



*West Point
Lesquicentennial*

1802 - 1952



Extract of Act Establishing USMA

Sec. 27—And be it further enacted, That the said corps, when so organized, shall be stationed at west point in the state of New-York, and shall constitute a military academy; and the engineers, assistant engineers, and cadets of the said corps shall be subject, at all times, to do duty in such places, and on such service, as the President of the United States shall direct.

Sec. 28—And be it further enacted, That the principal engineer, and in his absence, the next in rank, shall have the superintendance of the said military academy, under the direction of the President of the United States: And the Secretary of War is hereby authorized, at the public expense, under such regulations as shall be directed by the President of the United States, to procure the necessary books, implements and apparatus for the use and benefit of the said institution.



Approved March 16. 1802.

Th. Jefferson



West Point Lesquicentennial

1802

1952



A Pictorial History
of the One Hundred and Fifty Years of the
United States Military Academy.

1802-1812^{The}

GENERAL George Washington, realizing the need for trained officers early in the Revolutionary War, decided that the formation of a Military academy was essential to the security of the new-born nation. From that time until his death, he continued to stress to the Congress and to other leaders the necessity for a military school. Two days before he died, Washington wrote 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 proper opportunity of recommending it, in my public speeches and other ways, to the attention of the Legislature."

West Point had been an early choice for the site of the proposed military academy. Occupied by troops since 1778, it was a key point of the national defense during the War because of its strategic location. In the years following the Revolution, the nation faced one crisis after another: boundary disputes, trouble with France, frontier battles with the Indians. At the same time the strength of the Army was declining. In 1784, the major portion of the military establishment of the United States consisted of the garrison at West Point—eighty men! Throughout this period, Washington, Knox, Hamilton, Adams, and others strongly urged the strengthening of the Army and the formation of a military academy.

Finally, on March 16, 1802, the Congress authorized a Corps of Engineers;

set its strength at five officers and ten cadets; and stated that the Corps "... when so organized, shall be established at West Point, in the state of New York, and shall constitute a Military Academy . . ."

Major Jonathan Williams, a grandnephew of Benjamin Franklin, was appointed as the first Superintendent. When the Military Academy was formally opened, ten cadets were enrolled for instruction. These cadets and the enlisted men of the garrison, eighteen engineers and twenty-four bombardiers, were housed in the "Long Barracks" which had been built during the Revolution. The other buildings on the Post, which had also been built during the war, were in various stages of disrepair.

Few of the "gentlemen cadets" authorized by Congress had been appointed officially. There were no entrance examinations, no age limit, and no physical or mental qualifications. There were no regulations requiring the cadets to attend the Academy, no system of discipline within the student body, and no class rank or tactical organization. In short, the cadets constituted a small and unruly group with no definite system of control.

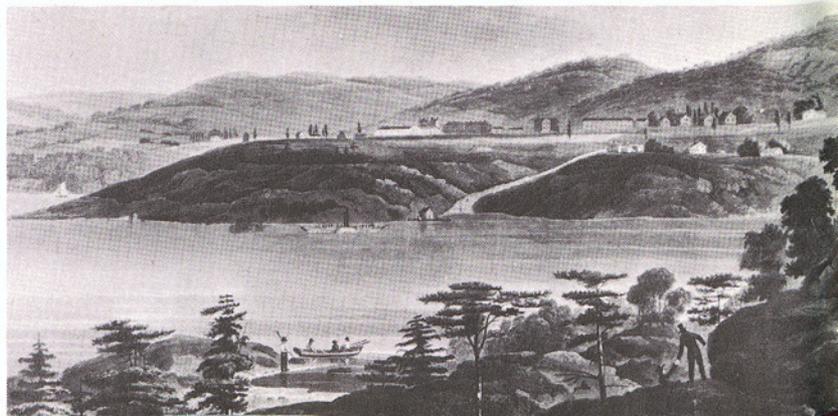
Pay of a cadet in 1802 was sixteen dollars a month. Cadets were required to feed, clothe, and amuse themselves on this salary—as well as furnish their quarters with necessary comforts. For many years, officers and civilians living on the Post had cadets as boarders. Although a cadet mess was established in 1805, many cadets continued to board where better food could be obtained.

Instruction in those early years was elementary and suffered from frequent



The blue uniform of 1802 was patterned after that of an engineer officer.

West Point in the early 1800's from Washington Valley.



Formative Years

interruptions, lack of regulations, and lack of discipline. Only with great difficulty could the cadets be made to apply themselves to the study of mathematics, fortifications, artillery, surveying, and French. Elementary algebra and geometry and the use of surveying instruments comprised the training in mathematics. Instruction in the other courses was even less thorough.

The academic year began in April and ended in November. Theoretically, the time of the cadet was fully occupied during this period. Drill was scheduled from five to six o'clock each morning; mathematics and study from eight to eleven; and French or drawing alternately from eleven to one o'clock. From two o'clock to four, the cadet was supposed to study. After four, there was practical work in gunnery, surveying, or engineering. However, the cadets found time to roam the hills in the afternoon or to engage in sports. In the summer they often swam in the Hudson.

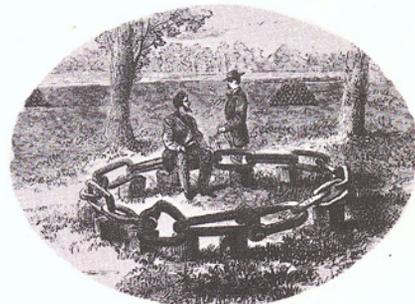
Examinations were held in September. Following the closing of the Academy in November, all of the cadets and most of the staff departed on leave, and West Point was left almost deserted during the winter months. In March, the instructors and cadets began to return.

Cadets of the period wore a long-tailed, blue, single-breasted coat with eight gilt buttons stamped with an eagle. They wore cotton trousers in the summer and gray

wool in the winter. A beaver hat with a metal eagle cockade completed the uniform.

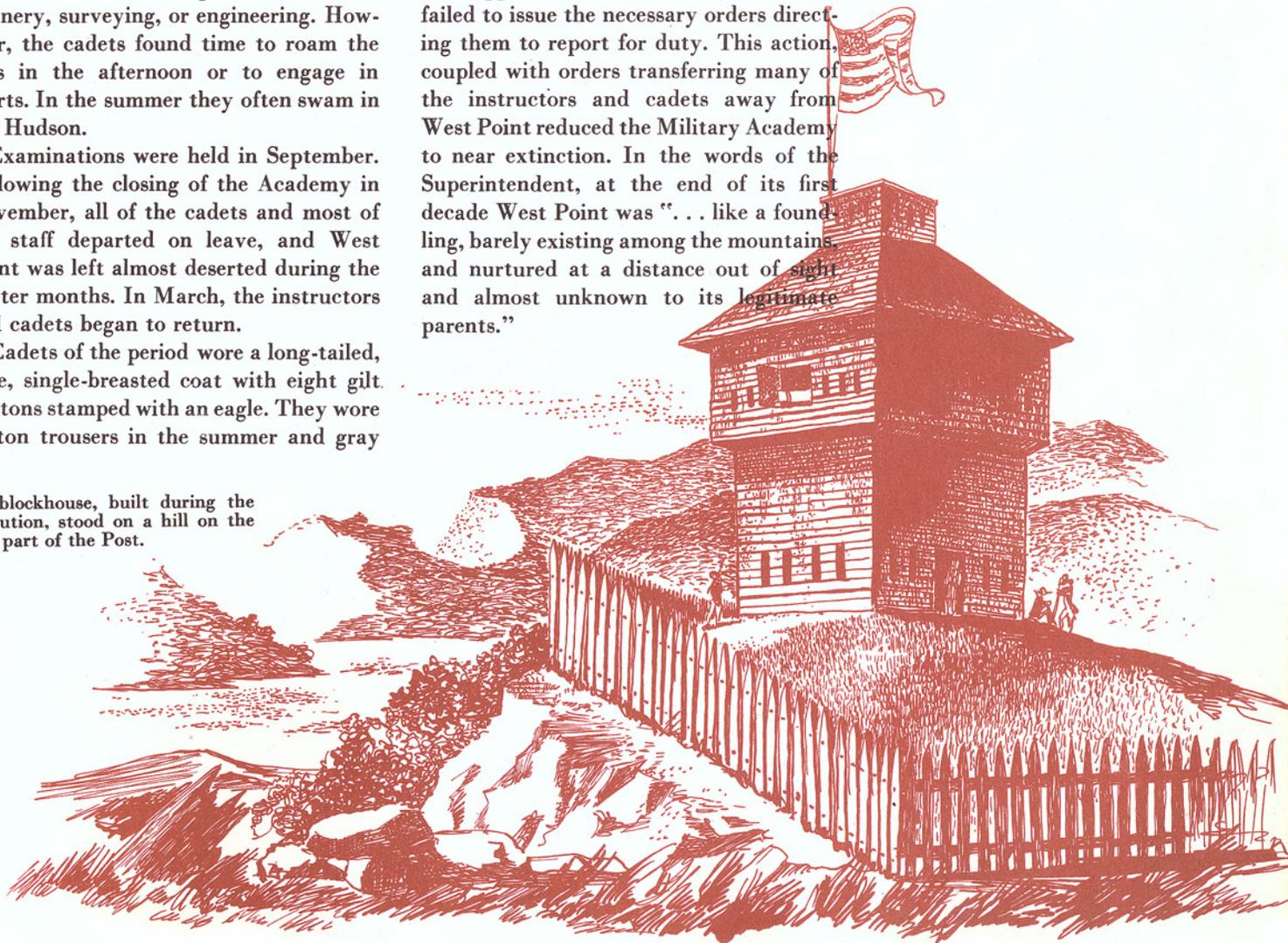
The first class of the Military Academy was graduated on October 12, 1802 and consisted of two men: Joseph Gardner Swift and Simon Magruder Levy. By 1812, West Point had sent out seventy-one graduates. During the War of 1812, nine of these men were killed in battle; one fourth of the total number were either killed or wounded; and one fifth of the survivors were rewarded for conspicuous gallantry.

The number of cadets had been increased to one hundred and eighty-six by 1812. However, Secretary of War William Eustis, during the period from 1809 to 1812 when over three hundred cadets were appointed to the Military Academy, failed to issue the necessary orders directing them to report for duty. This action, coupled with orders transferring many of the instructors and cadets away from West Point reduced the Military Academy to near extinction. In the words of the Superintendent, at the end of its first decade West Point was "... like a foundling, barely existing among the mountains, and nurtured at a distance out of sight and almost unknown to its legitimate parents."



A portion of the great chain which kept the British from sailing up the Hudson is now on Trophy Point.

This blockhouse, built during the Revolution, stood on a hill on the south part of the Post.



1812-1846: The



The cadet uniform in 1836 resembled today's uniform.

IN APRIL, 1812, the Congress hastily passed an act reorganizing the Military Academy. The underlying principles of this act provided the foundation for the new West Point by changing the structure of the Military Academy from a school for engineers to a school for prospective officers for all branches of the Army.

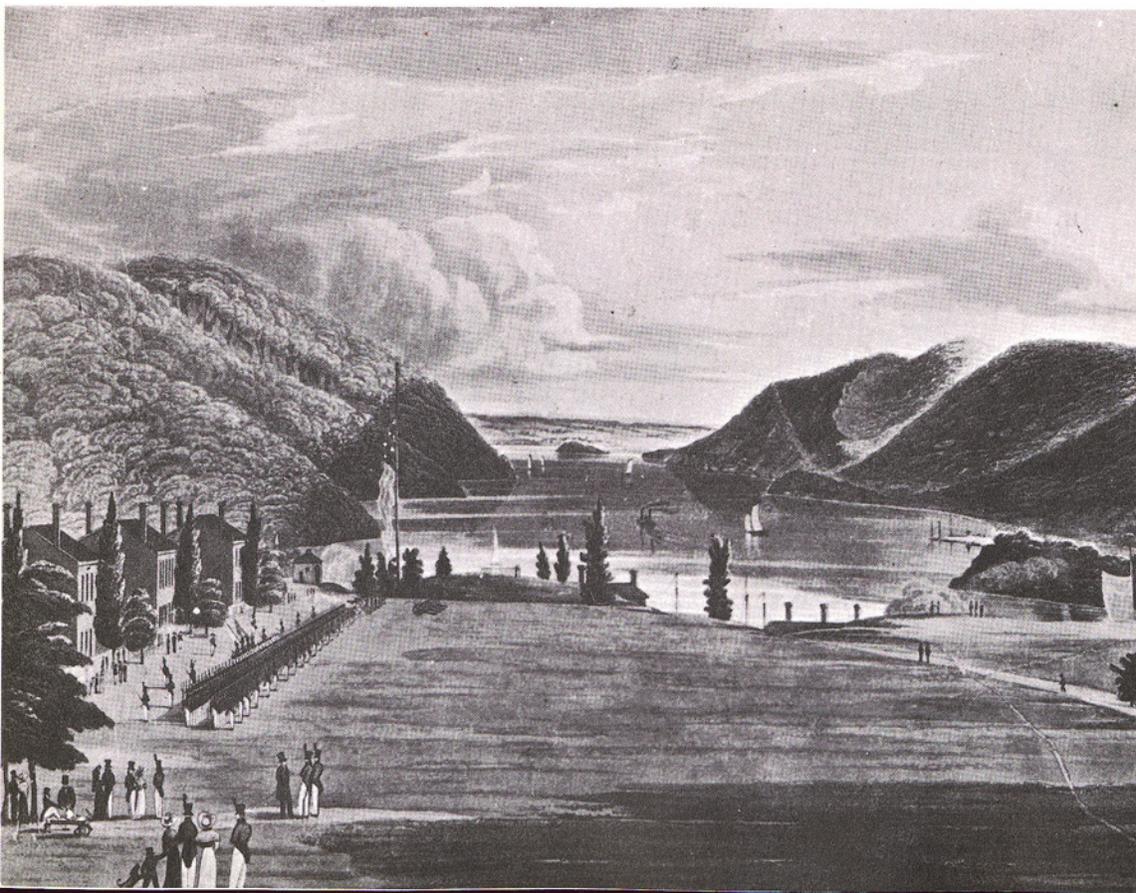
Secretary of War Eustis, however, continued his attack on the Academy. His failure to issue warrants to new cadets and the graduation of most of the cadets to fill the Army left West Point practically deserted. The Superintendent was often absent on other duties leaving the supervision of the Academy to the next senior officer. When, in September, 1812, Cadet Charles G. Merchant arrived at West Point, he found that he was the only cadet and that the acting Superintendent, Captain Alden Partridge, was the only instructor! By December, only five other cadets had reported for instruction.

Jonathan Williams resigned as Superintendent and was replaced by the first graduate, Lieutenant Colonel Joseph G. Swift. The following year, President Madison replaced Eustis with John Armstrong. Although warrants were again being issued and cadets were entering the Academy, only one man was graduated in the Class of 1813.

Disaster again threatened the Military Academy in 1815 when the Congress failed to appropriate funds for its operation. Swift countered the threat by borrowing \$65,000 from a New York merchant, since the state of the national credit was so low that New York bankers refused to grant the needed loan.

An extensive building program, under Partridge's supervision, changed the physical appearance of the Military Academy greatly. By 1815, a new mess hall, an academic building, two barracks, and several brick quarters were being constructed.

A new uniform for the Corps of Cadets was prescribed in a General Order on



West Point in 1827, from an engraving by George Catlin.

Golden Age...Thayer

September 4, 1816. The color and the cut of the uniform, much like that of today, were selected to honor General Winfield Scott and the troops of his command at the victory of Chippewa in 1814.

Another sidelight of the period was the arrival of two cadets from Chile. These two foreign cadets were the first of many to be admitted to West Point at the request of other governments.

Partridge, who had been appointed Superintendent in 1815, ruled the cadets and instructors alike with favoritism and prejudice. Unusual punishments were imposed upon cadets: they were marched about the parade ground to the roll of a drum, bearing signs indicating their offenses; they spent periods astride a field piece in front of Partridge's quarters "cannon riding."

President Monroe visited West Point early in 1817 to find only a few of the two hundred cadets present for instruction. Further investigation revealed that no class rank had been established and that no register of classes was being published. There were indications that promotions were being made and commissions granted without regard to academic standing. Aroused by the state of affairs, Monroe took action. Brevet Major Sylvanus Thayer replaced Partridge as Superintendent.

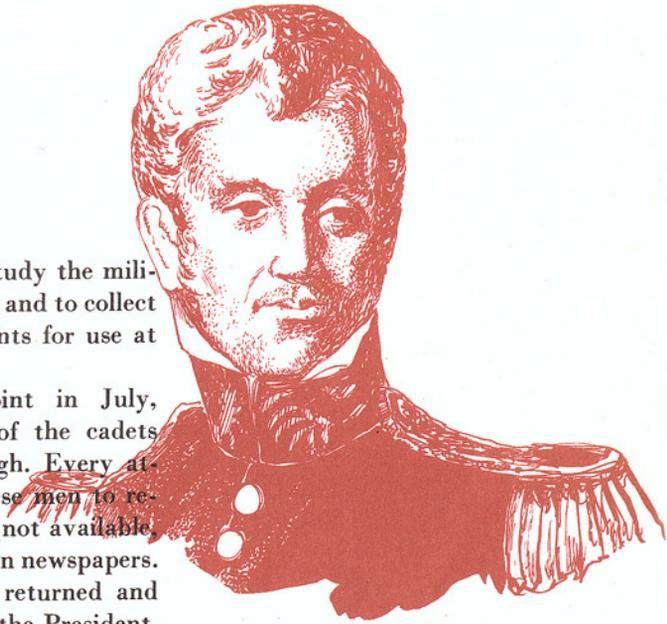
Before entering West Point as a cadet, Thayer had been valedictorian of his class at Dartmouth. Graduating from West Point in 1808, he had been an instructor at the Military Academy from 1809 to 1811 and had served with distinction during the war. In 1815, the War Department

sent Thayer to France to study the military schools in that country and to collect books, maps, and instruments for use at West Point.

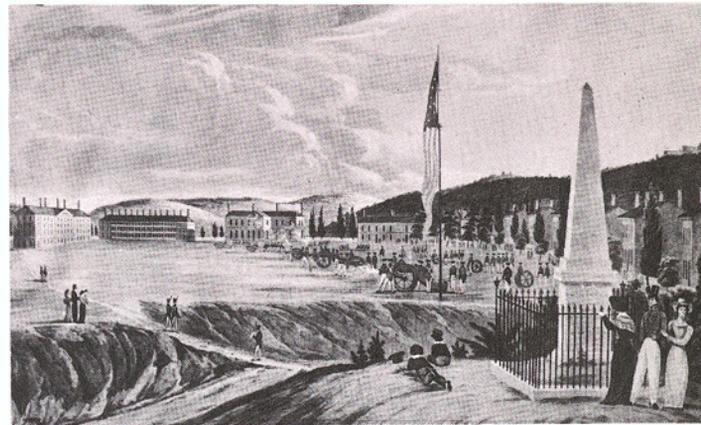
Reporting at West Point in July, Thayer found that most of the cadets were still absent on furlough. Every attempt was made to get these men to return; where addresses were not available, advertisements were placed in newspapers. Some of the cadets never returned and were dismissed by order of the President.

The cadets who made up the Corps were a motley group varying in age from twelve to thirty-four. Two were married and several were physically incapacitated. Major Thayer immediately began to reorganize the Military Academy. He formed the Corps of Cadets into a battalion of two companies with selected cadets acting as officers and non-commissioned officers. This organization served three purposes: it provided a means of improving drill and military exercises; it gave the senior cadets an opportunity to obtain some experience in command; and it provided a way to instill discipline into the Corps.

Thayer established a strict set of regulations governing every official phase of cadet life. Instead of being subject to military discipline only on the parade



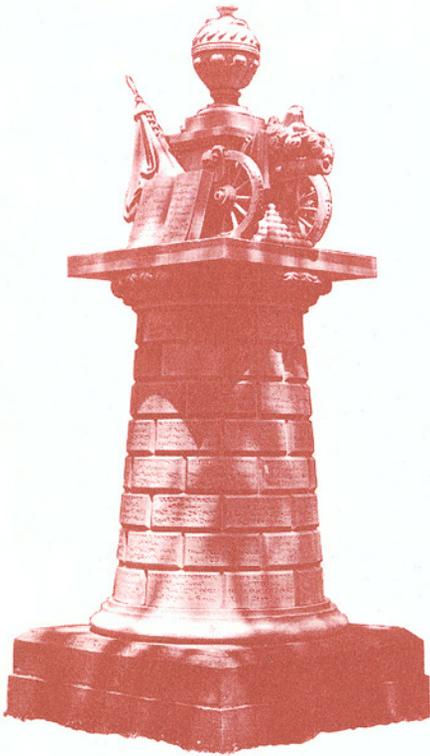
Sylvanus Thayer, Class of 1808, is revered as the Father of the Military Academy.



