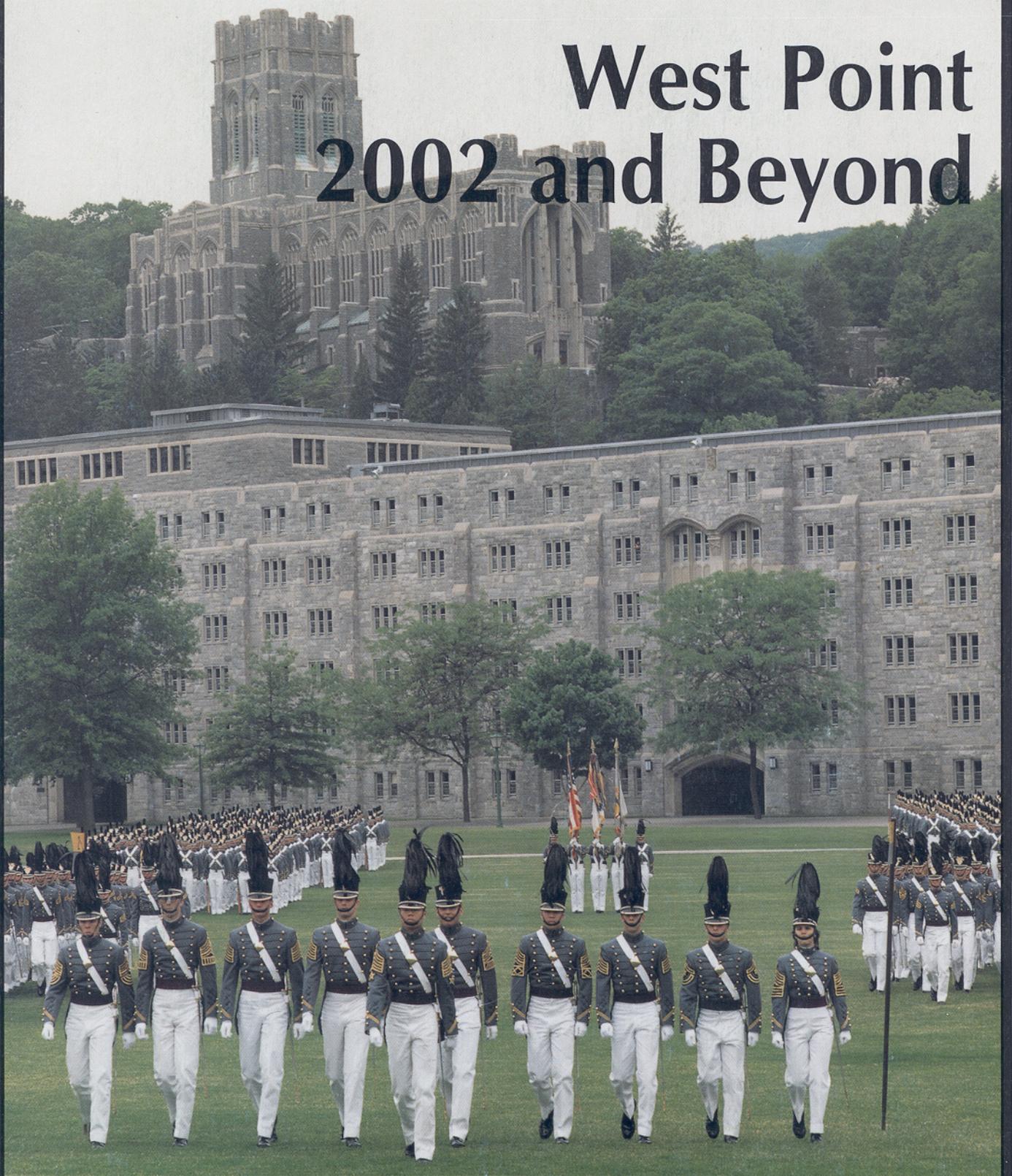


# West Point 2002 and Beyond



**Strategic Guidance  
for the  
United States Military Academy  
October 1993**



OFFICE OF THE SUPERINTENDENT  
UNITED STATES MILITARY ACADEMY  
WEST POINT, NEW YORK 10996-5000

MASP

1 October 1993

MEMORANDUM FOR MEMBERS OF THE WEST POINT COMMUNITY

SUBJECT: USMA STRATEGIC GUIDANCE

West Point enjoys a well established and widely respected reputation of providing leaders of character for service to the nation. For almost two centuries, the Academy has prepared cadets to discharge their responsibilities as leaders in peace and war. Ingrained in each West Point graduate is a strong sense of *Duty*, a deeply embedded code of *Honor*, and a selfless commitment to service of *Country*.

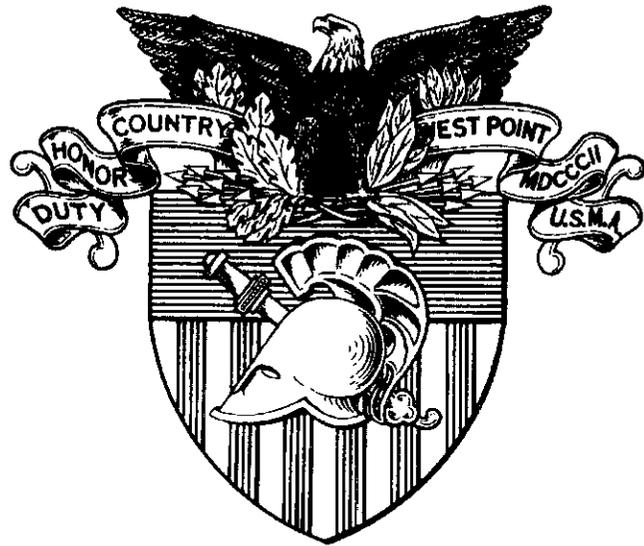
**DUTY, HONOR, COUNTRY**—for nearly two hundred years, they have been our watchwords. Standing on the threshold of our third century of service to the nation, we must now anticipate the Army's requirements for leadership in the 21st century and determine how West Point will meet this challenge in a rapidly changing world. "West Point 2002 and Beyond" provides the guidance to meet this responsibility.

