

United States Military Academy

Service to the Nation:

Yet Another Tradition at the United States Military Academy

Historical Research Paper

LD720

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On graduation day, 27 May 1987, the Chief of Staff of the Army, General John A. Wickham, Jr., under the watchful eyes of the Superintendent of the United States Military Academy, Lieutenant General (LTG) Dave R. Palmer, signed a new mission statement for the Academy.

To educate and train the Corps of Cadets so that each graduate shall have the attributes essential to professional growth as an officer of the Regular Army and to inspire each to a lifetime of service to the nation.¹

With this new mission statement, the Superintendent and his "top team," presented for General Wickham's signature a purpose statement "to summarize the nation's reason for founding West Point and for sustaining it for nearly 200 years:"² To provide the nation with leaders of character who serve the common defense³ (Appendix 1).

By developing a purpose statement and a new mission statement, LTG Palmer codified a concept that has existed since West Point's founding: service to the nation. He attempted to convey to cadets, graduates, and the American Public that the United States Military Academy's charter is to produce leaders of character who commit to the nation throughout a lifetime of selfless service. In an interview with LTG Palmer, he stated that in 1986 the Academy had "everything coming-up roses:" the budget was in good shape and admissions were at an all time high. He felt this was a perfect opportunity to conduct an internal review of all procedures at West Point without any pressures from the outside. This internal review would develop a clear

institutional view of the future directions of the Military Academy, and this strategic plan would analyze the cadets' entire West Point experience. To start this review he wanted two questions answered: Why West Point? and What is West Point for? The answers to these two questions would define the role of West Point and establish the direction for future changes. He assembled his "top team," which consisted of the Chief of Staff, the Dean of the Academic Board, the Commandant, the Director of Intercollegiate Athletics, the Director of Admissions, the Director of Resource Management, the Director of Engineering and Housing, the Director of Alumni Affairs, and the Special Assistant to the Superintendent for Policy and Planning, to answer those questions.

The revised mission statement now with a purpose contains both short-term and long-term responsibilities. In the short-term, graduates will acquire the attributes essential to professional growth as an officer in the Regular Army. In the long-term, USMA will inspire each graduate to a lifetime of service to the nation. The purpose statement captured the essence of West Point: Duty - serve the common defense, Honor - leaders of character, and Country - provide the nation.⁴ This purpose and the new mission statement contrast markedly with the one developed in 1978:

To educate, train, and inspire the Corps of Cadets so that each graduate shall have the character, leadership, intellectual foundation, and other attributes essential to progressive and continuing development throughout a career of exemplary service to the Nation as an officer of the Regular Army.⁵

By changing the mission statement and adding a purpose statement to emphasize this long-term responsibility of service to the nation, LTG Palmer, added a sound argument to combat the effects of the down-sizing of the Army and the Military Academy, and the investigations of the service academies' costs. This was not a conscious decision on his part because he could not predict the future needs of the Army⁶, but never-the-less it's a concept that is well founded. The service to the nation concept together with the extension of the active duty service obligation assisted in many arguments trying to justify the existence of West Point.

Some statistical evidence that further enforced the necessity of this concept of national service is the continuation rates of graduates after their initial commitment. The Academy's continuation rate is at the lowest it has been since the 1950's⁷ (Appendix 2). There are many reasons for this, most notably the down-sizing of the Army, and the incentive plan to apply for an early exit from service. The last three classes eligible to resign from service, 1987-1989, have an average continuation rate of 46%.

To assist in this transition to the civilian sector, LTG Palmer did argue that the Academy does develop these leaders

of character who bring their sense of duty, honor and selfless service to society, no matter if it is in the military or in the civilian work force. Both sectors of society benefit from these graduates' contributions.

West Point graduates will advance in the Army as far as their talents and the needs of the service take them. Their dedication to selfless service, even beyond the time in uniform is both a national need and a historical expectation. They are to be leaders for a lifetime.⁸

Although this separate and loftier concept of service to the nation is a new addition to the mission statement, it appears throughout the history of the Long Grey Line, starting with the founding of this institution in 1802.

