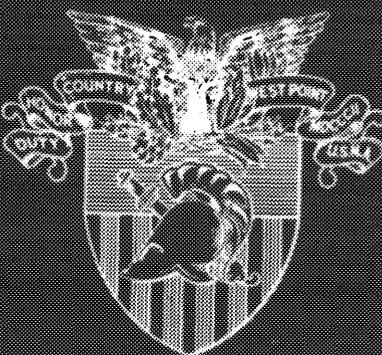


UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK



ONE HUNDRED AND FIFTY-EIGHTH YEAR

CATALOGUE

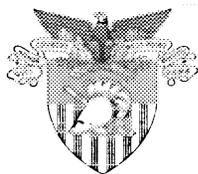
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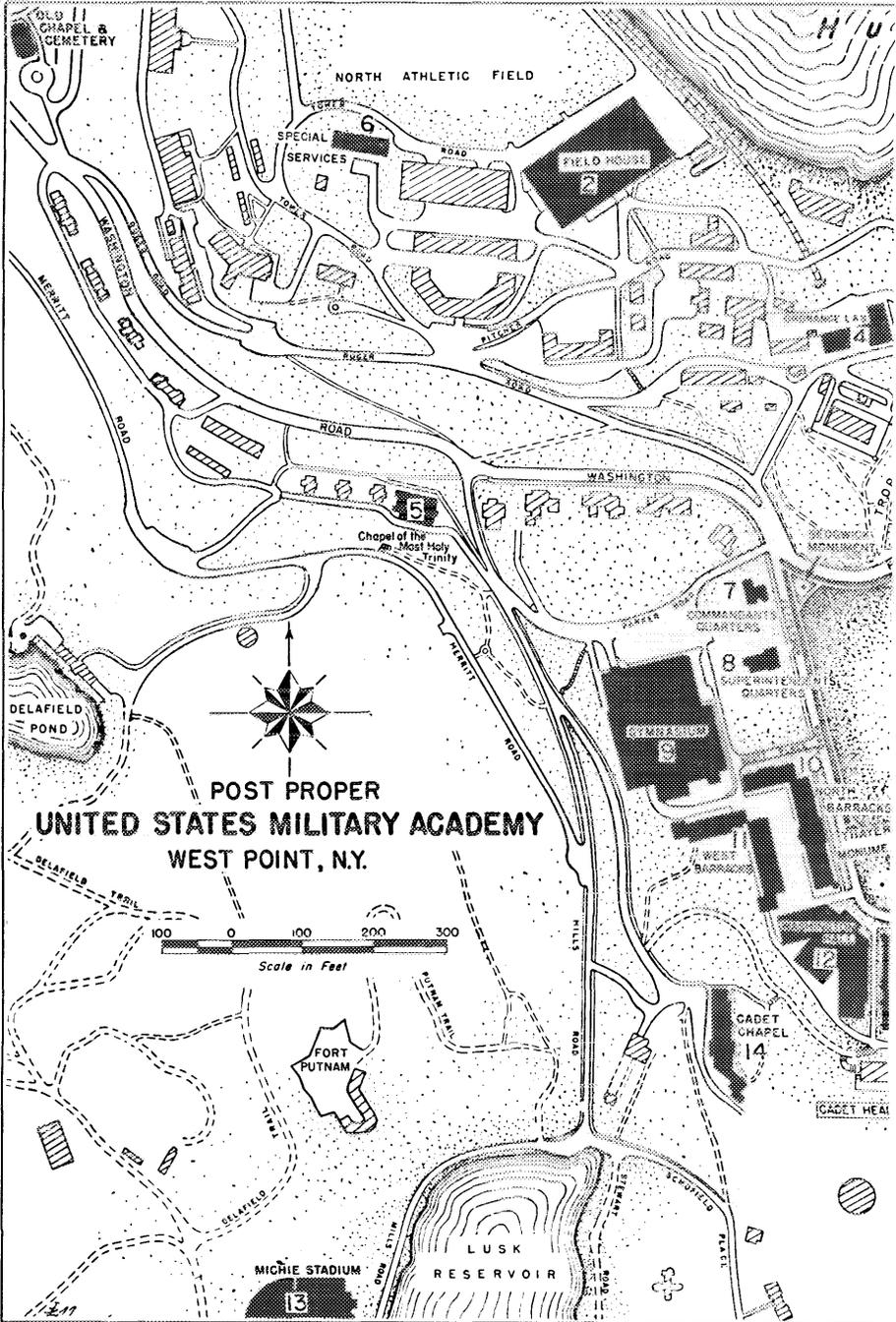
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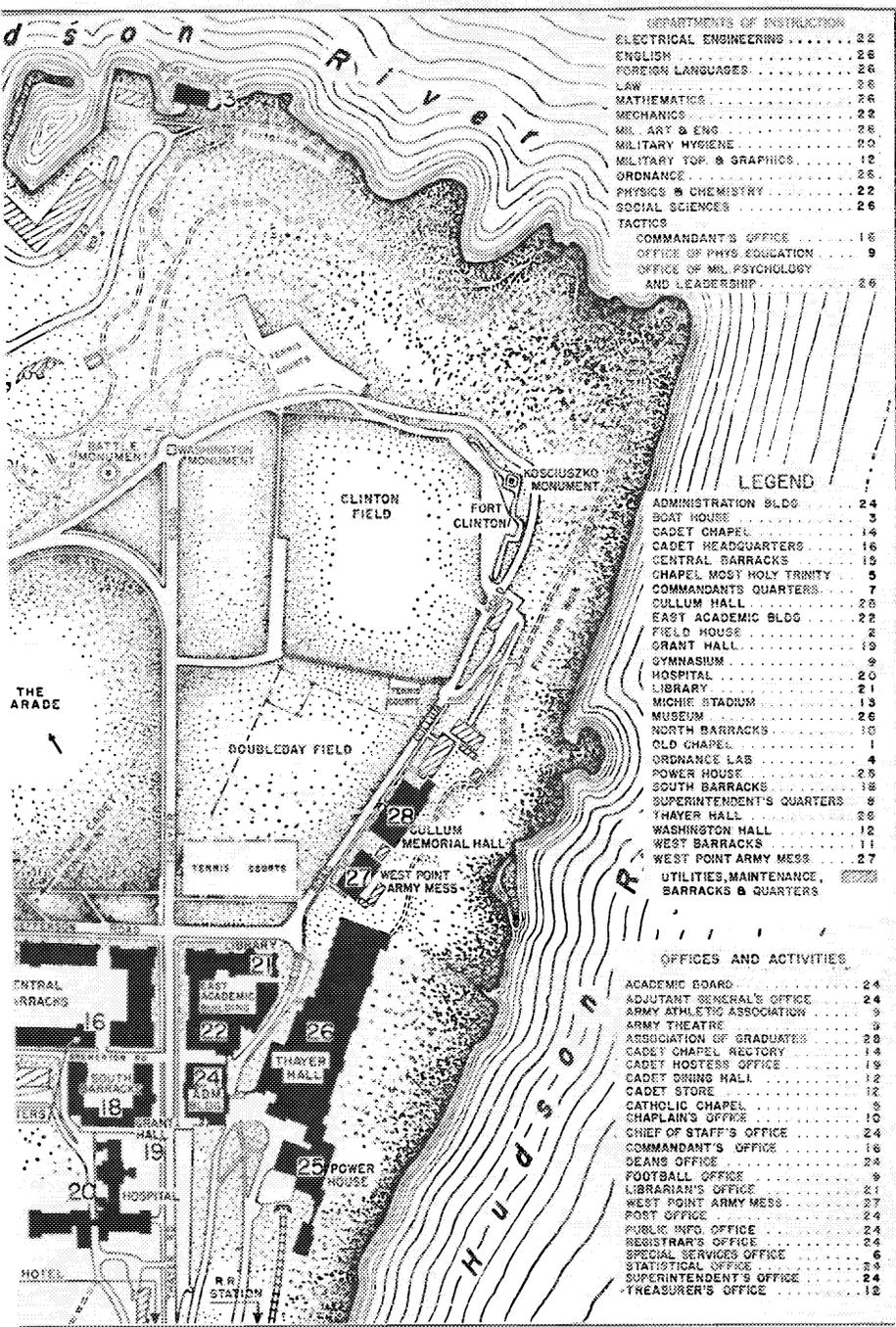
One Hundred and Fifty-eighth Year

1959—1960



*United States Government Printing Office
Washington : 1959*





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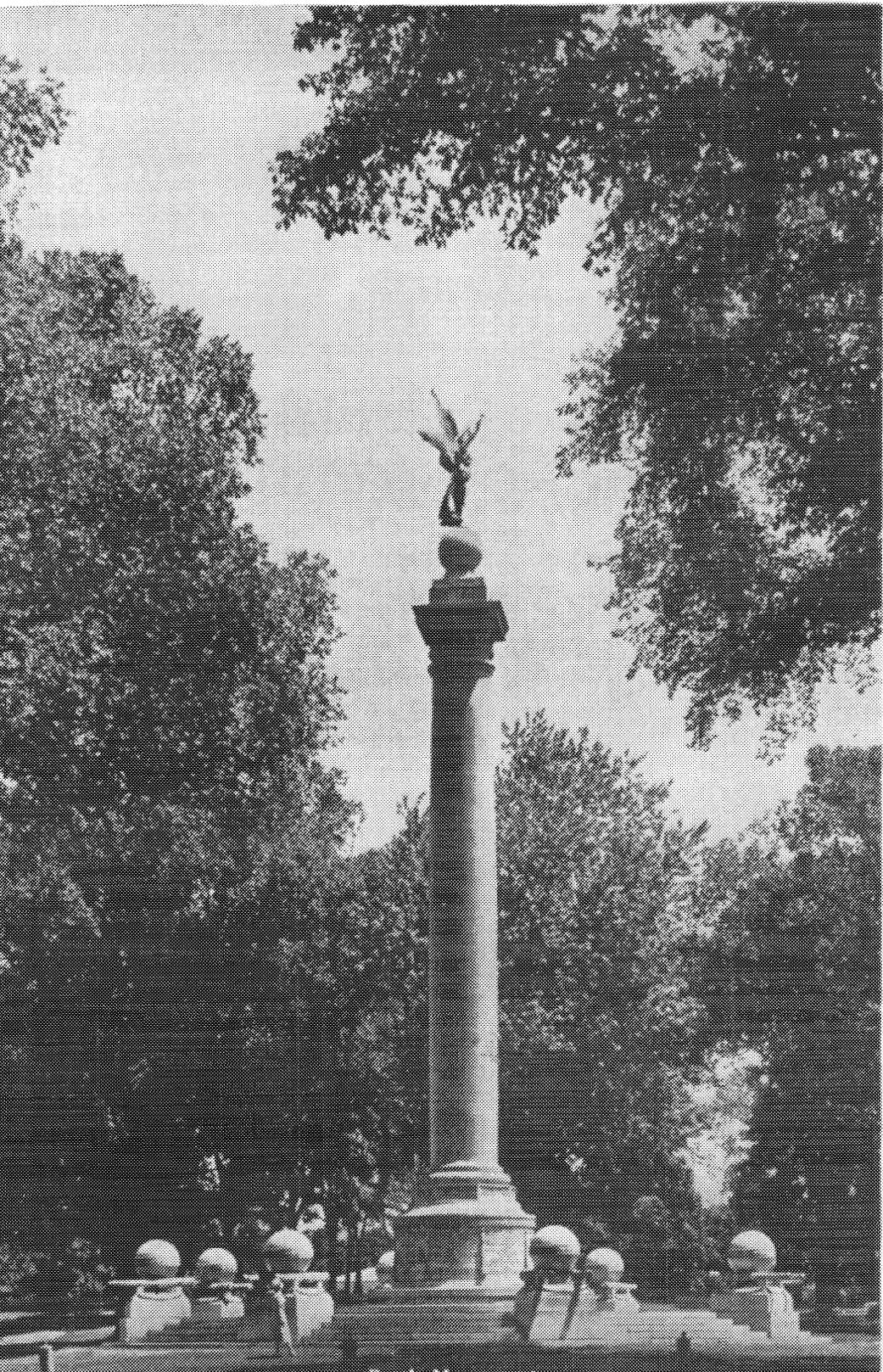
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Battle Monument

CATALOGUE
of the
UNITED STATES
MILITARY ACADEMY
1959-1960

HEADQUARTERS,
DEPARTMENT OF THE ARMY
WASHINGTON 25, D.C., 21 May 1959

The following publication, entitled "Catalogue of the United States Military Academy, 1959-1960," is published for the information of all concerned.

[AG 351.27 (6 Feb 59)]

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

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

Official:

R. V. LEE
Major General, United States Army,
The Adjutant General.

Distribution:

Active Army:

DCSPER (10)
ACSI (10)
DCSOPS (10)
DCSLOG (10)
ACSRC (10)
CAMG (10)
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USARJ/UNC/EA(R) (75)
MDW (36)
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Corps (3)
Div (3)
Brig (3)
Regt/Gp/BG (3)
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Mil Dist (1)
USA Corps (Res) (1)
Sector Comds, USA Corps (Res) (1)

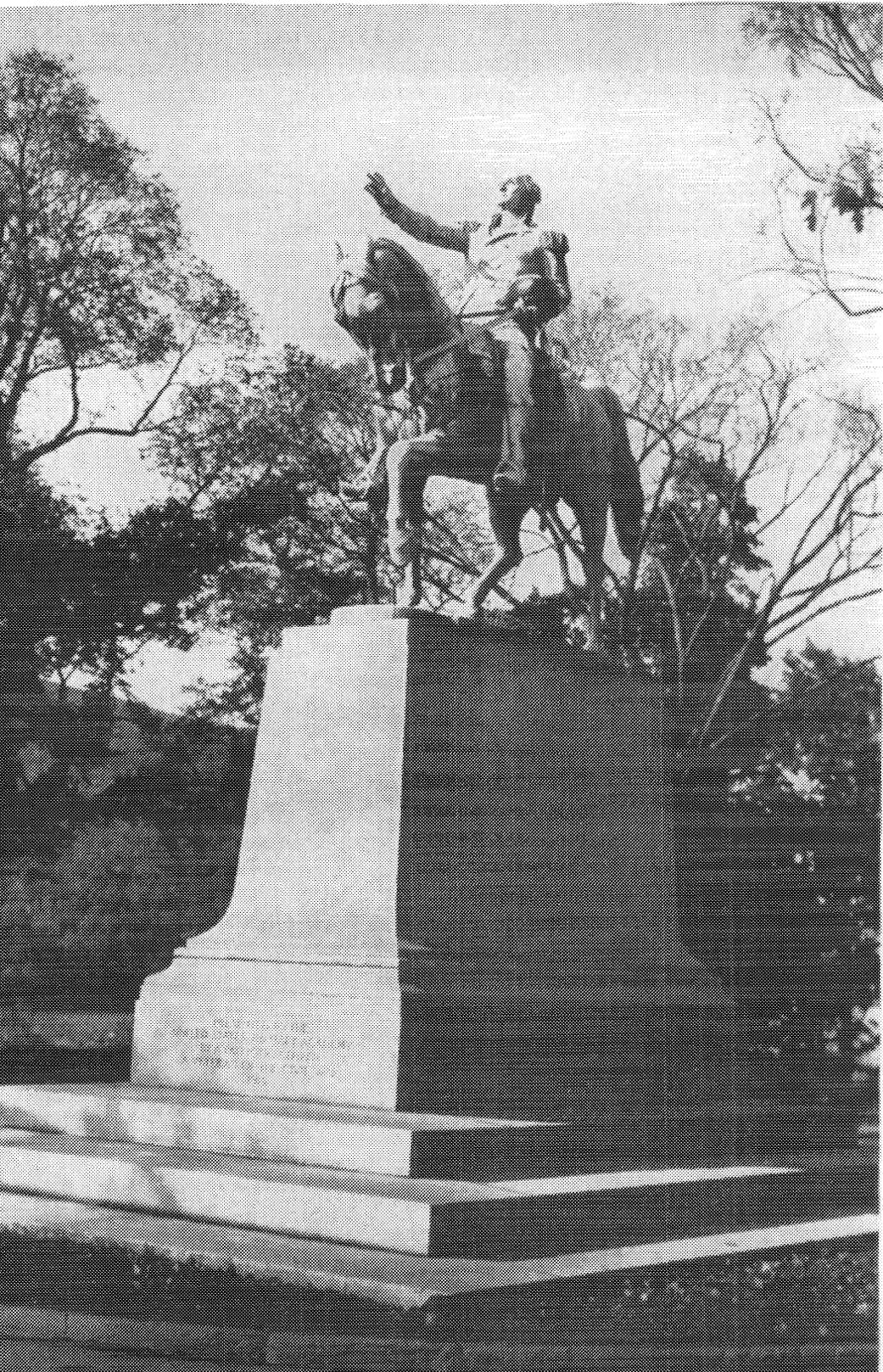
NG: None.

USAR: Same as Active Army.

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

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CALENDAR FOR 1959-60

1959

JANUARY							MAY							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	3	4	5	6	7	8	9	6	7	8	9	10	11	12
11	12	13	14	15	16	17	10	11	12	13	14	15	16	13	14	15	16	17	18	19
18	19	20	21	22	23	24	17	18	19	20	21	22	23	20	21	22	23	24	25	26
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15	16	17	18	19	20	21	21	22	23	24	25	26	27	18	19	20	21	22	23	24
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1960

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10	11	12	13	14	15	16	8	9	10	11	12	13	14	11	12	13	14	15	16	17
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31							29	30	31											
FEBRUARY							JUNE							OCTOBER						
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MARCH							JULY							NOVEMBER						
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APRIL							AUGUST							DECEMBER						
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24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	31

ACADEMIC CALENDAR, 1959-60

1959

4 July	<i>Saturday</i>	Independence Day. Duties suspended.
7 July	<i>Tuesday</i>	New Fourth Class enters.
11 August	<i>Tuesday</i>	Re-examination of cadets deficient on second term-end examinations.
31 August	<i>Monday</i>	Ex-cadets report for readmission, 12:00 noon.
7 September	<i>Monday</i>	Labor Day. Duties suspended.
8 September	<i>Tuesday</i>	First term begins.
11 November	<i>Wednesday</i>	Veterans Day. Classes suspended.
26 November	<i>Thursday</i>	Thanksgiving Day. Classes suspended.
22 December	<i>Tuesday</i>	Christmas leave for three upper classes begins at 3:15 P.M.

