

West Point

FALL 2015

In This Issue:

West Point and
the World: The
Global Impact of
the Academy and
its Graduates



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West Point

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ON THE COVER

"Fame" by Frederick Mac Monnies stands atop the Battle Monument at Trophy Point.

LETTERS

Dear Fellow Graduates:

I want to inform you that we have a new development concerning the leadership of the West Point Association of Graduates. For the past eight years, Bob McClure has provided selfless service to West Point and to its graduates. Recently, Bob informed the Board of Directors that he has decided to retire as President and CEO of WPAOG. I write to make you aware of this news and to ask for your assistance and participation.

Most of you are well aware of Bob McClure's transformative leadership at WPAOG, which has "raised the bar" in every aspect of our world-class alumni association. Most recently, Bob's leadership and organizational skills were instrumental in WPAOG's Comprehensive Campaign, helping it to exceed its \$350M fundraising goal more than a year before completion of the campaign. This is only one of his countless accomplishments, which are far too numerous to describe here. Needless to say, Bob has done a spectacular job, and we will miss him tremendously!

However, to provide for a smooth transition, Bob has agreed to continue as President and CEO of our Association through June of 2016. This will permit WPAOG enough time to conduct a global search for our next CEO, who will lead the Association through our next strategic planning process, through our 150th Anniversary celebration and beyond.

We have initiated a comprehensive search process, and I seek your help and support to find the best CEO candidate available. I will chair a Search Committee that includes Lieutenant General (R) Joe DeFrancisco '65, Tom Dyer '67, Lieutenant General (R) Buster Hagenbeck '71, Darcy Anderson '78, Ellen Houlihan '82, and John Robb '91. In addition, Mike Franzino '71, President of Korn Ferry Global Financial Services Practice and a member of Korn Ferry's Global Operating Committee, has agreed to conduct this search on a pro bono basis. Korn Ferry is a preeminent authority on leadership and talent acquisition.

The job description and the list of experience and qualifications required for the CEO can be found on WPAOG's "Job Opportunities" webpage. Our Association Bylaws require that WPAOG's CEO be a graduate of the United States Military Academy. Any graduate who is interested in being considered for this leadership role should email their resume to Mike Franzino at michael.franzino@kornferry.com. In addition, if you know of a graduate who should be considered for this position, please nominate that individual directly, or ask that graduate to submit a resume.

Thank you for your support and participation in this important transition for the West Point Association of Graduates.

Sincerely,

Larry Jordan '68
Lieutenant General, U.S. Army (Retired)
Chairman, West Point Association of Graduates





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NEW ONLINE

To access web pages and videos, scan the codes at right with your phone's camera using a QR code reader app.



Watch 285 Old Grads march 12 miles from Camp Buckner to West Point with the Class of 2019.



On June 29, approximately 1,270 new cadets took the first step as members of the Class of 2019. Watch this year's R-day video!



Cadets discuss their experiences on both foreign AIADs as well as domestic internships with global impacts.

From Your West Point
Association of Graduates

Send your thoughts about *West Point* magazine to editor@wpaog.org or @WPAOG on Twitter. View the online version of this magazine at WestPointAOG.org/wpmag

We're off to a great start to the new academic year, following a busy summer of training.



I appreciate all of you for supporting and participating in the scores of events that took place in recent weeks, from March Back with the Class of 2019, to the Class of 2016's Ring Weekend, and everything in between. It was great to see so many of you back here at your alma mater.

In the foreword of our latest National Security Strategy,

General Martin E. Dempsey '74, who recently retired as the Chairman of the Joint Chiefs of Staff, called today's global security environment the most unpredictable he's seen in 40 years of service. He described today's operating environment as one where we face multiple, simultaneous security challenges not only from traditional state actors but also from transregional networks of sub-state groups and violent extremist organizations such as al-Qaida and the self-proclaimed Islamic State.

"Future conflicts," he said, "will come more rapidly, last longer, and take place on a much more technically challenging battlefield."

New technologies have created a global information environment that empowers people to see more, share more, create more, and organize faster than ever before. Individuals and groups have access to more information than what entire governments once possessed.

This is the operating environment in which we find ourselves in 2015, after more than 14 years of war. It is complex, it is challenging, and it requires a military that can not only adapt rapidly to new threats but also maintain our advantage over traditional ones.

Consider where the Army is operating today. We're in the Ukraine, in response to Russian aggression; training and building partner capacity in eastern Europe, the western Pacific, and in Central and South America; maintaining forward presence on the Korean Peninsula; as well as our continued presence in Iraq and Afghanistan. That's not to mention humanitarian support, such as our response to the recent Ebola outbreak in Africa. In addition, we're fighting a continual, global cyber threat.

Regardless of where they are on a map, today's (and tomorrow's) operating environments require that we have boots on the ground, operating among populations. You simply cannot understand an operating environment from 50 thousand feet in the air or from the middle of the ocean.

Ground forces offer the intellectual and cognitive ability to understand the complexities of the environment, to understand the cultures within the environments, and to have the interpersonal skills to build relationships. Our effectiveness in Iraq and Afghanistan over the past 14 years, and where it will continue to be, has been in the relationships that we built among indigenous populations, coalition partners, and U.S. and non-government agencies and departments.

The Army Vision states that the Army of 2025 and beyond "...will leverage cross-cultural and regional experts to operate among populations, promote regional security, and be interoperable with the other Military Services, United States Government agencies and allied and partner nations."

General Milley, our new Chief of Staff of the Army, reiterated the importance of operating among populations at his assumption of command ceremony when he said: "There are many who think wars can be won only from great distances, and from space, and from the air and the sea; unfortunately, those views are very, very wrong. War is an act of politics where one side tries to impose its political will on the other, and politics is all about people, and people live on the ground. We may wish it were otherwise, but it is not. Wars are ultimately decided on the ground where people live."

This issue focuses on the global impact of West Point and its graduates, highlighting the many opportunities our cadets have to develop cross-cultural competence and how our graduates are applying that competence in the operational arena. In light of our national military strategy, what we do here at West Point is so important. We are developing creative and adaptive leaders who have the intellectual, physical, military, and cross-cultural capacity not only to understand these complex environments but also to thrive in them, and the intellectual agility to recognize or create opportunity and adapt to it. More importantly, they'll have the moral character necessary to lead America's sons and daughters when we need to put boots on the ground in a wide range of environments and among populations.

As always, thank you for all you do in supporting the Corps of Cadets and West Point. Each and every member of the Long Gray Line is a role model and a vital part of allowing us to remain the world's preeminent leader development institution.

Go Army! Beat Navy!

Robert L. Caslen Jr. '75
Lieutenant General, U.S. Army
59th Superintendent, U.S. Military Academy

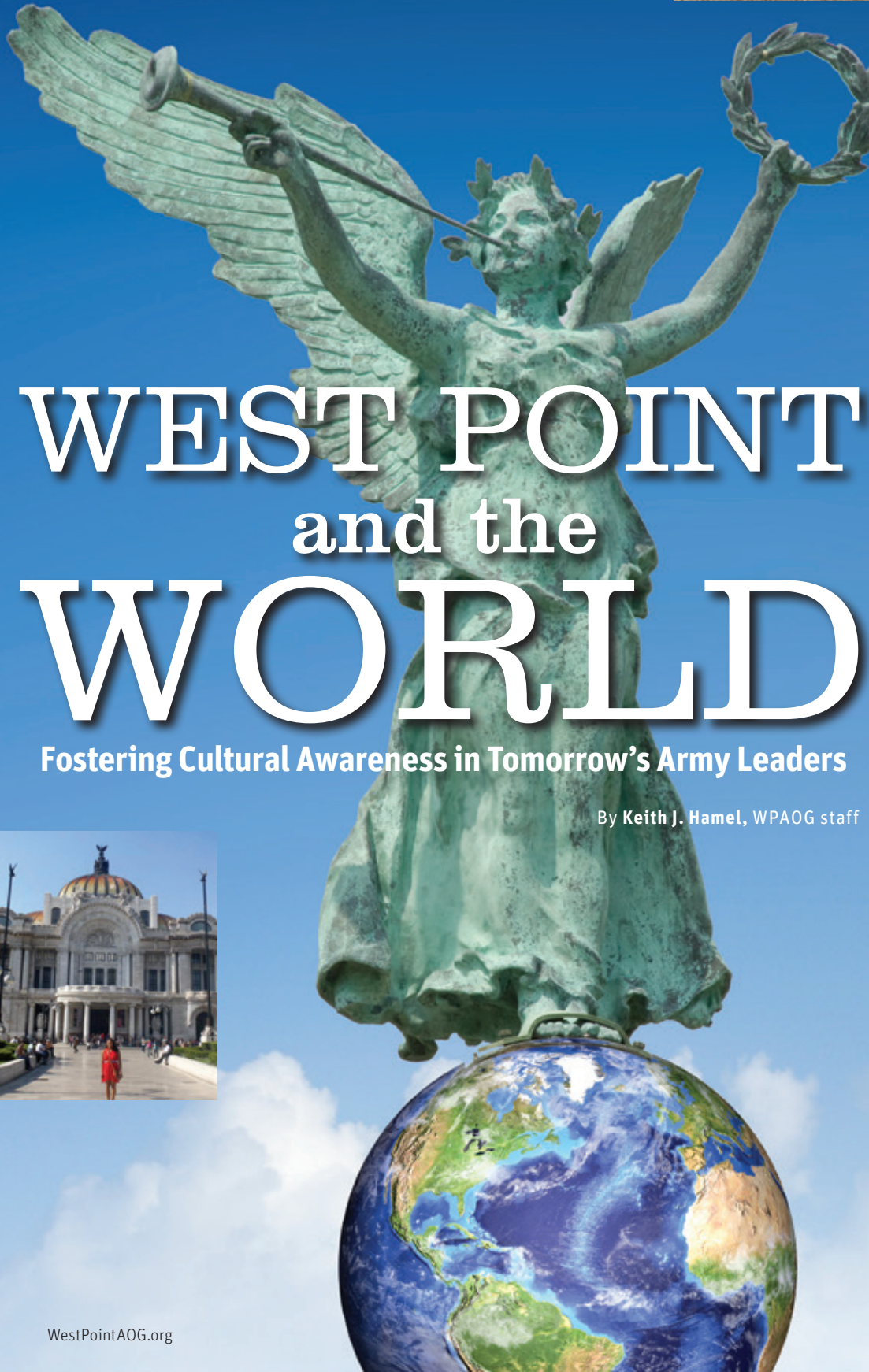


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WEST POINT and the WORLD

Fostering Cultural Awareness in Tomorrow's Army Leaders

By Keith J. Hamel, WPAOG staff



For two centuries, West Point has been producing leaders of character for the nation, and, in some cases, the world. For the last decade, the Academy has incorporated cultivating a cultural perspective as a component of its leadership development program. Published in 2002, the United States Military Academy's *Educating Future Army Officers for a Changing World* defines the goals of the Academy's academic program and lists "cultural perspective" as one of six proficiency outcomes that every West Point graduate must master.

Today, fostering a cultural perspective, sometimes called "teaching cultural awareness," involves three components: basic proficiency in a foreign language, broad understanding of the various regions of the world or in-depth expertise in one region, and opportunities to develop cross-cultural competence. Addressing the last element, Brigadier General Timothy Trainor '83, USMA's Dean of the Academic Board, says, "Cross-cultural competence means having the ability to operate in another culture, understanding it and being able to work with people from that culture, and if our graduates can understand and appreciate another culture's perspective, they will be able to shape their interactions and accomplish their mission objectives in that culture." Through the combination of language training, regional awareness, and cross-cultural competence, Trainor says that West Point is developing a global perspective and worldview among cadets, while at the same time sensitizing them to the demands of interacting with people from different cultural backgrounds. It does this in multiple ways, from overseas cultural immersion experiences to various cadet clubs.

According to USMA's Department of Foreign Languages Semester Abroad Fellow Program, one of the most dramatic changes at West Point since its Bicentennial Celebration is the exponential increase in opportunities for cadets to study abroad. In 2002, two cadets spent a semester in France; by the end of the decade, 150 cadets were spending a semester in more than a dozen foreign countries. But cultural immersion at West Point is more than just spending a semester abroad; in fact, the semester abroad is the culmination of a progressive and sequential process that follows the Army's "crawl-walk-run" approach to leader development. After acquiring basic language skills, cadets can apply to represent West Point at one of 36 foreign service academies in countries from Argentina to Uzbekistan, that speak languages taught at USMA. Known as the Foreign Academy Exchange Program (FAEP), this introductory cultural immersion experience involves sending a cadet to the foreign academy for a week during his or her spring break and then having

that cadet host a student from that foreign academy at West Point about a month later. "It is a great opportunity to test one's language and cultural skills," says Dr. Lawrence Mansour, Deputy Department Head of Foreign Languages, the department that runs FAEP.

