academy, but also compete on an intercollegiate basis. These clubs include the Handball, Pistol, Rifle, Sailing, Skeet, Ski, Water Polo, and Golf Clubs.

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.

THE HOSPITAL

STAFF

COL. JAMES B. STAPLETON, MC; B. A., M. HOSP. ADM., M. D.; MBR. OF AMERICAN COLLEGE OF HOSPITAL ADMINISTRATORS.

Surgeon; Professor and Head of Department of Military Hygiene

LT. COL. HARRY A. FERGUSON, MSC.

Executive Officer

LT. COL. PAUL A. REED, MC; B. S., M. D.; DIPLOMATE OF AMERICAN BOARD OF SURGERY.

Chief, Surgical Service

COL. ROLLAND B. SIGAFOOS, MC; B. A., M. D.

Chief, Medical Service

COL. THAYNE F. MCMANIS, DC; D. D. S.

Dental Surgeon

The U. S. Army Hospital at West Point provides hospitalization and outpatient medical care for the garrison and for Stewart Air Force Base. In addition, the hospital is responsible for hospitalization and evacuation of sick and injured Armed Forces personnel in the surrounding area.

The hospital is authorized 150 operating beds, with a capacity of 265 beds. It is staffed and equipped to provide the medical, surgical, and dental coverage of a general hospital, with the exception of the more highly specialized sections found only in the latter.

A dental clinic consisting of thirteen dental operating units is located on the fourth floor of the hospital, and provides outpatient dental care for the garrison as well as hospital patients.

The staff of the hospital provides general surgical and medical care in addition to the specialties of obstetrics and gynecology; pediatrics; ear, nose, and throat; dermatology and allergies; ophthalmology; orthopedics; roentgenology; neuropsychiatry; neurology; and urology. Civilian professional consultants make regular visits to the hospital to see patients in conjunction with the staff physicians.

Physical examinations of all cadets are conducted annually, as well as examinations of candidates for admission to the Corps of Cadets, and for commission in the regular components of the Army.



Cadet Chapel

BUILDINGS AND GROUNDS

The military reservation at West Point consists of 14,971 acres. The original purchase was 1,770 acres and was made from Stephen Moore in 1790; additional purchases made in 1824, 1879, 1889, 1903, 1905, and 1909 brought the acreage to 3,570.

From 1938 to 1943 the acreage was nearly quadrupled by the purchase of 10,130 acres to allow for the expansion of the Academy demanded by the war. A final purchase of 1,271 in 1945 made up the present total.

Of this total, 2,520 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 N Y 218); and the Washington Gate (West Gate), from the new Storm King Highway (Route U S 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 U S 6. Route N Y 293 runs from southwest to northeast on about the midline 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 Archives 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 5 miles southwest of the Post proper, and known formerly as Camp Popolopen. It was renamed in honor of Lieutenant General 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 (1851, 1882, 1921). The designers of the 1851 and 1882 sections are not known, although it is likely that Major Richard Delafield had much to do with the design of the 1851 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 280 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. 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 extending three-quarters of a mile along the river from Cullum Road to Battle Monument and open only to cadets and their guests. It is probable that the earlier Chain Battery Walk is now included in Flirtation Walk.

FOOTBALL FIELD. *See* Michie Stadium.

FORT CLINTON (1778). Designed and begun by Lieutenant Colonel Louis de la Radière and completed by Colonel 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 Colonel 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, 1934). Architect for older portions unknown. Extensive additions and alterations were done in 1923, William Gehron, architect; and in 1934, 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 Experimental 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. In 1901 the building was remodeled to adapt it to library purposes only.

LUSK RESERVOIR (1898). One of the water supply reservoirs for West Point. It is located on Mills Road directly across from Michie Stadium, and has a capacity of 92,000,000 gallons.

MICHIE STADIUM (1924). The football stadium, between Delafield and Mills Roads, west of the reservoir. Named for First Lieutenant 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, Patton 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 Schoefield 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, entitled "War and Peace," that hangs on the wall behind the altar. The chapel is used now for mortuary services and 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.

PATTON MONUMENT (1950). Dedicated to the memory of General George Smith Patton, Jr., USMA 1909, and presented by the officers and men of the units he commanded. Located across Jefferson Road from the library.

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.

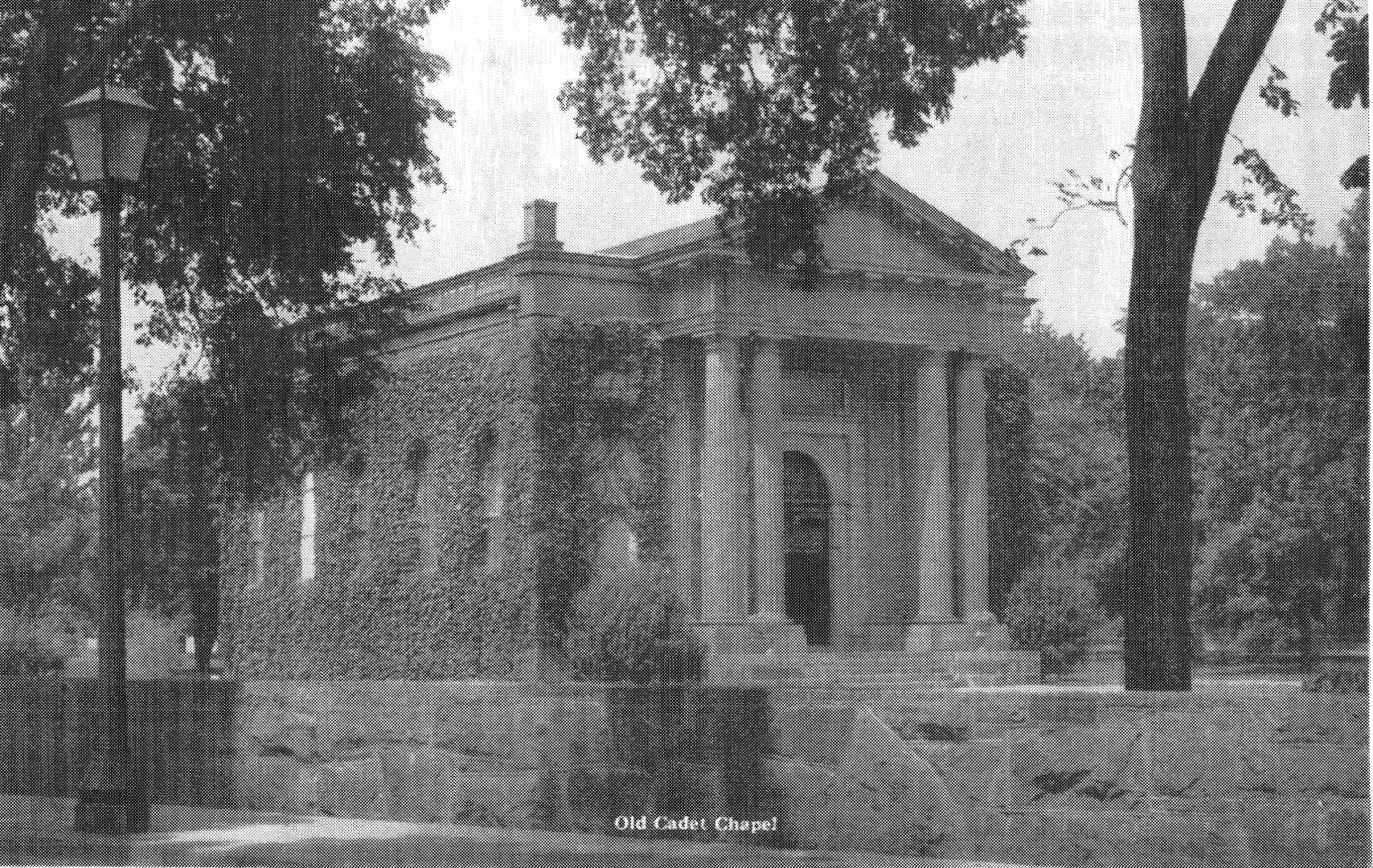
THE PLAIN. That portion of the grounds embracing The Parade, Clinton Field, and Doubleday Field.

