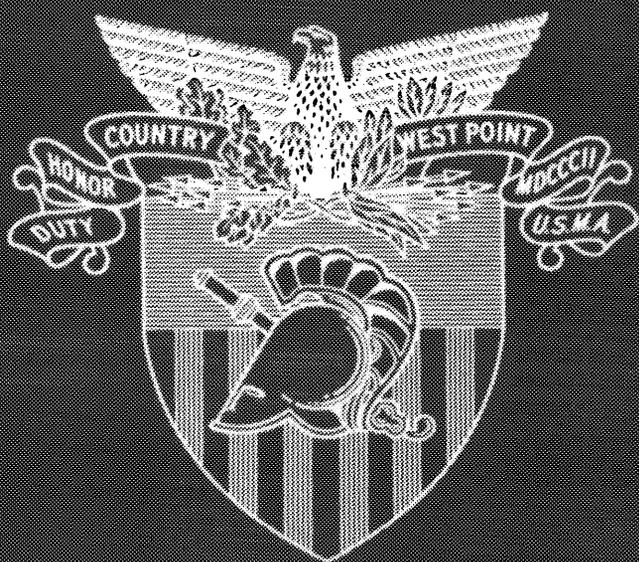


UNITED STATES MILITARY ACADEMY

WEST POINT NEW YORK



ONE HUNDRED AND FIFTY-SEVENTH YEAR

CATALOGUE

1958

1959

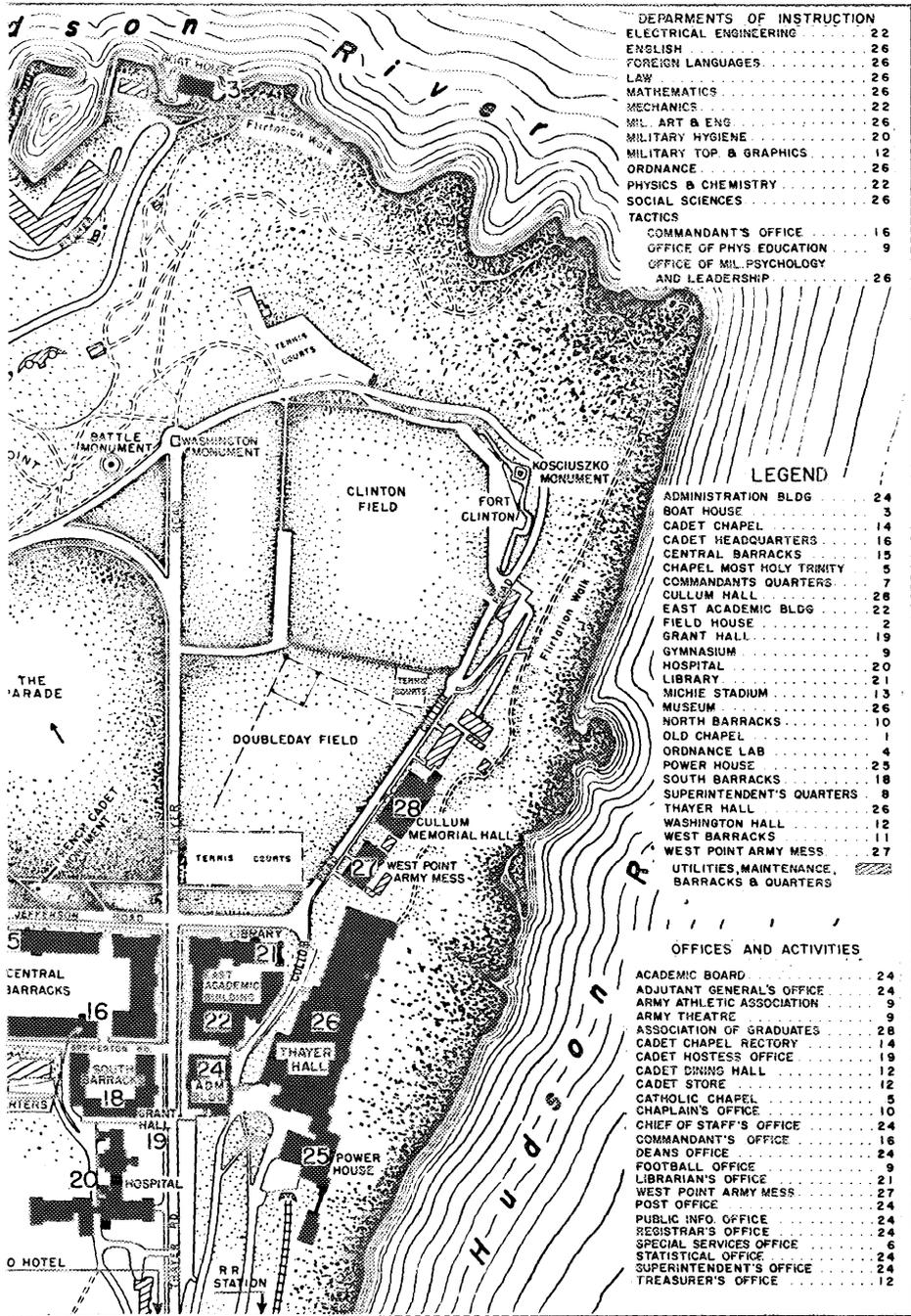
CATALOGUE
of the
UNITED STATES
MILITARY ACADEMY

One Hundred and Fifty-seventh Year

1958–1959



*United States Government Printing Office
Washington : 1958*





Battle Monument

CATALOGUE
of the
UNITED STATES
MILITARY ACADEMY
1958-1959

HEADQUARTERS,
DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C., 29 May 1958

The following publication, entitled "Catalogue of the United States Military Academy, 1958-1959," is published for the information of all concerned.

[AG 351.27 (6 Feb 58)]

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	CLL	Corps
ACSI	CMH	Div
DCSOPS	OCSpWar	Brig
DCSLOG	TIG	Regt/Gp/bg
ACSRC	TJAG	Bn
CAMG	Technical Stf, DA	RMS
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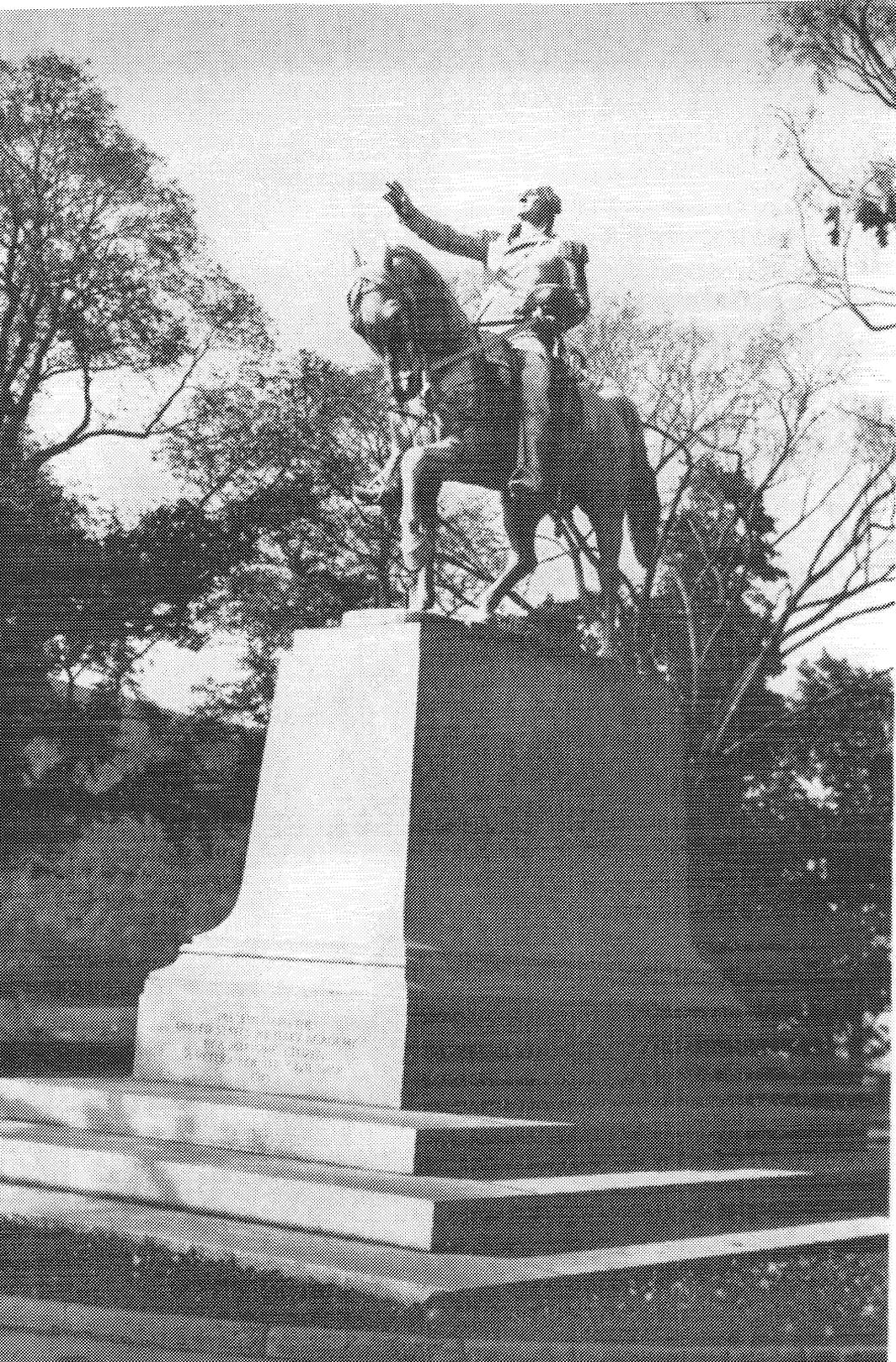
NG: None.

USAR: Same as Active Army.

For explanation of abbreviations used, see AR 320-50.

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CALENDAR FOR 1958-59

1958

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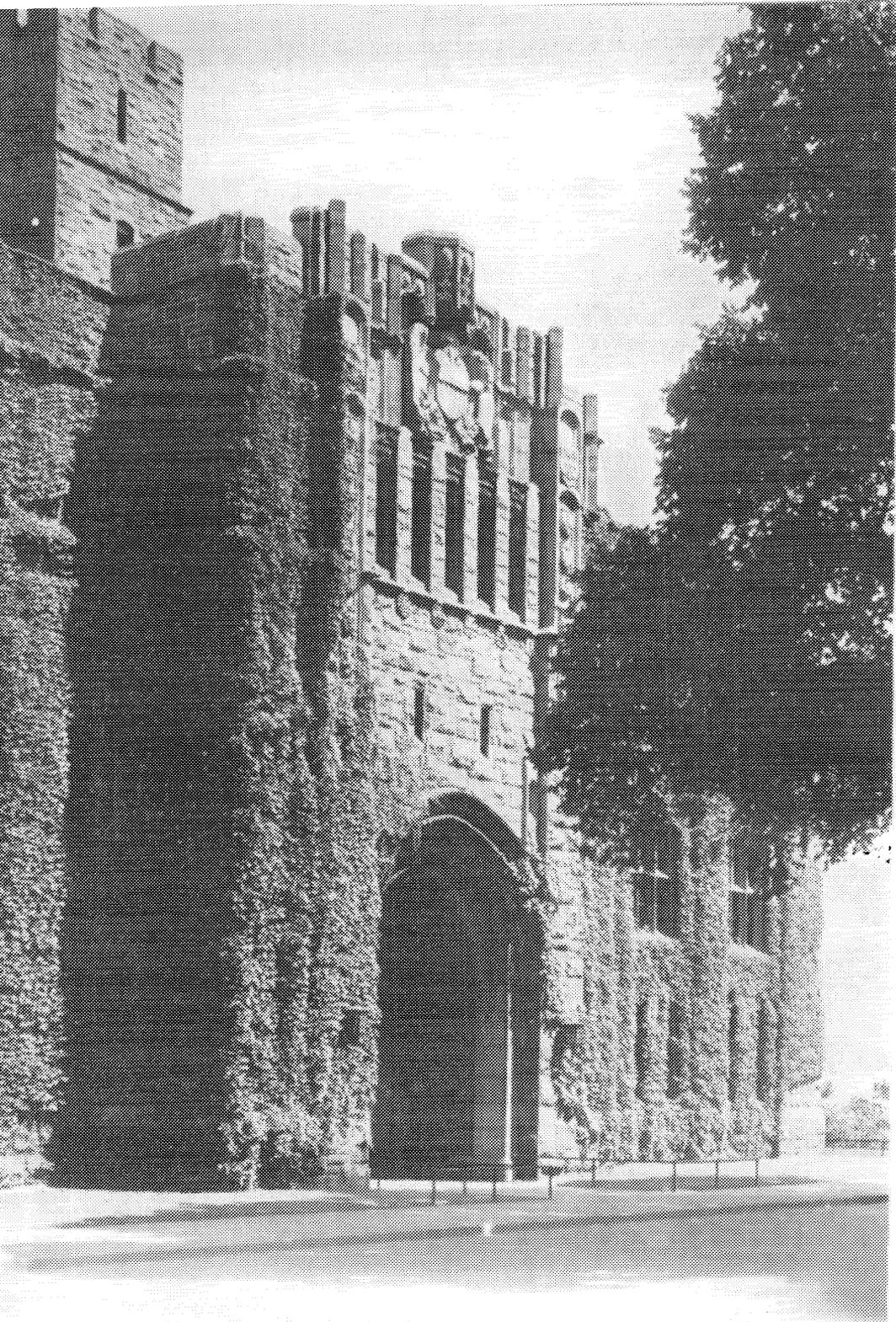
ACADEMIC CALENDAR, 1958-59

1958

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

1959

4 JANUARY	<i>Sunday</i>	Christmas leave for three upper classes ends at 6:00 P. M.
15 JANUARY	<i>Thursday</i>	Ex-cadets report for readmission.
17 JANUARY	<i>Saturday</i>	First term ends at 12:00 noon.
19 JANUARY	<i>Monday</i>	Second term begins. Term-end examinations begin.
21 JANUARY	<i>Wednesday</i>	Term-end examinations completed.
23 FEBRUARY	<i>Monday</i>	Washington's Birthday. Classes suspended.
11 MARCH	<i>Wednesday</i>	Medical, physical aptitude, and preferred series of College Entrance Examination Board tests begin at designated military installations (see p. 31.)
26 MARCH	<i>Thursday</i>	Spring leave for three upper classes begins at 3:15 P. M.
29 MARCH	<i>Sunday</i>	Spring leave for three upper classes ends at 6:00 P. M.
31 MARCH	<i>Tuesday</i>	Re-examination of ex-cadets.
28 MAY	<i>Thursday</i>	Second term ends.
29 MAY	<i>Friday</i>	Term-end examinations begin.
30 MAY	<i>Saturday</i>	Memorial Day. Duties suspended.
31 MAY	<i>Sunday</i>	Baccalaureate Sunday.
1 JUNE	<i>Monday</i>	Term-end examinations completed.
3 JUNE	<i>Wednesday</i>	Graduation.
9 JUNE	<i>Tuesday</i>	Special medical, physical aptitude, and College Entrance Examination Board tests begin at West Point for candidates applying for admission July 7.
7 JULY	<i>Tuesday</i>	New Fourth Class enters.



Administration Building

ADMINISTRATION

The United States Military Academy is under the jurisdiction of the Deputy Chief of Staff for Military Operations, Department of the Army, who exercises direct supervision and control of the Military Academy for the Chief of Staff, United States Army, and the Secretary of the Army.

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.

CAPT. EDWARD C. GILLETTE, III, ARTY.

Office: Administration Building.

Chief of Staff: COL. CHARLES M. MOUNT, JR., GS.

Office: Administration Building.

Dean of Academic Board: BRIG. GEN. GERALD A. COUNTS, 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, artilleryists, and trained engineers, made the military and political leaders of the day energetic backers of a military academy. The earliest proposal was in 1776 by Colonel Henry Knox who recommended "An Academy established on a liberal plan . . . where the whole theory and practice of fortification and gunnery should be taught." The papers of General Benjamin Lincoln, General Jedediah Huntington, Secretary of War Timothy Pickering, John Adams, Alexander Hamilton, and George Washington mention time and again the need for an academy. In his annual messages to Congress, Washington always included a plea that the Congress provide facilities for the study of military art. In 1797 in his eighth annual message, for example, he said:

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

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

ture, 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 insured 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 thorough-going 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.

One recent change in curricular emphasis may be found in the Program of Studies in National Security. The general object of this program is the orientation of all courses, both military and academic, to the problem of national security today; the more pertinent courses have been co-ordinated and their direction and emphasis brought into common focus.

Major attention is devoted to keeping the courses in phase with modern technological advances particularly in the area of guided missiles and the atomic impact on the art of war.

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 development of character and integrity in the members of the Corps of Cadets is a basic objective of the United States Military Academy. The Cadet Honor Code and System is officially recognized as a primary means by which this character development is accomplished.

Since the earliest days of recorded history, the requirement for integrity in the military leader has been universally recognized. Colonel Sylvanus Thayer, the father of the Military Academy, determined that the Military Academy should produce graduates possessing leadership integrated with excellence of character and excellence of knowledge. Since his day an Honor Code and System has been fostered by the authorities of the Military Academy and zealously maintained by the Corps of Cadets. General MacArthur, shortly after World War I, was instrumental in formalizing the Honor Code and System and making it an officially recognized tool for the building of character. Today, the Honor Code is the proudest possession of the United States Corps of Cadets and of the "Long Gray Line" of graduates.

The Cadet Honor Code requires complete integrity in both word and deed of all members of the Corps of Cadets and permits no deviation from those standards. Not only is the cadet expected to tell the truth on all occasions, but he also avoids quibbling or evasive statements. In the classroom a cadet does his own work. He will neither cheat, nor will he take unfair advantage of his classmates. The maintenance of these high honor standards is the responsibility of each cadet and each cadet is expected to report himself or any other cadet for violations of the Honor Code. These exacting standards are complied with to the letter, and if any cadet violates them he is immediately discharged from the Corps of Cadets.

