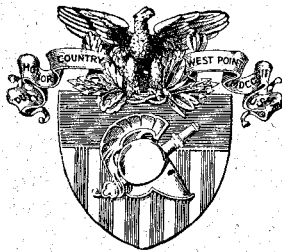


ANNUAL REPORT
OF THE
SUPERINTENDENT
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MILITARY ACADEMY

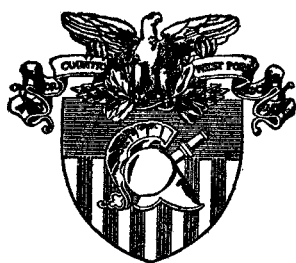


1922

WEST POINT, N. Y.
United States Military Academy Press

ANNUAL REPORT
OF THE
SUPERINTENDENT

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Annual Report of the Superintendent of the United States Military Academy.



Headquarters United States Military Academy,
West Point, New York, June 20, 1922.

From: The Superintendent, U. S. M. A.
To: The Adjutant General of the Army.
Subject: Annual Report for year 1921-1922.

The past year has seen four classes under instruction at the United States Military Academy for the first time since 1917. It has been possible during this year, therefore, as it has not been fully possible before, to consider and measure the success of the reconstruction plans undertaken at the conclusion of the World War. The class which has just graduated during this month is the first product of the new program.

It will be remembered how completely the old West Point was disrupted by the World War. The class of 1917 was graduated in April of that year, and the class of 1918 in August of 1917. Then the year 1918 saw the graduation of three classes, leaving on November 2d only one class in the institution, a Fourth Class which had been admitted the previous June. An additional class was admitted later in November. When I assumed command June 12, 1919, I found these two classes in the Academy, each of them under instruction less than a year. It is no exaggeration to describe conditions with respect to the course of training at that moment as chaotic. Orders had been issued to prepare the first of the two Fourth Classes for graduation in 1920 and the second for graduation in 1921. These

orders were modified in May, 1919, by changing the curriculum to a three-year basis for graduation. Hardly had the Academic Board drawn up a plan for a three-year course of study and training, than the Act making appropriations for the support of the Military Academy for the fiscal year ending June 30, 1921, was passed, containing the provision that "the course of instruction at the United States Military Academy shall be four years." Thus within a single year, preparations had to be made for three different courses of training preparatory for graduation at different periods.

This uncertainty with respect to the curriculum was not the only reason for the chaotic conditions. The morale of the cadet body was low. Following the armistice, twenty-four cadets resigned from the Fourth Class A (entered in June) and eighty-five from the Fourth Class B (entered in November). The educational qualifications for admission had been largely disregarded in the case of the cadets who entered in November, and as a consequence seventy-three of them failed in the spring tests. The traditional disciplinary system, so largely built around the prestige and influence of the upper classmen, was impossible in a situation where there were no upper classmen. Cadet officers had never known the example of cadet officers before them, and the body of the Corps had a most imperfect idea of the standards of bearing and conduct which have been characteristic of the cadet for over a century. The old West Point could not have been recognized in the institution as it appeared in June, 1919. It had gone: it had to be replaced.

We had the buildings and equipment for a great military educational institution; we had the traditions of the old West Point implanted in the character of its

graduates; we had the experience of the World War to point our way; we had the assurance of loyal and devoted service from the fine corps of officers on duty here; and we had a point of departure in the legal establishment of a four-year course of study and training. Our problem was upon these foundations and with these guides and aids to build a new West Point which should continue the fine traditions of the old and should give the most thorough preparation of officer personnel for the next possible future war.

The Academic Board, containing the heads of all the departments of instruction and training, sat with the Superintendent as its presiding officer day by day through a great part of the summer of 1919 formulating a new program for a reconstructed West Point. This program was presented in full in my report of June 30, 1920, but it is worth while at this point to summarize briefly its main items. The Board first formulated a statement of the function of the Military Academy in the following words: The function of the Military Academy is to give, in addition to that character-building for which it has long been famous, and in addition to the necessary military and physical training, such a combination of basic general and technical education as will provide an adequate foundation for a cadet's subsequent professional career. The Board then dwelt upon the plans by which the moral fibre of the cadets would be strengthened and self-reliance and self-discipline encouraged. It emphasized the fact that in military training the purpose of West Point was to give a broad general conception of all branches of the service and of the function of each branch in the organization of the division, corps, or army; and it outlined the plans of the Tactical Department for fulfilling this purpose.

It discussed the place and value of physical training in the preparation of officer personnel, and drew up a system of supervised athletics for all classes. It discussed modifications in the curriculum of studies, and adopted a course of study giving more emphasis to the liberal and cultural courses than theretofore. It stressed the necessity for, and means of, coordination between departments handling related work. It considered and outlined the methods of instruction, and made recommendations concerning the officer personnel. And it ended with a diagram of the new program of instruction and training.

The prompt approval of this Academic Board report by the War Department enabled the Academy to begin the program with the opening of academic work in September. A program, however, is in itself a lifeless thing, a mere skeleton, and it has been the constant effort of my administration to put flesh and blood upon it and to imbue it with life. The new system had to begin, of course, on a partial basis, for even at the beginning of the academic term in September, 1919, only three classes were under instruction, and the senior of these had been at the institution only since June, 1918. During the three years that have elapsed since then, the Academy has steadily progressed toward a sound and healthy body. And during this last year, as was said before, we had the opportunity for the first time to view the new course of instruction and training in its full operation with four classes. We can now consider frankly and confidently prominent features which characterize this new West Point started since the World War.