Artillery drill in 1827, from an engraving by George Catlin.

The Military Academy in the 1820's showing the barracks and the academic building.





Cadet Monument was erected in memory of Cadet Lowe in 1818. Names of cadets who died prior to 1867 were inscribed on its column.

ground, the cadet now found he had to follow a set routine in his classroom work and, what was even more important, in his daily life as well. To supervise the cadet and to conduct his military education, Thayer appointed an officer from the Department of Tactics as Commandant of Cadets.

Major Thayer completely revised the educational system at West Point. Basing his educational reform on a foundation which has endured to the present day, Thayer required every cadet to recite in every subject every day; every cadet to be proficient in every subject. A series of examinations eliminated those cadets unqualified to continue their studies. Using the relative results of these examinations, Thayer divided the cadets into small class groups of ten or twelve men.

The subjects taught at West Point before Thayer's arrival included mathematics, engineering, natural philosophy, drawing, and French. To these were added history, moral philosophy, law, and geography. This course of study differed widely from that of any other educational institution in the United States at that time since the civilian colleges and universities confined their efforts chiefly to the preparation of men for the ministry,

law, or teaching. The new academic system at West Point was truly scientific in principle; the Military Academy of Thayer's day was the first engineering school in the United States.

The new emphasis on moral training at West Point was even more important than Thayer's revision of the educational system or the establishment of military discipline in the Corps. Major Thayer, through his experiences prior to 1817, had learned that an army must have within its officer personnel—the very heart of its existence—integrity in thought, word, and deed. Believing that the incoming cadet was at an age which would permit the development of character regardless of his background, Thayer laid the foundation from which developed the honor system of the Military Academy.

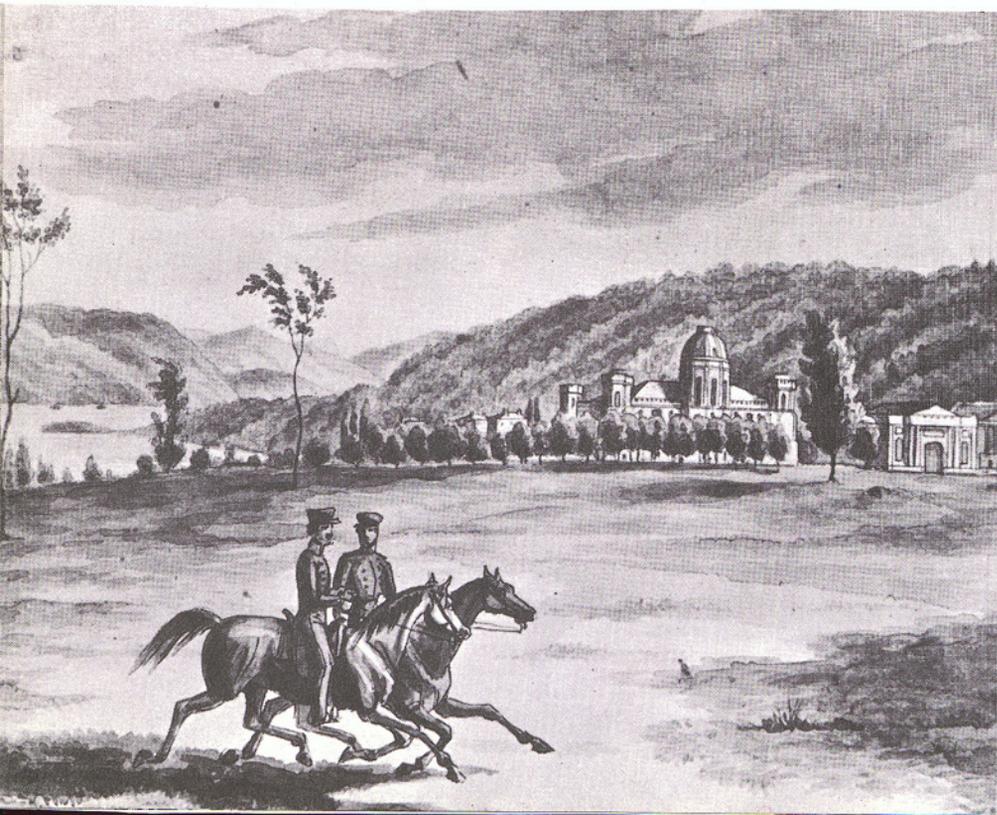
Year-round training of the Corps of Cadets, with emphasis placed on military training during the three summer months and academic instruction for nine months, was started by Thayer. To him also goes the credit for instituting the daily inspection of cadet rooms and the regulation that "No cadet shall be allowed to keep a waiter, horse, or dog."

Thayer was the first Superintendent to insist upon expelling cadets who were deficient in academics, and it was he who originated the system of demerits for inadequacies in conduct. The influence of Sylvanus Thayer still exists today. Small wonder that Thayer is revered as the "Father of the Military Academy."

Although his pay had increased to twenty-eight dollars a month, the cadet still had to pay for his clothing, bedding, laundry, meals, text books, and furniture. A monthly stoppage of two dollars a month was made to accumulate a fund with which the cadet could buy his uniforms and equipment upon graduation. Twenty-five cents a month was deducted to support the band.

The precise drill so often connected with the Corps of Cadets can be traced to Major William J. Worth, Commandant

Cadets riding in 1841. No special riding uniform was prescribed.



of Cadets from 1820 to 1828. It was he who taught the cadets the little touches of refinement of the regulation drill which made the Corps known the world over for smartness on the parade ground.

The uniform had changed only slightly: the cocked hat was replaced by a hat somewhat resembling the full dress hat of today. No uniform overcoat, however, was prescribed in the 1820's. In stormy weather, the Corps turned out in a mixture of Scotch plaid, camlet cloaks, and cloth coats. Regulations for the first time directed that the hair of a cadet would be "cut close."

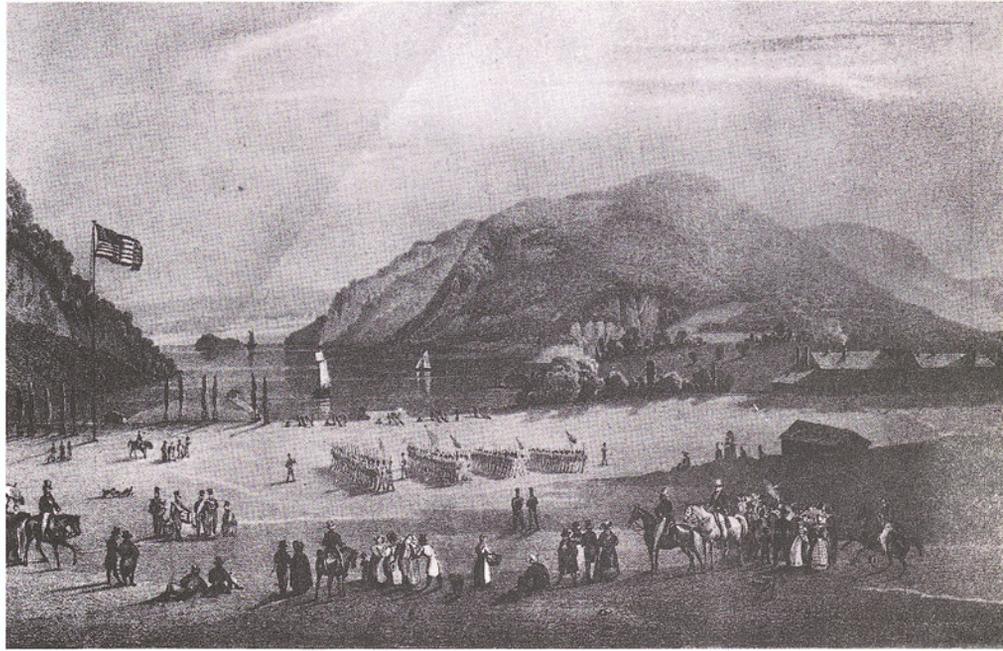
In 1823, a diploma, basically of the same design as that of today, was given the graduating cadets. In earlier years, a certificate showing completion of the course of instruction had been given each man.

After sixteen years as Superintendent, Thayer resigned because of a series of incidents involving the return of cadets who had been expelled for deficiency in academics. However, the reforms which he instituted and the many customs he initiated influence his successors even today.

Several of the buildings of this period are still being used. The oldest, the Superintendent's Quarters built in 1820, has been the home of every Superintendent since Thayer. The old Cadet Chapel was erected in 1836. The Library, designed by Superintendent Delafield, was completed in 1841.

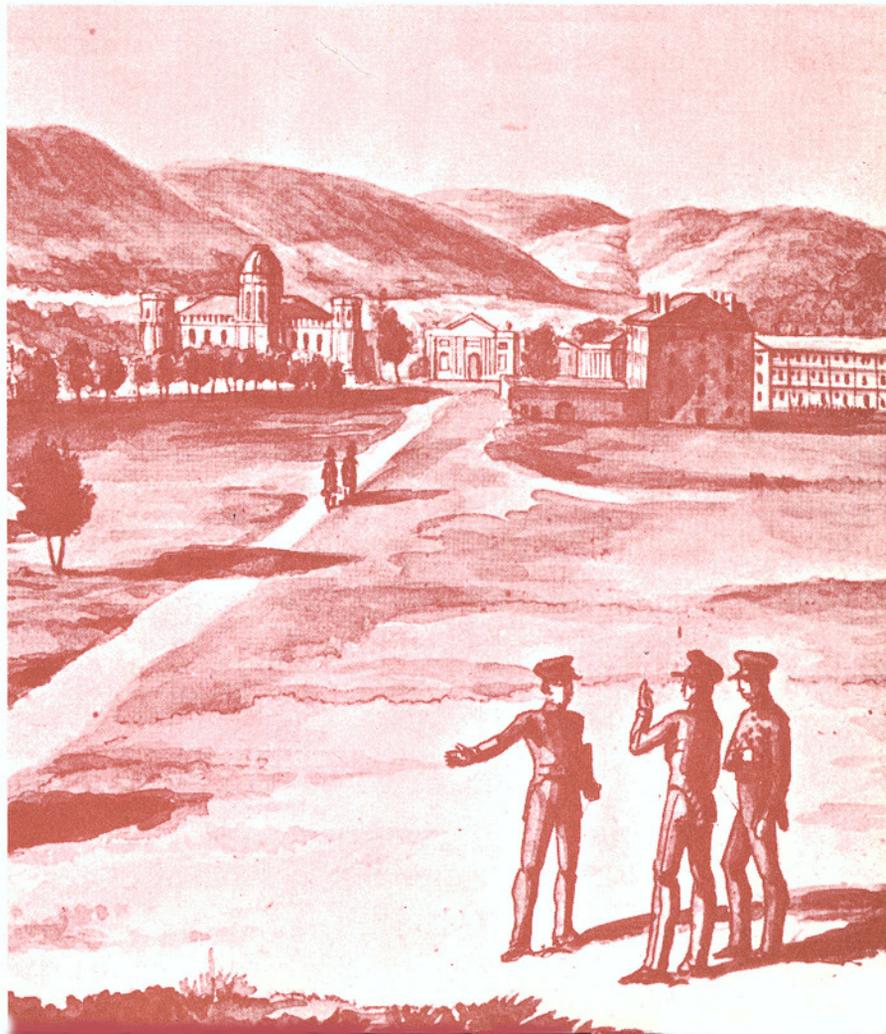
The Class of 1835 adopted a class ring, the first example of this custom in any college in the nation. This tradition has been handed down to the present, with today's rings bearing the Academy crest on one side and class crest on the other.

A law passed in 1843 provided that one cadet should be appointed from each Congressional district, one from the District of Columbia, and ten at large. The spirit of this law prevails to this day. West Point now exemplified the democracy from which it drew its strength and to which its graduates devoted their lives.



Drill on the Plain about 1827. The Revolutionary "Long Barracks" are on the right.

North and South Barracks, the Library, and the Chapel in 1841.



1846-1865: Years



WEST Point's first crucial test came with the Mexican War. The accomplishments of graduates in this war gained for the Military Academy recognition of its true worth. General Winfield Scott, although not a graduate, led the nation in paying tribute to the Military Academy. As a result, Congress realized the wisdom of increasing the Corps of Cadets and the facilities of the Academy.

Today's Central Barracks were constructed and occupied by 1851. The architecture of this building, Tudor-Gothic, followed the style of Delafield's plan for the Library. A new mess hall was also built in 1851. By 1855, a riding hall and stables were ready for use.

Life within the Corps of Cadets had changed little since the time of Thayer. A cadet's day then, as now, was full. Reveille was sounded at five o'clock in summer and at six in winter. Roll call was held immediately afterward, and rooms were inspected before breakfast. From eight o'clock to four, cadets either attended class or studied. Military exercises began at four and lasted for an hour or longer; evening parades were held daily at sunset. Cadets were required to be in their rooms when Call to Quarters was sounded thirty minutes after supper.

Study periods stopped at nine-thirty; and Taps ended the day at ten o'clock.

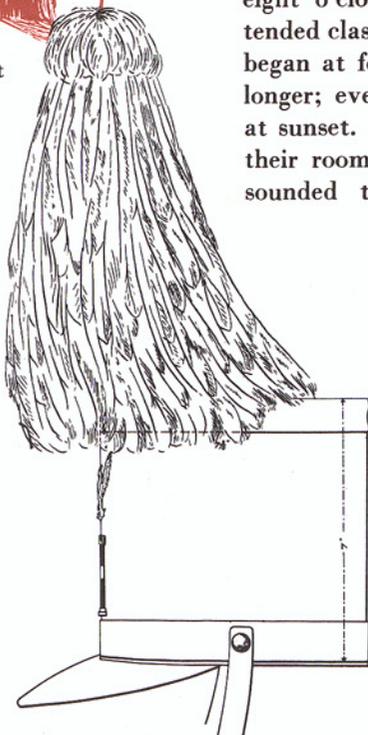
Numerous inspections were made by the officer in charge and by the cadet officer of the day. Cadets marched to class in section groups under the command of the senior cadet in the section. Companies marched to the mess hall for meals.

Cadets were not permitted to "... have or use intoxicating drinks, tobacco, or cards." Cooking in camp or barracks would bring demerits. Permission was required to subscribe to a newspaper, and novels of "romance or adventure" had no place in the cadet room. Cadets still bought their own furniture.

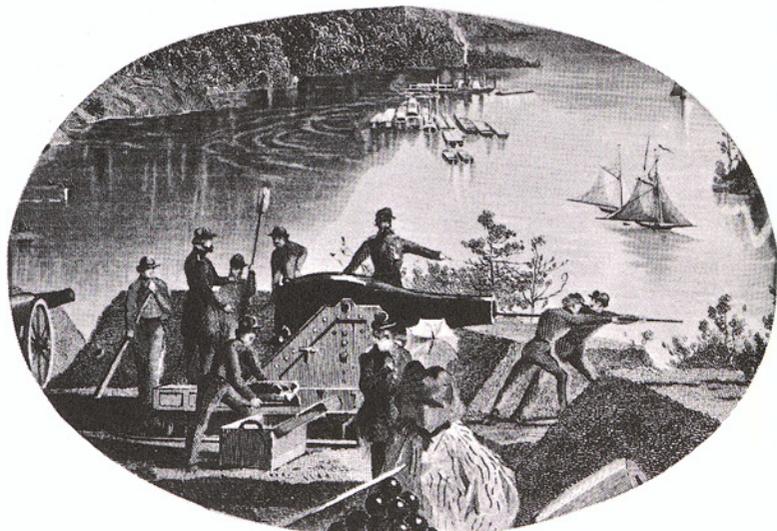
There were, however, many amusements to which a cadet could look forward. During the summer, band concerts were held three times a week. Frequent dances, or "hops," were held in the halls of the academic building since there was no ballroom available. Often there were rockets and other fireworks in the evening.

To a person of today, the West Point of 1850 might seem isolated. However, although railroad and telegraph lines had not yet been extended to West Point, steamboats and sloops provided an effective means of transportation. The Military Academy had become a show place, and European dignitaries, as well as many Americans, came to view the Corps of

Uniform of a cadet officer in 1861.



Design for cadet full dress hat submitted by Robert E. Lee, as Superintendent, in 1853.



Artillery drill at the siege battery in 1867.

of Trial and Decision

Cadets on parade. Emerson and Dickens were among the many visitors. Dickens complained bitterly about the serving of public meals at "... rather uncomfortable hours, to wit, breakfast at seven, dinner at one, and supper at sunset."

Congressional legislation, party politics, and the growing heat of sectionalism were reflected in the Corps of Cadets, since the Act of 1843 brought young men from all parts of the country to West Point. The cadets were also aware of the cultural reawakening which affected all classes throughout the country and gave voice to their enthusiasm and opinions through debates and papers read before the cadet Dialectic Society.

The intense feeling throughout the nation immediately before the outbreak of the Civil War also found a counterpart within the Corps. The debates in Congress were matched in the barracks at West Point where the stronger emotions of youth fostered more violent outbreaks than those of more even-tempered age in Washington, and, in some cases, led to blows.

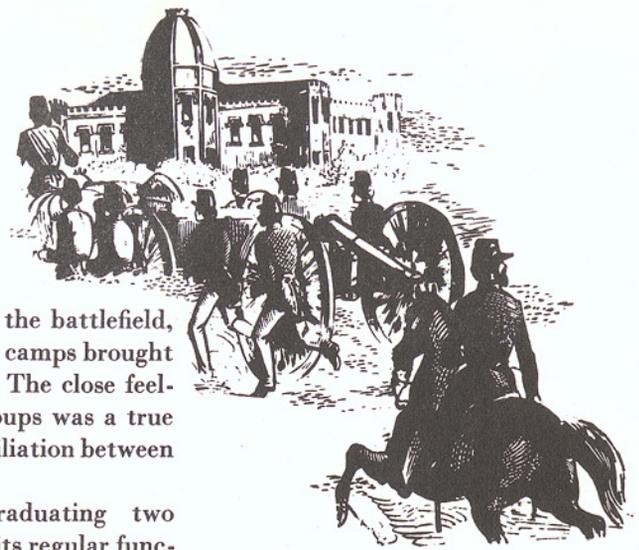
Cadets from the southern states were torn between their loyalty to the nation and ties to their boyhood communities. When the final step was taken in 1861, the Corps forgot the heated debates of the past and was grief-stricken in its own personal tragedy. Of the eighty-six southern cadets, sixty-five resigned and returned to their home states. The northern cadets, many of them in tears, accompanied their southern classmates to the station. Many

subsequent encounters on the battlefield, in hospitals, and in prison camps brought these men together again. The close feeling between these two groups was a true forecast of ultimate reconciliation between the North and the South.

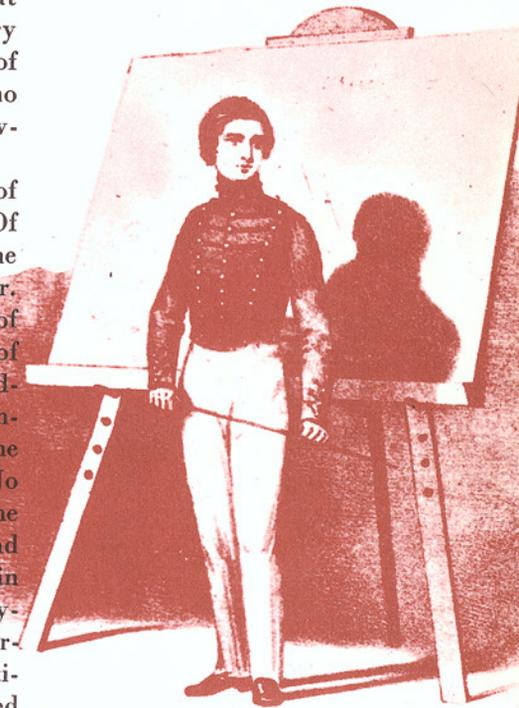
West Point, after graduating two classes in 1861, continued its regular functions throughout the war years. The vacancies left by the resignations of the southern cadets were filled by appointments from northern states.