After the week-long Foreign Academy Exchange, the next option for cadets to test their language and cultural skills is the roughly month-long summer Academic Individual Advanced Development (AIAD) program (though cadets need not have done FAEP in order to go on an AIAD). In the summer of 2014, more than 320 cadets went to 40 different countries as part of an international AIAD. Nearly a quarter of these cadets went abroad as part of the Conflict and Human Security Studies (CHSS) program. Run by the Department of Social Sciences (SOSH), CHSS immerses cadets in foreign cultures to work with non-governmental organizations (NGOs) and other service-oriented agencies, such as Operation Crossroads Africa. According to Dr. Ruth Beitler, Professor of Comparative Politics in SOSH and Director of CHSS, the program was started in the mid-2000s after SOSH's rotating faculty reported having to share operational space with NGOs and recommended a way to educate and train cadets to work within different organizational cultures. Feedback from the program has been extremely positive. Now Second Lieutenant Kiley Hunkler '13, who went on an AIAD to Ghana through CHSS, said, "This AIAD forced me to not only remain professional and respectful in many different environments, but also forced me out of my comfort zone in that I truly had to live like the locals in terms of eating, dressing, and speaking according to Ghanaian culture." This past summer, CHSS sent 75 cadets (29 SOSH majors and 46 non-majors) on 22 international AIADs in 18 foreign countries. "While they only went for three to four weeks, it was sufficient to increase their cross-cultural competence, such as how to communicate when you find yourself in a culture where you can't understand the language," says Beitler.



DEVELOPING A GLOBAL PERSPECTIVE

Whether sending cadets to foreign countries as part of the several study abroad opportunities available to them or hosting officers and cadets from other militaries and other academies, West Point is committed to developing a cultural perspective among each of its graduates.

STUDY ABROAD: 117 Cadets,
9 Military Academies, 18 Countries

INTERNATIONAL SUMMER ENRICHMENT:
322 Cadets, 78 Projects, 40 Countries

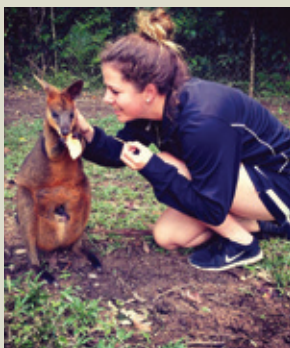
LANGUAGES: 8 (Arabic, Chinese, French,
German, Persian, Portuguese, Russian, Spanish)

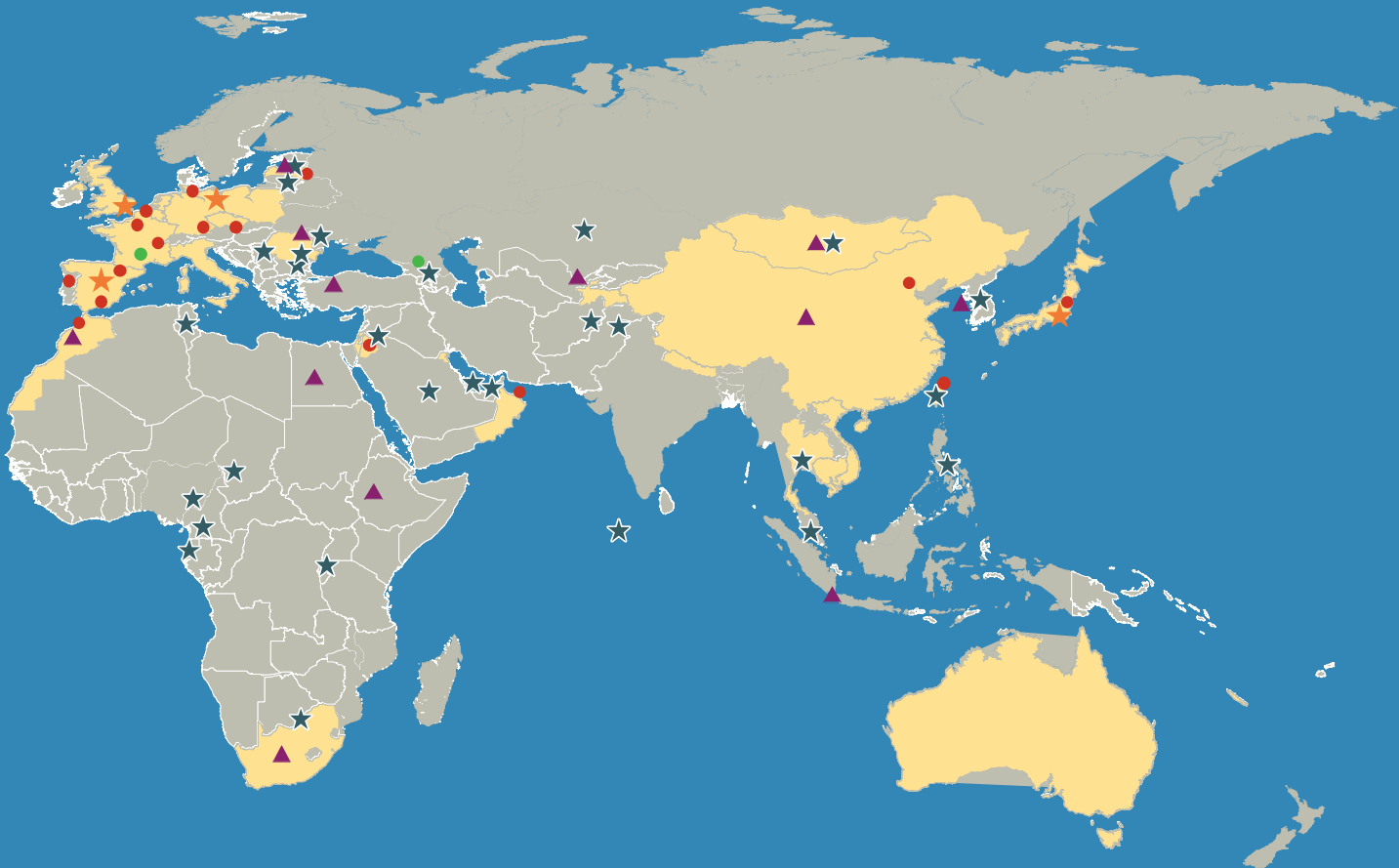
INTERNATIONAL CADETS: 57

INTERNATIONAL FACULTY: 7 (Brazil, Chile,
Germany, Japan, Mexico, Spain, United Kingdom)



“All international AIADs build cross-cultural competence in cadets—competence in their ability to operate in an unfamiliar environment that uses a language in which they are only minimally qualified,” says Dr. Mansour. The next level of international study takes cadets abroad for a full semester. “Cadets who come back from a full semester abroad return with a new level of confidence, sometimes speaking the language at an NSA level of proficiency,” says Mansour. Beyond just learning a language, cadets studying abroad also develop a regional awareness and the ability to live within a culture that West Point is ultimately seeking in its “cultural perspective” goal. For example, Cadet Shannon Rogers ’16, who studied in Jordan last spring, reports coming to a better understanding of the Israeli-Palestinian conflict after participating in a debate organized by the former Jordanian ambassador to Israel. “We covered five topics—Jerusalem, settlements, borders, security, and refugees—and after two hours of heated debate we realized how highly politicized and how personal the peace process is regarding this conflict,” Rogers says. Cadet David Su ’16, who spent a semester studying in Taiwan, came to see Taiwan as a region of stark contrasts. “Everywhere we went there was only partial urban development, which reflected the government’s inability to capitalize on Taiwan’s economic programs,” he says. Cadets studying abroad also had the opportunity to experience both historical and current issues through the lens of their host culture. “My group traveled to Hamburg, Germany, and we got to experience World War II from the German





point of view,” says Cadet Carolyn McCarty ’16. Another cadet reported discussing the Islamic State of Iraq and the Levant (ISIL, sometimes called “ISIS”) with his hosts in Morocco, an Islamic nation where he found that, in fact, many residents aren’t Muslim and do not support the jihadi extremist militant group. While the experience of viewing the world from the perspective of another culture is valuable, studying abroad also permitted cadets to come to a better understanding of their own West Point experience. Cadet Joseph Miller ’16, for example, says that while he was at Omaha Beach in Normandy, France, looking at the headstones of the approximately 9,000 Soldiers buried there, “it brought to light the importance of all the values stressed at West Point.”

Although Brigadier General Trainor wishes that all cadets could experience an international AIAD or a semester abroad before graduating from West Point (or “culture shock before any potential combat shock,” as he says), the reality is that about a third of the Corps are taking part in these international experiences. All cadets, however, are required to take two semesters of a foreign language (240 credit hours for humanities majors and 160 hours for science, engineering, and math majors) as part of the Academy’s core curriculum. The Department of Foreign Languages offers eight languages based on areas of deployment for Army officers: Arabic, Chinese, French, German, Persian, Portuguese, Russian, and Spanish. “We don’t offer Japanese because Japan is primarily a Navy billet,” says Mansour.



This AIAD forced me to not only remain professional and respectful in many different environments, but also forced me out of my comfort zone in that I truly had to live like the locals in terms of eating, dressing, and speaking according to Ghanaian culture.”

—2LT Kiley Hunkler ’13

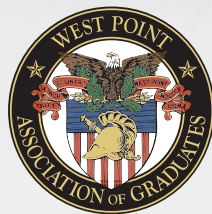
The five-day per week classroom experience includes not only how to speak a foreign language but also lessons about the cultures that use this language. “Language and culture are intimately connected, so we teach language in a cultural context,” Mansour says. This means trying to create an immersive experience for cadets, which includes taking them on class trips as part of the curriculum. “For example, cadets learning Russian visit Brighton Beach, a neighborhood in Brooklyn, New York, known for its high population of Russian-speaking immigrants with many shops, restaurants and businesses employing the language,” Mansour says. Should cadets choose to major in one of the above eight languages (the department had 381 majors in 2015), they will take literature, civilization, and specialized speaking (i.e., tailored to the military), reading and writing courses, in addition to the intermediate, advanced, and seminar-level language courses. The department also offers a Foreign Area Studies major and minor in six geographical regions: Africa, East Asia, Eurasia, Europe, Latin America, and the Middle East. The East Asia track, for example, includes four Chinese language courses, an elective from the Department of History (“Chinese Kingdom to Communist Rule” or “Asian Warfare and Politics”), an elective from SOSH (“Politics and Government of China” or “Politics and Government of Korea and Japan”), two courses in the Geography program (“Geography of Asia,” for example), and one integrative capstone course.

The Department of Foreign Languages also fosters cultural awareness among cadets by sponsoring an academic club for each of the languages it offers (with the exception of Persian), as well as supporting a Polish Language Forum (“Kosciusko Squadron”). Members of these clubs, who need not be majoring in the language, attend concerts, visit museums, celebrate national holidays and take part in cultural customs of people that speak the language of the club. For example, the Portuguese Club participates each year in a wreath-laying ceremony in New York City that commemorates Brazilian Independence Day and once took a trip to the Guggenheim Museum to experience its “Brazil: Art, Body, and Soul” exhibit. But

these foreign language and cultural clubs are not the only ones at West Point focused on cultural perspectives. A number of diversity clubs within the Directorate of Cadet Activities, such as the Asian-Pacific Forum, Japanese Forum, and the International Cadets of West Point Club, also promote understanding and appreciation of other cultures. Finally, West Point’s Model United Nations (MUN), also known as the West Point Forum) provides opportunities for cadets to interact with other students around the globe in order to address international security and socio-economic issues. Sponsored by Ken Hicks ’74, the President and CEO of Foot Locker, Inc., MUN has earned several National Championships while competing against more than 3,000 delegates from across the world, from countries such as England, France, China, and Japan. “West Point’s MUN gives people around the world the chance to see the Academy at its very best,” said Hicks. Furthermore, as now Second Lieutenant Brandon Moore ’14, a former Cadet-in-Charge of MUN, says, “The ability to engage, interact and foster international relationships with MUN members outside of the United States provides cadets with opportunities to learn lessons about diplomacy and gain understandings of international politics that would be difficult to get anywhere else.”