The standards of bearing and conduct in the old Corps of Cadets have been re-established in the new

Corps. Although the early classes under the new conditions lacked the precept and example set by upper classmen, they have under the careful and tactful guidance of the officer personnel met nobly their responsibilities in carrying their share of the burden of inculcating and maintaining these standards. They have the same pride in the corps as characterized their predecessors, and the same whole-hearted devotion to the ideals of Duty, Honor, and Country. The most precious assets of the old West Point have been conserved in the new. The graduates of to-day will prove to have the same character for trustworthiness as in the past.

In the matter of discipline, it is a source of great satisfaction to record a marked success in developing among the cadets a sense of their own individual responsibility for the proper performance of their duties. Self-discipline has been the ideal held before them, a discipline arising from their own conscious efforts to develop those habits of military bearing, neatness, accuracy, and promptness which mark efficient officers. Demerits are still awarded, of course, but are rightly regarded as intended to be corrective rather than merely punitive. The close personal contact established between tactical officers and cadets in the discussion of reports has been an important factor in developing the new sense of discipline throughout the Corps.

It has been my policy to allow certain privileges to the upper class cadets which would serve both as a relaxation from the rigid grind of study and training and as a means of keeping touch with the ways of ordinary life outside the walls of the institution. They have for example during the academic year been permitted to have six-hour leaves, at times when such leaves

interfered with no duty. During the summer encampment period, they have been given week-end leaves interfering with no duty. All cadets have been allowed to have five dollars a month from their pay in cash to be expended at their own discretion. Although occasional abuses of these privileges will undoubtedly occur, I believe that the results as a whole have greatly benefited the cadets. They no longer are mured up within the Academy for two years at a time. They acquire by their small business transactions and by their contact with the outside world the beginnings of an experience which will be of value to them when they graduate. Without such opportunities of business and social contact, the cadet is graduated and thrust out into the world a man in age but a high-school boy so far as his experience goes. Much of the criticism of narrowness and provincialism which has been directed at the Military Academy in the past has been due to the restricted range of interests possible for cadets during these four important formative years of their lives. They had no opportunity to familiarize themselves with the ways and methods and manner of thought of people in the world without, so that when they graduated and mingled freely with their fellows they had no common background of knowledge and feeling on current affairs. These few privileges extended to the cadets in recent years will go far to break down the walls of isolation and broaden their experience.

The most important single feature of the military training system has been the removal of the cadets from West Point to a regular army encampment for the summer period. This change from the old plan of keeping the Corps during the summer at West Point has proved a marked success. By this new system, the

cadets are brought into direct contact with actual service conditions during this important period of their military training. Consciously and unconsciously during their stay in the same cantonment with enlisted men of the regular army, they absorb a vast amount of useful knowledge of the soldiers whom they will later command. They gain in those qualities of self-confidence and assurance which are so valuable to efficient leadership. They learn more of human nature; they acquire understanding, sympathy, and tact. The entire experience both broadens and deepens their character.

But the advantages of training at a cantonment away from West Point are not confined to the cadet's contact with enlisted men under actual service conditions. At such cantonments, wider opportunities are presented for extending the variety of practical military experience as a part of the training. Field Artillery practice is possible on normal ranges under conditions simulating those of actual war service—something impossible at West Point because of the topography. Observation balloons are in constant use, and cadets stationed in them are trained to observe and transmit firing data. Airplanes have a suitable field for rising and landing—there is no such field at West Point—and cadets accompany the pilots as observers. Topographical work can be planned for cadets over ground not familiar to them. Tactical problems, marches, manoeuvres can be arranged with the added interest and originality which comes from new surroundings. The great handicap to military training in modern methods which is ever present in the topography of West Point is overcome by this simple plan of removing the Corps during the summer period to a regular army canton-

ment. It is to be hoped that a suitable location may be found for future encampments and that a permanent policy of summer training may be formulated.

The new system of physical training, instituted with the general reorganization of the curriculum following the war, has operated this past year with four classes in attendance with the same smoothness and efficiency as in 1920 and 1921. It will be remembered that the essential feature of this new system—new not only to West Point, but to all other collegiate institutions in the country—is the instruction of each cadet in all the major branches of athletics as a part of his regular curriculum. The purpose of the system is to transmit to all the individual members of the student body the undoubted advantages which have heretofore been largely confined to those participating in inter-institutional competitions. These advantages I conceive to be the coordination of mental and physical effort, an appreciation of the principle of cooperation, the development of hardihood and courage, and the inculcation of an aggressive and determined spirit.

It is impossible not to be enthusiastic over the success of this system, now that it has been in operation with the full complement of cadets in the Academy. The former disciplinary physical training has been retained throughout the Fourth Class year as the foundation for all forms of physical activities. Parallel with this training is begun in that same year instruction in mass athletics in the sports baseball, football, basketball, soccer, lacrosse, track, tennis, golf, and hockey. By the most careful and complete organization, the cadets are divided for instruction into sections of not more than twenty-five men, and each section has one or more trained officers supervising its progress. A

sufficient period, usually about six weeks, is allowed for training in each sport to enable cadets to familiarize themselves with the rules and principles of the game and to develop their latent abilities. Intramural contests, as between companies or battalions, add to the natural appeal of athletics in stimulating interest and enthusiasm.

It seems hardly necessary to emphasize the value of this system in the training of the future officer of our army. Nothing more quickly than competitive athletics brings out the qualities of leadership, quickness of decision, promptness of action, mental and muscular coordination, aggressiveness, and courage. And nothing so readily and so firmly establishes that indefinable spirit of group interest and pride which we know as morale. The cadets graduated under this system will be not only the most efficient leaders themselves, but will be equipped for supervising athletics and giving practical instruction therein to the men of their organizations.