Congress, in 1861, adopted another of the recommendations made many years before by Sylvanus Thayer. The Act of August, 1861, specified that no cadet found deficient in conduct or in studies and recommended for discharge for that reason should be returned to the Military Academy. The law ended a malpractice of long duration, and politicians could no longer get presidential assistance in having dismissals arbitrarily revoked.

The record of the accomplishments of graduates on both sides is well known. Of the living graduates in 1861, eighty-nine per cent served on one side or the other. It is interesting to note, moreover, that of the regular officers before the outbreak of hostilities, twenty per cent of the graduates and fifty per cent of the non-graduates resigned their commissions, the majority joining the southern forces. No graduate was a general officer in the Regular Army in 1860. Two hundred and ninety-four graduates became generals in the Union Army; one hundred and fifty-one in the Confederate Army. The services of these graduates earned the gratitude of the nation and once again justified the existence of the Military Academy.



Battery drill on the Plain about 1857.



Cadet reciting in the 1850's. (From a song book of the period.)



Passing in review at Parade in 1857.

1865-1900: Era

FOR over thirty years after the Civil War, the United States was at peace with the world. During this period, however, the Army took part in numerous skirmishes with the Indians and was almost constantly on a combat basis. The status of the Regular Army vitally affected the situation at West Point.

Congress early recognized the situation by passing legislation in 1866 which provided that the Superintendent might be detailed from any branch of the Army. Before passage of this act, the position had been restricted to officers of the Corps of Engineers. This change indicated the transition of West Point from a purely scientific school to an institution stressing general education and training for all branches of the service.

There was increased emphasis on practical military work including engineering and gunnery. Greater stress was placed upon riding. A signal and telegraphy course was started in 1868. Antiquated artillery was replaced with more up-to-date guns.

Southern cadets again were admitted to the Military Academy beginning in 1868. As the southern states resumed their former status in the Union, the Corps of Cadets regained its national character and once again represented every section of the nation. The first Negro to graduate was in the Class of 1877.

Summer camp continued to provide the

basis for much of the tactical instruction of the cadets. Life in camp was filled with artillery drill, bridge construction, infantry and cavalry tactics. Two parades a day made the cadet's schedule a full one indeed. However, he found time for amusement. There were scheduled Sunday evening "Color Line" entertainments at the edge of camp, and Camp Illumination was the final event before summer camp ended for the year.

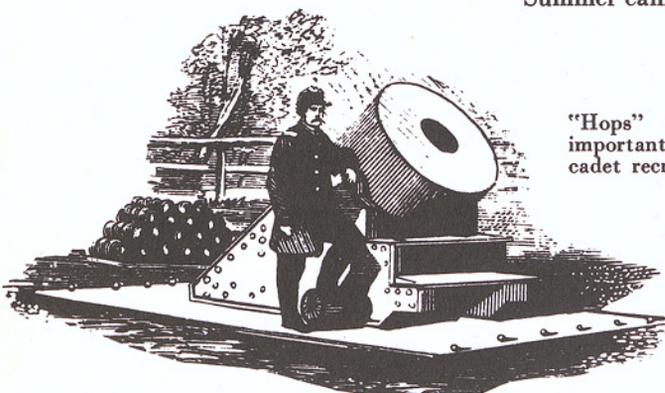
Aside from swordsmanship, riding, and the strenuous routine of daily drill, there had been no organized athletics at West Point in the early years. However, in the period following the Civil War additional stress was placed on physical conditioning. General John M. Schofield, Superintendent in 1880, recommended the adoption of exercises involving the rifle. Congress recognized the necessity for physical training by appropriating funds for a new gymnasium which was completed in 1893.

Other construction during this same period included the present West Academic Building, the Catholic Chapel, the West Point Army Mess, Cullum Hall, and Battle Monument.

Regulations continued to change with the years. The use of curtains in the alcoves of cadet rooms was discontinued in 1885 when the surgeon stated that these curtains interfered with the circulation of the air within the room. White spiked helmets were adopted for wear with the full dress white uniform. Absence cards indicating authorized absence from rooms

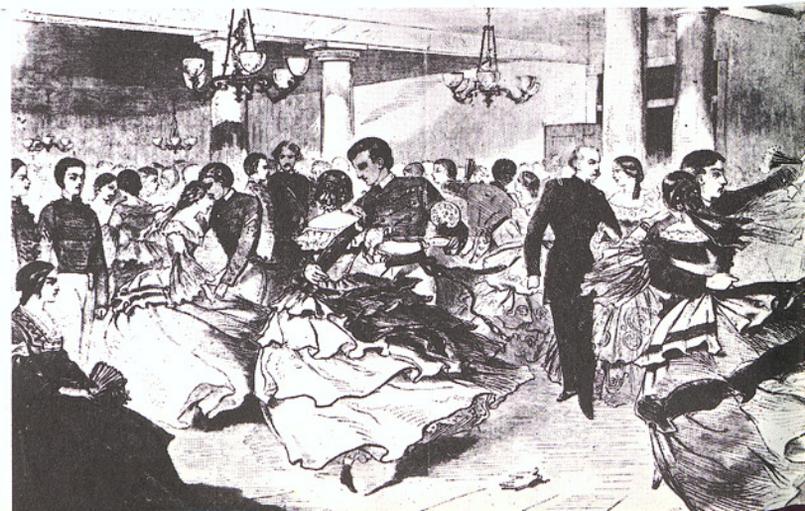


Sedgewick Monument was erected in memory of General John Sedgewick in 1868.



Mortar drill was a part of tactical instruction in the 1870's.

"Hops" were an important part of cadet recreation.

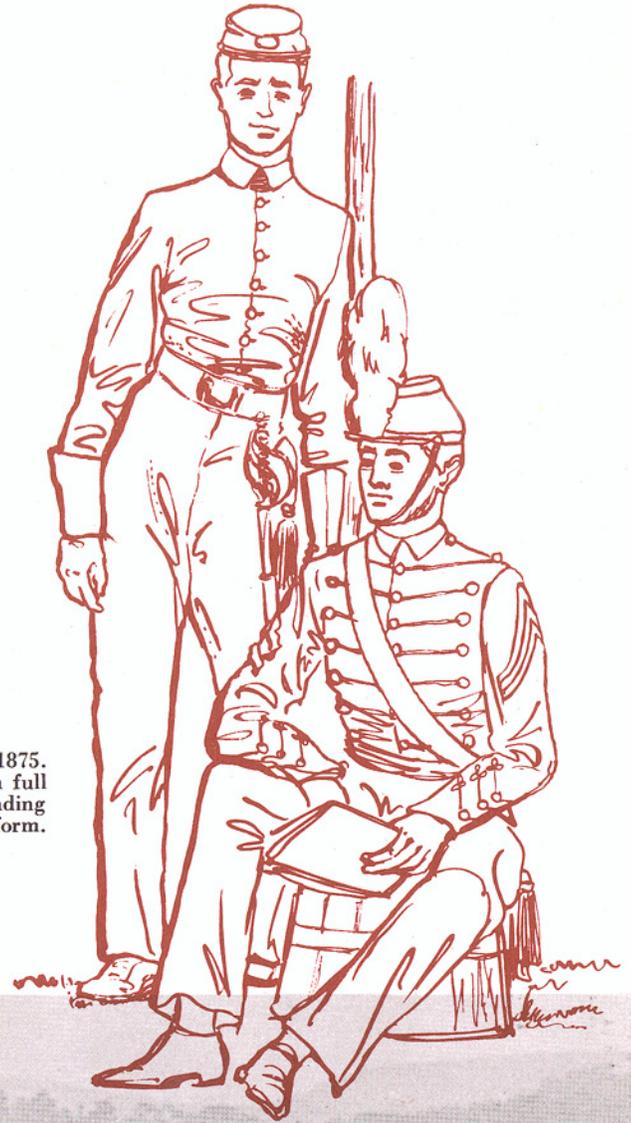


of Adjustment

were issued to cadets for the first time.

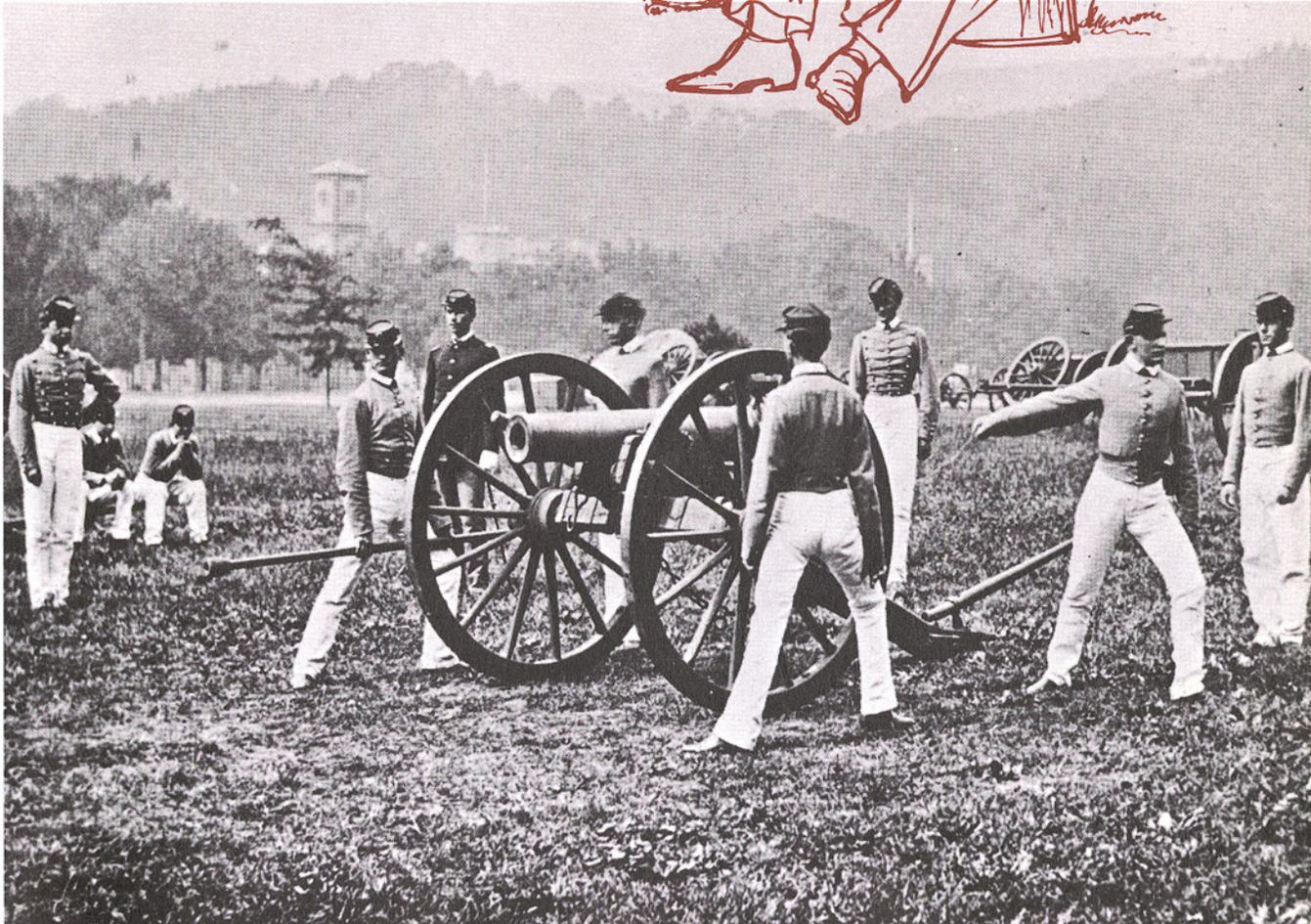
Increased emphasis upon character building appeared in the reports of many Superintendents. The most important factor in this character training was the emphasis on honor by the Corps of Cadets. There was no officially recognized honor committee at this time. Traditionally, when a cadet violated his honor by lying, cheating, or stealing, a group of First Classmen would visit the room of the offender, give him some civilian clothes and money, and tell him to leave the post.

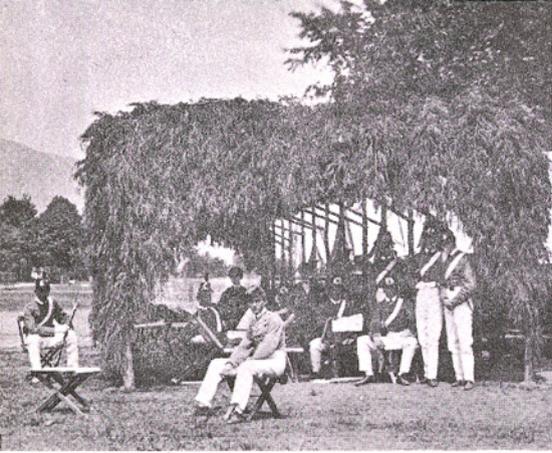
It was a natural development that the handling of these honor cases be entrusted by the Corps to a representative committee. The first continuous group of this nature was the Vigilance Committee organized in the late 1870's. It was a simple transition from this semi-officially recog-



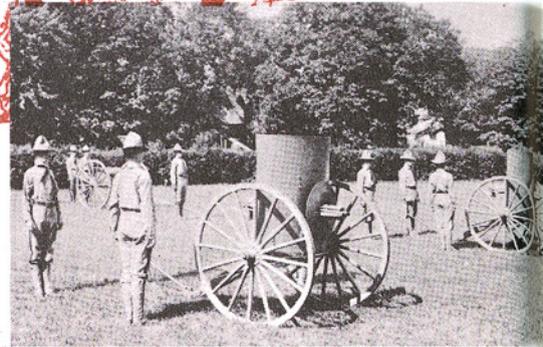
Cadet uniform in 1875. Seated cadet is in full dress; cadet standing wears riding uniform.

Artillery drill in 1879. The academic building and barracks are in the background.



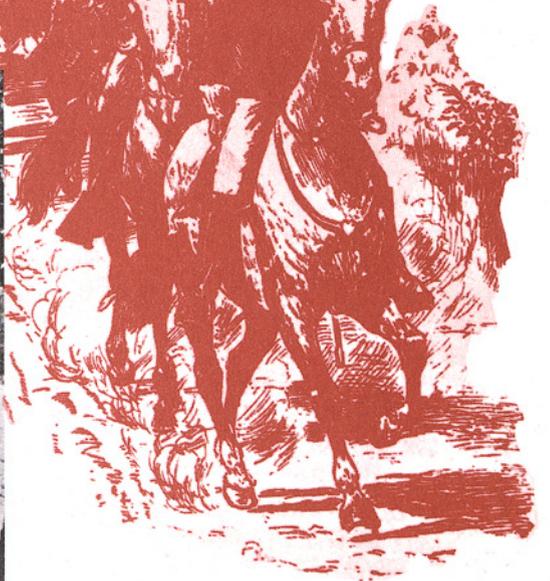
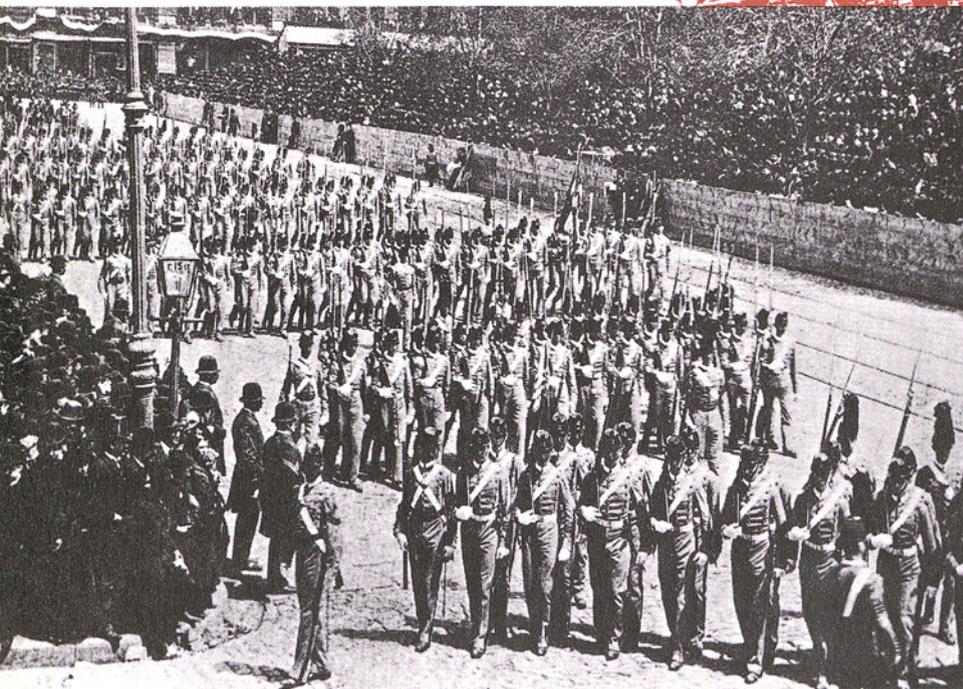


Guard tent in Summer Camp about 1869. Sentinels rested here when not on duty.

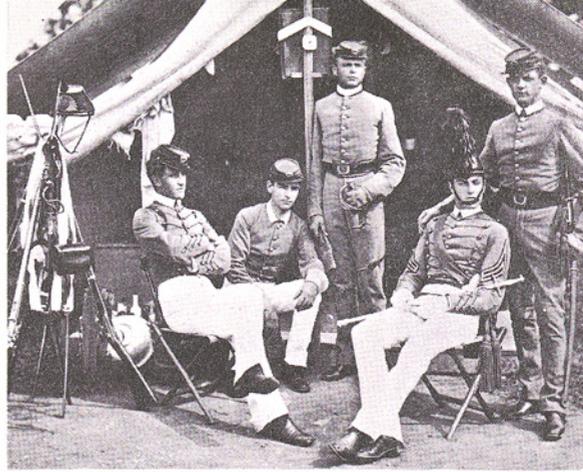


Cadets drilling with a Gatling gun battery in the 1890's. The Gatling gun was a forerunner of the machine gun.

Greater stress was placed upon riding due to the need for cavalymen in the Indian wars.



The Corps of Cadets parading in New York City in 1889.



A cadet room in the 1880's. The curtains were later prohibited.

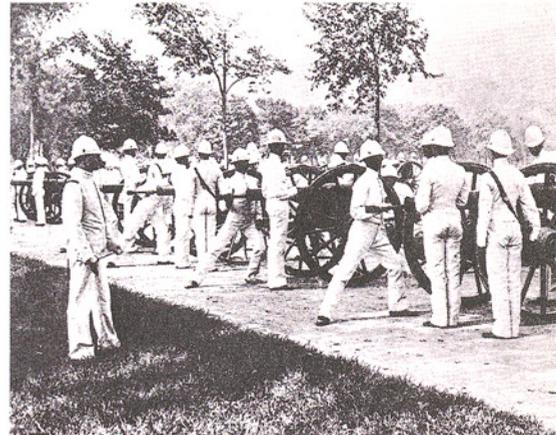
A tent in old Summer Camp about 1874.

nized group to the present authorized Honor Committee.

A new test for the Army came with the Spanish American War. This war brought early graduation for the Class of 1899 due to the shortage of trained officers. Despite this change, West Point continued to maintain its high standards of training and discipline. A further result of this need for additional officers was the increase in the size of the Corps of Cadets to four hundred ninety-two in 1900.



Flirtation Walk in 1890.



Artillery drill during the summer of 1894.