The Honor System is an integral part of the Honor Code and in its simplest form is the method by which the Honor Code is applied to the highly organized life of a cadet. As an example, cadets may leave their rooms simply by marking their absence cards. This marking is accepted as the cadet's word that his absence is authorized and that he is not violating certain regulations. Cadets are also often required to indicate by signature that they have complied with official instructions. All of these devices are part of the Honor System and result in the cadet's making decisions based solely on his sense of honor many times a day during

his entire four years at the Academy. This constant stress on honor soon trains the cadet to live automatically by the most rigid standards of honor, making the honorable decision almost by reflex.

For its success the Honor Code depends upon the Corps of Cadets. Each year the cadets select from among the First Class an Honor Committee that interprets the Code to the Corps, explains the principles upon which it is based, and guards against violation of the Code. Its procedures are codified, and its members have responsible authority. One of its most important tasks is to supervise the indoctrination of the new cadets in the principles of the Code. The indoctrination is intensive, commencing the day the new cadets arrive at West Point and continuing until after the beginning of academic classes in the fall. It includes informal discussions, as well as scheduled lectures. It is soon apparent to new cadets that all cadets share an inherent pride in constantly abiding by the Code. The realization that they are assumed to be willing to accept and adhere to the Code creates in new cadets an intense and prideful desire to play an active part in the Honor System. This realization, combined with the indoctrination program, results in raising the varying moral standards of an entering class to the common high plane which the Corps of Cadets has established.

Another major responsibility of the Honor Committee is to guard against the appearance of practices which are inconsistent with the Honor Code, thus insuring that the high standards of the code are maintained and perpetuated. 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. Through the course of this investigation, the rights of the cadets are protected in accordance with the prescriptions of the Uniform Code of Military Justice.

The devotion of the Corps of Cadets to the Honor Code is very strong. In the opinion of both cadets and graduates, it is the most vital part of their training and education at the Military Academy and makes the most lasting impression. The almost sacred regard of the Corps for its Honor Code is best exemplified by the words of the Cadet Prayer which states in part: "Make us to choose the harder right instead of the easier wrong, and never to be content with a half truth. . . . Endow us with courage that is born of loyalty to all that is noble and worthy, that scorns to compromise with vice and injustice and knows no fear when truth and right are in jeopardy. . . . Help us to maintain the honor of the Corps untarnished and unsullied, and to show forth in our lives the ideals of West Point in doing our duty to Thee and to our country. . . ."



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 45, 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: in order to be authorized to be examined for entrance an individual must first 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, marital status, character, and motivation, 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 for the serious, fast-moving, educational courses at the Military Academy normally is evidenced by the candidate's graduation from high school, with satisfactory completion of a four-year program of sound college-preparatory courses which should include at least 3 years of mathematics, 1 year of a laboratory science, 4 years of English, 2 years of a foreign language, and 1 year of United States History. These secondary school requirements are explained in detail 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, N. Y.

or to

The College Entrance Examination Board
P. O. Box 592
Princeton, N. J.

or to

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

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 page 32.

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 best qualified candidates in each competitive category. 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.

In some cases Congressmen ask the Military Academy to select the

best qualified of their nominees. In such cases these Congressional nominees will be subject to the same examination procedures as are required for competitive candidates.

A candidate who has completed satisfactorily his secondary school education 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.

A noncompetitive candidate who has completed satisfactorily his secondary school education and who has 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 (including Congressional competitor), 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 14, 1959) of the College Board tests at military posts.

A special administration of the College Board tests and of the medical and physical aptitude tests is conducted at West Point in June for non-competitive 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 each candidate booklets describing the tests for which he registers.

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 36-37. 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 37-39.

Six to seven weeks after a candidate has completed the required mental, medical, and physical aptitude tests, he will be advised whether he is

qualified for admission; if so, whether he has been selected to fill the vacancy for which he was nominated; and, if so selected and appointed, will be authorized to report to West Point on the first Tuesday in July. At that time he will be sworn in as a cadet 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 4 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 2,496 cadetships authorized at the Military Academy are allocated to sources of nomination as follows:

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

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

2. NOMINATING PROCEDURES

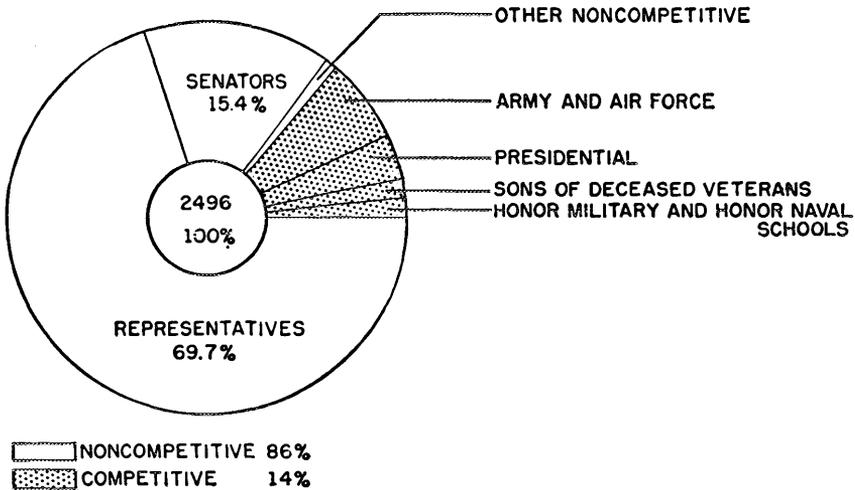
Before a young man may be authorized to take the complete set of entrance examinations—mental, medical, and physical aptitude—to qualify for a cadetship, he must apply for and obtain an official nomination to the Military Academy from one of the nominating authorities listed in paragraph 1 above and covered more fully in paragraph 3 below. Information as to available vacancies may be obtained from The Adjutant General, Department of the Army, Washington 25, D. C. More than one candidate will normally be nominated for each vacant cadetship: for each noncompetitive vacancy four candidates may be nominated; for the competitive vacancies the number of nominees is given in the following paragraph. 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 extracurricular 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 as early as possible. 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 40.

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. In some cases Congressmen may ask the Military Academy to select the best qualified of their nominees. For such Congressional nominees, the examination procedures are the same as for competitive candidates. 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 the best qualified candidates within each category. A candidate for one of these vacancies can qualify only by taking the mental, physical aptitude, and medical examinations at a designated military station in March. Failure of a competitive candidate to report for or complete the March entrance examinations—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) cadships 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

* 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.

fifteenth birthday; a copy of the order of court decreeing adoption, duly certified by the clerk of the court, must accompany the application.

(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.

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 recommendation 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

In addition to obtaining a nomination as outlined in the preceding section, each young man must meet certain general requirements as to age, citizenship, marital status, character, and motivation for a military career, and must pass tests to determine his mental, medical, and physical aptitude qualifications. These requirements and tests are explained in this section.

1. GENERAL REQUIREMENTS

a. Age. On July 1 of the year he is to be 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 those appointed specifically as foreign cadets.

c. 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.

d. Character. Every candidate must be of good moral character.

e. Motivation. A candidate should have a strong desire to become a West Point cadet and pursue a military career. Experience has indicated that lack of motivation frequently results in failure to remain at the Academy.

f. Educational Requirements. A candidate should have satisfactorily completed a secondary school education. Furthermore, he must meet USMA admission standards on certain College Board tests. (See par. 5, Sec. III.)

g. Physical Condition. A candidate must be physically fit as measured by the physical aptitude and medical examinations. The height of a candidate should fall within the range 66 to 78 inches inclusive. The

weight of a candidate must be within certain limits which depend upon his height. (See app. I.) A candidate whose height is above the maximum or less than 2 inches below the minimum standards, who is otherwise qualified, and who (a) possesses exceptional education qualifications; or (b) has an outstanding military record; or (c) has demonstrated outstanding abilities may, upon the recommendation of the Superintendent, U. S. Military Academy, and The Surgeon General, be granted waiver of the height requirement.

2. INSTRUCTIONS ON PROCEDURES

a. 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 submission of transcripts of scholastic records and other personal history data.

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

c. 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. On the College Board application form the candidate should request that his scores be sent to the United States Military Academy.

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

e. 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 whether he has been selected to fill the vacancy for which he has been nominated.

3. PREVIOUS EDUCATION

The kind and amount of preparation a candidate brings to the Academy are of vital importance to his successful pursuit of the academic courses at West Point. Once the academic year begins, the pace is rapid and basic knowledge of fundamental secondary school subjects is assumed. A well-prepared cadet, therefore, finds himself in an enviable position.

Each candidate must submit his complete educational record, for in determining a candidate's qualification for admission, the Military Academy considers his entire scholastic record, as well as his performances on the prescribed tests of the College Entrance Examination Board and his medical and physical aptitude examinations. The record should show that he has graduated (or will have done so by the time of his admission) from a secondary school, with satisfactory grades totaling 15 units credit. (A unit credit is interpreted as satisfactory completion in secondary school of a standard academic year's study of a course.) The

prospective candidate should have a record of academic accomplishments. He should have pursued substantial courses. He should have received at least good, but preferably excellent, grades.

The majority of candidates admitted to the Military Academy enter directly from secondary schools. 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 mentally for admission without intensive cramming or special preparation. Experience has shown that in order to begin and to pursue successfully the academic courses at the Military Academy, a candidate should have completed 3 years of mathematics, 4 years of English, 2 years of a foreign language, a year of a laboratory science, and a year of United States history. Additional courses in the mathematical sciences, social sciences, and the humanities should be selected to bring the total to at least the 15 units credit mentioned above. In selecting the additional courses the candidate should bear in mind the fact that the Academy grants the degree of bachelor of science.

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. The undergraduate courses thus pursued by the candidate should be substantial ones which will further prepare the candidate for the rapid pace and high standards of academic accomplishment expected at West Point.

For the guidance of prospective candidates and their counselors the recommended minimum coverages in English, mathematics, foreign languages, science, and United States history are shown in the following paragraphs.

ENGLISH

Mission of the USMA English Courses

The courses in English at the Military Academy have two major objectives: (1) to teach the cadet how to organize his ideas so that he will be able to express them in clear and effective writing and speaking, and (2) to help the cadet to an appreciative knowledge of the world's great literature and to acquaint him with current thinking on great modern issues so that he will be capable of enlightened leadership. See Department of English, page 52.

Recommended Topics for Preparation in Composition and Literature

The following lists of topics desirable in secondary school courses are intended to be suggestive rather than prescriptive or exhaustive:

Composition

Grammar.

Mechanics of writing, including idiomatic expressions, spelling, and punctuation.

Types of paragraphs and methods of developing paragraphs.

Forms of discourse.

Organization of themes.

The writing of précis, paraphrases, and summaries.

Practice in speechmaking or debating.

The use of the library.

Literature

Ability to read with reasonable speed and good comprehension.

Familiarity with major patterns of writing, such as the essay, the drama, the short story, the novel, etc.

Some acquaintance with poetic forms, such as epic, narrative, dramatic monologue, ode, sonnet, etc.

Some familiarity with meters, stanza forms, and figures of speech.

Acquaintance with several plays of Shakespeare.

Readings of representative English novelists and essayists.

Readings of representative American novelists and essayists.

MATHEMATICS

Mission of USMA Mathematics Courses

The courses in mathematics at the Military Academy are designed to give each cadet the mathematical education essential to his progressive and continuing development throughout a lifetime career as an officer of the Regular Army. As a corollary to this mission, the teaching objectives of the mathematics courses are to develop in all cadets: (1) mastery of reasoning processes; (2) facility in practical applications of mathematics; and (3) knowledge of the role of mathematics in warfare. The course in mathematics at the Military Academy is concentrated and thorough. It assumes a careful preparation in the fundamental topics normally presented in Elementary and Intermediate Algebra and in Plane Geometry. See Department of Mathematics, page 56.

Recommended Topics for Preparation in Algebra

Emphasis in this area is placed on the following qualifications: (1) firm grounding in basic concepts and definitions; (2) a facility with basic techniques; and (3) the ability to apply logical analysis to the solution of problems.

The following list of topics is not intended as a complete outline for the recommended preparatory course, but rather is intended to emphasize particular topics, and to insure the consideration of others:

- Applications of the fundamental operations.
- Special products and factors.
- Operations with fractions.
- Radicals; fractional and negative exponents.
- Systems of linear and quadratic equations.
- Rectangular coordinates; the graphing of linear and quadratic equations in one and two variables.
- Ratio, proportion, variation.
- Common logarithms and applications.
- Progressions, arithmetic and geometric.
- The binomial theorem; the binomial formula with fractional and negative exponents.
- Mathematical induction.
- Elementary numerical trigonometry.

Recommended Topics for Preparation in Geometry

As with algebra, careful preparation in the fundamentals of Plane Geometry is assumed. The candidate should possess: (1) a knowledge of the basic concepts, definitions, and theorems of Plane Geometry; (2) an acceptable understanding of the nature of direct and indirect proof, and a facility with careful deductive reasoning as evidenced by his ability to prove standard theorems; and (3) familiarity with the geometric properties of common plane figures.

The following is a list of the recommended topics in Plane Geometry:

- Congruency theorems, and related theorems on triangles.
- Inequalities of lines and angles.
- Parallel and perpendicular lines.
- Properties of quadrilaterals.
- Circles: chords, central angles, arcs, tangents, secants.
- Concurrent lines.
- Similar triangles.
- Areas of polygons.
- Constructions.
- The area of a circle as a limit.

FOREIGN LANGUAGES

Mission of USMA Foreign Language Courses

The three objectives of each of the foreign language courses at the Military Academy are: (1) to give each cadet practical instruction in one foreign language to enable him to speak, understand, read, and write

that language in ordinary use; (2) to lay the foundation for future development by the student in that language; and (3) to awaken the student's interest in the culture, customs, and ways of thought of the peoples who use the language, in order to improve the student's concept of international understanding.

Selection of the Language To Be Studied

Standard courses in five modern languages are offered at West Point: French, German, Portuguese, Russian, and Spanish. Each cadet studies one of these languages during his first two years at the Academy. Cadets are normally assigned to study the language of their choice, but it is sometimes necessary to assign a cadet to the language of second choice, in cases where quotas are oversubscribed. Advance courses are conducted (during the same time and in lieu of the standard courses) in French, German, and Spanish for those who qualify in a special placement examination consisting of several written parts, a dictation, aural comprehension test, a passage to be read aloud, and oral replies to a number of simple questions in the language. A minimum of 2 years of high school study of the language or 1 year of college study is the prerequisite for consideration for the advanced course. Cadets who have completed 2 years of high school study but who fail to qualify for the advanced course may normally take the standard course in the same language. Cadets having more than 2 years of previous high school study or more than 1 year of college study must, if they do not qualify for the advanced course in that language, select another language for study at the Military Academy. See Department of Foreign Languages, page 54.

Methods of Instruction at USMA

The foreign language courses at the Military Academy stress the speaking and understanding of the spoken language. Early in the courses, written and oral work is almost exclusively in the foreign language. The rapid pace of each of the courses and the oral-auditory emphasis provide a definite challenge, even for those cadets who have had previous study.

Recommended Preparation in Foreign Languages

Two years of high school study of any language, including Latin, will normally prove a helpful background for any of the languages taught at West Point. Those interested in taking one of the advanced courses at West Point would do well to take three years of the same language before entering the Military Academy (French, German, or Spanish). For those interested in studying Portuguese at the Military Academy, previous courses in Latin and/or Spanish are advisable. For those desiring to study Russian at West Point, courses in either Latin or German, or preferably both, are recommended. (If previous Russian study is possible, it would,

of course, provide the best preparation.) Regardless of the language studied, candidates should concentrate on the basic organization of the language, including word forms and functions and sentence structure; on basic vocabulary to include the common idiomatic expressions; and on accurate pronunciation and proper intonation in word groups and sentences. Courses offering extensive practice in speaking and aural comprehension, without ignoring the fundamentals of the language, should provide excellent preparation for the courses at the Military Academy.

SCIENCE AND ENGINEERING

Mission of USMA Science and Engineering Courses

Education and training in science and engineering at the Military Academy are designed to meet the modern Army's need for officers with a broad scientific and technical background. Emphasis is placed on mastering fundamental laws and concepts, applying these to practical engineering problems, and keeping abreast of new scientific developments. The impact of modern science on the organization, equipment, and operations of the Army has been reflected in the nature and scope of the Academy's science curriculum. See Department of Electrical Engineering, page 51; Department of Mechanics, page 60; Department of Military Art and Engineering, page 62; Department of Military Topography and Graphics, page 64; Department of Ordnance Engineering, page 65; Department of Physics and Chemistry, page 66.

Recommended Preparation in Science and Engineering

Preparation for the science and engineering courses presented at the Academy should include, as a minimum, a standard secondary school course (including laboratory) in general science, physics, or chemistry. Experience has indicated the desirability of including all three of these courses in secondary school preparation.

HISTORY OF THE UNITED STATES

Recommended Preparation in History

The candidate should complete a course of at least one year in the History of the United States. It is also highly desirable that he have had courses in American Problems and in Civics. Courses preparing a student for reasonable achievement on the College Entrance Examination Board test in the Social Studies should provide an adequate background.

By demonstrating proficiency in an examination on the subject matter of the third-year course in the History of Modern Europe and America, certain cadets are permitted, in lieu of that course, to study Middle East History and the History of Russia. Hence a course in European history in high school should help the student to qualify for these broadening

courses in his later education experience at USMA. See Department of Social Sciences, page 67.

Recommended Topics for Preparation in U. S. History

Within the field of the History of the United States, the candidate should know the facts and understand the chronological and other relationships concerning the major developments in American History to include:

- Settlement and growth of the English Colonies.
- The American Revolution.
- Growth of American democratic institutions.
- Expansion of the United States.
- The Civil War.
- Economic development of the United States.
- Growth of American Social and Cultural patterns.
- International Relations.

