UNITED STATES MILITARY ACADEMY

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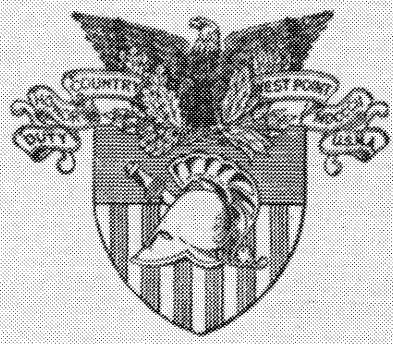


ONE HUNDRED FIFTY-SIXTH YEAR

CATALOGUE

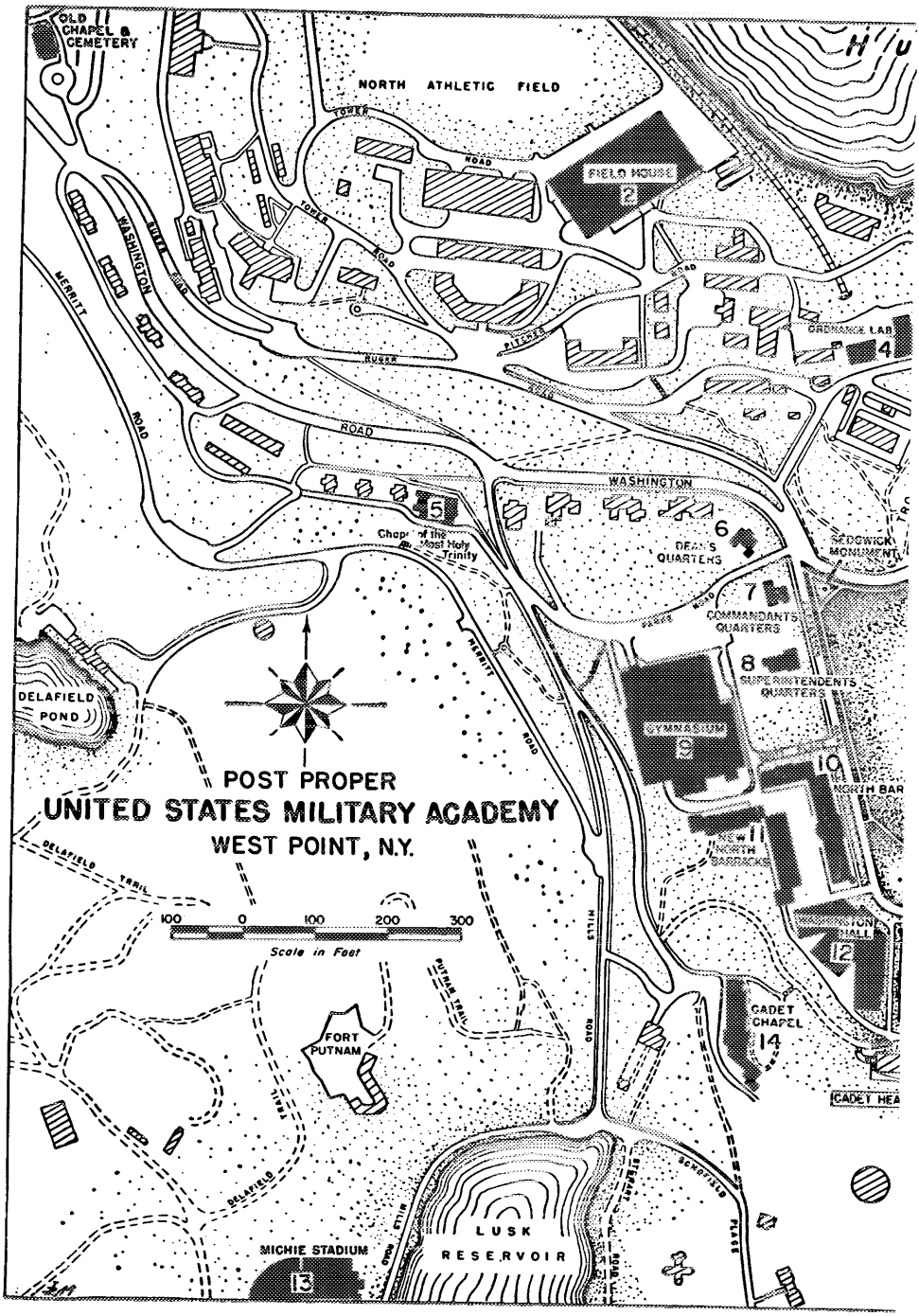
1957–1958

CATALOGUE

of the

UNITED STATES MILITARY ACADEMY

1957–1958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WASHINGTON ROAD
MERRITT ROAD
PITCHER ROAD
ORDNANCE LAB
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WASHINGTON
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Chapel of the Most Holy Trinity
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DEAN'S QUARTERS
SEDGWICK MONUMENT
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COMMANDANTS QUARTERS
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SUPERINTENDENTS QUARTERS
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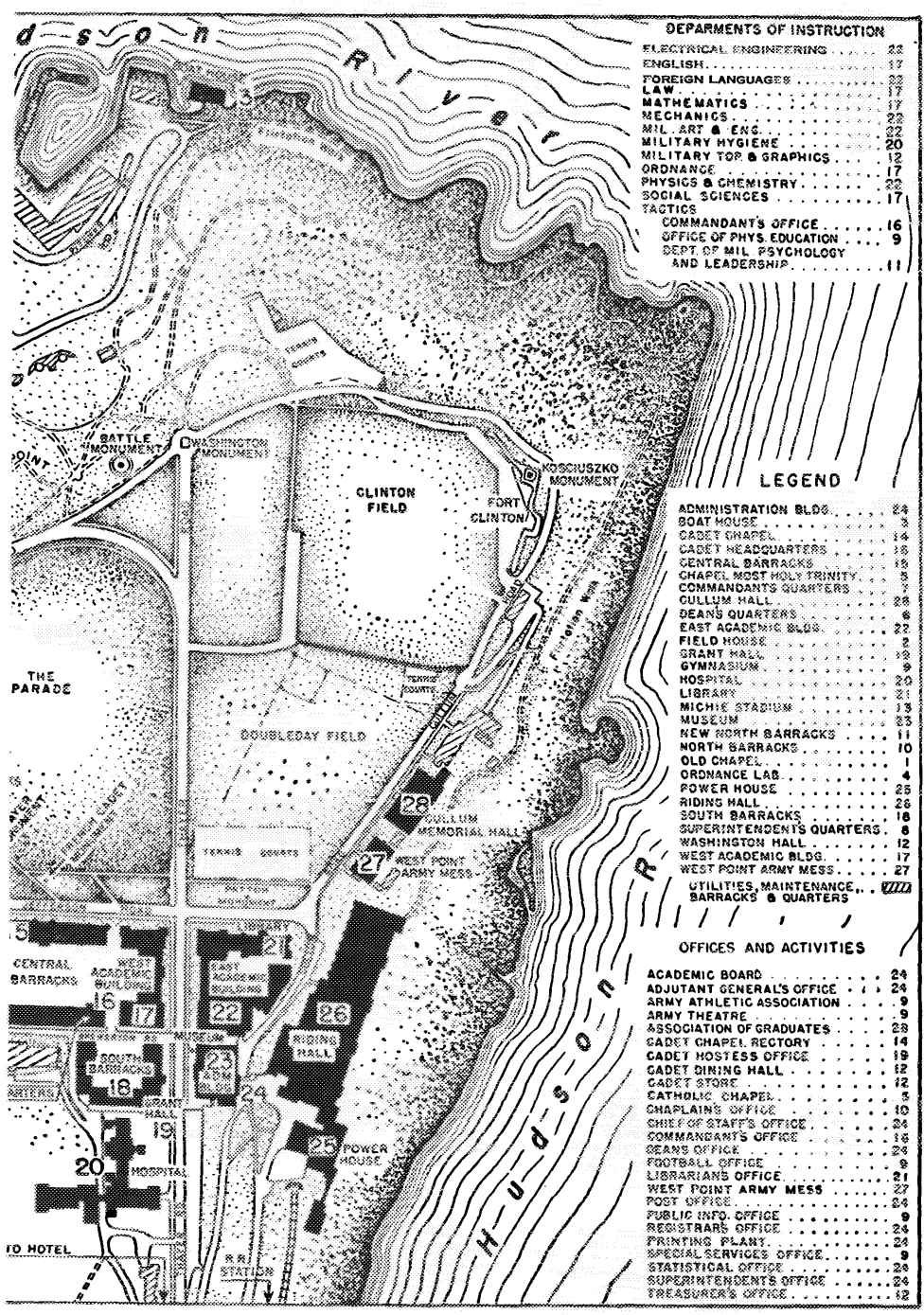

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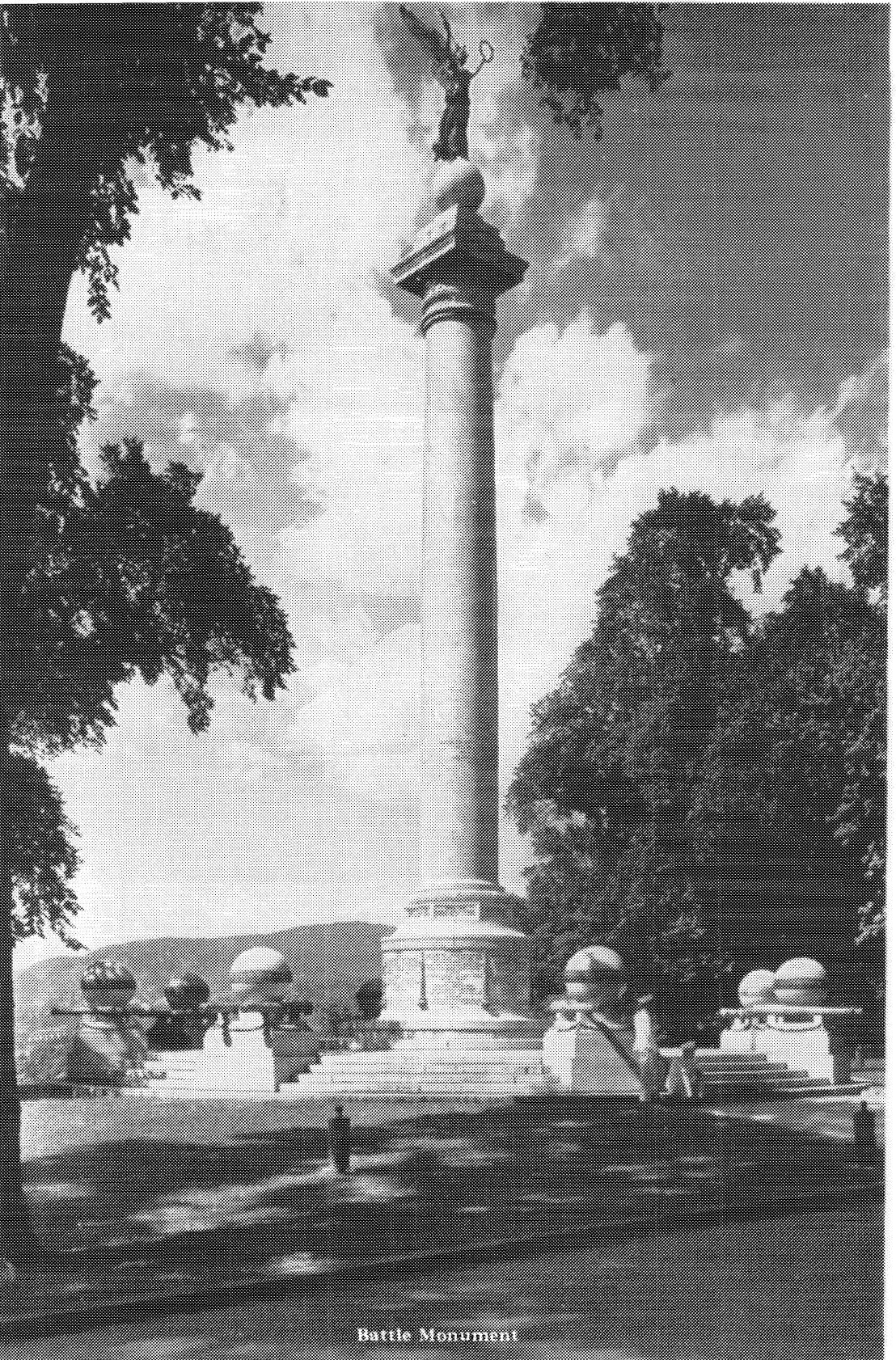

Battle Monument

CATALOGUE

of the

UNITED STATES MILITARY ACADEMY

One Hundred and Fifty-sixth Year

1957–1958

United States Government Printing Office
Washington : 1957

DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C., *30 March 1957*

The following publication, entitled "Catalogue of the United States Military Academy, 1957–58," is published for the information of all concerned.

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

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

Official:
HERBERT M. JONES,
Major General, United States Army,
The Adjutant General.

Distribution:

Active Army:

DCSPER	CSPWAR
ACSI	Tec Svc, DA
DCSOPS	Hq CONARC
DCSLOG	OS Maj Comd
ACSRC	MDW
CAMG	ZI Armies
COA	Corps
CARROTC	Div
COFF	Brig
CINFO	Regt/Gp
TIG	Bn
TJAG	Cruit Main Sta
CLL	Cruit Sta
CMH	Mil Dist

NG: None.
USAR: Same as Active Army.
For explanation of abbreviations used, see SR 320–50–1.

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CALENDAR FOR 1957–58

1957

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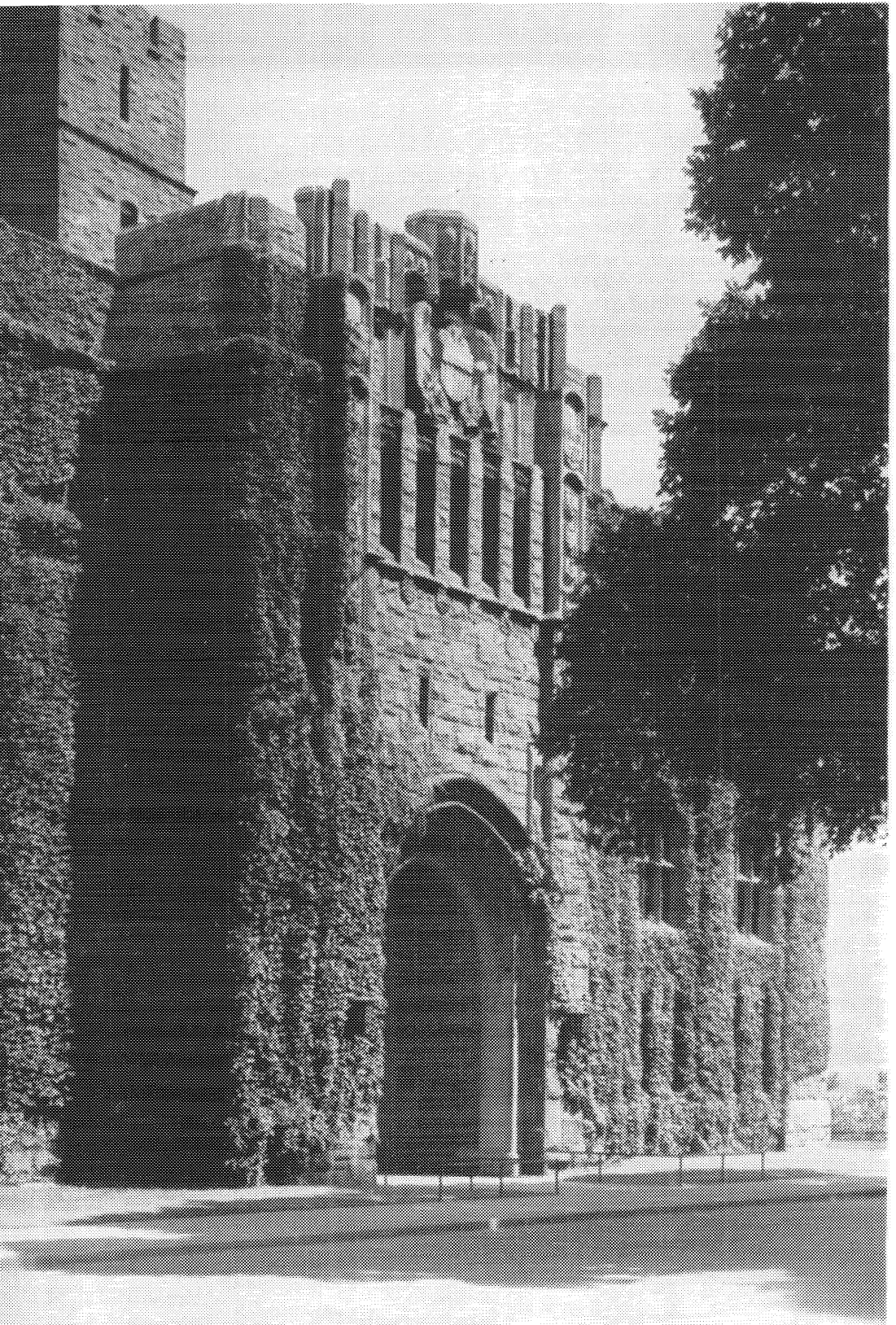
ACADEMIC CALENDAR, 1957–58

1957

2 July	*Tuesday*	New Fourth Class enters.
13 August	*Tuesday*	Re-examination of cadets deficient on second term-end examinations.
26 August	*Monday*	Ex-cadets report for readmission.
2 September	*Monday*	Labor Day. Duties suspended.
3 September	*Tuesday*	First term begins.
11 November	*Monday*	Veterans Day. Classes suspended.
28 November	*Thursday*	Thanksgiving Day. Classes suspended.
21 December	*Saturday*	Christmas leave for three upper classes begins at 12:00 noon.

1958

2 January	*Thursday*	Christmas leave for three upper classes ends at 5:30 P. M.
16 January	*Thursday*	Ex-cadets report for readmission.
18 January	*Saturday*	First term ends at 12:00 noon.
20 January	*Monday*	Second term begins. Term-end examinations begin.
22 January	*Wednesday*	Term-end examinations completed.
22 February	*Saturday*	Washington's Birthday. Classes suspended.
12 March	*Wednesday*	Medical, physical aptitude, and preferred series of College Entrance Examination Board tests begin at designated military installations (see p. 26).
13 March	*Thursday*	Spring leave for three upper classes begins at 3:15 P. M.
16 March	*Sunday*	Spring leave for three upper classes ends at 6:00 P. M.
1 April	*Tuesday*	Re-examination of ex-cadets.
29 May	*Thursday*	Second term ends.
30 May	*Friday*	Memorial Day. Duties suspended.
31 May	*Saturday*	Term-end examinations begin.
1 June	*Sunday*	Baccalaureate Sunday.
2 June	*Monday*	Term-end examinations completed.
3 June	*Tuesday*	Graduation.
10 June	*Tuesday*	Special medical, physical aptitude, and College Entrance Examination Board tests begin at West Point for candidates applying for admission July 1.
1 July	*Tuesday*	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 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. GARRISON H. DAVIDSON, USA.
Office: Administration Building.
Aides-de-camp: CAPT. NEEDHAM P. MEWBORN, INF.
1ST LT. EDWARD C. GILLETTE, III, ARTY.
Office: Administration Building.
Chief of Staff: COL. CHARLES M. MOUNT, JR., GS.
Office: Administration Building.
Dean of the Academic Board: BRIG. GEN. THOMAS D. STAMPS, USA.
Office: Administration Building.
Assistant to the Dean: LT. COL. CRANSTON E. COVELL, ARTY.
Office: Administration Building.
Commandant of Cadets: BRIG. GEN. JOHN L. THROCKMORTON, USA.
Office: Cadet Headquarters, Central Barracks.
Assistant Commandant: COL. JULIAN J. EWELL, INF.
Office: Cadet Headquarters, Central Barracks.
Registrar: MAJ. ROBERT S. DAY, CML C.
Office: Administration Building.
Assistant Registrar: MR. JOHN I. WOODRUFF.
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 will have the qualities and attributes essential to his progressive and continued 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:

1. Mental—To provide a broad collegiate education in the arts and sciences leading to a bachelor of science degree.
2. Moral—To develop in the cadet a high sense of duty and the attributes of character, discipline, and motivation essential to the profession of arms.
3. Physical—To develop in the cadet those physical attributes essential to a lifetime career as an officer of the Regular Army.
4. Military—To provide a broad basic military education.