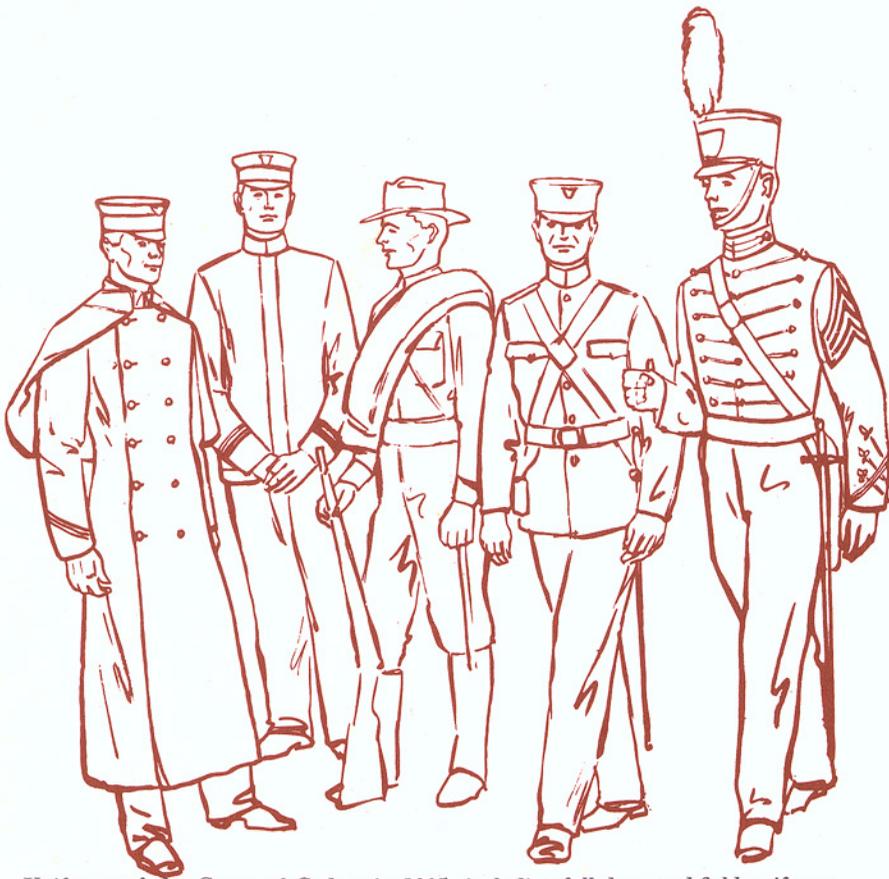
Coast Artillery drill about 1880. The Battery was located below Trophy Point.



1900-1919:



New cadets on their first day at West Point, about 1900.



Uniforms of the Corps of Cadets in 1905, including full dress and field uniforms.

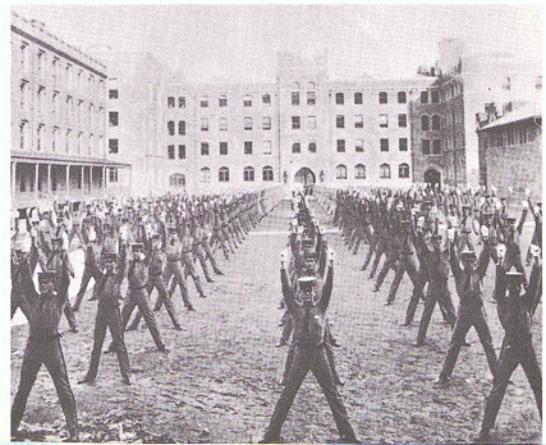
ALTHOUGH the War with Spain had ended, the Army was still on a combat status in the Philippines. The burden of subduing the insurrectionists fell upon the Regulars and, once again, trained officers were needed. West Point met this demand by the early graduation of the Class of 1901.

1902 was the one hundredth anniversary of the founding of the Military Academy. West Point had changed greatly in those first one hundred years. The Corps of Cadets had grown from ten cadets in 1802 to five hundred and twenty-one in 1902. The old Revolutionary "Long Barracks" had given way to the Tudor-Gothic Barracks of 1851. The blue uniform with its swallow tail had been replaced by the gray uniform.

There were many things at West Point, however, which had not changed greatly with the years. Thayer's influence was still felt in many facets of cadet life. Summer camp, academics for nine months, furlough after two years—these remained the same as in Thayer's day. However, the course of instruction had changed. Spanish was taught in addition to French; new departments included Ordnance and Gunnery, Practical Military Engineering, and Military Hygiene. Academic sections were still held to small groups and every man recited every day in every subject. There were no electives.

Cadet regulations had changed through the years. Eight dollars a month was now set aside to accumulate a uniform fund for the purchase of officer's uniforms and

Calisthenics in Central Area in the early 1900's.



Period of Expansion

equipment. Smoking was permitted in barracks or within the limits of camp, and the Commandant of Cadets was authorized to prescribe the monthly allowance of tobacco for cadets. In 1911, however, cadets were not permitted to smoke cigarettes! By 1916, cadets were no longer required to buy furniture for their rooms; beds, tables, chairs, and lockers were provided for them.

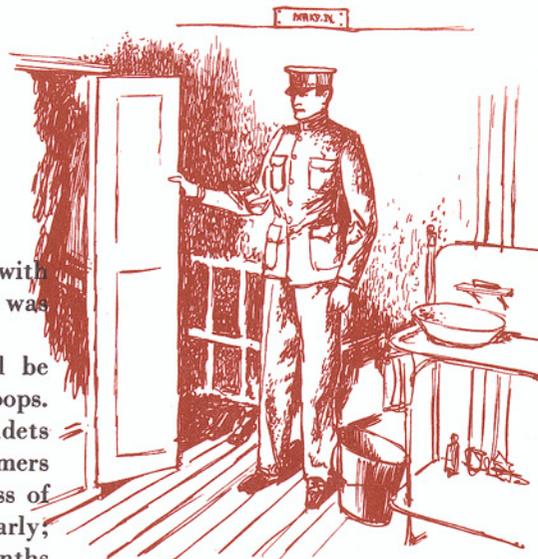
As a result of the report of the Board of Visitors regarding the inadequacy of the buildings at West Point, Congress appropriated a total of 6,500,000 dollars for a complete "tearing down and rebuilding" of the Academy. The administration Building, Cadet North Barracks, the Riding Hall, the Gymnasium, the East Academic Building, and the magnificent and stately Cadet Chapel were completed in 1914. The architectural plan of West Point was firmly established; the style used was a modified military Tudor-Gothic, conforming, in many respects, with the original style advocated by Richard Delafield in his design for the Library in 1841.

World War I again found the United States unprepared for conflict. The First Class was graduated early, in April 1917, just as a First Class had been graduated early in every major conflict. Four months later, in August, the Class of 1918 left West Point to take part in the war effort. For the remainder of the war, West Point

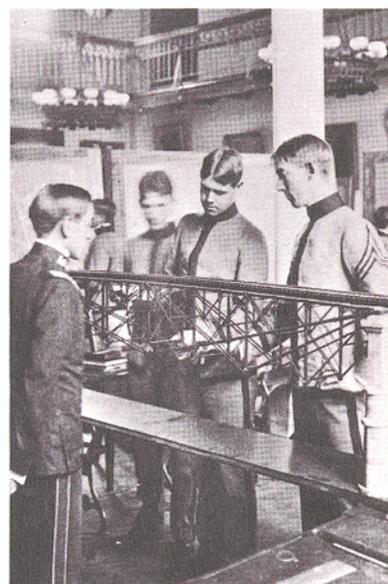
was no longer a Military Academy with an educational objective; rather it was an officers' training school.

All of the instructors who could be spared were sent to duty with troops. Those who remained trained the cadets during the winter and spent the summers at officers' training camps. The Class of 1919 was graduated twelve months early; the Class of 1920, twenty-four months ahead of schedule; and the Class of 1921, about thirty-two months before its regular graduation date. On November 2, 1918, the Corps of Cadets consisted of members of the Fourth Class (plebes).

These plebes had been at the Military Academy only since July. Upon their shoulders fell the responsibility for maintaining the traditions of the Corps. A new Fourth Class came to West Point, a class which had been admitted without entrance examinations. The older plebes received the title of "Fourth Class A," while their junior associates became known as "Fourth Class B" or "Orioles" because of the orange band around their campaign hats. Days later came the Armistice, and back to West Point came the newly commissioned officers of the Class of 1921. The return of this class complicated life at West Point since the cadets considered this group to be officers while the academic staff considered them to be cadets. Graduation of the "Special Officer" class in June 1919 ended that problem.



Tactical officer inspecting a cadet room.

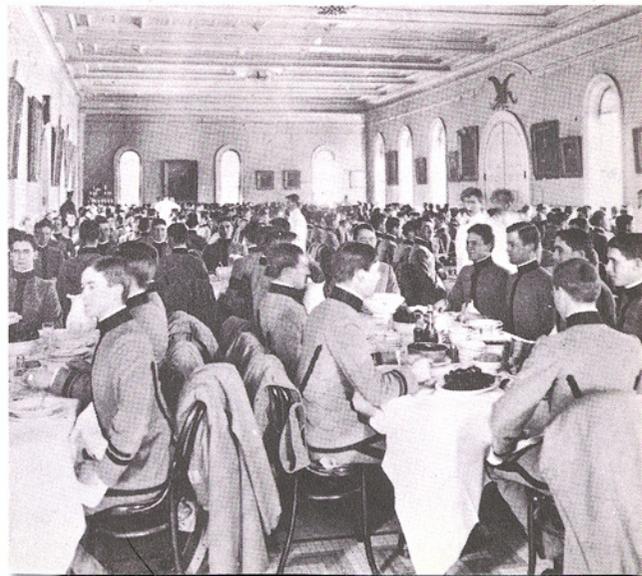


Class in military engineering.

The interior of the old Cadet Mess in Grant Hall.



Cavalry drill on the Plain.



1919-1952 Years

REORGANIZATION was made even more difficult by a directive from the War Department to establish a three year course. Brigadier General Douglas MacArthur was named Superintendent in June 1919 to direct the rebuilding. After experimenting with a three year course, General MacArthur and the Academic Board recommended very strongly that the four year course of instruction be reinstated. This was done in the spring of 1920.

The primary problem facing the Superintendent and the officer faculty was the preservation of the Corp's traditions. It was clearly evident that something very precious was in danger of vanishing. The traditions of the Corps, developed and handed down for a century, were reviewed by the First Class and reformulated. The character building aspect of these traditions was emphasized with the organization and official approval of a Cadet Honor Committee in 1922.

The revision of the academic curriculum liberalized the pre-war scientific and engineering course. Departments of Economics, Government, and History; English; and Physics were established. The changes in the course of study and increased contact with civilian institutions brought West Point recognition as an approved technological institution by the Association of American Universities and also membership in the Association of American Colleges. An Act of Congress in 1937 conferred the Bachelor of Science degree retroactively on all living gradu-

ates; for future classes, the degree was conferred upon graduation.

Military training was still emphasized in the summer months. New training methods necessitated an expansion of the training areas of the Military Academy. This increase continued until 1944 when the post included more than 15,000 acres. These new training areas made it possible for the entire program of military training, including combat problems and artillery firing, to be conducted at West Point.

Physical training was much emphasized by General MacArthur and his successors. Under his sponsorship the sports schedule was enlarged, and compulsory training in intramural sports was instituted. General MacArthur stated the purpose of this program in words now found on the wall of the gymnasium: "Upon the fields of friendly strife are sown the seeds that, upon other fields, on other days, will bear the fruits of victory."

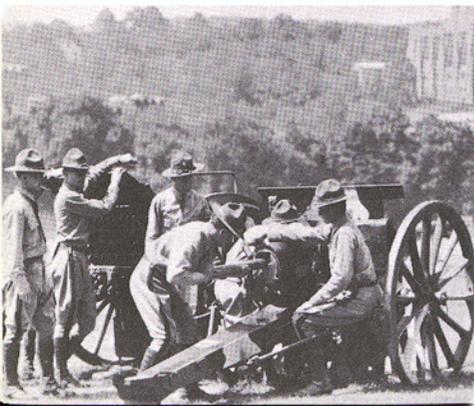
The post-war era saw the completion of the buildings comprising West Point today. The cadet Guard House, the south wing of old Central Barracks, Michie Stadium, Washington Hall, Grant Hall, South Barracks, New North Barracks, the Field House, the North Gymnasium, and an extension to the East Academic Building were completed by 1938.

When, in 1939, the United States began to rearm, West Point made every effort to keep pace with current events. The outbreak of the war brought acceleration of the processes already established. The course was reduced to three years; and the Class of 1943, redesignated January 1943,

General Douglas MacArthur, Class of 1903, assisted in rebuilding the Academy after World War I.



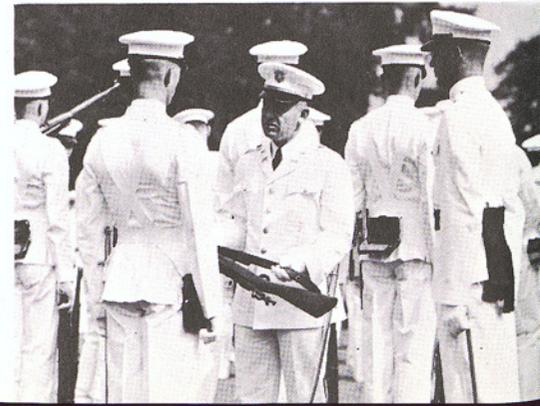
Field Artillery drill with a horse drawn gun.



Inspection of full field equipment in Summer Camp.



Inspection in ranks during the summer.



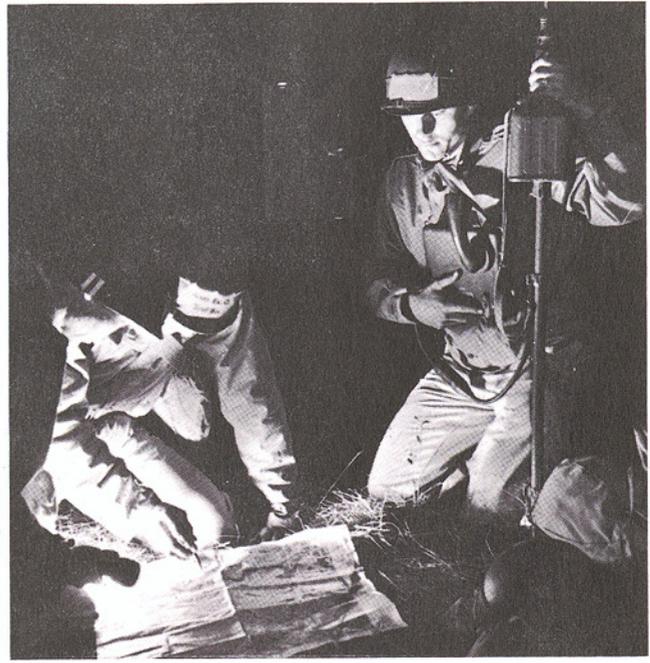
of World Crises

graduated nearly six months early. The Classes of June 1943 through 1947 graduated under the three year plan.

Increased emphasis was placed upon military training. The Class of 1944 saw the end of Summer Camp on the Plain and moved to the new training area at Lake Popolopen in the summer of 1943. There, ranges of all types were readily available for concentrated military instruction. From 1943 to 1946, over one thousand cadets graduated as commissioned pilots after flight training at Stewart Field.

With the end of hostilities, West Point returned to the four year course of study. As a result of a comprehensive study, a new curriculum was instituted which, while retaining a strong mathematical-scientific nature, increased the time devoted to the social studies and the humanities to forty per cent of the total academic course. Furthermore, tactical training was changed to include new methods of combat learned in World War II.

The world crises following World War II, and the Korean conflict brought new demands for service upon the Military Academy and its graduates. West Point, while looking back with pride upon a record of one hundred and fifty years of service, is meeting these new requirements with strength and vigor born of knowledge and experience.



Night maneuvers at Pine Camp, N. Y. in 1943.



Flight training was conducted at Stewart Field from 1942 to 1946.



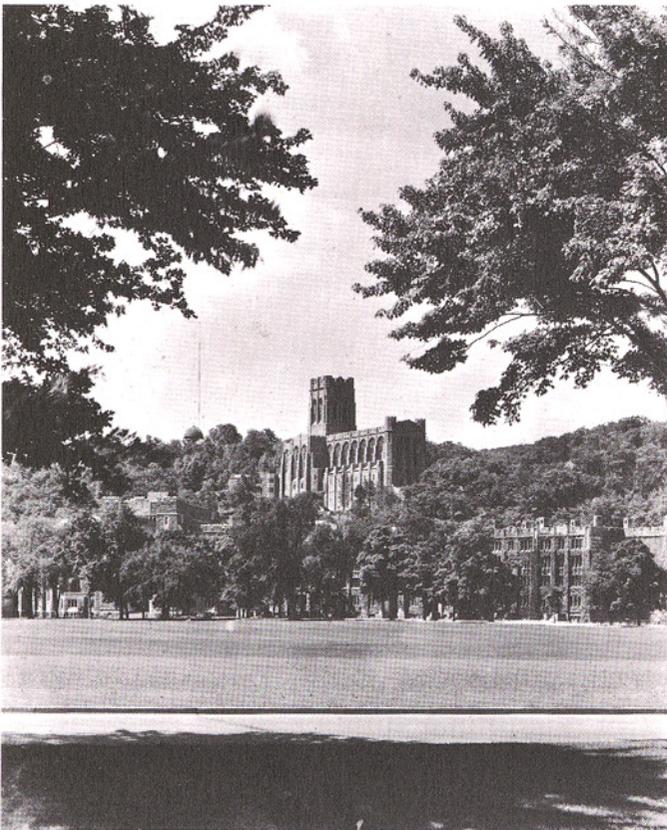
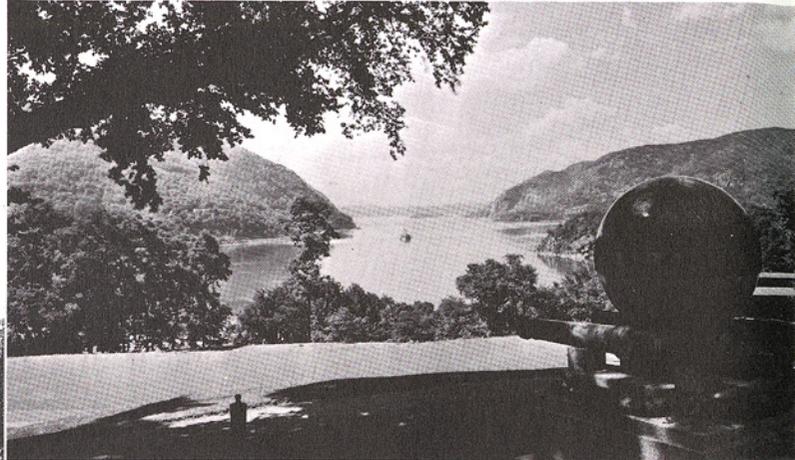
First Classmen taught bayonet drill to plebes



Assault courses were a part of war-time tactical training.

A Living Tradition

Looking north up the Hudson from Trophy Point.



The Chapel and Cadet Barracks.



OCCUPIED as a military post since 1778, West Point is a living symbol of American history.

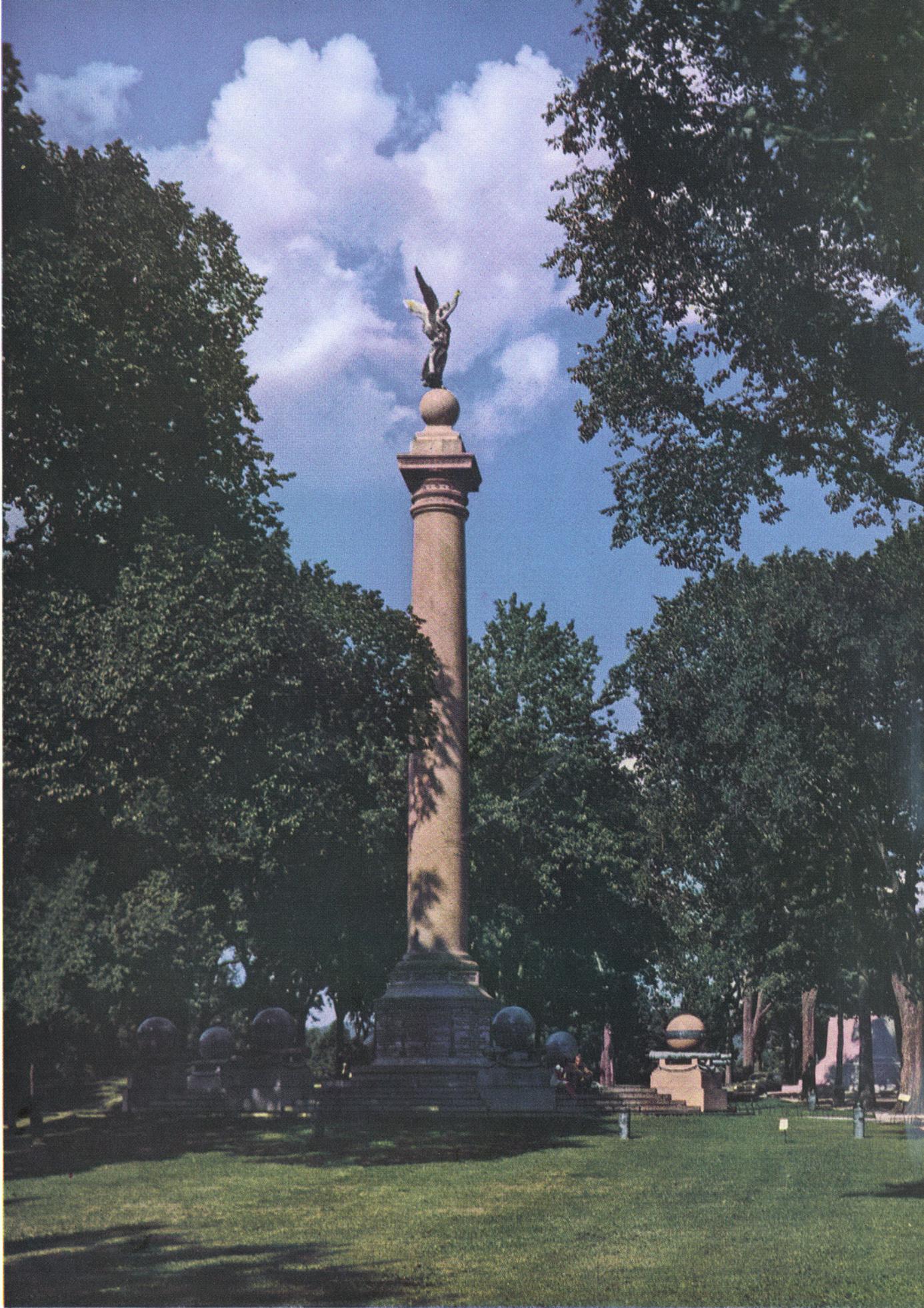
Washington, Hamilton, and Knox crossed its Plain; and Kosciuszko strolled along its shore. From the veranda of the Superintendent's Quarters, Thayer, Lee, and MacArthur watched the gray-clad Corps at parade. Grant and Sherman, Jackson and Stuart worshipped in the Old Chapel.

