

THE SUPERINTENDENCY OF MAXWELL D. TAYLOR: PLANTING THE
SEEDS OF LEADER DEVELOPMENT

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On 22 August 1945, Major General Maxwell Davenport Taylor participated in an emotion-laden farewell review of the 101st Airborne Division; the elite infantry outfit he had commanded so ably since prior to the Normandy invasion of World War II. After thirteen days of leave, he was sworn in as the fortieth Superintendent of the United States Military Academy, succeeding his wartime predecessor, Major General Francis B. Wilby. The only guidance he received from Army Chief of Staff Dwight D. Eisenhower, was to improve the teaching of military leadership and to maintain the Honor System.¹

Although guided by the seemingly simple wishes of his superior, General Taylor assumed the mighty responsibility of developing and implementing an educational program for cadets that would help them to become successful leaders in a post-war military rapidly advancing technologically. He fulfilled these expectations of General Eisenhower as well as his own, by introducing change at the academy based on a personal philosophy that emphasized character development as the key ingredient of a good officer. General Taylor's life as a child, as a cadet at the Academy, and later as an officer was marked by a strong character and concern for developing the mind and body, particularly his own. Under his Superintendency, cadet development toward this aim would be achieved through a liberal academic curriculum and

rigorous physical education and training. Additionally, military leadership training and moral-ethical development were enhanced by teaching responsibility in as practical an environment as possible.

General Taylor, as Superintendent of the United States Military Academy was the right man for the job at the right time. He owed his philosophy to his childhood upbringing, tenure as a cadet, exciting career as an Army officer during the inter-war period between World Wars I and II, and as a proven combat commander. Simply put, his past experience forged in him an indomitable belief that character was the key attribute of a successful professional officer and that it was derived through intellectual, physical, and moral growth. That is the philosophy he brought to West Point after World War II, and it would manifest itself both subtly and overtly in the reshaping of the Academy. He was successful in defining the Academy's mission then, and making contributions to the West Point experience that enhanced accomplishment of that mission.

Although often difficult to evaluate and judge the effects family and friends have on oneself, Taylor related his accomplishments in life back to his origins. Born on 30 August 1901 in Keyesville, Missouri, Taylor would learn the importance of intellectual development from the beginning with his very first experience in school. He attended the Kansas City public school system, which was of very high

quality, and many of his teachers would remain his friends throughout their lives. These people stimulated and encouraged young Taylor to progress faster than normal, enabling him to finish high school at the age of fifteen.²

Throughout his childhood, he never failed to be mesmerized by the stories his grandfather, a one-armed Confederate veteran, told him about the Civil War. Duly impressed at this young age, Taylor made a commitment in the sixth grade to become a major general in the Army. Although his father aspired for him to become a lawyer like himself, a military destiny lay in Taylor's future.³

By the time Taylor received an appointment to West Point, he was well grounded as an academician and scholar. His primary and secondary education emphasized classical studies. Although proficient with Romance languages, he was so weak in math and science skills because he lacked any formal coursework, he had to enroll at a junior college for two years to bolster these deficiencies so that he could gain admission to West Point.

As a cadet at West Point, he excelled academically, graduating fourth out of 104 in general order of merit from the Class of 1922. Regardless of the math, science, and engineering emphasis of the Academy curriculum, Taylor still maintained a keen interest in humanities and social sciences. Although electives were not offered in those days, this interest would become evident in his future

education and, most significantly, with his contribution to formulation of national defense policy and strategy during the Kennedy and Johnson administrations. His keen interest in the humanities and social sciences would also manifest itself in many of the changes he made as Superintendent.