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 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 33, 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, N. Y.

or to

The College Entrance Examination Board
P. O. Box 592
Princeton, N. J.

or to

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

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

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

b. Physical. A candidate's physical qualification for admission to the Military Academy is determined by two examinations: by a thorough medical examination to ensure that he is in good health and has no physical defects; and by a series of tests of physical aptitude to ensure that he has the required strength, coordination, muscular power, endurance, speed, and agility. Scope of medical examinations is given in paragraph 6, pages 36-37; of the physical aptitude tests in paragraph 7, pages 37-39. These medical and physical aptitude examinations are given only in March and only at these military stations:

Army Base, Boston, Mass.

Fort Jay, Governors Island, N. Y.

Walter Reed Army Medical Center, Washington, D. C.

Fort Bragg, N. C.

Fort McPherson, Ga.

Fort Benning, Ga.

Fort Knox, Ky.

Fort Sheridan, Ill.

Keesler Air Force Base, Biloxi, Miss.

Valley Forge Army Hospital, Phoenixville, Pa.

Fort Belvoir, Va.

Fort Leavenworth, Kans.

Fort Sill, Okla.

Brooke Army Medical Center, Fort Sam Houston, Tex.

Fitzsimons Army Hospital, Denver, Colo.

William Beaumont Army Hospital, Fort Bliss, Tex.

Madigan Army Hospital, Fort Lewis, Wash.

Letterman Army Hospital, Presidio of San Francisco, Calif.

Tripler Army Hospital, T. H.

Fort Brooke, P. R.

Fort Clayton, C. Z.

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. 26, page 25) to report for examination at the military station nearest his home on Wednesday, March 11. The medical examination and physical aptitude tests are given first and should be completed by Friday afternoon. On Saturday, March 14, the College Board tests will be given at these military stations. 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 also 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.

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. 3a, 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 should be in addition to a secondary school record of satisfactory performance as described in paragraph 3 on pages 25-31.

In determining acceptability of a college record, the Military Academy considers the entire scholastic performance of the candidate. Low marks,



West Point from the East Bank of the Hudson

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 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 best qualified candidates in that category. 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 *b* 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 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. Multiple Nominations. A candidate holding more than one nomination, one or more of which is competitive, 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. Renominations.

- (1) *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 nomination* and will not be required to take further mental examinations.

- (2) *Previous failure.* A renominated candidate who has previously failed on one or more of the mental tests submitted for qualification 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.

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

6. TYPES OF MEDICAL EXAMINATIONS

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 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 146-148, 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.

Results of preliminary physical examinations are distributed to The Surgeon General, Department of the Army, the Superintendent of the

Military Academy, and to the individual requesting the preliminary physical examination. It is not necessary for the candidate or his sponsor to request a waiver of minor defects. Headquarters, Department of the Army, will automatically review the report of medical examination of a candidate who is reported as physically disqualified and determine whether or not a waiver will be granted. Waivers for defects of visual acuity or refractions below prescribed standards will not be granted.

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, even though qualified in a previous year, is required to undergo a thorough medical examination. Physical examination requirements are indicated in appendix I.

A candidate whose height is above the maximum or less than 2 inches below the minimum standards, who is otherwise qualified, and who (a) possesses exceptional educational qualifications; or (b) has an outstanding military record; or (c) has demonstrated outstanding abilities may, upon the recommendation of the Superintendent, U. S. Military Academy, and The Surgeon General, be granted waiver of the height requirement.

Medical examinations are given in March at the military stations listed in paragraph 4*b*, page 32, at the same time as the physical aptitude tests and a 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*, page 33.

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 EXAMINATION: SPECIFIC REQUIREMENTS

a. Required Examinations. Each candidate is required to take a one-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.

- (1) Basketball Throw for distance using a regulation
basketball..... 65 feet.

- (2) Basketball Throw (modified) 50 feet.
Regulation basketball is thrown overhand for distance from the kneeling position.
- (3) Broad Jump for distance, standing 6 feet 9 inches.
- (4) Broad Jump for distance, three in succession 21½ feet.
Standing start with 3 successive broad jumps.
- (5) 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.
- (6) 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.
- (7) Dodge run 26 seconds.
A run through a maze placed on a gymnasium floor.
- (8) 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.
- (9) Hurdle run 39 seconds.
A run through a maze placed on a gymnasium floor.
- (10) Medicine Ball Put 35 feet.
A 6-pound medicine ball is put using the same movement as required for a shotput.
- (11) Pull-ups 3 times.
Chinning oneself on a horizontal bar, grasping bar with back of hand toward face.
- (12) Push-ups 20 times.
Standard push-ups starting from the leaning rest position.
- (13) 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.
- (14) Sit-ups (2 minutes) 34 times.
These are to be performed with a partner holding the feet.
- (15) 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.

- (16) Softball Throw 145 feet.
For distance using a regulation softball (12-inch circumference).
- (17) 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.
- (18) Running 300 yards on indoor track 46½ seconds.
11 laps to the mile.
- (19) 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.
- (20) Vault for height, standing 4 feet 6 in-
ches.
From a standing position vault over a horizontal bar by touching it with only the hands using either flank or front vault.
- (21) Vertical Jump
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*, page 32, 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*, page 33.

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 noncompetitive 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. 2e, 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. 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.

e. Travel Expenses.

- (1) New cadets who were members of the Armed Services on active duty are provided transportation under the Joint Travel Regulations.
- (2) New cadets who were not previously members of the Armed Services on active duty 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.

f. 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.

g. 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 four 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

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.

LEAVES OF ABSENCE AND HOLIDAYS

Academic and other duties are suspended for all classes on national 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 may be granted leaves of absence.

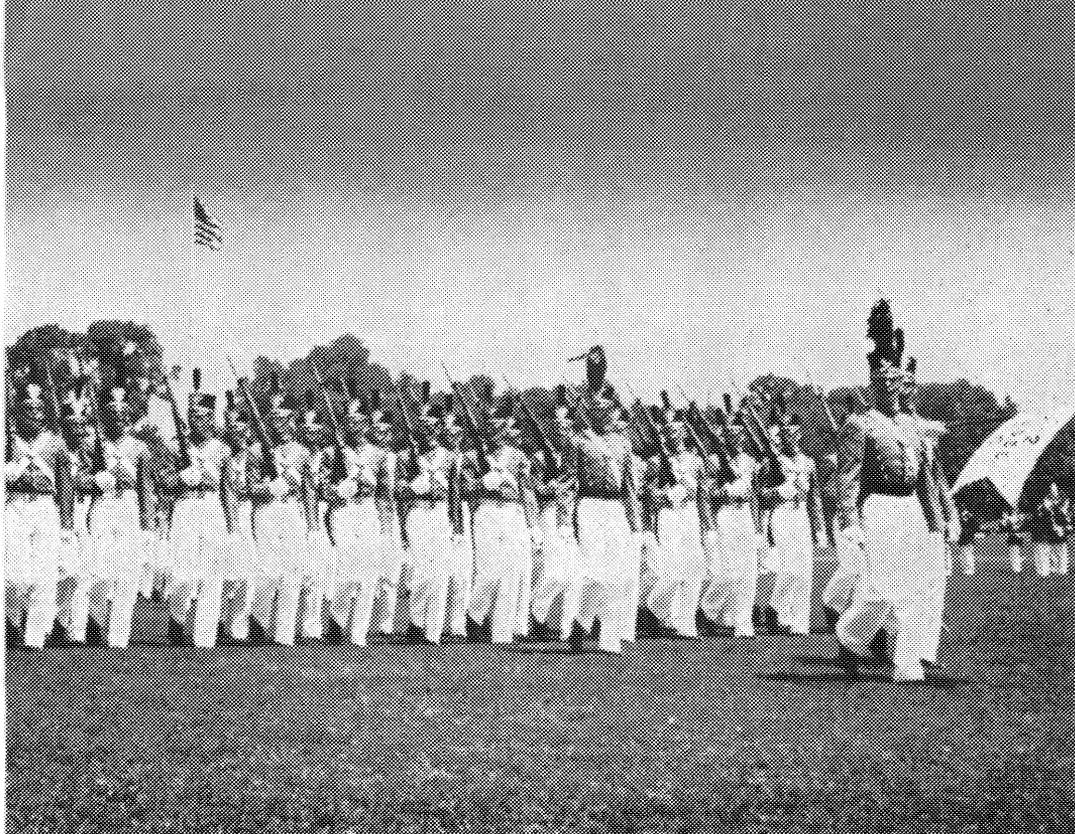
Cadets of the First and Second Classes in good standing are granted weekend leaves during the year.

PROMOTION UPON 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 (sec. 506 (f), Public Law 381—80th Congress).

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.

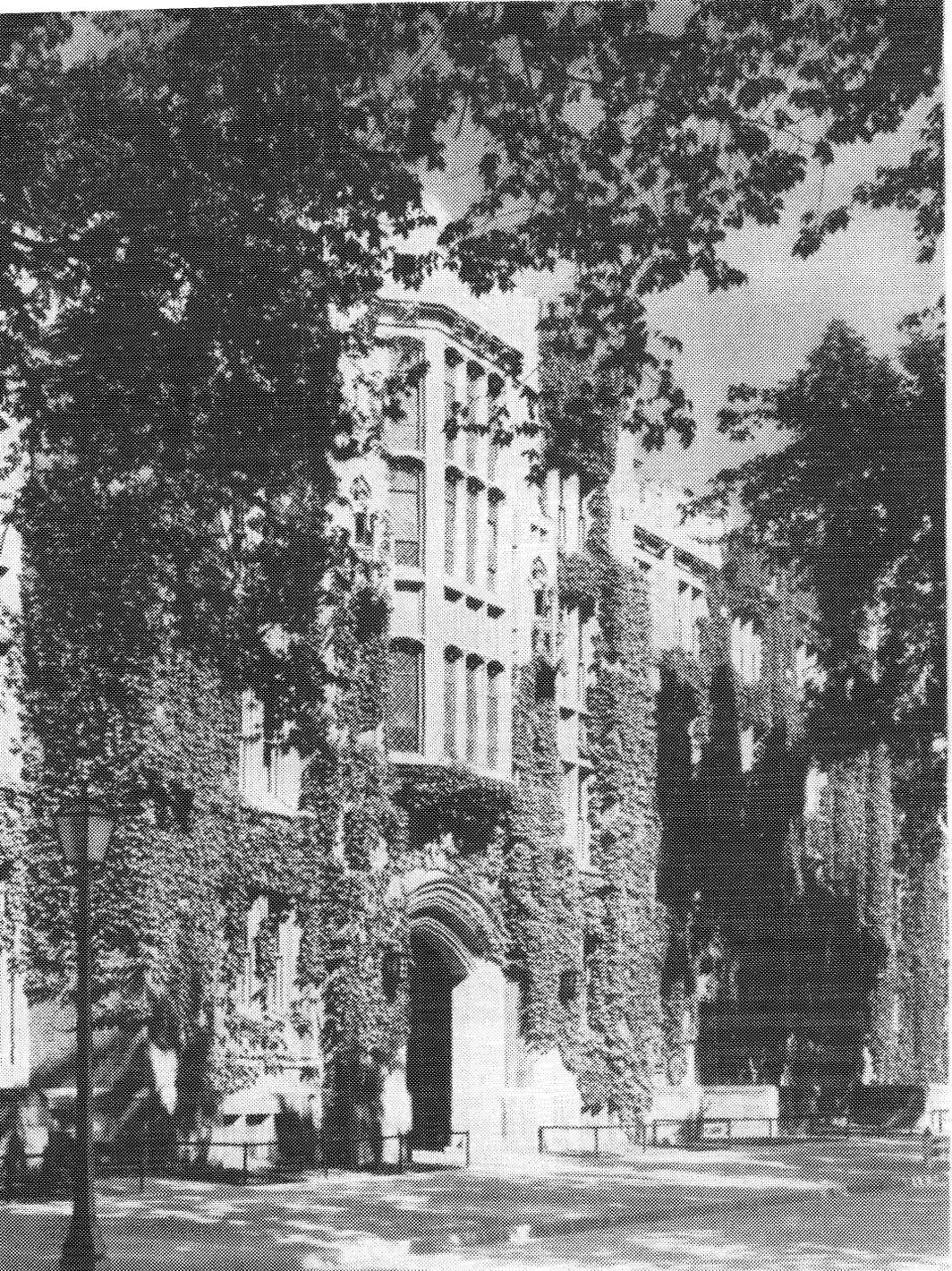


ORGANIZATION OF THE CORPS OF CADETS

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 1958-59

Class	Subject	Attendance	Length of period (minutes)
FOURTH..... (Freshman year).	Mathematics.....	Whole class daily.....	80
	Military topography..	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
	Psychology.....	One half class daily except Saturday (27 periods).	120
	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

PROGRAM OF INSTRUCTION FOR ACADEMIC YEAR 1958-59—Con.

Class	Subject	Attendance	Length of period (minutes)
SECOND (Junior year).	Mechanics of fluids..	One half class daily. . . .	80
	Mechanics of solids..	One half class daily. . . .	80
	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 engineering.	One half class daily. . . .	70
	English.	One half class daily except Saturday (27 periods).	60
	Law.	One half class daily except Saturday.	60
	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		FOREIGN LANGUAGES						INTRAMURAL ¹
Wed	MATH			PHYS ED			ENGLISH						
Thu	MATH				MILITARY TOPOGRAPHY		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 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 LANGUAGES	GRAPHICS						INTRAMURAL ⁶
Wed	MATH					CHEMISTRY	ENGLISH						
Thu	PHYSICS					FOREIGN LANGUAGES	GRAPHICS						INTRAMURAL
Fri	MATH					CHEMISTRY	ENGLISH		TACTICS				
Sat	PHYSICS					FOREIGN LANGUAGES							

SECOND WEEK: English alternates with Graphics.
 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. Psychology replaces English for first 27 periods of the year.
 4. Physical Education replaces Tactics for 30 periods.
 5. Physics has eighteen 2-hour laboratory periods.
 6. During winter months, Free Time may replace voluntary Intramural.

TYPICAL CADET SCHEDULES—Continued

SECOND (JUNIOR) CLASS

FIRST WEEK:

	7:55 A. M.	9:15 A. M.	9:55 A. M.	10:35 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 ¹	ELECTRICAL ENGINEERING ²		SOCIAL SCIENCES		TACTICS ³			
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 Electrical Engineering for last 27 periods of the year.
 3. Physical Education replaces Tactics for 11 periods.
 4. Mechanics has twenty-one 2-hour laboratory periods.
 5. During winter months, Free Time may replace voluntary Intramural.

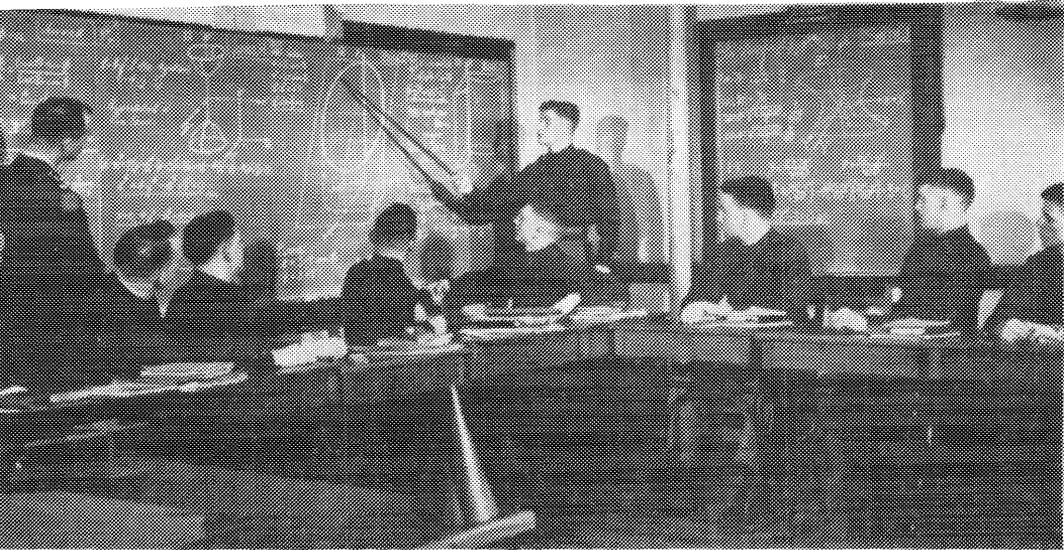
FIRST (SENIOR) CLASS

FIRST WEEK:

	7:55 A. M.	9:05 A. M.	9:55 A. M.	10:35 A. M.	11:55 A. M.	1:00 P. M.	2:00 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		LEADERSHIP ³			
Tue	SOCIAL SCIENCES				MILITARY ENGINEERING		TACTICS				INTRAMURAL ²	
Wed	ORDNANCE ENGINEERING				HISTORY OF MILITARY ART		LAW					
Thu	SOCIAL SCIENCES				MILITARY ENGINEERING		TACTICS				INTRAMURAL	
Fri	ORDNANCE ENGINEERING				HISTORY OF MILITARY ART		LAW		LEADERSHIP			
Sat	SOCIAL SCIENCES				MILITARY ENGINEERING							

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

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



DEPARTMENT OF ELECTRICAL ENGINEERING

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

Associate Professor: LT. COL. E. C. CUTLER, JR.

Assistant Professors: MAJ. C. W. SPANN, CAPTS. T. R. CLARK, H. E. DAVIS, D. F. PACKARD.

Instructors: CAPTS. C. P. ALTER, R. B. ANDREEN; LT. (USN) C. S. BRADLEY; CAPTS. W. O. ENDERLE, H. M. FEDERHEN, J. R. HOOK, L. P. MONAHAN, JR., B. A. ROSS, J. A. ROSS, JR., T. A. STUMM, D. THOMPSON; 1ST LTS. C. F. DUPKE, JR., D. K. LYON, A. R. STEBBINS.

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:* MAJ. SPANN; CAPT. CLARK; *Instructors:* LT. BRADLEY; CAPTS. HOOK, B. A. ROSS, J. A., ROSS, JR., THOMPSON; 1ST LTS. DUPKE, STEBBINS.