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, artillerists, and trained engineers, made the military and political leaders of the day energetic backers of a military academy. The earliest proposal was in 1776 by 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 CODE

The West Point Honor Code developed logically from the ideal of Colonel Sylvanus Thayer that the Military Academy must produce graduates possessing leadership integrated with 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 Code 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.

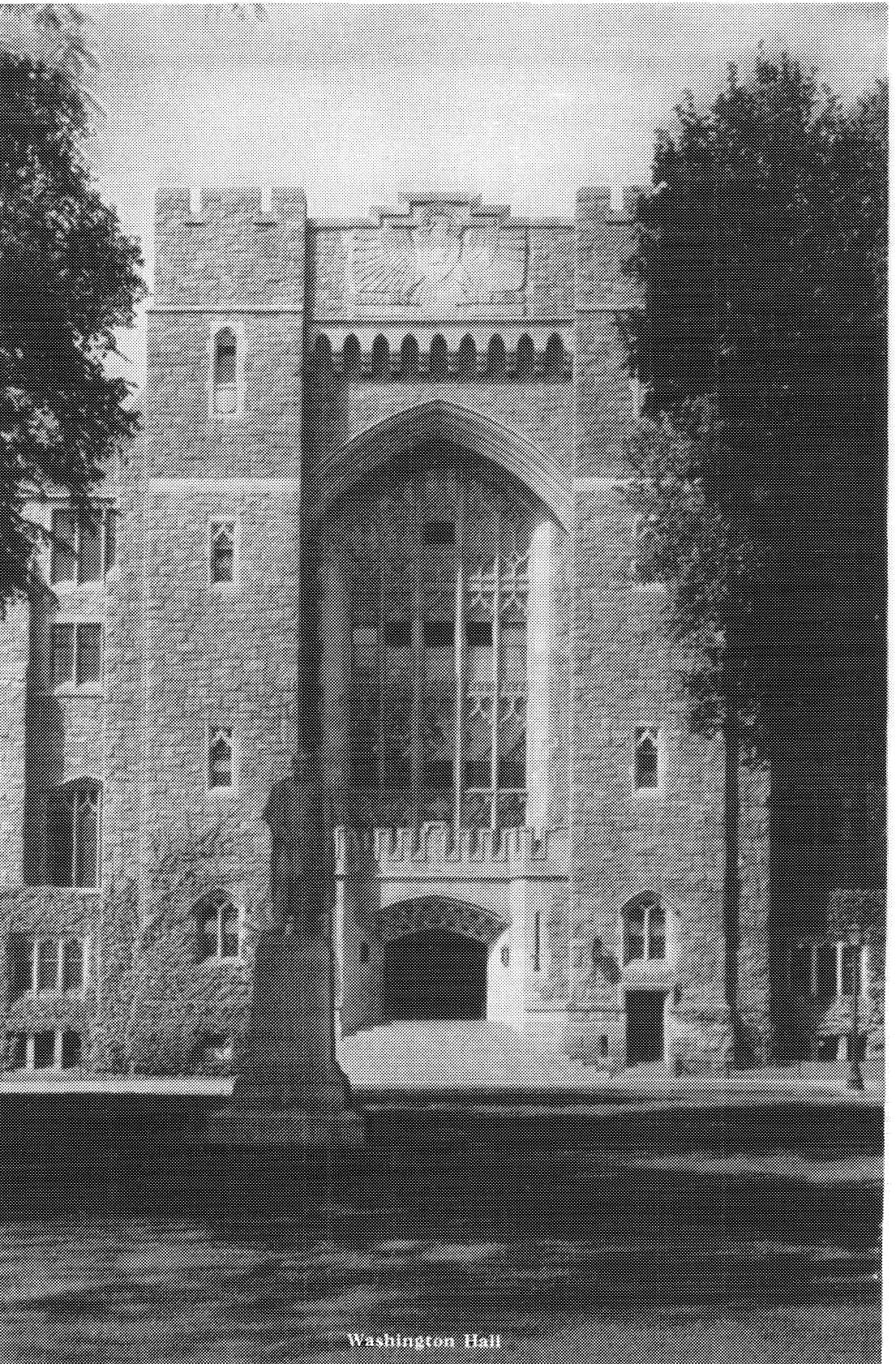
For its success the Honor Code depends more upon the Corps of Cadets than upon the supervision of the officers. Each year the cadets select from among themselves an Honor Committee that interprets the Code to the Corps, explains the principles upon which it is based, and brings honor violations into the open. Its procedures are codified, and its members have responsible authority. Its tasks include indoctrinating new cadets in the principles of the Code and guarding against the appearance of practices inconsistent with it. The Committee has no punitive powers, its functions being entirely investigative and advisory. If a cadet is reported to the Commandant for an honor violation, the Commandant has a careful investigation made. Throughout the course of this investigation, the rights of the cadet are protected in accordance with the prescriptions of Army Regulations.

The Honor Code has never outgrown its simple meaning—that a cadet will not lie, cheat, or steal. A cadet's written or spoken word is always regarded as truth.

The Honor Code 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 Code means to the Corps. Cadets 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 Code is bigger than any one man or any personal friendship.

The devotion of the Corps of Cadets to the Honor Code 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 young man 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 counselor, 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, 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 (March 15, 1958) of the College Board tests at military posts.

A *noncompetitive candidate* 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.

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. The U. S. Government will pay the examination fees for all authorized candidates. Details of the procedure for Government payment of the College Board tests will be sent to each West Point candidate with his letter of nomination.

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.

Six to seven weeks after they have completed the required 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

1. AUTHORIZED CADETSHIPS—VACANCIES

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

Noncompetitive:		
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
Competitive:		
	Army and Air Force:	
	Regular Components	90
	Reserve Components (National Guard of the United States; Air National Guard of the United States; Army Reserve; Air Force Reserve)	90
	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

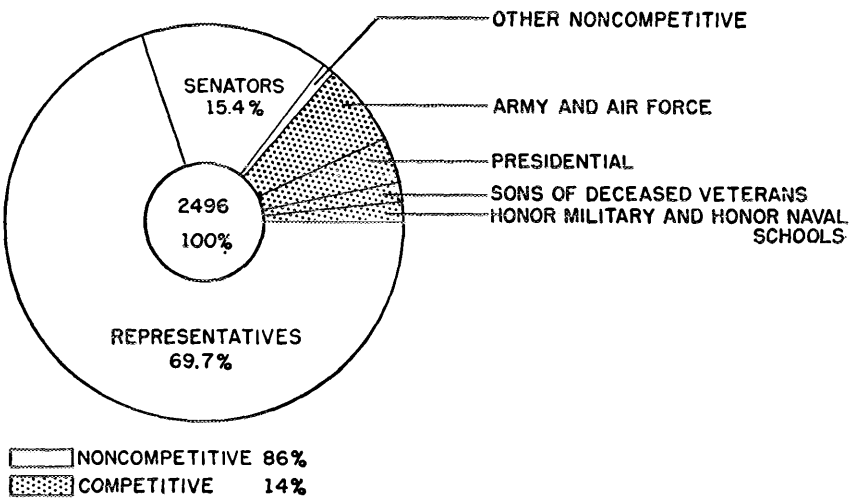
Before a young man may be authorized to take the complete set of entrance examinations—mental, medical, and physical aptitude—to qualify for a cadetship, he must apply for and obtain an official nomination to the Military Academy from one of the nominating authorities listed in paragraph 1 above and 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 noncompetive 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 domiciled in 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 (85%) 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 or complete 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 15 July 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 *by 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) *by the date of his admission.* The Department of the Army issues a letter 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 comprise the Presidential quota. For over 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. 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 Medal of Honor Winners.—Sons of recipients of the 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 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. Cadets admitted upon recommenda-

tion of the Academic Board are not charged to the Congressional or competitive quotas under which they were originally nominated.

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 young man 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. 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 6 to 7 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 and who is otherwise qualified may be granted a waiver of 1 inch below the minimum height. 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 133.

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:

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

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

Optional Courses	*Maximum unit credit*
Mathematics (advanced algebra)	½
Mathematics (solid geometry)	½
Mathematics (trigonometry)	½
English, fourth year	1
History (ancient, or ancient and medieval)	1
History (European)	1
History (English)	1

Optional Courses	*Maximum unit credit*
History (World)	1
Economics	1
Sociology	1
Social Democracy	1
Problems of American Democracy	1
Contemporary Problems	1
Citizenship	½
Government	½
Civics	½
Latin, first year	1
Latin, second year	1
Latin, third year	1
Latin, fourth year	1
Greek, grammar and composition	1
Any modern foreign language, first year	1
Any modern foreign language, second year	1
Any modern foreign language, third year	1
Any modern foreign language, fourth year	1
Physics	1
Chemistry	1
General Science	1
Biology	1
Botany	1
Zoology	1
Geography	1
Drawing (mechanical or freehand)	1
Bookkeeping	1
Physiology	1
Psychology	1
Astronomy	½
Geology	½

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 are—

The Scholastic Aptitude Test
Achievement Tests in—
  English Composition
  Intermediate Mathematics

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, 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.

Candidates who have taken the College Board tests prior to the regular March College Board administration and have had these scores sent to the Military Academy may request advice concerning their scores by writing to The Registrar, USMA, West Point, N. Y.

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, Massachusetts
Fort Jay, Governors Island, New York
Walter Reed Army Medical Center, Washington, D. C.
Fort Bragg, North Carolina
Fort McPherson, Georgia
Fort Benning, Georgia
Fort Knox, Kentucky
Fort Sheridan, Illinois
Keesler Air Force Base, Biloxi, Mississippi
Valley Forge Army Hospital, Phoenixville, Pennsylvania.

Fort Belvoir, Virginia
Fort Leavenworth, Kansas
Fort Sill, Oklahoma
Brooke Army Hospital, Fort Sam Houston, Texas
Fitzsimons Army Hospital, Denver, Colorado
William Beaumont Army Hospital, Fort Bliss, Texas
Madigan Army Hospital, Fort Lewis, Washington
Letterman Army Hospital, Presidio of San Francisco, California
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 (par. 1*c*, 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.

It is mandatory that all competitive candidates report to military installations to take the March College Board tests. Failure to complete all examinations—mental, medical, and physical aptitude—by the time of the March examinations nullifies a *noncompetitive nomination* 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.

e. Travel Incident to Nomination and Admission to the United States Military Academy.

(1) *Members of the Uniformed Services on Active Duty.* Members of the uniformed services on active duty who are directed by the Department of the Army to perform travel and TDY for the purpose of taking preliminary, entrance, or final examinations preparatory to admission to the Academy are entitled to temporary duty travel allowances. However, the payment of travel and transportation allowances to members of the uniformed services for travel for the purpose of competing for Congressional nominations is not authorized. (Part A, Chapter 5, JTR.)

(2) *Members of the Reserve Components not on Active Duty or Civilians.* No travel and transportation allowances are payable to members of the Reserve Components not on active duty or to civilians for travel performed in connection with any examinations preparatory to admission to the Military Academy. (Part A, Chapter 5, JTR.)

5. MENTAL EXAMINATIONS: SPECIFIC REQUIREMENTS

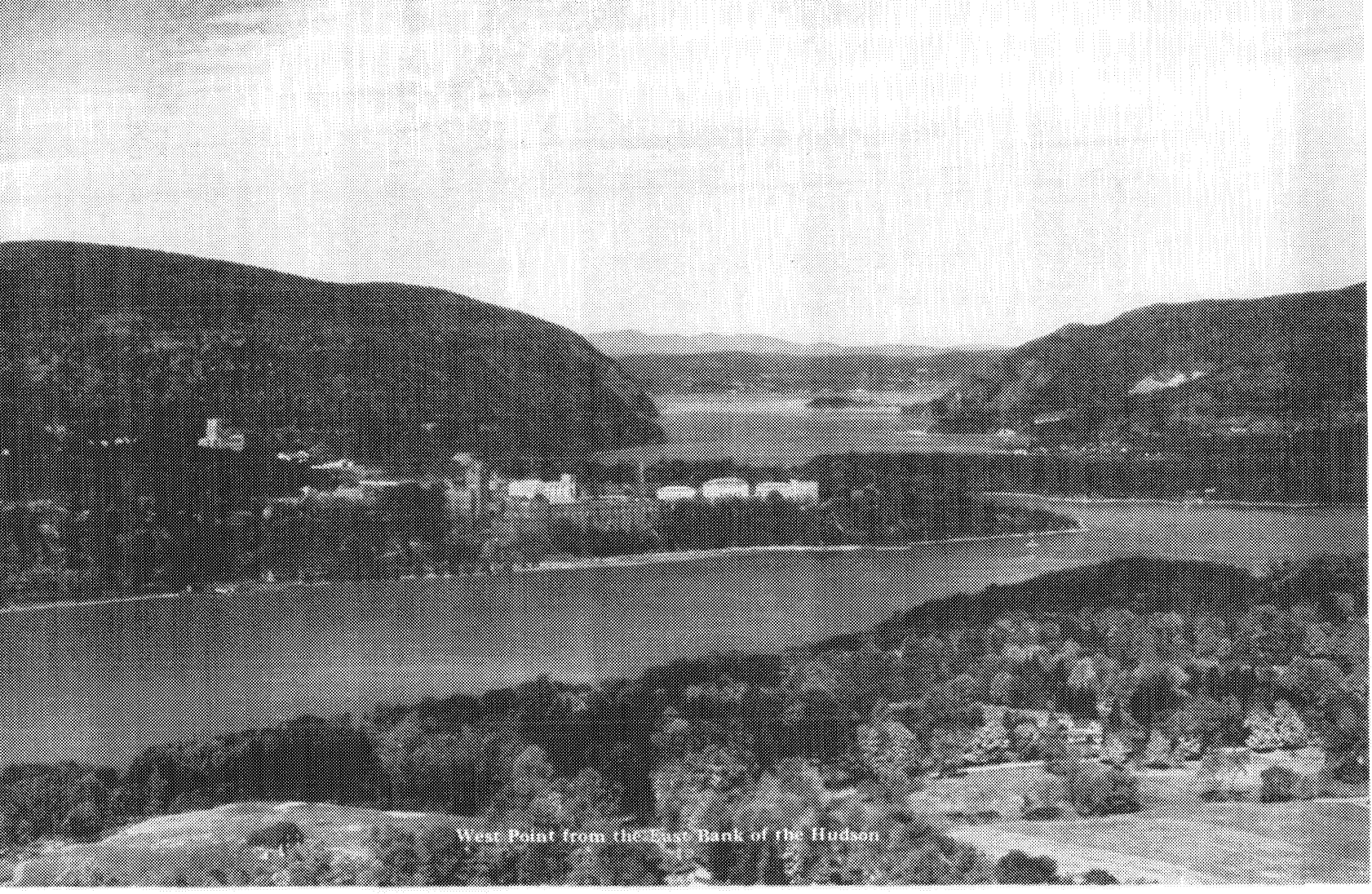
a. General.—The particular College Board tests which a candidate must take to qualify for entrance to the Military Academy depend upon whether the candidate's nomination is competitive or noncompetitive, and whether the applicant has completed satisfactorily at least one semester of study at college.

b. 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 an accredited 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.

c. 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



West Point from the East Bank of the Hudson

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

d. 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. 3*a*, 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.

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. 4*c*). A noncompetitive candidate nominated subsequent to the March College Board tests may take the tests prescribed for him at the special administration of the College Board tests conducted at West Point in June (par. 4*d*), or at any regularly scheduled administration of the College Board prior to the special June tests.

e. 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 nomination and take only the mental examinations required under his noncompetitive nomination.

f. 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.

g. 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.

h. Advanced Tests.—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 will accept scores of a candidate on the College Board achieve-

ment 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 136–138, 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.—Each candidate (including those who qualified in a previous year) is required to undergo a thorough medical examination. Standards of physical requirements are indicated in Appendix I.

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 4*d*, 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 cadet's account. Should the deposit upon entrance plus the mileage allowance exceed $300.00, the cadet may submit a request to have the excess over $300.00 returned to his parents. The mileage allowance is normally paid in the month of September. No action is taken on any request for the return of excess deposit until the mileage allowance has been paid. The request for return of excess allowance to parents must be initiated by the cadet.

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

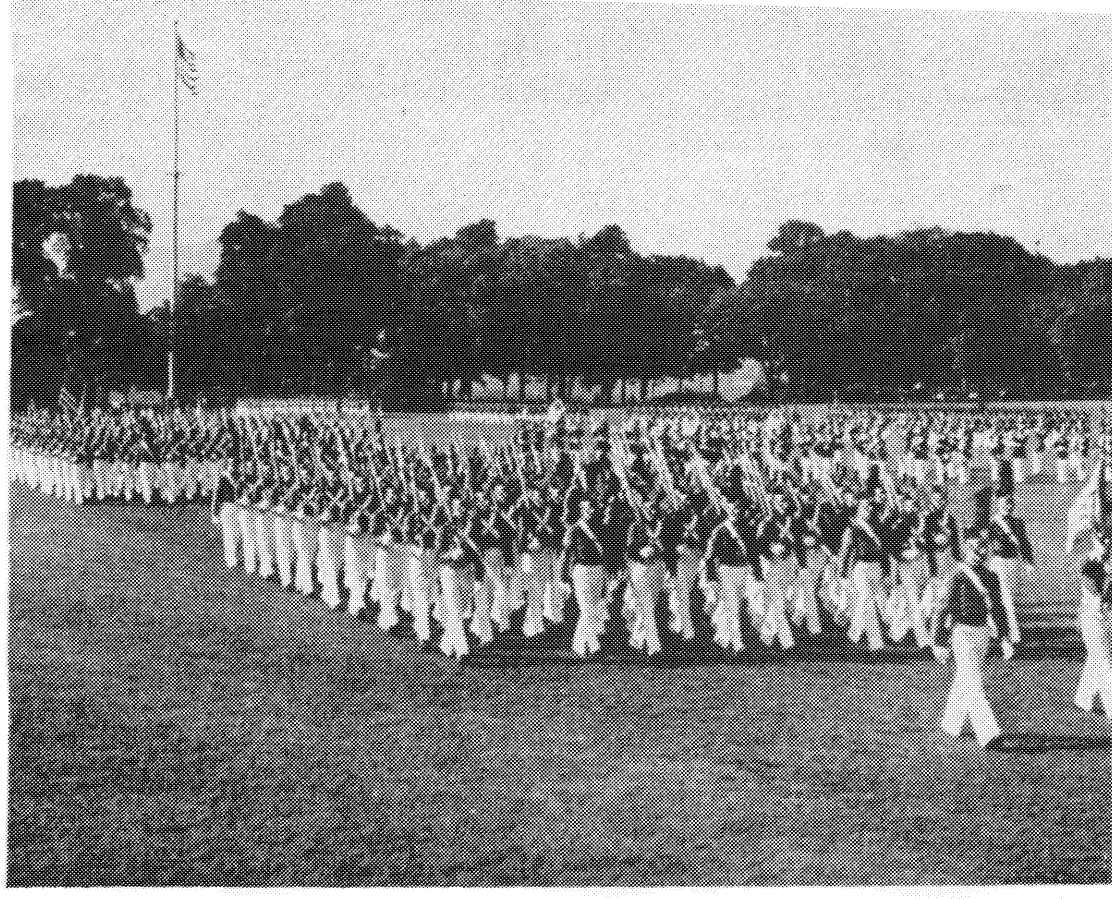
The summer period (June, July, August) is devoted primarily to practical military instruction. Class leaves are authorized during this period as follows: First Class, 4 weeks; Second Class, 4 weeks; Third Class, 4 weeks. Academic duties are suspended for about 10 days at Christmas and for about 4 days 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 and Second Classes are granted weekend 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 national holidays 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.