He was grateful to the Academy for the exposure to sports other than tennis, which he led as team captain for two years, since such exposure rounded out his own character as he developed confidence and physical courage. The latter was an ability he considered essential to an officer in combat. Additionally, he seemed to have enough time as a cadet for recreational reading in the library, particularly in philosophy and military history.⁴

The Army's much improved officer education system helped him to develop professionally as well as to intensify his commitment to a military career. His West Point experience, coupled with subsequent military schooling stimulated further self-study and personal improvement. Taylor was the beneficiary of a directive from Army Chief of Staff, General Douglas MacArthur, whereby company grade officers could be selected for attendance to Command and General Staff College. Taylor was selected while a first lieutenant and schooled with Matthew Ridgeway and Walter "Bedell" Smith, to name a few. He stayed in the Army, where advancement proceeded slowly, because it offered him this environment for personal growth, despite the inferior

seniority system that promoted him to captain thirteen years after graduation.⁵

A behavioral scientist might correctly identify Taylor as being a person with a high need for achievement and personal and professional growth, with the drive to accomplish them coming from within.⁶ As Superintendent, he would frame the mission of the Academy to produce a liberally educated officer, instilled with a quest for knowledge and personal and professional growth that would continue beyond graduation. Command and General Staff College, the War College, language development, and teaching at West Point, all prior to World War II, stimulated his growth and strengthened ideas about the positive correlation between intellectual and character development. This wide array of experiences was the fuel for his own fire, a self-motivated quest for knowledge and understanding.

George Marshall provided Taylor with a personal example of character in leadership while he served on the Staff from 1941 and 1942. Although only an action officer in the G-3 section, his contact with the Chief of Staff was nevertheless frequent. The personal lesson he learned from Marshall was that a staff officer never present an issue to a superior officer for decision without having a well-thought out opinion of one's own.⁷ Taylor would be grateful to Marshall for selecting him to command the 101st

Airborne Division and to serve as Superintendent at West Point.

Recognition of the extreme importance of physical conditioning became even more paramount after his involvement with airborne operations during World War II. To be effective as a member of a fighting force, airborne soldiers, including the Commanding General, had to maintain high levels of physical conditioning. As commander of the 101st during the Normandy invasion, charged with a mission to secure terrain behind enemy lines, Taylor saw clearly the rewards of physically fit officers leading their soldiers by example.

Why did Marshall pick Taylor as Superintendent? Taylor states in his biography that he was not provided an explanation from General Marshall. No doubt he was a talented officer with a successful combat record and a reputation as an intellectual, an athlete, and an extremely competent Army officer. Also in his favor, perhaps, was the fact that he had been a cadet during MacArthur's Superintendency. This era marked a similar post-war transition period when the Academy returned to a four-year curriculum, integrating lessons learned from World War I. Taylor's selection essentially boils down to another brilliant decision by George Marshall. He was uncanny in his ability to pick the right people for the job and the Taylor decision was no exception.⁸

Given that providing the nation with the best officers in the world involved building their character, Taylor's agenda for West Point was destined for success. At least the credentials he brought with him generated an atmosphere of acceptance and optimism. The October 1945 Assembly, an alumni magazine put it succinctly:

In the service today there are few officers better qualified to pilot the Academy during its present transitional phase. In addition to his academic qualifications, he brings a brilliant record as the fighting commander of the 101st Airborne Division. To cadets disturbed by the lengthening of their stay at the Academy from three to four years he comes as a representative of the first four-year class to have graduated after World War I. A well conditioned officer, he can serve as a model of physical and mental health fitness to cadets and officers alike. He is possessed also of the flexibility which may prove essential in meeting promptly the changed conditions of military training which recent scientific developments may bring about.⁹

Prior to assuming command of the United States Military Academy, Taylor received no special instructions or guidance from the War Department, at least officially. This situation never changed while he was Superintendent. The only expression of interest from above, came from the new Chief of Staff, General Eisenhower. In an unofficial letter sent to Taylor at the beginning of his Superintendency at the Academy, the Eisenhower asked him to insure the continuance of the Honor System and to consider establishing a course in military psychology.¹⁰ Fulfillment of the

second request eventually led to today's Department of Behavioral Sciences and Leadership.¹¹