1960

3 January	<i>Sunday</i>	Christmas leave for three upper classes ends at 5:30 P.M.
21 January	<i>Thursday</i>	Ex-cadets report for readmission.
23 January	<i>Saturday</i>	First term ends at 12:00 noon.
25 January	<i>Monday</i>	Second term begins. Term-end examinations begin.
27 January	<i>Wednesday</i>	Term-end examinations completed.
22 February	<i>Monday</i>	Washington's Birthday. Classes suspended.
9 March	<i>Wednesday</i>	Medical, physical aptitude, and preferred series of College Entrance Examination Board tests begin at designated military stations.
24 March	<i>Thursday</i>	Spring leave for three upper classes begins at 3:15 P.M.
27 March	<i>Sunday</i>	Spring leave for three upper classes ends at 6:00 P.M.
29 March	<i>Tuesday</i>	Re-examination of ex-cadets.
30 May	<i>Monday</i>	Memorial Day. Duties suspended.
2 June	<i>Thursday</i>	Second term ends.
3 June	<i>Friday</i>	Term-end examinations begin.
5 June	<i>Sunday</i>	Baccalaureate Sunday.
6 June	<i>Monday</i>	Term-end examinations completed.
8 June	<i>Wednesday</i>	Graduation.
14 June	<i>Tuesday</i>	Special medical, physical aptitude, and College Entrance Examination Board tests begin at West Point for candidates applying for admission July 5.
5 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: MAJ. NEEDHAM P. MEWBORN, INF.

CAPT. GEORGE L. HARMAN, ENGR.

Office: Administration Building.

Commandant of Cadets: BRIG. GEN. JOHN L. THROCKMORTON, USA.

Office: Cadet Headquarters, Central Barracks.

Assistant Commandant: COL. ALBERT O. CONNOR, INF.

Office: Cadet Headquarters, Central Barracks.

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.

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

Office: Administration Building.

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

Office: Administration Building.

Deputy 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 thoroughgoing structural renovation and became known as the New West Point. Coincident with this reconstruction, General Albert L. Mills, the Superintendent, had the entire curriculum, military and academic, reassessed. As a result, military instruction was transformed from a series of mechanical drills to practical training in minor tactics and field work. Complete correlation was developed between instruction and actual field conditions. One of Mills' special hobbies was English; he believed that the Army officer should be able to express himself clearly in speech and writing. To that end, he strengthened greatly the course in English. A gradual liberalization of the curriculum went on until the outbreak of World War I.

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

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

The part of the curriculum General MacArthur changed with the greatest vigor was that relating to physical education. He believed firmly that physical fitness was a basic requirement of an officer; and he planned a strenuous program of compulsory gymnastic instruction complemented by an intramural program of 14 sports in which every cadet had to take part.

The wisdom of his foresight has been reflected ever since in the excellent physical condition of all cadets at all times.

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

All phases of training were greatly intensified during the rearmament years, 1939-41; and the part played by its graduates in World War II seemed to justify the teaching and the courses at the Academy. Eisenhower, MacArthur, Bradley, Patton, Spaatz, Arnold, Collins, Clark, McNair, Devers, Wainwright, McNarney, Stilwell, Eichelberger, Vandenberg, Simpson: the list of West Point graduates who led our armies is a long and honored one. But much was learned from World War II; there were revised concepts of what professional military education should mean. In 1945 a special Board of Consultants, civilian and military, made a study of the curriculum and as a result of their recommendations a number of changes were made. Among these were expansion of the work in English and in international relations; and the introduction of courses in electronics, economic and industrial geography, and military psychology and leadership. At the present time the humanities comprise about 40 percent of the curriculum; the sciences about 60 percent.

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. . . ."

GENERAL INFORMATION

COURSE OF INSTRUCTION

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 43, 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.

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

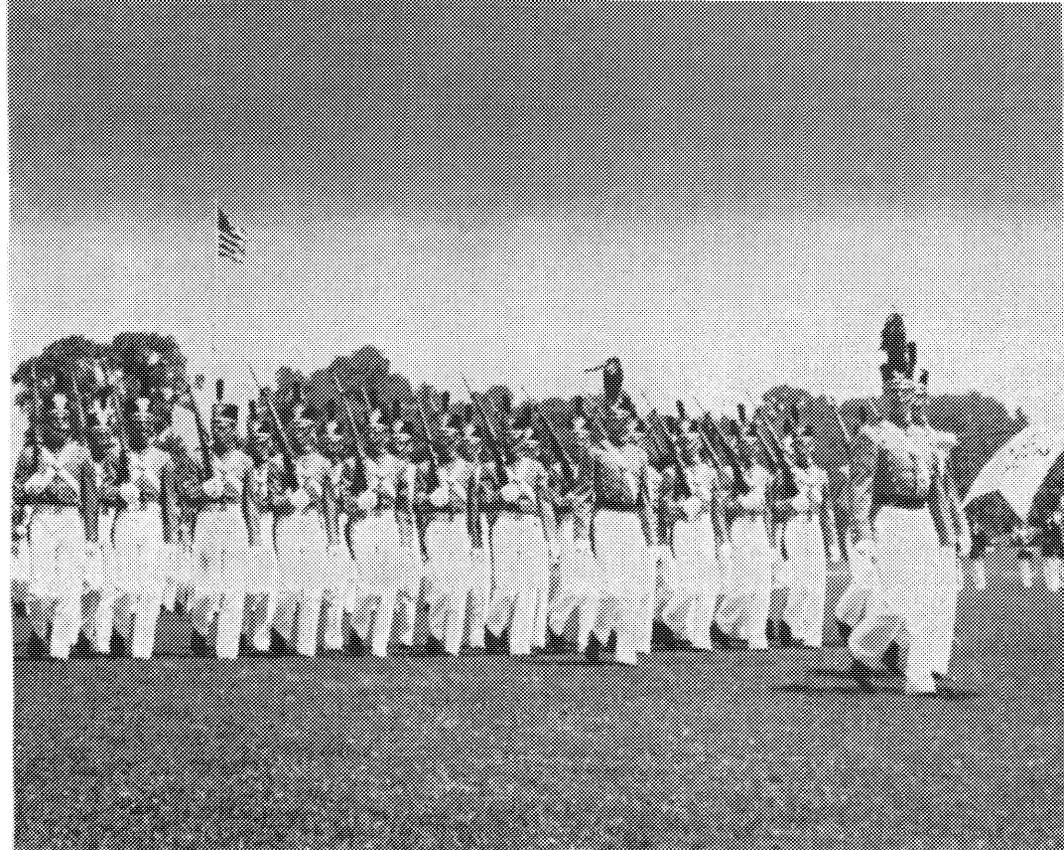
Academic and other duties are suspended for all classes on national holidays.

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). In addition, no more than 12½ percent of the graduating class may be commissioned in the Navy, Marine Corps, or Air Force (sec. 541, Title 10, U.S. Code).

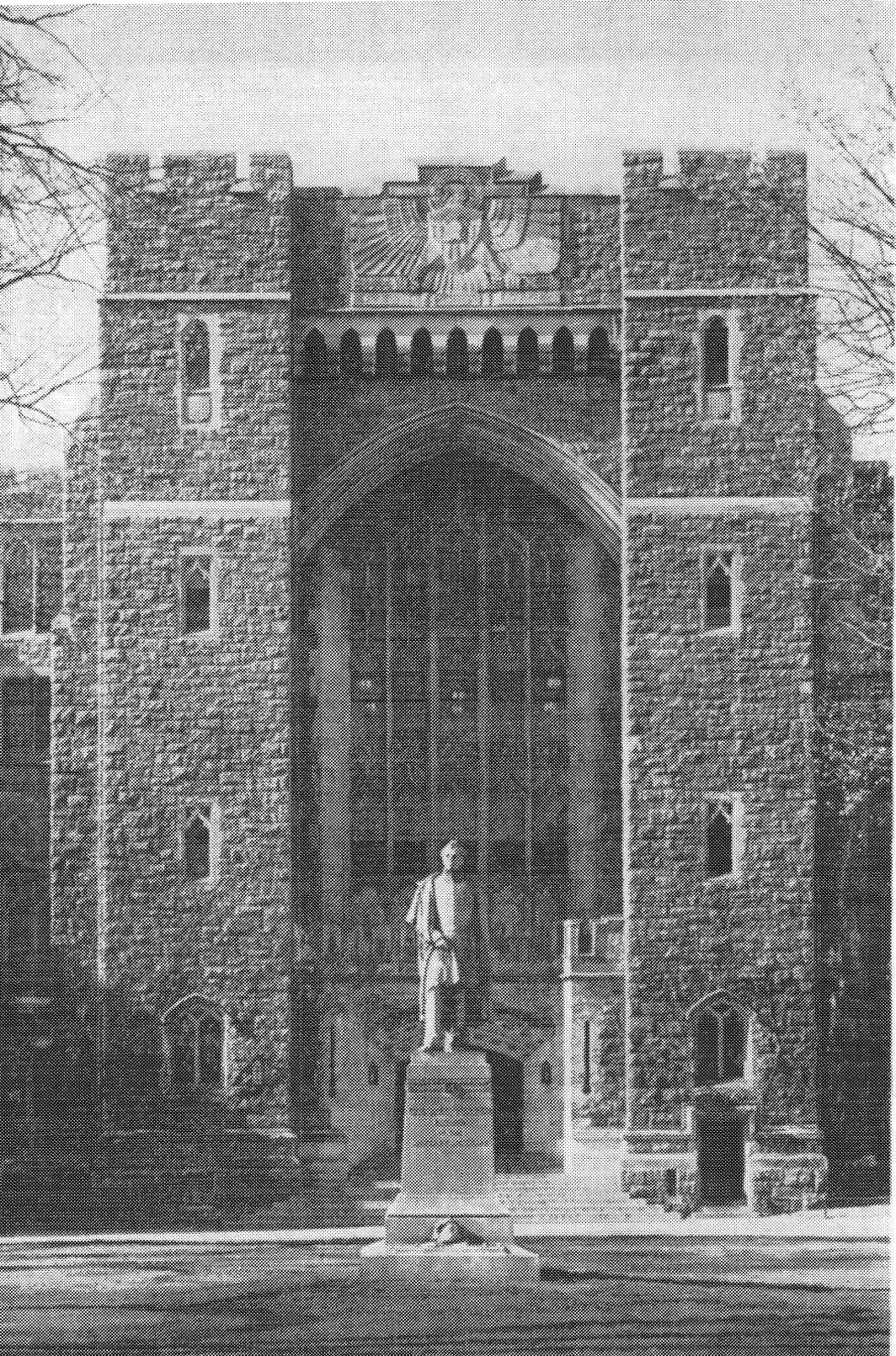


ORGANIZATION OF THE CORPS OF CADETS

The approximately 2,500 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.

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



Washington Hall

ADMISSION

I. GENERAL

A young man who is 17 but not yet 22 years of age, a citizen of the United States, unmarried, of good moral character, in good physical condition, and who has completed a secondary school education or its equivalent, has the basic qualifications necessary to compete for entrance to the United States Military Academy. These qualifications are discussed in detail in section II.

There are no tuition or other charges for attendance at the Military Academy. The pay and allowances received by a cadet are adequate to cover all expenses. In effect, a young man who is admitted to the Military Academy has won a scholarship covering the entire cost of a four-year college education leading to a lifetime career as a professional military leader.

In one major respect the requirements for admission to the Military Academy differ from the normal requirements for admission to a civilian college or university: a prospective candidate must first obtain a nomination from an authorized nominating source before he is permitted to be examined for entrance to the Academy. A young man who is interested in pursuing a career in the military service and who desires to build this career upon a West Point education should review the various sources of nomination to the Military Academy, as listed in section III, and determine which sources are authorized to nominate him. The great majority (85 percent) 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 is eligible to apply for nomination in one of the following special categories:

- As a member of the Army or Air Force—Regular, National Guard, or Reserve;
- As the son of a member of the Regular Army, Navy, Air Force, Coast Guard, or Marine Corps;
- As the son of a member of the Armed Forces who died as a result of war service;
- As a student of an honor military or honor naval school;
- As the son of a recipient of the Medal of Honor.

Having determined the proper nominating sources in his case, a prospective candidate should apply to the pertinent authorities for a nomination. In each application, he should request a nomination to the United States Military Academy, give his residence, state briefly his reasons for wanting to enter the Academy, and name the secondary schools and colleges attended, as well as the courses taken and grades received. He should also list his extracurricular activities: such things as class offices, clubs, publications, athletics, Boys State, Boy Scouts, and any awards and honors received in each activity. No special application form is required—a regular business 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. Prospective candidates, therefore, are encouraged to apply for congressional nominations at the earliest practicable date.

Upon receipt of a candidate's nomination from a nominating authority, The Adjutant General, Department of the Army, 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.

The official notification of nomination will be accompanied by a number of inclosures containing detailed instructions about how to fill out and submit the required forms, which examinations must be taken, procedures for applying to take these examinations, and when and where they will be held.

In addition to the regularly scheduled tests of the College Board at more than 800 centers throughout the United States and foreign countries, the March College Board tests are given at designated military stations along with the medical and the physical aptitude examinations required by the Military Academy. The entrance examinations—mental, medical, and physical aptitude—are also given at West Point in June for candidates nominated after the March examinations. Additional information relative to examination procedures is in section IV.

Seven to eight weeks after a candidate has completed the required mental, medical, and physical aptitude examinations, he will be advised whether he is qualified and whether he has been selected to fill the vacancy for which he was nominated. If entitled to admission, he 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 Armed Forces of the United States for a period of not less than four years following graduation from the Military Academy.

To summarize, the following steps are necessary for admission to the United States Military Academy:

1. Review the basic requirements for admission to determine eligibility from the points of view of age, citizenship, marital status, physical condition, and educational background. See section II.
2. Obtain a nomination from an authorized nominating source. See section III.
3. Comply with instructions received at the time of nomination from The Adjutant General, Department of the Army, and the Registrar, USMA.
4. Take the required entrance examinations in accordance with the provisions of the instructions referred to above. See section IV.
5. Receive notification from Department of the Army of qualification and appointment to fill the vacancy for which nominated. See section V.
6. Report to West Point, as directed.

II. GENERAL REQUIREMENTS AND PREPARATION

Before a young man may obtain a nomination to the Military Academy he should meet certain general requirements. These requirements and recommended academic preparation 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. Each candidate's record must show positive evidence that he is responsible, trustworthy, emotionally stable, and 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. Physical Condition. A candidate must be physically fit. 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 qualifica-

tions; 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.

g. Educational Requirements. A candidate should have satisfactorily completed a secondary school education or its equivalent by the time he enters the Military Academy.

2. ACADEMIC PREPARATION

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.

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 at least 3 years of mathematics (and be currently facile in that subject at the time of admission), 4 years of English, 2 years of a foreign language, a year of laboratory science, and a year of United States History. Additional courses in the mathematical sciences, social sciences, and the humanities should be selected, bearing 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 50.

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, and a current facility in these subjects at the time of admission. See Department of Mathematics, page 54.

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 52.

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 49; Department of Mechanics, page 59; Department of Military Art and Engineering, page 61; Department of Military Topography and Graphics, page 63; Department of Ordnance, page 64; Department of Physics and Chemistry, page 65.

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 the subject matter of the third-year course in History of Modern Europe and America, certain cadets are permitted, in lieu of the latter portion of that course, to study either Middle East History or 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 66.

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.

III. NOMINATIONS

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. Types of nominations and methods of obtaining nominations are explained in this section.

1. PROCEDURES IN APPLYING

More than one candidate will normally be nominated for each vacant cadetship. A candidate may be nominated to qualify for a vacant cadetship only during the year preceding the admission date, the first Tuesday in July. Having determined the proper nominating source in his case from paragraph 2, the 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, he should request a nomination to the Military Academy, give his residence, state briefly his reasons for wanting to enter the

Academy, give the status of his education and training, and list his extracurricular participation. No special application is required—a regular business letter is all that is necessary.

Most Senators and Representatives conduct their own special preliminary screening examinations to assist in the selection of 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.

2. TYPES AND SOURCES OF NOMINATION

There are two types of nomination for appointment to the United States Military Academy: *noncompetitive* and *competitive*. A *noncompetitive nomination* is one in which the candidate's priority to fill the vacancy is designated by the nominating authority prior to the entrance examination. A *competitive nomination* is one in which the candidate's priority to fill the vacancy is based on the results of the entrance examinations and an evaluation of the candidate's personal record.

The 2,512 cadetships authorized at the Military Academy are allocated to sources of nomination as follows:

<i>Noncompetitive:</i>		
437	Representatives (4 each)	1,748
100	Senators (4 each)	400
	Vice Presidential	3
	District of Columbia	6
	Canal Zone Government	2
	Puerto Rico	4
<i>Competitive:</i>		
Army and Air Force:		
	Regular Components	90
	Reserve Components	90
	(National Guard of the United States; Air National Guard of the United States; Army Reserve; Air Force Reserve)	
	Presidential	89
	Sons of Deceased Veterans	40
	Honor Military and Honor Naval Schools	40
	Total	2,512

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

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. Nominations of *noncompetitive candidates* are entirely in the hands of the nominating authorities who have the cadet-

ships at their disposal, and all applications must be addressed to them. Most nominating authorities hold preliminary competitive examinations to select nominees. For each vacancy four candidates may be nominated: one named as principal, one as first alternate, one as second alternate, and one as third alternate. The first alternate, if qualified, will be admitted if the principal fails; the second alternate, if qualified, will be admitted if both the principal and the first alternate fail; and the third alternate, if qualified, will be admitted if the principal and the first and second alternates fail. The law requires that candidates appointed from States at large, congressional districts, the Territory of Hawaii, 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.

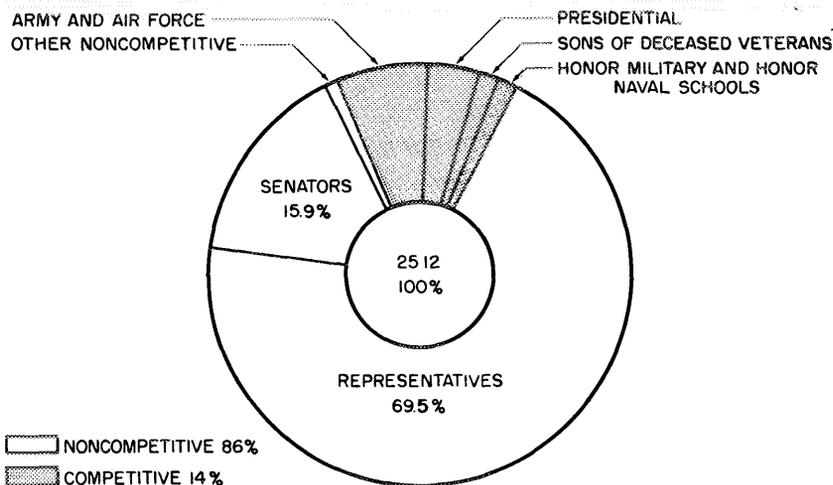
District of Columbia (6)-----Nominated by the Commissioners of the District of Columbia.