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 Engineer 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.



Old Cadet Chapel

SEDGWICK MONUMENT (1868). Dedicated to the memory of Major General John Sedgwick, USMA 1837, killed at Spotsylvania, 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.

STILWELL DAM AND STILWELL LAKE (1949). Located on the reservation about four miles southwest of the Post proper. Named in honor of General Joseph Warren Stilwell, USMA 1904, Commanding General U. S. Forces China-Burma-India 1942-1944, and Commanding General U. S. Tenth Army 1945.

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.

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 one year by cadets who were distinguished in the work of the Second, Third, or Fourth Class year.

GENERAL

THE ARTHUR M. APMANN PRIZE

A set of books presented by Mr. Arthur M. Apmann in memory of his son, the late Lieutenant Arthur M. Apmann, Jr., Class of 1950, to the Editor of the Howitzer. *Awarded in 1955 to Sidney E. Mason.*

THE FRANCIS VINTON GREENE MEMORIAL PRIZE

A .45 caliber pistol given annually by Mrs. Francis Vinton Greene in memory of the late Major General Francis Vinton Greene, USMA 1870, to the cadet standing number one in the general order of merit at graduation. First presented in 1929. *Awarded in 1955 to Lee D. Olvey.*

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 1942. *Awarded in 1955 to Jon C. Vanden Bosch.*

MILITARY

THE CHARLES G. DAWES PRIZE

A sword, called the Pershing Sword, given by Brigadier General Charles G. Dawes and awarded annually to the First Captain, to commemorate General Pershing's being First Captain of the Corps of Cadets in 1886. First presented in 1929. *Awarded in 1955 to Lee D. Olvey.*

THE ASSOCIATION OF GRADUATES AWARDS

These awards, given annually since 1942 by the Association of Graduates, consist of a fifty dollar series F 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 out-

standing 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. *Awarded in 1955 to Joseph M. Dougherty, William B. Ellis, and Donald W. Johnson.*

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. *Awarded in 1955 to Lee D. Olvey.*

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 1948. *Awarded in 1955 to Philip H. Enslow, Jr.*

THE ARMY AND NAVY UNION (DEPARTMENT OF NEW YORK) PRIZE

A pistol given annually by the Army and Navy Union to the Cadet Officer commanding the First Regiment. *Awarded in 1955 to William H. Wilcox.*

THE LADIES AUXILIARY OF THE ARMY AND NAVY UNION (DEPARTMENT OF NEW YORK) PRIZE

A revolver given annually by the Ladies Auxiliary of the Army and Navy Union to the Cadet Officer commanding the Second Regiment. *Awarded in 1955 to William D. Burroughs.*

ACADEMIC

THE AMERICAN LEGION PRIZE IN CHEMISTRY

A set of scientific books with a value of \$100 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. *Awarded in 1955 to John T. Hamilton.*

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. *Awarded in 1955 to William E. Hass and James W. Straudaer.*

THE BROMBERGER MEMORIAL AWARD

A wrist watch presented annually for the highest average, second class course, in Social Sciences. Established in 1954 by the Honorable Edgar Bromberger, one-time Chief City Magistrate of the City of New York, in memory of his mother and wife. First presented in 1954. *Awarded in 1955 to Francis J. Adam.*

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 1948. *Awarded in 1955 to John T. Hamilton.*

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. *Awarded in 1955 to Robert W. Hasbrouck, Jr.*

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. *Awarded in 1955 to Paul Fetko.*

AMERICAN BAR ASSOCIATION PRIZE IN LAW

A set of books given annually to the cadet with the highest standing in law. First presented in 1941. *Awarded in 1955 to Russell L. Parsons.*

PRIZE IN MATHEMATICS, ESTABLISHED BY THE UNITED DAUGHTERS OF THE CONFEDERACY

A saber, known as The Robert E. Lee Saber, given annually to the graduating cadet with the highest standing in mathematics for the entire course. First presented in 1931. *Awarded in 1955 to John T. Hamilton.*

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. *Awarded in 1955 to John T. Hamilton.*

THE WILLIAM A. MITCHELL PRIZE IN MILITARY ENGINEERING AND MILITARY HISTORY

A set of books of the value of \$100 awarded annually by Mrs. William A. Mitchell in memory of her husband, Brigadier General William A. Mitchell, USMA 1902, to the cadet standing highest in military engineering and military history. First presented in 1942. *Awarded in 1955 to Russell L. Parsons.*

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. *Awarded in 1955 to Vane Q. Bates, Jr.*

THE EISENHOWER AWARD IN MILITARY PSYCHOLOGY AND LEADERSHIP

A silver tray awarded annually to the graduating cadet for excellence in Military Psychology and Leadership. First presented in 1951. *Awarded in 1955 to Delbert H. Jacobs.*

PRIZE IN MILITARY TOPOGRAPHY AND GRAPHICS, ESTABLISHED BY THE WOMEN'S 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. *Awarded in 1955 to Philip H. Enslow, Jr.*

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. *Awarded in 1955 to Philip H. Enslow, Jr.*

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. *Awarded in 1955 to John T. Hamilton.*

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. *Awarded in 1955 to Goodwin G. Ordway.*

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. *Awarded in 1955 to Company I-2.*

THE HAL BEUKEMA MEMORIAL AWARD

Established in 1955 and donated by members of the family, former and present officers of the Department of Social Sciences, USMA, and a group of former friends, in memory of Major Henry S. Beukema, USMA 1944. The award is a silver plate awarded annually to the outstanding hockey player. *Awarded in 1955 to Edward I. Hickey.*

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. *Awarded in 1955 to Company C-1.*

THE JOHN W. COFFEY MEMORIAL TROPHY

Established in 1952 by Mrs. John W. Coffey, in memory of Brigadier General John W. Coffey, USMA August 1917. The trophy is a silver plate awarded annually to the outgoing baseball captain. *Awarded in 1955 to Richard G. Cardillo.*

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, Colonel Wright Prescott Edgerton, USMA 1874. First awarded in 1909. *Awarded in 1955 to Robert G. Farris.*

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. *Awarded in 1955 to Alexander R. MacDonald.*

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. *Awarded in 1955 to John O. Funkhouser and Robert D. Carpenter.*

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. *Awarded in 1955 to Thomas J. Bell.*

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 received bronze medallions.