Taylor characterized his relationship as Superintendent with the War Department as being one in which he received little guidance and solid support, enabling him to make changes in the permanent faculty and curriculum without waiting for the anticipated rubber stamp approval in Washington. This decentralized environment was critical, enabling Taylor to accomplish as much as he did. No one will ever know how many other Superintendents had a vision and agenda that could not be put into effect because of an overbearing War Department or uncooperative faculty. Taylor interacted well with the permanent faculty. Another observation Taylor had of Marshall while Chief of Staff, was that "his strong personality had such an unnerving effect on officers around him that it adversely affected the quality of their work."¹² He would not make the same mistake with the West Point faculty. Nowhere in the records do signs of a conflict between Taylor and the faculty emerge, a situation so common throughout other Academy administrations, old and modern. William Clark, Taylor's aide-de-camp during his last two years as Superintendent, recently recalled that Taylor maintained a close and cordial relationship with senior members of the faculty, especially those on the Academic Board. He believed the key to Taylor's successful influence over the faculty was due to a

combination of common sense decision making within the transitional environment in which West Point was emerging and his intellectual competence. On the latter, Clarke stated emphatically that Taylor "had no intellectual equal" on the faculty, and Taylor knew it.¹³

Taylor inherited the decision for a return to the standard four year program, abandoned during the war, and forged a mission statement with educational goals directed towards integrating "lessons learned" from World War II into an Academy that would need to produce leaders who had the "character" necessary to lead effectively in an increasingly technological Army and further his personal education on his own. In a pamphlet published in March 1946 titled West Point Looks Ahead, Taylor outlined the academy's mission:

The mission of the Military Academy is to instruct and train the Corps of Cadets so that each graduate shall have the qualities and attributes essential to his progression and continued development throughout a lifetime career as an officer in the Regular Army.¹⁴

The nucleus of this statement de-emphasized specialty training for the service; a common practice during the war, particularly with regards to pilots. Furthermore, Taylor envisioned that the West Point experience would plant seeds in cadets that would grow roots and blossom as they became successful Army officers. Paramount in his thinking were lessons learned from World War II and advancement of

military technology. Having to exclude overweight and aging non-commissioned officers from participation at the beginning of World War II, Taylor witnessed many examples of inept leadership from the Junior officers thrown into combat roles to replace them. In a speech to the graduating class of 1946, Taylor described the qualities an officer needed to effectively lead the citizen and regular soldiers in combat:

I suggest that all the great leaders of the past and the present have been conspicuous for the following three qualities. First, they have been devoted to the welfare of their troops. Next, they have been richly endowed with human understanding. And finally, they have stood out by their professional competence and ability.¹⁵

His three-tier description of a good leader's attributes integrate the past and future. Based upon history and combat experience, these attributes described character.

West Point was at a cross-roads when he arrived as Superintendent. A world war was over and there were lessons that would demand the Army's adaptation. At the same time, characteristics of leadership had not really changed over the years. While he was confident of his understanding of leadership and character, he knew that rapidly advancing technology was changing the Army and the society it served. Taylor could have made what might have appeared at the time a wise decision; to force a narrowly focused curriculum based solely on either Math, Science, and Engineering, or Humanities and Social Sciences onto cadets. His keen

interest in the humanities and social sciences and his recognition of the needs of growing technology era influenced his premise that character development would depend heavily on influence from both tracks. Thus the academic basis for a liberal education that Taylor believed was so essential for character development was formed.

Intellectual development was the foundation necessary to "build" an officer who fulfilled his potential. Recognizing the importance social sciences and humanities played in his own education, Taylor fundamentally changed the "look" of the curriculum. He expanded the courses currently offered in these areas without detracting from math, science, and engineering programs. The net result was an overall increase in academic course load for cadets during Taylor's Superintendency. He expanded the Department of Economics, Government and History (which he changed to the Department of Social Sciences) and military history by increasing the number of faculty and courses they offered; resulting in a significant increase in exposure to cadets. He used the military history course to impress principles of leadership upon the First Class by having them study historical examples of proven leadership from the world's greatest generals.¹⁶