Through its club activities, its approach to language study, and its numerous study abroad programs, West Point is clearly raising cultural awareness and fostering a cultural perspective among cadets. One of the Army’s current objectives is “to win in a complex world,” part of which means being able to operate overseas within other cultures, and West Point is graduating young leaders of character who can meet this objective. “More and more, the Army is relying on junior officers to perform key-leader engagements and influence these leaders in order to accomplish their military mission,” Brigadier General Trainor says. “In May, we briefed our cultural perspective efforts to General Ray Odierno ’76, then Chief of Staff of the Army, and he left extremely impressed with the emphasis we are putting into the internationalization of West Point, which I take as validation that we are doing the right thing.” Furthermore, Trainor believes that USMA is ahead of the other service academies when it comes to cultural awareness. Perhaps this is why academies outside of the United States (for example, Trainor cites the Bangladesh Military Academy) turn to West Point for advice or guidance when seeking to learn about difficult topics. They know that not only is West Point the world’s leading military academy, but also that it prepares its graduate leaders to solve issues facing the countries of the world from their own unique cultural perspective. ★





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Selected Military Academies of the World

Military training is a global enterprise with methods of different nations influencing each other throughout history. Training at West Point was initially influenced by European officer training models. As it grew, USMA itself became a model for other military academies around the world. The following table lists selected military academies worldwide, including schools which participate in the Sandhurst Competition or which have exchange programs with West Point. U.S. Service Academies are noted with a star.

Institution/Crest/Motto	Year Founded	Enrollment	Mission	Training/Commission Upon Graduation	Admissions Requirements	Noted Graduates
★ United States Military Academy West Point, NY <i>Duty, Honor, Country</i>	1802  President Thomas Jefferson	4300	To educate, train and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country and prepared for a career of Professional Excellence and service to the Nation as an officer in the United States Army.	4-year, co-ed U.S. federal service academy, awards B.S. degree; Academic, military, physical and character leadership. Graduates commissioned 2LT, U.S. Army	Must qualify for university admission; appointment from a member of Congress, the VP or President	2 U.S. Presidents, 4 additional heads of state, 75 Medal of Honor Recipients, 7 Chairmen of the Joint Chiefs of Staff, 34 U.S. Army Chiefs of Staff, 9 Air Force Chiefs of Staff
Royal Military Academy Sandhurst Sandhurst, England <i>Serve to Lead</i>	1947  via merger of Royal Military Academy, Woolwich (1741) & Royal Military College, Sandhurst (1801)	600	British Army's initial officer training center. The mission of the Royal Military Academy Sandhurst (RMAS) is, through military training and education, to develop leadership in cadets by expanding their character, intellect and professional competences to a level demanded of an Army Officer on first appointment.	44 week course required of all British regular army officers before commissioning. 2 short courses for professional qualified officers; Army Reserve Commissioning Course; Grads commissioned as 2LT UK Regular Army	Potential officers identified by the Army Officer Selection Board (UK); more than 80% hold a university degree	Winston Churchill, Field Marshal Bernard Montgomery, 1st Viscount of Alamein, 128 Victoria Cross Recipients, King Hussein of Jordan, Prince William, Prince Harry, 5 Foreign heads of state
École Spéciale Militaire de Saint-Cyr Coetquidan, France <i>Ils s'instruisent pour vaincre (Training for victory)</i>	1802  Napoléon Bonaparte (replaced École Royale Militaire)	1400	To educate, train and inspire the future French Army's leaders of character. Renowned as an elite school in leadership, the École Spéciale Militaire de Saint-Cyr belongs to the exclusive group of French "Grandes Écoles." Traditionally for infantry, cavalry.	3-year academic, military, physical and leadership training. Graduates receive MA or MS degree and are commissioned as 1LTs.	National annual competitive exam, after previous university education. Interview, physical ability test required.	2 French Presidents; 5 Heads of State; 8 Marshals of France, Charles de Gaulle, Philippe Pétain
Royal Military College of Canada Kingston, Ontario <i>Truth, Duty, Valour</i>	1876 	1000	The Royal Military College of Canada prepares officer-cadets for a career in the profession of arms and continues the development of other Canadian Forces members and civilians with interest in defense issues.	Military college of the Canadian Forces, undergraduate and graduate degree-granting university creating military officers.	Candidates are assessed against an aptitude test, a medical examination, and an interview.	2 Victoria Cross Recipients, 1 George Cross recipient, 2 Chiefs of Defence Staff, 1 Defence Minister, 1 Governor General, 17 Knights, 1st Canadian ISS Cdr
PLA National Defense University Beijing, China	1985 	2000	Top university for military education in China. The NDU is tasked to prepare senior commanding, staff and research officers for the Army, Navy and Air Force of the PLA (People's Liberation Army), and to provide policy consultation to the State Council and Central Military Commission.	Various training programs between 1 month to 3 years. Also offers advanced training to international officers.		
National Defense Academy of Japan Yokosuka, Japan 	1952 as National Safety Academy (Successor to Imperial Japanese Army Academy originally established 1868)	2000	Trains future officers in the three services of the Japan Self Defense Forces.	4-year University-level military academy. Cadets specialize in one of 14 fields: 11 in sciences and engineering; 3 in humanities, social sciences	Applicants selected typically are recent graduates from Japanese civilian senior high schools. They are paid a salary as employees of the Ministry of Defense.	1 Minister of Defense; 2 chiefs of Staff; Ground Defense; 1 chief of staff-Air Defense; 2 Diet (National Legislature) members; 1 prefecture mayor; 1 astronaut
Theresian Military Academy Wiener Neustadt, Austria <i>A.E.I.O.U.</i>	1751  Empress Maria Theresa of Austria	5500	Train future graduates with the core competence necessary for duties in a military environment, especially in a chosen branch. Graduate must display leadership skills, act as a role model, have a sound educational background, be resilient to physical and psychological strains of military life and embody ethical and moral steadfastness.	3-year bachelor's degree in military leadership	Applicants must meet university entry requirements; candidates selected as likely to qualify for a later career as a military leader and expert.	
Australian Defence Force Academy Canberra, Australia <i>To Lead, To Excel</i>	1986 	800	To serve Australia by providing the Australian Defence Force (ADF) with tertiary graduates who have the attributes, intellect and skills required of an officer. Officer cadets and midshipmen complete both an undergraduate degree through the University of New South Wales, and a military education and training program through the Australian Defence Force.	3-year, co-ed, BA/BS programs. Tri-service military academy educating junior officers for Australian Army, Royal Australian Navy and Royal Australian Air Force.	Must qualify for university admission; leadership potential; meet medical and physical standards.	
Heroico Colegio Militar Mexico City, Mexico <i>Por el Honor de México (For Mexico's Honor)</i>	1823 	1000	To train Second Lieutenants in the branches of Infantry, Cavalry, Artillery, Armor, Engineers, and Administration to perform the duties of platoon leaders in their respective branches and in the different organizations of the Army and Mexican Armed Forces, for which they will receive a degree in military science.	4-year study bachelor's degree in military science. Graduates commissioned as 2LT in army branches including infantry, artillery, cavalry	Top performers on aptitude, psychological, and physical exams.	
Academia Militar das Agulhas Negras Rio de Janeiro, Brazil 	1792 Queen Mary I of Portugal Royal Academy of Artillery, Fortification and Drawing; 1811 Royal Military Academy	2000	To educate and train Army officers from all branches. To provide an education in military science at the undergraduate level. To start the training of future leaders of the Brazilian Army. Named for Agulhas Negras mountain summit location.	4-year University-level military academy. Bachelor in Military Science.	Cadets are recruited through a national annual competitive exam. Physical ability test is required.	9 Brazilian Presidents; 2 Prime Ministers

 <p>Escuela Militar del Libertado Bernardo O'Higgins Santiago, Chile <i>Merito, Virtue y Patriotismo (Merit, Virtue and Patriotism)</i></p>	<p>1817 General Bernardo O'Higgins</p>	<p>600</p>	<p>Educating selected young people to join the Chilean army as officers, training process places a special emphasis on leadership sustained by merit, virtue and patriotism.</p>	<p>4-year, co-educational service academy. Graduates are commissioned as the equivalent of Second Lieutenants</p>	<p>Chilean citizens under 24 years of age with no dependents</p>	<p>King Juan Carlos I of Spain Felipe VI of Spain</p>
 <p>Academia Militar Lisbon and Amadora, Portugal <i>Dulce et decorum est pro Patria mori (It is sweet and glorious to die for one's country)</i></p>	<p>1640 1640 as School of Artillery and Drawing; 1837 designated School of the Army; 1959 as Military Academy</p>	<p>750/800</p>	<p>To train and educate future Portuguese Army Officers, destined for permanent service to the branches and services of the Army and the Republican National Guard in the areas of general knowledge, academic investigation and community support systems</p>	<p>5-year MA programs in various Military Sciences or Military Engineering programs; 7 year MA programs for related Medical Degrees (in conjunction with civilian universities in Lisbon)</p>	<p>Must qualify for regular university admissions (diplomas, grades) as well as pass English Aptitude, Military Aptitude and Psychological and Physical Fitness tests</p>	
 <p>Academia General Militar Zaragoza, Spain</p>	<p>1882</p>	<p>1100</p>	<p>Prepare Cadets to become officers of character for a lifetime of service in the Spanish Military by developing the required military, physical, and educational skills.</p>	<p>4-year Bachelor in Business Management degree. Upon completing the program Cadets promoted to rank of Ensign & depart for 1 year Branch-specific military science course. Commissioned as Lieutenants.</p>	<p>Academic, physical, and medical examinations.</p>	
 <p>Helmut Schmidt University (Armed Forces) Hamburg, Germany</p>	<p>1973</p>	<p>2,144</p>	<p>To provide officer candidates with a university education. One of 2 federal research universities in Germany run by German Armed Forces (Bundeswehr). Since 2003, accepts civilian students. Unlike other nations' military academies, only offers courses of study which have little relation to the military and correspond to courses at regular German universities. All faculty are civilians.</p>	<p>3-year bachelor's degree and an additional year if pursuing master's degree. Civilian education for military officers. 13 year service requirement</p>	<p>Qualifying exam. Prior to studies, soldiers must train at one of 3 Officer Training schools: Army (Dresden- 'OSH'), Air Force (Fürsten-feldbruck- 'OSLw') Navy (Flensburg- 'MSM')</p>	
 <p>Turkish Military Academy (Kara Harp Okulu) Ankara, Turkey</p>	<p>1834 Sultan Mahmut II</p>	<p>4,000</p>	<p>To educate, train and develop qualified, professional military leaders for service as commissioned officers in the Turkish Army through education, training and self-improvement.</p>	<p>4-year, co-ed bachelor's programs in STEM and social sciences</p>	<p>Must graduate from one of 3 Turkish military high schools. Qualify for university admission. Fitness, medical exams. Good character, leadership potential.</p>	<p>Mustafa Kemal Atatürk, Founder of Turkish Republic, 5 Presidents, 3 Prime Ministers</p>
 <p>Bundeswehr University Munich, Germany <i>der Bundeswehr Universität München</i></p>	<p>1973</p>	<p>3,700</p>	<p>To provide officer candidates with a university education. One of 2 federal research universities in Germany run by German Armed Forces (Bundeswehr). Since 2003, accepts civilian students. Unlike other nations' military academies, only offers courses of study which have little relation to the military and correspond to courses at regular German universities. All faculty are civilians.</p>	<p>3-year bachelor's degree and an additional year if pursuing master's degree. Civilian education for military officers. 13 year service requirement</p>	<p>13 years</p>	
 <p>Korea Military Academy Seoul, Republic of Korea <i>Wisdom, Integrity, and Courage</i></p>	<p>1946</p>	<p>1000</p>	<p>Republic of Korea Army institution for the undergraduate education and military training of commissioned officers.</p>	<p>Undergraduate program leading to commission as 1LT</p>		<p>36 heads of the Joint Chiefs of Staff</p>
 <p>★ United States Naval Academy Annapolis, MD <i>Ex Scientia Tridens (From Knowledge, Sea Power)</i></p>	<p>1845 Secretary of the Navy George Bancroft</p>	<p>4600</p>	<p>To develop Midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government.</p>	<p>4-year, co-ed U.S. federal service academy, awards B.S. degree; Academic, military, physical and character leadership. Graduates commissioned Navy ensigns or 2LT Marines</p>	<p>Must qualify for university admission; appointment from a member of Congress, the VP or President</p>	<p>1 U.S. President, 5 Chairmen of the Joint Chiefs of Staff, 73 Medal of Honor Recipients; 2 Nobel Laureates, 52 Astronauts</p>
 <p>★ United States Air Force Academy Colorado Springs, CO</p>	<p>1954</p>	<p>4000</p>	<p>To educate, train, and inspire men and women to become leaders of character, motivated to lead the United States Air Force in service to our nation. Academy's core values: Integrity, Service Before Self, Excellence in All We Do.</p>	<p>4-year B.S. program; military academy for officer candidates for the United States Air Force. Graduates commissioned as 2LT U.S. Air Force</p>	<p>Selection on academic achievement, leadership, athletics and character. Candidates must pass fitness test & secure a nomination from a member of Congress</p>	<p>5 Air Force Chiefs of Staff; 1 Medal of Honor recipient; 39 Astronauts</p>
 <p>★ United States Coast Guard Academy New London, CT <i>Scientiæ Credit Mare (The sea yields to knowledge)</i></p>	<p>1876</p>	<p>900</p>	<p>To graduate young men and women with sound bodies, stout hearts and alert minds, with a liking for the sea and its lore, and with that high sense of Honor, Loyalty and Obedience which goes with trained initiative and leadership, well-grounded in seamanship, the sciences and the humanities, and strong in the resolve to be worthy of the traditions of commissioned officers in the U.S. Coast Guard, in the service of their country and humanity</p>	<p>4-year, co-ed U.S. federal service academy, awards B.S. degree; Graduates commissioned Ensigns in U.S. Coast Guard</p>	<p>Unlike the other service academies, admission to the academy does not require a congressional nomination.</p>	<p>21 Commandants of the U.S. Coast Guard, 2 Navy Cross Recipients, 2 Astronauts, 1 Treasury Secretary, 1 Chairman of the Federal Reserve</p>
 <p>★ United States Merchant Marine Academy King's Point, NY <i>Acta Non Verba (Deeds not Words)</i></p>	<p>1943</p>	<p>1000</p>	<p>To educate and graduate licensed merchant mariners and leaders of exemplary character who will serve America's marine transportation and defense needs in peace and war.</p>	<p>4-year, co-ed U.S. federal service academy, awards B.S. degree; Graduates commissioned 3rd Asst Ensign or 3rd Mates</p>	<p>Must qualify for university admission; receive an appointment from a member of Congress, the VP or President</p>	<p>8 Merchant Marine Distinguished Service Medal recipients; 2 astronauts, including space shuttle pilot</p>