The first graduate of West Point, General Joseph G. Swift, distinguished himself in the civil engineering field. He built railroads, making the first use of the T-rail in America. He was in charge of harbor improvements, and was the surveyor of customs for the port of New York for eight years.⁹ He was one of many in the Academy's first century to contribute to society after leaving the military. During the celebration of the first centennial, the contributions of its graduates were markedly easier to measure. The Academy was one of the first scientific schools that gave its graduates a thorough course in pure mathematics and in the physical and engineering branches that were founded on mathematics. Many graduates went on into the civilian sector to make significant contributions in the engineering field.

Although West Point graduates displayed a propensity for engineering achievement in its first 100 years, surprisingly enough, graduates also contributed significantly to the following professions: teachers and educators, authors, clergy, physicians, lawyers, public positions, scientists, and manufacturers. The Centennial of the United States Military Academy attributes these contributions to the thoroughness of understanding in the classroom. "There has been little patience with displays of general knowledge. The cadet must know that a statement is correct or incorrect and why. The mental training that a cadet receives, enables them not only to do their military duties in a manner creditable to themselves and their country, but also to meet the requirements of civil life in its widest variation in a manner of which we may feel proud."¹⁰ To understand the true scope of these contributions, a list of some of the many distinguished graduates and their accomplishments to the civilian community are in appendix 3.

The civilian contributions of West Point graduates in its first century were impressive. As of 1903, of the 4,121 men who graduated from the Academy, 2,371 pursued a profession outside the military during sometime in their life. Of those, 446 attained a fair degree of success or distinction. Success is defined as recognized eminence in the various careers of the professional and business world. This accomplishment led the list of other leading

universities of the time, to include Harvard, Yale, Columbia, Princeton, Cornell, Dartmouth, and the Massachusetts Institute of Technology. The occupations that entail recognized eminence are President of United States(1), President of the Confederacy(1), Presidential candidates(3), Vice-Presidential candidates(2), Ambassadors(1), Ministers plenipotentiary(14), Charge d'affaires(2), United States counsels(12), members of Congress(24), Presidential electors(8), Governors(16), Bishops(1), Lieutenant Governors(2), judges(14), officers of State Senate or House(8), Mayors(17), Presidents of universities(46), surveyors-general(11), chief engineers of states(14), presidents of railroads or corporations(87), chief engineer of railroad or public works(63), Superintendent of railroad or public works(62), and bank presidents(8).¹²

LTG Palmer gave an interesting anecdote pertaining to the subject of civil occupations in the first century and West Point. Just prior to the start of the Civil War there were no notable generals from West Point in the Military except for Lee. All the others came back to the military from civil life. There were more West Point graduates as railroad presidents than generals!¹³

In the next fifty years from 1902 to 1952, West Point graduates followed a similar trend. On 30 June 1951, 12,764 graduates were living. Of the living graduates, 9,404 were still on active duty(74%), and 1,323(10.3%) were in civil life. Graduates were ambassadors, ministers to foreign

courts, 2 members of Congress, 20 members of state legislatures, six mayors, 260 presidents of corporations, 24 judges, 89 lawyers, 23 bank presidents, 60 brokers, 30 chief engineers of public works, 170 superintendents of public works and 4 clergymen just to name a few. The variance in these occupations showed the versatility and adaptability of the graduates of the United States Military Academy. In four years the reelection of Dwight D. Eisenhower as President of the United States reaffirmed this concept.¹⁴ The Republican Party nominated President Eisenhower (Class of 1915) in 1952 and 1956, and he defeated Adlai Stevenson both times. In 1952, he won the election by a popular vote of 33,936,252 to 27,314,992 and an electoral vote of 442 to 89. In 1956, he won by a popular vote of 35,582,236 to 26,028,887 and an electoral vote of 457 to 74.

Unlike 1802-1951, there is not any consolidated information on the contributions of West Point graduates from 1952 to the present. But by analyzing information given to the admissions department from graduates who have established themselves as key contributors to the nation and selfless servants to our country, it is safe to say that graduates continue to be an intergral factor in the civilian sector in the last half century. To do a more in-depth analysis of the characteristics of the West Point experience these successful graduates related their personal experiences. A number of graduates responded to encourage prospective candidates to

consider the United States Military Academy as a viable option for undergraduate education.