The development of this policy of mass athletics has been the most important feature of the physical training system in the new West Point. The importance of intercollegiate athletics, has, however, not been overlooked. The policy governing 'Varsity sports contemplates the development of specially qualified cadets through intensive training and coaching for the purpose of putting in the field the best teams in the various games which the Academy is capable of producing. The value of the intercollegiate contests is two-fold:—first, in stimulating and vitalizing corps morale; and second, in establishing interesting contacts with other institutions of the same collegiate grade as West Point. With this conception of our right policy and of the

value of intercollegiate contests, we have extended the number of sports in which the Academy is represented by 'Varsity teams. Whereas football, baseball, and basketball, and occasionally hockey, were the only intercollegiate sports in which the Academy was formerly represented, West Point has to these added teams for lacrosse, soccer, tennis, golf, polo, track, and aquatics. And those interested in the Academy may well be proud, not only of the showing made in the competitions, but of the reputation being established in the various lines of fine, clean sportsmanship on the part of West Point teams.

Before leaving this subject, it is proper to incorporate here a passage from the report of the Board of Visitors composed of members of the Committee on Military Affairs of the House of Representatives, submitted after their inspection of the Academy May 19, 20, and 21, 1921. This passage contains recommendations in which I concur:—

“The Board heartily approves of the development of the course in physical training. Indeed, it feels that the question of conducting a model course in physical training and athletics at this great military school is so vital and so closely allied to the broad question of the betterment of the physical qualifications of the youth of the Nation that it recommends the establishment at the Military Academy of a separate department of physical training. Physical qualities determine the destiny of the intellect. In military life physical leadership is a necessary ideal. It is more than self-evident that if separate branches of intellectual activity require separate departments, this fundamental and basic branch of training requires a department of its own.

It is the belief of the Board that this new department of physical training should be established at the Academy coordinate with the academic depart-

ments and that at the head of it should be a director of athletics appointed in the same manner and with the same standing on the academic board as the professors of the academic departments."

Upon the academic side of the institution, the program laid down in the reorganization plan has been faithfully and efficiently carried out. The presence of a First Class for the first time since 1917 permitted the reestablishment of the First Class course. In this course, the work under the Department of Civil and Military Engineering has been definitely grouped as (a) Military Engineering and (b) Military Art and History. The instructors in the department have been divided into corresponding groups, the hours of instruction have been separate, and the teaching of the two subjects has, it is believed, been more efficient than ever before. One notable change has been the omission under Military Art and History of the detailed study of the campaigns of the Civil War and the substitution therefor of the campaigns of the World War.

The past year has witnessed the teaching of the new course in Economics and Government, approved by the War Department in the plan for the reorganization of the curriculum. The subject of government was taught during the Fall Term; the subject of economics during the remainder of the year. In the former, after an introduction to the theory and general principles of government, attention was concentrated upon functions and methods in the United States. In economics, an outline of the outstanding features of the modern industrial system was followed by the study of business organization and combination and by investigation of the nature, importance, and functions of money and credit in the process of production, distribution, and exchange. In the time available, the attempt was

made to give to the cadets a sane and sound basis of knowledge of the existing economic organization.

In the Law Department, instruction was given in the subjects of Elementary Law, Criminal Law and Evidence, Constitutional Law, and Military Law. The method of instruction has been a combination of lectures with practical applicatory tests. It is believed that this method has been efficient and has produced very satisfactory results. Each cadet successfully completing the course is competent to act as a summary court officer, a counsel, a trial judge advocate, or a member of a court.

In Ordnance and Gunnery, the course of instruction has been reorganized to cover the advances made in ordnance designs and methods resulting from the experience of the World War. By arrangement with the Department of Practical Military Engineering, instruction was given in mechanical trades to each cadet of the Second Class for nine periods, in addition to the regular work of the Ordnance and Gunnery Department throughout the academic year with the First Class. This work in mechanical trades has been revised to include the manufacture of tabourets and surface gauges by the Second Class and the manufacture of complete bench lathes by the First Class.

On Saturday mornings throughout the academic year, the First Class has been under instruction by the Department of Tactics. This instruction has comprised a series of lectures, whose nature is illustrated by the following selected titles:—Air Service Organization and Supply; Traditions of the Army, and Customs of the Service; operations of the — Divisions in the World War; The Education of an Officer; Life Insurance; The R. O. T. C., its aims, opportunities, and

possibilities; Duties, Responsibilities and Opportunities of Regular Officers detailed with the National Guard; The Separate Branches of the Service; Psychology of handling men; Duties, Responsibilities, and Opportunities on entering the Service.

I have dwelt somewhat fully upon the course of instruction for the First (or Senior) Class in the Academy because, as mentioned before, this is the first time the Academy has had a First Class for five years, and because important curricular changes were involved in the instruction of this year. In reporting the curricular activities of the Second, Third, and Fourth Classes, it will not be necessary to go into so much detail. I shall mention, therefore, merely important features which have been introduced in the effort to increase the efficiency of instruction.

In the Department of Natural and Experimental Philosophy, the course includes The Slide Rule, Precision of Measurements and Graphical Methods, Elementary Mechanics, Wave Motion, Sound, and Light, Technical Mechanics, Hydraulics, Aerodynamics, and Astronomy. Slight readjustments of relative time allotted to the different subjects, and new problems and demonstrations have been introduced where judged advisable.

The Department of Chemistry and Electricity has been materially helped by the receipt of a quantity of spare Chemical Laboratory apparatus and supplies transferred from the Coast Artillery School. The following lecturers have presented valuable matter supplementing the regular instruction: Major E. J. Atkinson ("Chemical Agents in Battle"); Professor Ralph H. McKee of Columbia University ("Motor Fuels Ten Years Hence"); Dr. W. C. Geer, Vice-President of

the Goodrich Company ("The Manufacture, Chemistry, and Uses of Rubber Goods"); Dr. R. B. Moore, Chief Chemist of the Bureau of Mines ("Helium, its History, Properties, and Uses in Aeronautics"); and Professor Harold Hibbert of Yale University ("The Role of Cellulose in the Late War").