Last published in 1990, the USMA strategic guidance provides the general direction or azimuth for West Point and establishes the requirements against which all initiatives will be measured. Much of the guidance contained in the 1990 document remains in effect; however, there are several important changes in this edition. Among these are development of the USMA Vision Statement, articulation of the role of the garrison community, incorporation of our Academy Goals, and recognition of the increasing role of civilian faculty members.

I urge every member of the community to become familiar with this document. Each of you plays an important part in making this vision a reality.

A handwritten signature in black ink, appearing to read "H. D. Graves", written in a cursive style.

HOWARD D. GRAVES  
Lieutenant General, US Army  
Superintendent



# **West Point 2002 and Beyond: Strategic Guidance for the United States Military Academy**

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# Vision for the United States Military Academy

## **Purpose**

**To provide the nation with leaders of character who serve the common defense.**

The purpose and mission of the United States Military Academy at West Point are clearly stated. Their fulfillment requires total commitment to sustaining the rich heritage of West Point with which we are entrusted. That heritage is manifest in the time-honored motto of West Point: DUTY – HONOR – COUNTRY. These words constitute our cornerstone. Each links us to the proud tradition of West Point, while directing our course in developing leaders of character. More important, each helps define our path to the 21st century as:

The world's premier leader development institution.

A national symbol of integrity and selfless service.

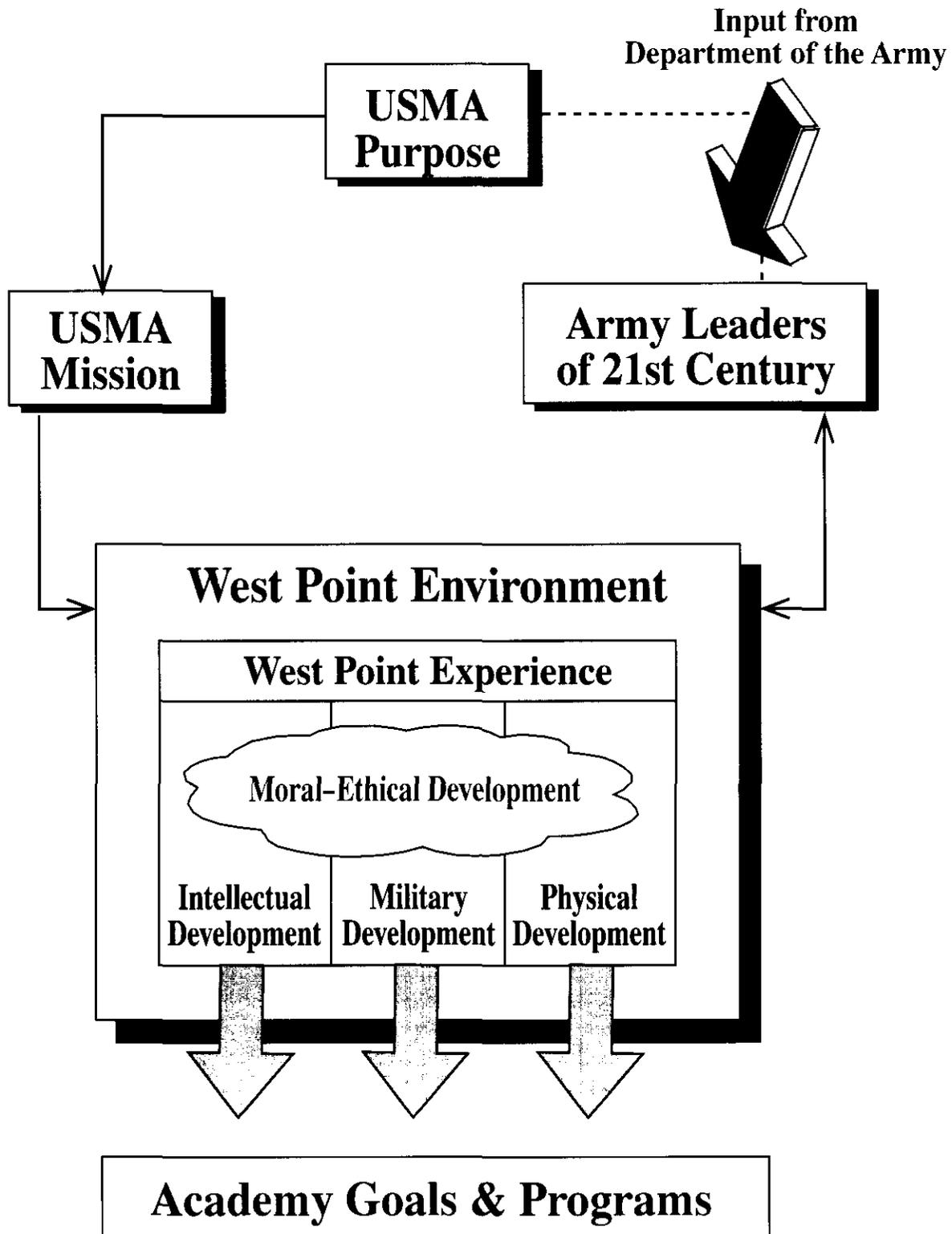
A community dedicated to excellence and quality.

Every member of the West Point community plays an important role in moving us toward these noble ends and in maintaining the Academy's reputation as a national historic landmark and treasure. United through teamwork, inspired by our rich heritage, and committed to the ideals for which West Point stands, we each do our part to bring this vision to fruition.