Thousands of cadets have examined the silent guns on Trophy Point. Custer and Goethals have returned to rest forever in the Cemetery nestled close to the comforting hills. The rooms of Pershing, Eisenhower, Arnold, and Bradley in old Central Barracks are still occupied by cadets. The heavy boom of a gun and the shrill shriek of a fife mated to the bold blare of a bugle still awaken cadets at reveille.

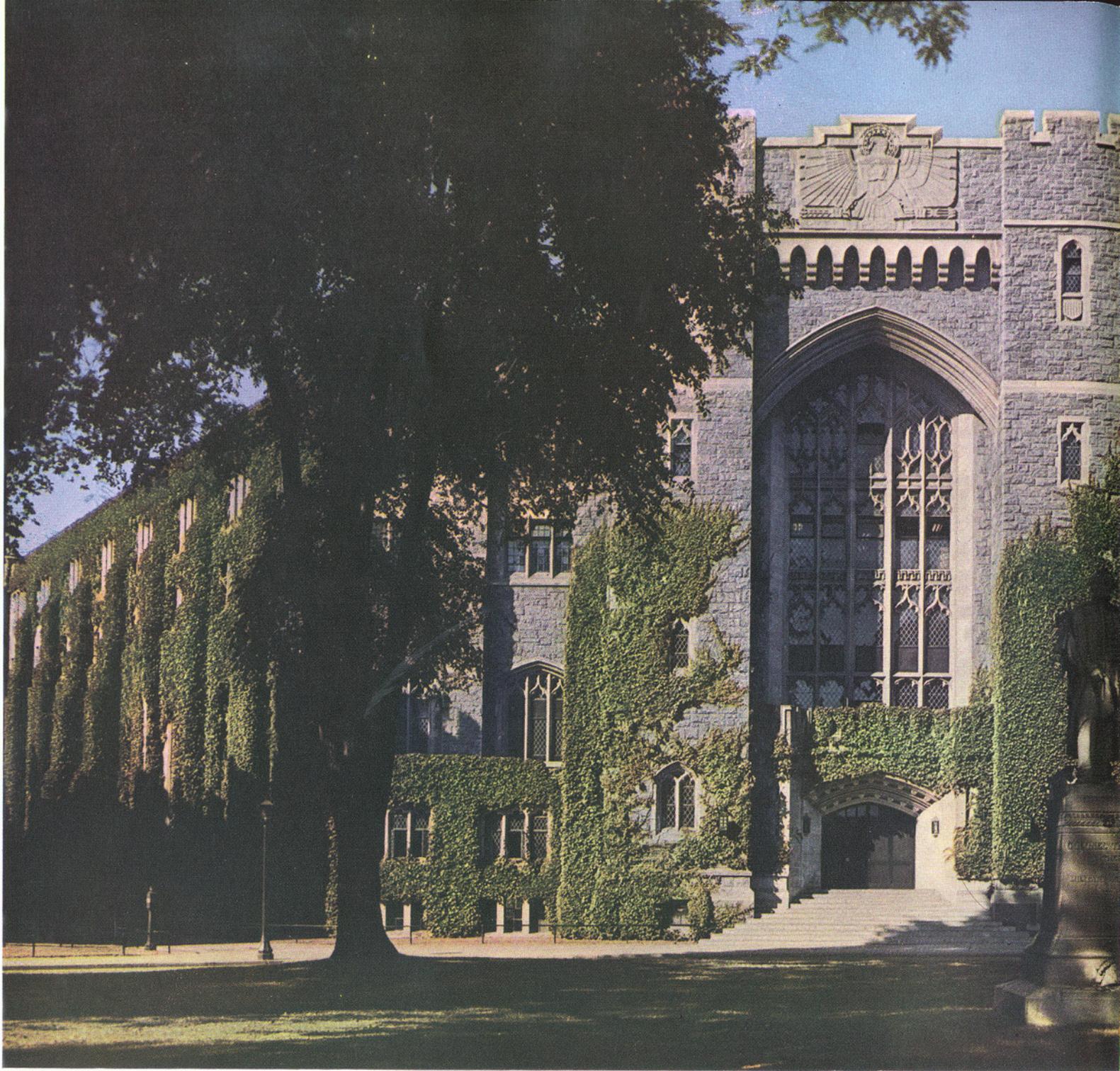
From hill to river, West Point is the living tradition of the Long Gray Line.

Trophy Point in the winter.





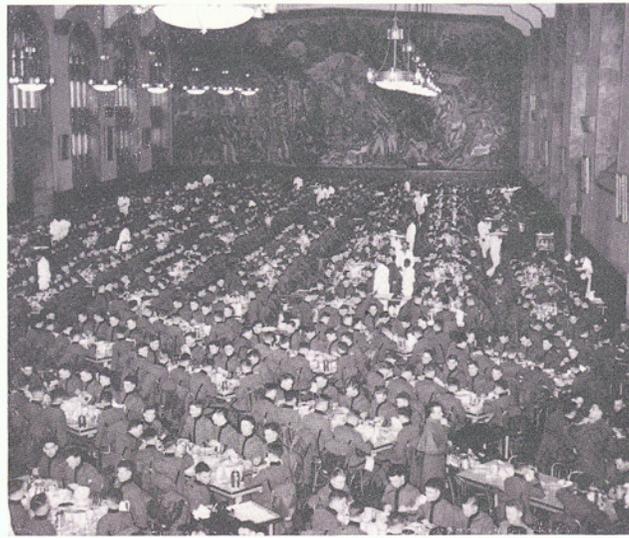
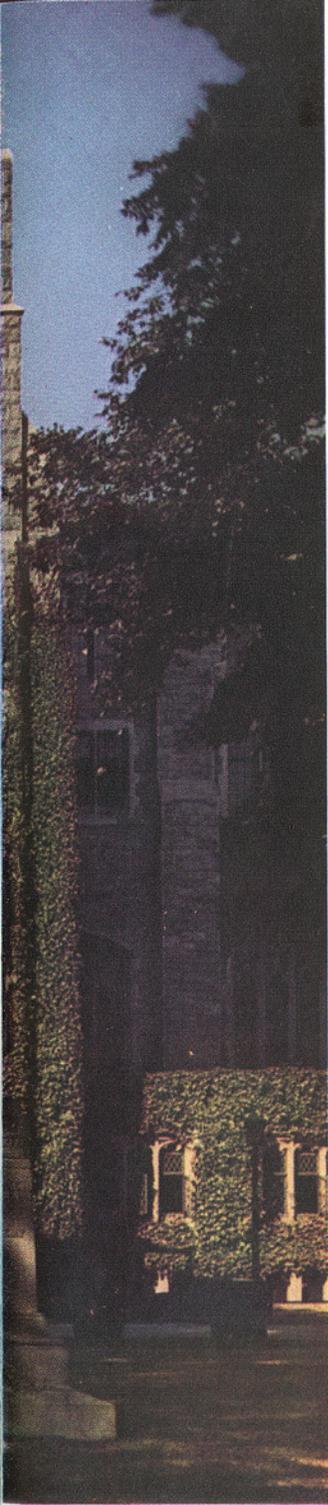
Battle Monument



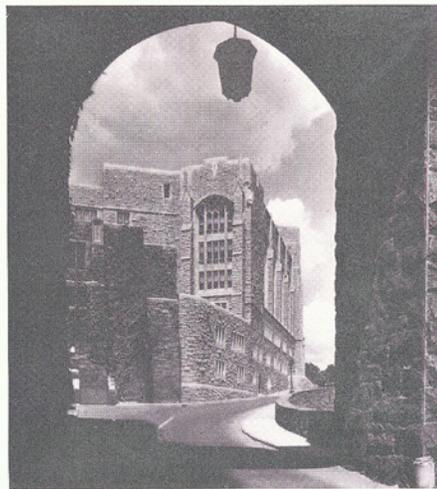
Washington Hall houses the Cadet Mess and the Drawing Academy.



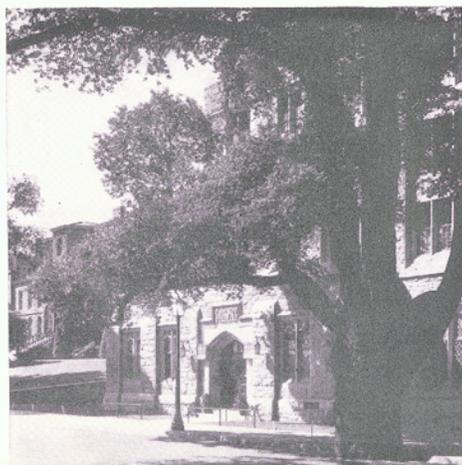
The Superintendent's Quarters were built in 1820.



The interior of the Mess Hall showing the mural of great battles of the world.

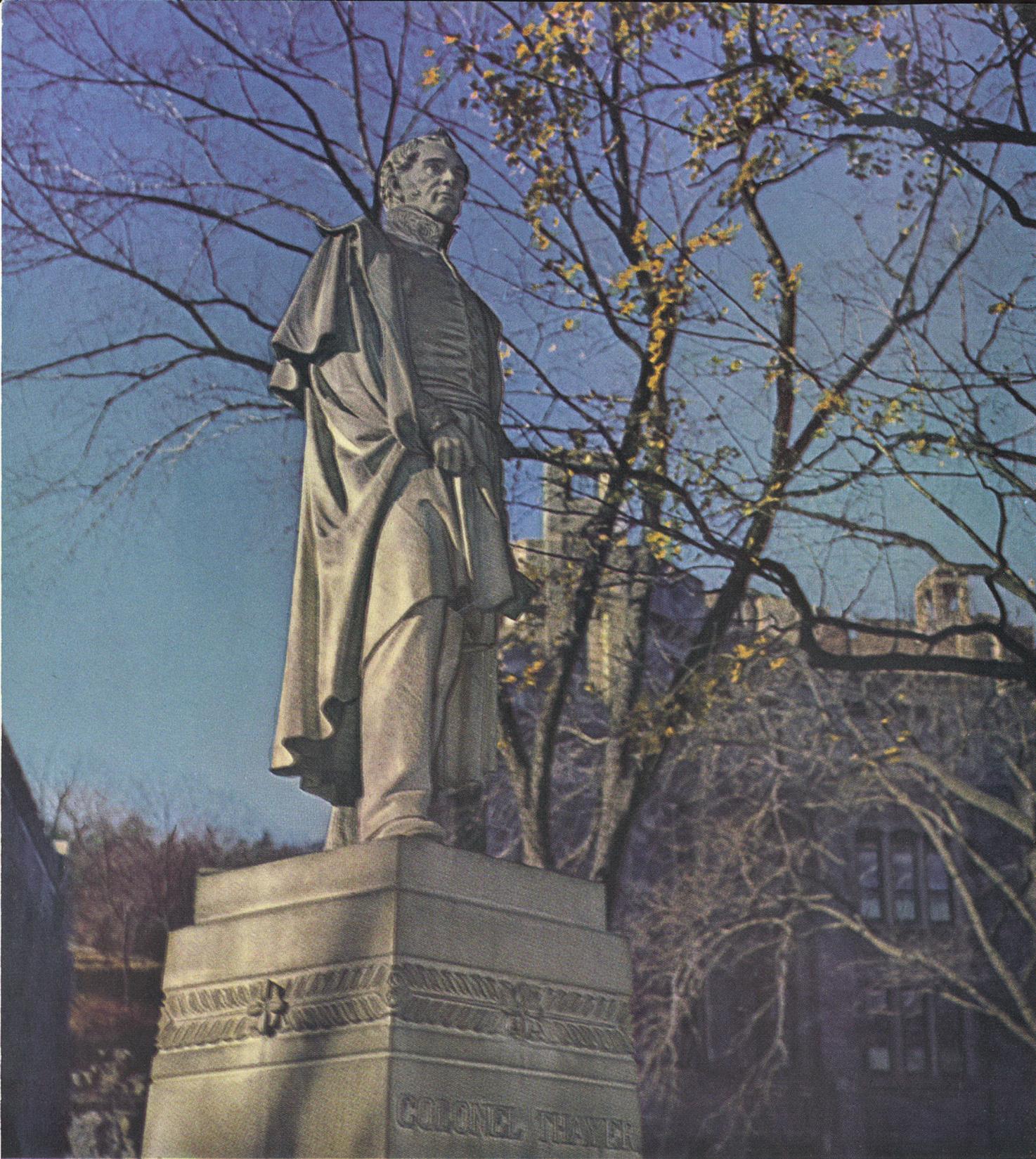


East Academic Building.

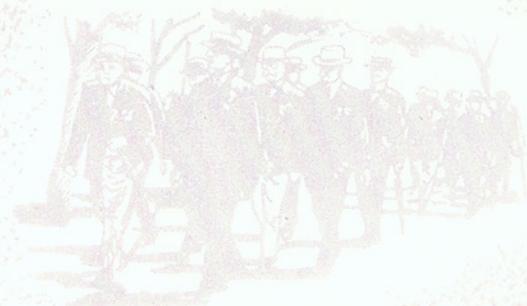


Grant Hall, the Cadet Reception Hall.





Thayer Monument. Here cadets and graduates assemble during June Week to honor West Point's dead.



The Cadet Chapel

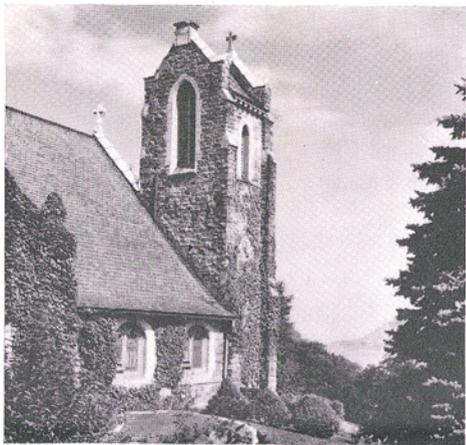




Washington Monument

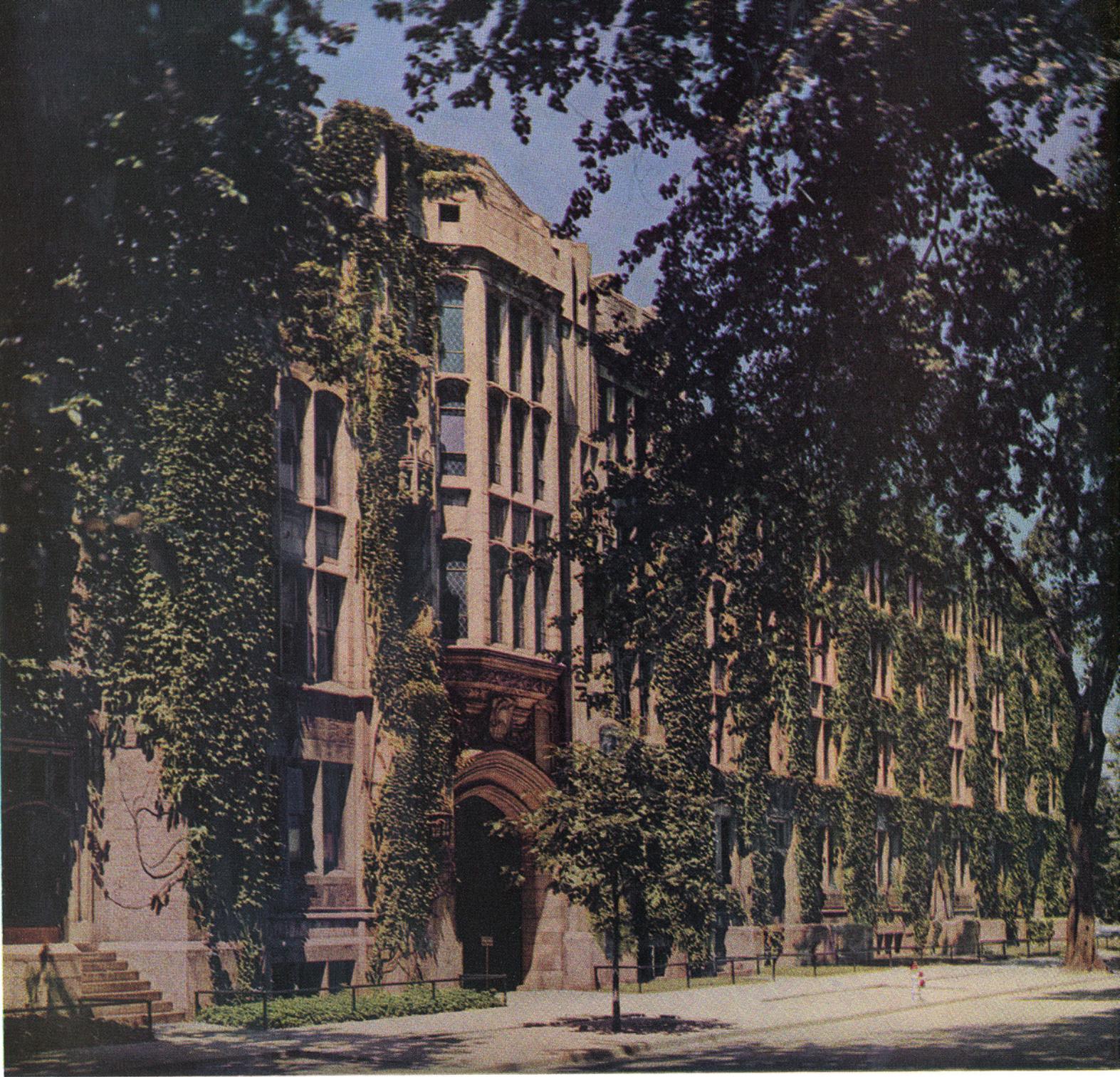
**"To our kind old Alma Mater, our rockbound highland home.
We'll cast back many a fond regret as o'er life's sea we roam;
Until on our last battlefield the light of heaven shall glow,
We'll never fail to drink to her and Benny Havens, Oh!"**





The Catholic Chapel





North Cadet Barracks

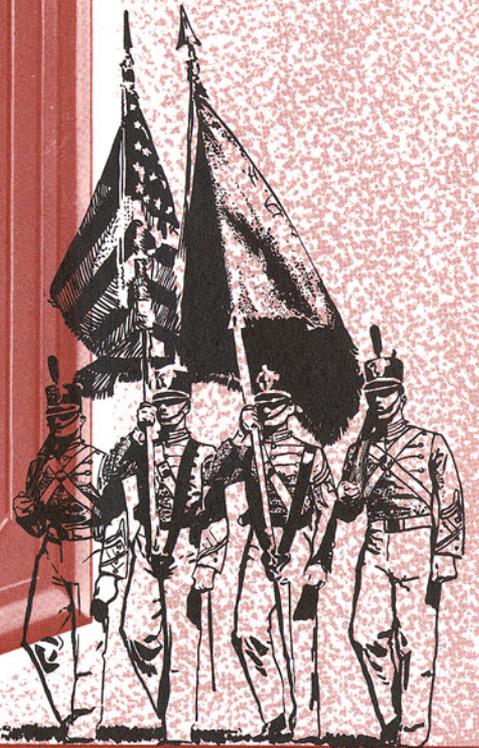




MISSIONS
OF THE
MILITARY ACADEMY

TO INSTILL DISCIPLINE AND A
HIGH SENSE OF HONOR
TO DEVELOP THE POWERS OF
ANALYSIS SO THAT THE MIND
MAY REASON TO A LOGICAL
CONCLUSION

TO INSTRUCT AND TRAIN THE
CORPS OF CADETS SO THAT
EACH GRADUATE SHALL HAVE
THE QUALITIES AND ATTRIBUTES
ESSENTIAL TO HIS PROGRESSIVE
AND CONTINUED DEVELOPMENT
THROUGHOUT A LIFETIME CA-
REER AS AN OFFICER IN THE
REGULAR ARMY



"DUTY...HONOR...COUNTRY"

"TO INSTILL DISCIPLINE"

DURING the first week of July each year, a group of young men from all parts of the United States arrive at West Point. There are men from the rolling plains of the Midwest; men from the mountains of the Pacific Coast. There are men from the cities of the East; men from the farms of the South. These men come by plane, by bus, by train, and by automobile from every part of the country. The group represents every race, every color, every creed. Some have had previous military service; some have not. This is American democracy exemplified, for here the sons of the wealthy and the poor are offered equal opportunity for achievement.