At approximately 7:30am on June 29, 2015, as a group of cadet candidates were saying their “60-second good bye” to families in the auditorium of Eisenhower Hall, 17 cadet candidates from 16 different countries bypassed this tradition, and went immediately to the first R-Day checkpoint. The cadet candidates in this group, the Class of 2019’s international cadets, had said their (in some cases) “6,000-mile good bye” five days before and had begun a journey that more than 500 international cadets have taken since 1816.

The International Cadet Program (called the “Foreign Cadet Program” prior to the 1990s) has had several evolutions since brothers Luis and Mateo Blanco of Chile first came to West Point in 1816. According to George S. Pappas ’44, a former USMA historian, Commodore Horace Porter brought the young Blanco brothers to the United States, and they entered the Academy under now-unknown circumstances, since Congress had yet to establish a foreign cadet program. Although they were the first international cadets to study at West Point, the Blanco brothers did not complete

their training through graduation. Neither did Julian Paez from Colombia, the next international cadet, who was admitted to West Point with the Class of 1827.

It wasn’t until 1884 that Congress passed a law allowing the Secretary of War to nominate 10 candidates from U.S. territories, officially opening the way for subsequent international cadets to enter West Point. At that time, Secretary Robert Todd Lincoln used the opportunity to nominate Antonio Barrios from Guatemala (although not a U.S. territory). In the anthology *West Point: Two Centuries and Beyond*, Charles D. Krumwiede ’91 hypothesizes that this nomination, which was viewed favorably by Congressman Henry Slocum, Class of 1852, and ultimately approved by Congress, was likely done “to reward Guatemala’s positive relations with the United States at a time when U.S. relations with other Central American nations were tenuous.” Barrios graduated in 1889, becoming the first international graduate of West Point and setting the precedent for a Foreign Cadet Program at the Academy.

From **AFGHANISTAN** to **ZIMBABWE:** USMA’s International Cadet Program

By **Keith J. Hamel**, WPAOG staff



International cadet candidates from the Class of 2019 during their orientation prior to R-Day.

At first, the terms under which foreign cadets were admitted to the Academy were determined on a case-by-case basis, and, as with Barrios, diplomatic and trade policy factors were strong considerations. Chinese cadets, for example, first admitted to USMA in 1905, at time when the U.S. government sought to expand trade opportunities across the Pacific Ocean, were admitted based upon the recommendation of the Chinese Imperial government, which, as Krumwiede reports, considered the appointments to West Point “evidence of the friendly spirit which animates the government of the United States in its relations with China.” Cadets from the Philippines, which came under U.S. sovereignty according to the terms of the 1898 Treaty of Paris, were admitted based upon a national Civil Service examination and USMA entrance exams.

A consistent admissions policy for foreign cadets began to solidify in 1933. In that year, according to Edmund W. Moore III '89, author of the paper “Integrating International Cadets at the United States Military Academy,” Colonel C.C. Carter, Class of 1899, a

member of the Academy’s General Committee, recommended to the Superintendent that “foreign cadets must meet the same educational qualifications for admission as native cadets.” In 1946, Congress passed a law authorizing USMA to admit “not more than 20 persons” from American republics and entitling these foreign cadets “to the pay, allowance and emoluments” of other cadets (Moore notes that foreign cadets outside of American republics were admitted by special legislation). In 1966, Congress granted temporary authority that allowed USMA to admit up to four foreign cadets from “countries assisting the United States in Vietnam”; several attempts to extend this authority beyond 1970 failed. It wasn’t until 1983, under Public Law 98-94, that USMA was allowed to admit persons from all foreign countries, not just American republics, and the number of authorized foreign cadets was increased from 20 to 40. Finally, in 2002, Public Law 107-107 raised the number of international cadets to 60, where it stands today. Cadets from foreign countries do not count toward the authorized strength of the Corps of Cadets.



Photo: Courtesy of MAJ Andrew Yang, USMA admissions

According to Major Andrew Yang '03, Admissions Officer in Charge for the International Cadet Program, more than 160 countries, selected by the Secretary of the Army and approved by the Department of Defense, were invited to nominate citizens as candidates for the Class of 2019. "For the past decade or so, we have received more than 100 applications from 30 to 40 countries and admitted 15 candidates on average each year," Yang says. In determining which cadet applicants to accept, USMA Admissions now considers several factors such as SAT and TOEFL (Test of English as a Foreign Language) scores, leadership potential, and physical qualifications (applicants must report to their local U.S. Defense Attaché Office to complete the Candidate Fitness Assessment, and an American officer—although not necessarily an Army officer—must administer the CFA).

Yang notes that several USMA departments review the applications of international candidates, who also must meet the same general requirements as American cadets (between 17 and 22 years of age, not married, no children). He also says that, by law, priority is given to those candidates who will have a national service obligation to their native countries upon graduation from the Academy (which can vary from 4 to 20 years depending on the country).

Just as many top-tier universities offer need-blind admissions, one factor that USMA does not consider in admissions decisions is a foreign country's ability to reimburse the United States for the cost of instruction, something they have been expected to do since 1905, when Secretary of War William H. Taft told Congress that "no expense shall be caused to the United States" when he supported the appointments of the Chinese cadets. Currently, USMA tuition is close to \$80,000 per year, but the Secretary of Defense is permitted by law to grant full (capped at 20 cadets at any one time) or partial tuition waivers (no limit and can waive up to 66 percent of tuition) based on sliding payment scale according to a country's per capita GNP.

The tuition issue involving international cadets has been a point of discussion for decades, since more than 70 percent of the countries with cadets at USMA receive some degree of tuition waiver. Yet, Moore argues that "the expense to send an international cadet to West Point should be viewed as an investment in America's foreign and economic relations with friendly nations."

Moore cites three arguments to support the claim that the United States and U.S. cadets might be getting more out of the program than international cadets: 1) International cadets exposed to American culture and democratic ideals will champion these

- principles in their home country, ideally making citizens there more willing to accept an American presence and influence.
- 2) Working together and sharing military knowledge at the Academy, international and American cadets would work better together in future conflicts or civil relief operations.
- 3) International cadets provide an additional opportunity to educate future Army officers about other cultures and regions.

Though often motivated by foreign policy in its early years, today's International Cadet Program has far-reaching benefits to both the international cadets who study at West Point, and to the entire Corps of Cadets. Living in the same barracks and wearing the same uniforms as their American company mates, international cadets have ample opportunity to influence and be influenced. Cadet Abdulrahman Al-Hanzab '16 from Qatar, company commander of C-2, says, "As an international cadet I get asked a lot of questions, which I feel is a quick way to build relationships and make friends." Cadet Piyachai Chansuk '16 from Thailand says that he is always excited to introduce his American friends to Thai culture ("especially Thai food!") and enlighten them that his home country is not how it is often portrayed in the media.

International cadets are also ambassadors of West Point when they return to their home countries during leave. "I was interviewed by the newspaper *Bulgarian Army*," says Cadet Lyuboslav Karmidzhanov '16 from Bulgaria, "and they wanted to know everything in detail about my experience at West Point." Cadet Pascal Brun '16 from Haiti sums up the reciprocal relationship between West Point and international cadets by saying, "West Point sets itself apart from other institutions, both in the States and abroad, by instilling in its cadets a spirit of never-ending personal development with the ultimate goal of bettering not only themselves but everyone around them."

Including the 17 who reported for R-Day for the Class of 2019, approximately 550 international cadets, 454 of whom have graduated, have studied and trained at West Point since 1816, taking West Point's "Duty, Honor, Country" motto to heart and spreading its ideals across the globe to nearly 80 nations, from Afghanistan to Zimbabwe. What's more, in the almost two centuries of the International Cadet Program, some 71,800 American cadets have learned from their foreign classmates that the world is much bigger than their hometown, West Point, or the United States—an essential lesson for future Army officers to learn. ★

"West Point sets itself apart from other institutions, both in the States and abroad, by instilling in its cadets a spirit of never-ending personal development with the ultimate goal of bettering not only themselves but everyone around them."

—CDT Pascal Brun '16, Haiti

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West Point's International Military Skills Competition

By Keith J. Hamel, WPAOG staff

Sandhurst, West Point's annual military skills competition, has always been international in scope. Even before 1993, the year in which teams from other countries began coming to West Point to take part in the competition, Sandhurst had an international influence. Just look at the competition's name, which comes from the Royal Military Academy Sandhurst (RMAS), Great Britain's military institute for Army officers, founded in 1947 and located in Sandhurst, Berkshire County, England. West Point cadets began taking trips to RMAS a few years after World War II, and RMAS's Commandant presented West Point with a British officer's sword in 1967 to be used as the prize for a regimental skills competition that promoted military excellence and professional development in selected soldier skills among the Corps of Cadets. At first, West Point's Sandhurst Competition was just a mix of physical fitness tests, varsity and intramural sports, and drill and ceremony performed over the course of an academic term at the Academy.

In 1975, Major Robert Hodges, the British Exchange Officer assigned to West Point at the time, worked with the Commandant

to reformat the competition to test cadets' ability to "shoot, move and communicate" as a team. The competition was also moved to Camp Buckner and took place over 20 days in April. In 1986, the competition was reduced to a single day; in 1992, the competition was limited to one 9-person team from each company (before then there used to be five 4-man patrols and later two 9-person squads, including one female cadet) and ROTC teams were invited to compete; and, in 1993, international teams started to compete, the first two naturally coming from RMAS. In 2015, the 49th annual Sandhurst competition took place over 2 days in April, with a total of 564 competitors in 9-person teams, including 7 international teams, 36 companies of the U.S. Corps of Cadets and the U.S. Military Academy Preparatory School, 8 ROTC teams, and U.S. Service Academy teams from Navy, Air Force and Coast Guard participating. Teams must complete 22 tasks in the competition including marksmanship, navigation, carrying an injured Soldier up the ski slope, and mental agility challenges such as developing the best strategy for managing artillery support while under an enemy barrage.