The survey divided the graduates into eleven separate categories: astronauts, banking, clergy, corporate executives, education, engineering, financial services, government, health services, law, and real estate, very similar to The Centennial. All the responses concurred with findings of the previous 150 years; graduates on the whole have indeed been inspired to provide service to the nation.

Two astronauts replied. Both Mike Collins and Frank Borman agreed that there was no better preparation for a military career or business career than a West Point education.¹⁵ Within the banking community, Joseph Albano Class of 1971, provided some interesting insight to the uniqueness and importance of the West Point experience: "The importance of integrity, discipline, teamwork, honesty, attention to detail, objective setting and good morale are just some of the important characteristics for success that were instilled in me from my very first days at the Point."¹⁶ Another banker from the Class of 1979, Kent Abanathy said, "West Point graduate on my resume lent instant credibility to my professionalism, dedication, and discipline."¹⁷ A graduate of the Class of 1974 used skills that he learned at West Point on the priesthood. Reverend Joseph Deponai said his academic background made the theological studies at the seminary easy and enjoyable. He also attributed his ability to work with individuals of varied backgrounds in

multifaceted situations to his experiences at the Military Academy.¹⁸ Another graduate turned clergyman stated "although it might seem unusual, I regard my West Point education, together with my military experience, as the finest kind of preparation for my new vocation."¹⁹

Consistent with previous years, the corporate world had numerous graduates who climbed the ladder to success. Frederic V. Malek of the Class of 1959 was the Executive Vice President of the Marriott Corporation as of 1987. He controlled more than \$1.5 billion in sales and more than 40,000 employees. In addition to this he served in a number of positions within the US Government: Deputy Director of the Office of Management and Budget, Special Assistant to the President of the United States, Deputy Under Secretary of the Department of Health, Education, and Welfare, and a member of the President's Domestic Council.²⁰ His dedication to public service is another instance of commitment to the nation.

In education, Academy graduates continued to rise to the top of academe. The President of the University of Pittsburgh in 1987 wrote that it was the commitment to public service that had motivated him to enroll at West Point, and he explained how the "combination of the education of West Point and the experience of a career in the armed services" prepared him in a "unique way for a rich diversity of further career and service in civilian life."²¹ Another graduate, Debow Freed, the President of Ohio Northern University in

1987, described how the Military Academy instills a desire to serve others, and military service goes on to nurture it.²²

West Point engineers continued to play a role in civilian society. Donald Weinert was the Executive Director of the 80,000 member National Society of Professional Engineers in 1978²³; and John Simpson graduated from USMA in 1959 and later became President of the New York Transit Authority from 1979-1983.²⁴ Perhaps the most poignant letter received was from William Robinson from the Class of 1968. He is an architect who said the product of West Point is leadership. "It seems that leadership is leadership -whether clothed in a military uniform or clad in a business suit." He said the traits of leadership "include integrity, judgement, courage, decisiveness, loyalty, initiative, tact, justice, enthusiasm, bearing, endurance and unselfishness. My cadet training and education helped me measure the depth of these traits both against others and within myself."²⁵ Yet another engineer said that a person's intellect will be stimulated and uniquely developed in a way that he won't fully appreciate it until years later. His exposure to diverse peoples, ideas, and assignments, enabled him to learn to deal with sensitive issues with both firmness and fairness.²⁶

Public figures included Brent Scowcroft, the Assistant to the President for National Security Affairs in 1975, Alexander Haig, the White House Chief of Staff in 1973-1974, and Harry Walters, the Administrator of Veterans Affairs in 1982. Numerous doctors and lawyers also wrote to prospective

cadets, conveying how they attempt to serve the nation now that they are out of the service, and how the Academy helped prepare them.

Whether it is the first century, the following fifty years, or today, graduates of the United States Military Academy leave their legacy of civil contributions to the nation. West Point can produce example after example of leaders of character who commit to the nation throughout a lifetime of selfless service. This concept becomes more important to the survival of the school, the more the Army down-sizes and continues to admit the same number of applicants. The American Public demands to know what they are getting for their tax dollars, and if the advocates of the school can show them that the graduates serve the nation selflessly no matter their occupation, they will continue to support West Point and its ideals.