First contact with the upperclassmen is somewhat of a shock to many of these men. Expecting to be treated like any group of freshmen in any civilian university, these "plebes" instead learn that the first principle of discipline is subordination; that they will be addressed as "Mister," that a plebe walks at attention with his shoulders back, his chin in, and his chest up.

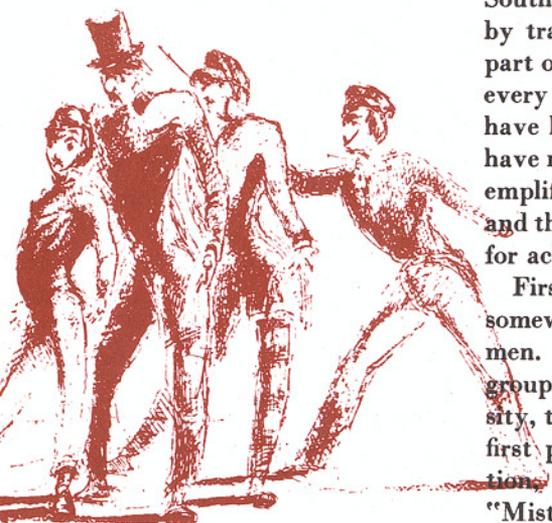
At retreat that day, the class is marched to Battle Monument by their First Class instructors. There, they take part in their

first military ceremony. The plebes raise their right hands and repeat after the Adjutant General of the Military Academy "I do solemnly swear that I will support the Constitution of the United States and bear true allegiance to the National Government . . ."

For the next eight weeks, the class is given an intensive and thorough basic military training roughly comparable to the basic training given any new recruit. The new cadets receive instruction in close order drill. They learn the nomenclature, care and maintenance, and firing techniques of the M-1 rifle. The customs and courtesies of the service are explained to them. Their physical condition is improved by exercise and an extensive sports program.

These first two months are very important to the new cadets. This is their first contact with the leveling influence of West Point, an influence derived from discipline of body, mind, and soul. The discipline of West Point does not break a man's will nor does it destroy his individuality. It is, instead, a process of education which trains a man's attitude and teaches him to respond to the correct and ethical way of doing his duty. It teaches honesty, loyalty, and obedience and instills a respect for superiors. It is that discipline and character building which has made the West Point graduate so well qualified for his chosen career as a professional officer in the Armed Services of the United States.

A First Classman shows the plebe how to stand at attention.



New cadet training in 1850's.
A sketch by Whistler.



Upon arrival at West Point, new cadets march up the hill from the station.





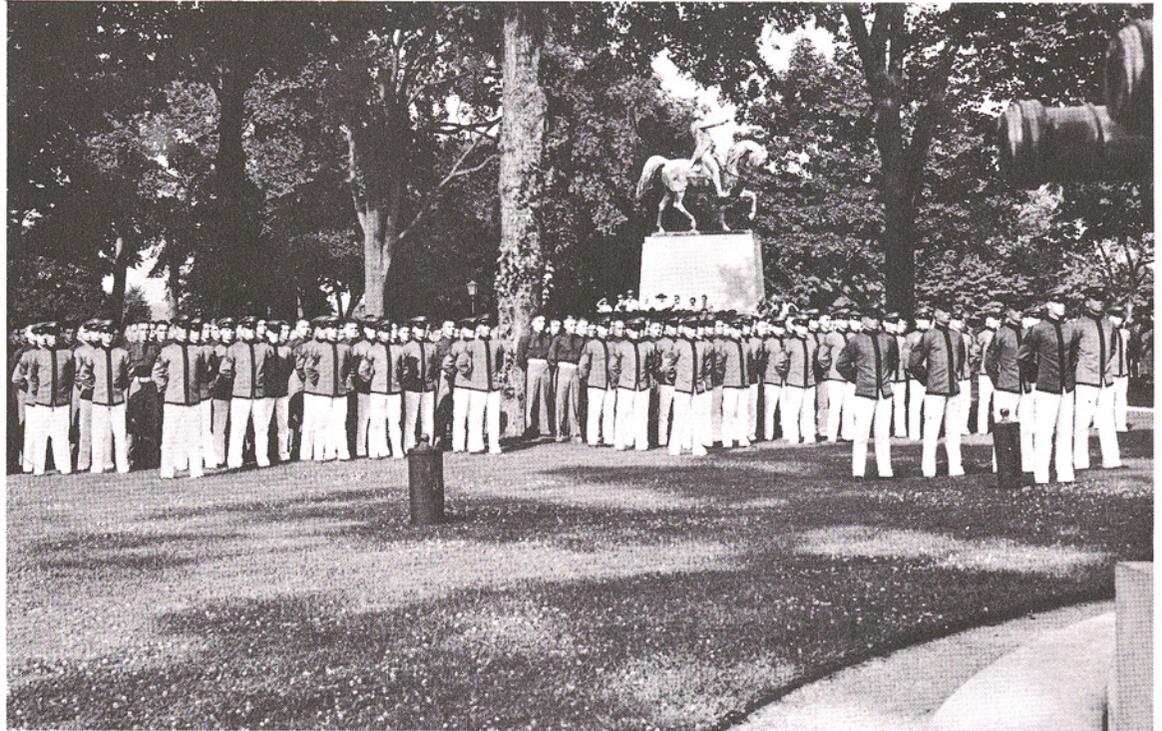
Upperclassmen check the fit of plebe uniforms.



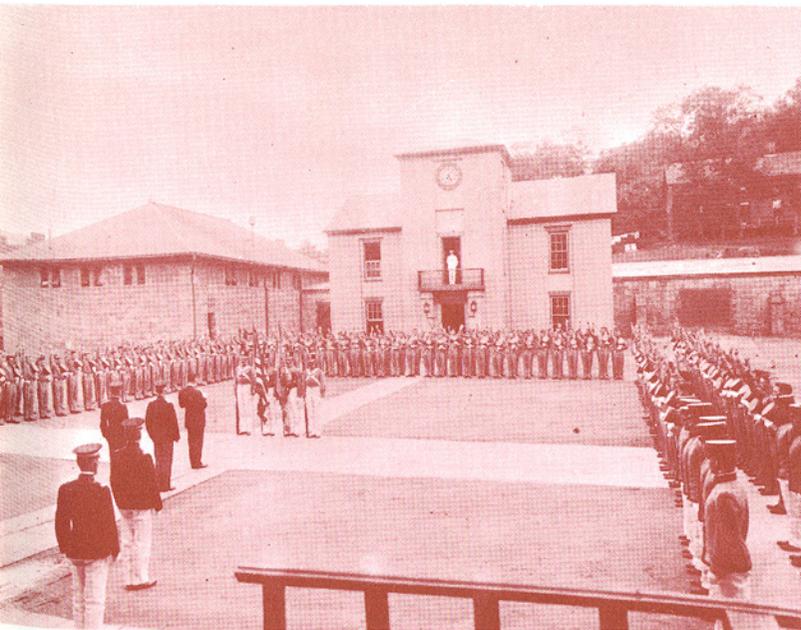
Plebes have their first taste of field life on the plebe hike.



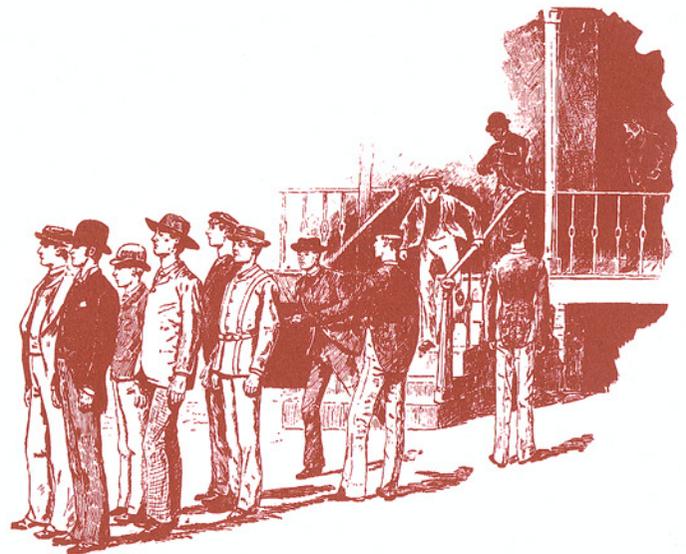
Another Whistler sketch of plebe training.



Swearing in ceremonies at Battle Monument.

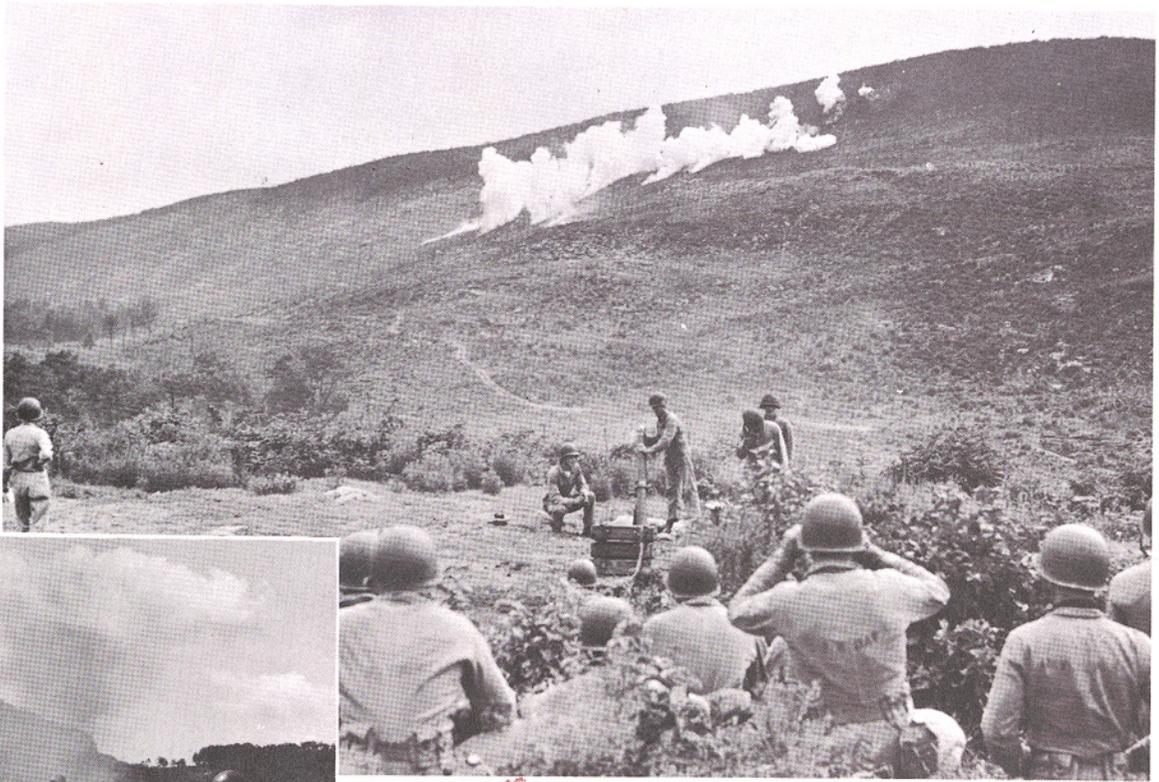


Swearing in ceremonies in Central Area about 1900.



Training new cadets in 1887.

"INSTRUCT AND TRAIN"

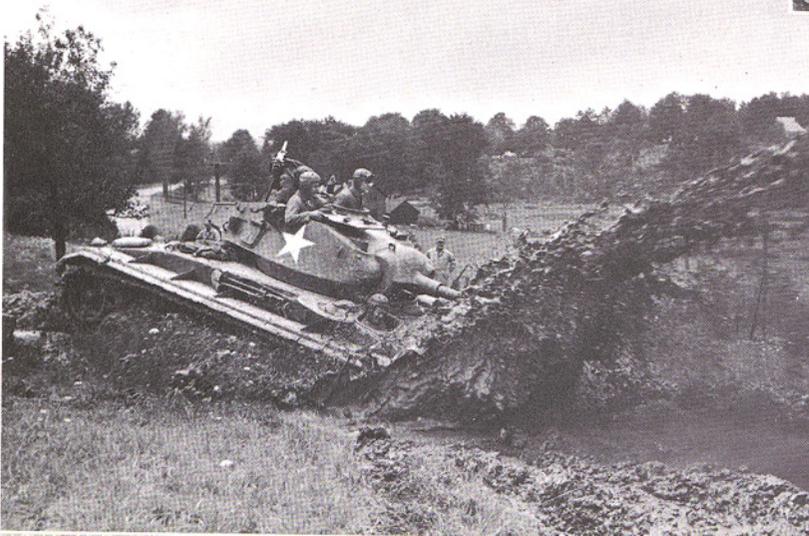


Mortar and artillery firing at Camp Buckner.



Cadets perform vehicle maintenance checks.

Army equipment is tested under combat conditions.



SUMMER months at West Point are devoted to intensive military training. First Classmen visit major Army and Air Force installations for indoctrination in methods of training and use of new equipment. Second Classmen receive instruction in Air Force techniques and, later, join midshipmen from Annapolis for joint amphibious maneuvers on the Virginia coast. Third Class training at Camp Buckner stresses the training of the small combat group: the infantry squad, the artillery gun section.

Village street fighting, river crossings, assault on fortified positions, and night combat problems provide practical experience in the fundamental tactics of infantry attack and defense operations. Cadets study and fire infantry weapons including the rifle, carbine, automatic rifle, bazooka, and recoilless weapons.

Capabilities of light and medium tanks are learned by actually driving these vehicles over rough terrain. Other phases of armor instruction include orientation in the intra-vehicular communication system, tank gunnery, armor tactics, and the firing of tank guns in power-driven turrets.

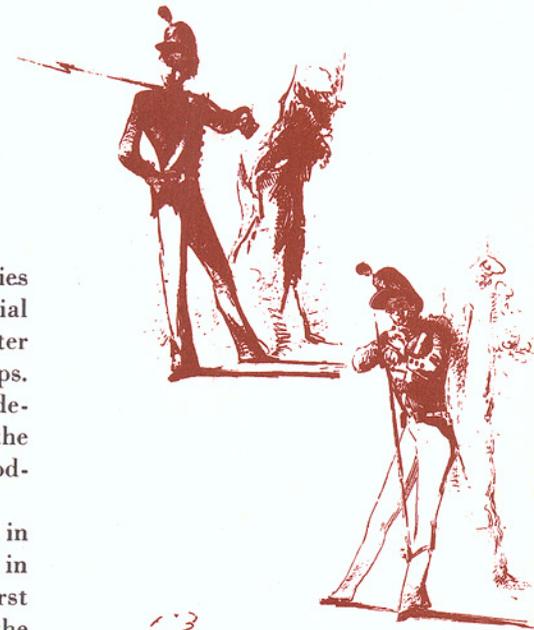
Radar principles and operation, gunnery, and gun drill are emphasized in antiaircraft instruction. Firing of 105mm howitzers completes field artillery instruction in artillery drill and gunnery.

Engineers teach the cadets to build foot, pontoon, and timber bridges. The capabilities and limitations of each type of structure are tested in the field in simulated combat problems.

In the same manner, each cadet studies and operates the equipment and material of the Signal Corps, the Quartermaster Corps, and the Transportation Corps. This portion of summer training is designed to familiarize the cadet with the role the Technical Services play in modern warfare.

Tactical training, however, is equaled in importance by the experience obtained in leadership during these months. First Classmen act as instructors in most of the technical instruction of the Third Class. The cadet chain of command gives the Third Classmen their first chance to exercise authority by performing all of the functions of company grade officers. With the officers of the Department of Tactics acting in an advisory capacity, everyone at one time or another is given an opportunity to exercise responsibility and leadership.

The purpose of the tactical instruction at West Point is not to provide a complete training in any one branch. The objective is, instead, to give the graduate a basic foundation in the tactics, material, and techniques of all branches of the service, a foundation which will prepare the cadet for highly specialized branch instruction after graduation.



Sketches of cadet on guard by James McNeil Whistler.

Amphibious maneuvers have replaced cavalry drill.



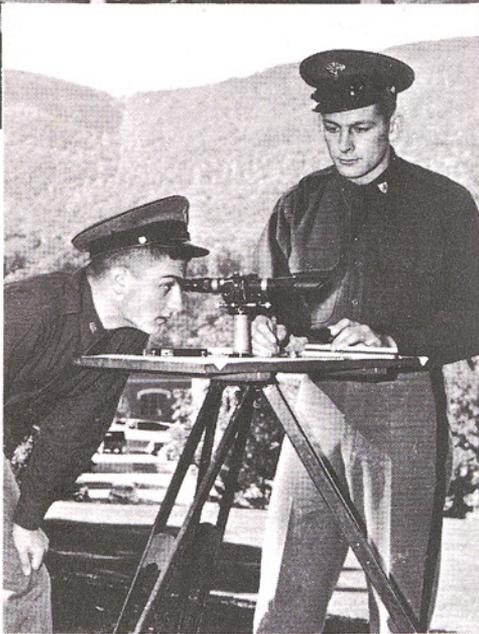
"DEVELOP POWERS OF



THE cadet of Thayer's day left West Point a qualified engineer expecting to devote much of his military career to engineering construction or surveying. The cadet of today, in marked contrast, will enter a profession which may lead to scientific research, diplomatic contact with foreign allies, participation in industrial production or technological development in addition to service with troops. The curriculum at West Point has been revised to prepare the graduate for the diverse problems he will encounter as a professional officer in the Armed Services of the United States.

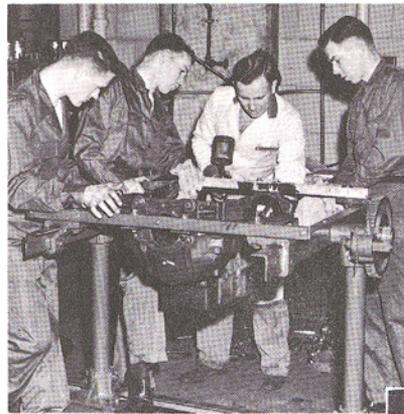
Objective criticism of this revised curriculum has been made by two boards of distinguished civilian educators. In 1945, a Board of Consultants headed by Dr. Karl Compton, then president of Massachusetts Institute of Technology, reported that "The Board believes that the program provides a satisfactory balance between military and academic and between scientific and liberal subjects." In 1949, the Service Academies Board, headed by Dr. Robert L. Stearns, president of the University of Colorado, studied the academic system minutely and generally agreed with the report of the 1945 board. Both groups commented most favorably upon the methods of instruction, the progressiveness of the teaching staff, the modern equipment of the academic departments, and the program of physical education and intramural athletics.