In Spanish, the effort was made in the time available to give the usual thorough grounding in grammar, and instruction and practice in reading, composition, and conversation.

In French, the Third Class was the first to complete the course under the new system of dividing the study into two half-courses extending over two years (Third and Fourth Class years). Although it was found necessary to take some lessons at the beginning of Third Class year to refresh the cadets on matter learned in the previous year, the system has proved generally satisfactory.

In Mathematics, the chief revision has been an arrangement of the work of the Fourth Class year to meet the needs of those cadets admitted with poor preliminary mathematical training. These changes involved the planning of a new and simpler course for the lower sections of the class.

In Drawing, the chief innovation has been in the field of topographical drawing. Each cadet has been required to compile a large scale map, following the procedure employed in the preparation of Battle Maps of the theatre of operations in the American Expeditionary Forces in France. This map formed the basis for instruction in cartography and map compilation, as well as affording practice in the art of topographical drawing, the interpretation of ground forms, and the use of conventional signs.

In Military Hygiene, instruction was given under the new schedule to the Second Class in the months of January, February, and March. The lecture method was followed, with partial reviews after each group of four lectures, and a written review at the conclusion of the course. The Department was assisted by two outside lecturers, Doctor V. C. Vaughan of the National Research Council ("The Control of Communicable Diseases in the Army") and Dr. F. E. Williams of the National Committee for Mental Hygiene ("Mental Hygiene in the Army").

The outstanding feature of the English course during the year has been the increased emphasis upon the oral exercises. A series of graded exercises has been given in both prepared and impromptu public speaking, leading finally to the preparation and delivery of a formal debate. The degree of success with this oral work as revealed by the final tests has been so high as to warrant a continuation of this feature, with every effort exerted to make it of the utmost practical value to the cadets.

In History, increased emphasis has been placed upon the treatment of Far Eastern issues. By text-book study and by lecture matter, these issues have been outlined and correlated with the existing world situation. In the regular course, the introduction of partial review lessons at frequent intervals—four or five lessons apart—has enabled the department to clinch the chief facts firmly in the minds of the cadets.

Throughout the whole year, the heads of the various departments of instruction have consulted together with a view to the most efficient coordination of work in related subjects. Distinct progress has been made in this regard. I may mention especially adjustments

between the work in the Department of Natural and Experimental Philosophy and the work in the Departments of Engineering and of Ordnance and Gunnery. Part of the course in Government in the Fall Term was modified to coordinate with the study of Constitutional Law in the Spring Term under the Law Department.

One important innovation has been the introduction of required newspaper reading by cadets. By courtesy of the management of the New York *Herald*, and of that of the New York *World*, each cadet has had supplied to his room a copy of the morning paper. The reading of this paper has been made a part of the daily lesson preparation for the courses in English, History, and Economics and Government. In the recitation room, the first ten or fifteen minutes of the period have been spent in a succinct report and discussion of the important features of the day's news. The policy has been a decided success. The interest of cadets in current events has been stimulated, and his range of information greatly widened.

In a further effort to arouse and maintain the interest of cadets in contemporary issues of nation-wide and world-wide importance, the plan of inviting men of eminence to address the Corps has been continued. These lecturers have been of the very greatest value to the institution. It is a pleasure in this report to acknowledge and pay tribute to their self-sacrificing willingness. The list of lecturers, with their subjects, is as follows:

Professor W. O. Stevens of the United States Naval Academy:—Sea Power in the World War.

President W. H. P. Faunce of Brown University:—Education.

C. U. Clark:—Current European Affairs.

Magnus W. Alexander of the National Industrial Conference Board:—Industrial Questions.

E. E. Slosson, Chemist:—The Economic Independence of the United States.

George E. Roberts, Vice-President of the National City Bank of New York:—Currency and Our National Development.

G. W. Wickersham, Jurist:—The Federal Judiciary.

Melville E. Stone, Publicist:—The Dissemination of News.

Dr. J. E. Goldthwaite:—Posture and Physical Fitness.

The plan of sending instructors in modern languages abroad during the summer period for travel and study has proved of decided advantage to the standards of teaching in the Academy. Eight officers from this department were sent to France and Spain in the summer of 1921, and each one thereby increased his value as a language instructor to a very marked degree.

The teaching staff of the Academy suffered a great loss during the Spring in the retirement of Colonel Gustav J. Fieberger, Professor of Civil and Military Engineering since 1896. During his long service as head of this important Department, he had developed its course parallel with the engineering progress of the time and ever with the needs of the Army first in mind. It is a pleasure to record that the War Department's appreciation of his services was evidenced by the award of the Distinguished Service Medal at the time of his retirement.

In the Cadet Chapel, extensive additions to the magnificent organ have been made possible by memorial gifts from various sources. The additions consist of forty-seven new ranks, or sets, of a total of three thousand three hundred and eighty-three new pipes. The whole organ now comprising one hundred and one ranks of pipes, totalling six thousand eight hundred

and nine pipes, has become one of the very finest in the country. The principal additions during the past year have been as follows:

COMPLETE DIVISION.

Orchestral Organ, gift of Colonel C. De Witt Willcox, memorial to his wife.

STOPS.

Double Open Diapason and Contra Bombard, gift of Mrs. Charles Dustin, memorial to her brother, General Samuel M. Mills.

Contra Bass, Clarion, and Horn Flute, gift of the Class of 1891, memorials to Generals McIndoe and Lyon.

Vox Angelica, gift of General John A. Johnston, memorial to his mother.