As a transient, Taylor knew that he had only a short time to make his mark in a manner that remained after he was gone. In the first month of his Superintendency, he

obtained all the help he would need. A Board of Consultants, consisting of distinguished civilian educators and general officers representing the principal components of the Army, chaired by the president of the Massachusetts Institute of Technology Dr. Karl Compton, visited West Point to criticize¹⁷ the new four year curriculum. The Board praised the new mission statement's inference of a broad-based liberal education with post-graduate education left up to the service branches after graduation, and recommended additional faculty positions. Additionally, they praised the concept of integrating a program of physical education and intramural athletics. Taylor could not have gotten more favorable comments to back his philosophy for cadet character development. The Board commented, however, that it appeared that cadet education was a bit too rigorous and demands on time resulting from the relentless and diverse activities should be reduced across the board to allow more time for reflection.¹⁸

Taylor accepted the validity of the observation, yet essentially dismissed the practicality of implementing any strategy to reduce demands. His past experiences taught him that success achieved by cadets in a demanding and stressful environment was qualitatively better than one he might get if the experience was too "easy."¹⁹ The question still remains: was it the Board's recommendations that influenced Taylor, or did they provide a convenient, official, and

external pledge of support? Taylor's personal philosophy was clearly congruent with his agenda for West Point: a liberal education within an environment in a disciplined military setting that demanded integrity and exceptional levels of physical fitness. Considering the transitional context in which Taylor operated, the question is moot. Taylor's agenda was congruent with the Board's recommendations, with the exception of the intense course load, because the needs of society and the Army were similar.²⁰

Taylor implemented many initiatives during the first year of his Superintendency. Prior to doing so, he set about as "his primary task a thorough study of the Academy as it was in relation to what it should become in the postwar period. He was interested in determining "whether the curriculum was consistent with the principles of a general education or whether a tendency to premature socialization had crept in during the war years." On military training, he wanted "to be sure that we were concentrating our attention on the requirements of leading the civilian soldier rather than professional enlistee of prewar days."²¹

Taylor could not have been more pleased with the quality of the professors who came to the Academy, particularly those who joined the departments teaching the humanities and social sciences. Scholars with distinguished

combat records and academic credentials were responsible for expanding the quantity and quality of contact with cadets under the Taylor administration. The most prominent new professors were Colonel George A. Lincoln in the Social Sciences Department, Colonel A.D. Stamps in Military History, and Colonel George R. Stephens in English. Having established a new course in Military Leadership and Psychology, Taylor hired²² officers to teach it who had been very successful in World War II. He felt that "the decorations on their coats were impressive evidence of their right to teach leadership and induced in the cadets a respectful attention."²³

He gave special attention to the English Department. Colonel Stephens, prior to coming to West Point had been a civilian Professor of English at the Naval Academy. It is not surprising that Taylor would place so much emphasis on upgrading the teaching of a languages. So serious was he about improving the quality of cadet's English experience, that each year he made a special speech to the Fourth Class, encouraging them to take seriously the need to become effective communicators.²⁴

Cadet exposure to humanities and social science courses increased steadily without significant reduction in math, science, and engineering courses. Cadet time certainly became a premium under Taylor's reign. Two years after he arrived, he reported that "there had been a

definite trend away from the rigid scientific-mathematical training of former times in order to create a course interspersed with so-called liberal subjects." In fact, social sciences and humanities occupied 40% of the cadet's course load. With the permanent departure of equestrian training from the curriculum, space was made available for this gradual increase in social science, history, economics, and language courses. Included in the Department of Social Science was a new course that studied national security.²⁵

Taylor implemented the Aptitude System designed to identify to the Academy cadets who failed to measure up to acceptable standards of character and leadership. Cadets who satisfied mental and disciplinary requirements but lacked the spark necessary to lead soldiers in combat were separated under the system. Based on ratings from peers, tactical officers, and instructors, a psychological profile of the cadet was constructed to identify those who would be considered for separation. The system was essentially designed by the new Department of Military Leadership and Psychology.