In the same manner that the curriculum



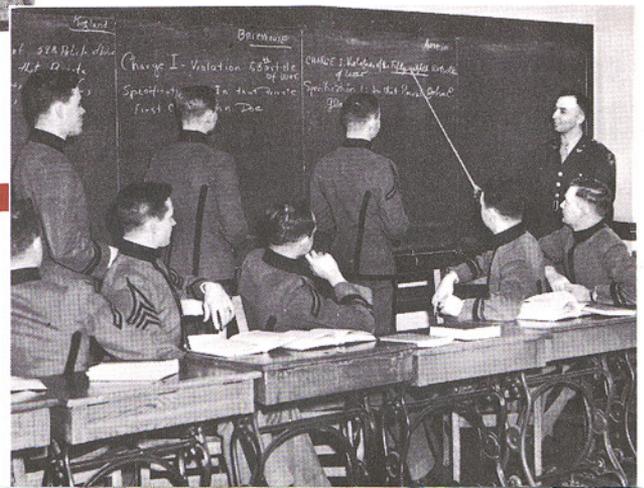
Surveying the West Point terrain.

Map reading is an essential part of all military operations.



Cadets learning the internal mechanism of their ordnance equipment.

Military law will guide the cadets in their future profession.



ANALYSIS"

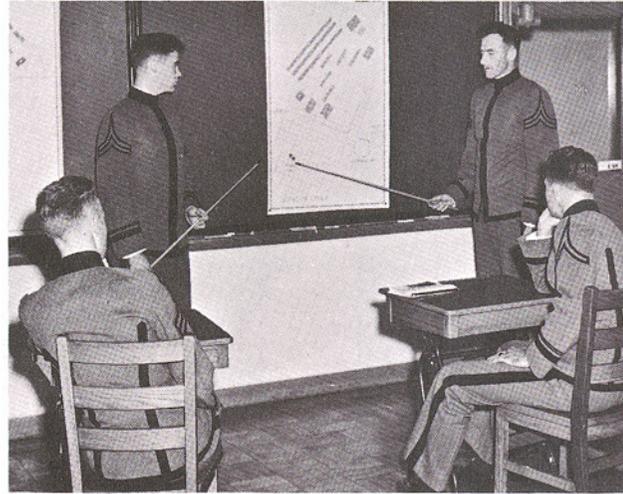
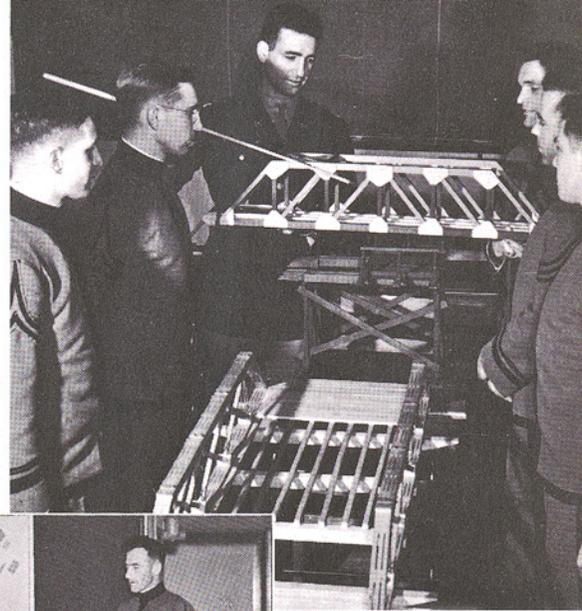
of a school of law is especially designed to produce lawyers or that of a school of medicine to train doctors, the course of study at West Point is specifically designed to prepare the cadet for the military profession. The course of study at West Point is neither engineering nor liberal arts in character. Rather, it is a combination of both, a combination which will best prepare the cadet for his chosen profession.

The curriculum may be divided into three general classifications: liberal arts, engineering or scientific, and military or professional. Subjects taught by the Departments of English, Foreign Languages, and Social Sciences are liberal in nature. Engineering courses are taught by the Departments of Physics and Chemistry, Electricity, Mathematics, and Mechanics. The Departments of Military Topography and Graphics, Military Hygiene, Military Art and Engineering, Law, and Ordnance provide instruction in military or professional subjects. In addition, practical military training, including psychology and leadership, is supervised by the Department of Tactics.

The cadet has a choice of one of five foreign languages — French, Spanish, Portuguese, German, and Russian—which he studies for two years. The Department of English provides the cadet with a basic knowledge of composition and public speaking and gives him an appreciation of the literature of all nations. History and government of foreign nations and the United States, geography, economics, and

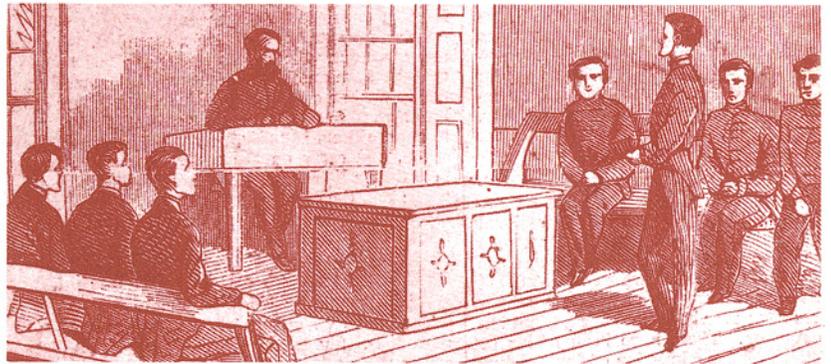
Instruction in mechanics utilizes the latest scientific instruments.

The knowledge of bridge construction will prove useful to these future engineers.

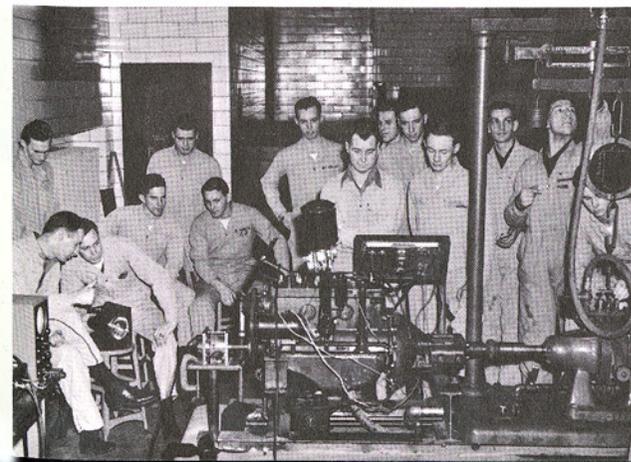
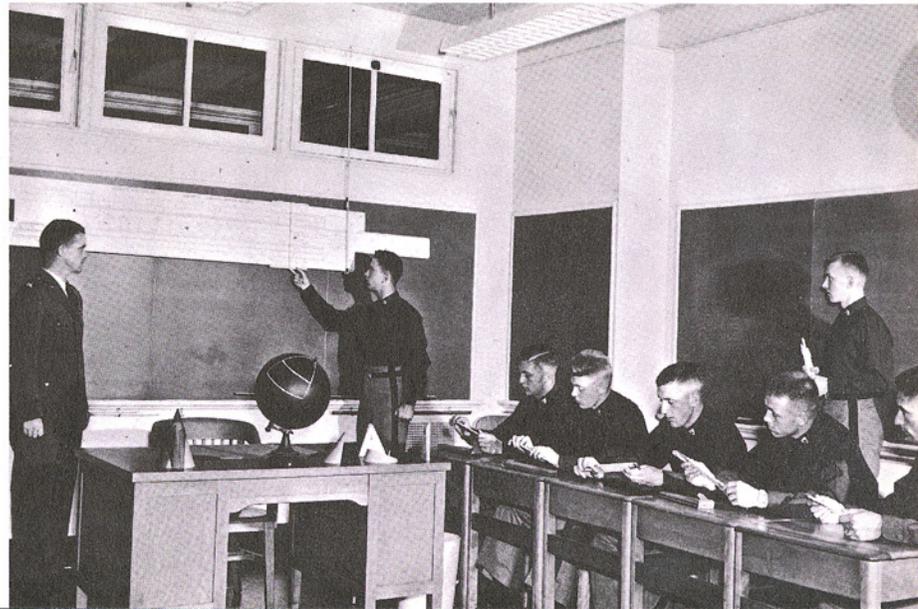


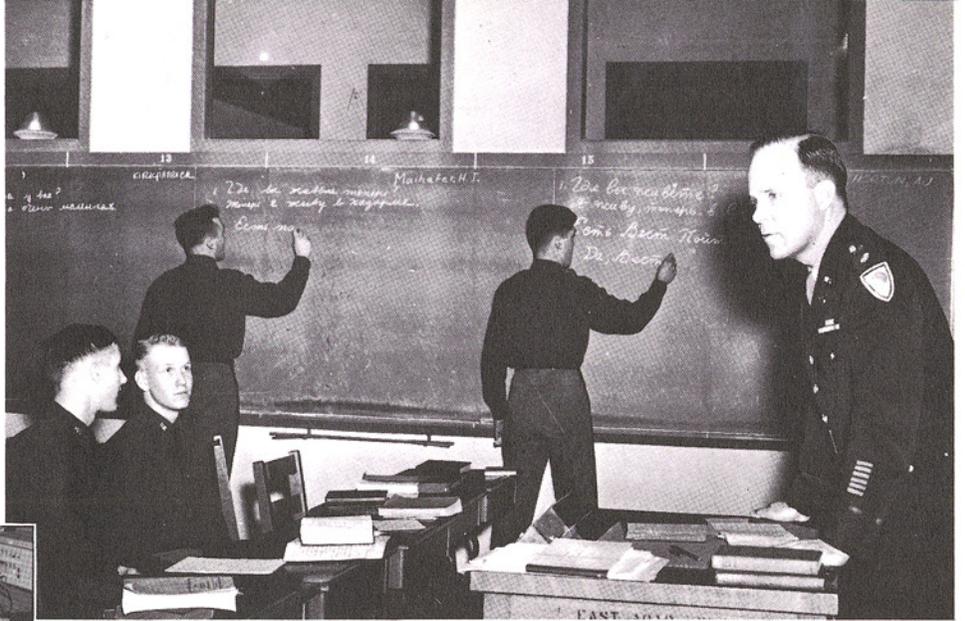
The great battles of the past provide patterns for modern military Tactics.

"Every cadet to recite every day in every subject" in 1869 as now.

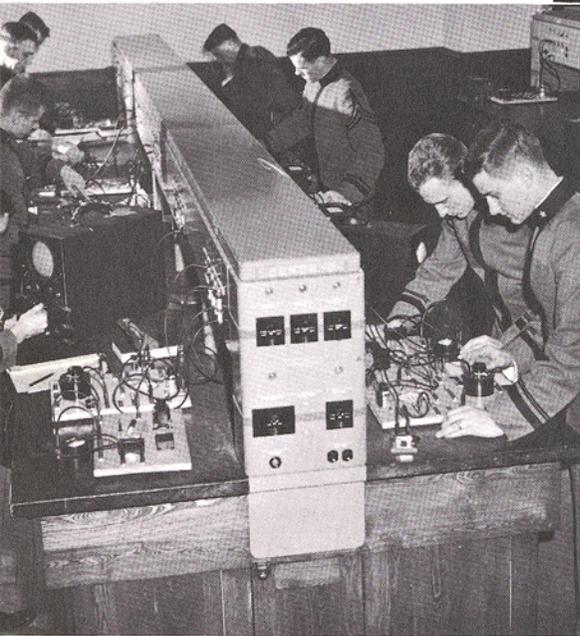


Mathematics is the basis of all the cadet's scientific studies.

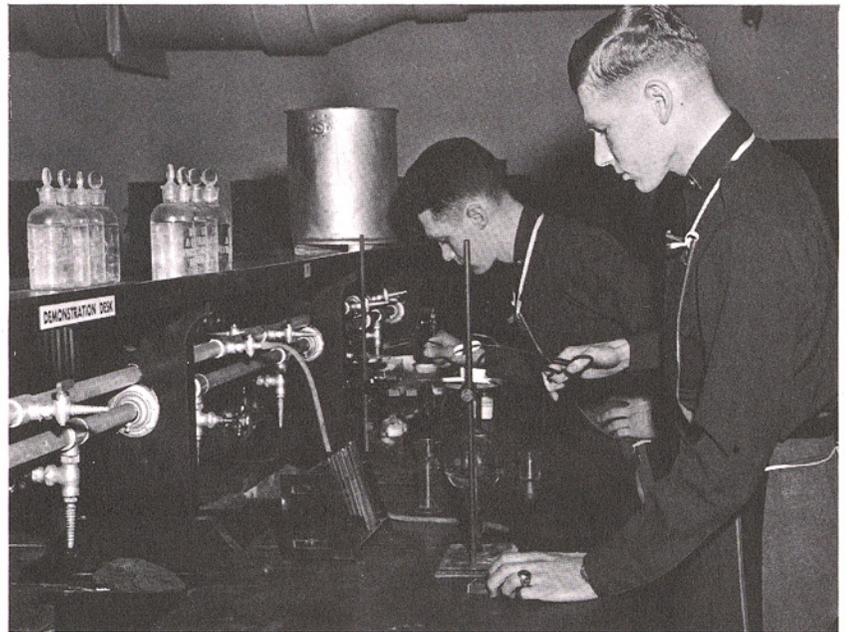




One foreign language is studied intensively by every cadet.



Electronics play an important role in modern warfare.



Cadets acquiring chemical laboratory techniques.



Grammar is essential for effective English.

International relations is an important factor in our national security.



international relations are part of the course taught by the Department of Social Sciences.

The engineering education of the cadet, as a freshman and sophomore, includes mathematics, chemistry, and physics. In his junior year, he studies mechanics, thermodynamics, electricity, electronics, nuclear physics, and communications.

Because the cadet is being trained for a professional career as an officer, part of the curriculum at West Point is designed to fulfill requirements chiefly military in character although related to the liberal arts and engineering phases of the cadet's education. This is true of Military Topography and Graphics which supplies a necessary background in descriptive geometry, engineering drawing, surveying, and map reading. The Department of Ordnance gives the cadet an appreciation of the engineering and industrial problems involved in the design and construction of conventional weapons, ammunition, and automotive combat vehicles as well as a knowledge of the elements of exterior, interior, and terminal ballistics.

The course in law emphasizes elementary, constitutional, and criminal law and the rules of evidence in addition to orienting the cadet in military law. The Department of Military Hygiene instructs the cadet in first aid, military sanitation, personal hygiene, and military medicine, and also introduces him to the problems of medical service with the combined arms and medical support of civil defense.

Military history is an important part of the cadet's education. The evolution of the art of war—on land, on sea, and in the

air—is studied, using the tactics and the strategy of great military leaders of all countries through the years. Structural analysis, structural design, and Army engineering are all a part of the course in military engineering.

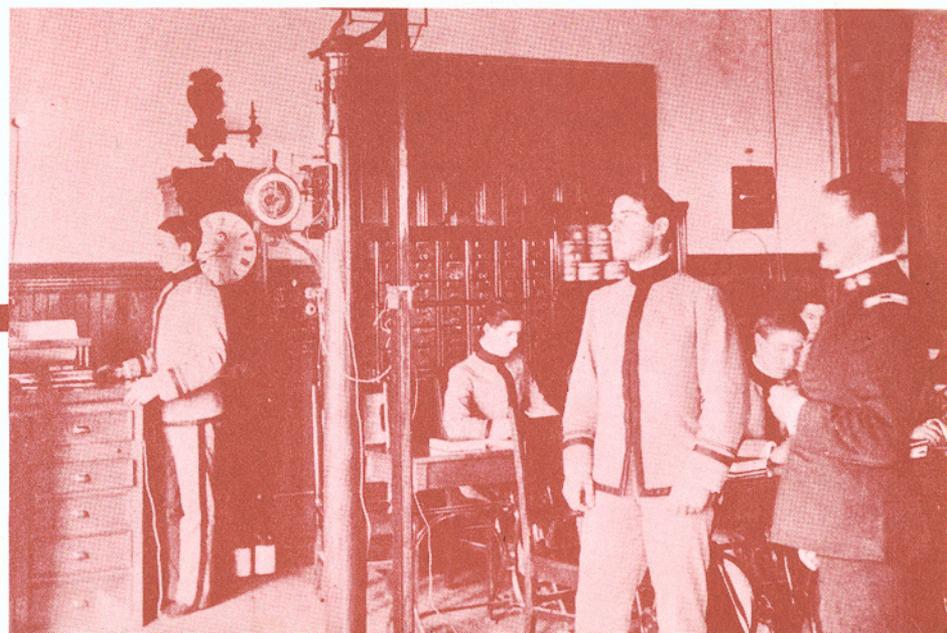
The Commandant of Cadets and the officers of the Department of Tactics are responsible for providing the cadet with a broad basic military education. Specialized training for duty with troops is a part of the post graduate work of junior officers in the special service schools.

The Commandant also supervises the training of the cadet in Military Psychology and Leadership. Military experiences of combat trained officers have been combined with practical psychological techniques to provide the cadet with a knowledge of human nature and the qualities of leadership essential to his military career.

As a regular officer, the West Point graduate will be confronted with diverse intellectual problems. To solve these problems—some military, some scientific, and some cultural in nature—he must have a sound basic knowledge of the arts and humanities, of engineering and the sciences, and of military technology. To provide that knowledge, and at the same time to develop leadership and character, is the objective of the West Point curriculum.



Free hand drawing was taught for many years.



Cadets studying the law of physics with up-to-date laboratory equipment—1900.



The Library offers a pleasant spot for study.

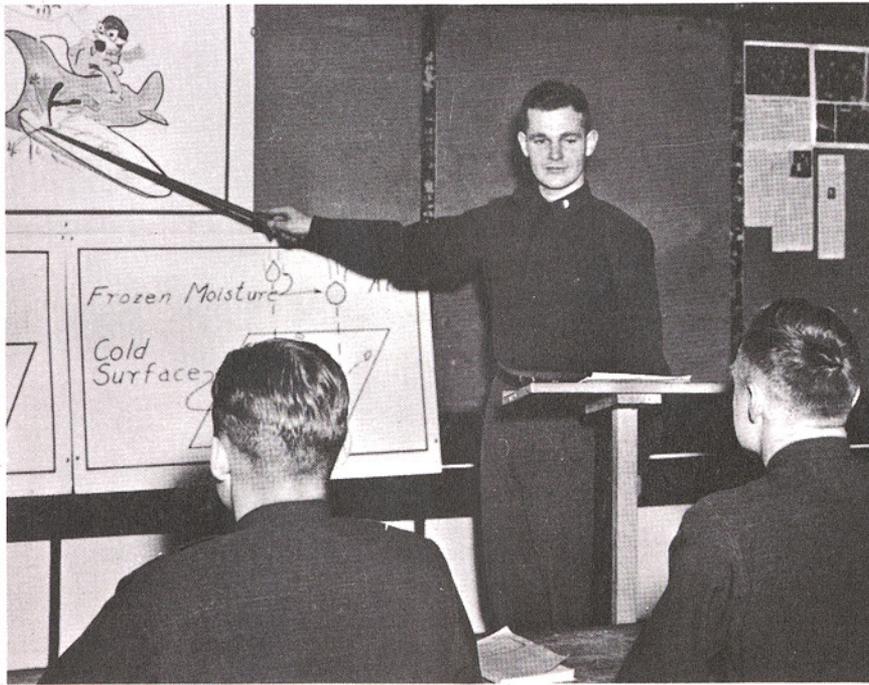
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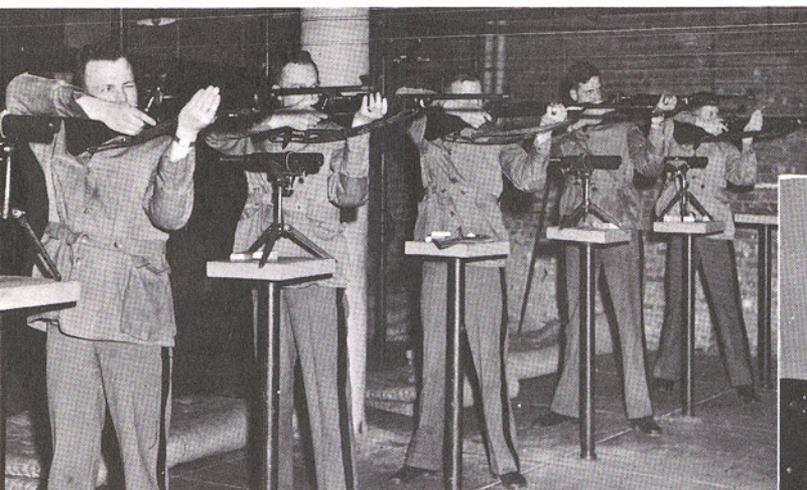
O supplement the formal education of the cadet and to broaden his interests and knowledge, a variety of extra-curricular, physical, and recreational activities exist at West Point. These activities, conducted in many instances by cadets themselves, provide every opportunity for the development of interests other than military or academic.