THE DAVID MARCUS MEMORIAL TROPHY

Established in 1949 by the Colonel David Marcus Memorial Foundation, Inc., in memory of Colonel David Marcus, USMA 1924, for the outstanding boxer of the graduating class. The 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. *Awarded in 1955 to Haywood S. Hansell.*

THE JARED WILLIAM MORROW MEMORIAL TROPHY

Established in 1951 by Captain Gerald D. Hall, USMA 1944, in memory of Lieutenant Jared William Morrow, USMA 1945, who died in battle in Korea in 1950. The trophy is a silver cup awarded annually to the company winning the brigade championship in intramural track. *Awarded in 1955 to Company G-1.*

THE PALMER E. PIERCE FOOTBALL TROPHY

This trophy, a silver cup originally awarded to General 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. *Awarded in 1955 to Company K-1.*

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, Captain Eber Simpson, USMA 1943. It is awarded annually to the outgoing basketball captain and was first presented in 1949. *Awarded in 1955 to Jerry M. Gilpin.*

THE ARTHUR H. TRUXES MEMORIAL TROPHY

Established in 1951 by Captain Gerald D. Hall, USMA 1944, in memory of Captain Arthur H. Truxes, Jr., USMA 1945, who died in battle in Korea in 1950. The trophy is a silver cup awarded annually to the company winning the brigade championship in intramural cross country. *Awarded in 1955 to Company B-2.*

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. *Awarded in 1955 to William E. Roth.*

THE 306TH INFANTRY PRIZE

Established in 1954 by the Walter B. Tunick Estate. A wrist watch presented annually to the cadet achieving excellence in Physical Education over the four-year course. First presented in 1954. *Awarded in 1955 to Delbert H. Jacobs.*

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 1955 thirty-three scholarships were awarded to Academy graduates, who study while at Oxford as Army officers on active duty. Seven former cadets are now at Oxford.

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 two 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 desiring to compete for a scholarship are carefully screened by the Academic Board, assisted by the Rhodes Scholarship Committee. If permission to compete 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 Cecil Rhodes' Will in which are mentioned the four groups of qualities which are desired in the scholars, the first two of which are 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, kindness, 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 achievements 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 semiannual 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 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 1955

BY THE PRESIDENT

General Lucius DuB. Clay, Chairman of the Board, Continental Can Company, New York, N. Y.

Dr. John S. Dickey, President, Dartmouth College, Hanover, N. H.

Dr. James P. Baxter 3d, President, Williams College, Williamstown, Mass.

Dr. Leonard Carmichael, Secretary, Smithsonian Institution, Washington, D. C.

Dr. Francis M. Dawson, Dean, College of Engineering, State University of Iowa, Iowa City, Iowa.

Dr. John A. Hannah, President, Michigan State College, East Lansing, Mich.

BY THE PRESIDENT OF THE SENATE

Senator John C. Stennis, Mississippi.

BY THE SPEAKER OF THE HOUSE OF REPRESENTATIVES

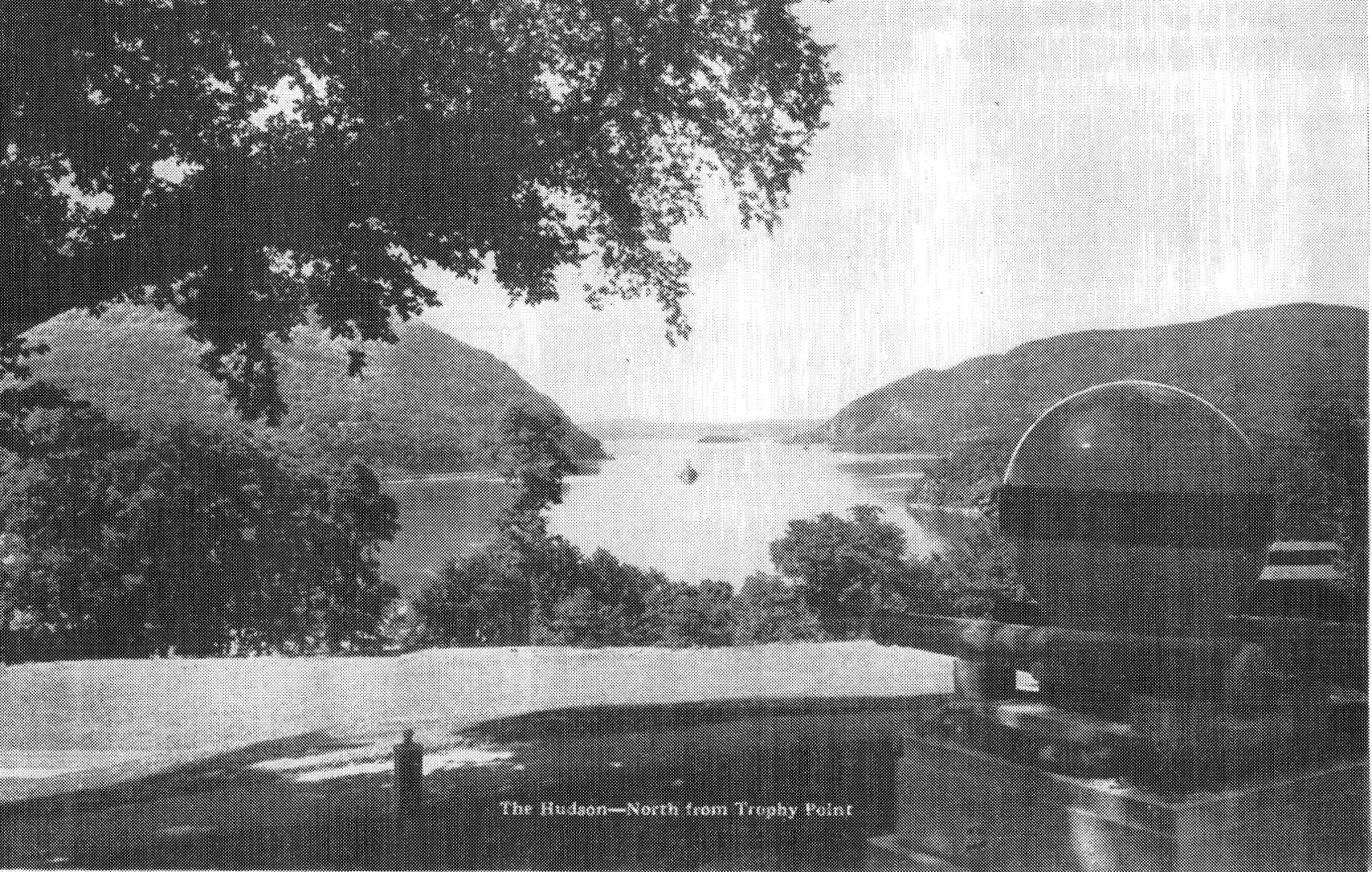
Representative F. Edward Hébert, Louisiana.

Representative Olin E. Teague, Texas.