French Horn, gift of Eleanor Reyburn Harrington, memorial to Pvt. J. E. Reyburn.

English Horn, gift of F. L. Stetson, memorial to Cadet W. S. Hascall.

Orchestral Flute, gift of Colonel John D. Long, memorial to his mother.

Harp Celesta and Celeste Aeolian, gift of General John A. Johnston.

Horn Diapason, gift of the Class of 1884.

The installation of class memorial windows in the Chapel has proceeded steadily during the year. One large window in the transept gallery, and two in the nave have been recently completed. Practically every class which has graduated from the Military Academy since 1860 is now represented in the Chapel by a window. In addition to these separate class memorials, the Association of Graduates has undertaken to put in the great north window as a memorial to those who lost their lives in the World War. The designs for this north window have been submitted and approved, and it is hoped to have its installation completed before Commencement of 1923.

The additions to the plant of the Military Academy have been made according to program, so far as authorized by legislation and appropriation. The new cadet barracks, completing the old quadrangle, was finished in August, 1921, in ample time to accommodate the cadets upon their return from furlough and camp. The new apartment house at the south end of the Post was completed by August 15th. The much needed addition to the cadet hospital was begun in the late summer, and construction was steadily pushed through the winter. This building is now up above the second story.

The construction mentioned above is but a start on the building program for an adequate physical equipment for the new West Point. We sorely need a new cadet mess hall to accommodate even the present authorized strength of the Corps. We need a new cadet barracks—on account of lack of room, the cadets are now living three and sometimes four in a room. We need a new academic building—during the past year, it was possible to accommodate the sections only by the expedient of putting up temporary partitions dividing up some of the larger rooms. We need at least fifty sets of officers' quarters—during this last year, fifty officers were forced to seek quarters off the Post. We need at least eighteen sets of non-commissioned officers' quarters to accommodate men entitled by rank and service to quarters but who are now on a commutation basis. We need a new barracks for two hundred and fifty enlisted men, to take care of the men now forced to live off the Post. We need additional cavalry stables, a new quartermaster storehouse and shops, a quartermaster stable and wagon shed, and ordnance shops, and an armory for cadets. The gym-

nasium, originally built for a Corps of about seven hundred and fifty, is crowded, and should have an extension. These are the prominent features of the necessary building program. It is not ambitious or too much to expect, when we call to mind the aims and functions of the institution, and the unique service which it performs for a country of the size, wealth, and importance of the United States.

In conclusion, I desire to recommend urgently that measures be pressed for an increase in the authorized strength of the Corps of Cadets. I take this opportunity to repeat the statement of the situation which I made in my report of 1920, and which I incorporated in my report of 1921:—

“The Reorganization Bill of June 4th practically doubled the size of the officer personnel of the Regular Army, but failed utterly to provide any increase in the supply thereof. The Military Academy was left with the same authorized strength of 1334 cadets that it had had previously. It cannot now supply more than one-third of our officers even in times of peace. In contrast with this condition I invite attention to the fact that the Brigade of Midshipmen has now an authorization of 3,136 members to supply a commissioned personnel of the Navy of approximately five thousand. I regard a commensurate increase in the Corps of Cadets as the most necessary and constructive feature of a sound military policy that confronts the Nation today. I have recommended elsewhere legislation designed to double the strength of the Corps of Cadets, the increase to be assimilated in four annual increments, the necessary construction to be undertaken in consonance therewith. In making this recommendation I wish to emphasize the comparatively small appropriations that have been made for construction at this Institution since its foundation in 1802. The total sum is something less than twenty million dollars. Many

of our State institutions, relying entirely on taxation within their own States, have more than doubled this amount during a much shorter life. I am informed that the yearly budget of many is more than twice that of the Military Academy. When I draw attention to the fact that the University of Chicago has from one beneficiary received more than fifty million dollars in his lifetime, that within the last year fifteen million dollars have been left by one bequest to Princeton University, some idea will be obtained of the comparative indigence with which this school has been faced. The press has recently stated that two hundred and twelve million dollars are being sought for this year by the universities of the country for still further expansion of plant.

I bespeak a broad and mature consideration of the question lest a condition may ultimately result which will be paid for in the bitterness of American blood."

By superior organization, system, and efficiency West Point can turn out annually for its country's service twice the number of qualified men it is now graduating. With the peace-time demand for trained officers to serve in schools, in colleges with the R. O. T. C. units, with National Guard organizations, as well as with the units of the Regular Army, and with the necessity of detailing year by year a portion of the officer personnel for study in the Service Schools or for advanced special work in their arms, the number of officers is certain to fall far short of requirements. And if this condition holds in times of peace, how much greater will be the insufficiency in times of national emergency! The government's expenditures for the training of officer personnel for its military needs are a form of national insurance, from which come dividends year by year in the military education passed on by West Point's graduates to the youth of the country,

and which guarantees ultimate safety in times of the country's peril. In advocating an increase in our output, I am but seeking the opportunity to make the Academy a larger and more important factor in assuring our national defence. West Point has been reconstructed upon those same ideals of public service which it has held from its inception. Its graduates will be a bulwark to the nation in the future as they have been in the past. I can but hope that the dictates of wisdom will prevail and that their numbers will be steadily increased to correspond with the urgent needs of our country in peace or in war.

DOUGLAS MACARTHUR,
Brigadier General, U. S. Army.

**Report of the Board of Visitors of the United States
Military Academy, May 19, 20, 21, 1921.**

To the honorable Secretary of War.