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. DAVIS, PACKARD; *Instructors:* CAPTS. ALTER, ANDREEN, ENDERLE, FEDERHEN, MONAHAN, STUMM; 1ST LT. LYON.

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: MAJ. W. C. BURTON, J. H. CHITTY, JR.

Assistant Professors: LT. COL. B. J. GAULT; MAJ. S. W. MULKEY (Executive Officer); CAPTS. C. M. ADAMS, B. K. HERBRUCK, P. A. HUTCHESON, JR.

Instructors: MAJ. R. H. HANSEN, F. C. MAHIN; CAPTS. R. R. BATTREALL, JR., A. H. BLAIR, R. L. BRADLEY, J. HINTON, JR., D. R. HUGHES, R. L. JOHNSON, C. R. KEMBLE, J. F. C. KENNEY, JR., J. F. ROEHM, R. M. ROSE, M. SANGER, R. L. STEELE, W. M. TAYLOR, W. J. WHITENER; 1ST LT. H. W. KIEFER, JR.

Fourth (Freshman) Class

COMPOSITION, READINGS, AND SPEECH MAKING. *Associate Professor:* Maj. Chitty; *Assistant Professors:* CAPTS. Herbruck, Hutcheson; *Instructors:* Maj. Hansen; CAPTS. Blair, Hinton, Johnson, Kembler, Roehm, Steele, 1st Lt. Kiefer.

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). *53 hours.*

Readings. Diversified reading selections, including a long narrative poem, four plays, short stories, essays, and two novels. Class discussion based on the readings. *21 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 four short stories, four plays, five novels, and four essays.

Third (Sophomore) Class

COMPARATIVE LITERATURE. *Associate Professor:* Maj. Burton; *Assistant Professors:* LT. COL. GAULT; CAPT. ADAMS; *Instructors:* MAJ. MAHIN; CAPTS. BATTREALL, BRADLEY, HUGHES, KENNEY, SANGER, TAYLOR, WHITENER.

Selections from the masterpieces of world literature, including selections from Homer, Aristotle, The Bible, Sophocles, Plato, Virgil, Dante, Chaucer, Shakespeare, Milton, Pope, Voltaire, Goethe, Browning, Whitman, Hawthorne, Melville, Chekhov, Ibsen, Yeats, Frost, Kafka, and Eliot. 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. The cadet develops his skills in writing, speaking, and reading through analysis of the assigned reading, preparation of formal papers, classroom discussion, and the reading of a novel for review. *63 hours.*

First (Senior) Class

MODERN LITERATURE AND ADVANCED EXPOSITION. Faculty same as for Third Class.

Expository essays, speeches, and narrative selections, including three novels. Analysis and discussion of problems presented. The objectives are (1) to develop further the student's ability to write and speak effectively, and (2) to improve his skill in logical analysis and criticism. Advanced expository theme writing. *27 hours.*

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

DEPARTMENT OF FOREIGN LANGUAGES

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

COL. W. J. RENFROE, JR.

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

Assistant Professors: MAJES. E. H. GERMANN, H. B. HARDY, S. WILLARD; CAPT. B. J. GARDNER; 1ST LT. T. M. TRONSRUE.

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

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

U. S. A. Instructors: LT. COL. O. E. MOFFETT; MAJ. A. R. MATTOS;

CAPTS. J. J. COSTA, B. F. DE GIL, N. E. DUNLAP, L. B. MATHER, R. L. MORTON, R. B. RHEAULT, J. R. ROSS, D. E. SAMPSON, R. A. SZYMZYK, R. D. TAUSCH, F. C. TURNER, JR., T. B. TYREE, K. H. VAN D'ELDEN, P. L. WHEELER; 1ST LTS. R. E. DAY, R. J. HARAS, W. W. HILLEY, C. A. MITCHELL, S. E. NICHOLS, J. R. PILK.

Foreign Instructors: LT. COL. L. CONTRERAS (Mexican Army); MAJ. L. MONTEZUMA (Brazilian Army).

NOTE. Each cadet studies one foreign language—French, German, Portuguese, Russian, or Spanish—during the first 2 years of his course at West Point. The Department of the Army specifies the approximate percentage of the entering class to be assigned to each language. Within these quotas cadets are assigned in accordance with their preferences and previous language experience. In general, a cadet may continue at West Point the study of a language begun elsewhere, unless he has reached a stage of proficiency equal to the average to be attained at West Point. 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:* Capts. Tyree, Wheeler; 1st Lt. Hilley.

GERMAN. *Assistant Professor:* Maj. Hardy; *Instructor:* Capt. Tausch.

PORTUGUESE. *Instructors:* 1st Lt. Day; Mr. Vils.

RUSSIAN. *Instructors:* Capts. Costa, Szymczyk.

SPANISH. *Instructors:* Lt. Col. Moffett; Capts. Mather, Sampson; 1st Lt. Pilk.

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

GERMAN. *Instructors:* Capts. Dunlap, Morton, Van D'Elden.

PORTUGUESE. *Assistant Professor:* 1st Lt. Tronsrue; *Instructor:* Maj. Montezuma.

RUSSIAN. *Assistant Professor:* Maj. S. Willard; *Instructors:* Capt. Ross; 1st Lt. Haras.

SPANISH. *Assistant Professor:* Capt. Gardner; *Instructors:* Lt. Col. Contreras; Maj. Mattos; Capt. Turner.

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: MAJ. K. E. WOLF.

Instructors: MAJRS. R. J. COLLINS, G. T. FORSELL, JR.; CAPTS. G. B. BARRETT, JR., D. T. BRYANT, W. R. NELSON, P. M. NORRIS, D. S. O'NEIL, W. E. SCHUG, JR.

First (Senior) Class

Assistant Professor: Maj. Wolf; *Instructors:* Majrs. Collins, Forsell; Capts. Barrett, Bryant, Nelson, Norris, O'Neil, Schug.

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: MAJ. K. E. EILER, J. M. POLLIN; CAPTS. C. G. ROEBUCK, F. R. WESTFALL, C. A. WURSTER.

Instructors: MAJ. J. G. CHRISTIANSEN; CAPTS. R. E. BARBER, A. C. COSTANZO, D. P. CREUZIGER, A. S. FULLERTON, G. G. HAGEDON, M. L. HASKIN, M. E. HENDRICKS, J. P. HILL, R. L. JOHNSON, R. V. LEE, J. B. LEWIS, H. W. LOMBARD, G. A. LYNN, A. C. MATHEWS, W. H. NORDIN, H. W. PROSSER, JR., R. J. RASMUSSEN, F. G. ROCKWELL, R. R. SANDOVAL, J. E. STERLING, C. R. SUPPLEE, J. E. SUTTON, J. F. WORKMAN; 1ST LTS. C. A. BREWER, P. J. BROWN, T. E. COURANT, H. DEISS, W. G. PARKS.

NOTE.—*Objectives and scope of the mathematics course.* The course in mathematics has two principal objectives: (1) to develop in the cadet mental discipline, accuracy of thought and statement, power of reasoning, and the ability to investigate, analyze and draw logical conclusions from given premises and (2) to impart to the cadet a thorough knowledge of, and an ability to apply with facility and confidence, selected basic branches of mathematics.

In scope, the subjects taught are those fundamental branches of mathematics which are believed to have general applicability to the military profession, and to advanced military study after graduation. The schedule is co-ordinated so that the cadet acquires the mathematical background needed for work in other departments. The teaching methods place a maximum responsibility on the cadet, confronting him with the necessity for independent study and thought.

Fourth (Freshman) Class

FOURTH CLASS MATHEMATICS. *Associate Professor:* Col. Calyer; *Assistant Professors:* Major Eiler; Capts. Roebuck, Westfall, Wurster; *Instructors:* Capts. Barber, Costanzo, Creuziger, Haskin, Hill, Johnson, Lewis, Lynn, Mathews, Nordin, Rasmussen, Rockwell, Sterling, Sutton, Workman; 1st Lts. Brewer, Brown, Courant, Deiss, Parks.

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.) 27 hours (twenty 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. Plane and spherical trigonometry, with emphasis on the analytical branch of the subject. Includes the theory of plane and spherical triangles, with applications; logarithms, and complex numbers. 56 hours (forty-two 80-minute periods).

d. Solid Geometry. The standard theorems of solid geometry, and mensuration of common solids. Emphasis is placed on the principles of careful deductive proof and space visualization. Algebraic and trigonometric methods are used, as well as the strictly geometric. Applications of the theorems of limits are stressed. 29 hours (twenty-two 80-minute periods).

e. Analytic Geometry. Cartesian coordinates in the plane and in space; the loci of equations of the first, second, and higher degree in two and three variables; the conic sections; polar and cylindrical coordinates; parametric equations. 95 hours (seventy-one 80-minute periods).

f. Calculus. The fundamental concepts of differential calculus; the differentiation of algebraic and transcendental functions; applications of the derivative; a brief introduction to anti-derivatives and their applications. 63 hours (forty-seven 80-minute periods).

NOTE. Eight extra periods are reserved for amplifying lessons.

Third (Sophomore) Class

THIRD CLASS MATHEMATICS.* *Associate Professor:* Lt. Col. Richardson; *Assistant Professor:* Maj. Pollin; *Instructors:* Capts. Christiansen, Fullerton, Hagedon, Hendricks, Lee, Lombard, Prosser, Sandoval, Supplec.

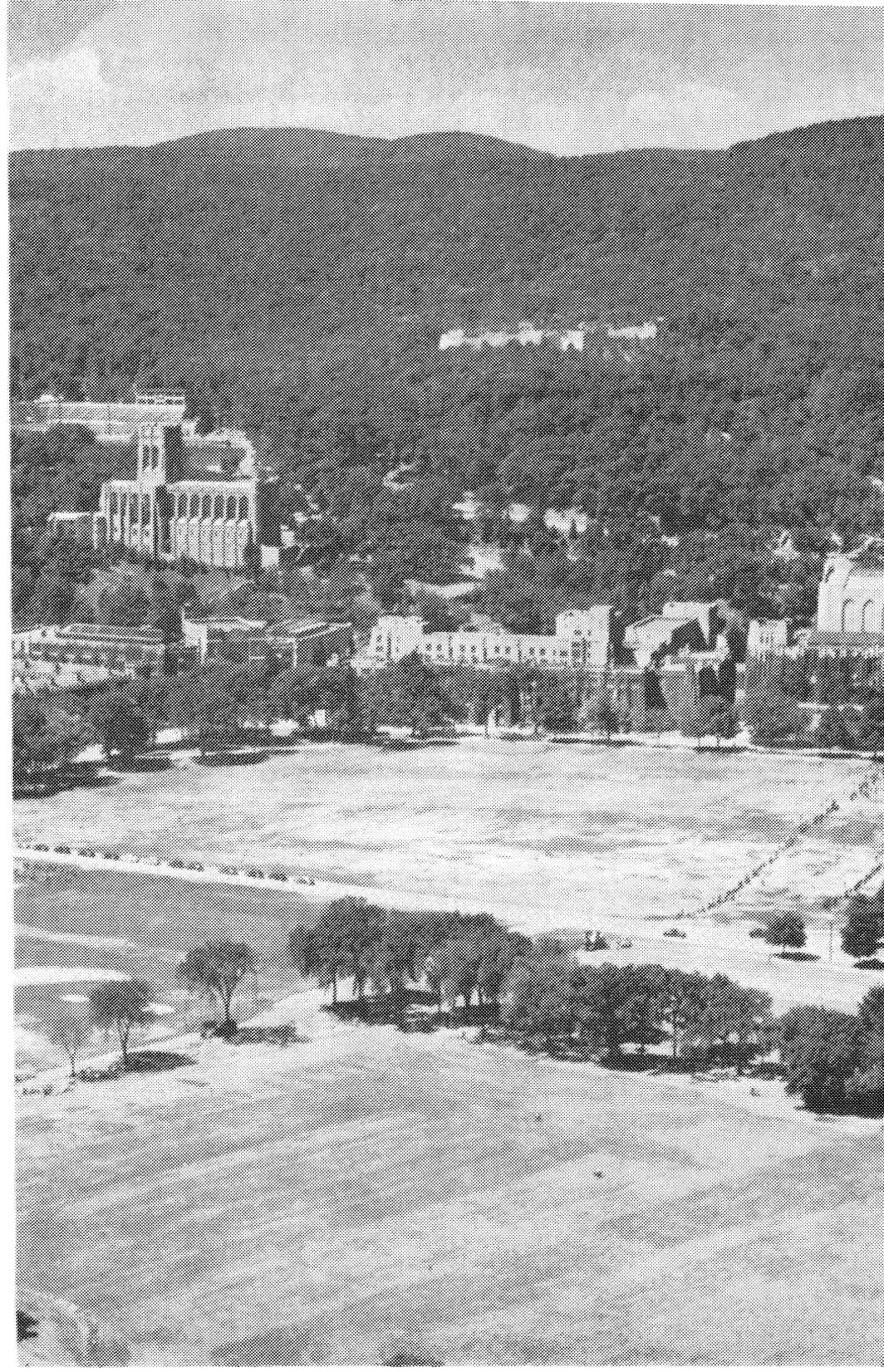
a. Calculus. The course in third class mathematics continues with the further development of integral calculus, to include partitioning, Riemann sums, the definite and indefinite Riemann integral, the Fundamental Theorem, recognition of anti-derivatives, applications to engineering problems, the mean 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).

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



Air View Academic Area



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, 33 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) (On Sabbatical Leave).

COL. H. R. FRASER (Acting Head of Department).

Associate Professors: MAJ. A. K. KELLER; MAJ. V. K. SANDERS.

Assistant Professors: MAJ. J. J. McCULLOCH; CAPTS. M. D. COFFIN, E. M. MARKHAM III, E. C. PETER, W. K. THOMASSET, E. C. WHITEHEAD, JR.

Instructors: CAPTS. C. W. BARKER, H. H. BOLZ, JR., F. BORMAN, J. S. EGBERT, C. P. GRAHAM, C. J. OSTERNDORF, H. PERRY, M. D. PERRY, JR., J. W. SHARP, D. A. VAN MATRE; 1ST LTS. W. H. GEATCHES, W. A. SPAULDING.

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. Sanders. *Assistant Professors:* Maj. McCulloch; Capts. Markham, Whitehead. *Instructors:* Capts. Barker, Graham, H. Perry, M. D. Perry, Sharp, Van Matre.

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. *87 hours (sixty-five 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. *49 hours (thirty-seven 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. Keller. *Assistant Professors:* Cpts. Coffin, Peter, Thomasset. *Instructors:* Cpts. Bolz, Borman, Egbert, Osterndorf; 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 air conditioning. Upper third of the class studies heat transfer and solves a special problem while the remainder of the class is taking written general reviews. *53 hours (forty 80-minute periods).*

Laboratory. A correlation of theory previously studied in the classroom with actual performance. The equipment used includes gas turbines, gasoline and Diesel engines, steam engines and turbines, air compressors, and refrigeration and air conditioning units. *24 hours (twelve 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. *67 hours (fifty 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. M. L. CAREY; MAJ. J. A. BETTS (Executive Officer).

Assistant Professors: LT. COLS. G. G. CANTLAY, JR., J. E. HAMMER, R. C. MARSHALL, T. A. RAFFERTY; MAJS. J. J. HEYMAN, J. J. ROCHEFORT, JR.; CAPT. W. A. RANK.

Instructors: LT. COL. J. R. ELTING; MAJS. M. M. BOATNER III, A. R. FOGG, T. E. GRIESS, L. B. HARDING, H. P. KUTCHINSKI, R. D. MINCKLER, N. E. PEHRSON; CAPTS. F. C. BOERGER, D. N. HUTCHISON, M. E. ROGERS.

First (Senior) Class

MILITARY ENGINEERING. *Associate Professor:* Major Betts; *Assistant Professors:* Lt. Col. Hammer; Majs. Heyman, Rochefort; Capt. Rank; *Instructors:* Majs. Harding, Pehrson; Capts. Boerger, Hutchison, Rogers.

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. Carey; *Assistant Professors:* Lt. Cols. Cantlay, Marshall, Rafferty; *Instructors:* Lt. Col. Elting; Maj. Boatner, Fogg, 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. STAPELTON (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 and self-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, and the medical aspects of nuclear warfare. *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: LT. COL. P. H. RIEDEL; MAJRS. R. T. ADAMS, R. H. HAMMOND; CAPTS. H. E. ADAMS, H. F. LOMBARD, W. B. ROGERS.

Instructors: CAPTS. W. G. AMAN, W. G. DEVENS, K. R. EBNER, J. E. FOX, J. A. HATCH, A. W. JAHNKE, G. W. KIRBY, JR., W. R. LAMBIN, R. K. McCUTCHEEN, P. C. McMULLEN, W. D. MILLER, W. R. MILLER, P. B. SAMSEY, 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, Lombard; *Instructors:* Capts. Devens, Ebner, Fox, Jahnke, McCutchen, McMullen, W. R. 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. *88 hours (forty-four 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:* Lt. Col. Riedel; Maj. Hammond; Capt. Rogers; *Instructors:* Capts. Aman, Hatch, Kirby, Lamdin, W. D. Miller, Samsey, 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 ENGINEERING

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

Associate Professor: LT. COL. J. S. KURTZ.

Assistant Professors: LT. COL. R. W. SAMZ; MAJ. W. E. RAFERT; CAPT. H. C. RICHARDSON, JR.

Instructors: MAJ. R. W. SAMUEL; CAPTS. J. A. CHECK, F. P. CLARKE, J. M. CRAGIN, C. M. JACO, JR., A. W. JANK, G. K. PATTERSON.

NOTE. The courses in Ordnance Engineering 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. Richardson; *Instructors:* Lt. Col. Samz; Maj. Samuel; Capts. Check, Clarke.

Ferrous and nonferrous 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. 17 hours (eleven 70-minute periods; two 2-hour laboratory periods).

ELEMENTS OF ARMAMENT ENGINEERING. *Assistant Professor:* Maj. Rafert; *Instructors:* Capts. Cragin, Jaco, Jank, Patterson.