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. Congressional Competitive. In many cases members of Congress ask the Academic Board, USMA, to select the best qualified of their nominees. For such Congressional nominees, termed "Congressional Competitors," the examination procedures are the same as for competitive candidates.

c. 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 entrance 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 in the component from which he is nominated at least one year (not necessarily continuous) *by the date of his admission*. The Department of the Army issues a letter to each candidate selected authorizing him to report the following March for the annual entrance examination. A joint Army-Air Force publication,* AR 350-55, AFR 53-13, gives detailed directions for making application for Reserve component nomination.

(2) Presidential:

Eighty-nine (89) cadetships comprise the Presidential quota. For over a century these appointments have been reserved by each President for the sons of members of the regular components of the Army, Air Force, Navy, Marine Corps, and Coast Guard, who are still in service, retired, or who died while serving. The administration of these appointments has been delegated to the Department of the Army. Applications by those eligible should be made by letter (no prescribed form) addressed to The Adjutant General, Department of the Army, Washington 25, D.C., ATTN: AGPB-M, giving the name, grade, service number, and branch of service of the parent as a member of such regular component; and the full name, address, and date of birth of the applicant (complete military address and service number if in the Armed Forces). Adopted sons are

*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.

eligible for appointment if they were adopted prior to their fifteenth birthday; a copy of the order of court decreeing adoption, duly certified by the clerk of the court, must accompany the application.

(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 in 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.

d. 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.

e. Foreign Cadets.—In addition to United States cadets, young men from the foreign countries listed below 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.

3. 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



West Point from the East Bank of the Hudson

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.

4. 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.

IV. ENTRANCE EXAMINATIONS

Upon receipt of a candidate's nomination from a nominating authority, The Adjutant General, Department of the Army, will send the candidate a letter of notification. This letter officially authorizes the candidate to take the mental, medical, and physical aptitude examinations required to establish his qualification for appointment to enter the Military Academy to fill the vacancy for which he was nominated. Administrative procedures prior to the examinations and the examinations required are explained in this section.

1. INSTRUCTIONS ON PROCEDURES

a. 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 with the candidate's letter of notification.

b. After reading the instructions sent to him with his nomination, the candidate will register with the College Entrance Examination Board for the required tests. The U.S. Government will pay the College Board test fees of all authorized candidates. An application form for registering is contained in the material supplied by The Adjutant General. The candidate must request on his application form that his scores be sent to the United States Military Academy.

c. The candidate then reports for his mental, medical, and physical aptitude examinations at the place and time prescribed in his notification.

2. EXAMINATIONS: SCOPE DATES AND LOCATIONS

a. Mental. A candidate's mental qualification for admission is determined by an analysis of his entire scholastic record and his performance on prescribed tests of the College Entrance Examination Board. Each candidate must submit his entire scholastic record. The College Board tests which have been adopted by the Military Academy are—

The Scholastic Aptitude Test

Achievement Tests in—

English Composition

Intermediate Mathematics*

By consulting paragraph 3, page 37, 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 are contained in the booklet *Bulletin of Information*. This booklet may be obtained from the principal, guidance counselor, or librarian in most high schools or may be obtained without charge by writing 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 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.

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 listed in paragraph 2*d*. 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. 2*e*) or at any regularly scheduled administration of the College Board prior to the special June tests.

*The Military Academy will accept scores of a candidate on the College Board achievement test in Advanced Mathematics in place of the normally required achievement test in Intermediate Mathematics. However, no adjustment will be made on the scores because of any possible different degree of difficulty of the two tests.

b. Medical. Each candidate, even though qualified in a previous year, is required to undergo a thorough medical examination to ensure that he is in good health and has no physical defects. Medical examination requirements are indicated in appendix I, pages 131 to 135.

Upon receipt of a nomination, regardless of the type, a candidate will be authorized to take the medical entrance examination at one of the stations listed in appendix II, pages 136 to 138. The medical examination is also given in March in conjunction with the mental and physical aptitude examinations.

Results of the medical examination are valid only for the class in which the candidate seeks admission. Nominated candidates are encouraged to take this examination as early as possible to establish medical qualification for admission.

Instructions as to the arrangements which must be made with the examining stations are supplied by The Adjutant General at the time the candidate is notified of his nomination. Travel and personal expenses incurred in taking the medical examination are the responsibility of the candidate.

c. Physical Aptitude. 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.

The physical aptitude examinations are given in March at the military stations listed in paragraph 2*d*, at the same time as the special administration of the 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 2*e*.

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.

A combination of five or more of the following tests, which result in the candidate's using all of his physical facilities, constitutes the physical aptitude examination.

- (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 inches.
 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. 17 inches.

d. March Examinations. In addition to the regular times and places for tests of the College Board as announced in the College Board booklet, *Bulletin of Information*, an administration especially for Military Academy candidates is held in March during the same period and at the same military stations as the medical and physical aptitude examinations. By arranging to take his College Board tests at this special administration in March, a candidate can take all three required examinations—mental, medical, and physical aptitude—at one place, and with only one trip from his home. However, the candidate is encouraged to take the medical examination upon receipt of his notification of nomination in order to establish his eligibility on that portion of the entrance requirements as early as possible.

The March examinations are given at the following military stations:

- Fort Devens, Mass.
- Fort Jay, Governors Island, N.Y.
- Fort Dix, N.J.
- 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.

A candidate will be authorized by The Adjutant General to report for examination at the military installation nearest his home on Wednesday, March 9. The medical and physical aptitude examinations are given first and should be completed by Friday afternoon. On Saturday, March 12, 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*, including *Congressional Competitive*, report to military stations in March to take the physical aptitude and College Board examinations. 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 some other unavoidable cause, in which case the candidate may request authority to take the special June examination at West Point.

e. Special June Examinations. A special administration of the College Board tests, the physical aptitude examination, and the medical examination, is held at West Point on the Tuesday preceding the 16th of June. This test administration 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 examinations because of illness or other unavoidable cause.

3. EXAMINATIONS REQUIRED

a. *Mental Examinations*

- (1) *Noncompetitive Candidate With College Credits.* A *noncompetitive candidate* 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. In determining the acceptability of a college record, the Military Academy considers the entire scholastic performance of the candidate. Low marks, failures, or conditions in college, or failure on a prior Military Academy entrance examination are considered good reasons for the rejection of a college certificate. A candidate whose college certificate is not accepted must take the College Board achievement tests in English Composition and Mathematics as well as the Scholastic Aptitude Test.
- (2) *Noncompetitive Candidate Without College Credits.* A *noncompetitive candidate* without college credits must take the College Board Scholastic Aptitude Test and the achievement tests in English Composition and Mathematics.
- (3) *Noncompetitive Candidate With Prior College Board Scores.* A *noncompetitive candidate* who has previously taken any of the required College Board tests may request the appropriate CEEB office (Princeton or Los Angeles) to send the scores to the Military Academy for consideration. The Registrar, USMA, will advise the candidate on the status of his mental requirements after receipt of the prior scores.
- (4) *Congressional Competitive Candidate.* A *Congressional Competitive Candidate* must take the College Board Scholastic Aptitude Test and the achievement tests in English Composition and Mathematics at the special March administration of the College Board tests at designated military stations. Failure of the *Congressional Competitive Candidate* to report for the March mental examination will vacate his appointment.
- (5) *Competitive Candidate.* A candidate who seeks to qualify for admission under a *competitive nomination*—Army and Air Force (regular and Reserve components), Presidential, Sons of Deceased Veterans, or Honor Military and Honor Naval Schools (par. 2c, sec. III)—must take the College Board Scholastic

Aptitude Test and the achievement tests in English Composition and Mathematics at the March College Board administration. Failure of a *competitive candidate* to report for the March mental examination automatically vacates his appointment.

- (6) *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 English Composition and Mathematics, the results of which will determine his eligibility under both types of appointment, or (2) relinquish his *competitive nomination* and take only the mental examinations required under his *noncompetitive nomination*.
- (7) *Previous Qualification.* A candidate (except an ex-cadet) once found mentally qualified for admission to the Military Academy will be considered qualified for any subsequent *noncompetitive nomination* and will not be required to take further mental examinations.
- (8) *Previous Failure.* A candidate who has previously failed one or more of the mental tests submitted for qualification, even though he has a satisfactory college record, must take the complete set of College Board tests—the Scholastic Aptitude Test and the achievement tests in English Composition and Mathematics—to qualify under his new nomination.

b. Medical Examinations.

All candidates, regardless of the type of nomination they receive, are required to undergo a thorough medical examination prior to entrance to the Military Academy. Requirements of this examination are contained in appendix I, pages 131 to 135.

Upon receipt of a nomination, a candidate will be authorized to take the medical entrance examination at one of the stations listed in appendix II, pages 136 to 138. The medical examination is also given in March in conjunction with the mental and physical aptitude examinations.

Results of the medical examination are valid only for the class in which the candidate seeks admission. Nominated candidates are encouraged to take this examination as early as possible to establish medical qualification for admission.

Instructions as to the arrangements which must be made with the examining stations are supplied by The Adjutant General at the time the candidate is notified of his nomination. Travel and personal expenses incurred in taking the medical examination are the responsibility of the candidate.

c. Physical Aptitude Examinations.

- (1) *Noncompetitive candidates*, except those whose notices from the Registrar, USMA, specifically exempt them because of previous

qualification, must take the physical aptitude examination in March at the designated military station. *Noncompetitive candidates* nominated subsequent to the March examinations must take the physical aptitude examination in June at West Point unless excused by the Registrar, USMA, because of prior qualification.

- (2) All *competitive candidates*, including *Congressional Competitors*, must take the physical aptitude examination in March at the designated military station.

V. NOTIFICATION OF APPOINTMENT AND AUTHORIZATION TO REPORT

1. NOTIFICATION

From seven to eight weeks after a candidate has taken the full set of examinations—mental, medical, and physical aptitude—he will be advised by The Adjutant General whether he is qualified and whether he has been selected to fill the vacancy for which he has been nominated. Those entitled to admission will be authorized to report to West Point to join the new class of cadets.

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.

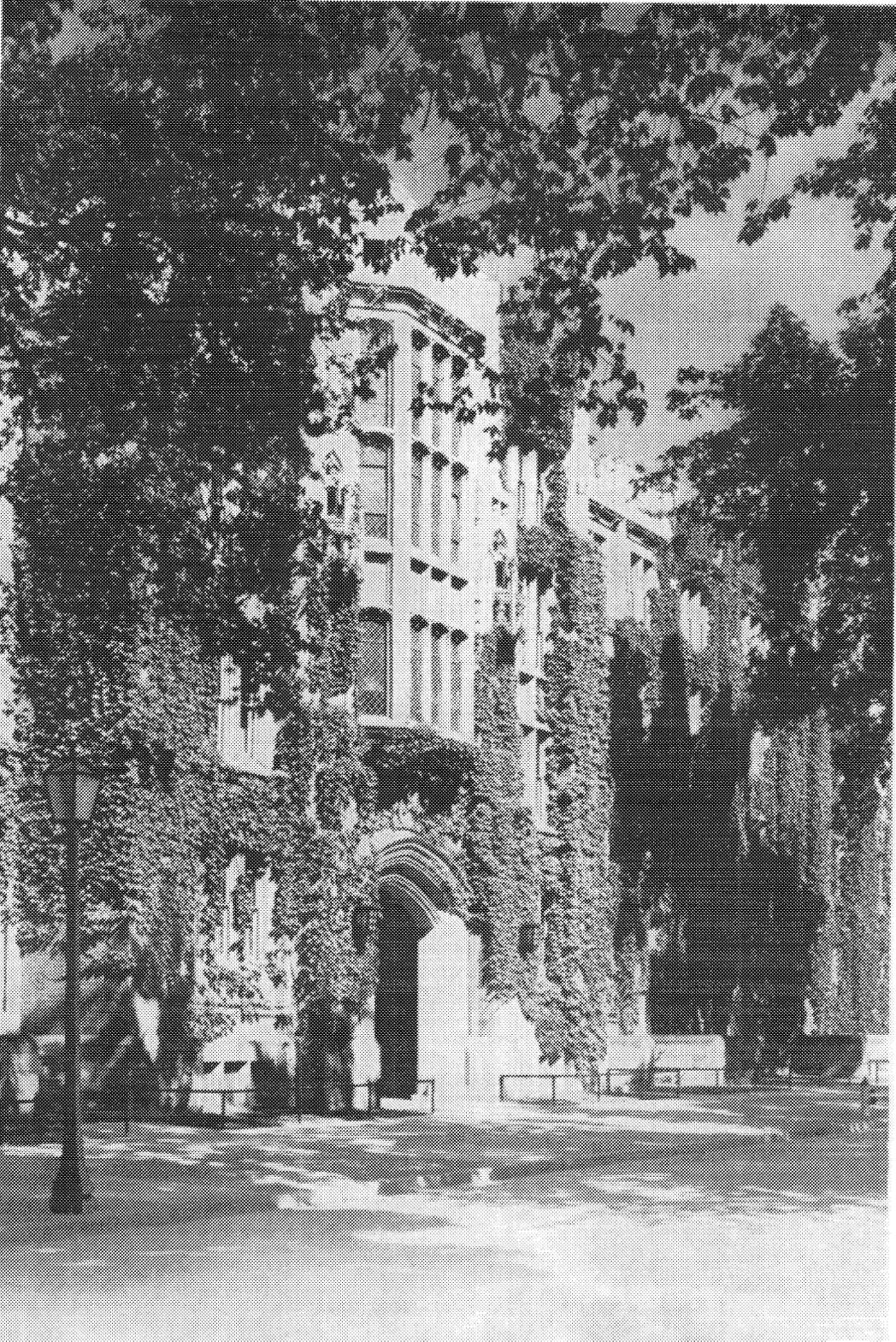
f. Oath of Allegiance. Each appointee (except foreign candidates) takes the oath of allegiance to the United States in a formal ceremony on the day of admission.

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 separated by competent authority-----

- (1) To complete the course of instruction; and
- (2) If tendered an appointment as a commissioned officer in a regular component of one of the armed services 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;
- (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 not being tendered, to accept a commission which may be tendered him in the Reserve compo-

ment of such Regular service and not to resign therefrom prior to such sixth anniversary; and

- (4) In the event of his separation from the Corps of Cadets prior to graduation, to accept, if qualified, transfer to the Army Reserve, in an appropriate enlisted grade, to complete the six-year service obligation, including active duty training if required.



North Barracks

COURSE 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, or Armor) 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 1959-60

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
	Tactics.....	Two attendances a week.	60
	Intramural athletics..	Two attendances a week (36 periods).	75
THIRD..... (Sophomore year).	Mathematics.....	One half class daily....	80
	Physics.....	One half class daily....	80
	Chemistry.....	One half class daily (91 periods).	80
	Languages.....	One half class daily....	70
	English.....	One half class daily except Saturday (63 periods).	60
	Military Instructor Training.	One half class daily except Saturday (27 periods).	60
	Graphics.....	One half class daily except Saturday.	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 1959-60—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
	Psychology	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).	Civil 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 (40 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

	7:55 A.M.	9:30 A.M.	9:55 A.M.	10:15 A.M.	10:35 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon			PHYS ED		MATH			FOREIGN LANGUAGES				INTRAMURAL
Tue		MILITARY TOPOGRAPHY			MATH			TACTICS		ENGLISH		
Wed			PHYS ED		MATH			FOREIGN LANGUAGES				
Thu		MILITARY TOPOGRAPHY			MATH			TACTICS		ENGLISH		
Fri			PHYS ED		MATH			FOREIGN LANGUAGES				INTRAMURAL
Sat			PHYS ED		MATH							

THIRD (SOPHOMORE) CLASS

	7:55 A.M.	9:05 A.M.	9:15 A.M.	9:55 A.M.	10:35 A.M.	11:55 A.M.	1:00 P.M.	2:30 P.M.	2:15 P.M.	3:00 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon		CHEMISTRY ¹	LAB		MATH			GRAPHICS					INTRAMURAL
Tue		FOREIGN LANGUAGES		LAB	PHYSICS			TACTICS ³		ENGLISH ²			
Wed		CHEMISTRY			MATH			GRAPHICS					
Thu		FOREIGN LANGUAGES			PHYSICS			TACTICS		ENGLISH			
Fri		CHEMISTRY			MATH			GRAPHICS					INTRAMURAL
Sat		FOREIGN LANGUAGES			PHYSICS								

- NOTES: 1. Military Hygiene replaces Chemistry for last 15 periods of the year.
 2. Military Instructor Training replaces English for first 27 periods of the year.
 3. Includes 21 periods of Physical Education.