“I learned more from the discoveries of our similarities than our differences and realized that the structures and small things about military academies hold a lot in common.”

— 2LT Lance Barrow '15, the 2015 Brigade Sandhurst Cadet in Charge

According to Captain James Boggs, the British Exchange Officer with the Department of Military Instruction (DMI) in charge of the Sandhurst Competition, “Invitations to Sandhurst come down to countries with which the United States is trying to build or maintain international friendships, or to West Point’s prior relations with other international military academies.” Eleven teams were invited for Sandhurst 2015, but eight actually competed: Canada, Chile, Germany, Great Britain (two teams), Japan, Qatar, and South Korea. Other international teams that have competed in the past include Afghanistan, Australia, Brazil, Mexico, The People’s Republic of China, and Spain. Turkey, which observed the event last spring, is expected to compete in 2016.

After accepting their invitation, international teams receive a competition manual from DMI that outlines the areas on which they should train. “They are basically warrior skills: shoot, move, communicate, survive, and adapt,” Boggs says. The teams then set their own regulations regarding how often and for how long they will train. According to Officer Cadet David Chadwick of the Royal Military College (Canada), his team trained six days a week for three to four hours per day, and Cadet Michiko Shimamoto of the National Defense Academy (Japan) said that her team trained up to eight hours on weekends. Without an academic program competing for its cadets’ time, RMAAS trains every morning and

every evening for the Sandhurst Competition. Furthermore, when international teams arrive at West Point in April for Sandhurst, they receive four days of training from the 3rd Battalion, 304th Infantry Regiment (3/304), U.S. Army Reserve, on the equipment and at the ranges they will use during the competition.

Unlike their foreign counterparts, West Point restricts training for USCC Sandhurst squads to Company Athletics time (1500-1830 weekdays), and while international teams are training with the 3/304, cadets competing in Sandhurst are in class. Training time is not the only difference between international teams and USCC squads. The USCC training effort is cadet led and executed, whereas most international teams are trained by one or two officers (sometimes NCOs), typically referred to as “team managers” or “coaches.” These managers also have larger “talent” pools from which to select members for their team, each holding academy-wide tryouts to create a single “all-star” team for that institution, while at West Point, each of the 36 USCC companies selects 10 competitors from the 100 or so cadets in each company. Some lament that West Point does not field its own “all-star” team, but doing so would go against the original intention of Sandhurst, which was to give USCC companies a venue to showcase military excellence. Furthermore, as Second Lieutenant Lance Barrow '15, the 2015 Brigade Sandhurst Cadet in Charge, says, “USCC’s

Previous page: USCC F-3 moves to its next site during the 2015 Sandhurst competition. **Below left:** Team Germany, with elements of its school’s leadership, poses in front of the MacArthur Statue at the Sandhurst finish line. **Below right:** A cadet from Team Canada at the Rifle Marksmanship site.





Above, left: Team South Korea carries a (mock) injured team member up the steep terrain of the Victor Constant Ski Slope. **Above, right:** A representative from Team Qatar accepts the Bronze Standard Patch from USMA's Department of Military Instruction.



Sandhurst team members are glad that they have their own company team with which they can lead and compete, as many would be unable to participate if USMA fielded a single 'all-star' team."

Beyond focusing on the leadership ability of USCC teams, today's Sandhurst gives cadets a chance to form bonds with the international cadets, with whom they may serve in some future multinational operation. Each year, DMI asks the Brigade Tactical Department to host the international teams. Some companies volunteer because they have hosted a particular international team in the past; some because they have a cadet in that company that speaks the language of the visiting international team. Whatever the reason, their hosting duties are the same: assigning the international team a table in the Mess Hall, facilitating their training, and answering their supply requests. Feedback from international teams regarding their USCC hosts has been overwhelmingly positive. "Our host company has been as welcoming as they can be and many friendships have been formed," says Shimamoto of B-1, the company that hosted the Japanese Team. Mike Osborn, who runs the Department of Physical Education at Ahmed Bin Muhammed Military College in Qatar, credits H-4, the company which hosted his team, with getting Qatari cadets more involved with Sandhurst. "The team wanted to stay clustered, but they've been forced to room individually with H-4 cadets, and they are now creating bonds that will last a lifetime," he says. Of course, the ambassador role goes both ways. The international teams want their host companies to learn from them as well.

"We want our C-2 hosts to know that Germany is no longer the country pejoratively portrayed by history, but one that wants to be

partners with allied forces," says Cadet Wolfgang Bauer, Team Leader for the team from Offizierschule des Heeres (Germany). Perhaps most of all, both sides learn how much they actually have in common. "I learned more from the discoveries of our similarities than our differences and realized that the structures and small things about military academies hold a lot in common," Barrow says. To many international teams, West Point is just like their home institution, but "bigger" (says Germany), with "more facilities" (says Japan), and with "more offerings for chow" (says Canada).

Overall, the eight international teams performed very well in the 2015 Sandhurst Competition, collectively finishing near the top third of the field of 58 teams. Canada, which came in first place four times in the past (the last being in 2009), finished 17th, demonstrating mastery-level performance in one of the rifle events, tactical combat casualty care, and the culminating challenge. Germany finished in 22nd place, significantly improving on its 2013 finish (54th) and 2014 finish (48th). "Sandhurst was a great experience for Team Germany," says Bauer. "Even at the exhausting events like MedEvac we were working together as a team and having lots of fun, which I believe was the key to our success." Japan was hoping for a better result (47th), but still came away satisfied. "Our goal was to complete the competition without letting anyone drop," says Shimamoto; "so, when we ran through the finish line with everyone present, we felt good about our performance." Even Qatar met its goal, despite facing numerous challenges, namely West Point's hilly terrain and chilly weather (Qatar is mostly a flat, hot subtropical desert) and the rules of the competition (Qatar has an all-male military college, but all Sandhurst teams must include one female, so a female cadet volunteered). "We just wanted to do better than 2013, when we came in last place," said Osborn. Qatar finished 57th out of 58 teams.



A member of Great Britain's "Blue" Team from the Royal Military Academy Sandhurst.



Historically speaking, international teams have excelled in the Sandhurst Competition. In 2012, for example, international teams claimed the top five places. The success of international teams continued in 2015. For the 19th time out of the last 20 years an international team took home the Reginald E. Johnson Trophy (given to the team with the top overall score). This year, the “Red” team from RMAS dethroned last year’s champion, RMAS’s “Blue” team. And while USCC is grateful for the relationships they have formed with international teams, winning is still important. “Just as the Corps is infuriated about losing to Navy in football the last 13 years, it’s troubling that H-3 has been the only company to win in two decades,” says Barrow. Well, at least Navy has never won Sandhurst! ★



Top: A member from Team Japan takes a breather between competitions.
Above: Team Chile assists a (mock) injured team member at the Technical Combat Casualty Care Site.

To many international teams, West Point is just like their home institution, but “bigger” (says Germany), with “more facilities” (says Japan), and with “more offerings for chow” (says Canada).



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Creating New Global Knowledge in the Military Domain

By Kim McDermott, WPAOG staff



Upon graduation, today's cadets will face challenges that include non-traditional enemies and complex operating environments. In order to win, they must persistently study modern war. While West Point has always trained and educated its cadets in modern day warfare, technologies, and strategy, it has never had a central program or hub to coordinate these lessons and disseminate them across the curriculum. Contrast this with the roundup of Great War European battlefields trip in June of 1919. A 14-page article in the 1920 *Howitzer* details how an entire class left West Point to tour Europe and the fields of the recent conflict—a scenario they were likely to face themselves—escorted by officers who had fought at those exact locations. Today, hundreds of cadets a year participate in staff rides to historic battlefield sites like Gettysburg and Normandy, and while there are important leadership lessons that can be learned there, the trips do not provide insight on how to combat

current and emerging threats such as the Islamic State of Iraq and Syria.

In response to this need, the Department of Military Instruction (DMI) has established the Modern War Institute (MWI). The MWI studies recent and ongoing conflicts to prepare present and future leaders to win in a complex world. Its three supporting functions are research, education and integration.

Research is central to the MWI's mission. The Institute will leverage the unique intellectual capital of West Point's cadets, faculty, and staff to conduct rigorous research on modern warfare and relevant military problems. Currently, cadets actively seek venues for the study of contemporary warfare. "Under the MWI," explains Colonel Liam Collins '92, Director of the Institute, "cadets will have the opportunity to build on

Above: Surveying former fighting positions which Croat forces used to shell Mostar for nearly 18 months are (from left to right) CDT Sam Ruppert '17, CDT Dave Stanford '17, MAJ Mike Jackson '00, Bosnian guide, CDT Josh Crafton '17, and CDT Pat McCallion '16.

“Today’s operating environment is extremely complex and challenging. We face challenges from both traditional and non-traditional threats on a technically challenging battlefield. Tomorrow’s operating environment will be even more complex. In order for us to be successful on the battlefield, we must understand modern warfare. The Modern War Institute will leverage the intellectual capital unique to West Point and serve as a vital resource in the study of modern warfare, not only for the Academy, but also for the Army as a whole.”

— LTG Robert L. Caslen ’75, Superintendent

this foundation and pursue multi-year research projects in specialized topic areas, such as megacities, subterranean warfare, and human performance optimization. In addition, the MWI will help incorporate findings into the broader curriculum and advance research already conducted by the Army through additional study.”

All of the MWI’s research will be collected and disseminated through the “War Room,” a physical and online library that will archive cadet and faculty research related to modern warfare and serve as a resource for the Academy as well as recently commissioned officers preparing for deployment. “The War Room will provide a one-stop source for research and related information organized thematically and regionally, and ensure the MWI’s positioning as a national resource,” says Major Mike Jackson ’00, Defense & Strategic Studies Program faculty member.

To aid in the development of research, the MWI will offer cadets out-of-classroom enrichment experiences through which they will be able to travel to regions of recent conflict, conduct field research, and work with organizations dealing firsthand in current or recent conflicts. For instance, the MWI will develop Battlefield Assessments in which a small group of cadets conduct field research on recent conflicts around the world.

The first MWI Battlefield Assessment took place this summer. Jackson and four cadets studied the Bosnian conflict with a focus on understanding military operations in densely populated urban environments as well as the complexity of multinational operations. The trip started with a week of academic preparation at West Point including selected readings, documentaries, and engagements covering the historical context of the Bosnian War, the conflict itself, and background on specific areas the team would be visiting. The academic preparation week culminated with a trip to New York City, where the team visited the U.S. Mission to the United Nations (U.N.) and then General (Retired) David Petraeus ’74.

Then the group traveled throughout Bosnia-Herzegovina for two weeks, including stops in Sarajevo, Mostar, Tuzla, Banja Luka, and Srebrenica. During a battlefield tour in Mostar, the group surveyed former fighting positions which Croat forces used to

shell the city for nearly 18 months, and the guide was a Bosnian who commanded approximately 40 men during the conflict. In Srebrenica they visited the Potcari Memorial to the Massacre of Srebrenica, located in a former warehouse that was part of the Dutch Headquarters overseeing a U.N. Safe Area. “It’s imperative for cadets to gain firsthand experience with the regions, people, and entities directly related to modern war so that they can develop a level of understanding that extends beyond the classroom as well as form relationships with organizations and people that they may soon work with as commissioned officers,” explains Major John Spencer, DMI faculty member.



Cadets participating in survey of Great War European battlefields in June 1919.

During the site visits, the group met commanders who recounted personal experiences from the conflict. To understand the evolution of the multinational operations, the group met with representatives from the U.S. Embassy, the U.N. Office of the High Representative, European Forces Command, and the NATO Headquarters in Sarajevo. The group also visited the International Criminal Tribunal for the former Yugoslavia and the International Commission for Missing Persons.



The September 8th MWI War Council Panel “ISIS: Reviewing a Year of U.S. Military Involvement” was attended by more than 100 cadets, faculty and staff.

In addition to these site visits and battlefield assessments, the MWI has also launched a lecture series by senior military, policy, and academic leaders, and has taken over the popular Department of Defense and Strategic Studies “War Council” discussion panel series.

All events are open to cadets and faculty across a variety of academic departments. A planned Military Academies Conference following the annual 2016 Sandhurst Competition will promote professional dialogue on global topics concerning war and warfare among a multi-national and diverse group of military professionals.