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; Weapons Systems. *64 hours (forty-eight 70-minute periods; four 2-hour laboratory periods).*

ELEMENTS OF AUTOMOTIVE ENGINEERING: *Assistant Professor: Lt. Col. Samz; Instructors: Maj. Samuel; Capts. Check, Clarke, Richardson.*

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. E. C. GILLETTE, JR. (Head of Department).

COL. J. R. JANNARONE.

Associate Professors: LT. COL. R. B. ARNOLD; MAJ. L. E. CAGE.

Assistant Professors: MAJ. R. T. CLARK, JR., J. A. JANSEN; CAPTS. J. V. DUNHAM, L. O. ELSAESSER, W. L. LEMNITZER, R. H. OLSON.

Instructors: MAJ. J. W. FEHRS, D. G. MACWILLIAMS; CAPTS. D. S. BARTH, P. A. BECZKIEWICZ, H. DICKINSON, F. A. FRECH, E. M. GERSHATER, R. G. HOFFMAN, R. J. MALLEY, R. G. RUMNEY, R. A. SCHWARZ, M. G. SHEFFIELD; 1ST LTS. H. A. FLERTZHEIM, JR., A. A. NORD.

Third (Sophomore) Class

PHYSICS. *Associate Professor: Lt. Col. Arnold; Assistant Professors: Maj. Jansen; Capts. Dunham, Olson; Instructors: Maj. Fehrs; Capts. Dickinson, Frech, Malley, Schwarz; 1st Lt. Flertzheim.*

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, inter-

ference 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:* Maj. Clark; *Cpts.* Elsaesser, Lemnitzer; *Instructors:* Maj. MacWilliams; *Cpts.* Barth, Beczkiewicz, Gershater, Hoffman, Rumney; 1st Lt. Nord.

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. COL. W. A. KNOWLTON (Executive Officer); MAJ. R. J. BARICKMAN.

Assistant Professors: MAJ. W. Y. SMITH; *Cpts.* E. DENTON, III, J. B. DURST, R. E. GILLESPIE, A. C. GREENLEAF, R. A. HANSEN, W. F. LACKMAN, JR., C. M. SIMPSON, III, J. K. STONER, JR., G. H. SYLVESTER, F. J. WALDMAN, JR., R. R. WYROUGH.

Instructors: MAJ. E. R. BRIGHAM, J. E. HOOVER; *Cpts.* J. J. BLEIMAN, H. T. BOLAND, R. J. BUCK, J. T. DIXON, R. G. GARD, S. M. GRIFFITH, C. H. PATTERSON, G. C. SMITH, J. R. STAUFFER, J. M. THOMPSON, J. A. WICKHAM, JR.; 1ST Lts. J. M. GERHARDT, J. B. KEELEY, H. Y. SCHANDLER.

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:* Maj. Barickman; *Assistant Professors:* *Cpts.* Denton, Gillespie, Hansen, Lackman, Simpson, Sylvester, Waldman, Wyrough; *Instructors:* Maj.

Brigham; Capts. Boland, Buck, Dixon, Griffith, Stauffer; 1st Lts. Gerhardt, Keeley, Schandler.

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. The first half of the course is a historical survey of the period from the early empires to the present time. The second half of the course is a survey of current problems and conditions in the modern Middle East. Particular attention is given to the strategic importance of the Middle East in the present conflict between communist and free worlds. 24 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. 25 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 foreign policy in the United States. 25 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.

* 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.

First (Senior) Class

ECONOMICS, ECONOMICS OF NATIONAL SECURITY, AND INTERNATIONAL RELATIONS. *Associate Professor:* Lt. Col. Knowlton; *Assistant Professors:* Maj. Smith; Capts. Durst, Greenleaf, Stoner; *Instructors:* Maj. Hoover; Capts. Bleiman, Gard, Patterson, Smith, Wickham.

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). *51 hours (forty-four 70-minute periods).*

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. *26 hours (twenty-two 70-minute periods).*

c. International Relations. A basic study of the theories and practice of interstate behavior, primarily in the post World War II era, to include analyses of the basic influences which condition the formulation and execution of foreign policy. *47 hours (forty 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:* CAPT. T. W. SWETT, JR.; *Personnel Officer:* CWO J. J. FOX; *S2/S3:* LT. COL. J. W. ARMSTRONG; *Assistants:* MAJ. F. F. HAMILTON; MAJ. L. J. FLANAGAN, USA, RET. (Inactive); *S4:* LT. COL. G. A. REBH; *Assistant:* CWO J. T. MILLER; *SAO:* MAJ. W. W. NAIRN.

First Regiment: Commanding Officer: COL. S. F. HUDGINS; *Executive Officer/S3:* LT. COL. R. E. PANKE; *S1/S4:* MAJ. V. L. ANTONIOLI; *Company Tactical Officers:* MAJS. R. M. HOFMANN, E. M. STRINGER; CAPTS. C. T. BUCKINGHAM, H. G. DEMOYA, H. A. GRIFFITH, R. HALDANE, J. T. HODES, J. P. KEAN, J. H. METZGER, E. W. ROSENCRANS, D. G. SHARP, A. B. SHATTUCK.

Second Regiment: Commanding Officer: COL. C. E. OGELSBY; *Executive Officer/S3:* LT. COL. R. E. KUZELL; *S1/S4:* MAJ. H. E. EMERSON; *Company Tactical Officers:* MAJS. W. B. CALDWELL, S. H. SMITH, R. E. YOUNG; CAPTS. F. K. ALDERSON, C. B. BELL, J. R. DERRICK, E. P. FORRESTER, W. A. HUMPHREYS, T. G. MCCUNIFF, G. S. OLIVER, J. M. SLOCUM; LT. A. S. THOMPSON, USN.

- Mission:*
1. To develop character exemplified by a strong sense of honor and high moral standards.
 2. To instill a strong sense of duty and responsibility.
 3. To develop the qualities and attributes of leadership.
 4. To provide a broad basic military education.
 5. To develop high standards of physical fitness.

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

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 courtesy and discipline, infantry weapons, squad tactics, introduction to organization and tactics of Armor, Artillery, Combat Engineer, Army Aviation, and Signal. *54 hours.*

Third (Sophomore) Class

a. Summer. Instruction and practical exercises in tactics and techniques of the infantry squad, armor platoon, artillery battery; basic signal communications, combat intelligence, and map reading. Training in small arms, automatic weapons, mortars, grenades, recoilless rifles, and rocket launchers. Instruction in the techniques of motor transportation and quartermaster field units. Practical work in engineering training including mine warfare, bridging and assault operations, and logistical support operations. A continuation of the previous year's instruction in military courtesy. Emphasis is on practical work by the cadets at the Camp Buckner Training Area. *8 weeks.*

b. Academic Year. More advanced training in Artillery, Armor, Engineer, Signal, Army Aviation, and Infantry; in the organization, capabilities and limitations of Navy and Air Force units, and in dismounted drill. *35 hours.*

Second (Junior) Class

a. Summer:

- (1) Training trip to Signal Center at Fort Monmouth, N. J.; Engineer Center at Fort Belvoir, Va.; Infantry Center at Fort Benning,

Ga. (Army Aviation and Air Force also presented here); and the Norfolk, Va. area for Navy orientation. *2½ weeks.*

(2) Duty as assistant platoon leaders with Army divisions undergoing unit training. *5 weeks.*

b. Academic Year. Instruction in dismounted drill, antiaircraft artillery, armor, Army aviation, and tactics and techniques of the infantry company. *41 hours.*

First (Senior) Class

a. Summer:

(1) Training trip to Air Materiel Command Headquarters at Wright-Patterson Air Force Base, Ohio; Armored Center at Fort Knox, Ky.; Artillery Center at Fort Sill, Okla., and Antiaircraft Artillery Center at Fort Bliss, Tex. *2½ weeks.*

(2) Duty as junior 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 services, organization of the Armed Forces and Air Force. *74 hours.*

MILITARY PSYCHOLOGY AND LEADERSHIP

Director: COL. C. G. FREDERICKS.

Associate Director and Executive Officer: LT. COL. W. M. ZIMMERMAN.

Assistant Directors: LT. COL. F. C. CALDWELL; MAJ. M. C. MURPHY, JR., W. R. WOLFE, JR.

Instructors: LT. COL. T. H. TARVER; MAJ. M. W. ANDERSON, C. W. CYR, W. C. GELINI; CAPTS. R. W. EASLEY, J. B. EGGER, G. M. GIVIDEN, R. D. MCGOVERN, W. E. PRICE.

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, a training conference, critiques, and im-

prompt presentations. Included also are certain principles of educational psychology: methods and procedures for effecting desired training, including preparation by the instructor; methods of presentation; techniques of applying information and skills; purposes and types of examinations; procedures of conducting critiques; techniques of supervision of instruction; selection and construction of training aids; and use of public address systems. *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. Stress is laid on the human element in the application of the principles and functions of 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); LT. COL. J. E. KELLEHER; CAPTS. B. A. ACKERSON, T. J. CHARNEY; MESSRS. L. A. ALITZ, R. M. BRUCE, J. B. KRESS, H. J. KROETEN, W. F. LEWIS, G. W. LINCK, T. E. MALONEY, J. M. PALONE, R. E. SORGE, A. C. WERNER.

Fourth (Freshman) Class

a. Summer.

(1) Conditioning exercises. *8 hours.*

(2) Athletics, including soccer, softball, swimming, flag football, and volleyball. *20 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, badminton, 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 threefold program for the accomplishment of that requirement. The system first analyzes and evaluates the leadership potential of each cadet; second, it strengthens the leadership development of each cadet, particularly in 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 prescribed standards of leadership.

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

In addition to the ratings by other cadets, each cadet is similarly rated by his 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.

By mathematically combining the ratings of the Tactical Officer and cadets, a standing in Aptitude for the Service for each cadet is established. This individual cadet standing is not published but each cadet and his parents are informed of his general standing.

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 weakness. This the Tactical Officer accomplishes through a series of interviews with the cadet in which he discusses the weakness, along with its probable causes, and coaches him in the means of improvement.

If over an extended period of time the cadet appears incapable of resolving his difficulties and attaining the 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. The board may recommend that a cadet be declared proficient, be placed on conditioned status, or be discharged. The Commandant reviews the proceedings of the Aptitude Board and refers those cases involving conditioned status or discharge to the Superintendent for action by the Academic Board. All cases involving discharge must be approved by the Department of the Army.

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.

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 co-ordinated with other government agencies, and deriving power from the economic, political, and moral strength of our country. Educating an officer to grasp completely these complexities of national security is a process beginning in his earliest undergraduate days and proceeding through all his schooling—undergraduate and post-graduate, military and civilian. The Military Academy, as an undergraduate school, gives him the foundation.

The program emphasizes that the military aspect of national security is the responsibility of a single federal department, it gives due attention to the rolls 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 courses 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 subject matter 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, 1956-1957

Lectures sponsored by various activities at the Academy are supervised by the General Lecture Committee. During the academic year 1956-57, 97 lectures were given by visiting speakers: 82 sponsored by special and departmental activities, and 15 by cadet extracurricular educational activities. The academic work of the attending class or classes was in almost every case co-ordinated with the subject of the lecture. A list of these lectures follows:

Special Lectures

KERMIT ROOSEVELT MEMORIAL LECTURE

Lecturer and Subject

Class

GEN. SIR CHARLES F. KEIGHTLEY, GCB., KBE., DSO.
Great Britain

Subject: *The Young British Officer*.....

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First
Second
Third
Fourth

Departmental Lectures

DEPARTMENT OF ELECTRICAL ENGINEERING

- MR. RICHARD G. SLAUER
Product Sales Manager, Sylvania Electric Products, Inc.
Subject: *Modern Trends in Electrical Illumination*..... Second
- LT. COL. ELMER P. YATES, CE
Deputy Special Asst. for Nuclear Power
Office of the Chief of Engineers, Washington, D. C.
Subject: *Nuclear Reactors*..... Second

DEPARTMENT OF ENGLISH

- MAJ. GEN. CHARLES T. LANHAM, RET.
Vice-President, Penn-Texas Corporation
Subject: *The Moral Core of Military Strength*..... First
- DR. JAMES MUILENBURG
Davenport Professor of Hebrew and Cognate Languages
Union Theological Seminary
Subject: *The Dead Sea Scrolls*..... Third
- MR. BRUCE CATTON
Civil War Historian
Editor, *American Heritage*
Subject: *The Civilian Soldier in the Civil War*..... Fourth

DEPARTMENT OF FOREIGN LANGUAGES

Lecturer and Subject

Class

- MR. CLAUDE BOURCIER
 Dean of the French School, Middlebury College, Vt.
 Subject: *Some Aspects of French Civilization* Third
- MR. VINCENT GUILLOTON
 Professor of French, Smith College
 Subject: *French Soldiers in America* Third
- LT. COL. ERNST M. PAULSEN
 Assistant Military Attache, German Embassy, Washington,
 D. C.
 Subject: *The New German Army* Third
- HERR AXEL VON DEM BUSSCHE
 Secretary, Political Section German Embassy, Washington,
 D. C.
 Subject: *Political and Economic Situation of Present-day
 Germany* Third
- MR. PIERRE TISSEYRE
 Author of the text, *55 Heures de Guerre*, used in 3d Cl.
 French Course at USMA.
 Subject: *55 Heures de Guerre (55 Hours of War)* Third

DEPARTMENT OF MECHANICS

- MR. NEIL MCCOULL, RET.
 Formerly of Texas Research Labs, Beacon, N. Y.
 Subject: *The Thermodynamics of the Automobile* Second
- DR. J. P. DENHARTOG
 Professor and Head of Dept. of Mechanical Engineering,
 Massachusetts Institute of Technology, Cambridge,
 Mass.
 Subject: *Mechanical Vibrations* Second
- DR. H. GUYFORD STEVER
 Associate Dean of the School of Engineering, Massachusetts
 Inst. of Technology, Cambridge, Mass.
 Subject: *Problems of Supersonic Flight* Second

DEPARTMENT OF MILITARY HYGIENE

- LT. COL. GERALD M. McDONNEL, MC
 Office of The Surgeon General, Washington, D. C.
 Subject: *The Medical Aspects of Nuclear Warfare, Part I.* First
- LT. COL. SPURGEON NEEL, MC
 Medical Plans & Operations Division, Office of The Surgeon
 General, Washington, D. C.
 Subject: *The Medical Aspects of Nuclear Warfare, Part II.* First

DEPARTMENT OF MILITARY HYGIENE—Continued

	<i>Lecturer and Subject</i>	<i>Class</i>
COL. JOHN R. HALL, JR., MC	Preventive Medicine Division, Office of The Surgeon General, Washington, D. C.	
	Subject: <i>Environment in Relation to Military Operations</i> . . .	First
COL. ALBERT J. GLASS, MC	Neuropsychiatry Division, Army Medical Service Graduate School, Walter Reed Army Medical Center, Washington D. C.	
	Subject: <i>The Psychiatric Aspects of Nuclear Warfare</i>	First
MAJ. GEN. JAMES P. COONEY, MC	The Deputy Surgeon General, Department of the Army, Washington, D. C.	
	Subject: <i>Responsibilities of the Commander and Surgeon for Battle Casualties</i>	First
COL. J. R. HALL, MC	Office of The Surgeon General, Washington, D. C.	
	Subject: <i>Communicable Diseases Part I—Nature and Mode of Transmission</i>	Third
COL. J. R. HALL, MC	Office of The Surgeon General, Washington, D. C.	
	Subject: <i>Communicable Diseases Part II—Military Significance</i>	Third
COL. J. R. HALL, MC	Office of The Surgeon General, Washington, D. C.	
	Subject: <i>Communicable Diseases Part III—Prevention and Control</i>	Third
DR. E. A. STRECKER	Philadelphia, Pa.	
	Subject: <i>Alcohol and Drugs</i>	Third
DR. E. A. STRECKER	Philadelphia, Pa.	
	Subject: <i>The Men You Will Command</i>	Third
COL. A. J. GLASS, MC	Neuropsychiatry Division, Army Medical Service Graduate School, Walter Reed Army Medical Center, Washington, D. C.	
	Subject: <i>Psychiatry</i>	Third
DEPARTMENT OF MILITARY TOPOGRAPHY AND GRAPHICS		
MR. FINN E. BRONNER	Military Geology Branch, U. S. Geological Survey, Washington, D. C.	
	Subject: <i>Introduction to Geology</i>	Fourth

DEPARTMENT OF MILITARY TOPOGRAPHY AND
 GRAPHICS—Continued

Lecturer and Subject

Class

- MR. FINN E. BRONNER
 Military Geology Branch, U. S. Geological Survey, Wash-
 ington, D. C.
 Subject: *Historical Geology and the Military Applications
 of Geology*..... Fourth
- MR. T. D. NICHOLSON
 Associate Astronomer, The Hayden Planetarium, New
 York, N. Y.
 Subject: *Astronomy in Everyday Life*..... Fourth

DEPARTMENT OF ORDNANCE ENGINEERING

- BRIG. GEN. A. P. TABER
 Deputy Commander Aberdeen Proving Ground, Md.
 Subject: *Non-Ferrous Metals and Alloys*..... First
- COL. WILLIAM L. CLAY
 Office, Chief of Ordnance, Washington, D. C.
 Subject: *Artillery Research and Development*..... First
- LT. COL. R. E. RAYLE
 Springfield Armory, Springfield, Mass.
 Subject: *Small Arms Development*..... First
- REAR ADMIRAL R. S. WITHINGTON
 Chief, Bureau of Ordnance, Washington, D. C.
 Subject: *Naval Ordnance Activities*..... First
- MR. LOUIS POLK
 Vice President in Charge of Technical Divisions and Com-
 mittees, American Ordnance Association and President
 of The Sheffield Corp., Dayton, Ohio.
 Subject: *The Ordnance-Industry Team*..... First
- DR. G. J. HUEBNER, JR.
 Executive Engineer for Research, Chrysler Corp., Detroit,
 Mich.
 Subject: *Automotive Applications of Gas Turbines*..... First
- LT. COL. WILLIAM D. JONES
 Chief, Operations Office, Weapons Guidance Laboratory,
 Wright-Patterson Air Force Base
 Subject: *Fire Control Design for Fighter Aircraft*..... First
- COL. WILLIAM L. CLAY
 Office, Chief of Ordnance, Washington, D. C.
 Subject: *Artillery Research and Development*..... First
- LT. COL. G. P. GRANT
 Chief, Small Arms Branch, Research and Development
 Office, Chief of Ordnance, Washington, D. C.
 Subject: *Small Arms Research and Development*..... First