Sir: Pursuant to an act of Congress approved May 28, 1908, as amended by an act approved August 9, 1912, providing for the appointment of the Board of Visitors to the United States Military Academy, the following members of the Committee on Military Affairs of the House of Representatives were designated by the chairman of that committee to visit West Point in May, 1921:

Representatives John F. Miller, of Washington; John M. Morin, of Pennsylvania; Harry E. Hull, of Iowa; Charles C. Kearns, of Ohio; Richard Wayne Parker, of New Jersey; Percy E. Quin, of Mississippi; and Hubert F. Fisher, of Tennessee.

In accordance with the provisions of the above-mentioned acts, the board hereby submits the following report:

The board spent three days at the academy, during which time the following program was carried out:

**Program Board of Visitors United States Military
Academy, May 19, 20, and 21, 1921.**

Thursday, May 19.

Review of Corps of Cadets immediately after arrival.

Luncheon at officers' mess with officers of garrison, 12:30 to 1:30.

Visit riding sections in riding hall, 1:50 to 2:20.

Visit drawing sections, 2:20 to 2:50.

Visit French and Spanish sections in East Academic Building, 2:55 to 3:30.

Inspection of mounted detachments, 3:30 to 4:10.

Inspect drill of Corps, 4:10 to 5:15.

Dine with Superintendent at officers' mess, 6:30.

Motion pictures, 8:15.

Friday, May 20.

Visit gymnasium and cadet room, 9:30 to 10.

Visit mathematics section, third class, 10:05 to 10:25.

Visit philosophy sections, 10:30 to 11.

Visit chemistry sections, 11 to 11:30.
 Visit English and history sections, 11:35 to 12:15.
 Dinner with cadets in mess hall, 12:25 to 1.
 Visit to orderly rooms, cadet barracks, 1:05 to 1:50.
 Organ recital at cadet chapel, 2 to 2:35.
 Visit ordnance laboratories, 2:40 to 3:10.
 Visit practical military engineering sections, 3:15 to 3:40.
 Visit memorial hall and library, 3:40 to 4.
 Inspect drills of Corps, 4:10 to 5:15.
 Dine with Superintendent at Superintendent's quarters, 7.
 Band concert at Superintendent's quarters, 8:45 to 10:45.

Saturday, May 21.

Visit present construction, including hospital, laundry, and power plant, 9:30 to 11:30.

Attend lecture to entire Corps by Prof. David Todd (subject, "Astronomy"), 11:15 to 12:15.

Inspection of Corps of Cadets, 1:25.

Baseball game, Fordham University, 3.

Track meet, Tufts College, 3.

Tennis, Syracuse University, 3.

Lacrosse, New York Lacrosse Club, 4:15.

The immediate mission of the Military Academy, which exists solely as a feeder for the Army, is to prepare officer personnel for the next possible future war. After an extensive investigation of conditions at West Point the board is of the opinion that the Superintendent, the Academic Board, the officers on duty at the academy, and the Corps of Cadets are responding in a splendid spirit in carrying out this mission. For many years there has been an impression in Congress and throughout the country generally that there existed at West Point a system of hazing new cadets which manifested itself in the form of heaping upon them petty annoyances, discomfoting situations, vexations, and, in some instances, treatment that was offensive and defenseless. In the past, Congress has taken cognizance of this fact by making special investigations, and the superintendents have from time to time endeavored to break up these practices, but the customs of a century become deeply rooted and are not easily broken up. Congressional investigations and superintendents' orders failed to accomplish their pur-

pose. It took a World War to bring the Academy face to face with the situation and to create the conditions and environments necessary to bring about a real change and stamp out the practice of hazing.

For the first time in our history the country found itself in the World War as a Nation in arms. The Regular Army, so far as the commissioned personnel is concerned, was practically broken up as an organization, and Regular officers were assigned to duty throughout all parts of this Great War Army. This brought Regular officers into immediate contact with and, in many cases, in command of the citizen soldier. The experience of those contacts demonstrated that in meeting the requirements of such assignments an officer is required to have a very broad point of view, tact, and patience in rubbing elbows with men entirely unaccustomed to military discipline and to the peculiar conditions surrounding military life as well as to have a high sense of discipline and of duty and thorough professional training. Gen. MacArthur had unusual opportunities during the war to observe these conditions, and he became impressed with the necessity of providing the means for meeting such requirements. Upon assuming the duties of Superintendent of the Military Academy in 1919, he conceived the idea of putting into the West Point training those things necessary to start the cadet along lines which would make it easy and natural for him as an officer to respond to the requirements of this new method of handling great citizen armies in time of war. While he thoroughly appreciated the primary importance of retaining in the West Point training those characteristics of rigid discipline, thoroughness, and high-character building which had made West Point famous for more than a century of its life, he began an investigation and a study of conditions and methods which have resulted in modifying the cadet's training so that while it retains all of these essential characteristics it has lost most, perhaps all, of that harsh character which made it the subject of so much criticism before the World War. This has been accomplished by liberalizing the life of the cadet; by bringing him into more immediate and closer contact with the officers who are instructing and training him; by granting him a small money allowance; by granting him authority to receive packages

as ordinary mail, without inspection; by granting him 6-hour leaves at week ends; by placing upon him a greater degree of military responsibility similar to that which he must assume as an officer of the Army; by bringing him, during the summer encampment, into association with the enlisted personnel of the Regular Army; by allowing each class to organize by electing a president and other class officers; by opening the First Classmen's Club; by establishing a departure book in each company orderly room, thereby doing away with a great mass of routine permits for privileges of dining on the Post; and by introducing into the curriculum a system of supervised athletic training.