Taylor was enthusiastic about the whole process. Since he believed that leaders possessed certain acquired traits, the Aptitude System not only fit into his view of leadership and character but that held by personality psychologists of his time. Unfortunately, Taylor did not have the benefit of the knowledge that we have today that

refutes the trait theorists view that leaders are born, not made.²⁶ The system articulated a methodology for assisting cadets to develop their character or pointing them towards another career field.²⁷

Despite his keen interest in humanities and social sciences, Taylor emphasized maintaining a balance with math, science, and engineering, even in light of the growing technology, because he never forgot that people had done the fighting in wars in the past and would do so again in the future, regardless of how many "push-button" weapons had been invented. The hard sciences definitely had their place in developing a young man's mind for solving problems. Yet, the humanities and social sciences would take that well conditioned mind and refine its ability to consider the human factor. Taylor emphasized that officers lead men, not machines.²⁸

Although MacArthur, during his Superintendency, emphasized that every cadet would be an athlete, Taylor considered athletics integral to the development of character in cadets and used it as a litmus test for admission and graduation. Statistically, he saw a positive correlation between cadets who were in trouble academically, emotionally, physically, or militarily. The reverse was also true. Cadets who were not in trouble, were usually physically fit. To reduce the possibility of the former situation occurring, the Academy established rigorous

aptitude requirements to screen out those applicants whose chances of success seemed doubtful. Faced with declining applications for admission to the Academy, reminiscent of previous post-war societal de-emphasis of the military, this was a particularly bold strategy for Taylor to follow.

Cadets were placed on a timetable and expected to improve in performance over the four years. Those who did not meet the standard were separated. What was a harsh philosophy to some, was a means to spare the Army officers who did not have sufficient character to lead soldiers in combat.

Cadets were not the only ones on the receiving end of his philosophy. Taylor travelled extensively throughout the world, spreading his personal philosophy of leadership, which by the time he left the Academy for Berlin, had become the West Point message. His most prolific speeches covered the topics of West Point's curriculum and leading the American soldier. Clearly, success with the former would lead to success with the latter. Taylor never lost sight of the most important challenge that lay ahead for graduates of the Academy: leading soldiers in combat. He knew that for new graduates to succeed, they would need to have a character shaped by the development of their mind and body; that had been his personal formula for success, and he was confident it would work for others.

Cadets' lifestyles improved with Taylor at the helm. He established a program whereby cadets travelled the

country on speaking engagements, usually in their home town. This served not only as a means of extending privileges to cadets, but a clever way to gain positive exposure for the Academy. In terms of privileges, Taylor believed that more of them should be granted to those who earned them with hard work in the classroom and in the gymnasium. Weekend passes, allowing cadets to leave West Point in civilian clothes and drive cars became common practice for those who earned the privilege.

Taylor was a successful concensus builder. There was little strife between himself and the hierarchies controlled by the Dean and the Commandant of Cadets. Considering the misery and turmoil so many other Superintendents had to weather, with few lasting results after their departure, as in MacArthur's case, Taylor's impact was marked with a positive tone and long-lasting effects from his presence.²⁹

Taylor's Superintendency was characterized as reflecting past experiences and pursuing a standard of excellence deemed necessary in the future. His own intellectual and physical development, ingrained with honor and integrity, were reflected in the way he went about business at the Academy. His more than three years in charge were a testimony to the successful application of all that he was.

Maxwell Taylor came to the United States Military Academy as a distinguished soldier-scholar during a period

of transition in the country and the military. His philosophy of character development was based on thorough development of the mind and body. Intellectual development consisted of a liberal mix of hard sciences and humanities. Paramount for the future leader, in his eyes, was the importance of physical conditioning. Mental and physical development was enhanced by moral development so that the end result was an officer who could effectively lead the citizen-soldier in combat. He successfully introduced lasting changes at West Point that echoed this philosophy. As Colonel Roger Nye, retired Army officer and military historian inferred in a recent seminar with the West Point Fellows, gone was the traditional Academy that had reared the likes of Patton, Eisenhower, and Taylor himself. In its place Taylor left, as Superintendent, one that was exploring and applying new notions of leadership through character building and ways to impart it to cadets.³⁰

The legacy he left West Point was the strength and resolve of his own character, a character so strong, that after rising to the highest position in the Army as its Chief of Staff, he would oppose President Eisenhower's policy of nuclear deterrence which advocated complete annihilation as the only possible recourse, while reducing a standing Army to a fraction of what was needed. Taylor's response was for the Army to have the "capability to react across the entire spectrum of possible challenges."³¹ This

he said in a book, Uncertain Trumpet, that he wrote shortly after retiring in 1959. John F. Kennedy was so convinced of the country's need to adopt Taylor's strategy of "flexible response," that he would ask Taylor to come out of retirement and become his personal advisor, eventually taking over as Chairman of the Joint Chiefs of Staff.