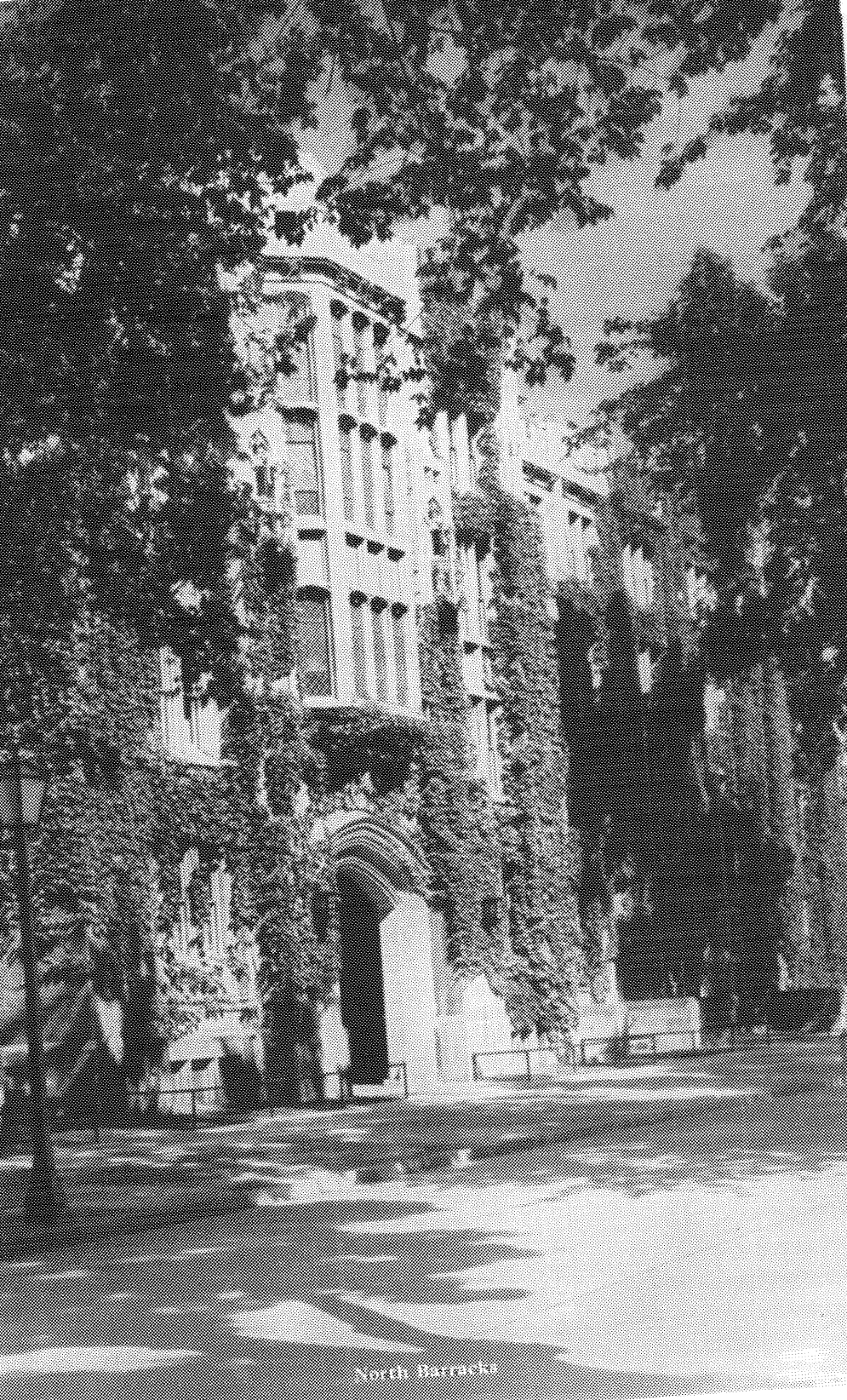


ORGANIZATION OF THE CORPS OF CADETS

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 1957–58

Class	Subject	Attendance	Length of period (minutes)
FOURTH..... (Freshman year).	Mathematics.....	Whole class daily.....	80
	Military topography and graphics.	One half class daily except Saturday.	120
	Physical education...	One half class daily except Saturday.	45
		Whole class Saturday..	45
	English.....	One half class daily except Saturday.	60
	Languages.....	One half class daily except Saturday.	60
	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 except Saturday (63 periods).	60
	Military psychology and leadership.	One half class daily except Saturday (27 periods).	60 or 120
	Military topography and graphics.	One half class daily except Saturday.	60 or 120
	Military hygiene....	One half class daily (17 periods).	60
	Tactics.....	Two attendances a week.	60
	Intramural athletics.	Two attendances a week. (36 periods).	75

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
	Electrical engineering.	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[1]
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.

SECOND (JUNIOR) CLASS

FIRST WEEK:

	7:55 A.M.	8:05 A.M.	9:05 A.M.	10:25 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	MECHANICS		LAB	ELECTRICAL ENGINEERING			SOCIAL SCIENCES		TACTICS [2]			
Tue	MECHANICS	LAB [4]		ELECTRICAL ENGINEERING			SOCIAL SCIENCES					INTRAMURAL [5]
Wed	MECHANICS			ELECTRICAL ENGINEERING			SOCIAL SCIENCES					
Thu	MECHANICS			ELECTRICAL ENGINEERING			SOCIAL SCIENCES					INTRAMURAL
Fri	MECHANICS			ELECTRICAL ENGINEERING			SOCIAL SCIENCES		TACTICS			
Sat	MECHANICS			ELECTRICAL ENGINEERING								

SECOND WEEK: Tactics alternates with Intramural.

NOTES: 1. Electrical Engineering 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.

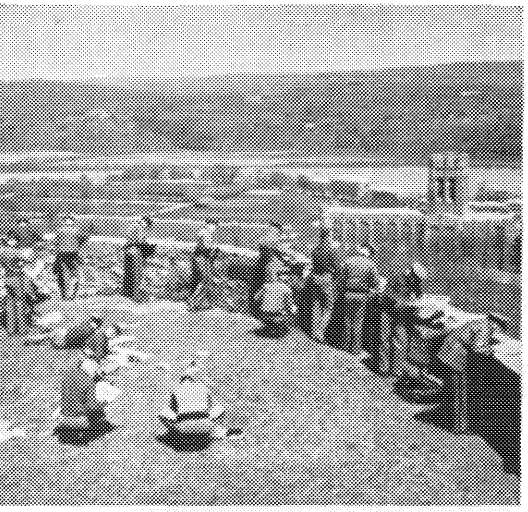
FIRST (SENIOR) CLASS

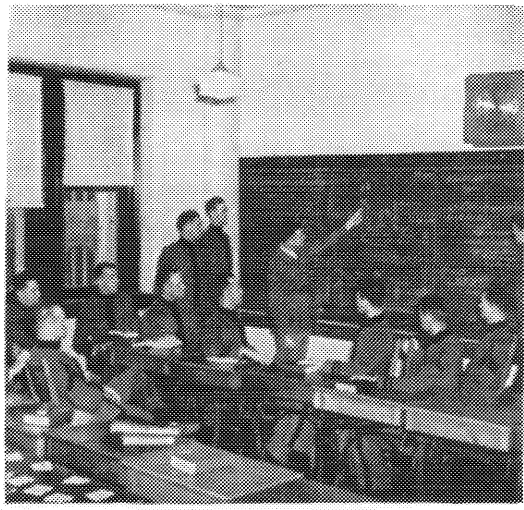
FIRST WEEK:

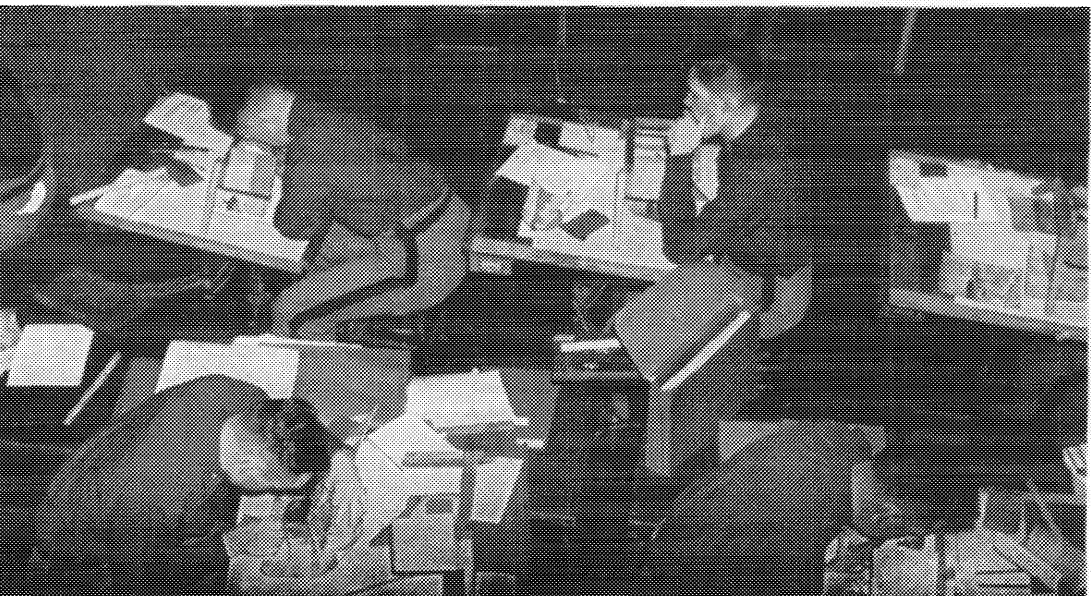
	7:55 A.M.	8:05 A.M.	9:05 A.M.	10:25 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:00 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	ORDNANCE	LAB [1]		HISTORY OF MILITARY ART			LAW		TACTICS [3]			
Tue	SOCIAL SCIENCES			MILITARY ENGINEERING			TACTICS					INTRAMURAL [2]
Wed	ORDNANCE			HISTORY OF MILITARY ART			LAW					
	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 ELECTRICAL ENGINEERING

Professors: Col. B. W. Bartlett (Head of Department).
Col. J. W. Green, Jr.
Associate Professor: Lt. Col. E. C. Cutler, Jr. (Executive Officer).
Assistant Professors: Capts. H. E. Davis, R. I. McFadden, C. W. Spann, D. C. Weaver, Jr.
Instructors: Lt. (USN) C. S. Bradley; Capts. W. C. Burns, T. R. Clark, W. B. De Graf, D. B. Dickinson, W. O. Enderle, H. M. Federhen iv, L. P. Monahan, Jr., D. F. Packard, J. A. Ross, T. A. Stumm; 1st Lts. J. R. Hook, D. K. Lyon, D. Thompson.

Note.—The two subcourses 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 subcourses are conducted concurrently.

Second (Junior) Class

Power Machinery and Nuclear Physics. *Assistant Professors:* Capts. Davis, Spann; *Instructors:* Capts. Burns, Enderle, Federhen, Monahan, Packard, Stumm; Lt. Bradley.

a. Power Machinery.—Magnetic fields, magnetization curves, simple magnetic circuits, the hysteresis loop, ferromagnetic theory, permanent magnets; electromagnetic induction, inductance, transients in a magnetic circuit; fundamentals of DC dynamos, DC generators, DC motors; transformers, including transformer vector diagram and equivalent circuits; induction motors; alternators; synchronous motors; amplidynes; indicating, power, and control selsyns. *59 hours (forty-four 80-minute periods).*

b. 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. *32 hours (twenty-four 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:* Capts. McFadden, Weaver; *Instructors:* Capts. Clark, De Graf, Dickinson, Ross; 1st Lts. Hook, Lyon, Thompson.

a. Circuits.—Basic laws of DC circuits; DC and AC instruments and their uses; electrostatics, capacitance, transients in capacitive circuits; fundamental AC relations, reactance, impedance, power factor; complex notation; series and parallel resonance phenomena; polyphase AC power distribution systems with balanced and unbalanced loads; impedance

matching, attenuators, and filters. *49 hours (thirty-seven 80-minute periods).*

b. Electronics and Communications.—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. 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 superheterodyne receiver; propagation of electromagnetic waves; antennas; basic principles, components, frequencies and power relations in radar systems; general concepts, components and operation of a simple television system. *60 hours (forty-five 80-minute periods).*

Laboratory.—The electronics laboratory is equipped for the instruction of 120 cadets working individually. It is used for basic AC and DC circuits experiments as well as for 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. W. M. Briggs, S. W. Mulkey (Executive Officer); Capts. R. J. Lamb, J. L. Wood.
Instructors: Maj. J. H. Chitty, Jr., Capts. C. M. Adams, R. R. Battreall, Jr., R. L. Bradley, B. K. Herbruck, J. Hinton, Jr., D. R. Hughes, P. A. Hutcheson, R. L. Johnson, C. R. Kemble, A. J. Price, R. M. Rose, M. Sanger, R. L. Steele, L. E. Surut, W. J. Whitener.

Fourth (Freshman) Class

Composition, Readings, and Speech Making. *Associate Professor:* Maj. Jones; *Assistant Professors:* Maj. Briggs; Capt. Wood; *Instructors:* Maj. Chitty; Capts. Herbruck, Hinton, Hughes, Hutcheson, Johnson, Kemble, Price, Rose.

Expository Writing.—Lessons on grammar, punctuation, and diction (with emphasis on the sentence); lessons on the précis and paraphrase; lessons on the paragraph (with emphasis on unity, coherence, and emphasis); lessons on analysis, logic, exposition, and research (with emphasis on theme writing). *60 hours.*

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

Speech Making.—The preparation and presentation of various types of speeches, such as the speech to inform and the speech to convince. *16 hours.*

*Special Course.**—In addition to regularly assigned work, selected cadets read and discuss seven short stories, six plays, and one novel.

Third (Sophomore) Class

COMPARATIVE LITERATURE. *Associate Professor:* Maj. Burton; *Assistant Professors:* Lt. Col. Gault; Capt. Lamb; *Instructors:* Capts. Adams, Battreall, Bradley, Sanger, Steele, Surut, Whitener.

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, Pope, Voltaire, Goethe, Wordsworth, Keats, Emerson, Browning, Melville, Whitman, Yeats, Gorki, and 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.*

DEPARTMENT OF FOREIGN LANGUAGES

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

Associate Professors: LT. COL. J. F. TROLL (Executive Officer); MAJ. G. R. MOE.

Assistant Professors: MAJS. H. B. HARDY, S. WILLARD; CAPTS., J. W. MCENERY, W. W. PALMER; 1ST LT. G. M. TRONSRUE.

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

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

U. S. A. and U. S. A. F. Instructors: CAPTS. L. E. BOLDUC, J. J. COSTA, B. F. DE GIL, B. J. GARDNER, R. T. LOMBARD, JR., R. L. MORTON, R. B. RHEAULT, J. R. ROSS, D. E. SAMPSON, F. C. TURNER, JR., T. B. TYREE, K. H. VAN D'ELDEN; 1ST LTS. R. E. DAY, N. E. DUNLAP, R. J. HARAS, C. A. MITCHELL, S. E. NICHOLS.

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

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

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. Special advanced courses in French, German, and Spanish are given for those cadets who wish to continue the study of those languages and who show themselves qualified therefor in oral and written examinations given prior to the start of academic work. The advanced courses are given in lieu of and during the same time as the other language courses.

Fourth (Freshman) Class

FRENCH. *Instructors:* Capt. Rheault; 1st Lts. Mitchell, Nichols.

GERMAN. *Assistant Professor:* Maj. Hardy; *Instructor:* Capt. Van D'Elden.

PORTUGUESE. *Instructors:* Maj. Fortes; 1st Lt. Day.

RUSSIAN. *Instructors:* Capt. Costa; 1st Lt. Haras.

SPANISH. *Instructors:* Capts. Lombard, de Gil, Gardner, Sampson.

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 Courses cover 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:* Capt. Palmer; *Instructors:* Capts. Bolduc, Tyree.

GERMAN. *Instructors:* Capt. Morton; 1st Lt. Dunlap.

PORTUGUESE. *Assistant Professor:* 1st Lt. Tronsrue; *Instructor:* Mr. Vils.

RUSSIAN. *Assistant Professor:* Maj. Willard; *Instructor:* Capt. Ross.

SPANISH. *Assistant Professor:* Capt. McEnery; *Instructors:* Capts. Turner, 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 the advanced courses 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, Germany, and Spain. *124 hours (one hundred and six 70-minute periods).*

DEPARTMENT OF LAW

Professor: COL. C. W. WEST (Head of Department).
Associate Professor: COL. J. E. GODWIN.
Assistant Professor: LT. COL. J. BAKER.
Instructors: MAJ. K. E. WOLF; CAPTS. D. T. BRYANT, J. E. FLICK, T. H. MCBRYDE, W. R. NELSON, W. M. NICHOLS, P. M. NORRIS, D. S. O'NEIL.

First (Senior) Class

Assistant Professor: Lt. Col. Baker; *Instructors:* Maj. Wolf; Capts. Bryant, Flick, McBryde, 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. *13 hours.*

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

e. Military Law.—Study and practical application of court-martial procedure. Participation in moot courts is featured. *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: MAJS. K. E. EILER, R. E. PLETT, I. W. SNYDER, R. E. WRIGHT; CAPT. F. W. CROWE.
Instructors: MAJ. D. M. FOWLER; CAPTS. J. G. CHRISTIANSEN, D. P. CREUZIGER, R. H. CUSHING, A. S. FULLERTON, R. B. GRIFFITH, G. G. HAGEDON, K. M. HATCH, M. E. HENDRICKS, R. V. LEE, H. W. LOMBARD, J. W. MASTIN, W. H. NORDIN, H. W. PROSSER, JR., R. J. RASMUSSEN, C. G. ROEBUCK, R. R. SANDOVAL, C. R. SUPPLEE, R. G. WEBER, F. R. WESTFALL, J. F. WORKMAN, C. A. WURSTER; 1ST LTS. G. R. BEISER, P. J. BROWN, R. M. ISAAC, R. L. JOHNSON, J. B. LEWIS, R. E. WRIGHT.