Representative Joe L. Evins, Tennessee.

Representative Leroy Johnson, California.

Representative Gerald R. Ford, Michigan.



The Hudson—North from Trophy Point

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

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 Captain 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 displaced 5 days later 28 January 1861, by direction of the succeeding Secretary of War Joseph Holt, the command again devolving upon Major Delafield.

16. GEORGE W. CULLUM
Lt. Col., Corps of Engineers 8 Sept. 1864 to 28 Aug. 1866
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 17 Jan. 1951
- 42. FREDERICK A. IRVING
Maj. Gen., U. S. Army 1 Feb. 1951 to 31 Aug. 1954
- 43. BLACKSHEAR M. BRYAN
Lt. Gen., U. S. Army 3 Sept. 1954 to

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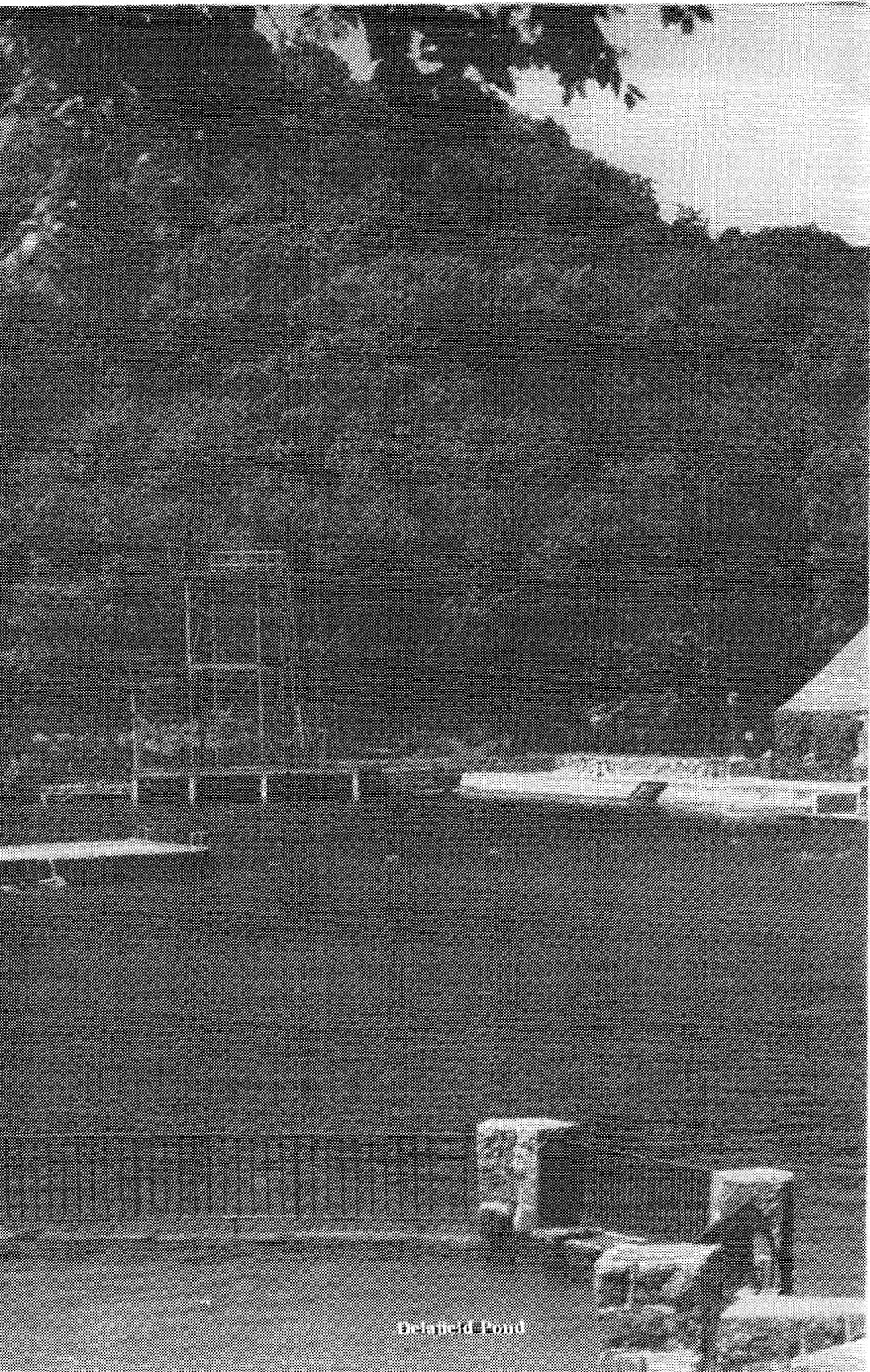
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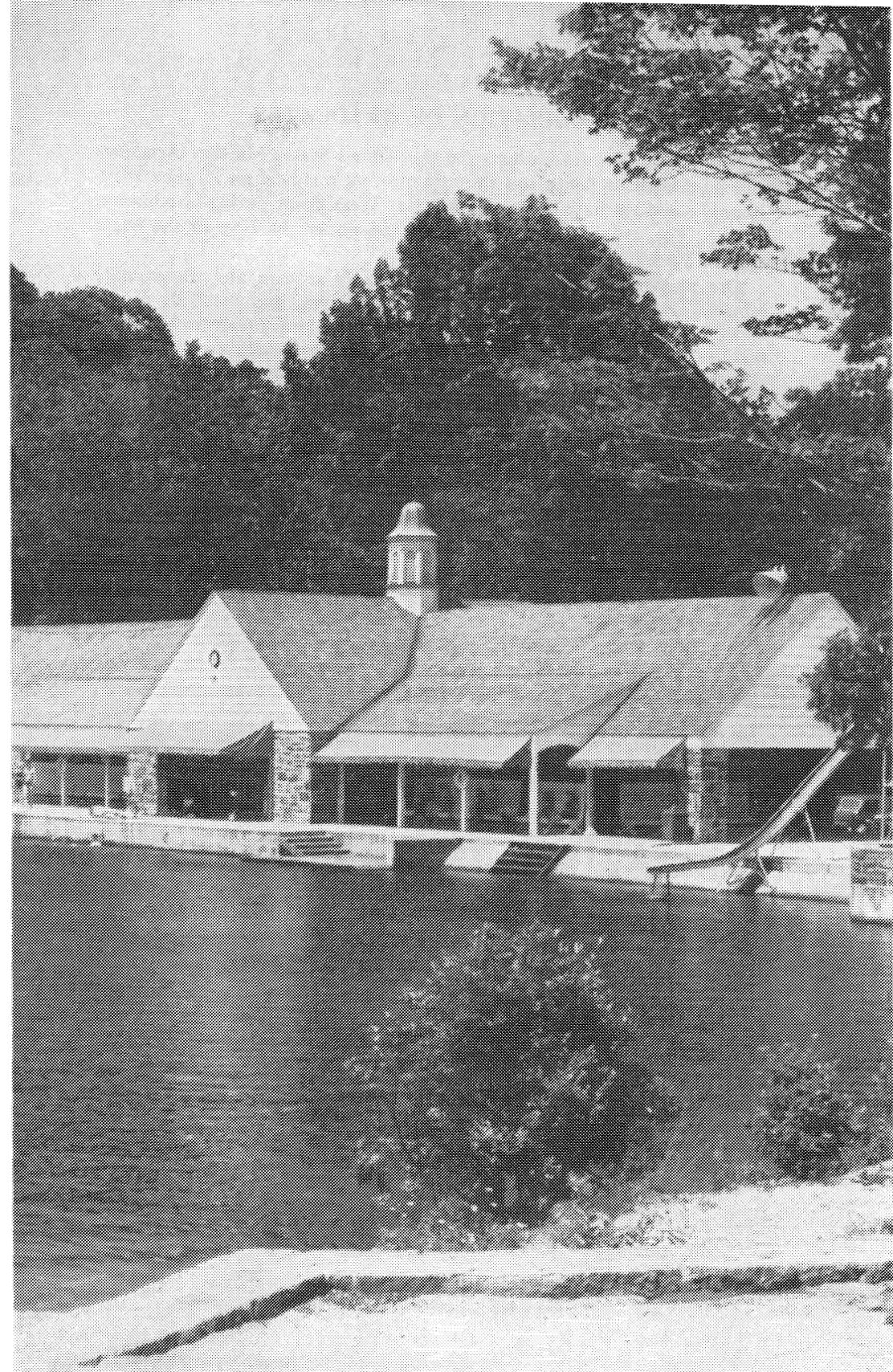
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The Association of Graduates of the United States Military Academy was established in 1869, and the first meeting was held on 17 June 1870. Annual meetings have been held since at West Point during Graduation Week. The association was incorporated 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 were honorably discharged after at least one academic term at the Academy, are eligible for membership. About 93 percent of the approximately 13,972 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, U. S. M. A., 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 REGISTER is edited by Col. Charles N. Branham, '22; ASSEMBLY by Col. Robert D. Johnston, '31. Both are published by the West Point Alumni Foundation, Inc., West Point, N. Y.