LTG Palmer and his "top team" made a significant move towards solidifying West Point's place by codifying this concept of service to the nation. Although, it is a tradition that has continued from the first graduate Joseph Swift to today. Now cadets, graduates and the public have a keener understanding of the contributions the school makes and the expectations of its graduates.

Appendix 1

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 Army was retained "to provide for the common defence." The nature of the American republic demanded officers with democratic values and unquestioned character. To meet this need, the United States founded the Military Academy in 1802. As the Nation has matured, this need has endured. Our military leaders must be exemplars of the values that frame the Nation. The Military Academy must be the wellspring of those values and its graduates must be leaders who adhere to the highest standards. Their character, the embodiment of 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.

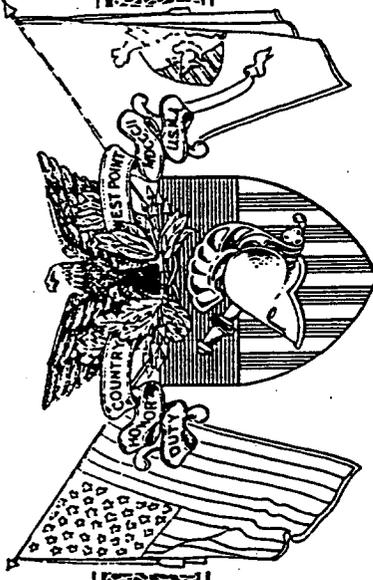
The MISSION of the United States Military Academy:

TO EDUCATE AND TRAIN THE CORPS OF CADETS SO THAT EACH GRADUATE SHALL HAVE THE ATTRIBUTES ESSENTIAL TO PROFESSIONAL GROWTH 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 a 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 a commitment to serve the nation. Imbued with the soldierly virtues, graduates are prepared for continued and progressive growth in 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 the time in uniform, is both a national need and an historical expectation.