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:* Majs. Eiler, Synder, Wright; Capt. Crowe; *Instructors:* Capts. Creuziger, Fullerton, Griffith, Hagedon, Lee, Lombard, Nordin, Rasmussen, Roebuck, Sandoval, Weber, Westfall, Workman, Wurster; 1st Lts. Beiser, Brown, Isaac, Johnson, Lewis, Wright.

a. Algebra.—A brief review of the fundamental algebra required for entrance to the Military Academy, followed by selected topics of college algebra, which are carefully scheduled and integrated with pertinent topics of trigonometry, analytic geometry, and calculus. These topics in algebra include inequalities, determinants, and the theory of equations. Other topics in college algebra are integrated with pertinent subjects of the second year course. (See Third (Sophomore) Class, below). *25 hours (nineteen 80-minute periods).*

b. Slide Rule.—The theory and use of the several scales of the slide rule. *8 hours (six 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, accent is placed on theorems of limits and principles of deduction. Objectives include the development in the student of the ability to reason logically, accuracy of expression, and space visualization. Algebraic and trigonometric methods are used as well as the strictly geometric. *(Twenty-three 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 coordinates; conic sections, parameters, and parametric equations. *94 hours (seventy-one 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. *64 hours (forty-seven 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:* Maj. Plett; *Instructors:* Maj. Fowler; Capts. Christiansen, Cushing, Hatch, Hendricks, Mastin, Prosser, Supplee.

a. Calculus.—The course in third class mathematics continues with the further development of integral calculus, to include formal integration, the fundamental theorem and its applications to engineering problems, the

*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.

mean value theorem, expansion of functions and operations with series, and multiple integrals. *Upper, *61 hours (forty-six 80-minute periods)*; lower, *76 hours (fifty-seven 80-minute periods)*.

b. Differential Equations.—Lower sections cover standard types of first-order equations, integrating factors, certain higher order equations, and applications. In addition to this basic lower section coverage, upper sections pursue a longer and more comprehensive course which includes series solutions, Legendre and Bessel equations, Fourier Analysis, and applications to physics and engineering. Upper, *32 hours (twenty-four 80-minute periods)*; lower, *13 hours (ten 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, *32 hours (twenty-five 80-minute periods)*; lower, *37 hours (twenty-eight 80-minute periods)*.

d. Algebra.—Appropriate portions of the course in algebra are integrated with the courses in calculus and statistics. These portions include progressions, mathematical induction and the binomial theorem, infinite series, partial fractions, combinations and permutations, and probability. Upper and lower, *12 hours (nine 80-minute periods)*.

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

DEPARTMENT OF MECHANICS

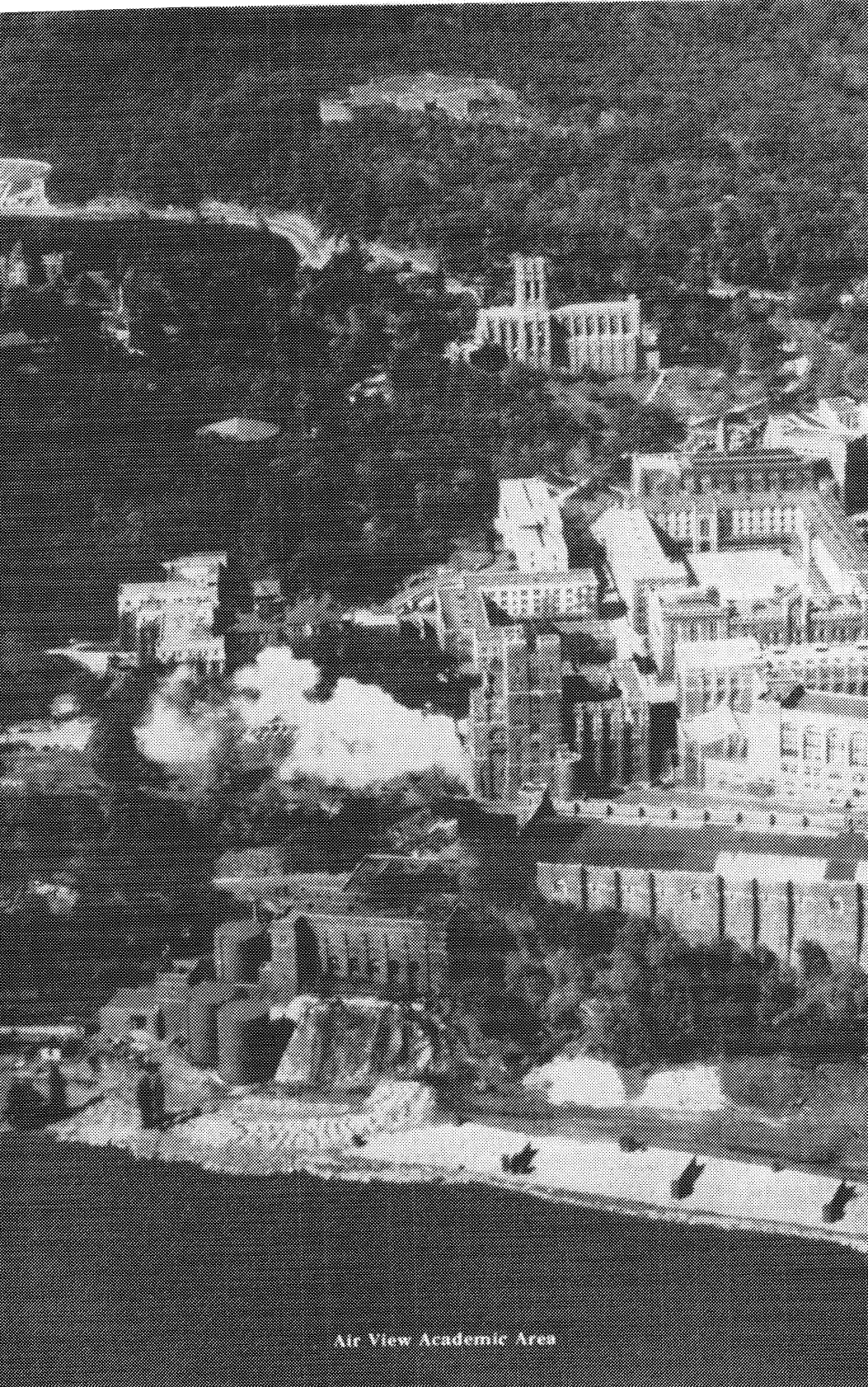
Professors: COL. E. R. HEIBERG (Head of Department).
COL. H. R. FRASER.
Associate Professors: MAJ. V. K. SANDERS; MAJ. A. E. WESTON.
Assistant Professors: MAJ. A. K. KELLER; CAPTS. M. D. COFFIN, T. B. CORMACK, C. B. HUMPHREYS, J. C. MCWHORTER, E. C. WHITEHEAD, JR.
Instructors: CAPTS. C. W. BARKER, J. S. EGBERT, J. J. MCCULLOCH, C. J. OSTERNDORF, H. PERRY, E. C. PETER, J. W. SHARP, W. K. THOMASSET; 1ST LTS. W. H. GEATCHES, E. M. MARKHAM III, W. A. SPAULDING, D. A. VAN MATRE.

NOTE.—The subject of Mechanics is presented in two courses: Mechanics of Solids, which includes subcourses in Engineering Mechanics and Strength of Materials; and Mechanics of Fluids, which includes subcourses in Thermodynamics and Fluid Mechanics. The two courses are conducted concurrently throughout the year with the Second Classmen attending each on alternate days.

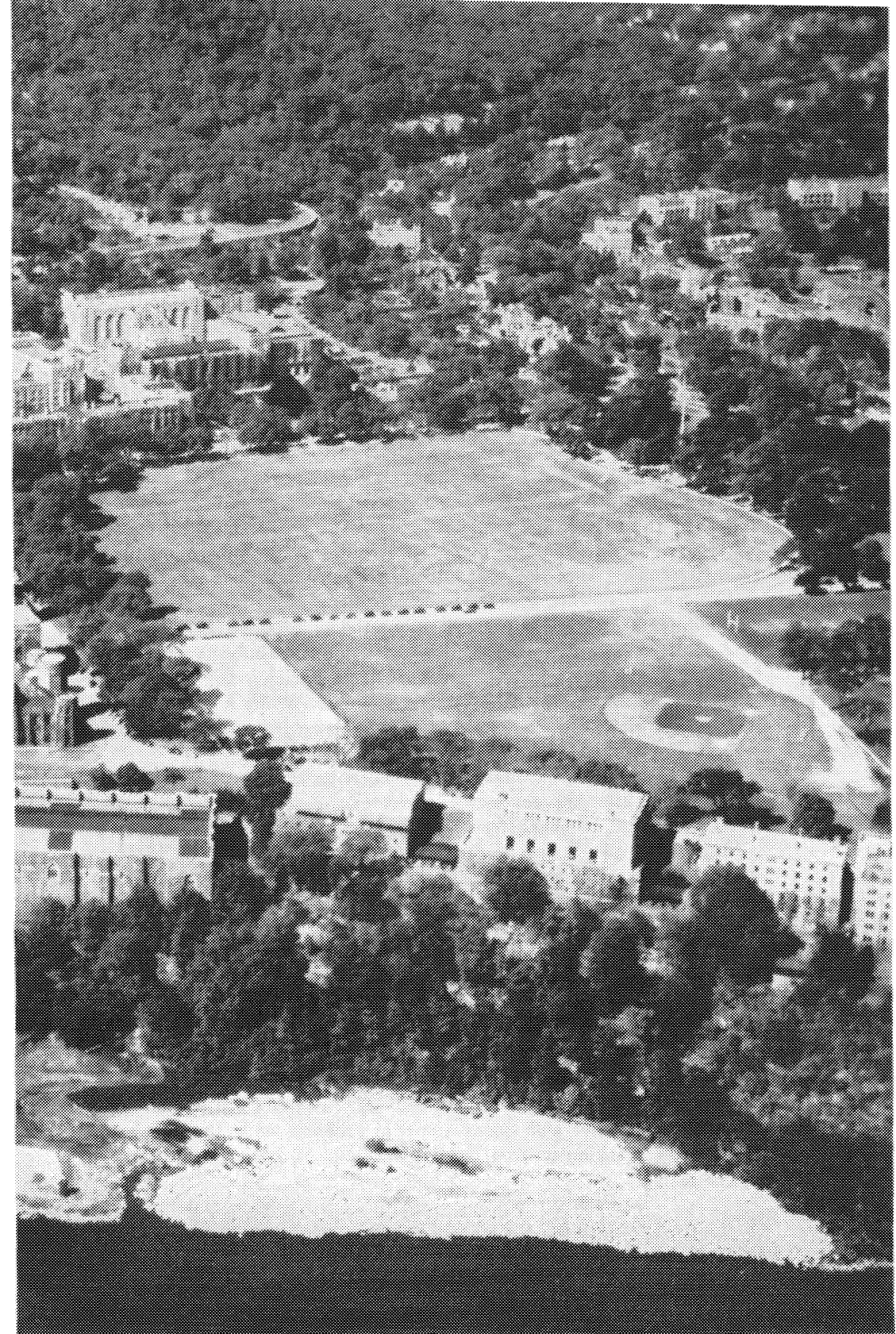
Second (Junior) Class

MECHANICS OF SOLIDS. *Associate Professor:* Maj V. K. Sanders; *Assistant Professors:* Capts. Cormack, McWhorter, Whitehead. *Instructors:* Capts. Barker, McCulloch, Perry, Sharp; 1st Lts. Markham, Van Matre.

*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



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, and the study of trajectories. 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.—An analysis of the stresses and strains in various materials and structural members resulting from axial, torsional, and flexural loads, considering first the separate effects of each type load and then the effects of combined loads. The course includes stresses on transverse and oblique planes, statically indeterminate members, thermal stresses, thin-walled cylinders, torsion in circular shafts, shear and moment diagrams, stresses from flexural loads, beam deflections by double-integration and superposition methods, propped beams, stress at a point concept with combined loads, reinforced timber and concrete beams and columns. During written general reviews, the upper third of the class conducts two laboratory exercises involving measurement of stresses resulting from combined loads. *51 hours (thirty-eight 80-minute periods).*

Laboratory.—Exercises illustrating theory previously covered in the classroom. Tests are conducted with tension, torsion, bending and column loadings. *8 hours (four 2-hour periods).*

MECHANICS OF FLUIDS. *Associate Professor:* Maj. A. E. Weston; *Assistant Professors:* Maj. Keller; Capts. Coffin, Humphreys; *Instructors:* Capts. Egbert, Osterndorf, Peter, Thomasset; 1st Lts. Geatches, Spaulding.

a. Thermodynamics.—A study of the conversion of thermal energy to mechanical energy with primary emphasis on engine power cycles. The course includes thermodynamic media and their properties; application of the First and Second Laws of Thermodynamics; ideal gas relationships; thermodynamic processes and systems; Otto, Diesel, Brayton, and Rankine power cycles; steam and gas turbines; nozzles and jet propulsion; and refrigeration and airconditioning. Upper third of the class studies heat transfer and solves a special problem while the remainder of the class is taking written general reviews. *57 hours (forty-three 80-minute periods).*

Laboratory.—A correlation of theory previously studied in the classroom with actual performance. The equipment used includes gasoline and Diesel engines, steam engines and turbines, air compressors, and refrigeration and air conditioning units. *20 hours (ten 2-hour periods).*

b. Fluid Mechanics.—A study of the laws of mechanics as they apply to liquids, vapors, and gases. The course includes fluid properties; principles of fluid statics; steady flow and continuity equations; development of Bernoulli's equation; compressible and incompressible flow; impulse-momentum principle; flow of real fluids to include laminar and turbulent conditions, friction losses, and minor losses; similarity and dimensional analysis; open channel flow; fluid measurements; and lift and drag applications to air foils. The upper section solves a special water supply problem while the remainder of the class is taking written general reviews. *63 hours (forty-seven 80-minute periods).*

Laboratory.—Practical exercises illustrating theory previously studied in the classroom. Equipment used includes pumps, turbines, various flow measurement devices, pipe friction measurement devices, and wind and smoke tunnels. *12 hours (six 2-hour periods).*

DEPARTMENT OF MILITARY ART AND ENGINEERING

Professors: Col. V. J. Esposito (Head of Department).
Col. C. H. Schilling.

Associate Professors: Lt. Col. A. H. Schneider; Maj. J. A. Betts (Executive Officer).

Assistant Professors: Lt. Cols. G. G. Cantlay, Jr., M. L. Carey, R. C. Marshall; Maj. F. B. Waters, Jr.; Capts. J. J. Heyman, J. J. Rochefort, Jr.

Instructors: Lt. Cols. J. E. Hammer, T. A. Rafferty; Majs. M. M. Boatner III, T. E. Griess, L. B. Harding, H. P. Kutchinski, Jr., R. D. Minckler, N. E. Pehrson, J. W. Phillips; Capts. F. C. Boerger, G. S. Landrith, Jr., W. A. Rank.

First (Senior) Class

Military Engineering. *Associate Professor:* Maj. Betts; *Assistant Professors:* Maj. Waters; Capts. Heyman, Rochefort; *Instructors:* Lt. Col. Hammer; Majs. Harding, Pehrson; Capts. Boerger, Landrith, Rank.

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. Schneider; *Assistant Professors:* Lt. Cols. Cantlay, Carey, Marshall; *Instructors:* Lt. Col. Rafferty; Majs. Boatner, Griess, Kutchinski, Minckler, Phillips.

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: MAJ. J. K. O'BRIEN, CAPT. W. C. SMITH.
Assistant Professors: MAJS. R. T. ADAMS, R. H. HAMMOND; CAPTS. H. E. ADAMS, W. E. BARTHOLDT, F. C. DAVIES, W. B. ROGERS.
Instructors: CAPTS. W. G. DEVENS, JR., K. R. EBNER, A. W. JAHNKE, G. W. KIRBY, JR., W. R. LAMDIN, H. F. LOMBARD, R. K. MC CUTCHEN, P. C. MCMULLEN, W. R. MILLER, H. C. OTTEN, W. W. SCOTT, R. P. SINGER; 1ST LTS. R. S. BULLOCK, T. F. COLE, J. R. WITHERELL.

Fourth (Freshman) Class

MILITARY TOPOGRAPHY. *Associate Professor:* Capt. Smith; *Assistant Professors:* Maj. R. T. Adams; Capts. H. E. Adams, Bartholdt; *Instructors:* Capts. Devens, Ebner, Jahnke, Lombard, McCutchen, McMullen, Miller; 1st Lts. Cole, Witherell.

Military Topography I. Surveying and Elementary Map Reading.—The fundamentals of plane and topographic surveying followed by the basic principles of military map reading to include the military grid referencing system, basic map symbols, map projections, scale determination and the determination of distance and direction. Surveying includes 26 hours of field exercises. *90 hours (forty-five 2-hour periods).*

Military Topography II. Advanced Map Reading.—An extension of the basic principles of map reading into the area of analysis to include geographic coordinates, Aero charts, analysis of foreign maps, determination of elevations, slopes, and visibility, analysis of terrain from maps, vertical photos, and oblique photos, basic principles of photogrammetry to include identification on vertical air photos, principles of stereoscopic identification, radial line plotting and stereo contouring. 26 hours are spent in map and terrain exercises conducted in the field. *92 hours (forty-six 2-hour periods).*

Third (Sophomore) Class

GRAPHICS. *Associate Professor:* Maj. O'Brien; *Assistant Professors:* Maj. Hammond; Capts. Davies, Rogers; *Instructors:* Capts. Kirby, Lamdin, Otten, Scott, Singer; 1st Lt. Bullock.

Graphics I. Freehand Sketching; Lettering; Pictorial Sketching; Use of Instruments; Geometric Constructions; Descriptive Geometry—Principal and Auxiliary Views, Applications, Intersections and Developments, Map Projections. *88 hours (forty-four 2-hour periods).*

Graphics II. Basic Mechanical Elements and Shop Practices; Sections, Conventions, and Preferred Projections; Detail and Assembly Drawings; Map Compilation; Design Sketching; Charts and Graphs; Perspective Drawing. *92 hours (forty-six 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. J. G. ALBERT, W. O. HAUCK, JR., R. H. SFORZINI.
Instructors: LT. COL. J. S. KURTZ; MAJ. W. E. RAFERT; CAPTS. F. P. CLARKE, C. M. JACO, JR., H. C. RICHARDSON, JR.

NOTE.—The courses in Ordnance are designed to teach the student how to apply basic scientific principles and fundamental theories to the engineering analysis and design 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 the scientific and engineering principles studied in the previous courses of mathematics, 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. Sforzini; *Instructors:* Lt. Cols. Kurtz, Samz; Maj. Rafert; Capts. Albert, Clarke, Hauck, Jaco, Richardson.

Ferrous and non-ferrous metallurgy, plastics and manufacturing processes. Emphasis is on the more common engineering materials used in weapons, ammunition and automotive vehicles, including the sources of these materials, their composition, properties, uses, limitations, and applicable fabrication processes. *16 hours (ten 70-minute periods; two 2-hour laboratory periods).*

ELEMENTS OF ARMAMENT ENGINEERING. *Assistant Professor:* Capt. Hauck; *Instructors:* Maj. Rafert; Capts. Albert, Jaco.