## **Mission**

**To educate and train the Corps of Cadets so that each graduate shall have the attributes essential to professional growth throughout a career as an officer of the Regular Army and to inspire each to a lifetime of service to the nation.**

# A Graphic Portrayal of USMA's Statement of Strategic Guidance



# The PURPOSE of the United States Military Academy

is:

To provide the nation  
with leaders of character  
who serve the common defense.

**(The purpose statement answers the question “why?”  
Why does America have the Military Academy?)**

Founded during war, the U. S. Army was “to provide for the common defense.” The nature of the American republic demanded officers with democratic values and unquestioned character. To meet this need, the young country established the Military Academy in 1802. As the nation has matured, the need for leaders of character has endured. Our military leaders must be exemplars of the values that frame the nation. The Military Academy must be a wellspring of those values, and its graduates must be leaders who adhere to the highest standards. Their character — their commitment to virtue and personal excellence — must place them above the common level of life and lead them always to choose the harder right over the easier wrong. As leaders of character, they depart West Point with a strong sense of DUTY and a deeply ingrained code of HONOR, inspired to serve their COUNTRY — in its common defense, in peace and war, in whatever capacity the nation needs.



# The MISSION of the United States Military Academy

is:

To educate and train the Corps of Cadets so that each graduate shall have the attributes essential to professional growth throughout a career as an officer of the Regular Army and to inspire each to a lifetime of service to the nation.

**(The mission statement answers the question, “what?”  
What does the Army require the Military Academy to  
do in order to achieve its purpose?)**

The United States Military Academy provides the Corps of Cadets a broad undergraduate education culminating in the bachelor of science degree. At the same time, the Academy educates and trains cadets physically and militarily. Inextricably imbedded in both education and training are ethical development and the molding of character. Immersion in the West Point Experience instills in graduates the foundational attributes of leadership.

West Point also motivates graduates toward serving the nation. Imbued with soldierly virtues, graduates are prepared for progressive growth throughout a career in the Army. Theirs is the profession of arms. Starting as lieutenants, they will advance as far as their talents and the needs of the service take them. Their dedication to selfless service, even beyond their time in uniform, is both a national need and an historical expectation. They are to be leaders for a lifetime.

**“When war comes, our citizens want to feel that their lives and fortunes are in the hands of professionals. It becomes your duty (as regular officers) to devote your lives to providing this professional leadership.”**

— Maxwell Taylor, USMA '22

## Army Leaders of the 21st Century

“Despite the end of the cold war, conflict in the 21st century will still be a contest of wills over the control of territory. Our Army provides the nation with the unique ability to put a trained and ready force on the ground anywhere in the world on short notice — a force capable of seizing, holding, and controlling territory — a force with staying power that supports our sister services in joint operations and our allies in combined and coalition efforts.”

US Army Vision Statement  
Office of the Chief of Staff

**A**rmy leaders of the 21st century will serve in an environment of joint and combined operations. They will lead people and manage resources to win wars and accomplish other missions directed by our nation’s leaders. They will do this by influencing people in organizations. They will succeed by will, intellect, and initiative and by boldness in seizing the moment. They must be men and women of character. They must know both the physical world and human nature. And they must think creatively and act decisively.

Army leaders of the 21st century must be leaders of character, loyal to the values of the nation and the profession of arms, and imbued with the judgment to know what ought to be done and the courage to do it. Their professional military growth, paced by continuing self-development, will be marked with expanding selflessness, bravery, frankness, competence, farsightedness, and dedication. Self-discipline will progressively strengthen their fitness to lead morally, intellectually, and physically. They must be inspiring leaders who, by earning the respect and trust of subordinates, stimulate willing obedience and enthusiasm. They will be teachers and trainers with a warrior’s focus. Above all, they will need a determined will to win.

The leaders’ principal weapons will be their minds. In peace or war, they must be sophisticated users of technology. To develop and acquire weaponry, they must have a thorough knowledge of the physical world. To employ that weaponry, they must be creative, thinking leaders. They will require the mental agility to grasp a unique situation under conditions of uncertainty and chaos, the creative ability to devise a practical solution, and the strength of purpose to execute their plans. Despite rapid technological change, however, human nature will change hardly at all. Therefore, leaders will have to understand human nature, appreciate the human experience depicted by a historical perspective, possess multicultural understanding of a high order, and communicate effectively. For all these reasons, leaders must be broadly educated in both the physical sciences and the liberal arts.

Wars, large and small, constitute an extreme trial of moral and physical strength and stamina. Leaders must understand the effects of danger, fear, exhaustion, privation, and violence on their soldiers. They must constantly balance the imperative of mission accomplishment with the need to care for and motivate subordinates, and they must place both the mission and their soldiers before personal welfare. Leaders must manifest in their actions genuine respect for others. They must maintain an ethical climate in their organizations. While accepting accountability for their own actions, they will need to encourage candor and freedom of thought and action in subordinates.

In a world infused with great and accelerating change — change so dramatic as to be potentially paralyzing — Army leaders must, as the summation of all other attributes, be able at the very least, to cope with such change; at the very best, to shape and direct it.

**“Ours is a world of nuclear giants and ethical infants”**

— Omar Bradley, USMA '15

## The West Point Environment

**W**est Point provides a special, value-laden environment to foster the development of leaders. Located on terrain strategically central to the American Revolution, it is hallowed in history. It is also a place of striking natural beauty — framed by granite mountains, embraced by a bend in the Hudson, marked in gothic magnificence. Standing sentinel around the parade field, monuments to heroes of America's wars invoke ghostly images of the "Long Gray Line," two centuries of graduates whose tradition of valor and service provide the standard by which future leaders will be measured.