TYPICAL CADET SCHEDULES—Continued

SECOND (JUNIOR) CLASS

	7:55 A.M.	9:15 A.M.	9:55 A.M.	10:35 A.M.	11:55 A.M.	1:30 P.M.	2:30 P.M.	2:15 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	MECHANICS		LAB	ELECTRICAL ENGINEERING ¹				SOCIAL SCIENCES	INTRAMURAL		
Tue	MECHANICS	LAB		ELECTRICAL ENGINEERING		TACTICS		SOCIAL SCIENCES			
Wed	MECHANICS			ELECTRICAL ENGINEERING				SOCIAL SCIENCES			
Thu	MECHANICS			ELECTRICAL ENGINEERING		TACTICS ²		SOCIAL SCIENCES			
Fri	MECHANICS			ELECTRICAL ENGINEERING				SOCIAL SCIENCES	INTRAMURAL		
Sat	MECHANICS			ELECTRICAL ENGINEERING							

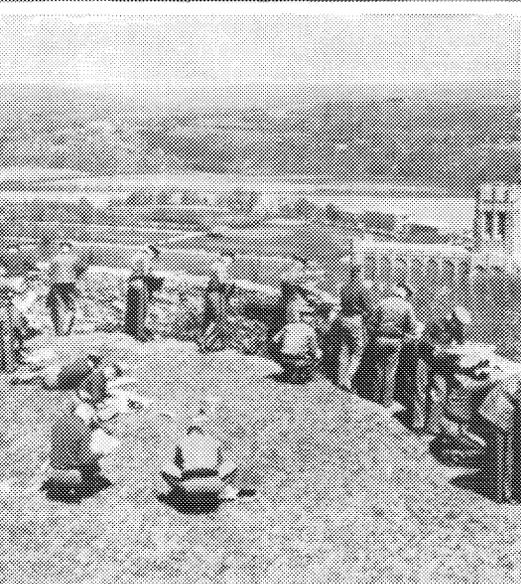
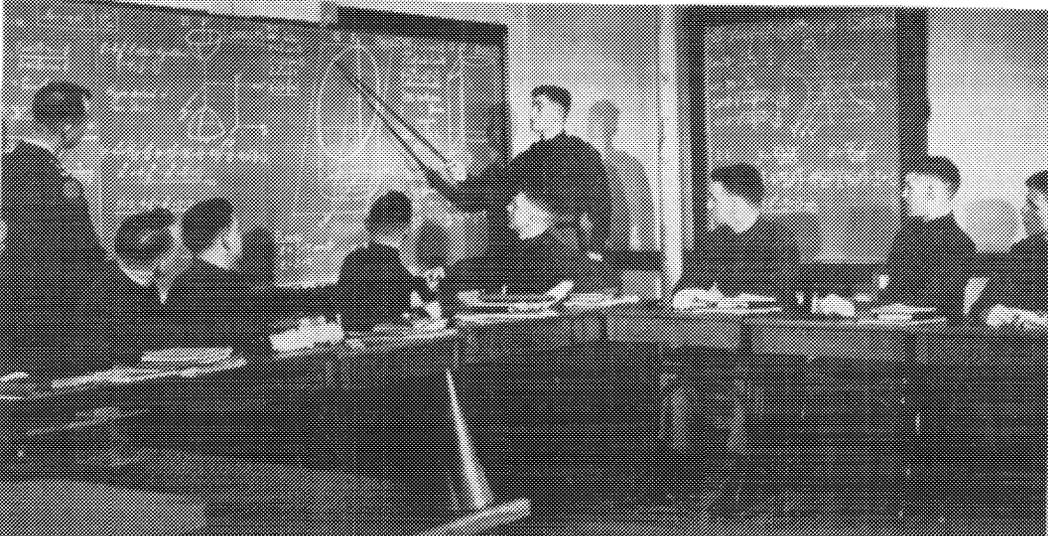
NOTES: 1. Psychology alternates with Electrical Engineering for last 27 periods of the year.

2. Includes 16 periods of Physical Education.

FIRST (SENIOR) CLASS

	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.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	ORDNANCE ENGINEERING	LAB		HISTORY OF MILITARY ART				LEADERSHIP ¹	INTRAMURAL		
Tue	SOCIAL SCIENCES			CIVIL ENGINEERING		TACTICS		LAW			
Wed	ORDNANCE ENGINEERING			HISTORY OF MILITARY ART				LEADERSHIP			
Thu	SOCIAL SCIENCES			CIVIL ENGINEERING		TACTICS		LAW			
Fri	ORDNANCE ENGINEERING			HISTORY OF MILITARY ART				LEADERSHIP	INTRAMURAL		
Sat	SOCIAL SCIENCES			CIVIL ENGINEERING							

NOTE: 1. English (27 periods) and Tactics (23 periods) precede Leadership (40 periods).



DEPARTMENTS OF INSTRUCTION

DEPARTMENT OF ELECTRICAL ENGINEERING

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

LT. COL. E. E. CUTLER, JR.

Associate Professor: MAJ. C. W. SPANN.

Assistant Professors: CAPTS. C. P. ALTER, T. R. CLARK, J. R. HOOK,
L. P. MONAHAN, JR., B. A. ROSS, JR., H. A. SCHULKE, JR., T. A.
STUMM.

Instructors: CAPTS. R. N. ANDREEN, C. F. DUPKE, JR., H. M. FEDERHEN,
H. C. FRIEND, D. K. LYON, R. P. McLEAN, J. D. MITCHELL, JR.,
R. C. MORRISON, A. R. STEBBINS, D. THOMPSON: 1ST LTS. R. H.
BENFER, G. L. EGBERT, JR., L. C. FRIEDERSDORFF, JR., W. A.
MIOTKE, M. W. NOAH.

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

Second (Junior) Class

POWER MACHINERY AND NUCLEAR PHYSICS. *Assistant Professors:* Capts. Clark, Ross, Stumm; *Instructors:* Capts. Andreen, Federhen, Lyon, McLean, Morrison; 1st Lts. Egbert, Friedersdorff, Noah.

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; amplidyne; indicating, power, and control selsyns. 47 hours (thirty-five 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. 33 hours (twenty-five 80-minute periods).

Laboratory. The department's power laboratories are equipped for the instruction of 80 cadets working in four-man teams. DC and AC machinery are studied. Cadets connect and run tests on DC generators and motors, the alternator and the induction motor; and transformer. *14 hours (seven 2-hour periods).*

CIRCUITS, ELECTRONICS, AND COMMUNICATIONS. *Assistant Professors:* Capts. Alter, Hook, Monahan, Schulke; *Instructors:* Capts. Dupke, Friend, Mitchell, Stebbins, Thompson; 1st Lts. Benfer, Miotke.

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. *53 hours (forty 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. *71 hours (fifty-three 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. *48 hours (twenty-four 2-hour periods).*

DEPARTMENT OF ENGLISH

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

COL. R. K. ALSPACH.

Associate Professors: MAJES. W. C. BURTON, J. H. CHITTY, JR.

Assistant Professors: LT. COL. B. J. GAULT; MAJES. L. D. WALLIS (Executive Officer), R. M. ROSE, W. J. WHITENER; CAPTS. R. L. BRADLEY, RUSSELL L. JOHNSON, C. R. KEMBLE.

Instructors: MAJES. R. H. HANSEN, F. C. MAHIN, A. A. SANELLI, W. L. WEBB, JR.; CAPTS. V. R. BAKER, R. R. BATTREALL, JR., A. H. BLAIR, A. E. S. BURKHARD, J. HINTON, JR., L. P. HOLCOMB, JR., ROSS L. JOHNSON, J. F. C. KENNEY, JR., H. W. KIEFER, JR., J. R. KINTZ, C. J. MATTHIESSEN, J. F. ROEHM, JR., R. L. STEELE, J. J. SULLIVAN, D. R. TAGUE, P. S. VANTURE.

Fourth (Freshman) Class

COMPOSITION, READINGS, AND SPEECH MAKING. *Associate Professor:* Maj. Chitty; *Assistant Professors:* Maj. Rose; Capts. Russell Johnson, Kemble; *Instructors:* Majs. Hansen, Webb; Capts. Baker, Blair, Burkhard, Hinton, Holcomb, Ross Johnson, Kenney, Kiefer, Kintz.

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, two plays, short stories, essays, and one novel. Class discussion based on the readings. 26 hours.

Speech Making. The preparation and presentation of various types of speeches, such as the speech to inform and the speech to convince. 11 hours.

American Ideals as Reflected in American Literature. Taken during the second term, in lieu of the regular course, by cadets in the first section. Research projects and papers replace the themes required in the regular course. Among the writers discussed are Edwards, Franklin, Paine, Emerson, Thoreau, Twain, Hemingway, O'Neill, and Faulkner.

Third (Sophomore) Class

COMPARATIVE LITERATURE. *Associate Professor:* Maj. Burton; *Assistant Professors:* Lt. Col. Gault; Maj. Whitener; Capt. Bradley; *Instructors:* Majs. Mahin, Sanelli; Capts. Battreall, Matthiessen, Roehm, Steele, Sullivan, Tague, Vanture.

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, Dickinson, Hawthorne, Tolstoy, Yeats, Robinson, 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 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.

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: MAJ. E. H. GERMANN, H. B. HARDY, S. WILLARD; CAPTS. B. J. GARDNER, G. M. TRONS RUE, JR.

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

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

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

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.

ADVANCED FRENCH. *Assistant Professor:* Maj. Germann.

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

ADVANCED GERMAN. *Instructor:* Capt. Van D'Elden.

PORTUGUESE. *Instructors:* Capt. Day; Mr. Vils.

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

SPANISH. *Instructors:* Maj. Mattos; Capts. Mather, Pilk, Sampson.

ADVANCED SPANISH. *Instructor:* Capt. Turner.

Basic course in the fundamentals of the language. In keeping with the primary objective of speaking and understanding the spoken language, particular emphasis is placed on oral work. The oral-aural skills are

developed by reading aloud, repetition drills, question and answer exercises, prepared and extemporaneous dialogues, and individual short talks. After the first month of the course all classroom work is in the foreign language. The Advanced 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. Rheault; *Instructors:* Cpts. Mitchell, Nichols.

ADVANCED FRENCH. *Assistant Professor:* Maj. Germann.

GERMAN. *Instructors:* Cpts. Morton, Tausch.

ADVANCED GERMAN. *Instructor:* Capt. Van D'Elden.

PORTUGUESE. *Assistant Professor:* Capt. Tronsrue; *Instructor:* Maj. Montezuma.

RUSSIAN. *Assistant Professor:* Maj. S. Willard; *Instructors:* Cpts. Haras, Ross.

SPANISH. *Assistant Professor:* Capt. Gardner; *Instructors:* Lt. Col. Contreras; Maj. Moffett; Capt. de Gil.

ADVANCED SPANISH. *Instructor:* 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: MAJS. R. J. COLLINS, G. T. FORSELL, JR., D. S. O'NEIL;
CAPTS. G. B. BARRETT, JR., D. T. BRYANT, Z. E. FINKELSTEIN, B.
W. MITCHELL, J. R. ROBINSON, W. E. SCHUG, JR.

NOTE.—Objectives of the course in Law. The Law courses are designed (1) to teach the student fundamental principles in the several fields of law in furtherance of education in the humanities and (2) to provide knowledge for proper conduct of official duties of the young officer in the administration of military justice with skill, understanding, and fairness. An underlying purpose is to help develop the cadet's ability to analyze, reason, reach logical conclusions, and to communicate effectively, orally and in writing. Emphasis is placed on logical and critical thought in applying legal principles to factual situations.

First (Senior) Class

Assistant Professor: Maj. Wolf; *Instructors:* Majs. Collins, Forssell, O'Neil; Capts. Barrett, Bryant, Finkelstein, Mitchell, Robinson, 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, domestic relations, line of duty determinations, and claims by and against the government. The course provides a panorama of the law and its philosophies affording an introduction to the several law subjects and their interrelations. 20 hours.

b. Constitutional Law. Important phases of constitutional authority, guaranties and limitations. Emphasis is placed on the sources and extent of military authority, and the relation of the military establishment to the legislative and judicial branches of the Federal government and the governments of the several States. Included is a brief treatment of the law of land-warfare. 12 hours.

c. Criminal Law. Treats the substantive criminal law including the definition and classification of crimes, the criminal act and intent, capacity, exemptions from criminal liability, the parties to crime and the elements of particular common law and statutory offenses. Certain military crimes are included. 13 hours.

d. Evidence. Treats the origin and development of the rules of admissibility of evidence as is necessary to an understanding of those rules, and the application of particular rules in civil and criminal cases, including courts-martial. 18 hours.

e. Military Law. A study of the substance of certain military offenses (carried over from Criminal Law) and the mechanics of Military Law proper by familiarizing the cadet with the complete statutory framework of the military justice system. The course is concerned primarily with practice and procedure before courts-martial with emphasis upon the personal duties of the commander as well as those of the trial and defense counsel. Practical work in moot courts is featured. 27 hours.

DEPARTMENT OF MATHEMATICS

Professor: COL. C. P. NICHOLAS (Acting Head of Department).

Associate Professors: COL. J. S. B. DICK; LT. COL. H. RICHARDSON, JR. (Research); MAJ. J. M. POLLIN.

Assistant Professors: MAJ. J. G. CHRISTIANSEN (Executive Officer), M. L. HASKIN; CAPTS. R. E. BARBER, D. P. CREUZIGER, A. S. FULLERTON, G. G. HAGEDON, R. V. LEE, H. W. LOMBARD, W. H. NORDIN, R. J. RASMUSSEN, C. G. ROEBUCK, R. R. SANDOVAL, C. R. SUPPLEE, J. F. WORKMAN, C. A. WURSTER.

Instructors: MAJS. L. W. CAFFEY, J. E. STERLING; CAPTS. R. W. BEASLEY, JR., P. J. BROWN, A. C. COSTANZO, T. E. COURANT, J. E. CROW, H.

DEISS, N. B. DOWNEY, A. J. GERACI, G. G. GIBBS, J. P. HILL, W. E. HUBER, G. A. LYNN, A. C. MATHEWS, K. W. OLSON, W. G. PARKS, A. D. PERWICH, F. G. ROCKWELL, J. E. SUTTON, G. STUKHART, H. A. TERRELL, JR., R. J. WEEKS; 1ST LTS. R. E. BARTON, C. A. BREWER, H. E. FRIESEN.

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 coordinated 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. Dick; *Assistant Professors:* Maj. Haskin; Capts. Creuziger, Nordin, Rasmussen, Roebuck, Sandoval, Workman, Wurster; *Instructors:* Maj. Caffey; Capts. Beasley, Brown, Costanzo, Crow, Deiss, Downey, Geraci, Gibbs, Hill, Huber, Olson, Parks, Perwich, Sutton, Stukhart, Terrell, Weeks; 1st Lts. Barton, Brewer, Friesen.

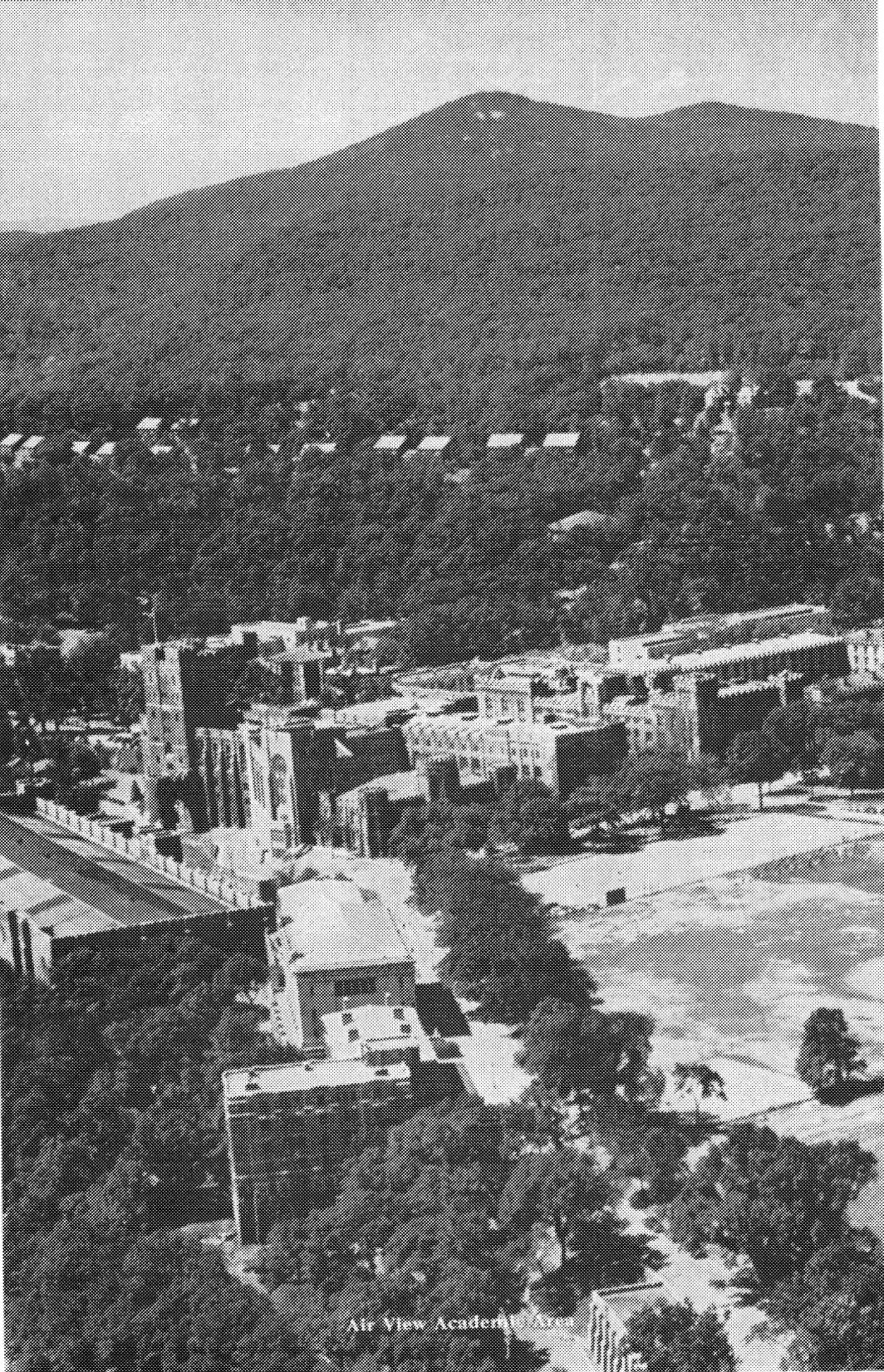
Organization of Class. In April the course is accelerated for selected top sections. This permits these sections to take the short course in Vector Analysis mentioned below.

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).