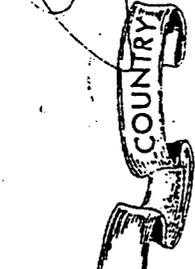


Mission
of the
United States Military Academy

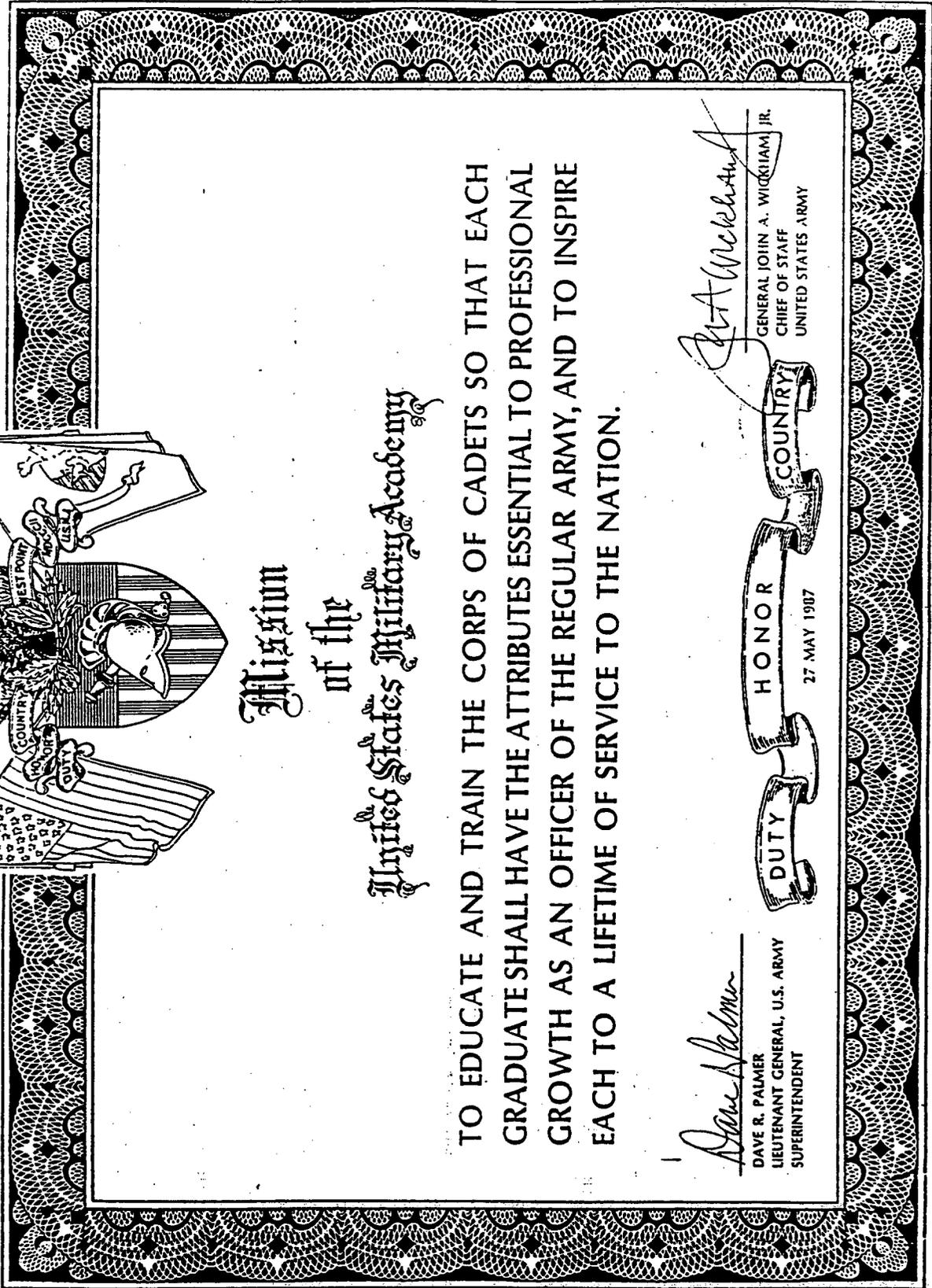
TO EDUCATE AND TRAIN THE CORPS OF CADETS SO THAT EACH GRADUATE SHALL HAVE THE ATTRIBUTES ESSENTIAL TO PROFESSIONAL GROWTH AS AN OFFICER OF THE REGULAR ARMY, AND TO INSPIRE EACH TO A LIFETIME OF SERVICE TO THE NATION.