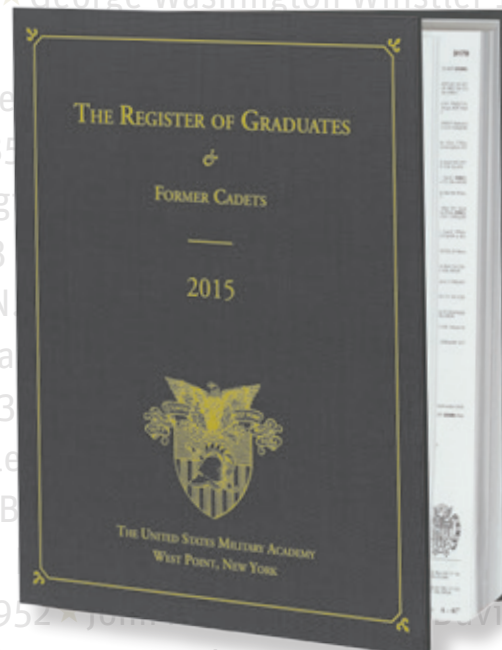
Effective communication and outreach will advance MWI’s mission and create a hub for an active network of stakeholders interested in the study of warfare. The MWI will extend its outreach to peer academic institutions and service academies, think tanks, the wider Army, Combatant Commands, and international forces and institutions. The primary vehicle will be the MWI website War Room, designed to deliver the outcomes of the institute’s research through peer-reviewed publications, share cadet experiences, and provide related resources from other institutions.

The MWI will directly enhance the quality of cadet military education and training while providing cadets the opportunity to pursue the study of modern war in a way that has never been done before. DMI hopes that the Institute will become the informational hub for West Point cadets and faculty, the Army, and the nation, and create the intellectual capital required to educate, train, and inspire current and future generations of military leaders. ★

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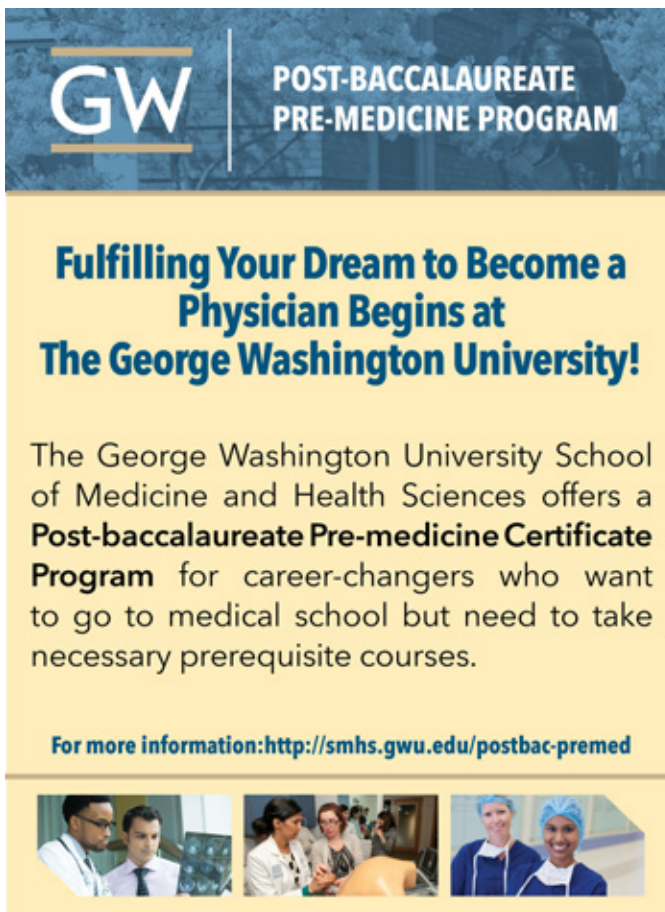
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STRENGTHENING THE GRIP

West Point Societies Around The World

By **Keith J. Hamel**, WPAOG staff

Cadet life at West Point is very communal. For four years, cadets share close quarters in the barracks, they fill 10-person tables in the Mess Hall, and they endure every trial on their path to graduation with at least one battle buddy. Such a life forms a strong bond, or “the grip” (as immortalized in “The Corps”), between members of the Long Gray Line, which endures long after graduating from West Point. And thanks to the worldwide network of 126 U.S. and 15 international West Point Societies (WPSs), it is a grip that spans the globe on six continents, from Belgium to Thailand.

International WPSs are growing in number and are offering tremendous opportunities for graduates living far from their alma mater to meet and celebrate those bonds they hold in common. These international WPSs can also help spread the mission of West Point in geographical regions typically not exposed to the work of the Academy. The recently founded WPS–Georgia, for example, the first WPS in a post-Soviet territory, gives presentations in local high schools and holds conferences on leadership to educate Georgian citizens about West Point. “They used to think the Academy produced terminators,” says Lieutenant Giorgi Janjalia ’13, “but our eight regular members and our two ‘special members,’

who are current Georgian cadets at USMA, are helping to correct this misconception.”

In addition to educating audiences, WPSs are also promoting the Academy. The WPS–Middle East, founded in 2011 and comprising the United Arab Emirates (UAE), Qatar, Kuwait, Saudi Arabia and Jordan, represents West Point in one of the most dynamic places in the world from both a business and a political perspective. “Our goal is to assist West Point in branding the Academy throughout the region, not just in defense circles but among international business networks as well,” says society president Jarat Ford ’99, “and having a presence in the Middle East gives us an opportunity to invite many influential local business leaders and government officials to our Founders Day events and such.”

In addition to the above outreach initiatives, international WPSs perform similar functions to their domestic cohorts. First, they make members available to speak to international students who are interested in attending the Academy. They also provide graduates with career transition assistance. “There are a large number of U.S. companies in Japan that are seeking the experience and expertise

that West Point graduates can provide, and our society provides them advice and support for negotiating the challenge of arriving in the middle of Tokyo or one of Japan's other cities," says Mica Imamura '87, the President of WPS-Japan. Lastly, they coordinate social gatherings, such as Founders Day dinners for members, often infusing these important West Point traditions with local flair. "For our Founders Day dinner, we play the Mess Call on bagpipes and include Her Majesty in the toasts," says A. Scott Graham '93, President of the WPS-Great Britain. Allan Banks III '74, President of WPS-Korea, reports that this year WPS-Korea introduced a special grog and a Korean "A" frame wooden carrier to the Founders Day celebration. "The grog is symbolic of the U.S.-Korean heritage of friendship and hard times," he says. First Lieutenant Manuel Ortiz '11, President of the first and only WPS in South America, says that his society's Founders Day dinner in Colombia, served both Budweiser and Club Colombia, a local beer brand, as a way of integrating U.S. and Colombian culture. "We had an amazing banquet at the Bogota Plaza Hotel that was nothing short of a success, especially because, slowly but surely, more Colombians are becoming more aware of West Point," Ortiz says.

One international location that is very much aware of West Point and its graduates is the Philippines. "The Philippines' opinion of West Point is overwhelmingly positive," says Dencio Acop '83, President of WPS-Philippines, "with the services of Filipino

graduates themselves being the best testimony to the Academy's influence." To commemorate the relationship between the two nations that fought side-by-side against Imperial Japan during World War II, WPS-Philippines took part in the Philippine-American Memorial Project, now located on the grounds of the Philippine Military Academy, which was established in 1902 and patterned after West Point. The decade-long project was supported by two of WPS-Philippines most recognized members: Former Philippine President Fidel Ramos '50 and General (Retired) Narcisco Abaya '71.

With an increasing number of graduates who are either deployed outside the United States on active duty or working in foreign countries, international WPSs are providing an important service for those looking to maintain "the grip" with other graduates, no matter where they are on the globe. Furthermore, keeping up with demands of globalization, international WPSs help the Academy attract the best prepared and most promising future cadets from other countries. "Having just attended the West Point All Academies Summit in Singapore and meeting President Ramos, I can see that West Point plays a critical role in shaping the international environment," says Ford of WPS-Middle East, "and I imagine that international graduates will find themselves in a future significant leadership position in their respective countries thanks to education and training they received at West Point." ★



Left: West Point Society (WPS)–South America Officers (l to r): CPT Stephen Koshansky '10, MAJ Andrew Sanders '01, 1LT Manuel Ortiz '11, MAJ Rob Santamaria '01 and 1LT Santiago Posada '08.

Right: Attendees at the West Point All-Academy Asia Summit (l to r): Jarat Ford '99, President of WPS–Middle East; Al Banks '73, President, WPS–Korea; GEN Vincent Brooks '80, Commanding General, U.S. Army, Pacific; Myung Jin Parks '87; Chris Lo '95, WPS–Singapore; and Do Sun Chae '72, WPS–Korea.

Below: The WPS–Philippines celebrated Founders Day with a well-attended dinner in Manila on March 21, 2015.

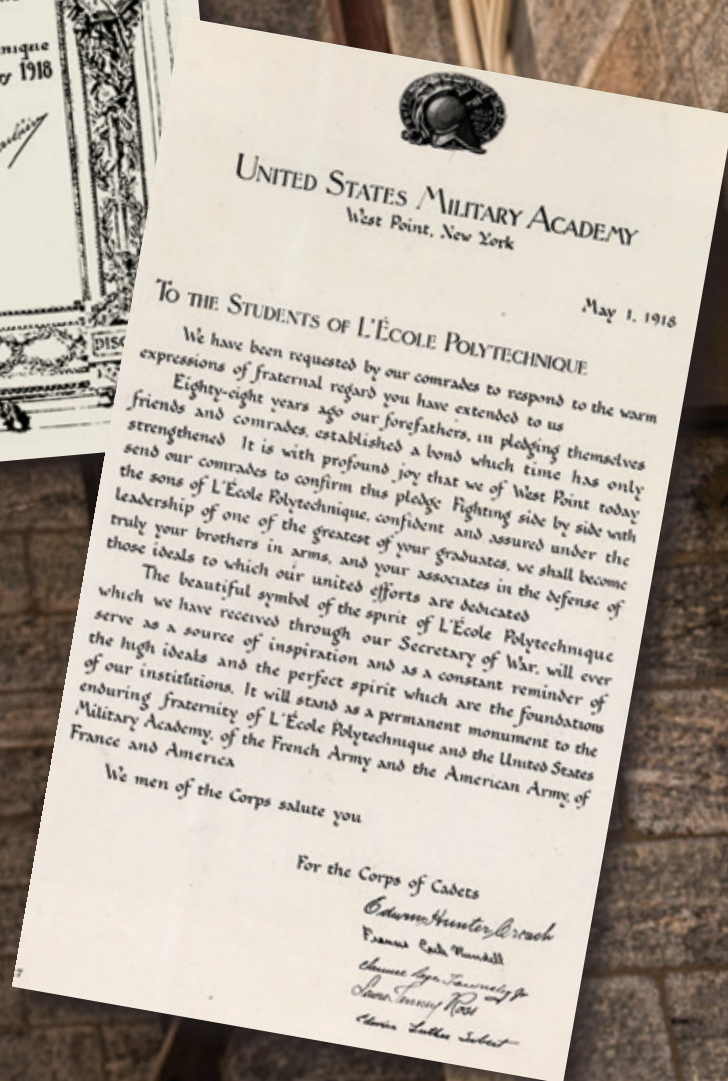
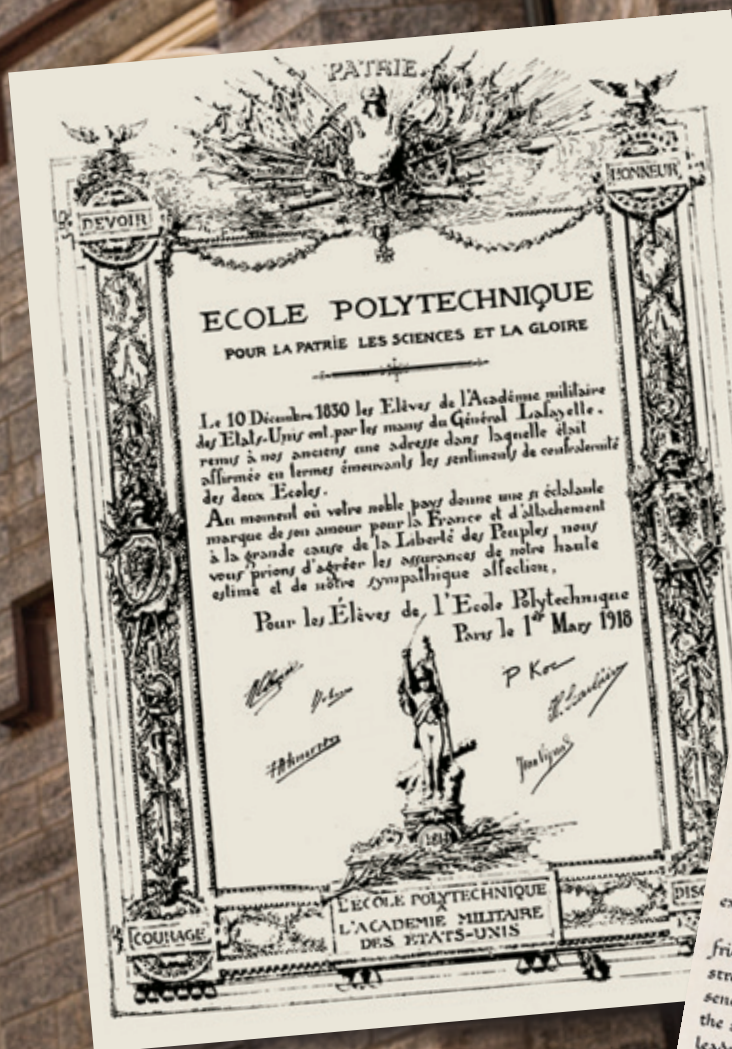


“The nation that makes a great distinction between its scholars and its warriors will have its thinking done by cowards and its fighting done by fools.”