Design, engineering, production and trends of development of modern ammunition and weapons, including atomic weapons and guided missiles. Comprises Theory of Explosives and Propulsion; Ballistics: internal, external and terminal; Ammunition and Warheads; Weapon Components;

Fire Control and Guidance; and Weapons Systems. *62 hours (forty-nine 70-minute periods; two 2-hour laboratory periods).*

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

Design, engineering, production, and trends of development of wheeled vehicles. 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. *53 hours (thirty 70-minute periods; nine 2-hour laboratory periods).*

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; MAJ. L. E. CAGE.
Assistant Professors: MAJS. D. E. CLYMER, J. A. JANSEN; CAPTS. R. T. CLARK, JR., L. L. DECORREVONT, L. O. ELSAESSER, R. H. OLSON.
Instructors: MAJ. D. G. MAC WILLIAMS; CAPTS. D. S. BARTH, H. DICKINSON, J. V. DUNHAM, J. W. FEHRS, W. S. HOWE, JR., P. KARTER, J. F. LUSK, R. J. MALLEY, R. G. RUMNEY, R. A. SCHWARZ; 1ST LT. W. L. LEMNITZER.

Third (Sophomore) Class

PHYSICS. *Associate Professor:* Lt. Col. Arnold; *Assistant Professors:* Majs. Clymer, Jansen; Capt. Olson; *Instructors:* Capts. Dunham, Fehrs, Karter, Lusk, Malley, Schwarz.

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).*

f. Optics.—A special course given to selected cadets at the end of the Second Term. The time for this is obtained by accelerating certain

phases of the course as outlined above. *9 hours (seven 80-minute classroom periods).*

CHEMISTRY. *Associate Professor:* Maj. Cage; *Assistant Professors:* Capts. Clark, deCorrevont, Elsaesser; *Instructors:* Maj. Mac Williams; Capts. Barth, Dickinson, Howe, Rumney; 1st Lt. Lemnitzer.

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. *133 hours (seventy-three 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: CAPTS. E. DENTON, III, J. M. GARRETT, III, P. F. GORMAN, R. E. KNAPP, D. L. MCGURK, R. H. NYE, E. J. ROXBURY, JR., B. SCOWCROFT, C. J. SIMMONS, W. Y. SMITH, J. R. TREADWELL, W. W. WHITSON.

Instructors: MAJS. R. J. BARICKMAN, J. E. HOOVER; CAPTS. R. J. BUCK, J. B. DURST, R. E. GILLESPIE, A. C. GREENLEAF, S. M. GRIFFITH, R. A. HANSEN, C. M. SIMPSON, J. R. STAUFFER, G. H. SYLVESTER, F. J. WALDMAN, JR., J. A. WICKHAM, JR., R. R. WYROUGH; 1ST LTS. W. F. LACKMAN, JR., J. K. STONER, JR.

NOTE.—The courses in Social Sciences are taught as an integrated two-year curriculum. 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 security.

Second (Junior) Class

HISTORY, GOVERNMENT, AND GEOGRAPHY. *Associate Professor:* Lt. Col. Cannon; *Assistant Professors:* Capts. Denton, Gorman, Knapp, Nye, Roxbury, Scowcroft, Simmons, Treadwell; *Instructors:* Maj. Barickman; Capts. Buck, Gillespie, Griffith, Hansen, Simpson, Stauffer, Sylvester, Waldman, Wyrough; 1st Lt. Lackman.

a. Geography.—A survey of world geography to include: a review of basic environmental elements; an emphasis on the economic geographic aspects of agriculture, major mineral and power resources, strategic materials, manufacturing regions, trade, and transportation; and regional geographic studies of selected areas. *37 hours.*

b. History of Modern Europe and America.—An integrated survey of the history of Europe and America since 1500 with emphasis on the interrelationship of European and American developments to include an analysis of selected source readings. *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, the present Soviet regime and 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. *26 hours.*

e. Modern History of the Far East.—A survey of the history of the Far East to include the impact of the West upon the social, political, and economic institutions of China, Japan, and India, supplemented by a brief survey of recent developments in southeast Asia. *26 hours.*

f. National Government of the United States.—A standard college survey course in the National Government emphasizing its structure and powers, its operational activities, and the political organization of the electorate. *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 and practice of Great Britain, France, Germany, and the U. S. S. R. and a brief study of international organization. *26 hours.*

First (Senior) Class

ECONOMICS, ECONOMICS OF NATIONAL SECURITY, AND INTERNATIONAL RELATIONS. *Associate Professor:* Lt. Col. Knowlton; *Assistant Professors:* Capts. Garrett, McGurk, Smith, Whitson; *Instructors:* Maj. Hoover; Capts. Durst, Greenleaf, Wickham; 1st Lt. Stoner.

a. Economic Principles.—A standard college level survey course in basic economic principles, facts, and institutions with national income providing the unifying theme. Also included are some lessons and readings in consumer economics (principles of insurance and personal finance). *47 hours (forty 70-minute periods).*

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*Given to selected cadets who have passed a qualifying examination in History of Modern Europe and America.

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

b. Economics of National Security.—A survey course in the political economy of our national security to include coverage of such topics as stabilization of our economy, economic requirements, capabilities and readiness to support national security, industrial mobilization and maintenance of the plateau of preparedness, and national security aspects of international economics. *29 hours (twenty-five 70-minute periods).*

c. International Relations.—A basic course in the theory and practice of inter-state politics, concepts and organizations proposed to provide peace and security, formulation and control of United States foreign policy, and an investigation of the foreign policies of major world powers. *49 hours (forty-two 70-minute periods).*

DEPARTMENT OF TACTICS

TACTICS

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

Aide-de-Camp: 1ST LT. W. P. SNYDER.

Assistant Commandant: COL. J. J. EWELL.

Brigade Staff: S1: LT. COL. J. D. MOORE; *Assistant:* MAJ. Y. A. TUCKER; *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:* LT. COLS. J. W. ARMSTRONG, R. E. PANKE; MAJ. J. W. MOSES; CAPTS. C. BUCKINGHAM, H. A. GRIFFITH, R. HALDANE, J. P. KEAN, C. F. MC CARTY, J. H. METZGER, E. M. STRINGER, T. W. SWETT; LT. C. D. SUMMITT, USN.

Second Regiment: Commanding Officer: COL. C. E. OGELSBY; *Executive Officer/S3:* LT. COL. R. L. BOWLIN; *S1/S4:* LT. COL. R. E. KUZELL; *Company Tactical Officers:* MAJS. J. E. EDINGTON, H. E. EMERSON, S. H. SMITH; CAPTS. C. B. BELL, JR., E. P. FORRESTER, W. A. HUMPHREYS, J. A. MARTIN, T. G. MC CUNNIFF, G. S. OLIVER, J. C. REED, J. M. SLOCUM, JR.; 1ST LT. W. C. LOUISELL.

Mission: 1. To develop character exemplified by a high sense of duty and honor.
2. To develop the qualities and attributes of leadership.
3. To provide a broad basic military education.
4. To develop high standards of physical fitness.
5. To supervise the administration and discipline of the Corps of Cadets.

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; military signs and symbols; social conduct and military courtesy; basic weapons; organization and tactics of the rifle and weapons squads, artillery section, armor section, and platoon; roles and missions of the Engineer and Signal Corps. *63 hours.*

Third (Sophomore) Class

a. Summer.—Qualification with the M1 rifle; familiarization with the infantry weapons of the regimental combat team emphasizing the light machine gun; training in field firing techniques and combat techniques; familiarization with the organization, equipment and capabilities of the tank platoon, artillery battery, engineer combat company, basic signal communications, field type operations of the Quartermaster, Transportation and Military Police Corps; practical map reading exercises. This training conducted at the Camp Buckner Training Area. *7½ weeks.*

b. Academic Year.—Instruction in the organization and operations of the infantry and armored infantry at the platoon level; history and organization of the Air Force; organization and operation of army aviation; dismounted drill. *35 hours.*

Second (Junior) Class

a. Summer: 7½ weeks.

(1) Instruction in the mission, roles, organization, capabilities, and limitations of the Navy to include Marine Corps amphibious warfare. This training is presented in the Norfolk Area by the U. S. Navy and Marine Corps.

(2) Instruction in the mission, roles, organization, capabilities, and limitations of the Air Force. This training is presented by the U. S. Air Force at Maxwell AFB.

(3) Instruction in the mission, roles, and organization of the Transportation, Quartermaster, Engineer and Signal Corps. This training is presented by the respective corps at Fort Eustis, Fort Lee, Fort Belvoir, and Fort Monmouth.

(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.

(5) Orientation in Army Aviation presented at Fort Rucker.

b. Academic Year.—Instruction in dismounted drill, antiaircraft artillery and guided missiles, armor, army aviation, and tactics and techniques of the infantry rifle company. *41 hours.*

First (Senior) Class

a. Summer.

(1) Training trip to Wright Air Development Center at Wright Patterson Air Force Base, Ohio; Armored Center at Fort Knox, Ky.; Field Artillery and Guided Missile Center at Fort Sill, Okla; Antiaircraft Artillery and Guided Missile Center at Fort Bliss, Texas. *2½ weeks.*

(2) Duty as administrative or command officers and instructors to the third class, the fourth class, or to trainees at an Army Training Center. *5 weeks.*

b. Academic Year.—Instruction in dismounted drill, combined arms team, Junior Officers' duties, company administration, map reading, combat intelligence, technical and administrative 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. W. Killilae.

Assistant Directors: Lt. Col. W. M. Zimmermann; Maj. J. S. Howland; Capt. J. D. Johnston.

Instructors: Lt. Cols. M. O. Anderson, F. C. Caldwell, J. F. O'Malley; Majs. M. W. Anderson, M. C. Murphy, Jr.; Capts. J. W. Armstrong, J. B. Egger, R. D. McGovern, W. E. Price, W. R. Wolfe.

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 presenta-

tion; 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. *44 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. *51 hours.*

PHYSICAL EDUCATION

Director: Lt. Col. F. J. Kobes, Jr.
Professional Assistant: Dr. L. O. Appleton.
Instructors: Lt. Col. J. R. Michael (Assistant Director); Capts. B. A. Ackerson, R. A. Bresnahan, G. F. Vlisides; Messrs. K. L. A. Alitz, R. M. Bruce, J. B. Dress, 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. *16 hours.*

(2) Athletics, including soccer, softball, swimming, flag 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.

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

There are five attendances in command voice and three for testing. *91½ hours (122 45-minute periods).*

Third (Sophomore) Class

a. Summer.—The cadets have an exercise period each morning before breakfast. The activity is varied between running, obstacle course, and log exercises. There is also a test period. *16 hours.*

b. Academic Year.—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 or badminton, or handball. Each cadet takes three hours of testing. *31 hours.*

Second (Junior) Class

Instructor training in preparation for leading an Army physical training program. Command voice and coaching techniques in one of 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. There are three hours of tests. *20 hours.*

First (Senior) Class

a. Summer.—The cadets receive added preparation in conducting conditioning exercises, sports supervision, and practice in command voice prior to instructing the new Fourth Class (Freshmen). *7 hours.*

b. Academic Year.—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 four practical work problems on the development of a physical training and sports program. There are four hours of tests. *11 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.

APTITUDE FOR THE SERVICE

In accord with the basic responsibility of the Military Academy to develop officer leaders for the Armed Forces, the Aptitude for the Service System provides a three-fold program for the accomplishment of that requirement. The system first analyzes and evaluates the leadership ability present in each and every cadet; second, it provides a program of leadership development for each cadet, specifically aimed at those areas in which any weakness is detected; and third, it initiates action for the discharge of any cadet who proves incapable of achieving the minimum prescribed standards of leadership.

The evaluation of leadership is accomplished primarily through a program of confidential ratings by officers and cadets. Each cadet rates all cadets in his own company who are in lower classes, the ratings being made by arranging the cadets in each class in an order of merit based on observed leadership ability.

In addition to the ratings by other cadets, all cadets are also rated by their Company Tactical Officer. The rating by the Company Tactical Officer is a very important one. In the first place, he is an officer selected for his job because of proved leadership ability. In the second place, it is he who has personally studied each cadet in his company, has counselled and advised each cadet, and has set the standards toward which each cadet must be working and by which he will be evaluated.

A cadet's standing in Aptitude for the Service is not published, but his general standing is made known to him and his parents.

The Company Tactical Officer also plays a key role in the second phase of the Aptitude program, the improvement of a cadet's leadership ability in those areas in which he has shown himself weak. This the Officer seeks to accomplish through a series of interviews with the cadet in which he discusses the weakness, tries to make clear the probable causes of the weakness, and coaches him in the ways and means of improvement.

If over an extended period of time the cadet shows himself incapable of resolving his difficulties and attaining the minimum leadership standards required, his records are carefully studied by a board of senior officers of the Department of Tactics. This board interviews the cadet and such other cadets and officers as necessary for a thorough evaluation of the case. If the board finds the cadet to be of doubtful proficiency and the Commandant of Cadets concurs, the case is forwarded to the Superintendent for action by the Academic Board. If the Academic Board finds that the cadet is deficient in Aptitude for the Service, it either prescribes

that he be placed in a conditioned status or recommends to the Department of the Army that he be discharged from the Military Academy.

Deficiency in Aptitude for the Service does not mean that a young man is unsuited for a successful career in life. It does mean that in the considered opinion of his fellow cadets and his officer advisers he is not suited for a career as an Army officer. It is felt that in the best interests of the Armed Services, and in the best interest of the individual cadet, the sooner this fact is established the better.

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 postgraduate, 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, 1955–1956

Lectures sponsored by various activities at the Academy are supervised by the General Lecture Committee. For the academic year 1955–56, 91 lectures were given by visiting speakers: 82 sponsored by special and departmental activities, and nine by cadet extra-curricular educational activities. 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:

Special Lectures

Lecturer and Subject — *Class*

KERMIT ROOSEVELT MEMORIAL LECTURE

LT. GEN. W. P. OLIVER, CB, OBE
Vice Chief of the British Imperial General Staff
Subject: *The System of Selection and Training of Officers for the British Army and the Qualities Expected of Them* — First, Second, Third, Fourth

DEPARTMENT OF ELECTRICAL ENGINEERING

DR. LELAND J. HAWORTH
Director, Brookhaven National Laboratory
Subject: *Future Applications of Atomic Energy* — Second

DEPARTMENT OF ENGLISH

MAJ. GEN. FREDERICK OSBORN
Former United States Deputy Representative to United Nations Atomic Energy Commission
Subject: *World Problems* — First

BRIGADIER JOHN MASTERS
Novelist and Former Officer of the Indian Army
Subject: *The Novelist and The Soldier* — Third

DEPARTMENT OF FOREIGN LANGUAGES

EBERALDO TELLES MACHADO
Cultural Attaché, Embassy of Brazil, Washington, D. C.
Subject: *Architecture of Brazil* — Third

DEPARTMENT OF FOREIGN LANGUAGES—Continued

Lecturer and Subject — *Class*

DR. JOSE OSWALDO MEIRA PENA
Counselor of Embassy, Brazilian Delegation to the United Nations
Subject: *Brazil* — Third

DEPARTMENT OF MECHANICS

MR. NEIL MACCOULL
Research Engineer, The Texas Co.
Subject: *The Practical Thermodynamics of Automobiles* — Second

PROF. DEN HARTOG
Head of Mechanical Engineering Department, Massachusetts Institute of Technology
Subject: *Mechanical Vibrations* — Second

DR. GUYFORD STEVER
Chief Scientist, United States Air Force
Subject: *Problems of Supersonic Flight* — Second

DEPARTMENT OF MILITARY HYGIENE

LT. COL. SPURGEON NEEL, MC
Medical Plans and Operations Division, Office of The Surgeon General, Department of the Army
Subject: *The Medical Aspects of the Army Aviation Program.* — First

COL. JOHN R. HALL, JR., MC
Preventive Medicine Division, Office of The Surgeon General, Department of the Army
Subject: *Environment in Relation to Military Operations* — First

COL. ALBERT J. GLASS, MC
Neuropsychiatry Division, Army Medical Service Graduate School, Walter Reed Army Medical Center
Subject: *The Psychiatric Aspects of Atomic Warfare* — First

LT. COL. GERALD M. MCDONNEL, MC
Walter Reed Army Medical Center
Subject: *The Medical Aspects of Atomic Warfare* — First

MAJ. GEN. JAMES P. COONEY, MC
The Deputy Surgeon General, Department of the Army
Subject: *Responsibilities of the Commander and the Surgeon for Battle Casualties.* — First

Lecturer and Subject	*Class*
COL. JOHN R. HALL, JR., MC Preventive Medicine Division, Office of The Surgeon General, Department of the Army Subject: *Communicable Diseases—Part I—Nature and Mode.*	Third
COL. JOHN R. HALL, JR., MC Preventive Medicine Division, Office of The Surgeon General, Department of the Army Subject: *Communicable Diseases—Part II—Military Significance.*	Third
COL. JOHN R. HALL, JR., MC Preventive Medicine Division, Office of The Surgeon General, Department of the Army Subject: *Communicable Diseases—Part III—Prevention and Control.*	Third
COL. J. L. BERNIER, DC Armed Forces Institute of Pathology Subject: *Preventive Dentistry and Oral Hygiene*	Third
DR. EDWARD A. STRECKER, MD Professor of Psychiatry, University of Pennsylvania Subject: *The Men You Will Command*	Third
DR. EDWARD A. STRECKER, MD Professor of Psychiatry, University of Pensylvania Subject: *Alcohol and Drugs*	Third
COL. ALBERT J. GLASS, MC Neuropsychiatry Division, Army Medical Service Graduate School, Walter Reed Army Medical Center Subject: *Psychiatry*	Third

DEPARTMENT OF MILITARY TOPOGRAPHY AND GRAPHICS

FINN E. BRONNER Geologist, U. S. Geological Survey, Department of the Interior Subject: *Principles and History of Geology*	Third Fourth
FINN E. BRONNER Geologist, U. S. Geological Survey, Department of the Interior Subject: *Geomorphology and the Military Applications of Geology*	Third Fourth

Lecturer and Subject	*Class*
T. D. NICHOLSON Associate Astronomer, Hayden Planetarium, New York, N. Y. Subject: *Astronomy in Everyday Life*	Third Fourth

DEPARTMENT OF ORDNANCE

COL. ALDEN P. TABER, ORDC Commanding Officer, Watertown Arsenal Subject: *Nonferrous Metals and Alloys*	First
COL. SAMUEL SMELLOW, ORDC Office, Chief of Ordnance Subject: *Artillery Research and Development, Part I*	First
LT. COL. R. E. RAYLE, JR., ORDC Springfield Armory Subject: *Small Arms Development, Part I*	First
COL. LEONARD M. ORMAN, ORDC Aberdeen Proving Ground Subject: *Fire Control*	First
DR. DONALD N. FREY Ford Motor Co. Subject: *Application of Gas Turbines to Automotive Vehicles*	First
REAR ADM. JAMES H. WARD, USN Bureau of Ordnance, Department of the Navy Subject: *Naval Ordnance Activities*	First
MR. LEO A. CODD Executive Vice President, American Ordnance Association Subject: *Ordnance-Industry Team*	First
COL. SAMUEL SMELLOW, ORDC Office, Chief of Ordnance Subject: *Artillery Research and Development, Part II*	First
LT. COL. R. E. RAYLE, JR., ORDC Springfield Armory Subject: *Small Arms Development, Part II*	First
CAPT. R. H. SAWYER, ORDC Detroit Arsenal Subject: *Military Engine Concept Changes*	First
COL. WILLIAM J. ALLEN, JR., ORDC Army Chemical Center Subject: *Engineering Design and Development of CBR Equipment.*	First