Dave R. Palmer
DAVE R. PALMER
LIEUTENANT GENERAL, U.S. ARMY
SUPERINTENDENT

DUTY
HONOR
27 MAY 1907



John A. Wickham Jr.
GENERAL JOHN A. WICKHAM JR.
CHIEF OF STAFF
UNITED STATES ARMY



Continuation Rates of USMA Graduates
Class Years 1950 - 1995

Year Group	No. Comm	6 YOS		11 YOS		21 YOS		26 YOS		31 YOS	
		N	%	N	%	N	%	N	%	N	%
1950	498	381	76.5	355	71.3	278	55.8	176	35.3	22	4.4
1951	352	269	76.4	245	69.6	182	51.7	97	27.6	15	4.3
1952	392	279	71.2	266	67.9	205	52.3	106	27.0	15	3.8
1953	377	276	73.2	260	68.9	121	32.1	84	22.3	11	2.9
1954	445	325	73.0	307	68.9	204	45.8	99	22.2	24	5.4
1955	324	259	79.9	240	74.0	167	51.5	85	26.2	11	3.4
1956	356	304	85.4	290	71.4	181	50.8	98	27.5	26	7.3
1957	406	331	81.5	302	74.3	209	51.5	110	27.1	25	6.2
1958	427	331	77.5	294	68.9	168	39.3	97	22.7	29	6.8
1959	445	324	72.8	290	65.2	189	42.5	99	22.2	27	6.1
1960	487	363	74.5	319	65.5	199	40.9	109	22.4	10	2.1
1961	472	352	74.6	297	62.9	207	43.9	114	24.2	18	3.8
1962	524	441	84.2	343	65.5	222	42.4	109	20.8	14	2.7
1963	444	367	82.7	283	63.7	182	41.0	107	24.1	13	2.9
1964	491	351	71.5	293	59.7	198	40.3	86	17.5	26	5.3
1965	520	330	63.6	289	55.7	156	30.1	92	17.7	--	--
1966	558	380	68.1	290	52.0	177	31.7	102	18.3	--	--
1967	558	329	59.0	231	41.4	153	27.4	64	11.5	--	--
1968	674	475	70.4	293	43.5	186	27.6	86	12.8	--	--
1969	763	545	71.4	318	41.7	196	25.7	95	12.5	--	--
1970	706	537	76.1	340	48.1	206	29.2	--	--	--	--
1971	704	395	56.1	288	40.9	177	25.1	--	--	--	--
1972	820	479	58.4	354	43.2	203	24.8	--	--	--	--
1973	936	577	61.7	398	42.5	217	23.2	--	--	--	--
1974	846	501	59.2	392	46.4	276	32.7	--	--	--	--
1975	846	553	65.4	419	49.6	--	--	--	--	--	--
1976	843	627	74.4	466	55.3	--	--	--	--	--	--
1977	724	568	78.5	407	56.2	--	--	--	--	--	--
1978	980	772	78.8	519	53.0	--	--	--	--	--	--
1979	926	711	76.8	484	52.3	--	--	--	--	--	--
1980	926	683	73.8	473	51.1	--	--	--	--	--	--
1981	969	703	72.6	508	52.4	--	--	--	--	--	--
1982	902	641	71.1	383	42.5	--	--	--	--	--	--
1983	901	574	63.8	327	36.3	--	--	--	--	--	--
1984	979	542	55.4	310	31.7	--	--	--	--	--	--
1985	1068	595	55.7	--	--	--	--	--	--	--	--
1986	1006	555	55.2	--	--	--	--	--	--	--	--
1987	1027	496	48.3	--	--	--	--	--	--	--	--
1988	986	440	44.7	--	--	--	--	--	--	--	--
1989	1079	520	48.2	--	--	--	--	--	--	--	--
1990	946	614	65.0*	--	--	--	--	--	--	--	--
1991	967	799	82.7*	--	--	--	--	--	--	--	--
1992	971	876	90.3*	--	--	--	--	--	--	--	--
1993	1035	995	96.2*	--	--	--	--	--	--	--	--
1994	1017	1011	99.5*	--	--	--	--	--	--	--	--
1995	742	742	100.0*	--	--	--	--	--	--	--	--

Note: Years of Obligated Service:
 YG 1953 - 1961 3 years
 YG 1962 - 1967 4 years
 YG 1968 - 1995 5 years
 YG 1996 - Present 6 years

- Engineering** - **Andrew Talcott Class of 1818**
 Built first railroad in Mexico, devised the method of determining latitude by means of the zenith telescope
- George Washington Whistler Class of 1833**
 Consulting engineer for the St. Petersburg and Moscow Railroads
- Alexander Center Class of 1827**
 Panama Railroad
- George Cass Class of 1832**
 President of Pittsburgh, Fort Wayne and Chicago Railroad
- Montgomery Meigs Class of 1836**
 Planned and built government buildings in Washington
- Teachers & Educators** - **Alden Partridge Class of 1806**
 Founder of Norwich University & five other colleges
- Horace Webster Class of 1818**
 President of College of the City of New York
- Richard Smith Class of 1834**
 Director of Cooper Institute of New York City
- Alexander Stewart Class of 1842**
 Chancellor of the University of Mississippi
- Henry Coppee Class of 1845**
 President of Lehigh University
- G.W. Custis Lee Class of 1854**
 President of Washington and Lee University
- Authors** - **Ethan Hitchcock Class of 1817**
 Philosophical & Metaphysical study
- Charles King Class of 1866**
 Author of 57 novels on military life
 Examples include:
The Colonel's Daughter
Captain Dreams and Other Stories Under Fire...
An Army Wife...
Noble Blood: A Prussian Cadet Story
- Arthur Hardy Class of 1869**
 Author of 16 very successful novels
 Examples include:
But Yet a Woman
The Wind of Destiny
His Daughter First
- Ministers** - **Leonidas Polk Class of 1827**
 Protestant Episcopal Bishop
- Francis Woodbridge Class of 1837**
 Rector in Richmond, Virginia