The academic course has been modified to accord with the best thought of the scholastic world and some changes have been made in methods of instruction. The old custom of giving a cadet extra instruction only when he asked for it has been developed into a system whereby the cadet whose standing falls below a certain mark is required to receive extra instruction not only in subjects in review but also on the advanced lesson for the following day. This system has the effect not only of giving the cadet additional instruction but also of teaching him how to study, and it has resulted in saving to the academy, and therefore to the Army, many cadets of adequate mental equipment who, under the old system, due to lack of preparation before entering the academy or to proper direction in studying after entering the academy, would have been found deficient and discharged from the academy. It is believed that the development of this system will result in saving to the Army every cadet who has the mental equipment necessary to master the course. A course in public speaking and debating has been introduced, and a number of lessons are given covering aerodynamics and the principles of internal-combustion engines. In order that the Military Academy might derive the maximum results from the instructors on duty at the academy there has been put into effect a practice of having each instructor spend the first year of his West Point detail at a civilian college or university where he can specialize in the particular subject in which he is going to instruct at West Point. This is an excellent policy and is highly commended. Instructors are impressed with the necessity of

teaching the cadet rather than simply hearing the recitation. In order to develop a closer relationship and contact with the general progress of instruction, not only at civilian institutions of learning but also in the Army, the practice has been adopted of sending members of the academic board to visit civilian institutions and the general and special service schools in the Army. These visits are proving to be highly beneficial to the academy.

We wish to especially approve the introduction in the course of a new chair for the study of economics, including general outline fundamental principles of economics followed by study of industrial organization and combination and of the financial organization of society.

The method of rating a cadet for final determination of his class standing at graduation has been changed by adopting a rating scale whereby each cadet is given a standing based not only upon scholarship but on military bearing, neatness, and soldierly appearance; leadership and personality; efficiency at drills, military instruction, athletics, and extra curriculum activities. This rating is also used to determine the appointment of cadet officers and noncommissioned officers in the battalion organization.

One of the outstanding features of the new training at West Point is the system of supervised athletics. The course in physical training at the Military Academy has been extended and developed along sound and progressive lines. This development follows the teachings of the World War.

It is not sufficient that a young officer should be reared under the theory of "a sound mind in a sound body." The hardships of campaign, the necessity of actual physical leadership, and superior endurance on the part of all officers on the field of battle requires that our young officers should be trained to an ideal of athletics and physical leadership. Every officer an athlete is not only a fitting and proper ideal of our officers but is, in fact, an actual necessity.

The fact that one out of every three of the available youth of the country was rejected during the draft for the World War should give all our educational institutions and Congress itself cause for reflection. It is altogether fitting that the Military Academy, under the guidance of Congress, should take the lead in this matter and inaugurate a course in phys-

ical development, which may well be taken as a model for other institutions.

The present course at West Point is based on and is in extension of an excellent system of military gymnastics which has been taught the entering classes for many years. During the allotted afternoon period military drill and intramural athletics now alternate for all classes. Every cadet is required to participate in all major sports under the supervision of officer instructors. Not only is good physique developed but the resulting competitions develop and promote the vital soldierly qualities of courage, command, decision, and leadership. The benefits to our young officers are profound and abiding.

The benefits to the service at large will prove far-reaching. Troops in poor physical condition are worthless. Young officers who have been prepared under this system of physical instruction will assume athletic leadership among the troops of their command, fully qualified to instruct the troops in all those various branches of sport and athletic activities which are so important in maintaining physical fitness and high morale. The effect upon the Army at large of an extensive system of competitive sports controlled by competent and well-prepared officers can not be overestimated. As such officers reach the service it is certain that their influence will be felt in a most beneficial manner.

Not the least of the advantages arising from this system of athletics is the mixture on athletic teams of upper classmen and first-year cadets, the so-called "plebes." It is difficult to haze the same lad that one also fosters as a team mate. The result is that the enlarged policy in athletics and physical training not only satisfies the vital requirements of a soldier's training but also offers a splendid counter action to the vicious and un-American institution of hazing. In effect a new, buoyant, cheerful quality is wrought in the cloistered life of the cadet.

The board heartily approves of the development of the course in physical training. Indeed, it feels that the question of conducting a model course in physical training and athletics at this great military school is so vital and so closely allied to the broad question of the betterment of the physical qualifications of the youth of the Nation that it recommends

the establishment at the Military Academy of a separate department of physical training. Physical qualities determine the destiny of the intellect. In military life physical leadership is a necessary ideal. It is more than self-evident that if separate branches of intellectual activity require separate departments, this fundamental and basic branch of training requires a department of its own.

It is the belief of the board that this new department of physical training should be established at the academy coordinate with the academic departments and that at the head of it should be a director of athletics appointed in the same manner and with the same standing on the academic board as the professors of the academic departments.

The board is greatly impressed with and approves the spirit of popularizing this great and national institution, and the board is strongly of the opinion that nothing should be done by Congress, the War Department, or the Military Academy itself which would be in the nature of a backward step in this matter. West Point is situated in a more or less isolated spot in the fastnesses of the legendary highlands of the Hudson. This isolation, together with the essentially Spartan character of the school itself, has a tendency to prevent the people of the country from becoming well acquainted with the academy. The history of the academy, the great achievements of its graduates, and the influence it has had on the life of our country, mark it as a priceless institution of our Government.

In 1860 Gen. Winfield Scott said:

"I give it as my fixed opinion that but for our graduated cadets the war between the United States and Mexico might, and probably would, have lasted some four or five years with, in its first half, more defeats than victories falling to our share; whereas, in less than two campaigns, we conquered a great country and a peace without the loss of a single battle or skirmish."

In 1899 Elihu Root said:

"The foregoing considerations naturally bring to mind the Military Academy at West Point. I believe that the great service which it has rendered the country was never more conspicuous than it has been during the past two years. The faithful and efficient service of its graduates since the decla-

ration of the War with Spain have more than repaid the cost of the institution since its foundation. They have been too few in number and most heavily burdened."