Within this stony citadel flourishes a vibrant union of people, ideas, activities, and challenges. The Academy is a community of professionals and carefully selected aspirants, all striving toward a common cause of individual growth, personal development, and a spirit of service. Living and working closely together, motivated to follow and to lead, inspired to excellence, and toughened in the crucible of challenge, cadets experience an expanding social consciousness and a deepening sense of camaraderie in the profession of arms.

The Military Academy reflects the strengths of order, precision, and organization. Living a disciplined life-style, responding to strenuous physical demands, challenged daily to think and act under pressure, and given increasing leadership opportunities, cadets develop poise and self-control, pride and self-confidence. Over time, this challenging and sustaining environment leads them to subordinate personal considerations to a higher cause and duty concept, thus inspiring selflessness.

Integrity is the essential and binding theme in the environment. Indeed, West Point is a national symbol of integrity and selfless service. The Honor

Code and System clearly manifest these ideals. With teachers and mentors exemplifying the values inherent in true public service, each cadet's appreciation for these ideals proceeds apace with the development of mind and body. West Point's moral-ethical climate calls from the past the ethos of "Duty, Honor, Country," passing it on to those who will be leaders in the future. Encouraging both spiritual inspiration and human understanding, the Academy supports opportunities for religious growth and diverse cultural expression. The cadet ultimately comes to internalize and practice the moral injunction of the Cadet Prayer: "...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."

The USMA garrison community constitutes a key part of the West Point Environment. The garrison workforce supports the cadet developmental experience in a meaningful way through commitment to integrity, selfless service, quality, first-class facilities, and enforcement of high standards. As a result, cadets benefit from exposure to a community that serves as a model installation for the Army of the 21st century.

Reflecting the nation's values, steeped in a tradition of selfless and disciplined service, promoting creativity out of challenge, the West Point Environment nurtures leaders of character — young men and women of integrity, commitment, and courage. Likewise, the inculcation of high ethical work standards and expectations reinforces the vision of what the Army community should be. Cadets being developed in this environment, as well as military and civilian staff personnel assigned to the Academy, take from West Point renewed understanding of the important relationship between institutional values and the community that nurtures them.

**"The final index to a nation's destiny is within its people; in their commitment to principles and ideals and in their willingness to sacrifice for the common good."**

—Dwight Eisenhower, USMA '15

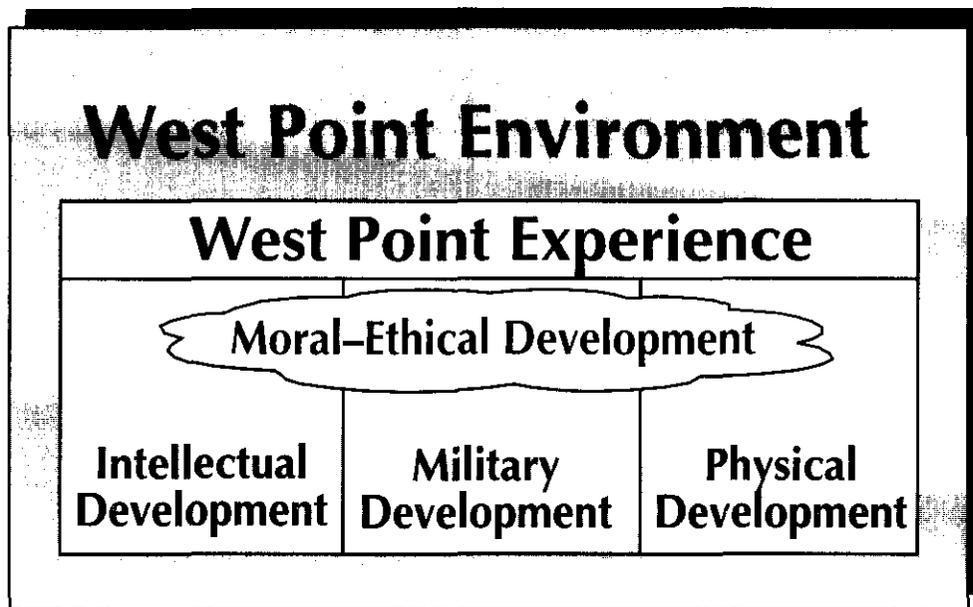
# The West Point Experience

**T**he West Point Experience is the process that transforms cadets into leaders for a lifetime. The very essence of the Military Academy's uniqueness, this process is one of continuous and progressive challenge. It starts on the cadet's first day with a solemn oath to *support* the Constitution. Four years later, a second oath marks the end of the process — the graduate this time swears to *support and defend* the Constitution.

The transformation from promising new recruit to inspired new lieutenant is both complex and difficult. It challenges cadets to increasingly higher levels of competence and responsibility while meeting standards for excellence in each of the Academy's developmental programs. These developmental paths — intellectual, military, and physical — are distinct, yet highly complementary. Each serves to reinforce

fundamental values, ideals, and principles that comprise the ethos of servant leadership. Moral-ethical development is inexorably integrated throughout all activities that comprise the West Point Experience. Similarly, each developmental path is sequential and progressive, drawing on prior challenges while setting the stage for subsequent ones.

Negotiating the requirements of the academic, military, and physical programs, as well as abiding by high standards for moral-ethical conduct, is required travel for every cadet. In that travel they are indelibly shaped by the omnipresent elements of the Academy's environment. Ultimately this experience, this unique process of forging and strengthening, produces leaders of character and forms an enduring foundation for a lifetime of dedicated service to the nation.



**"What the Academy stands for has always been my guide.  
The longer I live the more I reverence the things that  
inspire the heart and soul of cadets at West Point."**

—John J. Pershing, USMA 1886

## Integration of Moral–Ethical Development

West Point’s statement of purpose — to provide the nation with leaders of character who serve the common defense — contains only thirteen words. One is preeminent: character. It is not merely leaders West Point is to provide, but *leaders of character*. Above all else, the quality that the American people most value in their leaders is character.