—Thucydides



“Conscript, 1814” memorializes the valor of the cadets of L'Ecole Polytechnique, the French military academy, who took part in defending Paris in 1814. The monument was donated to the USMA Corp. Theunisissen now stands in the cadet Central Area, and is the source of much cadet lore. Its twin statue graces the Polytechnique campus in Paris. The motto reads “Pour la patrie, les sciences et la gloire”.





Remembering General Wen: The Life and Legacy of West Point's First Chinese Graduate

By **Anthony DiNoto**, WPAOG staff

During her trip to West Point in late spring of this year, Mrs. Harriet Tung became nostalgic. As rays of sunlight spilled through the trees along the highway, memories of her grandfather began to emerge. Once through Thayer Gate, Mrs. Tung couldn't help but wonder what it was like to be the first Chinese cadet at America's most prestigious Military Academy during the early 1900s. "When I passed Buffalo Soldiers Field, I pictured my grandfather trying to mount a horse at full gallop," Tung says with a chuckle. The few but fond memories drawn from the first-hand accounts of Lieutenant General Ying Hsing Wen, USMA Class of 1909, seem to have had a lasting effect on Mrs. Tung. Although the reserved yet revered general didn't share many stories with his

granddaughter regarding his time at West Point, Mrs. Tung says that she always seems to get swept away in the history and mystique of the United States Military Academy. But that day last spring she was on official business: to present an academic award to cadets for superiority in Chinese studies.

Each year since 2010, the Lieutenant General Ying Hsing Wen Memorial Travel Award, administered by West Point's Department of Foreign Languages (DFL), has been presented to cadets whose written essays exhibit a superb understanding of topics regarding China and/or U.S. and China relations. The recipients of this award have the unique opportunity to visit cultural and historic

Above, left and right: A cadet photo and *Howitzer* page of LTG Ying Hsing Wen, USMA Class of 1909. **Above, center:** Mrs. Harriet Tung presents the 2015 Wen Travel Award to Cadet Colby Hyde '16, who traveled to Hong Kong this summer. Mrs. Tung presented this award during the Department of Foreign Languages' Annual Awards Ceremony on May 21, 2015.

sites in China or Taiwan to conduct research for future academic papers, thus enriching their understanding of the Chinese people and their cultural heritage. Cadets emerge from this experience with increased foreign language fluency and an enhanced knowledge of the Chinese culture, which assists in leadership development for the United States Army. The Wen Travel Award is made possible thanks to an annual gift from his granddaughter. Through this award, General Wen's life, legacy and prominent military career is remembered, while his global impact as an International West Point Graduate is celebrated.

Born in China in 1887 to Ching-Wu Wen, a District Governor of a Chinese province, Ying Hsing Wen developed an interest in the military, stemming from his uncle's service as the Viceroy of Tibet. His uncle encouraged Wen to study abroad in hopes that he one day would return to modernize the Chinese military. Wen attended Tianjin University (formerly known as Peiyang University) in Tientsin and was quickly granted the opportunity to come to America and attend the Virginia Military Institute. Shortly thereafter, at a time when China was the focal point of U.S. foreign relations, Wen received a nomination to West Point due in part to the auspices of America's Open Door policy, reparations from the Opium Wars and the Boxer Indemnity Scholarship Program. This special act of Congress allowed Wen to arrive at West Point in the summer of 1905, as one of two Chinese cadets selected to join the Class of 1909. His plebe year was undoubtedly tough, and despite the fact that 38 of the original 161 members of the Class of 1909 dropped out of the Academy, Wen persevered and went from tumult to triumph. Respect from American cadets was quickly earned. Wen's hard work, attention to detail and sincerity throughout his West Point experience helped form friendships and garner admiration from classmates, instructors and the entire Corps. Although Wen graduated 82nd in his class academically, he finished first in his class for conduct. Such discipline does not go unnoticed at West Point, and the attitude of the Corps toward him and Chinese people as a whole was positively influenced as noted by a *New York Times* reporter in attendance at the 1909 commencement ceremony: "When Wen received his diploma, the cheers of the cadets shook the building and Wen was so pleased at his classmates that he winked and left the rostrum all smiles."

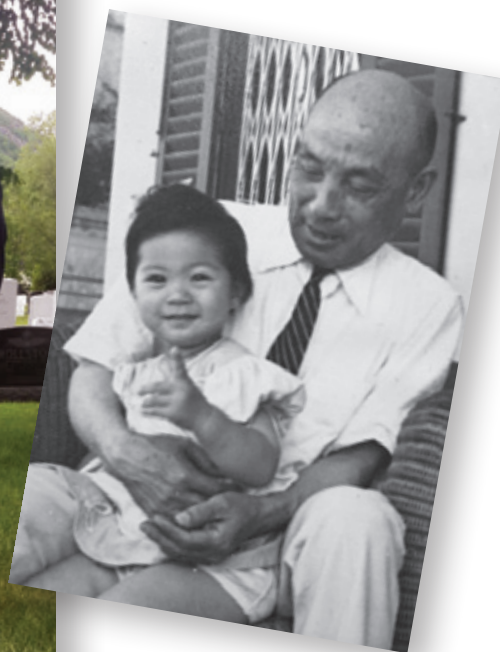
Upon graduation, Wen returned to his homeland and was immediately tasked with modernizing the Chinese Army. In 1912, in Kiangsu Province, Wen transitioned the Imperial Army over to the Republican side and became Military Council Secretary under Dr. Sun Yat Sen, President and founding father of the Republic of China. Wen played an integral role in establishing the Chinese Republic and deposing the nearly 300-year reign of the Imperial Manchu Dynasty. As the ancient country moved towards a more contemporary society, Wen rose in the ranks to lieutenant colonel and became Chief of Staff to General Chi-mei, Military Governor of the Woosung-Shanghai Command. By 1930, Wen attained the rank of lieutenant general and later founded the elite Revenue Guard as the "New First Army" of China, fighting against Communists and Japanese adversaries throughout the 1930s. As a proud ally to the United States, Wen served as an advisor to the Chinese government in global matters regarding U.S.-China relations. In the years between World Wars, Wen became President

of the prestigious Tsinghua University, attended the coronation of George VI as a representative of China, and continued to serve in many high-ranking civilian posts until his retirement in 1951. But after the Communists took control of China, Wen was forced to move back to America. However, Wen did not let exile deter his ambitious spirit. He became an entrepreneur and opened a small family business in Washington, DC, where he would live out the rest of his days. It's from this time period that Mrs. Tung draws her most vivid memories of her grandfather, as she spent four years living with him. "Although Grandfather was a man of few words, he led by example. We saw his generosity in having so many family members stay at his home and work at his business. But no one worked harder than Grandfather," Mrs. Tung says of her strict but

While he was one of the first two Chinese cadets admitted to the Class of 1909, General Wen was not the first international cadet to attend the Academy. Foreign Cadets at USMA date back to 1816, although Antonio Barrios USMA Class of 1889 of Guatemala holds the title of West Point's First International Graduate. The admission of Wen and Barrios into the United States Military Academy would pave the way for other international cadets in the years that followed. Like Wen, numerous international West Point graduates would use their leadership skills and military expertise to serve their respective governments such as former Nicaraguan President Anastasio Somoza, Jr. USMA Class of 1946, former Philippines President Fidel Valdez Ramos USMA Class of 1950 and former Costa Rican President Jose Figueres, USMA Class of 1979. Since Antonio Barrios in 1889, 454 International Cadets have graduated from West Point and have contributed to the global impact of the United States Military Academy.

fair "Yeh Yeh" (Grandfather). Throughout his life, Wen saw the amazing transition of China from an Imperial kingdom at his birth, to a modern republic during his career, to revolution and eventual exile in his retirement. An incredible life indeed; somewhat fitting for the first Chinese West Point Graduate.

General Ying Hsing Wen was laid to rest at West Point Cemetery in 1968, leaving behind an illustrious military career and a legacy that has transcended generations and inspired his family to follow in his footsteps. His son Patrick (Wen Ha-Hsiung) graduated from the



Left: Mrs. Tung visits her Grandfather's grave in West Point Cemetery with her brother Rick Wen (right) and Cousin Alfred Wen (left). **Right:** Mrs. Tung (age 3) with her Grandfather, LTG Ying Hsing Wen.

Virginia Military Institute and attained the three star status of lieutenant general in Taiwan under President Chiang Ching Kuo and like his father, served his entire career in the service of the Republic of China. Wen's great-grandson, Cadet Alexander Kozlowski, is currently a member of the USMA Class of 2017. Like all West Point graduates who play an historic role in serving their country, especially in times of national turmoil, General Wen was called to serve his country, and lived proudly in his adopted country of the United States when he was no longer able to serve in China. Now the relationship has come full circle, with the descendants of the first Chinese graduate of West Point helping cadets navigate their way through Chinese culture. Mrs. Tung believes that if her grandfather were alive today, he would be delighted to see both a modern China as a driving force of today's global economy and the success of West Point's Wen Travel Award that has become highly sought after by cadets—not surprising given that Chinese is DFL's top foreign language major at the United States Military Academy.

This year's recipients of the Wen Travel Award were Cadet Samuel Rupert '17 and Cadet Colby Hyde '16. Cadet Rupert had the opportunity to explore and experience the many different cultures and communities across southern China. "I have a very strong interest in China's history and culture, and with China being so important in today's world, this was a new and unique experience for me," he says. Rupert met different Chinese historians and explored various sites from an ancient Song Dynasty village in Hongcun to a museum in Yingtian—experiences not possible in the classroom. "As future military officers, it is highly likely we will be in unfamiliar situations, so for those of us who've traveled

abroad, we can draw upon those experiences and adapt to different people, places and perspectives—an invaluable skill as we maintain our relationship with China," Rupert says. For Cadet Hyde, the experience was humbling. During their stay, two Chinese students served as hosts to the West Point cadets, buying them lunch, escorting them from town to town and offering any assistance needed. "Our hosts were so incredibly generous that I was compelled to reciprocate the same hospitality when I saw a Chinese exchange student on the plane home. When we landed in the states, I set up her phone for international calls, bought her lunch and helped her navigate the busy New York City streets," says Hyde. Just as General Wen adapted to the culture of West Point more than 100 years ago, cadet recipients of the Wen Travel Award are experiencing an exchange of ideas, cultures and knowledge instrumental to cadet development. "Stories like that of General Wen show us that people are similar all over the world. Regardless of where a person is from, everyone is capable of possessing and exhibiting the traits of service and leadership," says Hyde. General Wen would no doubt be proud of cadets Rupert and Hyde.