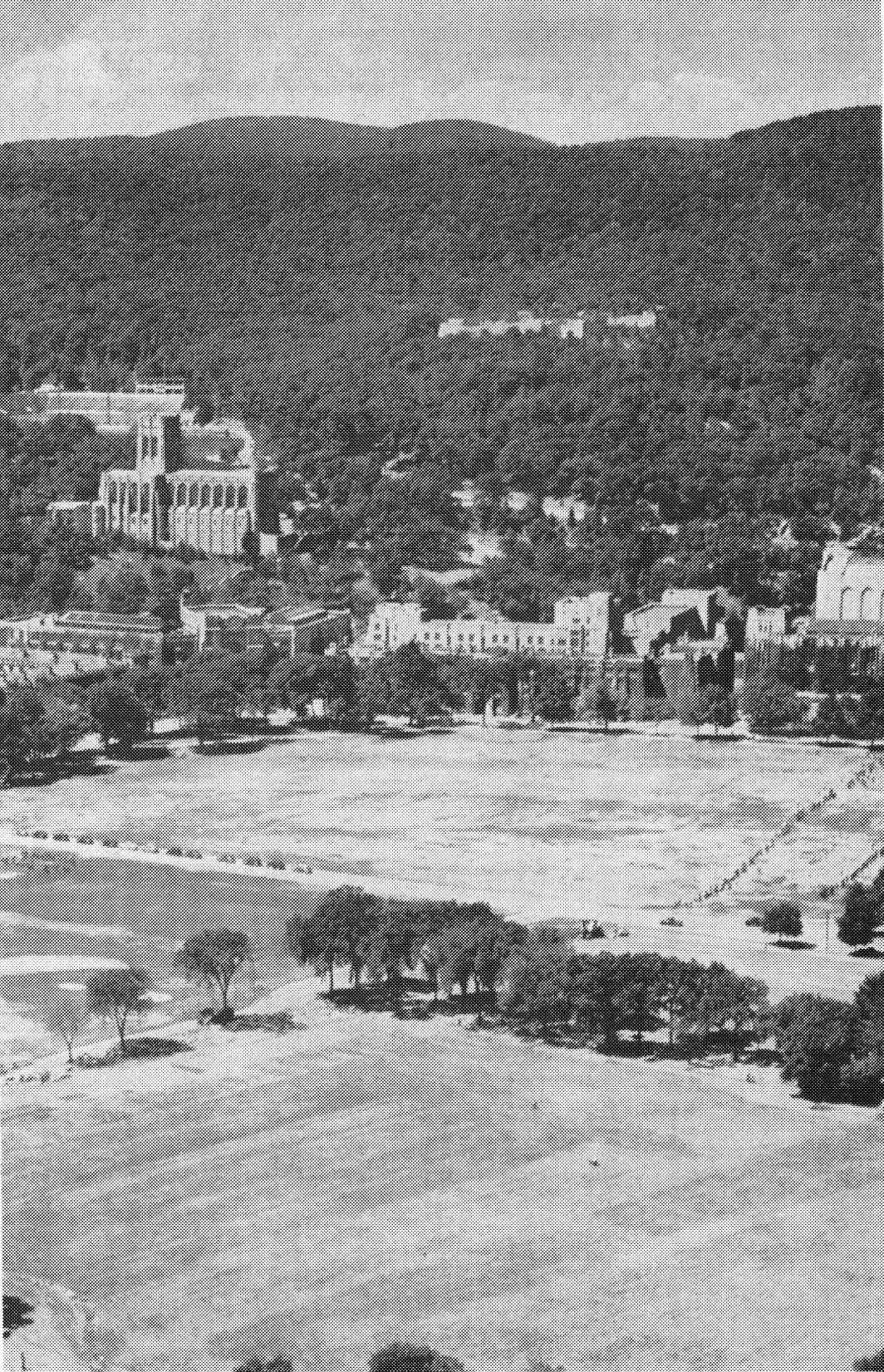
b. *Slide Rule.* The theory and use of the several scales of the slide rule. 8 hours (six 80-minute periods).

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).



Air View Academic Area



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 antiderivatives and their applications. *63 hours (forty-seven 80-minute periods).*

g. Vector Analysis. Only selected top sections take this course. It includes basic material on vector algebra and vector calculus with applications to geometry, differential geometry, and the mechanics of a moving particle. *21 hours (sixteen 80-minute periods).*

NOTE. Four extra periods are reserved for amplifying lessons.

Third (Sophomore) Class

THIRD CLASS MATHEMATICS. *Associate Professor:* Maj. Pollin; *Assistant Professors:* Cpts. Barber, Fullerton, Hagedon, Lee, Lombard, Supplee; *Instructors:* Maj. Sterling; Cpts. Courant, Lynn, Mathews, Rockwell.

Organization of Class. In November the cadets are separated according to their demonstrated ability into "upper" and "lower" groups of sections. The upper group progresses more rapidly than the lower group and, in addition to covering more calculus than the lower group, takes the advanced course in differential equations mentioned below.

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, *63 hours (forty-seven 80-minute periods)*; lower, *76 hours (fifty-seven 80-minute periods)*.

b. Differential Equations. Lower sections cover standard types of first-order equations, certain higher order equations, and applications. Upper sections pursue a comprehensive course at the college junior level, including linear equations of higher order, La Place Transforms, series solutions, Legendre and Bessel equations, Fourier Analysis and applications to physics and engineering. Upper *32 hours (twenty-four 80-minute periods)*; lower, *13 hours (ten 80-minute periods)*.

c. Statistics. Upper and lower sections cover the same material. The course includes the elements of probability; the classification of data and computation of descriptive measures; binomial, normal, and Chi-square distributions; statistical inference (sampling distributions, estimation, testing of hypotheses) and correlation. Upper, *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, 11 hours (eight 80-minute periods); lower, 12 hours (nine 80-minute periods).

NOTE. Two extra periods are reserved for amplifying lessons.

DEPARTMENT OF MECHANICS

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

COL. H. R. FRASER

Associate Professors: MAJ. J. J. McCULLOCH; CAPT. W. K. THOMASSET.

Assistant Professors: MAJ. H. H. BOLZ, JR., J. S. EGBERT; CAPTS. C. W. BARKER, C. J. OSTERNDORF, H. PERRY, J. W. SHARP, W. A. SPAULDING.

Instructors: CDR. B. V. AJEMIAN (USN); MAJ. G. B. FINK; CAPTS. F. BORMAN, C. P. GRAHAM, J. R. HENDRY, J. H. HESTERLY, J. E. LUTHER, M. D. PERRY, JR., A. L. ROMANESKI, H. L. SARGENT, JR., D. A. VAN MATRE, I. J. WARD, T. R. WOODLEY; 1ST LTS. A. L. HAYES, K. S. HEITZKE.

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. McCulloch. *Assistant Professors:* CAPTS. Barker, H. Perry, Sharp. *Instructors:* Maj. Fink; CAPTS. Graham, Hesterly, Luther, M. D. Perry, Romaneski, Van Matre, Woodley.

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. Gyroscopic motion and mechanical vibrations are also included. 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. *91 hours (sixty-eight 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. *44 hours (thirty-three 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:* Capt. Thomasset. *Assistant Professors:* Maj. Bolz, Egbert; Capts. Osterdorf, Spaulding. *Instructors:* Cdr. Ajemian; Capts. Borman, Hendry, Sargent, Ward; 1st Lts. Hayes, Heitzke.

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. *55 hours (forty-one 80-minute periods).*

Laboratory. A correlation of the 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. *22 hours (eleven 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; flow in pipes; 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. *64 hours (forty-eight 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. T. A. RAFFERTY; MAJ. J. A. BETTS (Executive Officer).

Assistant Professors: LT. COL. J. E. HAMMER; MAJS. M. M. BOATNER III, F. C. BOERGER, L. B. HARDING, R. D. MINCKLER, J. W. PHILLIPS; CAPT. D. N. HUTCHISON.

Instructors: LT. COL. J. R. ELTING; MAJS. R. J. BAER, W. D. FALCK, A. R. FOGG (USAF), T. E. GRIESS, E. L. HARDIN, R. S. HARTLINE, H. P. KUTCHINSKI, W. MCCOLLAM, JR., N. E. PEHRSON, R. J. STEINBORN, H. E. TANSEY, L. B. TIXIER; CAPT. M. E. ROGERS; LT. R. S. BURTON (USN).

First (Senior) Class

CIVIL ENGINEERING.* *Associate Professor:* Maj. Betts; *Assistant Professors:* Lt. Col. Hammer; Majs. Boerger, Harding; Capt. Hutchison; *Instructors:* Majs. Hardin, Hartline, McCollam, Pehrson, Steinborn; Capt. Rogers.

a. Structural Analysis. The analysis of stresses in statically determinate and indeterminate structures and structural members due to live and dead loads, including standard highway and railroad loadings. It includes: determination of reactions, shear and moment; placement through the use of influence lines of moving live loads to produce maximum stress; the analysis of maximum stresses due to live and dead loads; and the analysis of stresses in trusses. The analytic methods applied to indeterminate structures are moment-area, moment distribution, and virtual work. *Upper, *67 hours (fifty 80-minute periods)*; lower, *60 hours (forty-five 80-minute periods).*

b. Structural Design. The design of steel and timber structures and structural members. It includes: design of beams, plate girder sections,

*The cadets are separated according to ability after the first twenty-three lessons into "upper" and "lower" sections. The upper sections receive more advanced instruction at a more rapid rate than the lower sections.

tension and compression members, riveted and welded joints; the design of the major portions of a modern steel truss; and the design of a timber structure. *Upper, 50 hours (thirty-seven 80-minute periods); lower, 60 hours (forty-five 80-minute periods).

c. *Soils and Concrete.* The instruction in soils includes: soils classification and identification systems, and soils design based upon the California Bearing Ratio as applied to highways and airfields. Instruction in plain and reinforced concrete includes: the fundamentals of concrete proportion and mix design, to include laboratory periods; the basic theory of reinforced concrete design; and the design of beams, two-way slabs, web reinforcement, T-beams, and columns. Upper sections only take reinforced concrete design. *Upper, 27 hours (fourteen 80-minute periods and four 2-hour laboratory periods); lower, 23 hours (eleven 80-minute periods and four 2-hour laboratory periods).

HISTORY OF MILITARY ART. *Associate Professor:* Lt. Col. Rafferty; *Assistant Professors:* Maj. Boatner, Minckler, Phillips; *Instructors:* Lt. Col. Elting; Maj. Baer, Falck, Fogg, Griess, Kutchinski, Tansey, Tixier; Lt. Burton.

The evolution of the art of war—on land, on sea, and in the air. Ancient concepts of war; the impact of successive technologic 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. 140 hours (one hundred and five 80-minute periods).

DEPARTMENT OF MILITARY HYGIENE

Professor: COL. J. B. STAPLETON (Head of Department).

Assistant Professor: MAJ. 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,

*The cadets are separated according to ability after the first twenty-three lessons into "upper" and "lower" sections. The upper sections receive more advanced instruction at a more rapid rate than the lower sections.

sex hygiene, and care of troops, given as part of summer training. 8 hours.

Third (Sophomore) Class

MILITARY SANITATION. The fundamentals of individual and group living under field conditions, including a review of field sanitation procedures and emergency medical care of the sick and injured. 2 hours.

HYGIENE. This course is designed to present a basic consideration of the functioning of the human body; the prevention and effects of communicable diseases; the effects of alcohol and drugs and the value of a proper diet. The types and recognition of some common abnormal behavior patterns are also presented. 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. This course includes discussions on environmental conditions, responsibility for casualties and the medical and psychiatric 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: LT. COL. P. H. RIEDEL, MAJ. W. C. SMITH.

Assistant Professors: MAJ. R. H. HAMMOND; CAPTS. W. G. DEVENS, K. R. EBNER, J. E. FOX, A. W. JAHNKE, G. W. KIRBY, W. B. ROGERS.

Instructors: CAPTS. W. G. AMAN, D. C. ANKER, E. H. BIRDSEYE, R. S. BULLOCK, T. F. COLE, H. H. DANFORD, A. J. DELORIMIER, L. M. EEK, W. E. GRUGIN, J. A. HATCH, W. R. LAMDIN, P. B. MCDANIEL, W. D. MILLER, P. B. SAMSEY, R. W. SNYDER, W. F. ULMER, J. R. WITHERELL; 1ST LTS. K. E. DAWSON, J. R. STUART, J. D. VAN WYK.

Fourth (Freshman) Class

MILITARY TOPOGRAPHY. *Associate Professor:* Maj. Smith; *Assistant Professors:* Capts. Devens, Ebner, Fox, Jahnke; *Instructors:* Capts. Anker, Birdseye, Cole, Danford, Grugin, McDaniel, Snyder, Ulmer, Witherell; 1st Lt. Stuart.

Military Topography I. Surveying and Elementary Map Mechanics. The fundamentals of plane and topographic surveying followed by the

basic principles of military map mechanics to include the military grid referencing systems, map symbolization, map projections and the determination of scale, distance and direction. Surveying includes 12 attendances in the field using the tape, transit, level and plane table alidade. *44 attendances.*

Military Topography II. Advanced Map Reading. An extension of the basic principles of map mechanics into the area of analysis. The course includes a study of Geographic Coordinates, Aero Charts, elevations, slopes and visibility, vertical and oblique air photos, basic principles of photogrammetry to include radial line plotting and stereo contouring, terrain analysis from maps and air photos and analysis of foreign maps. Thirteen attendances are devoted to the conduct of map and terrain exercises in the field. *46 attendances.*

Third (Sophomore) Class

GRAPHICS. *Associate Professor:* Lt. Col. Riedel; *Assistant Professors:* Maj. Hammond; Capts. Kirby, Rogers; *Instructors:* Capts. Aman, Bullock, deLorimier, Eek, Hatch, Lamdin, Miller, Samsey; 1st Lts. Dawson, Van Wyk.

Graphics I. Freehand Sketching; Lettering; Pictorial Sketching; Use of Instruments; Geometric Constructions; Descriptive Geometry I—Multiview Drawing; Sections, Conventions, and Preferred Projections; Dimensioning; Basic Mechanical Elements and Shop Practices. *88 hours (forty-four 2-hour periods).*

Graphics II. Working Drawings, Detail and Assembly; Descriptive Geometry II—Solutions of Spatial Problems; Descriptive Geometry III—Intersections and Developments; Descriptive Geometry IV—Map Projections and Map Compilation; Charts, Graphs, and Nomographs; Design Sketching; Perspective Drawing. *92 hours (forty-six 2-hour periods).*

DEPARTMENT OF ORDNANCE

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

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

Assistant Professors: MAJ. W. E. RAFERT, R. W. SAMUEL; CAPT. F. P. CLARKE.

Instructors: LT. COL. P. H. TANSEY; MAJ. C. M. JACO, JR.; CAPTS. J. A. CHECK, J. M. CRAGIN, A. W. JANK, G. K. PATTERSON; 1ST LT. R. E. PHILIPP.

NOTE. Emphasis is placed upon the application of the scientific and engineering principles studied in the previous courses of mathematics, physics, chemistry, electricity, and mechanics. 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 upon the resources of the nation (skilled manpower, critical materials, and industrial plant and equipment).

First (Senior) Class

ENGINEERING MATERIALS AND PROCESSES. *Assistant Professor:* Capt. Clarke. *Instructors:* Lt. Col. Tansey; Maj. Samuel; Capt. Check; 1st Lt. Philipp.

Ferrous and nonferrous metallurgy, crystalline structure, heat treating, and mechanical working. Emphasis placed on ferrous materials; source, composition, and properties. Brief coverage of plastics and various fabrication methods. *17 hours (eleven 70-minute periods; two 2-hour laboratory periods).*

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

Comprises Theory of Explosive Reactions; elements of Interior, Exterior, and Terminal Ballistics; design analysis of Ammunition and Warheads, Weapons Components, Fire Control and Guidance, and complete Weapons Systems. *64 hours (forty-eight 70-minute periods; four 2-hour laboratory periods).*

ELEMENTS OF AUTOMOTIVE ENGINEERING. *Assistant Professor:* Maj. Samuel. *Instructors:* Lt. Col. Tansey; Capts. Check, Clarke; 1st Lt. Philipp.

Application of basic and engineering sciences in the engineering analysis of wheeled vehicles. Detailed coverage of internal combustion engines, power trains, suspension systems, steering systems, and brakes. Laboratory consists of experiments on performance factors of engines and vehicles and the disassembly, inspection, and reassembly for operation of spark ignition engines. *53 hours (thirty 70-minute periods, nine 115-minute laboratory periods).*

DEPARTMENT OF PHYSICS AND CHEMISTRY

Professors: COL. E. C. GILLETTE, JR. (Head of Department).

COL. J. R. JANNARONE.

Associate Professors: LT. COLS. R. B. ARNOLD, L. E. CAGE.

Assistant Professors: MAJ. J. W. FEHRS, D. G. MACWILLIAMS; CAPTS.

D. S. BARTH, H. DICKINSON, R. G. HOFFMAN, W. L. LEMNITZER, R. A. SCHWARZ.

Instructors: MAJ. G. I. ALEXANDER, J. B. CAMPBELL, R. C. CARNES, T. W. CONNOLLY, E. M. GERSHATER; CAPTS. F. L. ASHLEY, P. A. BECZKIEWICZ, H. A. FLERTZHEIM, JR., J. F. FRASER, F. A. FRECH, W. J. HOFF, JR., D. R. KEITH, A. J. KINGDOM, R. J. MALLEY, A. A. NORD, C. A. ROBERTSON, JR., M. G. SHEFFIELD.

Third (Sophomore) Class

PHYSICS. *Associate Professor:* Lt. Col. Arnold; *Assistant Professors:* Maj. Fehrs; Capts. Dickinson, Schwarz; *Instructors:* Maj. Alexander,

Campbell, Carnes; Capts. Flertzheim, Fraser, Frech, Malley, Robertson, Sheffield.

a. Mechanics. The concepts and laws of inertia, motion, force, and energy as they apply to both solids and fluids, and the properties and mechanics of gases. *59 hours (thirty-one 80-minute classroom periods; nine 2-hour laboratory periods).*

b. Heat. The principles of temperature measurement, the effects of temperature on the properties of materials, heat flow and thermo-dynamics. *17 hours (ten 80-minute classroom periods; two 2-hour laboratory periods).*

c. Sound. The principles of wave motion and the generation, transmission and absorption of sound. *9 hours (five 80-minute classroom periods; one 2-hour laboratory period).*

d. Electricity and Magnetism. Electrostatics, magnetics, inductance, capacitance, direct and alternating currents, conduction of electricity in gases, circuitry, including the effects, measurements and uses of electricity and magnetism. *48 hours (twenty-six 80-minute classroom periods; four 2-hour laboratory periods).*

e. Light. The nature and propagation of light. The concepts and laws of reflection, refraction, lens, optical instruments, dispersion, spectra, color, interference, diffraction and polarization. *26 hours (fifteen 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 outlined above. *9 hours (seven 80-minute classroom periods).*

CHEMISTRY. *Associate Professor:* Lt. Col. Cage; *Assistant Professors:* Maj. MacWilliams; Capts. Barth, Hoffman, Lemnitzer; *Instructors:* Majs. Connolly, Gershater; Capts. Ashley, Beczkiewicz, Hoff, Keith, Kingdom, 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. G. A. REBH (Executive Officer); MAJ. E. R. BRIGHAM.