Character is more readily recognized than defined. Ancient wisdom suggests that “...a good character is what is remembered.” The word character derives from early usage as the distinctive mark made by engraving or stamping. Applied to people, the word has changed from referring to external distinctives to *internal* ones and from physical distinctives to *moral* ones. “It is the mark of an individual with a brave outlook and noble heart” (Wm. Safire). A person with character has both the knowledge to know what is right and the courage to act on that knowledge. Character connotes not only moral and ethical excellence but also firmness, resolution, self-discipline, and judgment.

That ethics has a major role in leader development should come as no surprise. Russell E. Palmer, former dean of the Wharton School of Business, once noted that “many of the most sensitive issues a leader must deal with are at base ethical — questions of how we relate to other people, maintain integrity, and build trust.” Character is the link that enables military leaders of high ethical convictions — when faced with the chaos and danger of the battlefield — to act in accord with their beliefs. It has been said that a military leader must possess as much character as intellect.

“As global interdependence and military conflict become more and more complex, the idea of public service rooted in truth and integrity grows in importance. The invocation of West Point’s motto, ‘Duty, Honor, Country’ is much more than a reminiscence of the grip of history through the ‘Long Gray Line.’ It is a useful affirmation of personal integrity and dedication to service as an expression of a cardinal ethical system. This cogent message applies to the future: the nation needs leaders of character and ability, those who will serve the public interest beyond their own.” —Wesley W. Posvar, USMA ’46

*Moral–ethical development is central to the West Point Experience.* It is integral to the intellectual program, imbedded in military training, included in physical development, and a part of extracurricular and religious activities. Penetrating all cadet activities is the spirit of the Honor Code — the positive values of truthfulness, fairness, and respect for other people and their property. Providing a foundation and structure for moral development at West Point, the Honor System is the means of incorporating honor consistently into all aspects of cadet performance.

Every activity at USMA has a role to play in the process of moral–ethical development, just as every member of USMA’s staff and faculty has an inescapable responsibility to exemplify for cadets the highest moral–ethical standards. In short, it is the fundamental element in the West Point Environment.

**“Physical courage is never in short supply in a fighting army.  
Moral courage sometimes is.”**

—Matthew Ridgway, USMA April ’17

## Concept for Intellectual Development

Intellectual development begins by selecting academically talented students and continues by providing them a broad-based, challenging program of academic instruction, presented by an accomplished military and civilian faculty, working in first-rate facilities. Education is a complex, time-consuming and dynamic process whereby understanding merges with experience to produce wisdom. It provides the foundation for progressive intellectual and character development.

The West Point education aims to enable its graduates to anticipate and respond to the uncertainties of a changing technological, social, political, and economic world. A demanding and broad, basic education in both the arts and sciences is the means for achieving this aim. It stresses not only the acquisition of knowledge, but also the development of higher intellectual skills that allow for analyzing, problem solving and decision-making on major issues confronting the profession of arms, society and the nation.

USMA defines its academic program less by specific courses than by educational objectives that identify competencies essential for successful development as a professional officer. The military profession is a thinking profession. Cadets develop creativity and intellectual curiosity, which ensure their continued intellectual growth. They learn quantitative and qualitative methods, which allow them to allocate resources, manage the development and acquisition of technologically based systems, and achieve innovative solutions to complex problems. They gain a multicultural perspective, become historically aware, and develop understanding of the human element in organizations — all imperatives to leading soldiers and exercising military power

consistent with American values in a complex national and international environment. To achieve these objectives, the curriculum has a core program in the humanities and social sciences and in the basic and applied sciences. An elective program, providing both focused study and enrichment in selected disciplines, complements the core curriculum. Both curricular content and methods of instruction embody perennial values, expanding cadets' use of reason and imagination, deepening understanding of what it is to be human, and increasing knowledge of the nature of things.

A predominantly military faculty, selected on the basis of outstanding professional, intellectual, and ethical qualities, guides the cadets' development. Drawing on their sound post-graduate education and exemplary service in the Army, faculty members act as both academic and military role models. Civilian faculty members draw on an extensive background in their disciplines and bring additional diversity of perspective. Each takes seriously the responsibility to exemplify for cadets the highest moral standards. Small student-faculty ratios ensure close interaction between student and teacher, employment of a wide range of teaching strategies, and active student involvement in the learning process. Good teaching and currency in subject matter are supported by excellent facilities and a carefully tailored research program.

Undergraduate education at West Point provides fundamental knowledge, basic principles, analytical frameworks, and methods of sound reasoning, all fostered in an environment that stimulates and promotes intellectual curiosity and integrity. It provides a solid foundation for continued growth of intellect and character throughout a lifetime of service to the nation.

**"Untutored courage is useless in the face of educated bullets."**

—George S. Patton, Jr., USMA '09

## Concept for Military Development

**M**ilitary development is of central importance in the West Point Experience. More than any other element of that experience, it prepares cadets to enter one specific profession, that of the military officer. Indeed, military development at USMA is unique among all of the Army's pre-commissioning sources. It engages every cadet in a four-year, total immersion in a military environment. Each cadet is called upon to learn technical military skills and knowledge, to develop self-discipline by living a Spartan life-style, to exercise leadership within progressively more demanding situations in military organizations, and to absorb the ethos of military life with its commitment to selfless national service.

During the academic year, cadets study the Army's history, its customs and traditions, and its role in providing for the common defense. They learn the mission, organization, weapons, and tactics of the Army. The summer months afford opportunities to acquire military skills and to lead small military units. Cadets experience the adventure of a military career by participating in activities such as parachuting, tank gunnery, helicopter flight, and tactical maneuvers. Cadets encounter the challenges of command while serving as leaders of soldiers in units around the world as well as of other cadets at West Point.