The Foundation is a nonprofit corporation that exists for the sole purpose of assisting the Association of Graduates, USMA, by publishing the quarterly alumni magazine ASSEMBLY and the annual REGISTER OF GRADUATES AND FORMER CADETS, USMA. The Foundation has permission, under Army Regulations, to use the name "West Point" and the name, colors, insignia, and other devices of the United States Military Academy in connection with these publications, doing so as a private organization operating without expense to the Government and without official connection with, or sponsorship by, the Department of the Army or the United States Military Academy.

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APPENDICES

I. PHYSICAL REQUIREMENTS

a. Ears and Hearing.—Auditory acuity of all candidates will be determined by both the whispered and spoken voice and by the audiometer. At the time of examination the candidate should be free of upper respiratory infection. Hearing by both the spoken voice and the whispered voice must be 15/15 in each ear. Loss of hearing as determined by the audiometer must not be greater than 15 decibels in any of the frequencies 500, 1,000, and 2,000, nor greater than 30 decibels in either of the frequencies 4,000 or 8,000. The determination of hearing acuity should be accomplished with a standardized audiometer in a quiet room (one in which the overall noise level as measured by a sound level meter is not more than 40 decibels, or one in which the threshold of a normal ear during an audiometric test is not changed by the ambient noise in the room). Examination should be performed after all wax has been removed from the auditory canal. Existing perforation of the membrana tympani, regardless of etiology, is a cause for rejection. Both ears must be free from any disfiguring or incapacitating abnormality and from acute or chronic disease.

The following conditions are also causes for rejection: acute or chronic suppurative otitis media, chronic catarrhal otitis media; acute or chronic mastoiditis; severe fungus or other severe chronic infection of the external auditory canal; and severe atresia of the external auditory canal or tumors of this part.

b. Eyes and Vision.—The actual possession of suitable glasses by the individual is not required for his acceptance under the following standards.

Visual acuity as determined by the visual test types (without a cycloplegic) must not be less than 20/30 in each eye without glasses, correctible with glasses to 20/20 in each eye, when no organic disease in either eye exists; under certain conditions waivers may be considered for vision up to 20/100 correctible with glasses to 20/20. In all cases the actual vision of each eye, and the correcting lenses, if required, will be reported. Careful inquiry will be made by the Board of symptoms of asthenopia, and any symptoms elicited will be reported. The refractive error will be determined by a cycloplegic examination, unless contra-indicated medically, in all cases where the candidate's uncorrected vision is less than 20/20 in either eye, and in other instances when indicated. Errors of refraction will be a cause for rejection, even though the visual acuity falls within acceptable limits. Total hyperopia of more than two (2.0) diopters or total myopia of more than three-quarters (0.75) diopter in any meridian in either eye is cause for rejection. Muscle balance of the eyes will be determined by the Maddox Rod Screen Test at twenty feet in all cases and will be reported in prism diopters. Esophoria of more than 10 prism diopters, exophoria of more than 5 prism diopters, hyperphoria of more than 1 prism diopter, and heterotropia are causes for rejection. Both eyes must be free from any disfiguring or incapacitating abnormality or from acute or chronic disease.

The following conditions are also causes for rejection: 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; ipiphora, 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 synechiae sufficient to reduce the visual acuity below the standard; opacities of the lens or its capsule, sufficient to reduce the acuity of vision below the standard, or progressive cataract of any degree; extensive coloboma of the choroid or iris, absence of pigment, glaucoma, iritis, or extensive or progressive choroiditis, retinitis, detachment of the retina, neuroretinitis, optic neuritis or atrophy of the optic nerve; loss or disorganization of either eye, or pronounced exophthalmus, true nystagmus; or permanent or well-marked strabismus; diplopia, or night blindness; abnormal conditions of the eyes due to disease of the brain; malignant tumors of the lids of the eyeballs; ash-tenopia accompanying any ocular defect.

c. Teeth.

(1) No candidate will be accepted unless he has a minimum of six serviceable masticating teeth (bicuspid or molars) above and six below, and also four serviceable incisor teeth (incisors or cuspids) above and four below. All of these teeth must be serviceably opposed by serviceable natural teeth, or by artificial teeth or serviceable bridges or dentures as authorized in (2) below.

(2) Any or all of the required upper teeth may be supplied by serviceable bridges or dentures. Lower teeth may be supplied by serviceable bridges or partial dentures provided the candidate has sufficient serviceable natural teeth to retain and adequately stabilize these appliances.

(3) A natural tooth will not be considered serviceable if:

- (a) It has an unfilled cavity, or a cavity filled with a temporary material.
- (b) It supports a defective filling or defective crown.
- (c) It is a deciduous tooth.
- (d) It is nonvital, unless the root canal has been properly filled and there is no evidence of pathology.
- (e) It is elongated or otherwise malposed so that it cannot be brought into serviceable occlusion with opposing natural or artificial teeth.
- (f) There is marked destruction of the supporting tissues of the tooth.

(4) A prosthetic appliance will be considered serviceable only if it meets generally accepted standards of design, construction, and tissue

adaptation. Any abutment or retaining teeth must themselves be serviceable.