DEPARTMENT OF ORDNANCE ENGINEERING—Continued

Lecturer and Subject

Class

- LT. COL. M. G. BEKKER
 Technical Director, Land Locomotion Research Branch,
 Detroit Arsenal, Center Line, Mich.
 Subject: *Some Fundamentals of Land Locomotion*. First
- MR. R. M. MURRAY
 Hughes Aircraft Co., Culver City, Calif.
 Subject: *Aircraft Interceptor System*. First
- DR. WALTER R. DORNBERGER
 Bell Aircraft Corp., Buffalo, N. Y.
 Subject: *Guided Missiles*. First
- COL. LULEJIAN AND LT. COL. E. P. WYNNE
 Air Research and Development Command, Baltimore, Md.
 Subject: *Air Force Ordnance Activities*. First
- LT. GEN. E. L. CUMMINGS
 Chief of Ordnance, Washington, D. C.
 Subject: *Army Ordnance*. First
- LT. COL. JOHN F. FREUND
 Weapons Systems Evaluation Group, Office of the Secretary
 of Defense, Washington, D. C.
 Subject: *Current Guided Missiles of the Army, Navy, and
 Air Force*. First

DEPARTMENT OF SOCIAL SCIENCES

- MR. 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
- MR. ROBERT V. ROOSA
 Vice President, Federal Reserve Bank of New York
 Subject: *Federal Reserve Credit Control*. First
- DR. PRESTON JAMES
 Professor of Geography, Syracuse University
 Subject: *Introduction to the Regional Study of Geography*. . . Second
- DR. PAUL A. SAMUELSON
 Professor of Economics, Massachusetts Institute of Tech-
 nology
 Subject: *Problems of Economic Growth and Development*. . . First
- DR. HANS KOHN
 Professor of History, College of the City of New York
 Subject: *Russia Prior to 1917*. Second
- DR. ARTHUR FLEMMING
 Director of Office of Defense Mobilization
 Subject: *Mobilization Readiness*. First

DEPARTMENT OF SOCIAL SCIENCES—Continued

<i>Lecturer and Subject</i>	<i>Class</i>
MR. WILLIAM J. SULLIVAN Special Agent, Federal Bureau of Investigation Subject: <i>Communism in the United States</i>	Second
MR. FRANK PACE President, General Dynamics Corporation Subject: <i>Science and Technology in Mobilization</i>	First
MR. CARL HARR Deputy to the Asst. Sec'y of Defense for International Security Affairs Subject: <i>National Strategy and Foreign Policy</i>	First
DR. KNIGHT BIGGERSTAFF Chairman, Dept. of Far Eastern History, Cornell University Subject: <i>The Vitality of the Confucian Tradition</i>	Second
CAPT. TIMOTHY OSATO Former Asst. Professor, USMA Subject: <i>China's Traditions</i>	Second
MR. EDWIN M. WRIGHT Foreign Service Institute, Department of State Subject: <i>The Middle East</i>	First
DR. SIGMUND NEUMANN Professor, Wesleyan University Subject: <i>European Political Parties</i>	Second
MR. G. F. REINHARDT Counsellor, Department of State Subject: <i>Security Aspects of Southeast Asia</i>	First
DR. DAVID J. DALLIN Lecturer and Expert on Soviet Russia Subject: <i>Russia and Her Satellite Empire</i>	Second

DEPARTMENT OF TACTICS

COL. COY L. CURTIS Deputy Chief for Army Reserve and ROTC Affairs (with Col. R. C. Dickens and Maj. C. J. Bennett) Subject: <i>Orientation on the Army Reserve Program</i>	First
MAJ. GEN. DONALD W. MCGOWAN Chief of the Army Division, National Guard Bureau (with Col. Strait, Capt. Guss, and Capt. Hogarty) Subject: <i>The National Guard of the United States</i>	First
MAJ. GEN. JAMES D. O'CONNELL Chief Signal Officer, U. S. Army Subject: <i>Organization and Missions of the Signal Corps</i>	First

DEPARTMENT OF TACTICS—Continued

Lecturer and Subject

Class

- BRIG. GEN. HOWARD KER
 Deputy for Military Operations, Office of Chief of Engineers,
 U. S. Army
 Subject: *Organization and Missions of the Corps of Engi-
 neers*..... First
- MR. JOHN J. MCCARTHY
 Consultant, General Electric Company
 Subject: *A Basic Approach to Personnel Management*..... First
- COL. FRANK H. LINNELL
 Office, Assistant Chief of Staff, Operations, and
- LT. COL. BERNARD W. ROGERS
 Office, Chief of Staff of the Army
 Subject: *The Missions of the United States Army*..... First
- MAJ. GEN. J. L. RICHARDSON, JR.
 Chief, U. S. Army Career Management Division
 Subject: *Army Career Conference*..... First
- DR. SHANE MACCARTHY
 Executive Director, President's Council on Youth Fitness
 Subject: *The Problems of Youth Fitness*..... {First
 Second}
- MAJ. GEN. RAYMOND J. REEVES
 Chief, USAF Career Management Division
 Subject: *U. S. Air Force Career Conference*..... First
- COL. HALLETT D. EDSON
 Deputy Director of Army Aviation, Office of Deputy Chief
 of Staff, Mil. Opns.
 Subject: *Army Aviation Career Conference*..... First
- MAJ. GEN. JOHN B. MEDARIS
 Commanding General, Army Ballistic Missile Agency
 Subject: *The Army Ballistic Missile Program*..... First
- LT. GEN. LEWIS B. HERSHEY
 Director of Selective Service
 Subject: *Selective Service*..... First
- COLS. M. A. TINCHER, J. H. HAY, JR., E. P. LASCHE AND MR.
 J. W. HOLMAN
 Representatives of Army Cooperative Fire Association
 Subject: *Problems of Personal Property Insurance and Per-
 sonal Property Coverage*..... First
- LT. GEN. BRUCE C. CLARKE
 Commanding General, Seventh U. S. Army, Germany
 Subject: *Leadership*..... First

DEPARTMENT OF TACTICS—Continued

Lecturer and Subject

Class

- MAJ. GEN. GUY S. MELOY
 Chief of Information and Education Division, Department
 of the Army
 Subject: *Public Information Activities* First
- REV. MURDO E. MACDONALD
 Former Parachutist (British Army) and later Chaplain of
 Stalag Luft 3
 Subject: *Spiritual Aspects of Leadership* First
- THE HONORABLE FRANK H. HIGGINS
 Assistant Secretary of the Army (Logistics)
 Subject: *Logistics and the Modern Army* First
- MAJ. GEN. E. C. R. LASHER
 Executive Director, Military Traffic Management Agency;
 and
- BRIG. GEN. ROY T. EVANS, JR.
 Department of Defense, Army and Air Force Exchange
 Service
 Subject: *Orientation Lectures on Careers in the Quartermaster
 and Transportation Corps* First
- BRIG. GEN. CREIGHTON W. ABRAMS
 Deputy Assistant Chief of Staff for Reserve Components
 Subject: *Personal Reflections on Leadership* First
- MAJ. GEN. W. H. MAGLIN
 The Provost Marshal General; and
- BRIG. GEN. G. W. WHITE
 Office of Manpower, Office of Chief of Ordnance
 Subject: *Orientation Lectures on Careers in the Military Po-
 lice and Ordnance Corps* First
- MAJ. GEN. H. W. CRANDALL
 Chief of Finance; and
- MAJ. GEN. W. M. CREASY
 Chief Chemical Officer
 Subject: *Orientation Lectures on Careers in the Finance and
 Chemical Corps* First
- BRIG. GEN. T. C. ROGERS
 Commandant of ROTC, Maxwell AFB, Alabama
 Subject: *Leadership as Applied to the Squadron Level* First
- LT. GEN. JAMES M. GAVIN
 Chief of Research and Development, Department of the Army
 Subject: *Leadership in the Service* First
- MAJ. GEN. E. N. HARMON, RET.
 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 lectures and subject for the seventh, eighth, and ninth student conferences are given below.

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*

NINTH STUDENT CONFERENCE: THE NATIONAL SECURITY POLICY
OF THE UNITED STATES. 4-7 DECEMBER 1957

MR. WILLIAM C. FOSTER

Executive Vice President Olin-Mathieson Chemical Corporation
Former Deputy Secretary of Defense
Former U. S. Representative on the NATO Council
Recently cochairman of the Security Resources Panel (Gaither Committee)

Subject: *Problems of the United States National Security Policy*

THE HONORABLE CHESTER BOWLES

Former Governor of Connecticut and Ambassador to India

Subject: *Nonmilitary Aspects of National Security*

WEST POINT CADET FORUM

This cadet organization, established in 1950, programs each year as one of its voluntary educational activities a series of lectures by distinguished speakers. The 1956-57 series, held generally on Sunday evenings and attended by a considerable proportion of the Corps of Cadets, had as a predominant theme the meaning of the world's major religions. In addition, the Cadet Forum sponsored three other speakers of renown in the field of human relations. The speakers are listed below in order of their appearance.

MRS. ANNA ELEANOR ROOSEVELT

Subject: *The Value of American Foreign Assistance*

DR. RONALD BRIDGES

Religious Advisor, United States Information Agency

Subject: *The Christian Basis of American Ideology*

BISHOP FULTON J. SHEEN

Subject: *Communism and the Constitution*

CADET SEMINAR ON COMPARATIVE RELIGION

DR. DAISSETZ SUZUKI

Columbia University

Subject: *Zen Buddhism*

DR. ARTHUR JEFFERY

Union Theological Seminary

Subject: *Islam*

DR. JOHN B. NOSS

Franklin and Marshall College

Subject: *Hinduism*

DR. CHARLES IGLEHART

Union Theological Seminary

Subject: *Shinto*

DR. WILLIAM T. DEBARRY
Columbia University
Subject: *Confucianism*

RABBI NORMAN KAHAN
Temple-Beth Jacob, Newburgh, N. Y.
Subject: *Judaism*

REVEREND GEORGE B. FORD
Corpus Christi Roman Catholic Church, New York City
Subject: *Catholicism*

Dr. RICHARD NIEBUHR
Yale Divinity School
Subject: *Protestantism*



Interior of Cadet Chapel

RELIGION

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

Assistant Chaplain: HENRY R. GOOCH, B. S., B. D.

Post Chaplain: GREGORY J. LOCK (LT. COL.) Chaplain, USA, E. E., B. D.

Regimental Chaplain: JOHN M. MACGREGOR (CAPT.) Chaplain, USA, B. A., B. D.

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

A cadet is required to attend the Chapel of his choice every Sunday he is present at the Military Academy.

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 more than 600 children taught entirely by 110 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 Right Reverend Monsignor Joseph P. Moore is the Rector, and is assisted by the Reverend Robert F. McCormick. Catholic members of the two cadet regiments alternate in attending the 8 and 10 a. m. Masses to facilitate frequent reception of Holy Communion and to give opportunity for assisting at High Masses. The 10 a. m. Mass each Sunday is a Missa Cantata. A cadet Catholic choir sings at the High Masses and other liturgical ceremonies. Daily Mass is celebrated at 6:15 and 7 a. m. throughout the academic year. Confessions are heard on Saturday, daily at Mass times, and as desired.

Jewish

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

THE LIBRARY

Acting Librarian: SIDNEY FORMAN, B. S., M. A., PH. D.

Cataloguer: LOUIS 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, FRANCES W. LEWIS, PRISCILLA LOPIN, B. A.

The library contains about 151,000 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 of Design: RAY W. MONIZ, B. F. A.

Curator of 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 here. Two 6-pounder brass guns, 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.

During the first half of the nineteenth century the custom of sending trophies of war and objects of historic interest to the Military Academy was maintained. 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 by Lafayette. 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.

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. The authorities saw that permanent provision was needed for the ever-growing collections, and in 1854 they officially created the Ordnance and Artillery Museum, and established it on the third floor of the Academy, a building erected in 1838 on the site of the present West Academic Building.

The museum was moved to its present quarters in 1909. 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.

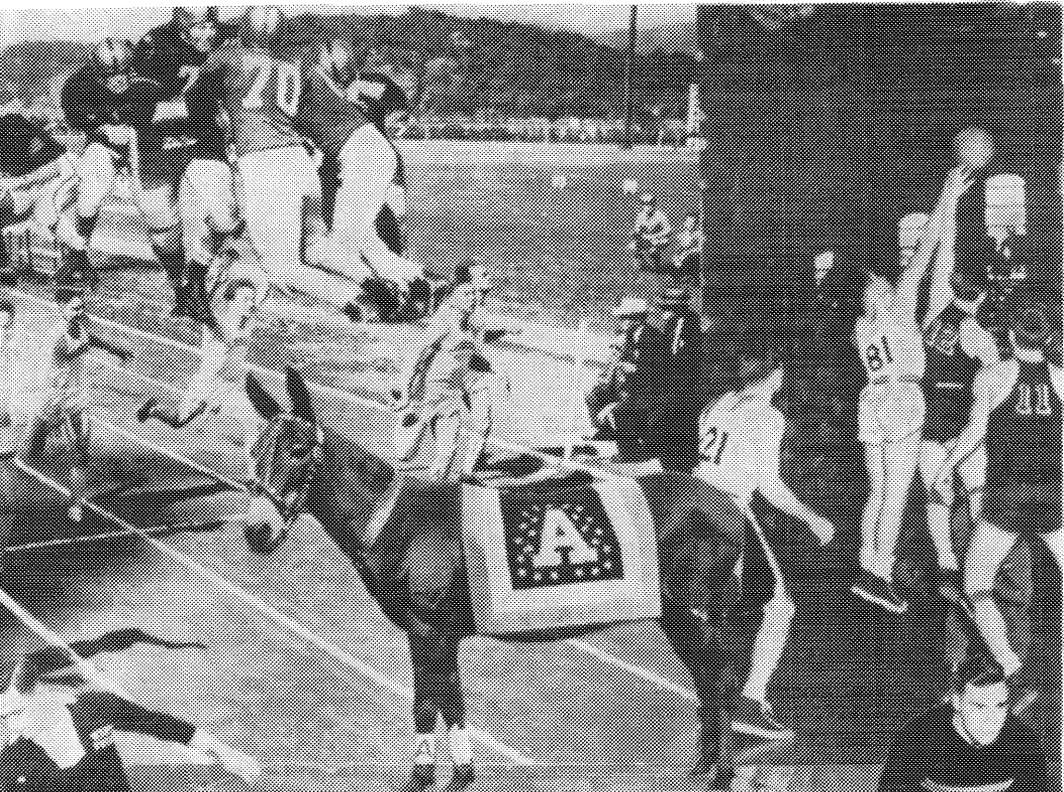
In 1948 supervision over the fine arts collections of West Point was added to the responsibilities of the Museum staff. A few of the paintings and other art objects may be seen in the Museum proper; by far the greater number are displayed in the Library, Cullum Hall, Washington Hall, and Grant Hall.

The richness of the holdings 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 Grant's diploma and uniform, the bejewelled saber given General Pershing, the last message to Corregidor sent to General Wainwright by the President, 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 was presented to the United States Army by General DeGaulle and accepted by General Eisenhower.

This, the nation's largest purely military museum, has its galleries divided to reflect various aspects of the martial scene. The role of the Military Academy through its history is found in the West Point Room; the Artillery Room contains exhibits which trace not only the development of this arm, but the development of the art and institutions of warfare from medieval times. The largest single exhibit is the American Room which depicts the American soldier as he moved in the stream of history. The displays are designed for cadets and army personnel as well as for the general public.

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,
BRIG. GEN. 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: ERIC TIPTON. *Basketball*: (To be named). *Cross Country*:
CARLETON CROWELL. *Football*: EARL H. BLAIK; *assistants*, CHARLES
GOTTFRIED, DALE HALL, TOM HARP, FRANK LAUTERBUR, WILLIAM
GUNLOCK, CAPT. F. G. STEPHENSON, LT. BARNEY GILL. *Golf*:
WALTER R. BROWNE. *Gymnastics*: THOMAS E. MALONEY. *Hockey*:
JOHN P. RILEY. *Lacrosse*: JAMES ADAMS. *Pistol*: M/SGT. H. L.
BENNER. *Rifle*: M/SGT. O. L. GALLMAN. *Soccer*: JOSEPH PALONE.
Squash and Tennis: LEIF NORDLIE. *Swimming*: GORDON H. CHAL-
MERS. *Track*: CARLETON CROWELL. *Wrestling*: LEROY ALITZ.
Trainer: ED PILLINGS.

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 73.



ACTIVITIES AND SOCIAL LIFE

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

During the summer there is swimming at Delafield Pond and picnicking at Delafield, Camp Buckner, and Constitution Island. Picturesque Flirtation Walk winds for three-quarters of a mile along the majestic Hudson, offering a peaceful and shady retreat from the walls of barracks. Cadets stationed at Camp Buckner during the summer months of Yearling year enjoy swimming, canoeing, fishing, skeet, water skiing and sailing on Lake Popolopen. In the fall the Corps takes two or more football trips to Philadelphia or New York City, 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 Ski Slope are extremely popular. Christmas is a particularly enjoyable time at West Point for the Fourth Class when the upper classes are on leave, and many activities are scheduled and the whole campus is in a festive and holiday mood. Throughout the academic year, weekly hops are held in either the gymnasium or Cullum Hall. 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 60 organized extra-curricular activities. Those cadets who like music and acting are encouraged to indulge their talents in the Dialectic Society, Cadet Dance Orchestra, Hi-Fi Club and the nationally famous Cadet Glee Club. The Cadet Catholic, Protestant, and Jewish Choirs sing at religious services on the Post and usually make several trips each year.