George DeShon Class of 1843

Priest Superior-General of the Paulist
**Michael Simpson Culbertson Class of 1839 &
 Charles Elias Garst Class of 1876**
 Missionaries who died at posts in Far East

Physicians - Twelve from 1802-1902

Lawyers - Two hundred from 1802-1902

Public Positions - **George B. McClellan Class of 1846**
 Nominated for President of US by Democratic party in 1864. He then resigned his commission. Lincoln received 2,216,067 popular votes and 212 electoral votes. McClellan received 1,080,725 popular votes and 21 electoral votes. Governor of New Jersey 1878-1881

Ulysses S. Grant Class of 1843

Nominated for President of US by Republican party in 1868 and 1872. Won both elections. In 1868, defeated Horatio Seymour 3,015,071 to 2,709,615 (popular) and 214 to 80 (electoral). In 1872, defeated Horace Greeley 3,597,070 to 2,834,079 (popular) and 286 to 0 (electoral).

Winfield S. Hancock Class of 1844

Nominated for President of US by Democratic party in 1880. Defeated by James Garfield by a popular vote of 4,449,053 to 4,442,030 and an electoral vote of 214 to 155.

Academy Graduates were Congressmen and ambassadors, they also accounted for 11 state governors from 1802-1902.

Scientists - **Ormsby McKnight Mitchel Class of 1829 &
 Edward Singleton Holden Class of 1870**

Astronomers

**William Mather Class of 1828 &
 Charles Whittelsey Class of 1831**

Geologists

Alexander Bache Class of 1825 (great grandson of Ben Franklin) Superintendent of Coast Survey for 25 years

Sixteen graduates were members of the National Academy of Sciences, the highest American distinction of an American man of science between 1802-1902.

Manufacturers- **Robert R. Parrott Class of 1824**
Superintendent of West Point Iron and Cannon
Foundry: made rifled cast-iron cannons
Henry DuPont Class of 1833
Director and Proprietor of extensive powder
works at Wilmington, Delaware
William Franklin Class of 1843
VP and General agent of Colt's Firearms
Horace Porter Class of 1860
VP of Pullman Car Company 11

Endnotes

¹United States Military Academy, 2002--and Beyond: A Roadmap to Our Third Century (West Point, New York, 1987), 5.

²Dave R. Palmer, The Superintendent's Annual Historical Review (Washington, Government Printing Office, 1987), 115.

³United States Military Academy, 2002--and Beyond: A Roadmap to Our Third Century (West Point, New York, 1990), 2.

⁴Lieutenant General Dave R. Palmer of Minneapolis, interview by author, 4 December 1995, West Point.

⁵United States Military Academy Regulations (West Point, New York, 1979), 1.

⁶Palmer, interview

⁷Office of Institutional Research, Continuation Rates of USMA Graduates, Class Years 1950-1995 (West Point, New York, 1995), 1.

⁸Larry R. Donnithorne, Preparing for West Point's Third Century, A Summary of the Years of Affirmation and Change 1986-1991 (West Point, New York, 1991), 4.

⁹Centennial of the Military Academy (Washington, Government Printing Office, 1902), 878.

¹⁰Ibid, 891.

¹¹Ibid, 875-891.

¹²Ibid, 485.

¹³Palmer, interview.

¹⁴Brief Historical and Vital Statistics of the Graduates of the United States Military Academy 1902 - 1951 (West Point, Public Information Office, 1951), 11.

¹⁵Frank Borman and Michael Collins, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

¹⁶Joseph F. Albano, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

¹⁷Kent Abanathy, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

¹⁸Joseph J. Deponai, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

¹⁹Maurice M. Benetez, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

²⁰Frederic Malek, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

²¹Wesley W. Posvar, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

²²DeBow Freed, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

²³Donald Weinert, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

²⁴John Simpson, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

²⁵William E. Robinson, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

²⁶Michael E. Erickson, Letter to Prospective Candidate (West Point, Archives, 1987), 1.

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