Assistant Professors: CAPTS. J. J. BLEIMAN, H. T. BOLAND, E. DENTON, III, J. T. DIXON, R. G. GARD, J. M. GERHARDT, J. B. KEELEY, W. F. LACKMAN, JR., C. H. PATTERSON, J. J. SAALBERG, H. Y. SCHANDLER, G. C. SMITH, G. H. SYLVESTER, J. M. THOMPSON, J. A. WICKHAM, JR.
Instructors: MAJ. F. P. JONES: CAPTS. T. D. AYERS, J. S. BRETT, E. P. DAVIS, W. H. DINKINS, M. S. GRANT, W. D. HOGAN, A. B. JENNINGS, A. M. KARNS, R. P. LEARY, J. E. RALPH, A. C. REMSON, JR., G. P. TILSON, E. R. THOMPSON, T. C. WILLIAMS, JR.; 1ST LTS. A. J. CATES, F. A. NERONE, P. E. SUPLIZIO.

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. Brigham; *Assistant Professors:* CAPTS. Boland, Denton, Dixon, Gerhardt, Keeley, Lackman, Saalberg, Schandler, Sylvester, J. M. Thompson; *Instructors:* CAPTS. Ayers, Davis, Dinkins, Grant, Hogan, Jennings, Karns, Ralph, Remson, Tilson, E. R. Thompson, Williams; 1st Lts. Cates, Suplizio.

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

*Given to selected cadets who have demonstrated proficiency in History of Modern Europe and America.

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.

*i. Political Philosophy.*** An introduction to the classic writings of Western political thought, emphasizing the emergence of the concept of constitutional government and the refinements of the development of that concept. 24 hours.

First (Senior) Class

ECONOMICS, ECONOMICS OF NATIONAL SECURITY, AND INTERNATIONAL RELATIONS. *Associate Professor:* Lt. Col. Rebh; *Assistant Professors:* Capts. Bleiman, Gard, Patterson, Smith, Wickham; *Instructors:* Maj. Jones; Capts. Brett, Leary; 1st Lt. Nerone.

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

*Given to selected cadets who have demonstrated proficiency in History of Modern Europe and America.

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

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).

d. *National Security Problems.** A seminar course designed to support the general objectives of International Relations while providing an opportunity for selected cadets to examine in greater depth some of the more important aspects of national security and military 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. F. B. BOWLING.

Assistant Commandant: COL. A. O. CONNOR.

Brigade Staff: S1: MAJ. R. E. YOUNG; *Assistant:* CAPT. T. W. SWETT, JR.; *Personnel Officer:* CWO J. S. SIMS; S2/S3: LT. COL. J. W. ARMSTRONG; *Assistants:* MAJ. L. J. FLANAGAN, USA, RET. (Inactive), A. B. SHATTUCK; S4: LT. COL. J. R. MICHAEL; *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:* MAJ. J. J. COBB, H. G. DE MOYA, R. M. HOFMANN, R. J. KOCH, J. B. WADSWORTH; CAPTS. H. A. GRIFFITH, J. T. HODES, W. E. MEINZEN, J. H. METZGER, E. W. ROSENCRANS, D. G. SHARP; LT. W. S. THOMPSON, USN.

Second Regiment: Commanding Officer: COL. C. E. OGELSBY; *Executive Officer/S3:* LT. COL. R. E. KUZELL; *S1/S4:* CAPT. G. S. OLIVER; *Company Tactical Officers:* MAJ. F. K. ALDERSON, F. E. BLAZEY, W. B. CALDWELL, W. E. CONGER, G. J. DUQUEMIN, W. A. HUMPHREYS, J. G. McCUNNIFF, J. L. OSTEEN, S. H. SMITH; CAPTS. W. E. ADAMS, C. B. BELL, J. M. SLOCUM.

- 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.

*Given to selected cadets in lieu of International Relations.

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. *36 hours.*

Second (Junior) Class

a. Summer:

- (1) Training trip to Signal Center at Fort Monmouth, N. J.; Engineer Center at Fort Belvoir, Va.; Army Aviation Center at Fort Rucker, Ala.; Eglin Air Force Base, Fla.; and the Norfolk, Va., area for Navy orientation. *3 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, tactics and techniques of the infantry company, and the U. S. Navy. *44 hours.*

First (Senior) Class

a. Summer:

- (1) Training trip to Armored Center at Fort Knox, Ky.; Artillery and Guided Missile Center at Fort Sill, Okla.; Army Air Defense Center at Fort Bliss, Tex., and Infantry Center at Fort Benning, Ga. *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, technical services, organization of the Armed Forces and Air Force, and Ranger and airborne orientation. *77 hours.*

MILITARY PSYCHOLOGY AND LEADERSHIP

Director: COL. C. G. FREDERICKS.

Associate Director and Executive Officer: LT. COL. T. H. TARVER.

Assistant Directors: MAJ. C. W. CYR, M. C. MURPHY, JR., W. R. WOLFE, JR.

Instructors: LT. COL. R. M. RICHARDS; MAJ. M. W. ANDERSON, W. C. GELINI, R. D. MCGOVERN, H. S. NAPIER, W. F. SCHLESS; CAPT. E. P. CROCKETT, R. W. EASLEY, G. M. GIVIDEN, J. S. WIERINGA.

Third (Sophomore) 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 impromptu 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. *35 hours.*

Second (Junior) 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. *36 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 commissioned officer in performing his leadership functions in the Army. Stress is laid on the human element in the application of the broad principles and functions of Military Management and Military Personnel Management in order to lead to the more detailed study of the Principles and Techniques of Leadership which are applicable at all command levels. 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. *40 hours.*

PHYSICAL EDUCATION

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

Executive Officer: LT. COL. J. E. KELLEHER.

Professional Assistant: DR. L. O. APPLETON.

Instructors: CAPTS. B. A. ACKERSON, T. J. CHARNEY, D. H. WARDROP;
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 conditioning exercises. There are also two test periods. *16 hours.*

b. Academic Year. Instructor training in preparation for leading an Army physical training program. The development of advanced physical skills and the enlargement of the repertory of individual sports. Each cadet receives instruction in basketball and in squash or handball. Each cadet takes four hours of testing. *25 hours.*

Second (Junior) Class

Command voice and coaching techniques in one of the following sports: basketball, boxing, water polo, cross country, football, lacrosse, tennis, 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. Cadets also receive additional instruction in sports to include volleyball, handball or squash, and unarmed combat. There are four 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. Instruction to acquaint the cadet with the organization and administration of physical training and athletic programs in the service. The instruction covers the physical training program, sports 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 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, leadership experience in organizing, 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 in football, golf, lacrosse, track or tennis.
Winter: 16 attendances in basketball, boxing, handball, squash, swimming, wrestling, volleyball, or rifle.
Spring: 16 attendances 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 or deficient. The Commandant reviews the proceedings of the Aptitude Board and refers those cases involving deficiency to the Superintendent for action by the Academic Board wherein they are handled in the same manner as deficiency in an academic subject. A cadet found deficient in Aptitude for the Service by the Academic Board may be placed in a conditioned status for an additional rating period or he may be discharged. 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 coordinated with other Government agencies, and deriving power from the economic, political, and moral strength of our country. Educating an officer to grasp completely these complexities of national security is a process beginning in his earliest undergraduate days and proceeding through all his schooling—undergraduate and post-graduate, military and civilian. The Military Academy, as an undergraduate school, gives him the foundation.

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

The departments directly charged with carrying out this program are *Tactics*, particularly through those of its courses that deal with the Department of Defense and with the Navy, the Air Force, and the civilian components of the Armed Forces; *Social Sciences*, through all its courses; *Military Art and Engineering*, through its 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, 1957-1958

Lectures sponsored by various activities at the Academy are supervised by the General Lecture Committee. During the academic year 1957-58, 80 lectures were given by visiting speakers: 74 sponsored by special and departmental activities, and 6 by cadet extracurricular educational activities. The academic work of the attending class or classes was in almost every case coordinated with the subject of the lecture. A list of these lectures follows:

SPECIAL LECTURES

KERMIT ROOSEVELT MEMORIAL LECTURE

<i>Lecturer and Subject</i>	<i>Class</i>								
LT. GEN. SIR GERALD LATHBURY, KCB, DSO, MBE Great Britain									
Subject: <i>The British Army in the Cold War</i>	<table style="border: none;"> <tr><td style="font-size: 3em; padding-right: 5px;">{</td><td>First</td></tr> <tr><td style="font-size: 3em; padding-right: 5px;">}</td><td>Second</td></tr> <tr><td style="font-size: 3em; padding-right: 5px;">{</td><td>Third</td></tr> <tr><td style="font-size: 3em; padding-right: 5px;">}</td><td>Fourth</td></tr> </table>	{	First	}	Second	{	Third	}	Fourth
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}	Second								
{	Third								
}	Fourth								

DEPARTMENTAL LECTURES

DEPARTMENT OF ELECTRICAL ENGINEERING

MR. C. W. JEROME Senior Engineer, Sylvania Electric Products, Inc. Subject: <i>Recent Developments in Electrical Illumina- tion</i>	Second
MR. R. E. LACY Director, Exploratory Research Division C, Ft. Monmouth, N. J. Subject: <i>Radio Wave Propagation</i>	Second

DEPARTMENT OF FOREIGN LANGUAGES

MR. VINCENT GUILLOTON Professor of French, Smith College Subject: <i>Algeria</i>	Third (French)
HERR AXEL VON DEM BUSSCHE Secretary, Political Section, German Embassy Subject: <i>Current German Foreign Affairs</i>	Third (German)

DEPARTMENT OF FOREIGN LANGUAGES—Continued

<i>Lecturer and Subject</i>	<i>Class</i>
BRIG. GEN. FREIHERR VON SCHLEINITZ Military Attaché, German Embassy	Third
Subject: <i>The New German Armed Forces</i>	(German)
GEN. EMILIO MAURELL Military Advisor, Brazilian Mission to the United Nations	Third
Subject: <i>U. N. Expeditionary Force</i>	(Portuguese)
MR. RICHARD EXNER Assistant Professor, Modern Languages, Princeton University	Third
Subject: <i>Germany During World War II</i>	(German)
MR. JACQUES GUICHARNAUD Assistant Professor of French, Yale University	Third
Subject: <i>France Today</i>	(French)
LT. COL. ERNST M. PAULSEN Assistant Military Attaché, German Embassy	Third
Subject: <i>Demjansk Hedgehog</i>	(German)
DR. MISCHA H. FAYER Professor of Russian and Director Russian Summer School, Middlebury College	Third
Subject: <i>Impressions of the Soviet Union</i>	(Russian)
MR. PIERRE TISSEYRE Director, Le Cercle du Livre de France and author of "55 Heures de Guerre"	Third
Subject: <i>55 Heures de Guerre</i> (55 Hours of War)	(French)

DEPARTMENT OF LAW

MAJ. GEN. GEORGE W. HICKMAN, JR. The Judge Advocate General of the Army	
Subject: <i>The Activities of the Judge Advocate General's Corps</i>	First

DEPARTMENT OF MECHANICS

MR. NEIL MACCOULL Retired, formerly of Texas Research Laboratories, Beacon, N. Y.	
Subject: <i>The Thermodynamics of the Automobile</i>	Second
DR. WERNHER VON BRAUN Director, Development Operations Division, Army Ballistic Missile Agency	
Subject: <i>Conquest of Space</i>	Second

DEPARTMENT OF MECHANICS—Continued

Lecturer and Subject

Class

- PROF. J. P. DENHARTOG
 Head of Department of Mechanical Engineering,
 Massachusetts Institute of Technology, Cambridge,
 Mass.
 Subject: *Mechanical Vibrations*..... Second
- DR. AUGUST RASPET
 Head of Aerophysics Department, Mississippi State
 College
 Subject: *The Boundary Layer*..... Second
- DR. M. GUYFORD STEVER
 Associate Dean of the School of Engineering, Massa-
 chusetts Institute of Technology
 Subject: *Missiles and Weapons of the Future*..... Second

DEPARTMENT OF MILITARY HYGIENE

- COL. J. R. HALL, JR., MC
 Office of The Surgeon General, Department of the
 Army, Washington, D. C.
 Subject: *Environment in Relation to Military Oper-
 ations*..... First
- COL. ALBERT J. GLASS, MC
 Walter Reed Army Medical Center, Washington,
 D. C.
 Subject: *The Psychiatry of Nuclear Warfare*..... First
- LT. COL. G. M. McDONNEL, MC
 Office of The Surgeon General, Department of the
 Army, Washington, D. C.
 Subject: *Medical Aspects of Nuclear Warfare*..... First
- MAJ. GEN. JAMES P. COONEY, MC
 The Deputy Surgeon General, Department of the
 Army, Washington, D. C.
 Subject: *Responsibilities of the Commander and
 Surgeon for Battle Casualties*..... First
- LT. COL. J. B. HARTGERING, MC
 Walter Reed Army Medical Center, Washington,
 D. C.
 Subject: *The Medical Aspect of Nuclear Warfare*.... First
- COL. J. R. HALL, JR., MC
 Office of The Surgeon General, Department of the
 Army, Washington, D. C.
 Subject: *Communicable Diseases: Nature and Mode
 of Transmission*..... Third

DEPARTMENT OF MILITARY HYGIENE—Continued

Lecturer and Subject

Class

- COL. J. R. HALL, JR., MC
Office of The Surgeon General, Department of the
Army, Washington, D. C.
Subject: *Communicable Diseases: Prevention and
Control*..... Third
- COL. J. R. HALL, JR., MC
Office of The Surgeon General, Department of the
Army, Washington, D. C.
Subject: *Communicable Diseases: Military Signifi-
cance*..... Third
- DR. EDWARD STRECKER
Philadelphia, Pa.
Subject: *The Men You Will Command: Alcohol and
Drugs*..... Third
- COL. ALBERT J. GLASS, MC
Walter Reed Army Medical Center, Washington,
D. C.
Subject: *Psychiatry*..... Third

DEPARTMENT OF MILITARY TOPOGRAPHY
AND GRAPHICS

- MR. F. E. BRONNER
Defense Electronics Division, General Electric
Company, Santa Barbara, Calif.
Subject: *Principles and History of Geology*..... Fourth
- MR. F. E. BRONNER
Defense Electronics Division, General Electric
Company, Santa Barbara, Calif.
Subject: *Geomorphology and the Military Applications
of Geology*..... Fourth
- MR. T. D. NICHOLSON
Associate Astronomer, Hayden Planetarium, New
York, N. Y.
Subject: *Practical Astronomy*..... Fourth
- MR. T. D. NICHOLSON
Associate Astronomer, Hayden Planetarium, New
York, N. Y.
Subject: *Astronomy in the International Geophysical
Year*..... Fourth

DEPARTMENT OF ORDNANCE

Lecturer and Subject

Class

- MR. KENNETH BODGER
 Manager, Gas Turbine Department, Ford Motor
 Company, Dearborn, Mich.
 Subject: *Gas Turbine Power Plant for Motor Vehicles*. First
- LT. COL. G. P. GRANT
 Research & Development Division, Office, Chief of
 Ordnance, Washington, D. C.
 Subject: *Small Arms Research and Development*. . . . First
- COL. D. L. HINE
 Commanding Officer, Rock Island Arsenal, Rock
 Island, Ill.
 Subject: *Developments on Tank and Ground Artillery*. . First
- MR. R. M. MURRAY
 Head, Engineer-Services Division, Hughes Aircraft
 Company, Culver City, Calif.
 Subject: *MG 10 Fire Control System* First
- DR. WALTER R. DORNBERGER
 Bell Aircraft Corporation, Buffalo, N. Y.
 Subject: *Thrust Propulsion Systems*. First
- LT. COL. D. K. STEVENS
 Weapons Systems Evaluation Group, Office, Assist-
 ant Secretary of Defense, Washington, D. C.
 Subject: *U. S. Missiles Program*. First
- COL. DANIEL J. MARTIN, RET.
 Vice President, Engineering, Hughes Tool Com-
 pany, Houston, Tex.
 Subject: *Industry's Participation in the Field of Ord-
 nance as a Member of the Ordnance-
 Industry Team*. First
 (upper third)
- REAR ADM. JOHN QUINN
 Deputy Chief, Bureau of Ordnance, Department of
 the Navy, Washington, D. C.
 Subject: *Naval Ordnance Activities*. First
 (upper third)
- MR. W. A. TURUNEN
 Engineering Development Department, Research
 Staff, General Motors Corporation, Detroit, Mich.
 Subject: *Gas Turbine Power Plant for Motor Vehicles*. First
- COL. M. A. KINLEY AND LT. COL. G. P. GRANT
 Research & Development Division, Office, Chief of
 Ordnance, Washington, D. C.
 Subject: *Infantry and Aircraft Weapons—Ground and
 Tank Artillery* First

DEPARTMENT OF ORDNANCE.....Continued

Lecturer and Subject

Class

- DR. WALTER R. DORNBERGER
 Bell Aircraft Corporation, Buffalo, N. Y.
 Subject: *Thrust Propulsion Systems*..... First
- MR. R. S. TUCKER
 Project Manager, Hughes Aircraft Company, Culver
 City, Calif.
 Subject: *MG 10 Fire Control System*..... First
- LT. COL. D. K. STEVENS
 Weapons Systems Evaluation Group, Office, Assistant
 Secretary of Defense, Washington, D. C.
 Subject: *U. S. Missiles Program*..... First
- BRIG. GEN. J. W. CARPENTER III
 Assistant Vice Commander, Air Research & Development
 Command, Department of the Air Force,
 Andrews Air Force Base, Washington, D. C.
 Subject: *Air Force Ordnance Activities*..... First
 (upper third)
- MAJ. GEN. A. SCHOMBURG
 Chief, Ordnance Research Development Division,
 Office, Chief of Ordnance, Washington, D. C.
 Subject: *Army Ordnance Activities*..... First
 (upper third)

DEPARTMENT OF SOCIAL SCIENCES

- MR. GEORGE W. BROOKS
 Director of Research & Education, International
 Brotherhood of Pulp, Sulphite & Paper Mill Workers,
 Washington, D. C.
 Subject: *Labor Unions in the U. S. Economy*..... First
- DR. ROBERT V. ROOSA
 Vice President, Federal Reserve Bank of New York
 Subject: *Federal Reserve Credit Control*..... First
- DR. P. A. SAMUELSON
 Professor of Economics, Massachusetts Institute of
 Technology, Cambridge, Mass.
 Subject: *Problems of Economic Growth and Development*..... First
- MR. FRANK PACE
 President, General Dynamics Corporation, New
 York, N. Y.
 Subject: *Technology and Defense*..... First