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

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

Those who are interested in literary activities 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, Fencing, 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 knowledge or develop latent talent, which subsequently will serve them well and be a source of pleasure in their careers as officers.

THE HOSPITAL

STAFF

COL. JAMES B. STAPLETON, MC; B. A., M. HOSP. ADM., M. D.; FELLOW 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; FELLOW OF AMERICAN COLLEGE OF SURGEONS.

Chief, Surgical Service

COL. PHILIP J. SMYTH, MC; B. A., M. D.

Chief, Professional Services

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

Dental Surgeon

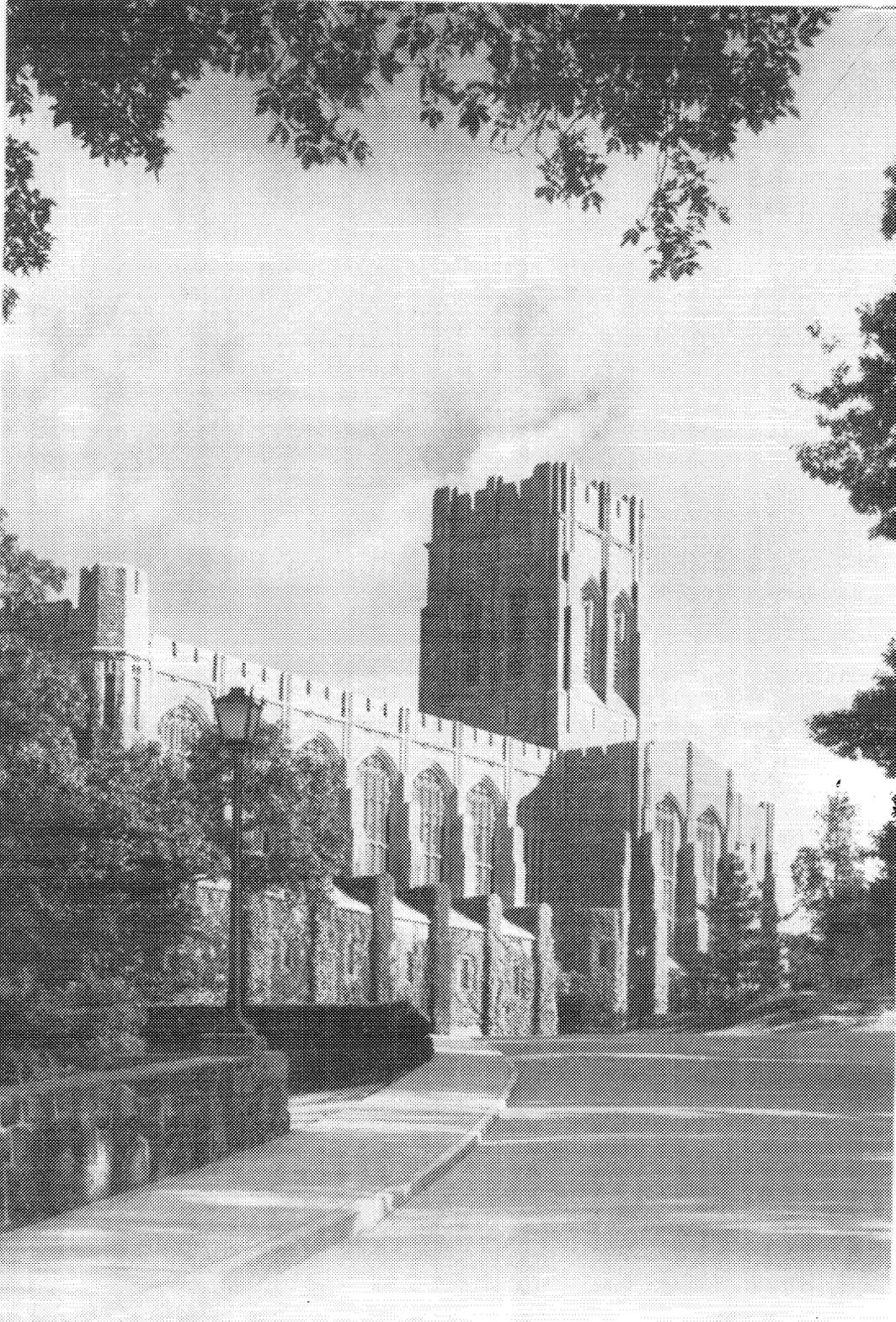
The U. S. Army Hospital at West Point provides hospitalization and outpatient medical care for the garrison.

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.

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 cadet's 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.

DRINKING FOUNTAIN (1957). Located at the corner of Thayer and Jefferson Roads, it was presented to the USMA by the Class of 1915.

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.

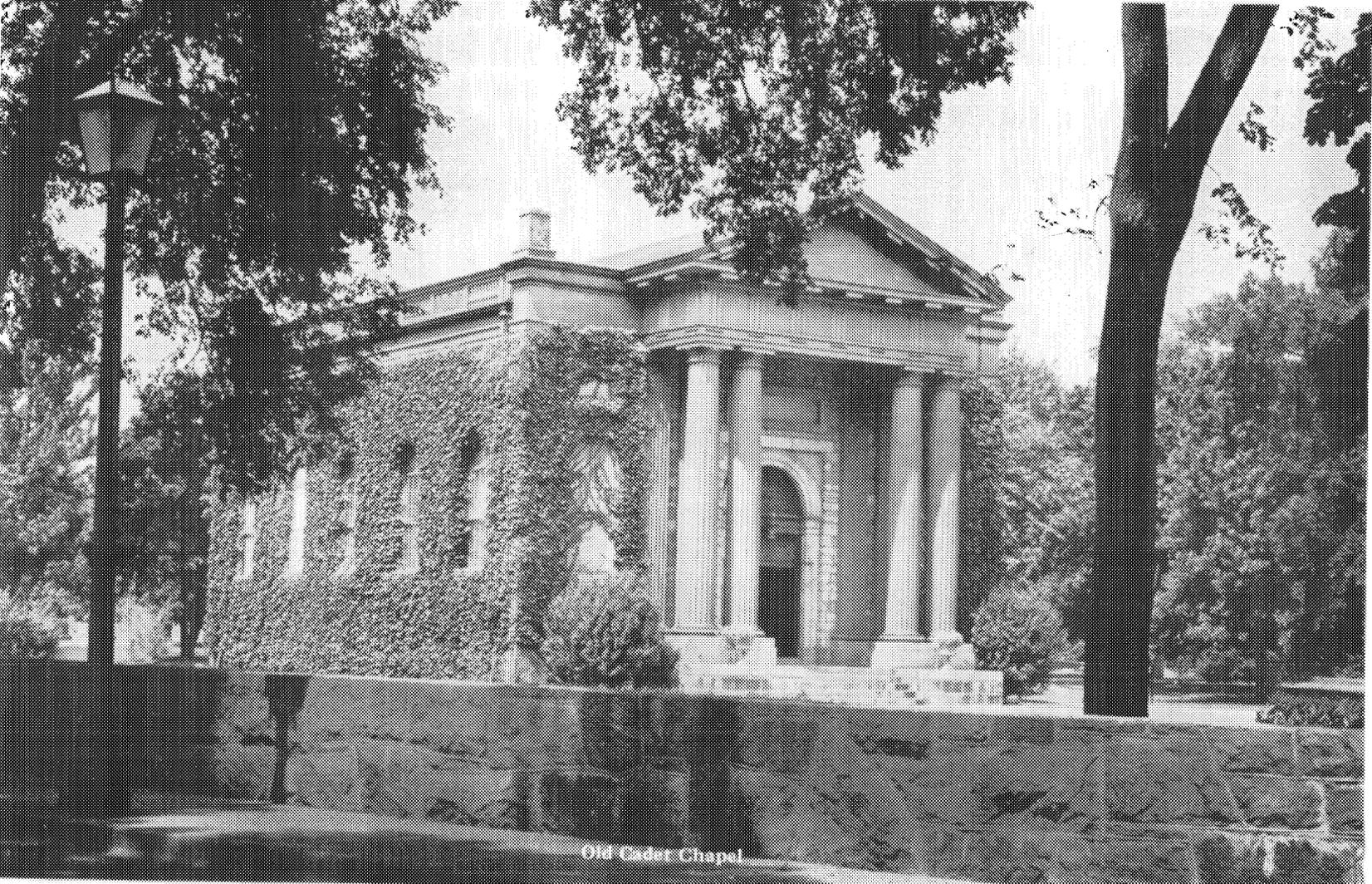
THE PARADE. The drill and parade field, bounded by Jefferson Road on the south and west, by Thayer Road on the east, and by Washington Road on the north.

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.



Old Cadet Chapel

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 1 September 1958.

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.

THAYER HALL (1958). Architects, Sehron and Saltzer. The new academic building. See Riding Hall.

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.

UNIT ACHIEVEMENT AWARDS

THE BEST COMPANY AWARD

Two plaques awarded annually to the cadet company in each regiment which is judged to be the most outstanding in the eight most important fields of cadet activity, which include Academic Achievement, Corps Squad Participation, Intramural Athletic Standings, Physical Fitness, Drill and Ceremonies, Conduct, Cadet Evaluation of Companies, and Extracurricular Activity Participation. To be presented initially in 1958.

THE DEAN'S TROPHY

Two plaques awarded annually to the academically outstanding company in each regiment. The award is passed from winning company to winning company each year. First presented in 1956. *Awarded to Companies D-1 and I-2 in September 1957.*

THE ARMY ATHLETIC ASSOCIATION TROPHY

Two plaques awarded annually to the cadet company in each regiment which has made the greatest contribution to the Corps Squad program through participation. To be presented initially in 1958.

THE BANKERS ASSOCIATION OF NEW YORK TROPHY

Two plaques awarded annually to the cadet company in each regiment ranking first in intramural athletics during the year. A silver cup,

formerly awarded to the cadet company ranking first in the Corps in intramural athletics, will be inscribed annually with the designation of the winning company in each regiment. First presented in 1924. *Awarded in 1957 to Company M-2.*

REGIMENTAL COMMANDER'S DRILL AWARD

Two plaques awarded three times annually to coincide with the three drill seasons to the cadet company in each regiment that is the most outstanding in drills and ceremonies. *Awarded in October 1957 to Companies B-1 and F-2.*

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 1957 to Company M-2.*

THE JARED WILLIAM MORROW MEMORIAL TROPHY

Established in 1951 by Capt. 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 1957 to Company I-2.*

THE PALMER E. PIERCE FOOTBALL TROPHY

This trophy, a silver cup originally awarded to Gen. Palmer E. Pierce, USMA 1891, by the National Collegiate Athletic Association in recognition of his services to the Association, was bequeathed by him to the Army Athletic Association to be awarded annually to the Intramural Champion Football Team. First presented in 1943. *Awarded in 1957 to Company E-2.*

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 1957 to Company L-1.*

INTRAMURAL ATHLETIC AWARDS

Plaques are awarded annually to the Companies winning the brigade championship in each intramural sport; smaller plaques are awarded to brigade runners-up.

INDIVIDUAL GENERAL AWARDS

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 1957 to Gene E. Beimsforde.*

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 1957 to Robert P. Christiansen.*

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 1957 to John H. Vickers.*

THE MILITARY ORDER OF THE WORLD WARS 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 1957 to Richard D. Kenyon.*

INDIVIDUAL MILITARY AWARDS

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 1957 to William T. Huckabee.*

THE CLASS OF 1927 AWARD

A wrist watch given annually by the Class of 1927 to the outstanding Cadet Company Commander. First presented in 1957. *Awarded in 1957 to Harper B. Keeler.*

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 1957 to Thomas E. Carpenter III, John S. Grinalds, and Charles P. Osttott.*

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 1957 to William T. Huckabee.*

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 1957 to Richard M. Pastore.*

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 1957 to William R. Ellis.*

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 1957 to Henry J. Hatch.*

INDIVIDUAL ACADEMIC AWARDS

THE AMERICAN LEGION PRIZE IN CHEMISTRY

A life membership in the National Geographic Society given annually by the National Organization of the American Legion to the graduating cadet who has the highest standing in chemistry. First presented in 1935. *Awarded in 1957 to John H. Vickers.*

INTERCOLLEGIATE DEBATING PRIZES

Two wristwatches given annually by the Consul General of Switzerland in the United States for excellence in intercollegiate debating. First presented in 1947. *Awarded in 1957 to James R. Murphy and Richard T. White.*

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 1957 to John H. Vickers.*

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 1957 to James R. Murphy.*

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 1957 to John H. Vickers.*

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 1957 to John H. Vickers.*

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 1957 to John H. Vickers.*

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 1957 to John H. Vickers.*

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 1957 to John H. Vickers.*

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 1957 to John H. Vickers.*

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 1957 to Ronald D. Kennedy.*

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 1957 to Charles H. Cooper.*

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 1957 to Samuel J. Newsom, Jr.*

THE LESLIE R. GROVES AWARD IN NUCLEAR PHYSICS

A wristwatch awarded annually to the graduating cadet with the highest standing in Nuclear Physics. *First awarded in 1957 to James F. Russell.*

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 1957 to John H. Vickers.*

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 1957 to John H. Vickers.*

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 1957 to John H. Vickers.*

THE CLASS OF 1930 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 1957 to James R. Murphy.*

INDIVIDUAL ATHLETIC AWARDS

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 1957 to Robert A. Kyasky.*

THE WILLIAM LEWIS BELL, JR., MEMORIAL AWARD

Established in 1957 by Mrs. William Lewis Bell, Jr., in memory of Major General William Lewis Bell, Jr., USMA 1929. The trophy is a silver plate awarded annually to the outstanding tumbler. *Awarded in 1957 to Merwin L. Morrill.*

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 1957 to James R. O'Connor.*

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 1957 to Leonard S. Marrella.*

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 1957 to Edward Szwetecz.*

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 1957 to Benedict E. Glyphis.*

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 1957 to Garland D. O'Quinn and Willis H. Thomson.*

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 1957 to Robert A. Kyasky.*

INTRAMURAL ATHLETIC AWARDS

Winners of brigade individual sports contests such as tennis 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 1957 to Lofton H. White.*

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 1957 to George V. Rogers.*

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 1957 to Robert P. McCoy.*

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 1957 to James F. Knight.*

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 1957 to Michael R. Keating.*

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 1957 thirty-four scholarships were awarded to Academy graduates, who attend Oxford as Army or Air Force officers on active duty. Seven former cadets are now at Oxford.

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

Cadets desiring to compete for a scholarship are carefully screened by the Academic Board, assisted by the Rhodes Scholarship Committee. 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.

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

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

BOARD OF VISITORS

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

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

- a.* The Chairman of the Committee on Armed Services of the Senate;
- b.* Three other Members of the Senate to be appointed by the Vice President, two of whom shall be members of the Committee on Appropriations of the Senate;
- c.* The Chairman of the Committee on Armed Services of the House of Representatives;
- d.* Four other Members of the House of Representatives to be appointed by the Speaker of the House of Representatives, two of whom shall be members of the Committee on Appropriations of the House of Representatives;
- e.* Six persons to be appointed by the President.

BOARD OF VISITORS 1957

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.

General Anthony C. McAuliffe, USA, Ret.

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

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.

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

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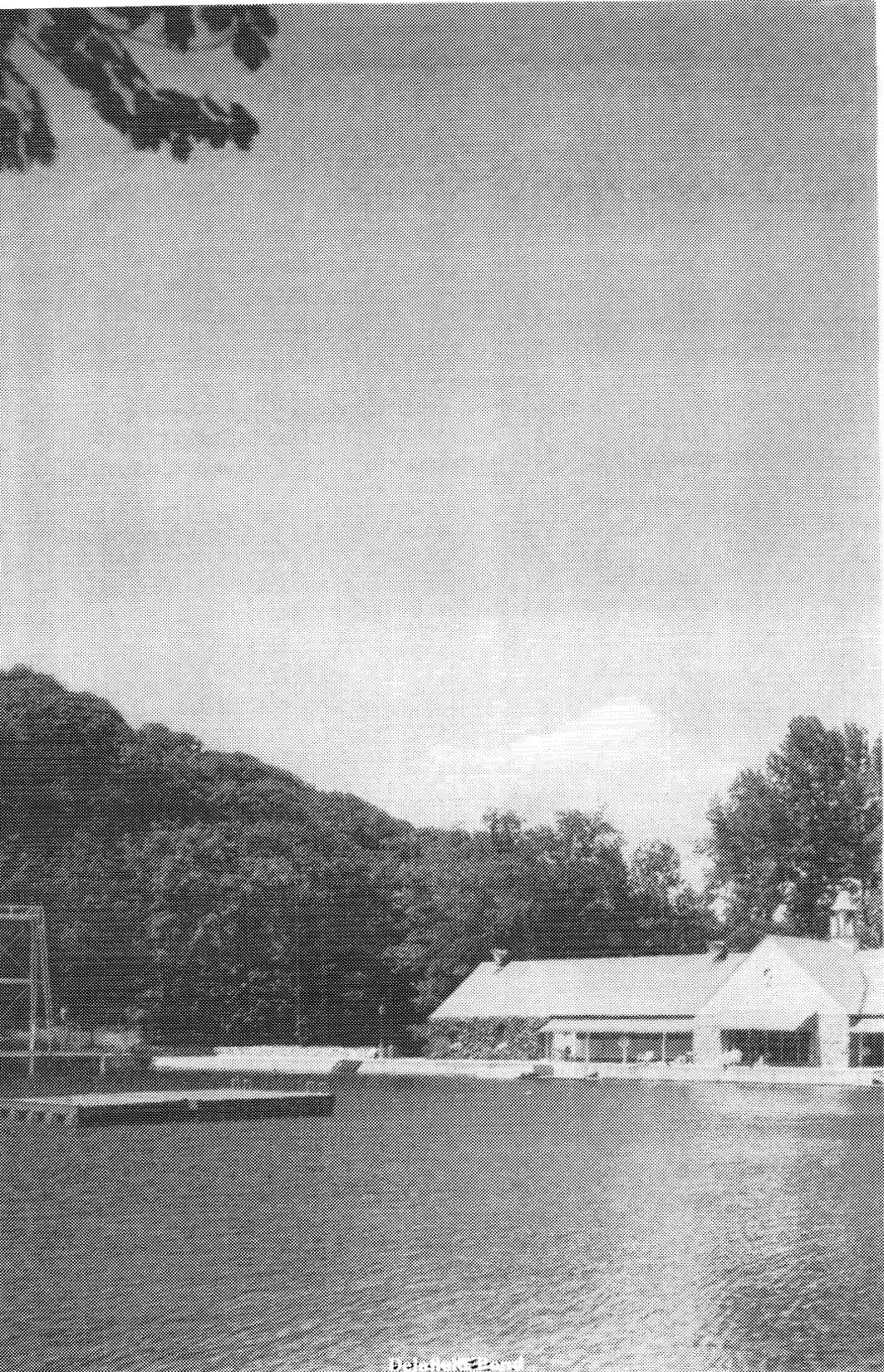
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The purposes of the Association are "To acquire and disseminate information on the history, activities, objectives, and methods of the United States Military Academy; to acquire and preserve historical materials relating to that institution; and to 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 94 percent of the approximately 15,207 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. Norton B. Wilson, '31. Both are published by the West Point Alumni Foundation, Inc., West Point, N. Y.