Throughout their four years, cadets live a military life-style, one of high standards for personal appearance and room order, one of drills and ceremonies, one of routine formations and duties, and one of unrelenting challenge. Within that military life-style, they engage a carefully designed sequence of responsibilities for leading the units and activi-

ties of the Corps of Cadets. From these opportunities, cadets gain confidence and poise, improve their military skills, learn to accept accountability for oneself and responsibility for others, and enjoy the personal satisfaction that comes from seeing the impact of one's leadership on the motivation and performance of others.

An integrated theme throughout the military program is inculcation of the values and ethics of the military profession. As combat is the Army's ultimate challenge, so acquiring a warrior spirit is an expected outcome of the West Point Experience. Cadets develop commitment to sound personal values — honesty, integrity, respect for other people, and loyalty to our constitutional system. They learn to react in ways that are trustworthy, ways guided by an internal compass that points consistently toward RIGHT instead of WRONG. On the day after new cadets arrive at West Point, an upperclass cadet tells them that from then on they may not lie, cheat, steal, nor tolerate those who do. Cadets thus start practicing immediately what eventually become habits, and they are taught to know why those habits are good ones. Interacting with the staff and faculty, cadets internalize the meaning of duty and honor.

West Point graduates enter the Army having internalized high moral and ethical standards. They also have acquired basic military knowledge and skills and have the motivation to continue their professional development through progressive training, formal schooling, and self-study. Imbued with a sense of duty to country, they accept the challenge of maintaining military readiness to deter war, and, if need be, to fight and win. They are prepared, if the nation calls, to pay the price of battle.

**"Do your duty in all things. You cannot do more. You should never wish to do less."**

—Robert E. Lee, USMA 1829

## Concept for Physical Development

**P**hysical development provides leaders with physical skills, self-confidence, the warrior spirit, respect for fair play, and a commitment to maintain their own physical fitness and that of their soldiers. Physical development encompasses both physical education and competitive athletic programs. Emphasis is on the physical and mental aspects of fitness, teamwork, perseverance, and the will to win. Recognition that fitness is a lifelong pursuit is fundamental to physical development.

Cadets are challenged to achieve high standards of physical strength, agility, speed, and endurance to meet the physical demands encountered in military service. They achieve these results through participation in a comprehensive program of formal education, involvement in competitive sports, and constant evaluation. Formal education includes instruction and practice of skills in individual and team sports, as well as in combative sports such as boxing and self-defense. Evaluations are frequent, standards are high, and testing is emotionally charged and physically demanding. Every cadet is an athlete, participating at the highest level of physical ability in intercollegiate, club, or intramural competition.

Participation is required. Sports competition contributes to cadets' ethical growth, providing opportunities to practice adherence to sound values — due regard for both rules and one's opponent, fair play, selflessness, and sportsmanship — under trying conditions having powerful resemblance to combat.

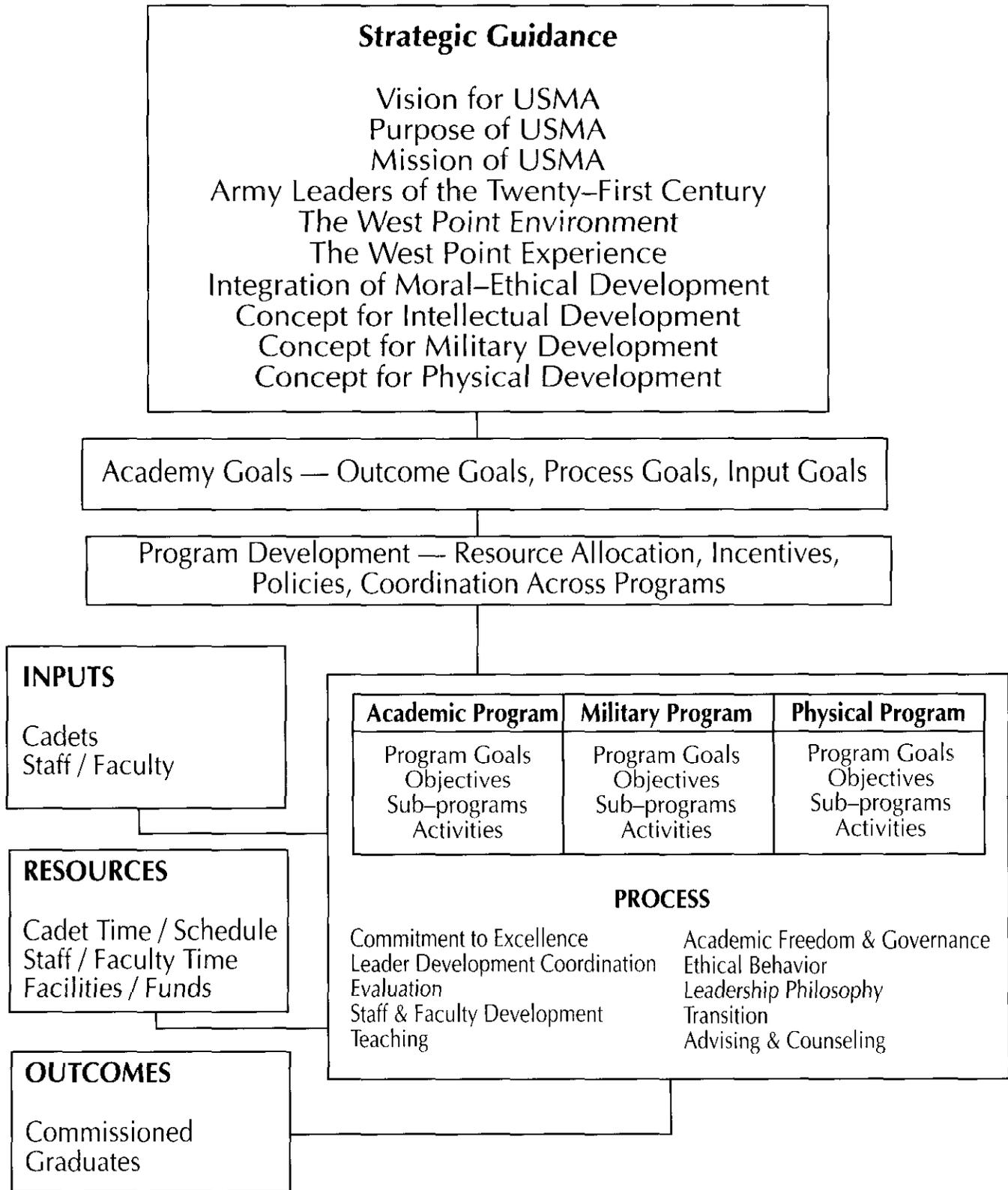
The physical development process takes into account the psychological, motivational, and emotional aspects of total fitness. Cadets increase their self-esteem and self-confidence, determination, will to win, courage to take risks, and ability to think and act purposefully under physical and mental stress. They thrive on competitive, highly demanding physical activities, while acquiring the knowledge of personal health necessary to meeting the demands of their profession.