(5) Causes for rejection are:

- (a) Failure to meet the minimum requirements of (1) above.
- (b) Disfiguring spaces between the anterior teeth.
- (c) Severe malocclusion which is disfiguring, which interferes with the mastication of a normal diet, or which has resulted in secondary pathological changes.
- (d) Any malformation or malrelation of the jaws which prevents the construction of serviceable prosthetic replacements needed to meet the requirements of (1) above, or which would prevent the construction of serviceable replacements if the natural teeth were lost.
- (e) Cysts, chronic infections, and severe periodontoclasia. Other oral pathological conditions such as impacted, unerupted, or malposed teeth when these conditions may have a harmful effect on adjacent structures or on the health of the individual.
- (f) Unserviceable prosthetic appliances.
- (g) Orthodontic appliances, except when required only for retention, after all active movement of the teeth has been completed.

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.

Standards of Weight According to Height and Age

| Height (inches) | 18-20 years | | 21-25 years | | Height (inches) | 18-20 years | | 21-25 years | |
|--------------------|-------------|------|-------------|------|--------------------|-------------|------|-------------|------|
| | Min. | Max. | Min. | Max. | | Min. | Max. | Min. | Max. |
| 66 | 117 | 166 | 122 | 170 | 73 | 145 | 201 | 149 | 208 |
| 67 | 121 | 171 | 126 | 175 | 74 | 149 | 206 | 154 | 214 |
| 68 | 125 | 176 | 130 | 180 | 75 | 153 | 211 | 158 | 220 |
| 69 | 129 | 181 | 133 | 185 | 76 | 157 | 216 | 163 | 226 |
| 70 | 133 | 186 | 137 | 190 | 77 | 161 | 221 | 167 | 232 |
| 71 | 137 | 191 | 140 | 195 | 78 | 165 | 226 | 172 | 239 |
| 72 | 141 | 196 | 145 | 201 | | | | | |

NOTE.—Poor physical development, regardless of actual height and weight ratio, is a cause for rejection. In such instances the report will show in detail the findings (muscular development, state of nutrition, physical strength, endurance and/or capacity for exertion) upon which recommendation for rejection is based.

Candidates less than 66 inches or more than 78 inches in height will not be accepted except that applicants under 20 years of age on 1 July of the year of entry to the Academy may be granted a waiver of 1 inch below the minimum height. In exceptional cases, where a candidate has demonstrated outstanding abilities or has an outstanding military record or possesses exceptional educational qualifications, the Secretary of the Army may authorize a waiver of 2 inches below the minimum height. Height will be carefully measured without shoes or stockings and will be recorded to the quarter of an inch. The weight will be taken without shoes or clothing. When the height or weight falls below the minimum or above the maximum, the measurements will be rechecked and appropriate note made on the report of physical examination.

Recommendations of waiver for excessive weight may be requested in cases in which the general appearance and conformation of the candidate, and the rest of the examination clearly indicate that he is of the robust type and that there is no tendency to obesity, endocrine imbalance, cardiovascular disease, or other defect which is likely to shorten the period of useful active service normally expected of an Army officer.

II. INSTALLATIONS CONDUCTING PRELIMINARY PHYSICAL EXAMINATIONS FOR THE U. S. MILITARY ACADEMY

ALABAMA

Daleville—Camp Rucker
Mobile—Brookley AFB
Montgomery—Maxwell AFB
Selma—Craig AFB

ARIZONA

Chandler—Williams AFB
Tucson—Davis Monthan AFB

ARKANSAS

Fort Smith—Camp Chaffee
Pine Bluff—Pine Bluff Arsenal

CALIFORNIA

Corona—USNH
Fairfield—Travis AFB
Livermore—Parks AFB
Los Angeles—Recruiting Main Sta.
Merced—Castle AFB
Monterey—Fort Ord
Oakland:
 Oakland Army Base USNH, 8750
 Mountain Boulevard
Oceanside—USNH, Santa Margarita
 Ranch, Camp Pendleton
Riverside—March AFB
Sacramento—Mather AFB
San Diego:
 Recruiting Main Station USNH
San Francisco:
 Fort Mason:
 Letterman AH
 Recruiting Main Station
San Pedro—Fort MacArthur
San Rafael—Hamilton AFB
Vallejo—USNH, Mare Island
Victorville—George AFB

COLORADO

Colorado Springs CP Carson
Denver:
 Fitzsimons AH
 Lowry AFB

FLORIDA

Cocoa—Patrick AFB
Jacksonville—USNH, Naval Air Sta.
Key West—USNH
Panama City—Tyndall AFB
Pensacola—USNH

FLORIDA—Continued

Valparaiso—Eglin AFB
Tampa—MacDill AFB

GEORGIA

Albany—Turner AFB
Atlanta—Fort McPherson
Augusta—Camp Gordon
Columbus—Fort Benning
Macon—Robins AFB
Savannah—Hunter AFB

IDAHO

Mountain Home—Mountain Home AFB

ILLINOIS

Belleville—Scott AFB
Chicago—U. S. Army Dispensary, 1660
 E. Hyde Park Boulevard
Great Lakes—USNH Naval Training
 Center
Highwood—Fort Sheridan
Rantoul—Chanute AFB

INDIANA

Indianapolis—Fort Benjamin Harrison

KANSAS

Junction City—Fort Riley
Fort Leavenworth

KENTUCKY

Fort Knox

LOUISIANA

New Orleans—Camp Leroy Johnson
Shreveport—Barksdale AFB
Leesville—Fort Polk

HOSPITAL SHIPS

USS CONSOLATION (AH-15)
USS REPOSE (AH-16)
USS HAVEN (AH-12)

MAINE

Bangor—Dow AFB
Portland—Recruiting Main Sta. Fort
 Williams
Presque Isle—Presque Isle AFB

AH—Army Hospital.

AFB—Air Force Base.

USNH—U. S. Naval Hospital.

II. INSTALLATIONS CONDUCTING, ETC.—Continued

MARYLAND

Aberdeen—Aberdeen Proving Ground
Annapolis—USNH
Army Chemical Center
Bethesda—USNH, National Naval
Medical Center
Fort George G. Meade

MASSACHUSETTS

Ayer—Fort Devens
Boston:
Recruiting Main Station, Boston
Army Base
U. S. Army Dispensary, Boston
Army Base
Chelsea—USNH
Chicopee Falls—Westover AFB

MICHIGAN

Mount Clemens—Selfridge AFB

MISSISSIPPI

Biloxi—Keesler AFB

MISSOURI

Newbury—Fort Leonard Wood
St. Louis—U. S. Army Dispensary, 12th
& Spruce Streets

MONTANA

Great Falls—Great Falls AFB

NEBRASKA

Omaha—Offutt AFB

NEW JERSEY

Newark—Recruiting Main Station
Redbank—Fort Monmouth
Trenton—Fort Dix

NEW HAMPSHIRE

Portsmouth—USNH

NEW MEXICO

Albuquerque—Kirtland AFB
Roswell—Walker AFB

NEW YORK

Brooklyn—U. S. Army Dispensary,
NYPE, 58th Street & 1st Avenue
Buffalo—Recruiting Main Station
Fort Jay, Governors Island