DEPARTMENT OF SOCIAL SCIENCES—Continued

Lecturer and Subject

Class

- DR. PRESTON E. JAMES
 Professor of Geography, Syracuse University, Syracuse, N. Y.
 Subject: *Introduction to Regional Study* Second
- DR. EDWARD L. KATZENBACH, JR.
 Director, Harvard Defense Studies Program, Cambridge, Mass.
 Subject: *The Role of the Joint Chiefs of Staff* Selected First
 Classmen
- MR. HANSON W. BALDWIN
 Military Editor of The New York Times
 Subject: *America's Defense Policy for the Nuclear Age* Selected First
 Classmen
- PROF. GARDNER PATTERSON
 Director, Woodrow Wilson School, Princeton University
 Subject: *U. S. Aid Program in Perspective* Selected First
 Classmen
- MR. EDWIN WRIGHT
 Head, Department of Career Studies, School of Foreign Service, U. S. Department of State
 Subject: *The Middle East in the Global Pattern—Potentials and Deficiencies* First
- GEN. ALFRED M. GRUENTHER, USA RET.
 President, The American National Red Cross
 Subject: *World Problems and Your Military Career* First
- PROF. SIGMUND NEUMANN
 Chairman, Department of Government, Wesleyan University, Middletown, Conn.
 Subject: *Executive Stability: Contrasts Between France and Germany* Second
- PROF. ZBIGNIEW K. BRZEZINSKI
 Associate Professor of Government, Harvard University, Cambridge, Mass.
 Subject: *Changing Patterns of Relationships Within the Soviet Bloc* Second
- MR. WILLIAM C. SULLIVAN
 Federal Bureau of Investigation, U. S. Department of Justice, Washington, D. C.
 Subject: *Communism in the United States* Second

DEPARTMENT OF TACTICS

Lecturer and Subject

Class

<p>MAJ. GEN. E. C. ERICKSON Chief, National Guard Bureau Subject: <i>The National Guard</i>.....</p>	First
<p>MAJ. GEN. R. A. PALLADINO Chief, Army Reserve and ROTC Affairs Subject: <i>Officers Army Reserve and the ROTC</i>.....</p>	First
<p>LT. GEN. EMMETT O'DONNELL Deputy Chief of Staff for Personnel, Department of the Air Force. Subject: <i>Air Force Career Orientation</i>.....</p>	First
<p>MAJ. GEN. JAMES L. RICHARDSON Chief, Officer Assignment Division, Office of The Adjutant General, Department of the Army. Subject: <i>Army Career Orientation</i>.....</p>	First
<p>MR. JOHN J. MCCARTHY Consultant, General Electric Company Subject: <i>The Importance of Man in Organizational Structure</i>.....</p>	First
<p>REPRESENTATIVES OF ARMY COOPERATIVE FIRE ASSO- CIATION Subject: <i>Army Cooperative Fire Association</i>.....</p>	First
<p>SERVICE TEAMS Subject: <i>Technical and Administrative Services</i>.....</p>	First
<p>BRIG. GEN. R. M. STILLMAN Commandant, U. S. Air Force Academy Subject: <i>Leadership</i>.....</p>	First
<p>MAJ. GEN. MARSHAL S. CARTER Chief of Staff, NORAD Subject: <i>The NORAD Command</i>.....</p>	First
<p>COL. R. P. REEDER, JR., USA RET. Subject: <i>Leadership</i>.....</p>	First
<p>GEN. J. E. HULL, USA RET. Norwich University Subject: <i>The Code of Conduct</i>.....</p>	First
<p>BRIG. GEN. STANLEY R. LARSEN Assistant Commandant, The Infantry School Subject: <i>Conference with First Classmen Commis- sioned in the Infantry</i>.....</p>	First
<p>GEN. MAXWELL D. TAYLOR Chief of Staff, U. S. Army Subject: <i>The Future of the Army</i>.....</p>	First
<p>LT. GEN. JAMES M. GAVIN, USA RET. Subject: <i>Esprit de Corps</i>.....</p>	First

EXTRACURRICULAR EDUCATIONAL ACTIVITIES

The Military Academy offers varied opportunities for cadets who are interested in exploring fields of academic study on a broader or more intensive basis than is provided in the formal academic curriculum. Seminars, special guest lectures, discussion groups, and student conferences are undertaken on cadet initiative and carried out primarily with cadet effort. The largest and most active organization in this field is the Debate Council and Forum whose members engage in intercollegiate debates and discussions in all parts of the United States during the academic year. This organization also sponsors voluntary seminars on such topics as World Tensions, the Role of the Military in National Security Affairs, Personal Finance, Geology, and Philosophy, as well as other subjects in which cadets may express an interest.

Events of particular interest are described below.

THE STUDENT CONFERENCE ON UNITED STATES AFFAIRS

Annually since 1949, West Point, with the assistance of private financial aid, has sponsored a Student Conference on United States Affairs, known as SCUSA. Today outstanding students from about ninety U. S. and Canadian colleges and universities meet with approximately thirty senior individuals from college faculties and government in small seminars to discuss various aspects of United States National Security Policy and to formulate policy recommendations. The Cadet Debate Council and Forum administers these conferences and acts as host. In addition to the cadets on the administrative staff and those actually participating in conference discussions, two or more classes of the Military Academy attend the principal conference speeches.

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

The speakers for the eighth through tenth conferences are given below:

SCUSA VIII: 5-8 December 1956

MR. C. TYLER WOOD

Assistant to the Director, International Cooperation Administration,
Department of State

GEN. MAXWELL D. TAYLOR

Chief of Staff, United States Army

SCUSA IX: 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

THE HONORABLE CHESTER BOWLES

Former Governor of Connecticut and Ambassador to India

SCUSA X: 3-6 December 1958

THE HONORABLE CHRISTIAN A. HERTER

Under Secretary of State

Former Governor of Massachusetts

DR. HENRY M. WRISTON

President of the Council on Foreign Relations

President of the American Assembly

Former President of Brown University

THE NATIONAL DEBATE TOURNAMENT

Each spring since 1947, the Military Academy has been host to the annual National Debate Tournament, the culmination of national collegiate forensic activities. During the academic year, over 600 colleges and universities compete in eight district tournaments throughout the nation for the privilege of receiving one of the thirty-five invitations to the tournament.

The Larmon Trophy, presented by Mr. Sigurd S. Larmon of Young & Rubicam, Inc., New York City, is annually awarded to the winning team. This trophy has become symbolic of the national intercollegiate championship in debating. Teams representing the Military Academy won the tournament in 1956 and placed second in 1957. Debaters from more than 150 colleges have participated in the tournament, administered by the Debate Council and Forum, during its twelve-year history.

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 1957-58 series offered the following speakers:

REV. JOHN B. YOUENS

Chaplain, Sandhurst

Subject: *Life at Sandhurst*

MR. DAVID LAWRENCE

Editor, U. S. News & World Report

Subject: *Current Events and the Soldiers' Relation to Them*

MRS. ANNA ELEANOR ROOSEVELT

Subject: *Problems of a Peaceful Change in a World of Instability*



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.

Assistant Post Chaplain: JOHN M. MACGREGOR (MAJ.) Chaplain, USA, B. A., B. D.

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

All cadets are assured a sound basic religious atmosphere. Each cadet must attend one of the weekly chapel services—Protestant, Catholic, or Jewish.

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 Church School of more than 600 children taught entirely by 110 cadet Church 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

Librarian: SIDNEY FORMAN, B. S., M. A., Ph. D.

Assistant Librarian: EGON A. WEISS, B. A., M. A., M. S. (Library Science).

Chief, Technical Services Division: LEWIS RAISIG, B. A., M. S. (Library Science).

Chief, Readers' Services Division: THELMA E. BEDELL, B. A.

Chief, Administrative Services Division: CATHERINE T. MCGUINN.

Chief, Archives and History Division: JOSEPH M. O'DONNELL, B. A.

Library Assistants: LUCILLE D. BUTER, B. S. (Library Science),
IRENE FEITH, B. A., PRISCILLA LOPIN, B. A., ANNA E. PIERCE, B. S.,
Librarian's Certificate, MARION B. WELLAR.

Archives Assistant: KENNETH W. RAPP.

The library contains about 155,000 accessioned books, exclusive of those in the thirteen departmental and twenty-four orderly room libraries. In addition, the library subscribes to over 570 periodicals and 34 newspapers. It has microfilm readers and has available photographic duplicating facilities. 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.

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 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.

The Archives and History Division maintains extensive cadet and Military Academy administrative records and conducts a historical program relating to the Military Academy and West Point.

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 8:00 a. m. to 9:30 p. m. during weekdays; from 8:00 a. m. to 6:00 p. m. on Saturdays, and from 2:00 to 6:00 p. m. on Sundays and holidays. Evening hours 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: RICHARD E. KUEHNE, B. A.

The West Point Museum is located in Thayer Hall, occupying the first and second floors of the southwest portion of this academic building. Its galleries are open without charge to the public throughout the year, every day of the week, from 10:30 a. m. to 4:30 p. m. The Museum normally is closed only on Christmas and New Year's Day.

Adjacent to the public galleries are the storage and research rooms maintained by the Museum to carry out its primary duty as a college museum in supporting the academic and military education of cadets of the Military Academy. To this end it maintains a continuous series of changing exhibits in cadet areas, arranges lectures and demonstrations, and opens its collections for loans to instructors and cadets. To this end also it maintains a considerable display of portraits and paintings, battle flags and other exhibits in various buildings on the post. Some of these paintings and flags can be seen by the public in the Library, the Cadet Chapel, and in Grant Hall.

The West Point Museum was established in 1854 but its collections actually date back to 1777. After the Battle of Saratoga in October of that year, much of the ordnance captured from the British was sent to West Point to be held as a war reserve. A little later, part of the famous Great Chain 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 in 1779 were added.

Throughout the first half of the nineteenth century the custom of sending trophies of war and objects of national historic interest to the Military Academy was maintained. In 1843, for example, the 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 large numbers of captured flags, cannon, and other war trophies to the Military Academy.

In 1848 the Secretary of War formally directed in the President's name that West Point be the "depository of the trophies of the successful victory of our arms in Mexico." The authorities there realized 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. Custodianship of relics, however, was not the new museum's only mission; for most of the next century it served as the laboratory for cadet instruction under the Department of Ordnance.

In 1909 the Museum was moved to the Administration Building where it remained until 1958. It was removed from the Department of Ordnance in 1948 and placed on an independent status. A full-time director was appointed in 1949 and given a professional staff.

The West Point Museum has probably the largest collection of military items in the Western Hemisphere. Unlike most military museums the story it tells is not confined to a national scene. One gallery is devoted to the development of military institutions and the art of war from the days of the Romans until the present; while others deal with ordnance, logistics, medals and decorations and kindred aspects of the military history of the Western World. The visitor is introduced to the important developments in tactics, to the Great Captains of History, and to the everyday life of the soldier. He is given to understand something of the difference between the kinds of soldiers, professional and amateur; and of the impact on warfare of such historic events as the Industrial Revolution and nuclear fission.

The visitor's understanding of such matters is heightened by an extensive use of dioramas and full scale models. The visitor can, for example, stand behind a palisade of the days of the Indian Wars in America, or walk through a portion of a World War I trench. He can view episodes in important battles from Cynoscephalae in the year 197 B. C. to Gettysburg of 1863. In keeping with developments in other American museums the West Point Museum has endeavored to fulfill its historical mission by treating, in part at least, with intangible cultural concepts and movements as well as with tangible objects.



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

COL. BOYD W. BARTLETT, *Chairman*; BRIG. GEN. JOHN L. THROCKMORTON,
COL. ELVIN R. HEIBERG, COL. JOHN R. JANNARONE, COL. FRANCIS
J. ROBERTS.

Director of Athletics: COL. FRANCIS J. ROBERTS.

COACHES

Baseball and 150-lb. Football: ERIC TIPTON. *Basketball*: GEORGE HUNTER.
Cross Country and Track: CARLETON CROWELL. *Football*: DALE HALL;
assistants, TOM CAHILL, CHARLES GOTTFRIED, WILLIAM GUNLOCK,
TOM HARP, FRANK LAUTERBUK, JOHN RAUCH, CAPT. F. G. STEPHEN-
SON. *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*: JACK RYAN.
Wrestling: LEROY ALITZ. *Trainer*: ED PILLINGS. *Publicity*: JOE
CAHILL.

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 one 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. 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 over 60 organized extracurricular activities. Student government type activities are the Honor Committee and the Class Committees in each class. 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 Art, Camera, Model Airplane and Model Railroad 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, Ordnance Club, Radio and Hi-Fi Clubs, Rocket Society and one of the most active organizations at the Military Academy, the West Point Debate Council and Forum.





To round out the great variety of opportunities for recreation there are those clubs which compete with other colleges. These include the Handball, Pistol, Rifle, Fencing, Sailing, Skeet, Ski, Water Polo, Golf, Bridge, Chess, and Parachute 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. FRANCIS O. CHAPELLE, 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. SMITH, MC; B. A., M. D.

Chief, Professional Services

COL. WILLIAM H. DAY, DC; D. D. S.

Dental Surgeon

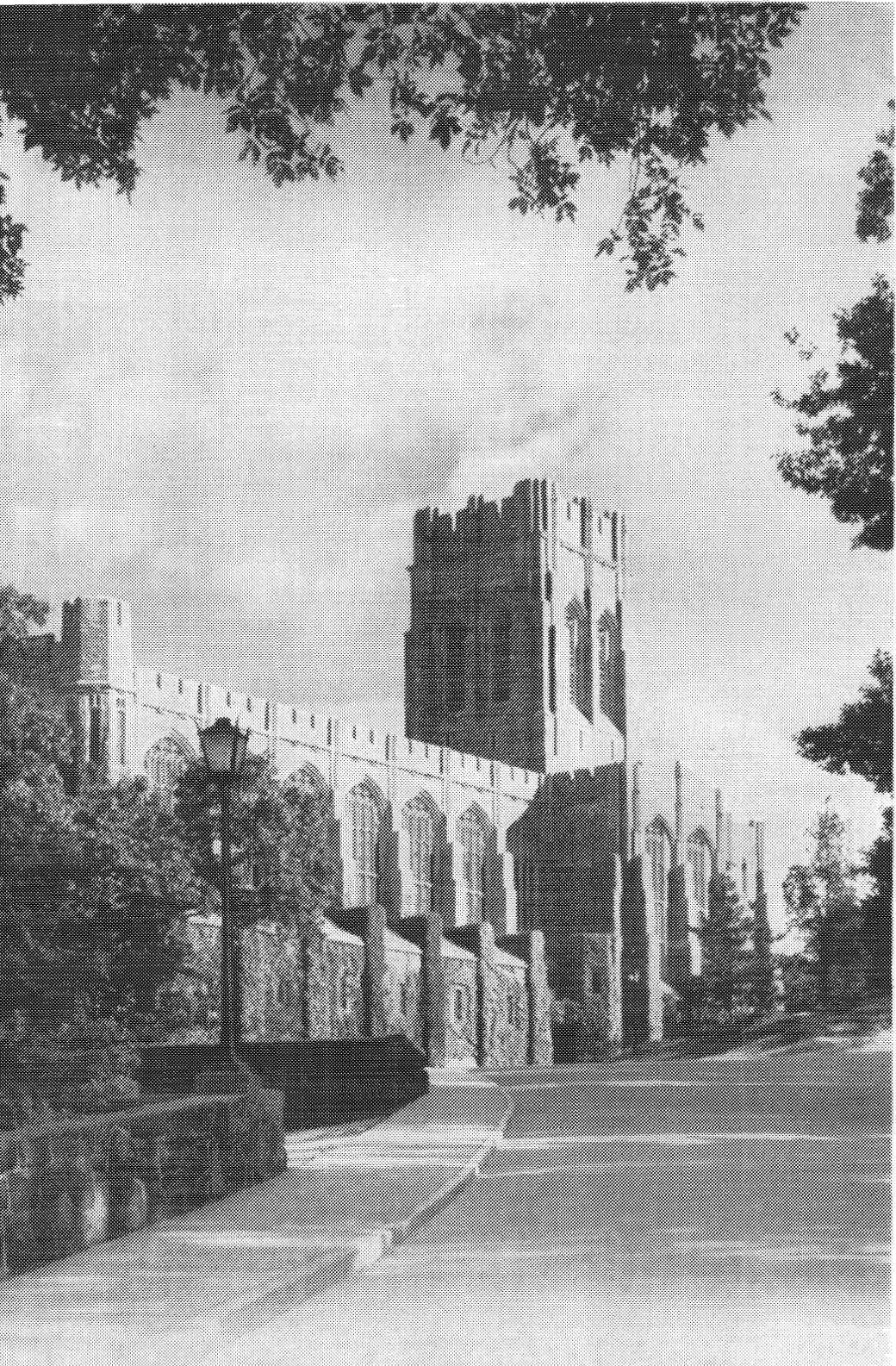
The U. S. Army Hospital at West Point provides hospitalization and outpatient medical care for the garrison.

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 Armed Forces.



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, Thayer Hall.

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 USMA Archives also occupy a portion of the Building.

AIR CADET MEMORIAL (1944). Located on Mills Road at the north end of Lusk Reservoir. Erected by members of the Classes of '43, '44, and '45 to the memory of Air Cadets of the Military Academy who lost their lives while undergoing flying training.

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-class men, 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 chapel, expanded in 1958 according to plans prepared by architect Alfred Reinhart, now has a seating capacity of 550.

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, Mechanics, 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, Shea 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.

LAUNDRY (1956). Designed by John and Drew Eberson; located in the north portion of Post off Washington Road near Washington Gate.

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. See Thayer Hall.

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.

NON-COMMISSIONED OFFICERS' MESS (1958). Located in the north portion of the Post off Washington Road, it was designed by Greenberg and Ames.

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.

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 AUTOMOTIVE 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



Old Cadet Chapel

and 1947 were done by the Engineer Corps. Located just south of the Riding Hall on Cullum Road.