There appears a continuity of philosophy that emerges from Taylor throughout his career. As Superintendent, character development through a broad-based liberal education would provide the nation Army officers necessary for the military to be successful in the age of flexible response. The Army that he thought should be able to go anywhere in the world to fight for democracy, would need officers with character--Maxwell D. Taylor knew that West Point could provide them

NOTES

1. As with any undertaking involving a prominent figure, the best place to start is with his or her autobiography. In Swords and Plowshares, Taylor emphasizes that the letter from Eisenhower to him was informal; nothing more than an expression of a strong interest by the Chief of Staff that probably appealed to Taylor's own concerns and plans.

2. So important did Taylor consider his academic upbringing prior to coming to West Point as a cadet, he stated in Uncertain Trumpet that being a member of his high school debate team did more to prepare him for military and public service than anything else. The reference to maintaining relationships with former teachers illustrates his sincere interest in academia.

3. Swords and Plowshares, p. 23.

4. Taylor gives us a glimpse at his development early on of an interest in the humanities and social sciences. No library records are available to determine if he was the exception to the rule.

5. Swords and Plowshares, pp. 29-30. He was one of only five or six lieutenants out of a total of 125 students entering in 1933.

6. Motivation and Work Behavior, pp. 59-64. Murray's Manifest Needs Theory describes the presence in humans of needs that are made up of two components: 1) a qualitative, or directional component which includes the object toward which the need is directed; and 2) a quantitative, or energetic component which consists of the strength or intensity of the need toward the object. One can look beyond one's intuition while reading about Taylor's life and classify him as a high need for achievement and growth individual, based on his behavior. For more information involving different theoretical perspectives, see Maslow's Need Hierarchy Theory (pp. 43-44), and Alderfer's Modified Need Hierarchy Theory (pp. 44-46) in the same text.

7. Swords and Plowshares, p. 39.

8. Major George Eliot's article, "To Get the Best," describes General Marshall's method for tracking, grooming, and promoting general officers before and during World War II. Prior to outbreak of the war, he selected a group of officers--Eisenhower, Dever, Bradley, Patton, etc--based on his personal evaluation of the individuals, and put them

through increasingly difficult tasks; manifested in a rapid sequence of assignments, giving the officer a broader look at the organization he was rising in. Marshall's hope was that these officers would either fold or be ready to lead large Armies later. Taylor's name is not mentioned, yet if you look at his assignment pattern while Marshall was Chief of Staff, you can detect a trend similar to the one described. Taylor was more than likely in Marshall's "little black book," and never let his boss down. Knowing Taylor's subsequent career after West Point as a distinguished general officer and statesman, is also "proof of purchase" for his selection, but hindsight does not count here.

9. No author is listed for this October, 1945 Assembly article introducing Taylor's arrival at West Point.

10. Swords and Plowshares (p. 112) and Eisenhower's letter to Taylor provide corroborating language.

11. In this February, 1988 Assembly article, Colonel Howard Prince and Colonel Wilson provide a concise and informing review of the leadership legacy Taylor left the Academy. They give Taylor credit for establishing the department that would evolve into today's Department of Behavioral Sciences and Leadership.

12. Swords and Plowshares, p. 40.

13. In a conversation with William Clark, who is Assistant Secretary of the Army for Manpower and Reserves, on November 9, 1988 at the Superintendent's quarters, he talked at length about Taylor as the Superintendent. He emphatically maintained that Taylor's relationship with the faculty was positive in every sense. Taylor had a mind like a steel trap which seemed to squelch any of the faculty from calling into question his ideas for change. He stated that Taylor was not overbearing, just well respected intellectually. Additionally, he talked about Taylor's dashing physical appearance and his penchant for maintaining a high level of physical conditioning by playing tennis with the cadets.