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

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APPENDICES

I. SPECIAL PHYSICAL EXAMINATION CONSIDERATIONS

The following special physical examination considerations are listed in order that candidates, prospective candidates, and their private physicians may have readily available physical requirements for entrance to the Academy.

a. Medical History: The medical history will be compiled with particular care. Inquiries will be made in detail concerning all illnesses, injuries, and operations which the candidates may have incurred, and elaborated upon when indicated. A history of familial diseases will be investigated with thoroughness. If the candidate has received medical care which significantly affects his physical status, then he will be required, whenever practicable, to submit evidence from attending physicians or from hospital records concerning this medical care.

b. Body Build and Measurements: Build will be recorded as slender, medium or heavy. In addition, where obesity exists it will also be recorded. Poor physical development, regardless of actual height and weight ratio, is a cause for rejection.

The following standard weight table according to height and age applies. Candidates under 18 years of age will be considered under the 18-20 years column of this table.

Standards of Weight According to Height and Age

Height (inches)	18-20 years		21-25 years		Height (inches)	18-20 years		21-25 years	
	<i>Min.</i>	<i>Max.</i>	<i>Min.</i>	<i>Max.</i>		<i>Min.</i>	<i>Max.</i>	<i>Min.</i>	<i>Max.</i>
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					

A range in height from 66 inches to 78 inches inclusive is required, except that applicants under 20 years of age on 1 July of the year of entry to the Academy may be granted a waiver of 1 inch below the minimum height. A waiver for overweight or 2 inches below the minimum height may be considered by the Department of the Army, provided the candi-

date possesses exceptional educational qualifications, or has an outstanding military record, or has demonstrated outstanding abilities. Height will be carefully measured without shoes or stockings and will be recorded to the nearest quarter of an inch. The weight will be taken without shoes or clothing and recorded to the nearest pound.

c. Teeth: The teeth, mouth, and gums will be thoroughly examined by a dental officer. Malocclusion or periodontoclasia will be described as mild, moderate, or severe. The serviceability of bridges or dentures will be indicated.

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

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.

A natural tooth will not be considered serviceable if—

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

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.

Causes for rejection are—

- (1) Failure to meet the minimum requirements indicated above.
- (2) Disfiguring spaces between the anterior teeth.
- (3) Severe malocclusion which is disfiguring, which interferes with the mastication of a normal diet, or which has resulted in secondary pathological changes.
- (4) Any malformation or malrelation of the jaws which prevents the construction of serviceable prosthetic replacements needed to meet the requirements indicated above, or which would prevent the construction of serviceable replacements if the natural teeth were lost.
- (5) 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.

(6) Unserviceable prosthetic appliances.

(7) Orthodontic appliances, except when required only for retention, after all active movement of the teeth has been completed.

Casts of the upper and lower arches will be made when a candidate is disqualified or not clearly qualified by reason of malocclusion, disfiguring spaces between the anterior teeth caused by other than missing teeth, malformation or malrelation of the jaws, or failure to meet the minimum requirements as indicated above.

It is suggested that all candidates contact their private dentists to insure that all unfilled or improperly filled carious teeth are restored prior to reporting for their entrance physical examinations.

d. Eyes and Vision: Any degree of uncorrected vision is acceptable provided it is correctible to 20/20 in each eye. In all cases the actual vision of each eye and the correcting lenses, if required, will be reported. Careful inquiry will be made by the board of symptoms of asthenopia, and any symptoms elicited will be recorded. The refractive error will be determined by a cycloplegic examination, unless contraindicated medically, in all cases where the candidate's uncorrected vision is less than 20/20 in either eye and in other instances when indicated. The refractive error will be determined under a cycloplegic 1 hour after the instillation of the mydriatic. Errors of refraction will be a cause for rejection, even though the visual acuity falls within acceptable limits. Total hyperopia of more than five and one-half (5.50) diopters, total myopia of more than three (3.00) diopters in any meridian in either eye, or astigmatic error of more than three (3.00) diopters in either eye is cause for rejection.

Muscle balance of the eyes will be determined by the Maddox rod screen test and 20 feet in all cases and will be reported in prism diopters. Esophoria of more than 15 prism diopters, exophoria of more than 8 prism diopters, and hyperphoria of more than 2 prism diopters are causes for rejection.

Both eyes must be free from any disfiguring or incapacitating abnormality and from acute or chronic disease.

e. Ears and Hearing: Auditory acuity of all candidates will be determined by both the whispered and spoken voice and by the audiometer. Hearing by both the spoken voice and the whispered voice must be 15/15 in each ear. Loss of hearing, as determined by the audiometer, must not be greater than 15 decibels in any of the frequencies 500, 1,000, and 2,000 nor greater than 30 decibels in either of the frequencies 4,000 or 8,000. Each candidate will be tested by the audiometer, using the following frequencies: 250, 500, 1,000, 2,000, 4,000, and 8,000. 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.

f. Nares: Septal deviation, hypertrophic rhinitis, or other conditions which result in 50 percent or more obstruction of either airway, or which interfere with drainage of a sinus on either side, are causes for rejection.

g. Skin: Acne, moderately severe, and the deeply pitted scars resulting therefrom, vitiligo or other skin defect which is disfiguring or unsightly and bromidrosis, more than mild, are causes for rejection.

h. Heart and Blood Vessels: Where there is a history of rheumatic fever or questionable cardiac findings, a thorough investigation will be made, including detailed history, fluoroscopic examination of the heart, a 6-foot chest X-ray film permitting accurate determination of the cardiothoracic ratio, and an electrocardiogram, in addition to a careful general physical examination. Any evidence of organic heart disease will be considered cause for rejection. When a candidate is found to have a systolic blood pressure of 140 millimeters or more, or diastolic of 85 or more, readings will be taken each morning and afternoon over a period of three or more successive days, in order to determine whether the hypertension is persistent and, if possible, the cause thereof. Persistent blood pressure, systolic 140 millimeters or more, diastolic 90 millimeters or more, on repeated examination is a cause for rejection. All readings will be taken with the individual relaxed and in the sitting position after a period of normal physical activity. A period of recumbency will not be resorted to prior to taking readings. Pulses of the upper and lower extremities should be palpated and the hands and feet should be observed for abnormalities of color and temperature, and for pallor on elevation. The absence of a pulse or the presence of pallor or temperature change will be cause for a more detailed vascular evaluation.

Varicosities of any extremity unless correctible by treatment or mild in degree are cause for rejection. Resultant pigmentation, dermatitis, ulceration, demonstrable edema, or pain substantiated by medical evidence, are causes for rejection.

i. Serologic Tests: A serologic test for syphilis will be required for all candidates. A negative report will be accepted as satisfactory evidence of freedom from syphilis in the absence of a history of, previous treatment for, or clinical signs of syphilis. A positive or doubtful report will be rechecked by both a cardiolipin microfloculation and a cardiolipin complement fixation test within 3 days. An authentic history of syphilis of any type is cause for rejection without further laboratory procedure. A repeated positive serologic test, in the absence of a history of syphilis, will be accepted as evidence of the disease and considered cause for rejection. A positive spinal fluid test for syphilis at any time will be cause for rejection.

j. Genitourinary System: Persistent albuminuria of any type or the

persistence of casts in the urine will be cause for rejection, even though the etiology cannot be determined. Other causes for rejection: phimosis; epispadias or pronounced hypospadias; amputation or deformity of the penis; atrophy, deformity or maldevelopment of both testicles; or undescended testicles of any degree.

k. Orthopedic: Suitable exercises will be employed to determine the strength of the arches. When pes planus is more than mild, a note will be made as to the presence or absence of bulging of the inner border due to rotation or eversion of the astragalus and any callosities. Pes planus more than mild or with marked bulging of the inner border of the astragalus, or weak and painful feet, will be a cause for rejection.

Pes cavus with clawing of the toes and calluses beneath the metatarsals heads is cause for rejection.

Where a history of deranged knee is elicited, note will be made as to the presence or absence of lateral or other abnormal mobility of the knee, muscle atrophy, or weakness and if symptoms have occurred within the past 12 months.

Lateral deviation of the spine from the normal midline of more than 1 inch is cause for X-ray and clinical evaluation.

l. Asthma: Asthma or a history of asthma, except a history of childhood asthma with a trustworthy history of freedom from symptoms since the twelfth birthday, is a cause for rejection.

m. Abdominal Wall: Hernia of any variety or a history of a recurrent hernia, even though apparently repaired by a second operation, is a cause for rejection.

n. Waivers: It is not necessary for a candidate or his sponsor to request a waiver for defects. The Department of the Army will determine whether or not a waiver will be granted after review of the report of medical examination. Waivers for defects of visual acuity or refraction below prescribed standards will not be granted.

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

ALABAMA

Daleville—Fort Rucker
Montgomery—Maxwell AFB

ALASKA

Elmendorf AFB

ARIZONA

Huachuca—Fort Huachuca
Tucson—Davis Monthan AFB

ARKANSAS

Fort Smith—Fort Chaffee
Hot Springs, U. S. Army and Navy
Hospital

CALIFORNIA

Fairfield—Travis AFB
Monterey—Fort Ord
Oakland:
USNH, 8750 Mountain Boulevard
Oceanside—USNH, Santa Margarita
Ranch, Camp Pendleton
Pleasanton—Parks AFB
Riverside—March AFB
San Diego:
USNH
San Francisco:
Fort Mason:
Letterman AII
San Pedro—Fort MacArthur

COLORADO

Colorado Springs—Fort Carson
Denver:
Fitzsimons AH
Lowry AFB

CONNECTICUT

New London—USN Sub Base

AH—Army Hospital.

AFB—Air Force Base.

USNH—U. S. Naval Hospital.

FLORIDA

Jacksonville—USNH, Naval Air Sta.
Key West—USNH
Pensacola—USNH
Tampa—MacDill AFB

GEORGIA

Atlanta—Fort McPherson
Augusta—Fort Gordon
Columbus—Fort Benning
Valdosta—Mood AFB
Walthourville—Fort Stewart

HAWAII

Tripler Army Hospital
Hickam Air Force Base

IDAHO

Pocatello—USN Ord Plant

ILLINOIS

Belleville—Scott AFB
Great Lakes—USNH Naval Training
Center
Rantoul—Chanute AFB

INDIANA

Indianapolis—Fort Benjamin Harrison

KANSAS

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

KENTUCKY

Fort Knox

LOUISIANA

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

II. INSTALLATIONS CONDUCTING, ETC.—Continued

HOSPITAL SHIP

USS HAVEN (AH-12)
Long Beach, Calif.

MAINE

Brunswick—USN Air Station

MARYLAND

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

MASSACHUSETTS

Ayer—Fort Devens
Chelsea—USNH
Chicopee Falls—Westover AFB

MICHIGAN

Mount Clemens—Selfridge AFB

MINNESOTA

Minneapolis—USN Air Station

MISSISSIPPI

Biloxi—Keesler AFB

MISSOURI

Newburg—Fort Leonard Wood

MONTANA

Butte—USN Rec Station
Great Falls—Malmstrom AFB

NEBRASKA

Lincoln—USN Air Station
Omaha—Ofutt AFB

AH—Army Hospital.

AFB—Air Force Base.

USNH—U. S. Naval Hospital.

NEW HAMPSHIRE

Portsmouth—USNH

NEW JERSEY

Fort Dix
Little Silver—Fort Monmouth

NEW MEXICO

Albuquerque—USN Rec Station
Roswell—Walker AFB

NEW YORK

Fort Jay, Governors Island, Hempstead,
L. I.—Mitchel AFB
New York City:
U. S. Army Dispensary, 90 Church
Street
Rome—Griffis AFB
St. Albans, L. I., USNH
West Point—U. S. Army Hospital, U. S.
Military Academy

NORTH CAROLINA

Camp Lejeune—USNH
Fayetteville—Fort Bragg
Raleigh—USN Rec Station

OHIO

Dayton—Wright-Patterson AFB

OKLAHOMA

Enid—Vance AFB
Fort Sill
Oklahoma City—Tinker AFB

OREGON

Astoria—USN Air Station
Portland—USN Rec Station

PENNSYLVANIA

Carlisle—Carlisle Barracks
Middletown—Olmsted AFB

II. INSTALLATIONS CONDUCTING, ETC.—Continued

PENNSYLVANIA—Continued

Philadelphia:
USNH, 17th and Patterson Avenue
Phoenixville—Valley Forge AH
Pittsburgh—USN Rec Station

PUERTO RICO

San Juan—Rodriguez AH
Ramey AFB

RHODE ISLAND

Newport—USNH

SOUTH CAROLINA

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

TENNESSEE

Fort Campbell
Memphis—USNH
Smyrna—Sewart AFB

TEXAS

Corpus Christi—USNH
El Paso:
Fort Bliss
William Beaumont AH
Fort Worth—Carswell AFB
Houston—Ellington AFB
Killceen—Fort Hood

TEXAS—Continued

San Antonio:
Brooke Army Medical Center
Randolph AFB
Wichita Falls—Sheppard AFB

UTAH

Ogden—Hill AFB

VIRGINIA

Hampton—Langley AFB and Fort
Monroe
Lee Hall—Fort Eustis
Newington—Fort Belvoir
DeWitt Army Hospital
Petersburg—Fort Lee
Portsmouth—USNH
Quantico—USNH

WASHINGTON

Bremerton—USNH, Naval Base
Seattle—Fort Lawton
Tacoma—Fort Lewis, Madigan AH and
McChord AFB

WASHINGTON, D. C.

Bolling AFB
Walter Reed Army Medical Center—
Physical Examining Section (Outpa-
tient Clinic)

AH—Army Hospital.

AFB—Air Force Base.

USNH—U. S. Naval Hospital.

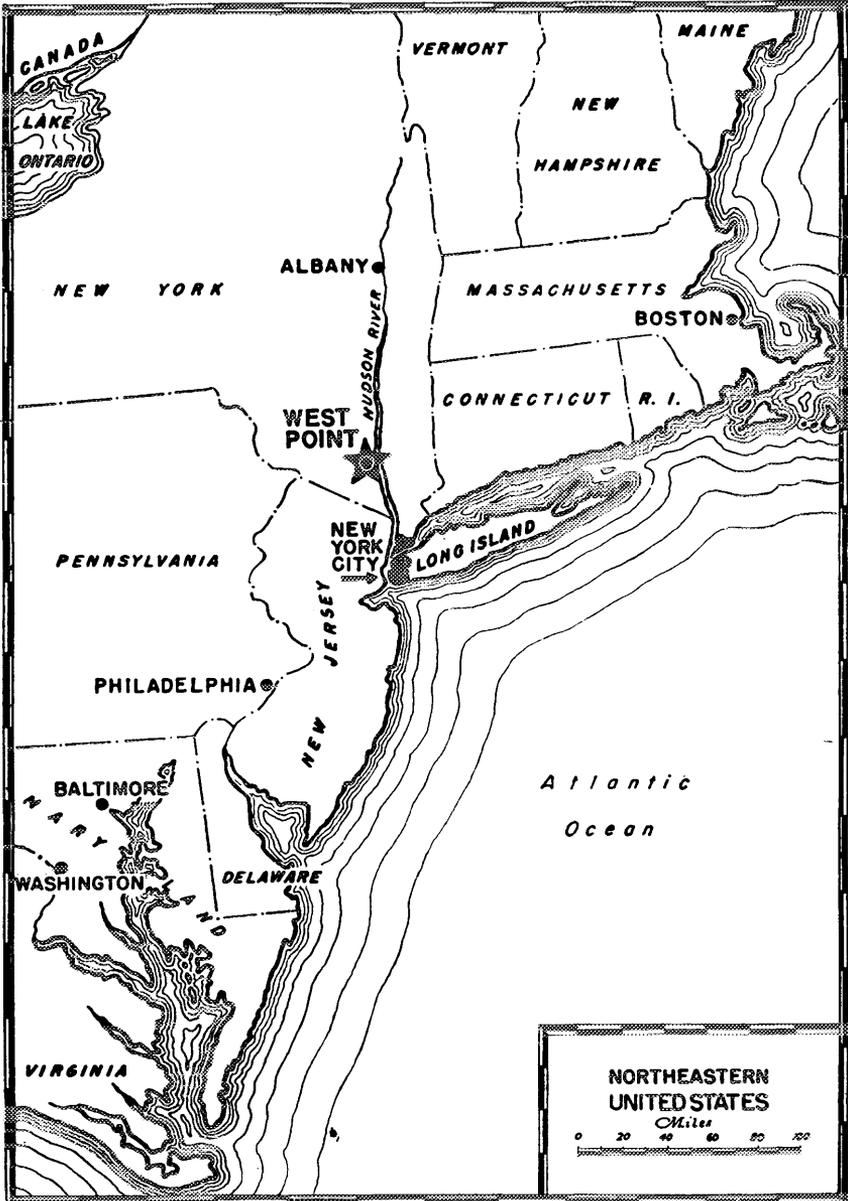
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