ROBINSON MEMORIAL (1940). Located on Mills Road, west of Gymnasium. It is a gift to the Military Academy from the friends of Colonel Wirt Robinson, Professor, USMA, in remembrance of his eminent attainments in the natural sciences and his great love of nature and of wild life.

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.

SHEA STADIUM (1958). Track and field stadium, located northwest of the Field House. Named for Lt. Richard Thomas Shea, Jr., USMA 1952, captain of the 1952 track and field teams, star athlete and record holder, killed in Korea in 1953 and posthumously awarded the Medal of Honor.

SHERIDAN MEMORIAL (1932). Located on Flirtation Walk, in a small cove northwest of Gee's Point. Erected by the Corps of Cadets in honor of Cadet Richard Brinsley Sheridan, Jr., who was fatally injured on the gridiron of Yale Bowl, 24 October 1931.

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, Shea 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). This is an entirely new structure, built within the walls of the old Riding Hall. The building, designed by Gehron and Seltzer of New York, is of structural steel framing with reinforced concrete, completely air conditioned and practically windowless. Besides administrative space for the Departments of English, Foreign Languages, Law, Mathematics, Military Art and Engineering, Military Psychology and Leadership, Ordnance, and Social Sciences, it includes 98 classrooms, two 200-seat writ rooms, two 200-seat map-problem rooms, an 800-seat auditorium, a 1,500-seat auditorium, a materials testing laboratory, and

space on the first and second floors for the Museum which was formerly housed in the Administration Building. Roof parking for 192 automobiles also has been provided.

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). Architects, Caugey and Evans. 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. It is being converted to cadet barracks with completion scheduled for 1959.

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. First presented in 1958. *Awarded to Companies K1 and M2.*

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 M1 and L2 in September 1958.*

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. First presented in 1958. *Awarded to Companies B1 and M2.*

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 1958 to Companies C1 and D2.*

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 1958 to Companies A1 and M2.*

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 1958 to Company I2.*

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 1958 to Company D1.*

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 1958 to Company E2.*

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 1958 to Company A2.*

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 1958 to Donald J. Palladino.*

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 1958 to Adam Benjamin, Jr.*

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 1958 to George W. P. Walker.*

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 1958 to Leo W. Smith, Jr.*

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 1958 to Robert F. Durkin.*

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 1958 to Charles H. Davis.*

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 1958 to Peter M. Dawkins, Charles P. Otsott, and Harold M. Hannon.*

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 1958 to Robert F. Durkin.*

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 1958 to Charles Hansult.*

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 1958 to James J. Kernan.*

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 1958 to Thomas E. Carpenter.*

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 1958 to Dan A. Brookhart.*

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 1958 to Thomas E. Carpenter and George W. P. Walker.*

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 1958 to Dan A. Brookhart.*

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 1958 to James B. Hall.*

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 1958 to Anthony A. Smith.*

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 1958 to George W. P. Walker.*

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 1958 to Dan A. Brookhart.*

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 1958 to George W. P. Walker.*

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 1958 to Josef C. Krankel.*

THE WILLIAM A. MITCHELL PRIZE IN CIVIL 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 civil engineering and military history. First presented in 1942. *Awarded in 1958 to Dan A. Brookhart.*

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 1958 to Ronald D. Turner.*

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 1958 to George W. P. Walker.*

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 1958 to George M. Hall, Jr.*

THE LESLIE R. GROVES AWARD IN NUCLEAR PHYSICS

A wristwatch awarded annually to the graduating cadet with the highest standing in Nuclear Physics. *Awarded in 1958 to Dan A. Brookhart.*

PRIZE IN ORDNANCE ENGINEERING, 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 engineering. First presented in 1956. *Awarded in 1958 to Charles C. Hansult.*

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 1958 to Dan A. Brookhart.*

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 1958 to Dan A. Brookhart.*

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 1958 to Dan A. Brookhart.*

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 1958 to Thomas H. Harvey.*

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 1958 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 1958 to Thomas H. Harvey.*

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 1958 to Nelson O. Conner.*

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 1958 to James J. Kernan.*

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 1958 to Raymond B. Riggan.*

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 1958 to Garland O'Quinn and Robert Degen.*

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 1958 to Vincent Barta.*

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 1958 to Pechitra Kullavanijuya.*

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 1958 to Dick S. Oberg.*

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 1958 to Donald A. DeJardin.*

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 1958 to Mahlon Kirk.*

THE 306TH INFANTRY PRIZE

Established in 1954 by the Walter B. Tunick Estate. A wristwatch presented annually to the cadet achieving excellence in Physical Education over the four-year course. First presented in 1954. *Awarded in 1958 to Robert L. Munger.*

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 1958 thirty-five scholarships were awarded to Academy graduates, who attend Oxford as Army or Air Force officers on active duty. Four 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 many 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 1958

APPOINTED BY THE PRESIDENT

- Dr. James P. Baxter 3d, President, Williams College, Williamstown, Mass.
- Dr. John A. Hannah, President, Michigan State University, East Lansing, Mich.
- Dr. William V. Houston, President, The Rice Institute, Houston, Tex.

General Anthony C. McAuliffe, American Cyanamid Company,
New York, N. Y.

Dr. Frank H. Bowles, College Entrance Examination Board, New
York, N. Y.

Dr. Ivan C. Crawford, Consulting Engineer, Boulder, Colo.

UNITED STATES SENATE

Senator Richard B. Russell, Georgia, Chairman of the Committee
on Armed Services.

Senator Irving M. Ives, New York.

Senator John O. Pastore, Rhode Island.

Senator William A. Purtell, Connecticut.

UNITED STATES HOUSE OF REPRESENTATIVES

Representative Philip J. Philbin, Massachusetts, designated to
represent the Chairman of the Committee on Armed Services.

Representative Louis C. Rabaut, Michigan.

Representative Olin E. Teague, Texas.

Representative Edward T. Miller, Maryland.

Representative Stuyvesant Wainwright, New York.



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 1805, 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.

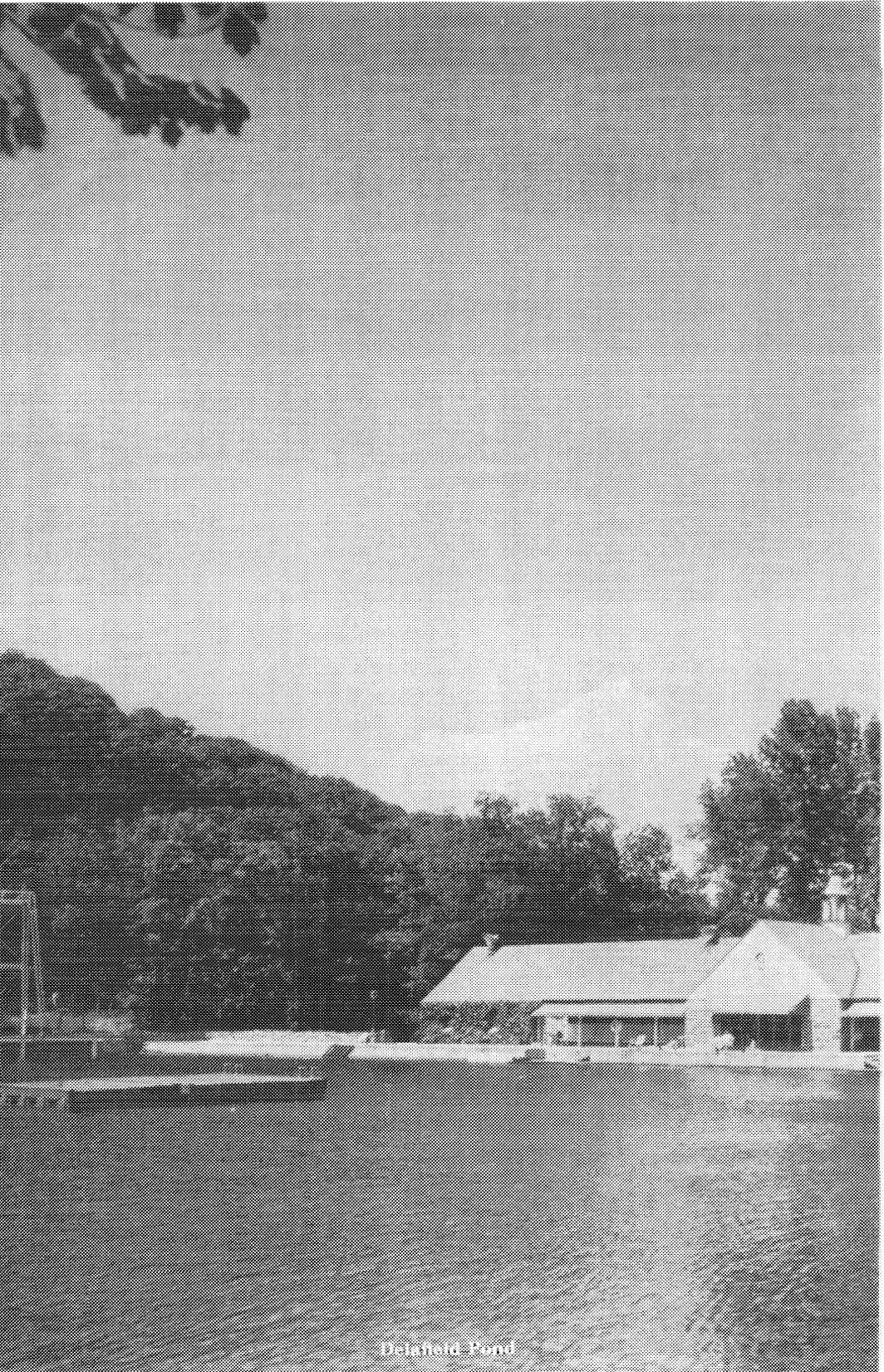
16. GEORGE W. CULLUM
Lt. Col., Corps of Engineers..... 8 Sept. 1864 to 28 Aug. 1866
17. THOMAS G. PITCHER
Col., 44th Infantry..... 28 Aug. 1866 to 1 Sept. 1871
18. THOMAS H. RUGER
Col., 18th Infantry..... 1 Sept. 1871 to 1 Sept. 1876
19. JOHN M. SCHOFIELD
Maj. Gen., U. S. Army..... 1 Sept. 1876 to 21 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 I. 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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DeLafield Pond



ASSOCIATION OF GRADUATES

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

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

Graduates, and former cadets who were honorably discharged after at least one academic term at the Academy, are eligible for membership. Over 94 percent of the approximately 16,000 living graduates, and many former cadets who are not graduates, are members.

The Association regularly disseminates information about West Point and the activities of its graduates principally by the two publications which it sponsors: the annual REGISTER OF GRADUATES AND FORMER CADETS, USMA, that includes a summary of the record of each entry and that tells, whenever possible, where he is and what he is doing; and the quarterly magazine, ASSEMBLY, which gives current information about the Military Academy and its alumni.

The 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. Both the Association and Foundation have permission, under Army Regulations, to use the name "West Point" and the name, colors, insignia, and other devices of the United States Military Academy, doing so as private organizations operating without expense to the Government and without official connection with, or sponsorship by, the Department of the Army or the United States Military Academy.

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

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

ALABAMA	-----West Point Society of Alabama
ARIZONA	-----West Point Society of Phoenix West Point Society of Southern Arizona
CALIFORNIA	-----West Point Society of Los Angeles Monterey Peninsula West Point Society West Point Society of San Francisco Bay Area
COLORADO	-----West Point Society of Pikes Peak Region West Point Society of Denver
CONNECTICUT	-----West Point Society of Connecticut
DISTRICT OF COLUMBIA	-----West Point Society of District of Columbia
FLORIDA	-----West Point Society of Miami West Point Society of Central Florida West Point Society of Florida West Coast
GEORGIA	-----West Point Society of Atlanta West Point Society of Columbus West Point Society of Savannah
HAWAII	-----West Point Society of Hawaii
ILLINOIS	-----West Point Society of Chicago
INDIANA	-----West Point Society of Indianapolis
KENTUCKY	-----West Point Society of Louisville
LOUISIANA	-----West Point Society of Mid-Gulf
MARYLAND	-----West Point Society of Maryland
MASSACHUSETTS	-----West Point Society of New England
MICHIGAN	-----West Point Society of Michigan
MINNESOTA	-----West Point Society of Minnesota
MISSOURI	-----West Point Society of Kansas City St. Louis Association of West Pointers
NEW MEXICO	-----West Point Society of Albuquerque
NEW YORK	-----West Point Society of New York
NORTH CAROLINA	-----West Point Society of Western North Carolina
NORTH DAKOTA	-----West Point Society of North Dakota
OHIO	-----West Point Society of Cincinnati West Point Society of Cleveland West Point Society of Columbus West Point Society of Northwestern Ohio
OREGON	-----West Point Society of Portland
PENNSYLVANIA	-----West Point Society of Philadelphia West Point Society of Central Pennsylvania West Point Society of Western Pennsylvania
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SOUTH
CAROLINA
TENNESSEE
TEXAS

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- West Point Society of Tennessee
- West Point Society of the El Paso Area
- West Point Society of Houston
- West Point Society of North Texas
- West Point Society of South Texas
- West Point Society of Seattle

WASHINGTON

APPENDICES

I. SPECIAL MEDICAL EXAMINATION CONSIDERATIONS

The following special medical examination considerations are listed in order that candidates, prospective candidates, and their private physicians may have readily available medical 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.

Standards of Weight According to Height

Height (inches)	Weight		Height (inches)	Weight	
	Min.	Max.		Min.	Max.
66.....	107	191	73.....	135	231
67.....	111	196	74.....	139	237
68.....	115	202	75.....	143	243
69.....	119	208	76.....	147	248
70.....	123	214	77.....	151	254
71.....	127	219	78.....	153	260
72.....	131	225			

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 candidate possesses exceptional educational qualifications, or has an out-

standing 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 in any meridian of either eye, total myopia of more than five and one-half (5.50) diopters in any meridian in either eye, astigmatic error of more than three (3.00) diopters in either eye, or anisometropia of more than three and one-half (3.50) diopters 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 10 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.

Color blindness to a pronounced degree (unable to distinguish between a vivid green and a vivid red) is a cause for rejection.

e. Ears and Hearing: Auditory acuity of all candidates will be determined by the audiometer. Loss of hearing, as determined by the audiometer, must not be greater than 15 decibels in any of the frequencies 500, 1,000, and 2,000, nor greater than 45 decibels in the frequency 4,000. Each candidate will be tested at the following frequencies: 250, 500, 1,000, 2,000, and 4,000. 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: Psoriasis or 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: Candidates and their parents and sponsors are urged to refrain from requesting waivers for medical defects. The Army bases its decision to disqualify a young man on medical facts revealed in a thorough medical examination. Candidates unable to satisfy the minimum requirements are not suited for commissions in the Regular Army and consequently are not eligible for training at the Military Academy. A request for waiver for medical defect invariably results in disappointment to all concerned.

II. INSTALLATIONS CONDUCTING QUALIFICATION MEDICAL EXAMINATIONS FOR THE U. S. MILITARY ACADEMY

ALABAMA

Daleville—Fort Rucker

ALASKA

Anchorage—Fort Richardson

ARIZONA

Cochise County—Fort Huachuca

ARKANSAS

Hot Springs—Army and Navy Hospital

CALIFORNIA

Monterey—Fort Ord

San Diego—USNH

San Francisco—Letterman AH

San Pedro—Fort MacArthur

COLORADO

Denver—Fitzsimons AH

FLORIDA

Jacksonville—USNH, Naval Air Sta.

Key West—USNH

Panama City—Tyndall AFB

Pensacola—USNH

Tampa—MacDill AFB

GEORGIA

Atlanta—Fort McPherson

Augusta—Fort Gordon

Columbus—Fort Benning

Walthourville—Fort Stewart

HAWAII

Tripler Army Hospital

IDAHO

Elmore County—Mountain Home AFB

ILLINOIS

Highland Park—Fort Sheridan

INDIANA

Indianapolis—Fort Benjamin Harrison

KANSAS

Junction City—Fort Riley

Leavenworth County—Fort Leavenworth

KENTUCKY

Hardin County—Fort Knox

AH—Army Hospital.

AFB—Air Force Base.

USNH—U. S. Naval Hospital.

II. INSTALLATIONS CONDUCTING, ETC.—Continued

MARYLAND

Anne Arundel County—Fort George G.
Meade

MASSACHUSETTS

Boston—Army Base
Ayer—Fort Devens
Chelsea—USNH

MICHIGAN

Mount Clemens—Selfridge AFB

MISSISSIPPI

Biloxi—Keesler AFB

MISSOURI

Newburg—Fort Leonard Wood

MONTANA

Great Falls—Malmstrom AFB

NEBRASKA

Omaha—Offutt AFB

NEVADA

Las Vegas—Nellis AFB

NEW JERSEY

Trenton—Fort Dix
Little Silver—Fort Monmouth

NEW MEXICO

Roswell—Walker AFB

NEW YORK

Fort Jay, Governors Island
Long Island—Mitchel AFB
West Point—U. S. Army Hospital, U. S.
Military Academy

NORTH CAROLINA

Fayetteville—Fort Bragg

OHIO

Dayton—Wright-Patterson AFB

OKLAHOMA

Lawton—Fort Sill

PENNSYLVANIA

Carlisle—Carlisle Barracks

AH—Army Hospital.

AFB—Air Force Base.

USNH—U. S. Naval Hospital.

II. INSTALLATIONS CONDUCTING, ETC.—Continued

PENNSYLVANIA—Continued

Philadelphia:
USNH, 17th and Patterson Avenue
Phocnixville—Valley Forge AH

PUERTO RICO

San Juan—Rodriguez AH

RHODE ISLAND

Newport—USNH

SOUTH CAROLINA

Columbia—Fort Jackson

SOUTH DAKOTA

Rapid City—Ellsworth AFB

TENNESSEE

Clarksville—Fort Campbell

TEXAS

El Paso—Fort Bliss
Killeen—Fort Hood
San Antonio—Fort Sam Houston

AH—Army Hospital.

AFB—Air Force Base.

USNH—U. S. Naval Hospital.

VIRGINIA

Hampton—Fort Monroe
Lee Hall—Fort Eustis AH
Fairfax County—Fort Belvoir
Petersburg—Fort Lee

WASHINGTON

Tacoma—Fort Lewis

WASHINGTON, D. C.

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

WYOMING

Cheyenne—Francis E. Warren AFB

CANAL ZONE

Fort Clayton

GERMANY

Heidelberg, USAH

JAPAN

Camp Zama

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