DEPARTMENT OF ORDNANCE—Continued

Lecturer and Subject	*Class*
DR. WALTER R. DORNBERGER Bell Aircraft Corp. Subject: *History of and Future Trends in Guided Missile Development.*	First
LT. COL. JOHN F. FREUND, USA Office, Secretary of Defense Subject: *Current and Development Type Guided Missiles of the Army, Navy, and Air Force*	First
MAJ. GEN. E. L. CUMMINGS, USA Chief of Ordnance Subject: *Army Ordnance Activities*	First
BRIG. GEN. D. R. OSTRANDER, USAF Air Research and Development Command Subject: *Air Force Armament Activities*	First

DEPARTMENT OF SOCIAL SCIENCES

GEORGE W. BROOKS Director of Research, International Brotherhood of Pulp, Sulphite and Paper Mill Workers Subject: *The Role of Labor in an Expanding Economy*	First
DR. PRESTON E. JAMES Chairman, Department of Geography, Syracuse University Subject: *Latin America*	Second
DR. ROBERT ROOSA Vice President, Federal Reserve Bank of New York Subject: *Monetary Policy*	First
DR. PAUL A. SAMUELSON Professor of Economics, Massachusetts Institute of Technology Subject: *Current International Trade Problems*	First
HARRY SCHWARTZ Soviet Specialist, The New York Times Subject: *How Strong Is Russia*	Second
DR. HANS KOHN Professor of History, New York University Subject: *The Age of Nationalism*	Second
DR. WILLIAM YANDELL ELLIOTT Professor of Government, Harvard University Subject: *Policy Making and Execution in the Field of National Security.*	First

Lecturer and Subject	*Class*
MR. W. C. SULLIVAN Federal Bureau of Investigation Subject: *Communism in the United States*	Second
COL. T. A. O'NEIL Industrial College of the Armed Forces Subject: *Problems of Military Manpower in United States Security Programs.*	First
MR. FRANK PACE Executive Vice President, General Dynamics Corp. Subject: *Problems of Science and Technology in United States Security Programs.*	First
BRIG. GEN. C. H. BONESTEEL Office of International Security Affairs, Department of Defense. Subject: *Problems of Collective Security*	First
COUNT JEAN DE LAGARDE Consul General of France in New York Subject: *The Government of France*	Second
DR. ARNOLD WOLFERS Sterling Professor of International Relations, Yale University. Subject: *The Conduct of Foreign Affairs*	First
MR. EDWIN WRIGHT Assistant Director, Foreign Service Institute, Department of State. Subject: *Some Aspects of the Middle East and Asia in World Affairs.*	First
DR. SIGMUND NEUMANN Professor of Government and the Social Sciences, Wesleyan University. Subject: *The Promise and Perils of German Politics*	Second
HONORABLE WILLIAM O. DOUGLAS Associate Justice, United States Supreme Court Subject: *Southeast Asia*	Second
DR. DAVID J. DALLIN Soviet Author and Authority Subject: *The Place of the Army in the Soviet Political System*	Second
GENERAL ALFRED M. GRUENTHER, USA Supreme Allied Commander, Europe Subject: *NATO*	First Second

DEPARTMENT OF TACTICS

Lecturer and Subject	*Class*
BRIG. GEN. PHILLIP F. LINDEMAN, USA Executive for Reserve and ROTC Affairs Subject: *The Organized Reserve Corps and the ROTC*	First
MAJ. GEN. DONALD W. MCGOWAN, USA Chief, Army Division, National Guard Bureau Subject: *The National Guard of the United States*	First
MAJ. GEN. PAUL B. YOUNT, USA Chief of Transportation Subject: *Organization and Missions of the Transportation Corps.*	First
MAJ. GEN. WILLIAM H. MAGLIN, USA Provost Marshal General Subject: *Organization and Missions of the Military Police Corps.*	First
BRIG. GEN. MARSHALL STUBBS, USA Commanding General, Chemical Corps Materiel Command Subject: *Organization and Missions of the Chemical Corps*	First
BRIG. GEN. ALFRED B. DENNISTON, USA Deputy for Operations, Quartermaster Corps Subject: *Organization and Missions of the Quartermaster Corps.*	First
BRIG. GEN. WALTER K. WILSON, USA Commanding General, 18th Engineer Brigade Subject: *Organization and Missions of the Corps of Engineers*	First
MAJ. GEN. JAMES D. O'CONNELL, USA Chief Signal Officer Subject: *Organization and Missions of the Signal Corps*	First
MAJ. GEN. THOMAS L. SHERBURNE, USA Assistant Deputy Chief of Staff of Operations Subject: *Personnel Management Procedures in the Army*	First
COL. HARVEY W. C. SHELTON, USAF The Air University Subject: *Effects of Modern War on Strategy*	First
MR. JOHN J. MCCARTHY General Electric Co. Subject: *A Basic Approach to Personnel Management*	First
BRIG. GEN. WILLIAM J. THOMPSON, USA U. S. Army Career Management Division Subject: *Army Career—Orientation Conference*	First

Lecturer and Subject	*Class*
MAJ. GEN. RAYMOND J. REEVES, USAF United States Air Force Career Management Division Subject: *United States Air Force Career—Orientation Conference.*	First
MAJ. GEN. LEWIS B. HERSHEY, USA Director of Selective Service Subject: *Recruiting and Induction, Selective Service*	First
BRIG. GEN. BEN HARRELL, USA Chief of Career Management Subject: *Army Aviation, Airborne, and Ranger Orientation*	First
MAJ. GEN. JOHN H. HINRICHS, USA Deputy Chief of Ordnance Subject: *Ordnance Corps Career Orientation*	First
BRIG. GEN. CREIGHTON W. ABRAMS, USA Deputy to the Assistant Chief of Reserve Components Subject: *Personal Reflections on Leadership*	First
MAJ. GEN. SAMUEL R. BROWNING, USA Deputy Chief of Transportation Subject: *Transportation Corps Career Orientation*	First
BRIG. GEN. HUGH MACKINTOSH, USA Deputy Quartermaster General Subject: *Quartermaster Corps Career Orientation*	First
MAJ. GEN. WILLIAM M. CREASY, USA Chief Chemical Officer Subject: *Chemical Corps Career Orientation*	First
MAJ. GEN. GUY S. MELOY, USA Chief of Information and Education Division Subject: *Public Information Activities*	First
BRIG. GEN. DALE O. SMITH, USAF Member, Operations Coordinating Board, National Security Council Subject: *Leadership in the United States Air Force*	First
GEN. MAXWELL D. TAYLOR, USA Chief of Staff, U. S. Army Subject: *Introduction to Leadership*	First

Lecturer and Subject	*Class*
MAJ. GEN. HAMILTON H. HOWZE, USA Chief of Army Aviation Subject: *Army Aviation Career Orientation*	First
MAJ. GEN. ERNEST N. HARMON, USA (Retired) President of Norwich University Subject: *Leadership Experiences*	First

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 sixty 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 sixth, seventh, and eighth student conferences are given below.

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*

EIGHTH STUDENT CONFERENCE: THE NATIONAL SECURITY POLICY OF THE UNITED STATES. 5–8 DECEMBER 1956

MR. C. TYLER WOOD
Assistant to the Director, International Cooperation Administration, Department of State
Subject: *Problems of United States National Security Policy*

GEN. MAXWELL D. TAYLOR
Chief of Staff, United States Army
Subject: *United States National Security Problems and Military 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 1955–56:

DR. FRITZ KRAEMER
Office of Civil Affairs and Military Government, Office of the Secretary of Defense
Subject: *The Future of the German States*

DR. STEFAN T. POSSONY
Office of the Directorate of Intelligence, United States Air Force
Subject: *Ideological Conflicts Between the Free World and the Communist World*

PROF. J. C. HUREWITZ
Middle East Institute, Columbia University
Subject: *Arab-Israeli Arms Race*

HIS EXCELLENCY G. L. MEHTA
Ambassador of India to the United States
Subject: *India's Approach to World Problems*

DR. MICHAEL DORIZAS
Wharton School of Finance and Commerce, University of Pennsylvania
Subject: *Highlights of the World Scene*

MAJ. GEN. K. D. NICHOLS, USA (Retired)
Former Manager, Atomic Energy Commission
Subject: *Future Peacetime Uses of Atomic Energy*

HON. WILLIAM O. DOUGLAS
Associate Justice, United States Supreme Court
Subject: *Southeast Asia*

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 Chaplains: LT. COL. GREGORY LOCK, E. E., B. D.; 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 425 children taught entirely by 76 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.

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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., MARION B. WELLER.

Library Assistants: BEATRICE B. BURNER, B. A., MARY DE LIN, FRANCES W. LEWIS, PRISCILLA LOPIN, B. A., CLARA MOTTOLA, HELEN POTTER.

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.

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. The evening openings 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.

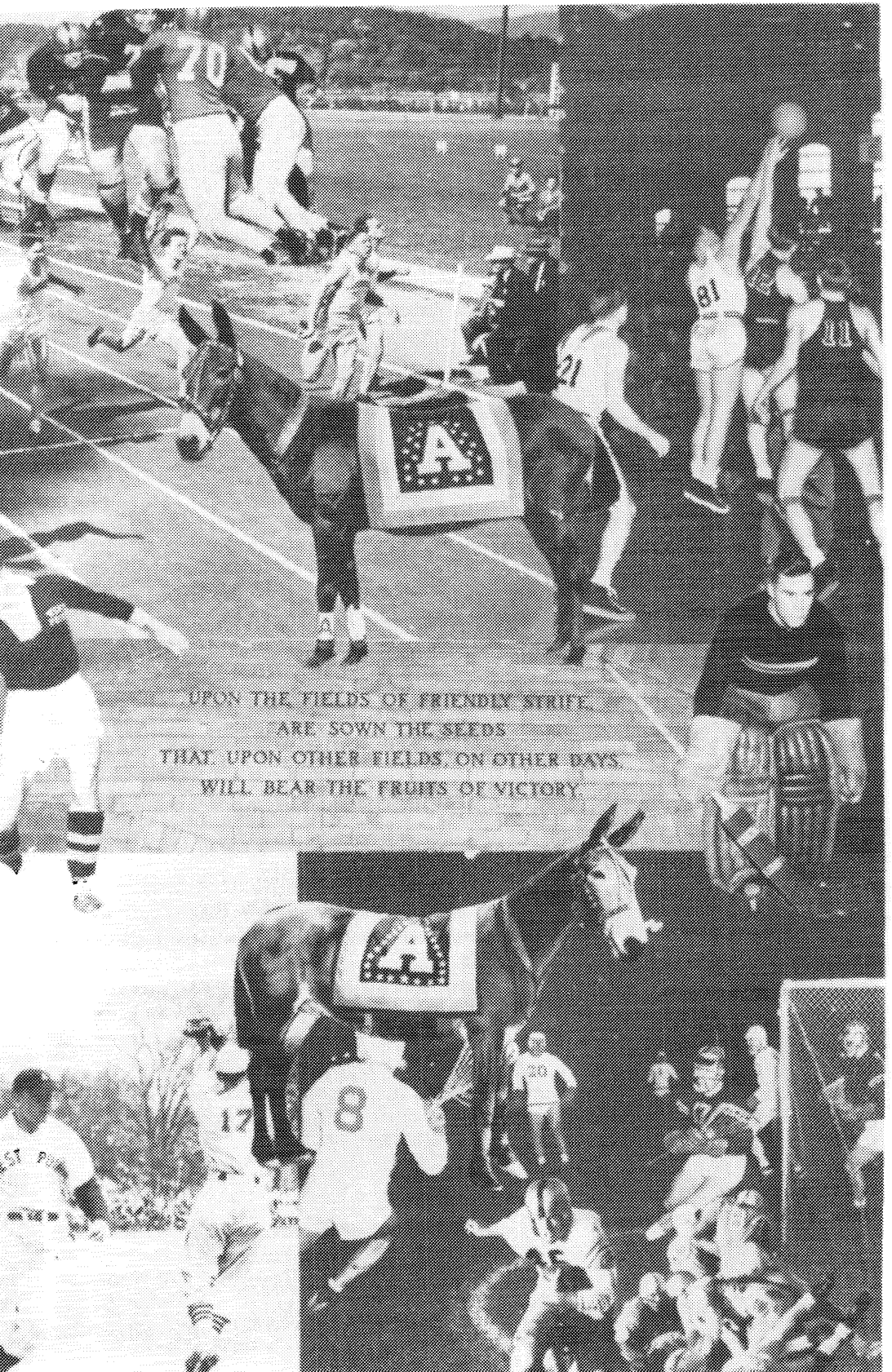
From then on the Museum grew rapidly. The Civil War, the Indian Wars, the Spanish-American War, World Wars I and II, and the Korean conflict contributed much. The richness of the collections can only be suggested. The collection of automatic weapons, for instance, from the volley guns of the Civil War 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 from 10:30 a. m. to 4:30 p. m. every day of the year except Christmas and New Year's Day.


UPON THE FIELDS OF FRIENDLY STRIFE
ARE SOWN THE SEEDS
THAT UPON OTHER FIELDS ON OTHER DAYS
WILL BEAR THE FRUITS OF VICTORY

INTERCOLLEGIATE ATHLETICS

ATHLETIC BOARD

MR. EARL H. BLAIK, *Chairman;* BRIG. GEN. JOHN L. THROCKMORTON, COL. GERALD A. COUNTS, COL. BOYD W. BARTLETT, COL. WILLIAM W. BESSELL, JR., LT. COL. FRANCIS J. ROBERTS.

Director of Athletics: MR. EARL H. BLAIK.

Graduate Manager of Athletics: LT. COL. FRANCIS J. ROBERTS.

COACHES

Baseball: JOSEPH M. PALONE. *Basketball:* ORVIS SIGLER. *Cross Country:* CARLETON CROWELL. *Football:* EARL H. BLAIK; *assistants,* ROGER ANTAYA, DALE HALL, TOM HARP, CARNEY LASLIE, DICK VORIS, CAPT. F. A. BLANCHARD, LT. BARNEY GILL. *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. *Wrestling:* LEROY ALITZ.

Intercollegiate athletics are supervised by the Athletic Board, which is appointed by and is directly responsible to the Superintendent. The intercollegiate athletic program is financed by the Army Athletic Association, a self-supporting and nonprofit organization consisting of approximately 12,000 graduates of the Military Academy. No government funds are appropriated for equipment, maintenance, and operation of the vast intercollegiate athletic plant.

A total of 16 sports, 7 major and 9 minor, are included in a complex schedule that keeps nearly half of the Corps of Cadets actively engaged in competitive sports throughout the academic year. These sports are football (including 150-pound football), soccer, and cross country in the fall; basketball, indoor track, wrestling, swimming, gymnastics, hockey, rifle, pistol, and squash in the winter; and baseball, lacrosse, track, tennis, and golf in the spring.

Realizing the value of athletics to the Army, General Douglas MacArthur, who was Superintendent shortly after World War I, reorganized and strengthened the athletic system. "The training of the athletic field which," General MacArthur said, "produces in a superlative degree the attributes of fortitude, self-control, resolution, courage, mental agility and, of course, physical development, is one completely fundamental to an efficient soldiery."

President Dwight D. Eisenhower and Generals Omar N. Bradley and James A. Van Fleet are among the many distinguished wearers of the major "A."

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 68.

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.

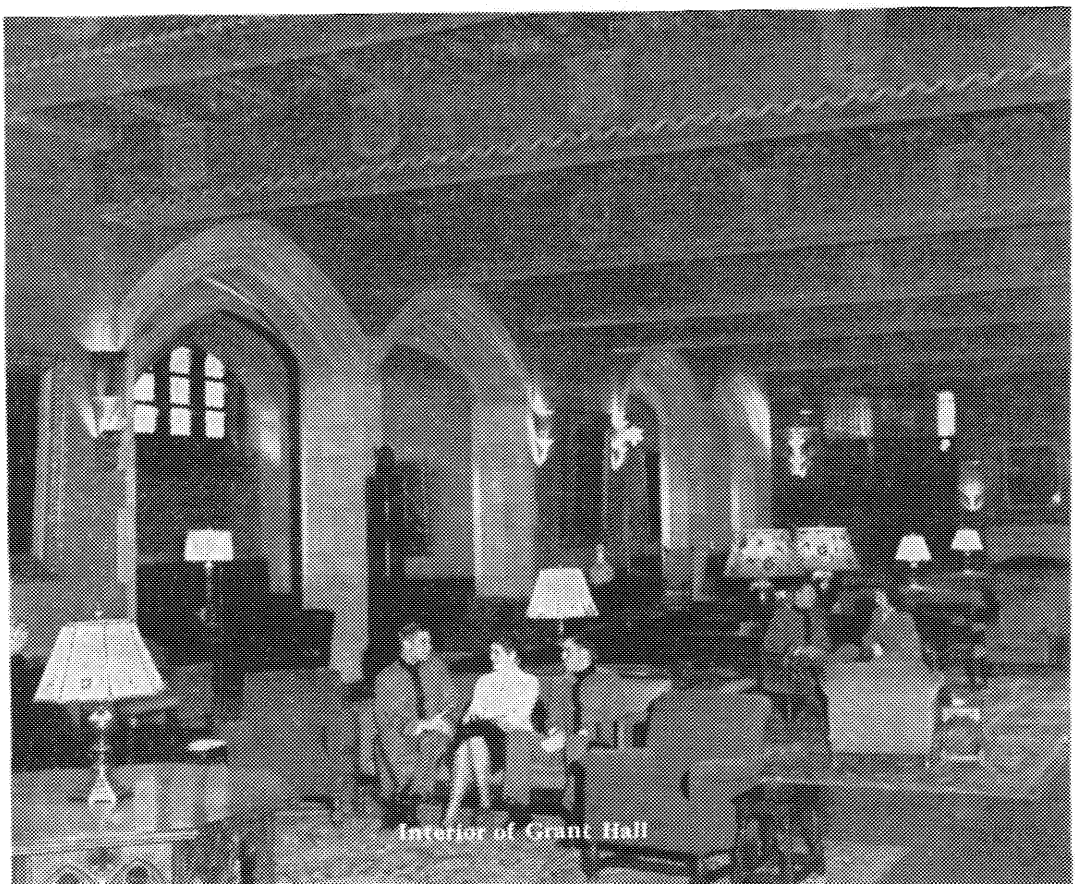
Aside from general recreational activities, there are many organized extracurricular activities. Those cadets who like music and acting are encouraged to indulge their talents. Cadet Protestant, Catholic, and Jewish choirs sing at religious services on the Post and usually make several trips each year 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, Professional Services