NEW YORK—Continued

Hempstead, L. I.—Mitchel AFB
Geneva—Sampson AFB
New York City:
Recruiting Main Station, 39 White-
hall Street
U. S. Army Dispensary, 90 Church
Street
Rome—Griffis AFB
Romulus—Seneca Ordnance Depot
St. Albans, L. I., USNH
Syracuse—Recruiting Main Station
West Point—U. S. Army Hospital, U. S.
Military Academy

NORTH CAROLINA

Camp Lejeune—USNH
Fayetteville—Fort Bragg

OHIO

Dayton—Wright-Patterson AFB

OKLAHOMA

Enid—Vance AFB
Lawton—Fort Sill
Oklahoma City—Tinker AFB

PENNSYLVANIA

Carlisle—Carlisle Barracks
Middletown—Olmstead AFB
Philadelphia:
U. S. Army Dispensary, Phila-
delphia Quartermaster Depot,
2800 South 20th Street
USNH, 17th & Patterson Avenue
Phoenixville—Valley Forge AH

RHODE ISLAND

Newport—USNH

SOUTH CAROLINA

Beaufort—USNH
Charleston—USNH, Naval Base
Columbia—Fort Jackson
Greenville—Donaldson AFB
Sumter—Shaw AFB

SOUTH DAKOTA

Rapid City—Rapid City AFB

TENNESSEE

Memphis—USNH
Smyrna—Stewart AFB

AH—Army Hospital.

AFB—Air Force Base.

USNH—U. S. Naval Hospital.

II. INSTALLATIONS CONDUCTING, ETC.—Continued

TEXAS

Austin—Bergston AFB
Corpus Christi—USNH
El Paso:
 Fort Bliss
 William Beaumont AH
Fort Sam Houston—Brooke Army
 Medical Center
Fort Worth—Carswell AFB
Houston—Ellington AFB
Killeen—Fort Hood
Lubbock—Reese AFB
San Angelo—Goodfellow AFB
San Antonio:
 Fort Sam Houston
 Lackland AFB
 Randolph AFB
Sherman—Perrin AFB
Waco—James Connally AFB
Wichita Falls—Sheppard AFB

UTAH

Ogden—Hill AFB
Salt Lake City—Recruiting Main Sta-
 tion, Fort Douglas

VIRGINIA

Accotink—Fort Belvoir
Hampton—Langley AFB and Fort
 Monroe

AH—Army Hospital.

AFB—Air Force Base.

USNH—U. S. Naval Hospital.

VIRGINIA—Continued

Lee Hall—Fort Eustis
Petersburg—Fort Lee
Portsmouth—USNH
Quantico—USNH

WASHINGTON

Bremerton—USNH, Naval Base
Moses Lake—Larson AFB
Seattle—Fort Lawton and Recruiting
 Main Station
Spokane—Fairchild AFB and Recruiting
 Main Station
Tacoma—Fort Lewis, Madigan AH and
 McChord AFB

WISCONSIN

Madison—Truax AFB

WYOMING

Cheyenne—Francis E. Warren AFB

WASHINGTON, D. C.

Bolling AFB
U. S. Army Dispensary, The Pentagon
Walter Reed AH—Physical Examining
 Section (Outpatient Clinic)