14. Although Taylor's name is on the pamphlet as its author, the possibility exists that formulation of the mission statement began as a working concept before his arrival.

15. Reading Leading the American Soldier, one gets the impression when Taylor has just spent the last four years--in combat. He knows what worked and failed and is

bound and determined to impart those lessons learned at West Point.

16. Swords and Plowshares, Chapter 8, and West Point Looks Ahead, p. 3, and Annual Report of the Superintendent, (1946-1949), all provide comments and data indicating overall reform that took place during Taylor's tour. His period marked the first positive trend towards an increase in the social sciences and humanities that were not reduced after his departure.

17. The word "criticize" is not meant in the derogatory sense at all. Implied instead is an objective appraisal of the curriculum by the Board.

18. Swords and Plowshares, pp. 113-114. Also Annual Report of the Superintendent published for the 1945-46 year.

19. Clearly, this is a subjective comment on my part. Referring again to the needs theory and the developmental process that Marshall is purported to have put Taylor through prior to World War II, one can get a sense that Taylor expects similar behavior in others--if they want to be leaders.

20. Another subjective, yet logical conclusion. If anything, I imply that Taylor was in the mainstream in his thinking regarding higher education and the needs of the Army.

21. Swords and Plowshares, pp. 112-113. He lays out his plan for the first year, yet changes are made prior to the end of that first year. I am suggesting that Taylor had an agenda before arriving and began implementing subtle changes early on.

22. It is difficult to determine conclusively just how involved Taylor was with senior faculty selections. He implies in Swords and Plowshares (p. 114) that he was the one doing the hiring.

23. Swords and Plowshares, p. 114.

24. This annual speech to the Plebes, other than the commencement speech to the graduating Firsties, was the only occasion where he spoke to any class on an academic matter. I believe it shows his sincere concern for cadets' development of solid communication skills. Even though he had success bringing in Colonels Stephens and Aispaugh to teach English, Junior grade instructors were hard to find.

His close participation may have also been designed to shore up these instructor shortages.

25. West Point, its Objectives and Methods, p. 4.

26. Personality psychologists today are beginning to converge on a theory that takes into account not only a person's genetic predisposition, but his or her response to interaction with the environment. In short, we are all born with certain tendencies, yet they are only activated by the environment and dependent upon the manner in which we react. Taylor may not have given enough credit to environmental impact on development. He infers that some people just did not have the right stuff and could not be helped. For more on personality development, see Personality: Strategies and Issues (section I).

27. West Point Looks Ahead, pp. 10-12.

28. Physical Training in a Push-Button Era. In this speech, Taylor clearly links the lessons learned from World War II to the needs of the future by reminding us that technology will never replace the need for physically fit officers.

29. In American Caesar, Manchester reports through MacArthur's aide-de-camp, that MacArthur did not fair well with the Academic Board. Apparently, MacArthur's arrogance and heavy-handed approach towards the Board spelled failure for the reforms he hoped would remain after his departure; most of them involving a move with the curriculum towards increased emphasis on social sciences and humanities.

30. Colonel Nye met with the West Point Fellows on October 4, 1988 to provide his assessment of West Point development as an institution throughout the 20th century. The traditional era (from 1900 to 1945) typified the small student body that was isolated and did not depend on outside support. Taylor was essentially the first Superintendent during the modern era that has seen expanses in the Corps and physical plant at West Point. Integration with society through increased visibility has probably been the hallmark indicator of the modern era. Advancing technology assisted this increased integration with society.

31. Uncertain Trumpet, p. 6. This is the book he publishes shortly after retiring in 1959 where he outlines his theory of "flexible response," which is in direct conflict with President Eisenhower's "massive retaliation." Not only is he at odds with the president because of the Army's reduced mission, he fundamentally disagrees with him

ideologically. This book is an excellent example of the natural tendency for flag officers to develop strategic ideas that span beyond military missions; a developmental direction that Kennedy expected to see in leaders of high rank and position such as the Joint Staff.

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