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

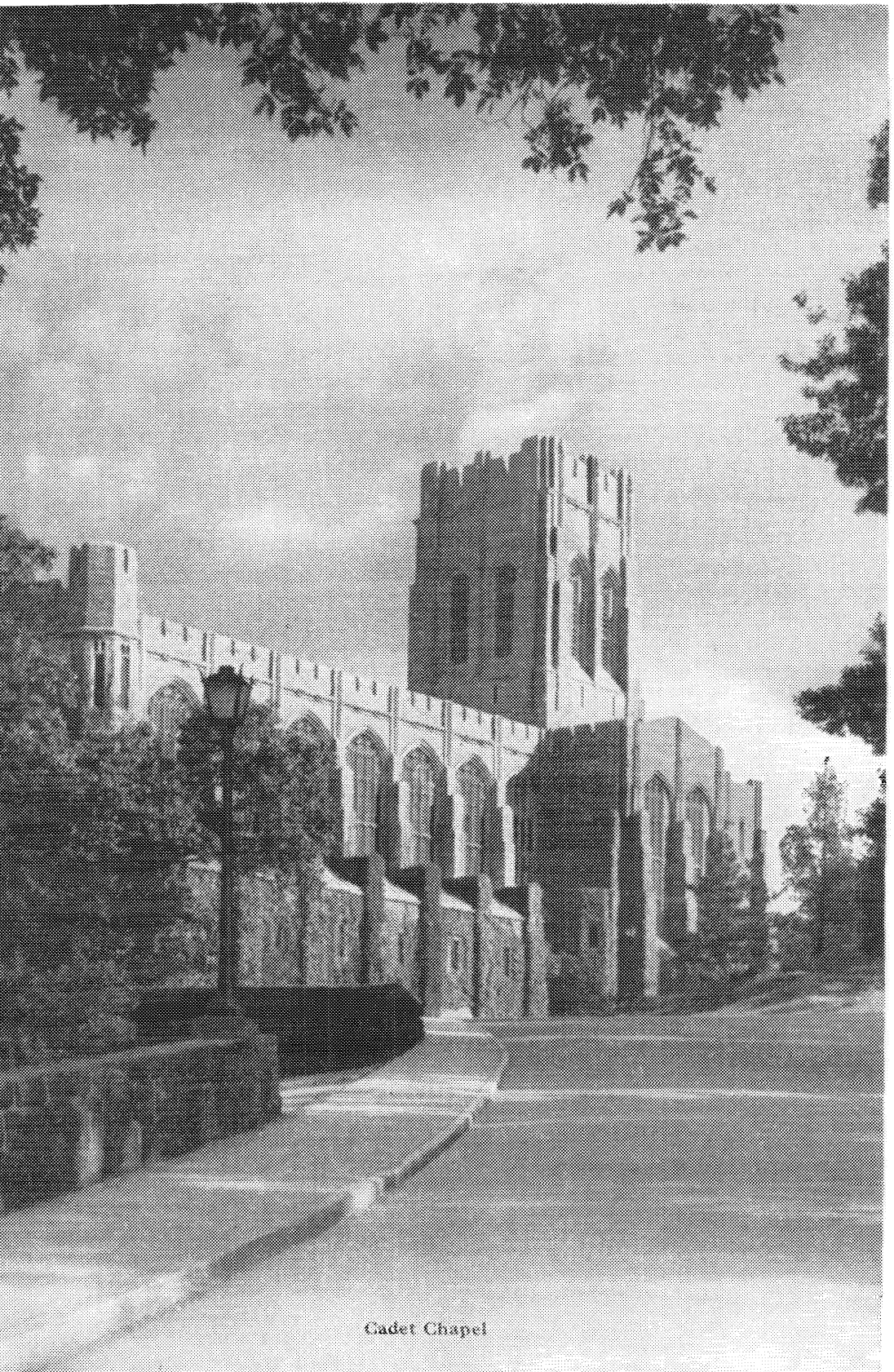
The U. S. Army Hospital at West Point provides hospitalization and outpatient medical care for the garrison and for Stewart Air Force Base. In addition, the hospital is responsible for hospitalization and evacuation of sick and injured Armed Forces personnel in the surrounding area.

The hospital is authorized 130 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.

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.

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.

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 Electrical Engineering, 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 Shoefield 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 ground 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. This structure, which has been renamed Thayer Hall, is now in the process of conversion to an academic building. Estimated completion date is 15 December 1957.

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., USMA 1950, to the Editor of the *Howitzer*. *Awarded in 1956 to Roger R. Redhair.*

THE ARMY TIMES PRIZE

A wrist watch presented in the name of the *Army Times* to the Editor of *The Pointer*. First presented in 1956. *Awarded in 1956 to Douglas S. Johnson.*

THE FRANCIS VINTON GREENE MEMORIAL PRIZE

A .45 caliber pistol given 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 1956 to Robert A. Stewart.*

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 1956 to George P. Brandel.*

The Charles G. Dawes Prize

A sword, called the Pershing Sword, given annually in the name of the late Brigadier General Charles G. Dawes 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 1956 to Robert G. Farris.*

The Class of 1927 Award

A wrist watch given annually by the Class of 1927 to the outstanding Cadet Company Commander. (To be initially presented in 1957.)

The Association of Graduates Awards

These awards, given annually since 1942 by the Association of Graduates, consist of a $100 series E bond presented to the cadet in the Second Class outstanding in military efficiency and leadership, of a $50 series E bond to the cadet in the Third Class outstanding in military efficiency and leadership, and a $50 series E bond to the cadet of the Fourth Class outstanding in military efficiency and leadership. *Awarded in 1956 to William R. Ellis, John O. B. Sewall, and Donaldson P. Tillar, Jr.*

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 1956 to Robert G. Farris.*

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 1956 to Robert A. Ross.*

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 1956 to John W. Nicholson.*

The Ladies Auxiliary of the Army and Navy Union (Department of New York) Prize

A pistol given annually by the Ladies Auxiliary of the Army and Navy Union to the Cadet Officer commanding the Second Regiment. *Awarded in 1956 to Jarold L. Hutchison.*

Academic Achievement Award

Two plaques awarded to the academically outstanding company in each regiment. The award is passed from winning company to winning company at the end of each semester. First presented in 1956. *Awarded to Companies F-1 and I-2 in June 1956, to Companies D-1 and L-2 in September 1956.*

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 1956 to Frederick S. Holmes, Jr.*

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 1956 to Richard P. Dowell and Donald M. O'Shei.*

The Armed Forces Communications Association Prize in Electrical Engineering

A prize of the value of $100 given annually to the graduating cadet who has achieved the highest standing in Electrical Engineering. First presented in 1948. *Awarded in 1956 to Frederick S. Holmes, Jr.*

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 1956 to Harold P. Southerland.*

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 1956 to Richard D. Sylvester.*

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 1956 to Edwin T. Holloway.*

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 1956 to Frederick S. Holmes, Jr.*

Prize in Mechanics of Fluids, 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 of fluids. First presented in 1930. *Awarded in 1956 to Frederick S. Holmes, Jr.*

Prize in Mechanics of Solids Established by the Ladies Auxiliary to the Veterans of Foreign Wars

A revolver awarded annually to the graduating cadet with the highest standing in mechanics of solids. First presented in 1939. *Awarded in 1956 to Frederick S. Holmes, Jr.*

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 1956 to Don E. Ackerman.*

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 1956 to Irving A. Beauchamp.*

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 1956 to Lee A. Denson, Jr.*

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 1956 to Roger A. Root.*

Prize in Ordnance, Established by the American Ordnance Association

A rifle, known as the Colonel James L. Walsh Memorial Award, given annually to the cadet with the highest standing in ordnance. First presented in 1956. *Awarded in 1956 to Don E. Ackerman.*

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 1956 to Frederick S. Holmes, Jr.*

The Military Order of Foreign Wars Social Sciences Prize

A wrist watch presented annually by the National Commandery, Military Order of Foreign Wars, to the cadet with the highest average in the First Class course in Social Sciences. First presented in 1929. *Awarded in 1956 to Gary R. Phillips.*

The Bromberger Memorial Award in Social Sciences

A silver bowl presented annually in the name of the late Honorable Edgar Bromberger, one-time Chief City Magistrate of the City of New York, to the cadet with the highest average in the Second Class course in Social Sciences. First presented in 1954. *Awarded in 1956 to George E. Young, Jr.*

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 1956 to Ralph J. Chesnauskas.*

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 1956 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 1956 to Dirk H. Lueders.*

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 1956 to Company I-2.*

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 1956 to Dennis L. Butler.*

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 1956 to Patrick N. Uebel.*

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 1956 to John H. Higgins 3d.*

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 1956 to William C. Haponski and Richard E. Adams.*

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 1956 to Donald W. Holleder.*

Intramural Athletic Awards

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

The David Marcus Memorial 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 1956 to Sidney T. Wienstein.*

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 1956 to Company I-2.*

The George S. Patton, Jr., Memorial Award

Established in 1955 by John M. McNally in memory of General George S. Patton, Jr. Award is a pistol awarded annually to the Captain of the Pistol Team. *Awarded in 1956 to Anthony J. Ortner.*

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 1956 to Company L-2.*

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 1956 to Norris B. Harbold.*

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 1956 to Company L-1.*

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 1956 to Robert E. Quackenbush, Jr.*

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 1956 to Peter W. Lash.*

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. Eight 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, kindliness, unselfishness, and fellowship; (3) exhibition during school days of moral force of character and of instincts to lead and to take

an interest in his schoolmates; (4) fondness for and success in manly outdoor sports such as cricket, football, and the like.

The selection is not made, however, on any system of averaging up a man's qualifications under all these heads. Committees are interested instead in men who show promise of outstanding 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 1956

APPOINTED BY THE PRESIDENT

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.

Lieutenant General Anthony C. McAuliffe, USA, Ret.

Dr. William V. Houston, President, Rice Institute, Houston, Texas.

UNITED STATES SENATE

Senator Samuel J. Ervin, Jr., North Carolina, designated to represent the Chairman of the Committee on Armed Services.

APPOINTED BY THE VICE PRESIDENT

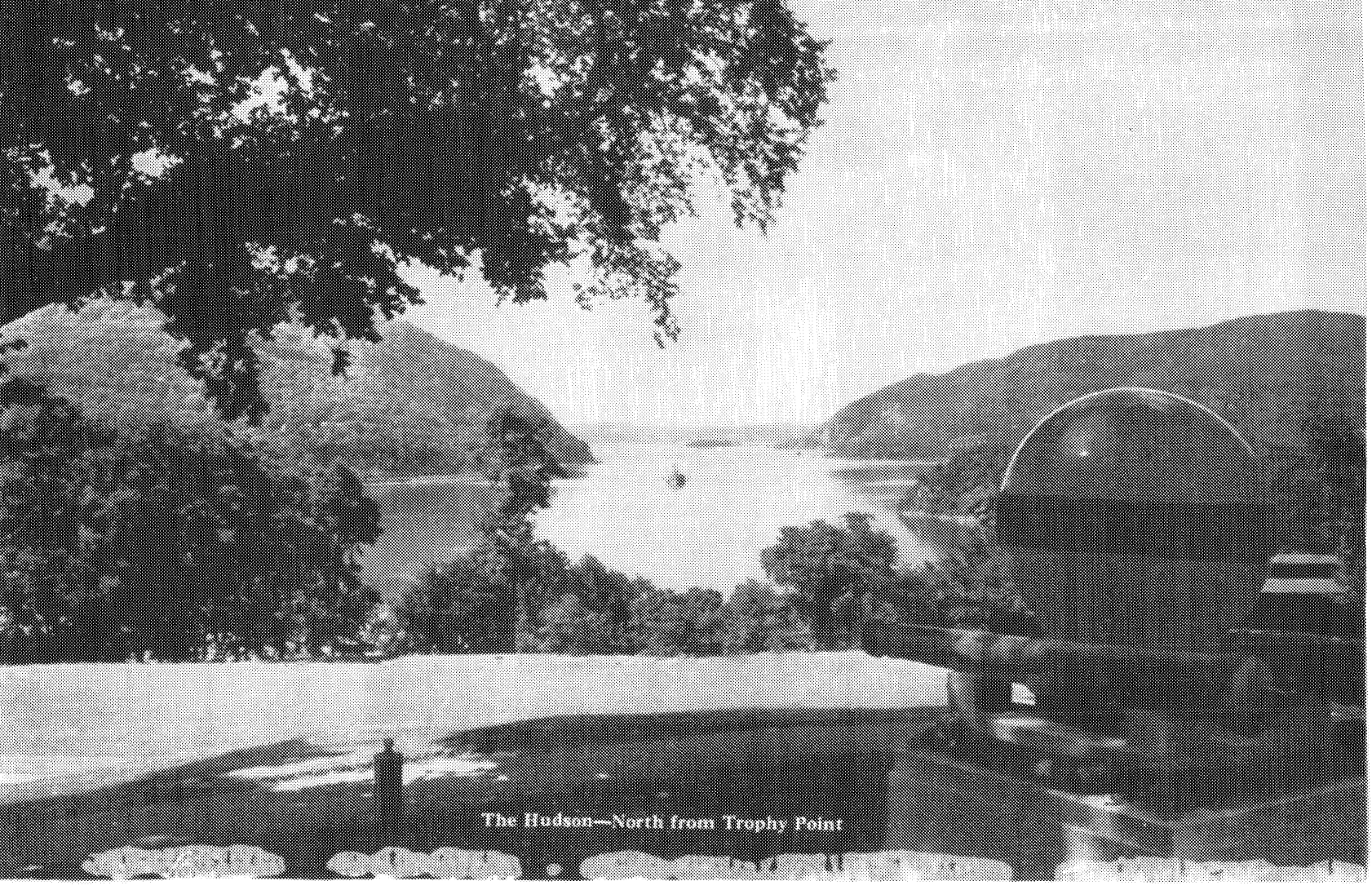
Senator John O. Pastore, Rhode Island.
Senator Karl E. Mundt, South Dakota.
Senator Jacob K. Javits, New York.

UNITED STATES HOUSE OF REPRESENTATIVES

Representative Melvin Price, Illinois, designated to represent the Chairman of the Committee on Armed Services.

APPOINTED BY THE SPEAKER OF THE HOUSE OF REPRESENTATIVES

Representative Jackson E. Betts, Ohio.
Representative Olin E. Teague, Texas.
Representative Louis C. Rabaut, Michigan.
Representative Gerald R. Ford, Jr., 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.

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[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 14 July 1956
44. Garrison H. Davidson
Lt. Gen., U. S. Army . . . . . 15 July 1956 to .....

ACADEMIC BOARD

LT. GEN. GARRISON H. DAVIDSON, USA; B. S.
Superintendent of the United States Military Academy, and President of the Board.

BRIG. GEN. THOMAS D. STAMPS, USA; B. A., B. S.
Dean of the Board.

BRIG. GEN. JOHN L. THROCKMORTON, GS; B. S.
Commandant of Cadets and Head of the Department of Tactics.
Office: Cadet Headquarters, Central Barracks.

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

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

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

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

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

COL. GEORGE A. LINCOLN, USA; B. S., B. A., M. A.
Professor and Head of the Department of Social Sciences.
Office: 203 West Academic Building.

COL. ELVIN R. HEIBERG, USA; B. S., C. E.
Professor and Head of the Department of Mechanics.
Office: 300 East Academic Building.

COL. VINCENT J. ESPOSITO, USA; B. S., M. E.
Professor and Head of the Department of Military Art and Engineering.
Office: 429 East Academic Building.

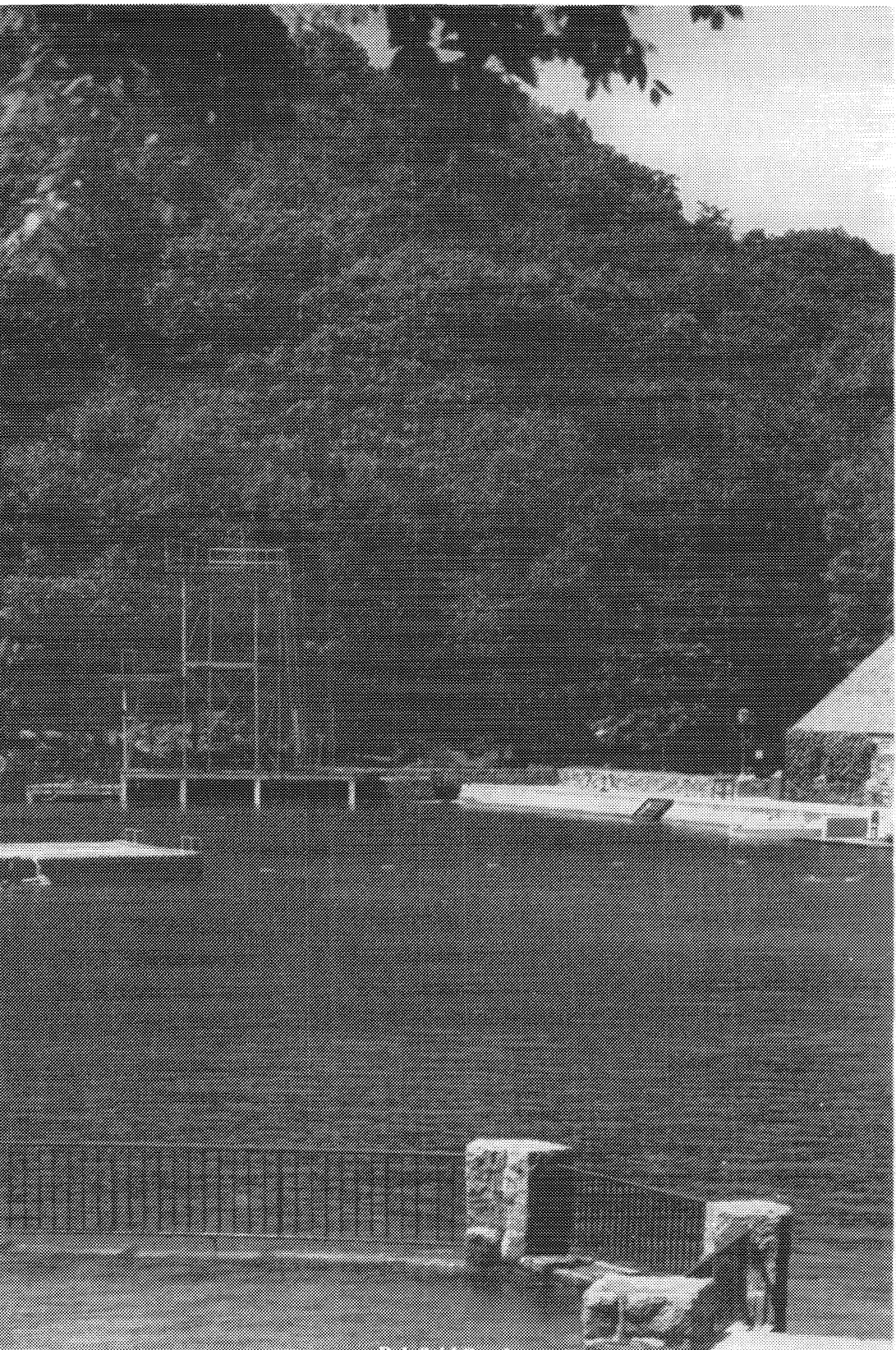
Col. John D. Billingsley, USA; B. S., M. E., M. B. A.
Professor and Head of the Department of Ordnance.
Office: 400 West Academic Building.