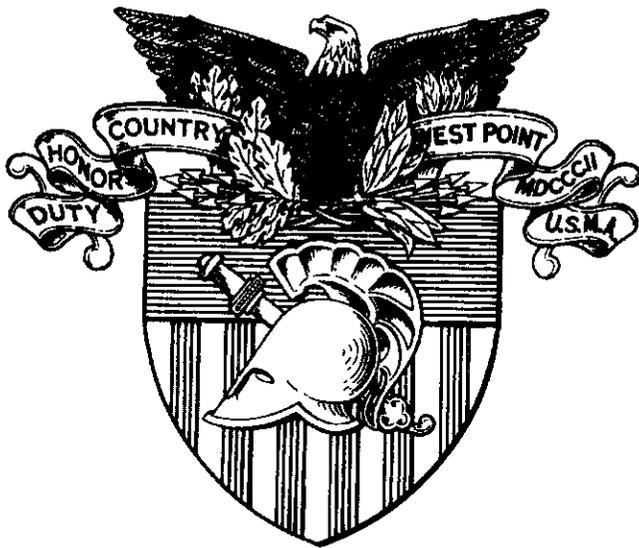
Because Army officers are required to maintain the highest standards of physical readiness, individual responsibility for physical fitness is essential. Cadets must independently engage in frequent and rigorous conditioning activities in order to succeed in the USMA physical development program. The habit of self-development, nurtured over the four-year cadet experience, becomes a lifetime value.

**"On the fields of friendly strife are sown  
the seeds which on other fields on other  
days will bear the fruits of victory."**

—Douglas MacArthur, USMA '03

# The USMA Planning Model





# Academy Goals

## Outcome Goals

1. Provide the nation graduates who have a *foundation of knowledge in the sciences and humanities*, an understanding of various methods of inquiry, the ability to communicate clearly, creativity, intellectual curiosity, and a commitment to continuing intellectual growth.
2. Provide the nation graduates who have the military knowledge and skills required for service in the *Regular Army, self-discipline, selfless commitment to service*, and motivation to continue professional military development.
3. Provide the nation graduates who have the ability to think creatively and clearly, decide wisely, and act decisively under pressure; a foundation for continuing development as leaders in military organizations; and the motivation to seek ever greater leadership responsibilities.
4. Provide the nation graduates who have the ability and motivation to achieve and sustain, in themselves and their organizations, the high standards of health and physical fitness essential to military service.
5. Provide the nation graduates who have an abiding commitment to live according to our national values, our constitutional system, and the ethical standards of the profession of arms.

## Input Goals

1. Maintain a high-quality, predominantly military faculty who are representative of the officer corps, with an appropriate balance of tenured and extended-tour positions to provide continuity and shorter-tour positions to sustain close contacts with the field Army.
2. Recruit and develop high caliber civilian faculty members who will contribute academic depth and cultural diversity to the faculty.
3. Enroll entering classes of outstanding men and women who show promise of excelling in the academic, military, and physical programs; who have demonstrated high moral standards and leadership potential; who are motivated toward completion of West Point and a military career; and who represent the diversity of the Army officer corps.



## Process Goals

1. Challenge all cadets to strive for excellence by providing a consistent, integrated structure of resources, incentives, and standards.
2. Coordinate the integrated process of leader development by establishing clear priorities and harmonizing the contributions of the academic, military, and physical programs toward the achievement of Academy goals.
3. Sustain continuous self-study through periodic reviews of goals and objectives, systematic assessment of outcomes, and the integration of outcomes evaluations into the decision-making process.
4. Ensure the continuing development of the staff and faculty as teachers, scholars, and military or civilian professionals through a comprehensive system that includes graduate schooling, instruction on teaching techniques, opportunities for personal growth, and performance evaluation.
5. Provide a challenging program of instruction that fosters academic growth, stimulates intellectual curiosity, and promotes integrity through a close interaction of cadets and the faculty and staff.
6. Maintain an open climate of academic freedom, consistent with the requirements of military courtesy, through a governance process that encourages and responds to participation from every segment of the staff and faculty and the Corps of Cadets.
7. Conduct all activities in a manner that nurtures an abiding commitment to moral principles, with emphasis on integrity as one of the key foundations of ethical behavior.
8. Emphasize positive leadership, respect for the individual, and equal opportunity through consistent instruction, example, and evaluation of cadet performance in leadership positions with progressive responsibilities.
9. Provide a smooth transition from civilian to cadet to commissioned officer by fostering self-discipline, adaptation to the military setting in which graduates will serve as leaders, respect for military customs and traditions, and the social skills necessary for effective and proper interaction with others.
10. Maintain an active, integrated network of advising and counseling that emphasizes close interaction among cadets, staff, and faculty supported by a structure of coordinated and, when necessary, confidential, professional services.