An important feature of this development is the physical education program. Every cadet is required to participate in team sports in addition to receiving physical training in class. The overall objectives of the physical education program are to improve the physical condition of the cadet, to teach him recreational type sports, and to prepare him for leading a military physical education program.

Many cadets participate in varsity sports and compete with other college teams in seventeen sports. However, major emphasis is placed upon the intramural program. Spirited competition between cadet companies takes place in football, lacrosse, golf, track, boxing, wrestling, volleyball, swimming, squash,



Cadets learn public speaking by instructing classmates.



Cadet rifle teams practice on the indoor range.

The radio clubroom is an attraction for the cadet "ham."



DEVELOPMENT"

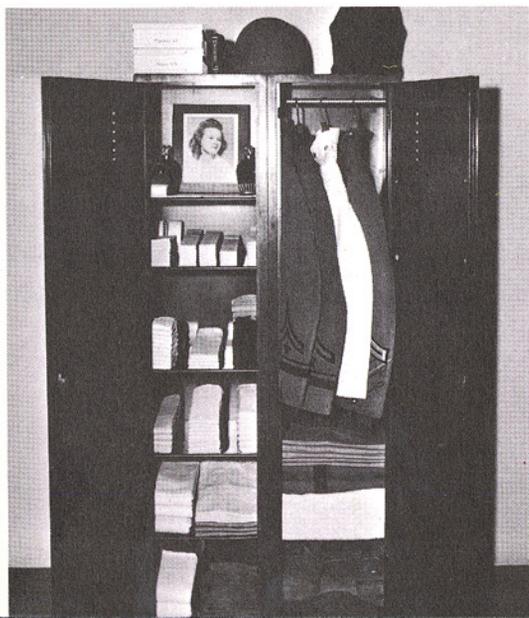
handball, softball, soccer, tennis, and cross country. Twice weekly, every cadet not on a varsity team participates in this intramural competition. Cadets learn many team games since no cadet participates in the same sport more than one season. In the tradition established by General MacArthur, every cadet is expected to be an athlete.

A wide selection of extra-curricular activities is available to the cadet. For the journalist, there is the *Pointer* magazine, or the yearbook, the *Howitzer*. The musician may join the choirs, the glee club, or the orchestra. There are clubs featuring foreign languages, art, photography, chess, radio, model railroads, model airplanes, fishing, and many sports. There are dramatic productions and a debate society. A public information group assists the public information officer. An outlet is provided for the recreational desires of every cadet.

On an average day, a cadet has only about two and a half hours of leisure time for his own purposes. In the course of a normal academic week, he puts in about seventy-two hours of work, including

100th Night Show is a traditional satire of cadet life.

Every item of cadet clothing has a specified place in a locker.



Week-day evenings are spent in study.



A cadet studying, about 1842.



Recreational sports, such as tennis and golf, are taught cadets.



A cadet dance in 1887.

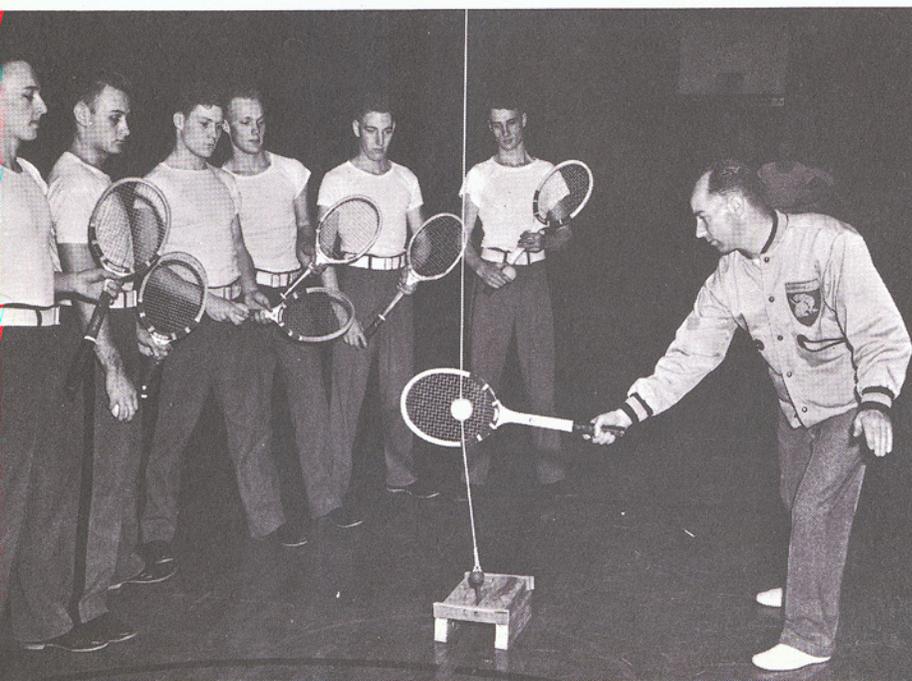


An upperclassman coaches intramural wrestlers.

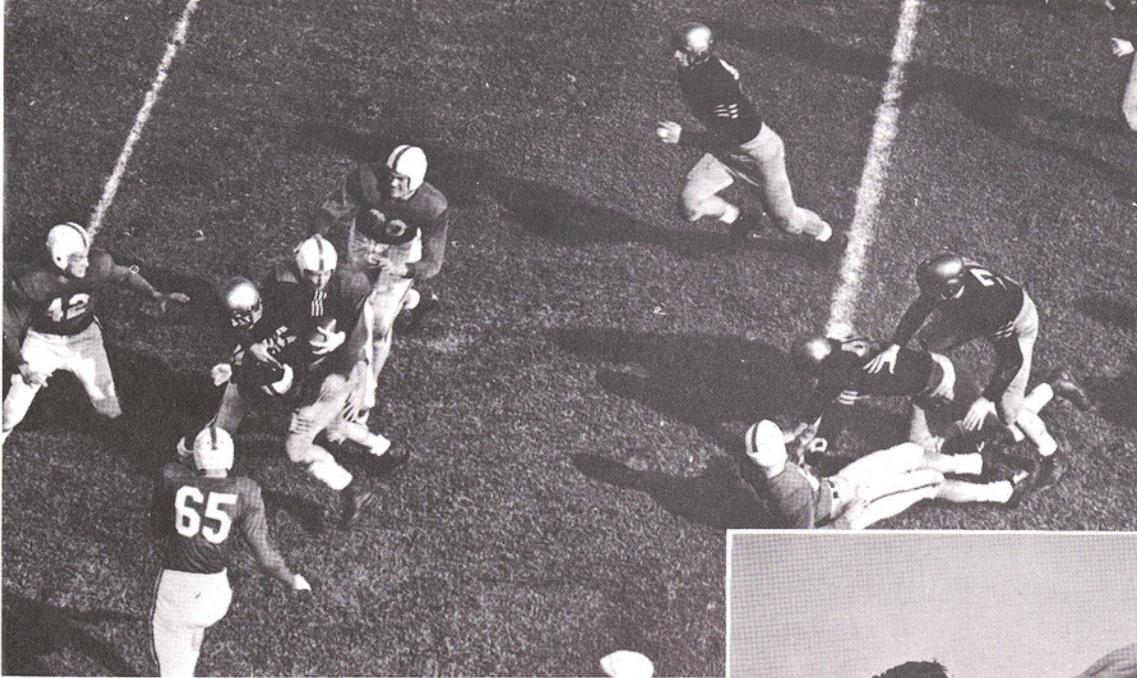
study time, recitations, military formations, and the care of barracks and equipment. For this seventy-two hour week, he receives a salary of nineteen dollars, from which he must buy his books and clothing, and pay all of his personal expenses except food and lodging.

Religion is important to the cadet. Every cadet attends the chapel of his choice—Protestant, Catholic, or Hebrew—every Sunday. Reverence is held to be an inherent part of character building.

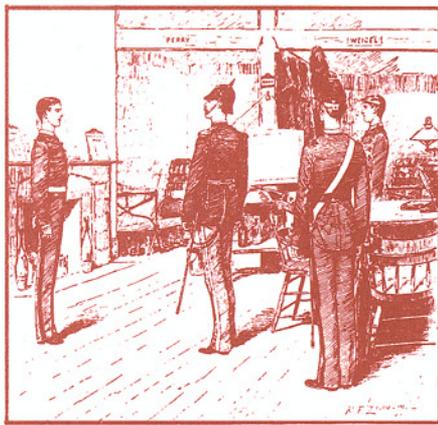
Sylvanus Thayer established the basic principles of Honor which have been traditional in the Corps of Cadets for over a century. The Honor Code, however, was developed by the Corps, is perpetuated by the Corps, and is administered by the Corps. Its principles are simple: a cadet does not lie, cheat, or steal. He does not tolerate such action by other cadets. A cadet's honor is unquestioned until he commits an overt act such as lying, cheating, or stealing. Every cadet has a personal responsibility to uphold the Code by reporting any violations to his company Honor Representative. Honor is held to be more important than any one man or group of men; there is no compromise with Honor.



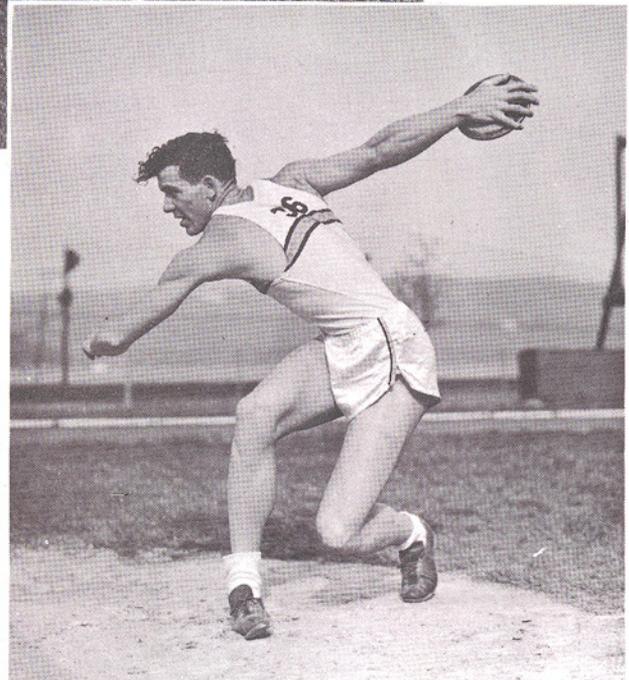
Pre-season tennis instructions.



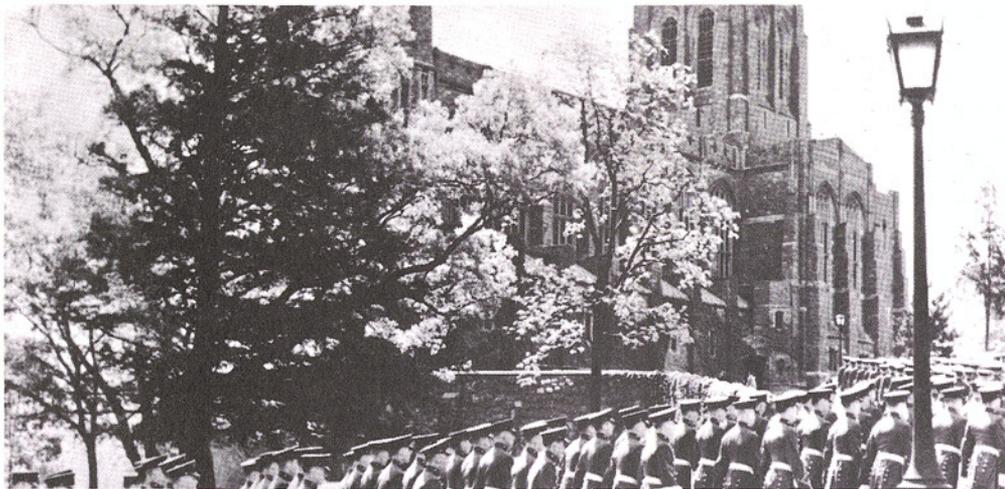
An Army back makes a gain.



Sunday room inspection 1887.



The discus thrower, USMA style.



Each Sunday cadets march up the hill to Chapel.



June Week "hops" in white uniform are held in Cullum Hall.



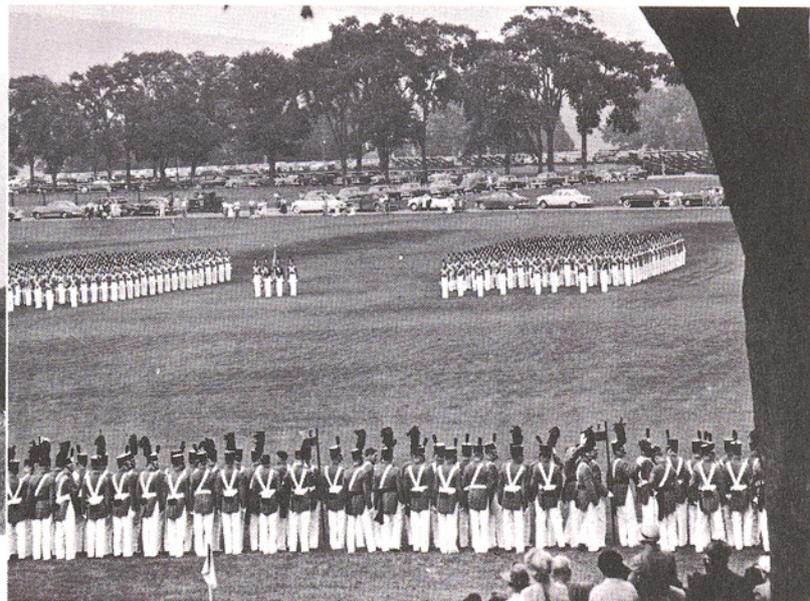
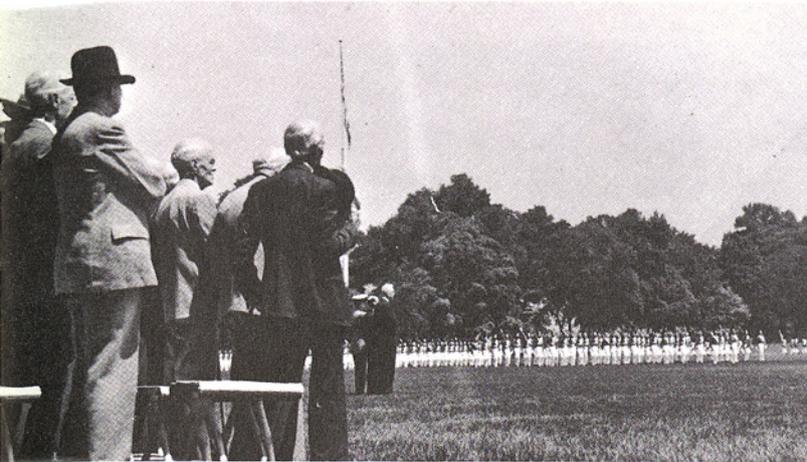
The cadet guard fired the reveille gun in 1900.

The approach of June Week heralds the end of a cadet's years at West Point. Families and friends assemble from all parts of the nation to celebrate with him. In tradition-steeped ceremonies, he and his classmates follow in the steps of those who have gone before. Alumni assemble with him to honor West Point's dead. He and his classmates watch the Corps pass in review at Graduation Parade and "recognize" the Fourth Classmen in a brief ceremony symbolizing the end of plebe year. The soft strains of the traditional refrain, "Army Blue," end Graduation Hop. Then, as the Superintendent hands him his diploma, he realizes that he has attained his objective; he is now a second lieutenant in the Regular Army or the Regular Air Force.

"Recognition" by upperclassmen brings an end to plebe year.



"Old Grads" return in June Week for the Alumni Review.



The Graduating Class watches their last parade.

For one hundred and fifty years, West Point has served the nation in every phase of its national development. In these years, graduates have won acclaim as military leaders, explorers, engineers, statesmen, educators, churchmen, diplomats, and industrialists. Today's cadet shares the heritage earned for him by Swift and Thayer, Grant and Lee, Goethals and Pershing. In years to come, as in the past, West Point graduates will continue to serve the nation in the spirit of their motto, "Duty, Honor, Country."



"A LIFETIME CAREER"



Frederick A. Irving, Major General U.S.A., Superintendent





OFFICE OF THE SUPERINTENDENT
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK

A MESSAGE FROM THE SUPERINTENDENT

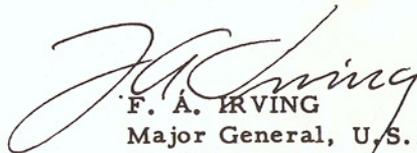
This year, the United States Military Academy commemorates the one hundred and fiftieth anniversary of its founding. From a small and modest beginning, West Point has grown to achieve national recognition. The first class, in 1802, had two graduates; the Class of 1951 numbered four hundred and seventy-five.

The Military Academy is your school; it belongs to the people. The Corps of Cadets exemplifies our American democracy; its members are drawn from every state and territory of the Union with no distinction as to race, color, or creed.

In the century and a half of its existence, West Point has graduated over 18,000 cadets. Of these graduates, approximately fifteen per cent have been killed on the field of battle; another ten per cent have been wounded in action. At the present time, graduates are serving with your sons and brothers in every part of the world.

The records of Grant and Lee, Goethals, Pershing, MacArthur, Eisenhower, Arnold, and Bradley are well known. Less familiar, but equally important, are the accomplishments of other graduates who mapped the coasts and mountains, improved harbors, aided in the development of American industry, and contributed to the growth of our nation. West Point is proud of its many sons and will strive to pass on their heritage to the cadets who follow.

In this, our Sesquicentennial year, graduates the world over, ever mindful of their obligation to the people of the United States, pledge themselves anew to the ideals symbolized by the Military Academy's motto: attention to DUTY, devotion to HONOR, and service to our COUNTRY.


F. A. IRVING
Major General, U.S.A.
Superintendent



WEST POINT SESQUICENTENNIAL

THE PRESIDENT OF THE UNITED STATES, *Honorary Chairman*

THE SECRETARY OF DEFENSE, *Chairman*

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This booklet was prepared and edited by George S. Pappas, Captain,
Artillery, Assistant Sesquicentennial Director.

Photographs for the Historical Sections of the booklet were furnished through the courtesy of the USMA Library, the USMA Museum, and *Harper's Magazine*. Color photographs were provided by the *Howitzer*, the yearbook of the Corps of Cadets. Photographs in the remainder of the booklet were obtained from the Public Information Office, USMA; the Signal Corps Photographic Laboratory, West Point; and White Studio, West Point. Portrait of General Irving by White Studio.

This booklet was printed by Baker, Jones, Hausauer, Inc., Buffalo, New York.



The Cadet Prayer

O GOD, OUR FATHER, Thou Searcher of men's hearts, help us to draw near to Thee in sincerity and truth. May our religion be filled with gladness and may our worship of Thee be natural. Strengthen and increase our admiration for honest dealing and clean thinking, and suffer not our hatred of hypocrisy and pretense ever to diminish. Encourage us in our endeavor to live above the common level of life. Make us to choose the harder right instead of the easier wrong, and never to be content with a half-truth when the whole can be won. 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. Guard us against flippancy and irreverence in the sacred things of life. Grant us new ties of friendship and new opportunities of service. Kindle our hearts in fellowship with those of a cheerful countenance, and soften our hearts with sympathy for those who sorrow and suffer. May we find genuine pleasure in clean and wholesome mirth and feel inherent disgust for all coarse-minded humor. Help us in our work and in our play, to keep ourselves physically strong, mentally awake and morally straight, that we may the better maintain the honor of the Corps untarnished and unsullied, and acquit ourselves like men in our effort to realize the ideals of West Point in doing our duty to Thee and to our Country. All of which we ask in the name of the Great Friend and Master of Men . . . Amen.