In 1902 Theodore Roosevelt said:

"This institution has completed its first hundred years of life. During that century no other educational institution in the land has contributed so many names as West Point has contributed to the honor roll of the Nation's greatest citizens."

It is the opinion of the board that the people of the country have known too little of this institution in the past and it is our belief that the efforts now being made to bring the academy into closer touch with the people of the country and to inform the people of its purpose and its method is a step in the right direction that has been too long delayed. Sending the Corps of Cadets away from West Point for the summer encampment and to New York and New Haven to the football games are most important factors in bringing the academy nearer the people. The board is of the opinion that not only should the cadets as individuals be allowed to mingle freely with the people by the extension of leave privileges, but that the corps as a body should be sent from time to time to the Middle West and even to the Pacific coast for the summer encampment or to attend athletic contests. In all this the board is mindful of the fact that there must be nothing done at West Point itself or elsewhere which will in any manner tend to lower the standards of discipline, thorough training, and character building which have characterized the institution during all of its life and which are primarily responsible for the great accomplishments of its graduates.

Under the theory of national defense which has been followed by this country during all of its history, and which is definitely laid down in law in the Act of June 4, 1920, namely, that the defense of the Nation must rest upon the shoulders of the citizen soldier, it is tremendously important to maintain, in time of peace, a highly trained professional commissioned personnel in the Regular Army as a nucleus about which the great mass of its citizens can and must form in time of war. This group of professional officers must be not only of the highest professional attainments but of the

highest character and with the highest ideals of duty and of service, and it is the opinion of the board that not less than 50 per cent of them should be recruited from this great democratic school at West Point. In order to do this the present strength of the academy should under no circumstances be reduced. In fact, it is the opinion of the board that the present authorized strength of the Military Academy is inadequate unless some provision is made whereby the actual strength can be made equal to the authorized strength. The bill to accomplish this purpose which passed the Senate during the last session of Congress, but which failed of passage in the House, should be speedily enacted into law.

The board is greatly impressed with the democracy of the Corps of Cadets. This fact is strongly impressed upon every visitor to the academy. Gathering its students from every congressional district in the United States, and from every walk of life, assembling them together under the same roof, requiring them to wear the same clothes, eat the same food, pass through the same course of study, get up and go to bed at the same hours, receive the same pay and start always without handicap in the same competition, this great democratic school finds that friends, even roommates, remain throughout the four years ignorant of each other's social and financial status in the outside world. At West Point every boy starts from the same mark, standing on his own two feet, with the same opportunity as every other boy to win his place, and whether he wins or loses depends upon his own efforts, his own industry, and his own ability, and not on his status or that of his family or friends outside the institution.

The housing accommodations for both officers and cadets at the Military Academy are entirely inadequate to the requirements of the institution. A building program has been worked out after many years of careful study and the most painstaking investigation of the requirements of the institution, and it is the opinion of the board that the practical benefits to be derived by the Government of the United States from completing this program and thereby providing the necessary housing accommodations for the personnel at the academy are so much greater than the amount of money

involved that it is poor policy on the part of Congress to delay the completion of this program any longer. It is urgently recommended that appropriations be made at once sufficient for the construction of the south barracks where the mess hall now stands and for the construction of a new cadet mess hall on the site of the old gymnasium. Present messing facilities for the cadets are wholly inadequate. The present mess hall has been in service more than 50 years. It is old and is falling into decay and is not well adapted to its present use. The completion of the new mess hall and new barracks will add materially to the safety, comfort, and convenience of the Corps of Cadets. At the present time about 40 officers on duty at the academy and their families are living in rented quarters off the military reservation, some of them many miles from West Point. Many of the officers on the Post are quartered in buildings not only inadequate in size but without modern conveniences. The construction of a sufficient number of reasonable family quarters for the officer personnel on duty at the academy is urgently recommended, and an appropriation for this purpose should be made without delay.

The mechanical laboratory is installed in a building that was built in 1837. This building is dark and illy adapted for its use. In it is stored much valuable machinery salvaged from the World War. It should be replaced by a modern building, suitable in size and construction, where the highly important work which must be done here can be carried on satisfactorily.

A great deal has been said in the past regarding hotel accommodations at West Point. This subject has been frequently discussed on the floor of the House of Representatives. The total inadequacy of hotel accommodations can be properly appreciated only by a visit to West Point and enforced entertainment at the present hotel. The building which is now used as the hotel was constructed so many years ago that the exact date has been forgotten. It was originally built for use as a warehouse; later it was rearranged, remodeled, worked over, added to, propped up, patched, papered, and painted as succeeding generations came and passed on. It was first made habitable for the purpose of entertaining General Lafayette. It is of com-

posite construction—stone, brick, and wood. It is out of repair; it is a tottering and ramshackle building. In its silence, gloom, and decay it is strangely out of harmony with its surroundings, except that it is in keeping with its friendly neighbors on Trophy Point, where are preserved some of the relics of the early wars of the Republic. It is located on the banks of the Hudson River, commanding one of the most magnificent views in America. It should be torn down at once and a decent, modern hotel should be built in its place. This subject has been so thoroughly discussed that action should be taken by Congress without delay, the necessary appropriation made, and the hotel built.

In concluding this report, the board desires to emphasize its strong approval of the splendid service that Gen. MacArthur and the officers associated with him are rendering to the country by constructing a new West Point founded on the lessons and experience and the sacrifices of the World War and in the spirit of old West Point.

Very respectfully,

JOHN F. MILLER, of Washington.

JOHN M. MORIN, of Pennsylvania.

HARRY E. HULL, of Iowa.

CHARLES C. KEARNS, of Ohio.

RICHARD WAYNE PARKER, of New Jersey.

PERCY E. QUIN, of Mississippi.

HUBERT F. FISHER, of Tennessee.