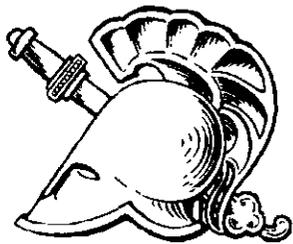
# Program Goals

## Academic Program Goals

**General:** To enable graduates to anticipate and to respond effectively to the uncertainties of a changing technological, social, political, and economic world.

**Specific:**

- To develop creativity and intellectual curiosity.
- To establish a sound foundation in mathematics and the physical sciences.
- To learn to use the engineering process by which mathematical and scientific facts and principles can serve human purposes.
- To gain cultural perspective.
- To become historically minded.
- To understand human beings.
- To develop the ability to think clearly and communicate effectively, especially in writing.
- To heighten moral awareness through study of the bases for and complexities of life.
- To instill commitment to progressive and continued educational development.



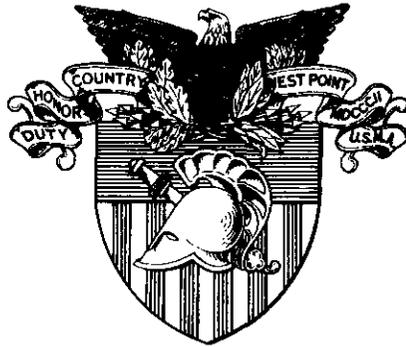
## Military Program Goals

- To provide each cadet broad, basic military education and training designed to teach and train each cadet in individual and small-unit leadership skills, selected professional knowledge subjects, and military skills.
- To contribute to developing in each cadet the self-discipline and mature judgment necessary to think clearly, decide wisely, act decisively, and communicate clearly.
- To provide each cadet with leadership opportunities that are increasingly more demanding and with the motivation to seek even greater leadership opportunities through a sequential, progressive, four-year process of education, training and performance evaluation.
- To contribute to moral-ethical development by instilling in each cadet the ethos of military life with its commitment to national service; the ideals of loyalty, duty, integrity, personal responsibility and selfless service; and the inspiration for continued military development.

## Physical Program Goals

- To cultivate knowledge of a healthy, military life-style.
- To develop the ability to promote and maintain personal and unit fitness.
- To prepare cadets for a lifetime of participation in sports and physical activity.
- To nurture the qualities of: Courage, Self-Sacrifice, Initiative, Perseverance, Aggressiveness, and the Will to Win.
- To contribute to the development of moral-ethical attributes essential for leaders of character.
- To provide a professional faculty that sets the example.



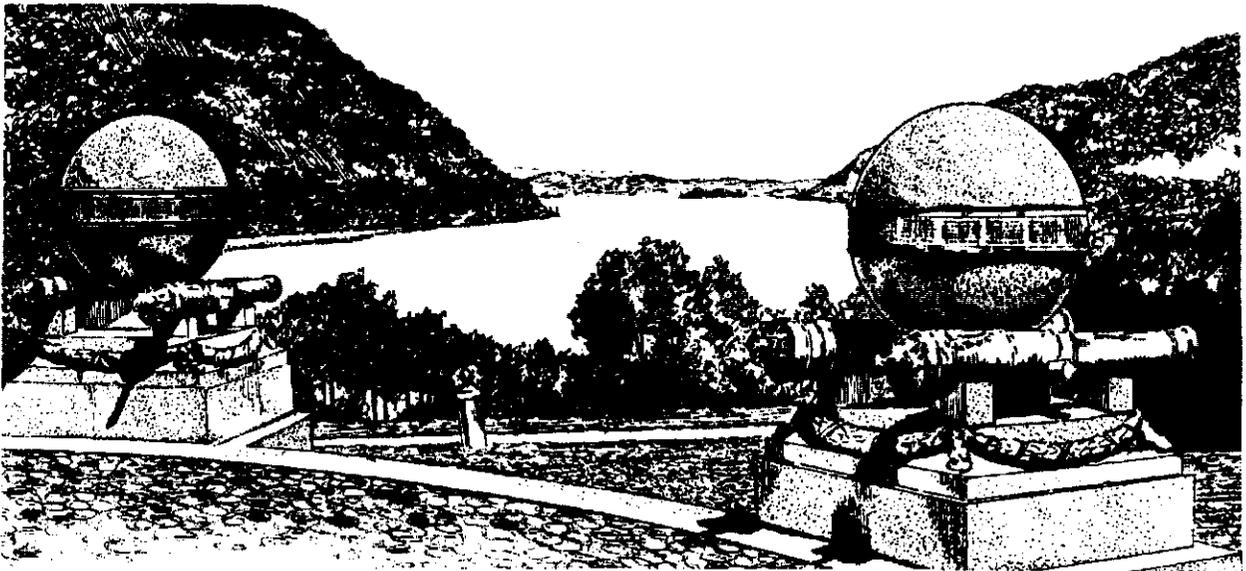


**The strategic guidance for the United States Military Academy is a living document. It is reviewed and revised at regular intervals, usually every two to three years, as appropriate. The first edition was printed in March, 1988; the second in March, 1990. Comments and recommendations for revision are invited and should be sent to the Office of Leader Development Integration; United States Military Academy; West Point, New York 10996.**

# United States Military Academy

“...Here we train the men and women whose duty it is to defend the republic — the men and women whose profession is watchfulness — whose calling is to guard the peace, but if need be, to fight to win.”

President Ronald Reagan, West Point, October 28, 1987



“...The Long Gray Line has never failed us, and I believe it never will ... the hallmark of West Point has been its tradition of growing leaders of character. Whenever the nation called, members of the Long Gray Line have led the way.”

President Bill Clinton, West Point, May 29, 1993