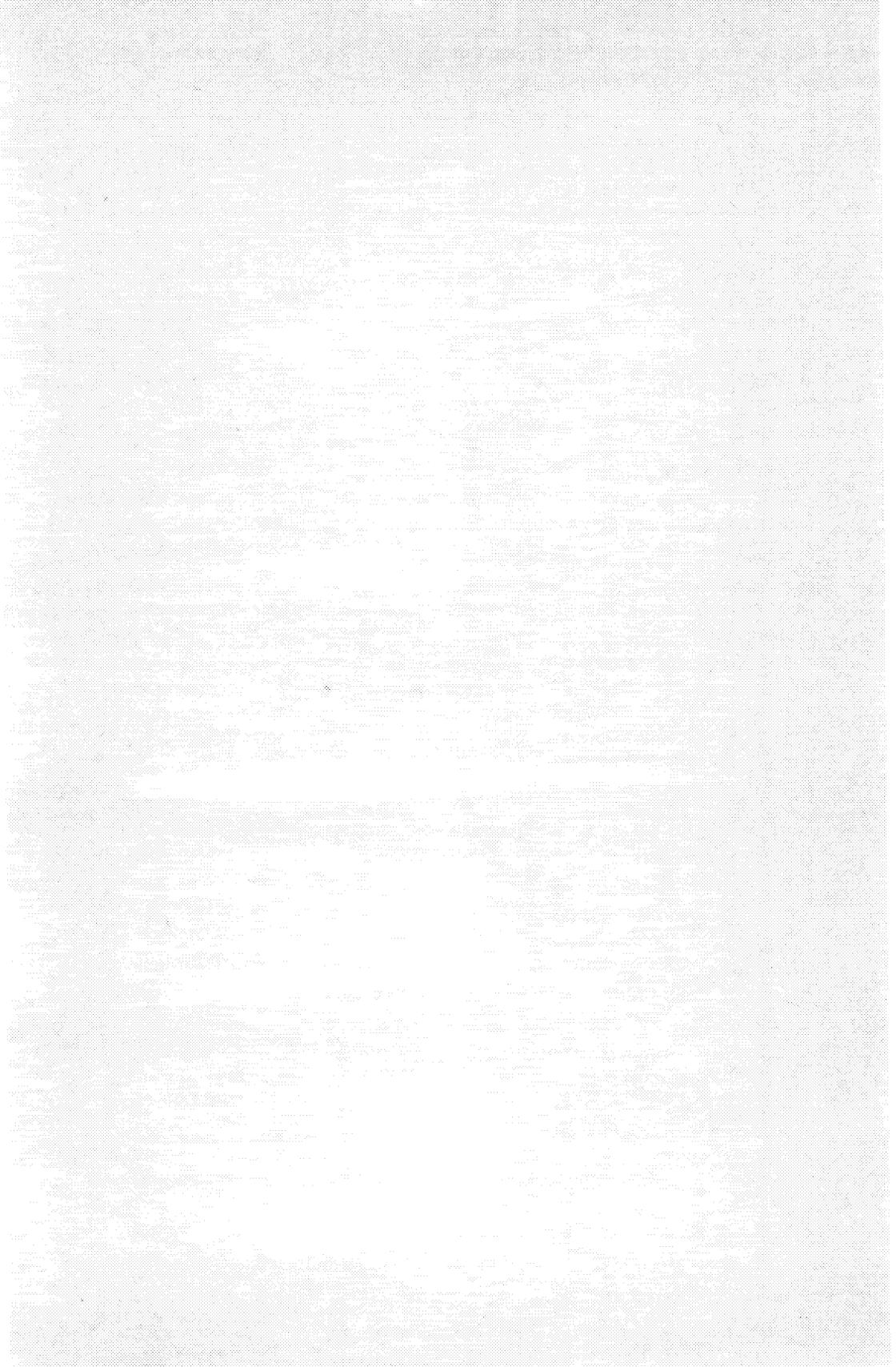
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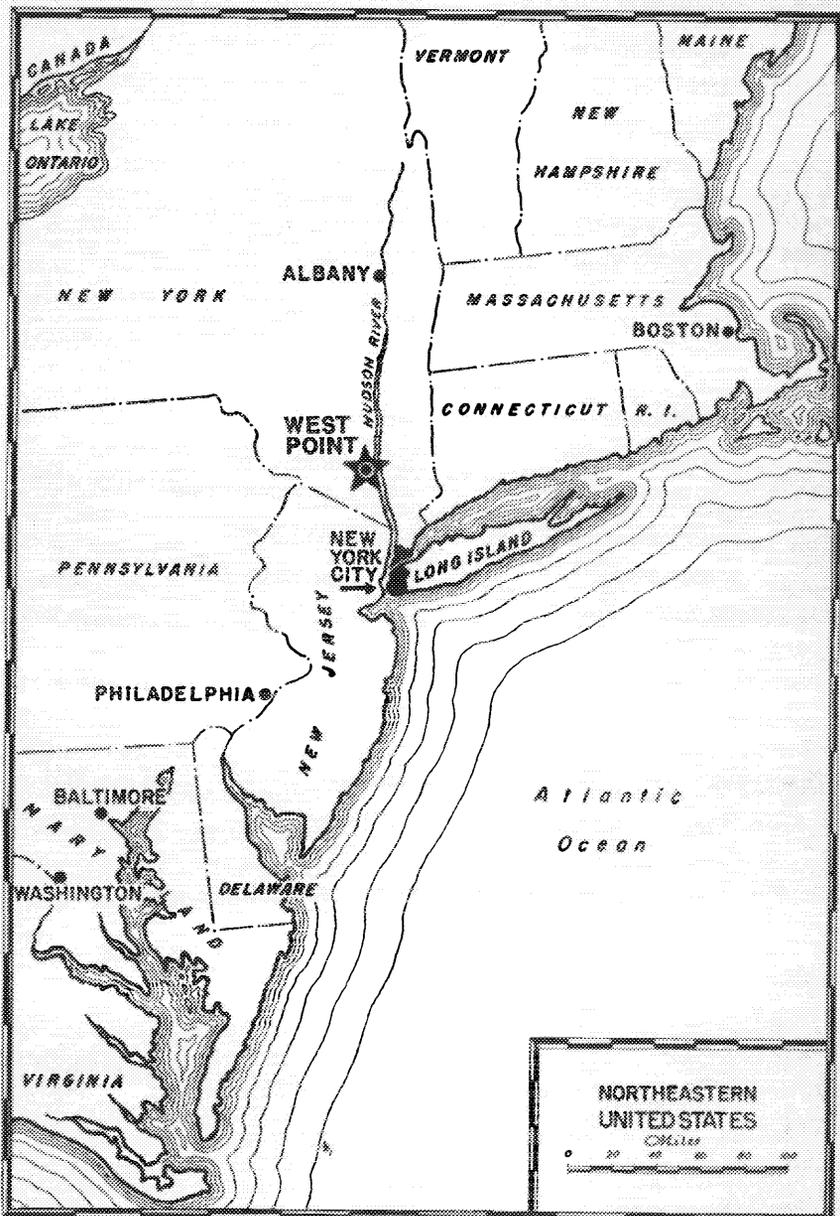
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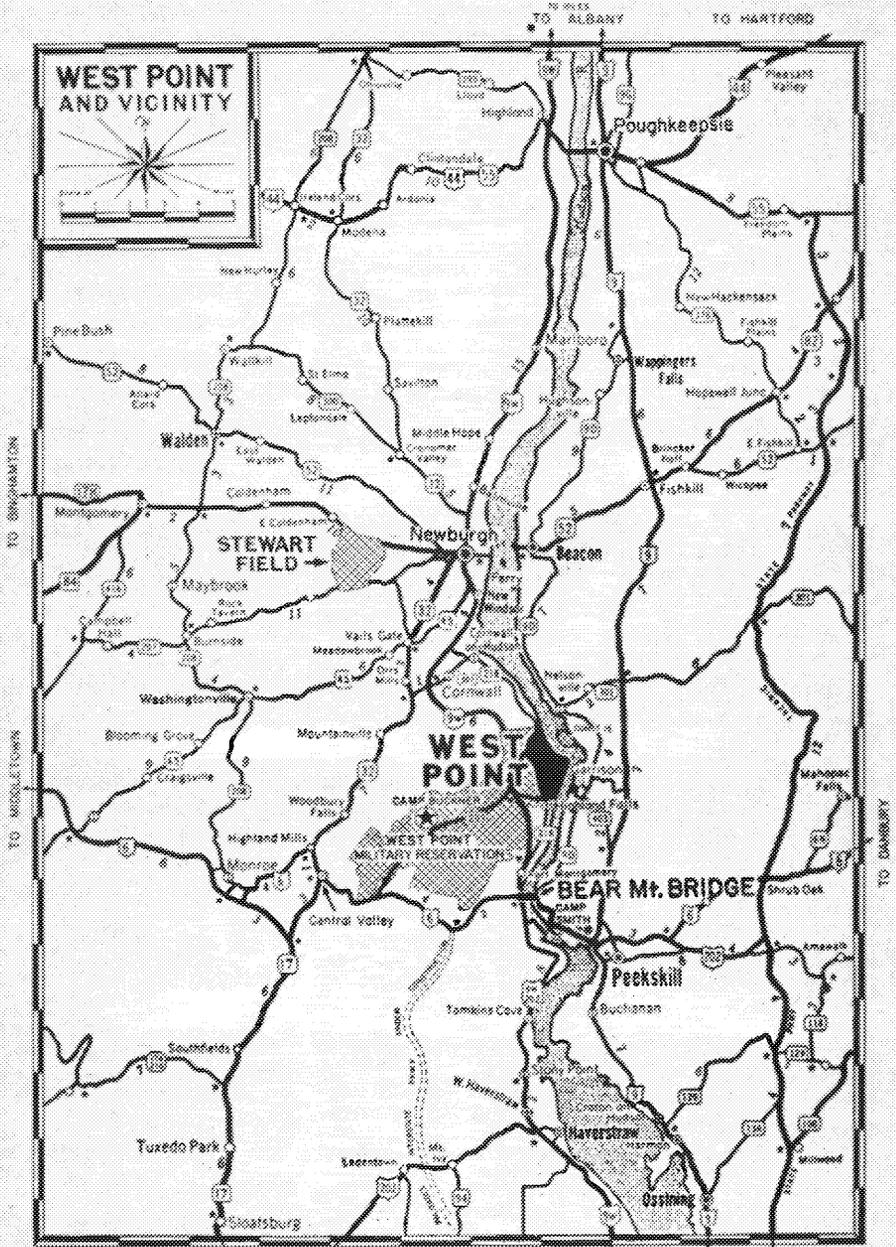
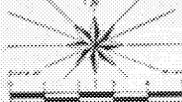
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WEST POINT AND VICINITY



TO BRAMHINGTON

TO MABLETOWN

TO DANBURY

TO NEW YORK

TO NEWARK

TO NEW YORK
10 MILES