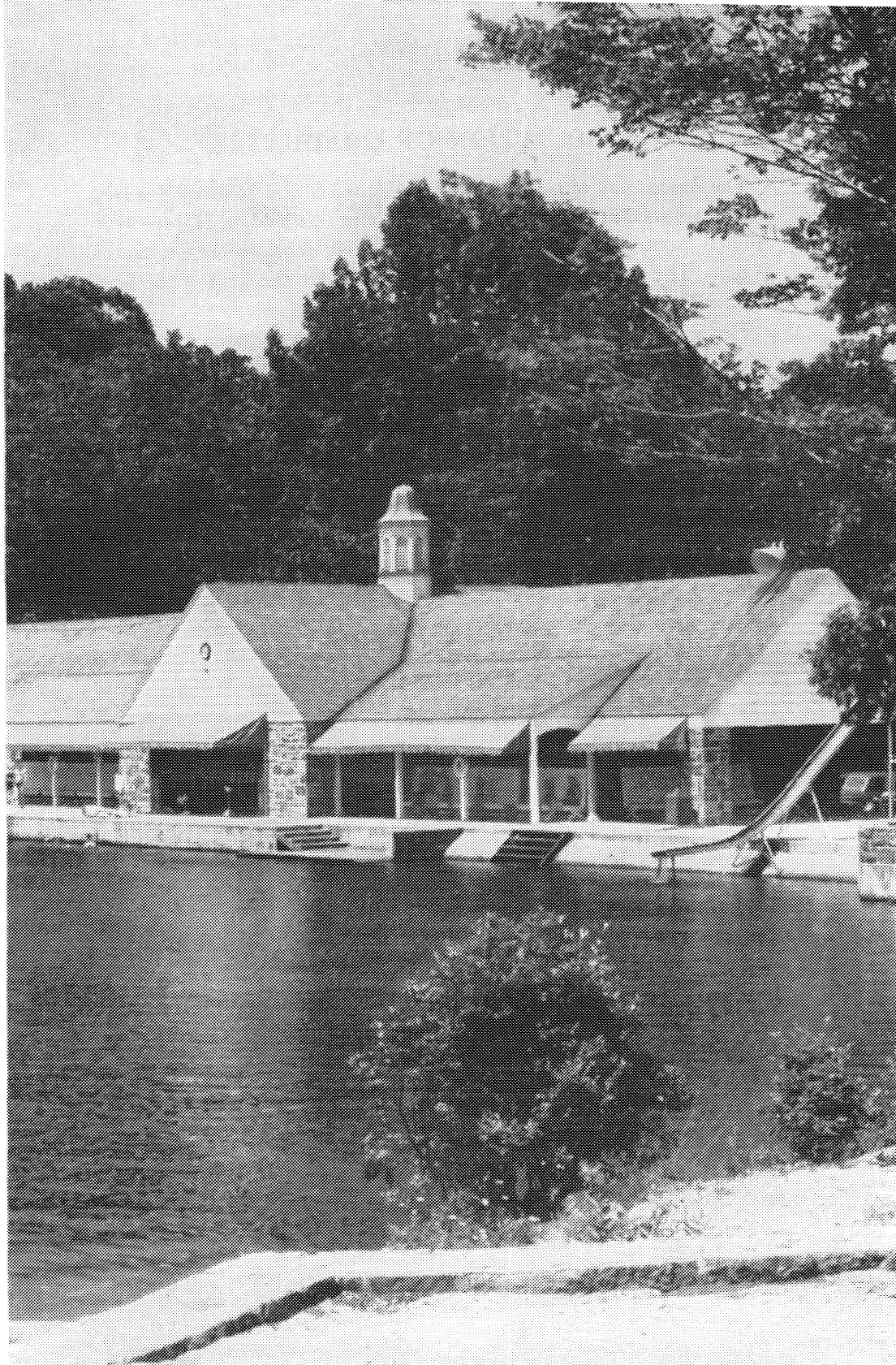
Col. Boyd W. Bartlett, USA; B. A., B. S., M. A., Ph. D., Sc. D.
Professor and Head of the Department of Electrical Engineering.
Office: 200 East Academic Building.

Col. George R. Stephens, USA; B. A., M. A., Ph. D.
Professor and Head of the Department of English.
Office: 420 West Academic Building.

Col. James B. Stapleton, MC; B. A., M. Hosp. Adm., M. D.
Professor and Head of the Department of Military Hygiene.
Office: Hospital, First Floor.

Col. Frederick M. Hinshaw, AG; B. S.
Adjutant General, and Secretary to the Board.
Office: Administration Building.





ASSOCIATION OF GRADUATES

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

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

Graduates, and former cadets who were honorably discharged after at least one academic term at the Academy, are eligible for membership. Over 93 percent of the approximately 14,728 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.

The Association's administrative organization consists of a President, five Vice Presidents, elected annually; a Secretary-Treasurer; and thirty-six Trustees, twelve of whom are elected annually for terms of 3 years.

Cooperating with the Association are the following autonomous West Point Societies:

ALABAMA

Birmingham

President: Horace Stringfellow, Jr., '15, 2150 Belfast Street, Montgomery.

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Secretary-Treasurer: John M. Sayler, '49, Diamond Construction Co., Box 647, Savannah.

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MISSOURI—Continued

St. Louis—Continued

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WASHINGTON

SEATTLE

President: Steven L. CONNER, '23, 7109 East Mercer Way, Mercer Island.

Secretary-Treasurer: JAMES B. NEWMAN, III, '42, 4735 East Marginal Way, Seattle 4.

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. Each candidate will be tested by the audiometer. 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 amibent 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.—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. 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. 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 and hyperphoria of more than 1 prism diopter, 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: visual acuity less than the standards set forth above; color blindness to a pronounced degree (unable to distinguish between a vivid red and a vivid green); complete or extensive destruction of the eyelids sufficient to impair protection of the eye from exposure; disfiguring cicatrices and adhesions of

the eyelids to each other or to the eyeball; inversion or eversion of the eyelids if uncorrectible; lagophthalmos, if extreme, ptosis interfering with vision; blepharospasm; chronic severe blepharitis; trichiasis; malignant tumors of lids or eyeballs; acute or chronic dacrocystitis; acute or chronic conjunctivitis, if more than mild; peterygium interfering with vision; acute or chronic keratitis; intractable or recurrent corneal ulcers; acute, chronic, or recurrent inflammation of the uveal tract (iris, ciliary body, or chroid); retinitis; detachment of the retina; neuroretinitis; optic neuritis; papilloedema; atrophy of the optic nerve; opacities of the lens or its capsule sufficient to reduce the acuity of vision below the minimum acceptable standard; progressive cataract of any degree; permanent strabismus of over 20° deviation; any degree of strabismus accompanied by diplopia; true nystagmus; glaucoma; night blindness due to organic disease of the eye; exophthalmos of a degree to interfere with proper closure of the eyelids and protection of the cornea; loss of one eye, anophthalmus.

c. Teeth.

(1) No candidate will be accepted unless he has a minimum of six serviceable masticating teeth (bicuspids 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. Body Build Measurements.

(1) Poor physical development, regardless of actual height and weight ratio, is a cause for rejection. 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 considered if 1 inch 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.

(2) 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.—Candidates under 18 years of age will be considered under the 18–20 years column of the above table.

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

ALABAMA

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

ARIZONA

Chandler—Williams AFB
Huachuca—Ft. Huachuca
Tucson—Davis Monthan AFB

ARKANSAS

Fort Smith—Camp Chaffee
Hot Springs, AN Hospital
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:
USNH, 8750 Mountain Boulevard
Oceanside—USNH, Santa Margarita Ranch, Camp Pendleton
Pleasanton—Parks AFB
Riverside—March AFB
Sacramento—Mather AFB
San Diego:
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—Fort Carson
Denver:
Fitzsimons AH
Lowry AFB

CONNECTICUT

New London—USN Sub Base

FLORIDA

Cocoa—Patrick AFB
Jacksonville—USNH, Naval Air Sta.
Key West—USNH
Miami—USMC Air Station
Panama City—Tyndall AFB
Pensacola—USNH
Valparaiso—Eglin AFB
Tampa—MacDill AFB

GEORGIA

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

HAWAII

Tripler AH

IDAHO

Mountain Home—Mountain Home AFB
Pocatello—USN Ord Plant

ILLINOIS

Bellesville—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

Hutchinson—USN Air Station
Junction City—Fort Riley
Fort Leavenworth

KENTUCKY

Fort Knox
Fort Campbell

LOUISIANA

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

AH—Army Hospital. AFB—Air Force Base. USNH—U. S. Naval Hospital.

HOSPITAL SHIPS

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

MAINE

Brunswick—USN Air Station
Limestone—Loring AFB
Bangor—Dow AFB
Portland—Recruiting Main Sta., Fort Williams
Presque Isle—Presque Isle AFB

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

MINNESOTA

Minneapolis—USN Air Station

MISSISSIPPI

Biloxi—Keesler AFB

MISSOURI

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

MONTANA

Butte—USN Rec Station
Great Falls—Malmstrom AFB

NEBRASKA

Lincoln—USN Air Station
Omaha—Offutt AFB

NEW HAMPSHIRE

Portsmouth—USNH

NEW JERSEY

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

NEW MEXICO

Albuquerque—USN Rec Station
Roswell—Walker AFB

NEW YORK

Brooklyn—U. S. Army Dispensary, NYPE, 58th Street & 1st Avenue
Buffalo—Recruiting Main Station
Fort Jay, Governors Island
Hempstead, L. I.—Mitchel AFB
Geneva—Sampson AFB
New York City:
Recruiting Main Station, 39 Whitehall 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
Raleigh—USN Rec Station

OHIO

Akron—USN Air Station
Columbus—Lockbourne AFB
Dayton—Wright-Patterson AFB

OKLAHOMA

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

OREGON

Astoria—USN Air Station
Portland—USN Rec Station

PENNSYLVANIA

Carlisle—Carlisle Barracks
Middletown—Olmstead AFB

AH—Army Hospital. AFB—Air Force Base. USNH—U. S. Naval Hospital.

PENNSYLVANIA—Continued

Philadelphia:
- U. S. Army Dispensary, Philadelphia Quartermaster Depot, 2800 South 20th Street
- USNH, 17th & Patterson Avenue

Phoenixville—Valley Forge AH
Pittsburgh—USN Rec Station

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—Ellsworth AFB

TENNESSEE

Fort Campbell
Memphis—USNH
Smyrna—Sewart AFB

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

TEXAS—Continued

Sherman—Perrin AFB
Waco—James Connally AFB
Wichita Falls—Sheppard AFB

UTAH

Ogden—Hill AFB
Salt Lake City—Recruiting Main Station, Fort Douglas

VIRGINIA

Accotink—Fort Belvoir
Hampton—Langley AFB and Fort Monroe
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)

AH—Army Hospital. AFB—Air Force Base. USNH—U. S. Naval Hospital.

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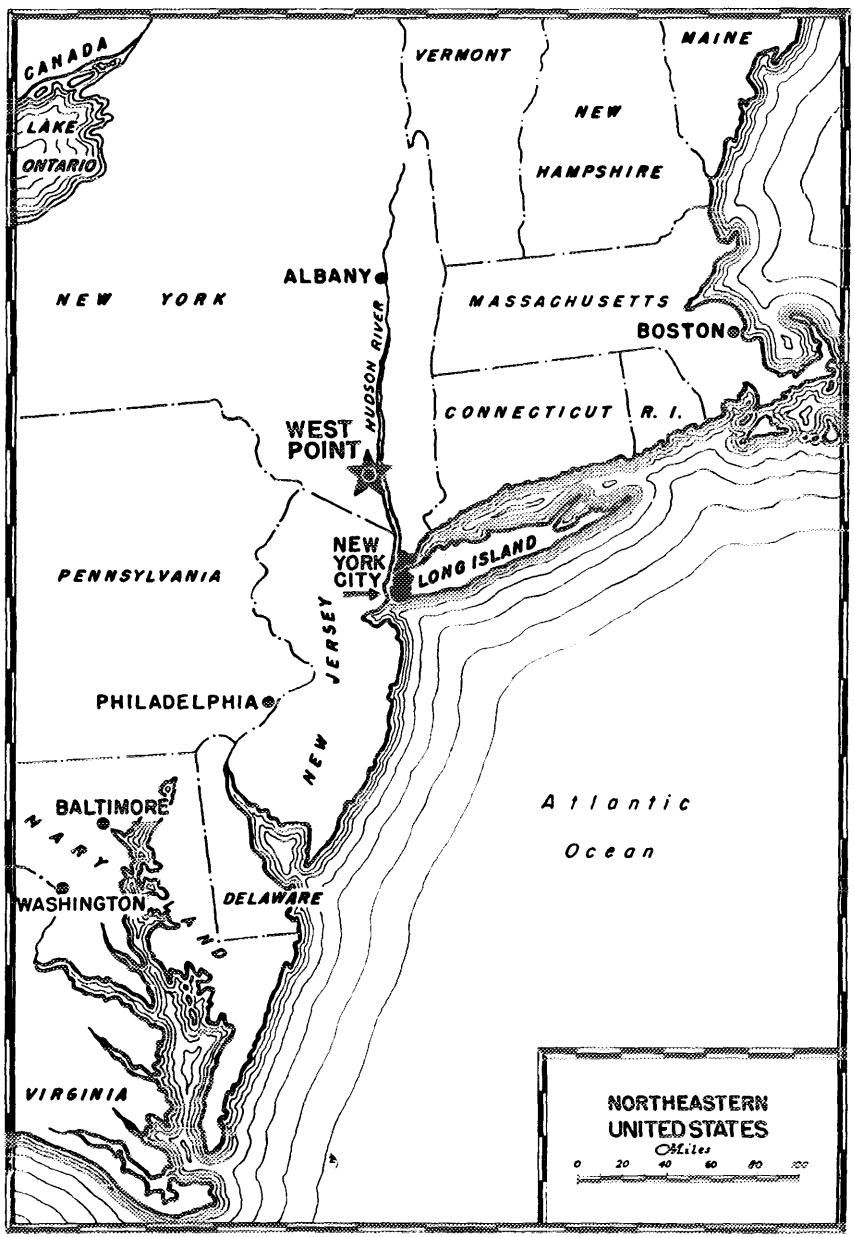
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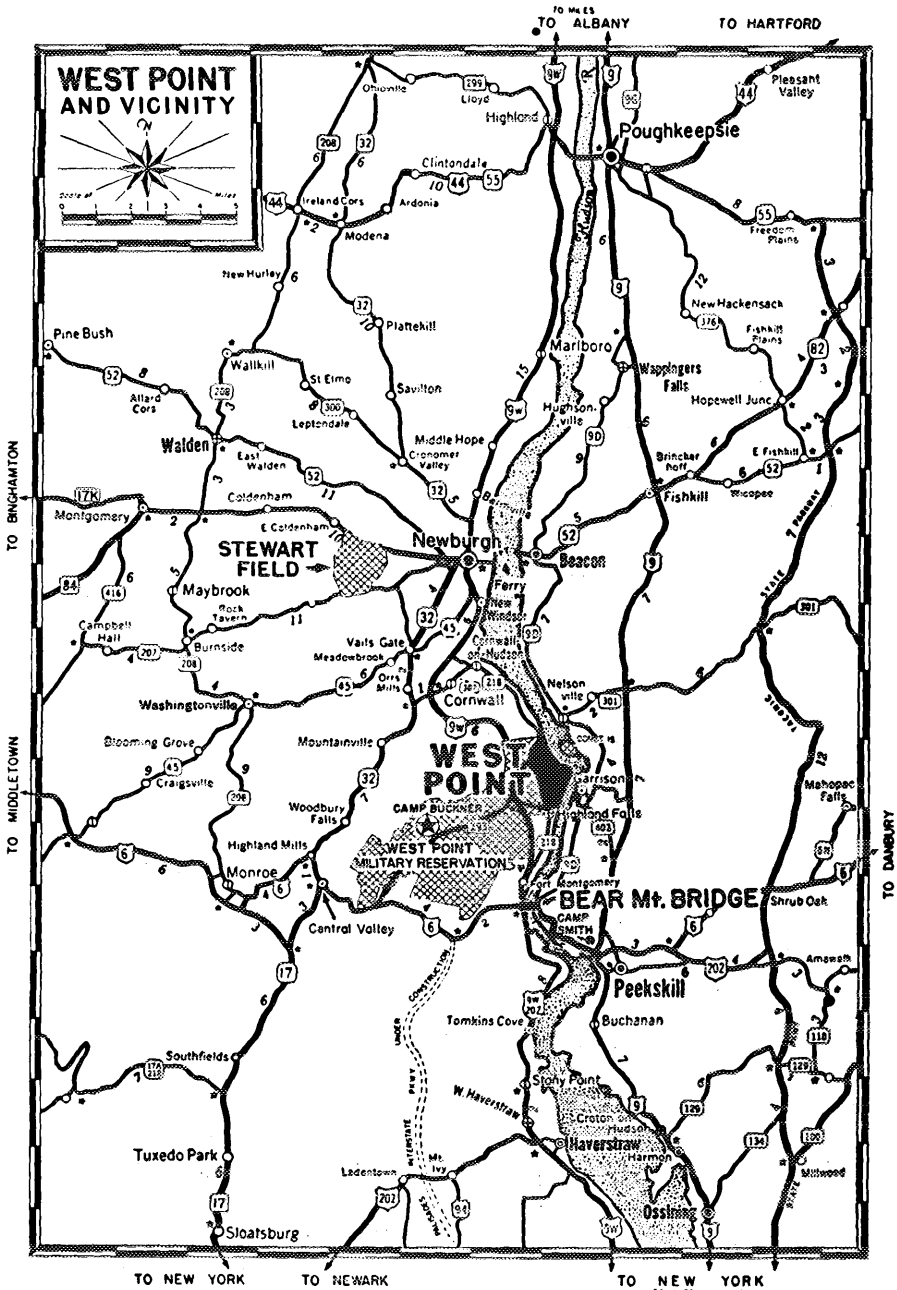
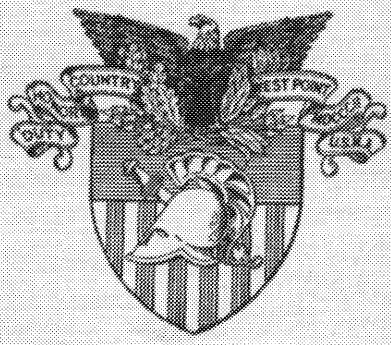

WEST POINT AND VICINITY
TO ALBANY
TO HARTFORD
Pleasant Valley
Poughkeepsie
Highland
Lloyd
Clintondale
Ireland Cors
Ardonia
Modena
Freedom Plains
New Hurley
Plattekill
New Hackensack
Fishkill Plains
Pine Bush
Marlboro
Wappingers Falls
Hopewell Junc
Wallkill
St Elmo
Savitton
Allard Cors
Leptondale
Hughsonville
Walden
East Walden
Middle Hope
Cronomer Valley
Brinckerhoff
E Fishkill
Fishkill
Wicopee
Coldenham
Montgomery
E Coldenham
Newburgh
Beacon
STEWART FIELD
Maybrook
Rock Tavern
Ferry
New Windsor
Campbell Hall
Burnside
Vails Gate
Meadowbrook
Cornwall on Hudson
Orrs Mills
Cornwall
Nelsonville
Washingtonville
Blooming Grove
Mountainville
WEST POINT
Garrison
Craigsville
Woodbury Falls
CAMP BUCKNER
Highland Falls
Mahopac Falls
WEST POINT MILITARY RESERVATION
Highland Mills
Monroe
Fort Montgomery
BEAR Mt. BRIDGE
Shrub Oak
Central Valley
CAMP SMITH
Amawalk
Peekskill
Tomkins Cove
Buchanan
Southfields
Stony Point
W. Haverstraw
Croton on Hudson
Haverstraw
Harmon
Tuxedo Park
Ladentown
Mt. Ivy
Millwood
Ossining
Sloatsburg
TO BINGHAMTON
TO MIDDLETOWN
TO DANBURY
TO NEW YORK
TO NEWARK
TO NEW YORK
30 MILES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