Regarding her sponsorship of the Wen Travel Award, Mrs. Tung believes it was the years spent with her Grandfather which inspired her to give back to the United States Military Academy and promote International Cadet Development. "I learned from his example. It is my way to thank West Point for educating my grandfather and providing moral values. I hope the relationship between the United States and China that began with my Grandfather's acceptance to the Academy more than 100 years ago will continue and flourish to the benefit of both countries." ★

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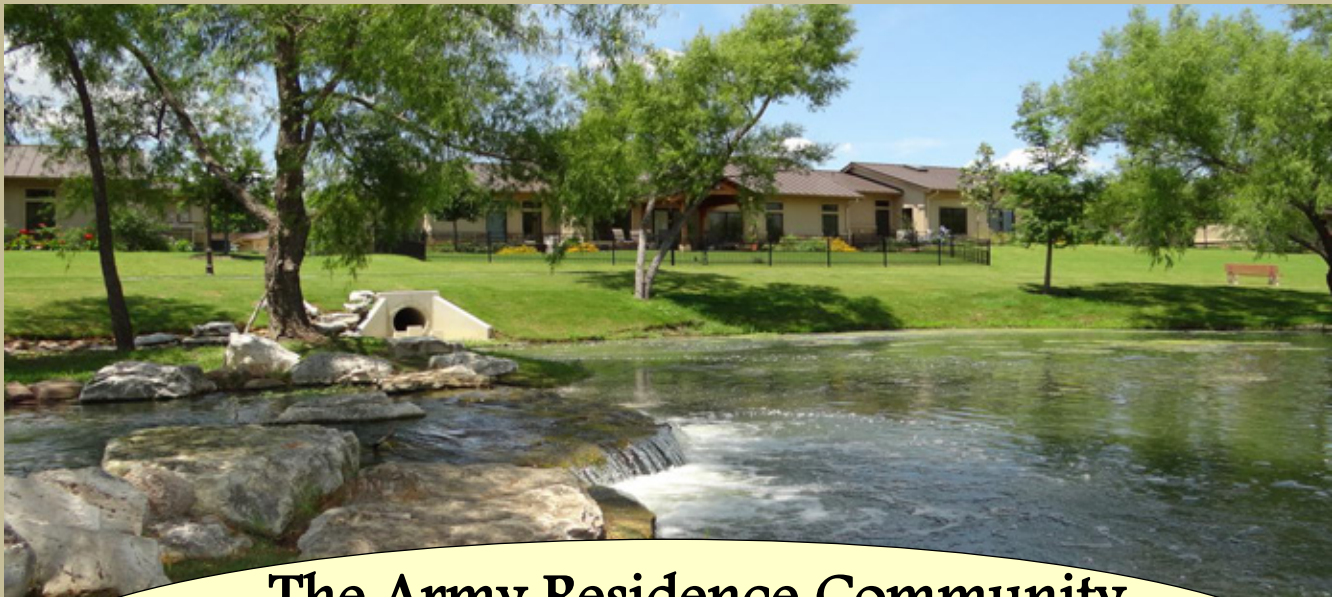
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Intensive Training in Critical Thought Prepares Cadets for Graduate Study, Leadership Roles

By **Ted Spiegel**, guest writer and **West Point** magazine staff

“It’s been demonstrated that the fire that burns within will burn brighter here. When they come into the crucible that is West Point, those at the high end on our whole candidate score are inspired by the intensity at the Academy. Through their own personal perseverance, they rise and succeed. In Beast Barracks, fully half fail their initial Army Physical Fitness Test. At the end of six weeks of summer training, 97 percent pass.” Those words of Colonel Deborah McDonald ’85, Director of Admissions, are like a forward pass to Colonel Suzanne Nielsen ’90, Deputy Head of the Department Social Sciences (SOSH), and overseer of the West Point program supporting top cadet performers who are pursuing graduate scholarships at the world’s leading universities.

Nielsen describes how the West Point Graduate Scholarship Program (think of it as “Beast Barracks for the mind”) rigorously challenges cadets to dig deeper into themselves academically, while exposing them to different global approaches to education: “The education at Oxford and Cambridge is very different from West Point. It’s much more independent and self-directed than the West Point approach. Students really have an opportunity to delve deeply. Our two-semester program —XH497: Critical Thought and XH407: Advanced Critical Thought—was designed to provide intensive mentoring for 20 high-performing cadets and engage them in the type of thinking and personal reflection which will help them achieve their fullest intellectual potential.”

Entry into the intensive critical thought course sequence is by application. Cadet applicants are reviewed and selected by a

scholarship committee, with interview panel members drawn from every USMA academic department. Selected cadets receive an intensive introduction to independent study and critical thinking in anticipation of applying for prestigious and highly competitive graduate scholarship programs including the Rhodes, Marshall, Fulbright, Rotary, Gates Cambridge, Mitchell, and Churchill international fellowships, as well as the National Science Foundation, Hertz, Truman and East-West Fellowships for U.S. graduate study.

Major Aaron Miller ’04, the XH497 course instructor, knows that a good officer must be able to go beyond the task of fighting, to identify a problem and rally forces to overcome that problem. According to XH497 course objectives, students must develop a vision of their future contributions, explore new ideas through interaction with peers, and develop analytical methods and writing skills. The focus on the thinking process is clear.

Miller’s XH497 curriculum had three main components: two books to be analyzed and discussed over the course of many weeks and one magazine, *The Economist*, to be examined weekly in detail. The two texts were *Thinking Fast and Slow* by Nobel Laureate Daniel Kahneman and *The Utility of Force* by British General Rupert Smith. Both books encourage an in-depth relationship with knowledge. Psychologist Kahneman has developed an approach “integrating economic analysis with fundamental insights from cognitive psychology, in particular regarding behavior under uncertainty, thereby laying the foundation for a new field of

Above: A cadet (left) interviews for entry into XH407. Faculty members evaluate potential scholarship candidates as Ambassadors of West Point to the institutions at which they might be graduate scholars.

research.” General Smith’s primary research was done on the battlefield: he was an important commander in Operation Desert Storm, The Balkans and Northern Ireland. Though not a historian, he has immersed himself in the history of warfare since Napoleon. Smith presents a professional British officer’s thoughtful progression through the conflicts of the last 200 years and some contentious thoughts about current challenges.

Cadet Regina Parker found Kahneman’s work engaging: “He made me think about my biases and understand that there is a time for quick judgments and fast processing based on your experience and biases, and there are moments when you have to slow down and really dig into your decisions and test your assumptions. You have to know when to use each approach.”

All Critical Thought students subscribe to *The Economist*, the London-based newsweekly. Cadet Joseph Broderick, pursuing pre-med/public health studies, recalls that “as plebes we daily had to know, and be able to summarize, three news articles from any source. That was the most beneficial plebe duty and the only one that I really appreciated. I read the news sparingly before I came to West Point. My table commandant required me to present at least one news story before we could start breakfast: ‘Sir, according to the *New York Times*...’”

The habit stuck. After his plebe year, Broderick still woke up early every morning to read the news “because I found it was so relevant to what I was going to be doing in the Army.” In Critical Thought, Broderick continued to enjoy the news: “Some of the discussions we had about *Economist* articles were the best experiences I’ve had at West Point. We had to read the week’s main article and one pick of our choice. If called on, we had two minutes to present the central argument of the main article or our pick, and then present how this related to the U.S. Army, the country and the world. Why is this important, why do we care about this article?”

“But it was best when we went beyond the two-minute presentation, broke into smaller groups and discussed the main article more deeply. First, we would offer feedback to the person

who did the presentation, then, it became a free-for-all discussion. When you are in a small group with only three people, it forces you to think critically about what you are saying to each other. You are under the microscope; they can pick your argument apart. In a group of three, the conversation with your critics is more in depth, you just learn a lot more that way. The more we practiced critical discussion, the more we were preparing ourselves for our future roles in the Army.”

Asked to describe the thought processes explored in class, Broderick said, “Critical thought is what you are utilizing when you are thinking about something and preparing to make a critique, which can be seen as helping a person—versus criticism, which can be seen as demeaning, even if it’s meant to be helpful. In day-to-day living it’s inefficient to think of everything critically, but there are times when you have to consider things which have multiple facts, multiple impacts. Critical thinking is synonymous with in-depth analysis: ‘causes’ in the plural have to be considered. What are the different factors at play, how are they related? You have to connect concepts in your head so that you have a cohesive picture of what is going on—in context. That’s why we read those *Economist* articles, so we can understand the world today and be better prepared to handle challenges when we are out in the Army.”

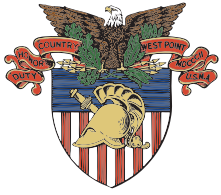
Cadets who complete Critical Thought must also apply to attend the sequel course, Advanced Critical Thought. In this course, students concentrate on the graduate scholarship application process and work in small special-interest study groups, create and learn from their own curriculum, then present and defend that curriculum before the entire class.

Does this ‘crucible’ of intensive training in critical thought inspire cadets to “rise and succeed” as they do in Beast Barracks? The results seem to say “yes.” The Class of 2015 earned 26 graduate scholarships, an all-time record. The Academy currently ranks fifth in the U.S. for Rhodes scholarship awards. Many other USMA graduates have received equally prestigious scholarships, as shown on the table on page 36. Colonel Nielsen points out that graduates studying on any one of these scholarships gain cultural competencies and offer the Army an opportunity to connect with communities with which they might not otherwise interact.

Major Brian Babcock-Lumish ’02, who was the executive secretary for SOSH’s Graduate Scholarship Program last year, understands the post-graduate scholarship process well. He spent two years at Oxford on a Marshall Scholarship and then studied for two years at King’s College London, earning a doctorate as a Truman Scholar. He also understands the benefits these opportunities provide to the Army. He is now a Military Intelligence Officer stationed at Fort Shafter, Honolulu, Hawaii. When asked about how other cultures think critically, he replied: “Understanding how countries in the Pacific perceive the United States is vital to ensuring we get the “rebalance” right. My time in the Scholarship Program, both as a cadet and as the executive secretary, has given me insights I would not have otherwise had as I support U.S. Army Pacific’s efforts to engage with our partners and allies. Critical thinking skills and, equally important, time to reflect, have been ideal preparation for all my operational assignments, but especially for this one.” ★



Then-cadet Will W. Moore ’15 receives a COL George K. Osborn III Award for Excellence in Political Science. Moore also received a Truman Scholarship.



Selected Scholarships for Graduate Study Earned By West Point Cadets and Alumni

West Point cadets and graduates have successfully competed for many prestigious scholarship awards for graduate study, including those listed below. The West Point Class of 2015 earned 26 graduate scholarships.

Scholarship	Established	Description	Selection Criteria	USMA Recipients*
Rhodes Scholarship	1902	2 years of study at Oxford University. Oldest and most prestigious international fellowship award. Each year, 32 Americans selected representing 50 states and D.C.	Rhodes Scholars are chosen for outstanding scholarly achievement, character, commitment to others and to the common good, and for their potential in leadership in whatever domains their careers may lead.	94 since 1923 #5 in U.S.
Rotary International Foundation Ambassadorial Scholarship	1947	1 year of study at a foreign university, including tuition, transportation, living expenses. Rotary is one of the world's largest private sponsors of university-level international scholarships. About 500 students study abroad yearly.	Recipients are articulate, outgoing, and can promote International goodwill and understanding through participation in Rotary activities abroad. Strong academic record required.	62 since 1959
National Science Foundation Graduate Research Fellowship	1952	Up to 3 years of study at a U.S. university. Oldest graduate fellowship supporting STEM discipline study. Many recipients become leaders who contribute significantly to scientific innovation and teaching. About 2000 fellowships awarded yearly.	Demonstrated potential for achievement in science and engineering research. Program supports outstanding graduate students pursuing research-based Master's and doctoral degrees at accredited U.S. institutions.	52 since 1962
East West Center Fellowship	1960	2 years of graduate study to participate in educational, cultural, residential and leadership development programs at the East-West Center while pursuing graduate study at the University of Hawaii at Manoa.	Established by Congress, the East-West Center has supported more than 6,000 students from Asia, the Pacific, and the U.S. Scholarships given for degree study and participation in Center's international and intercultural programs.	42 since 1991
Hertz Foundation Fellowship	1961	Up to 5 years of study leading to a Ph.D. in the physical, biological and engineering sciences. Supports graduate education of students of outstanding potential in the applied physical sciences. 15-20 fellowships awarded annually.	Merit-based award. Exceptional intelligence and creativity; Commitment to application of the physical sciences; Extraordinary accomplishment in technical or related professional studies; Appropriate moral and ethical values (as defined by Hertz Foundation).	39 since 1965
Marshall Scholarship	1953	1 to 2 years at any UK university. Established by the British Government to express British gratitude for the European Recovery Program, instituted by General George C. Marshall in 1947. Up to 40 scholarships offered annually.	Distinction of intellect and character as evidenced by scholarly achievement and other activities and interests. Candidates should be able to play an active role in the life of their U.K. university and have potential to contribute later to their own society.	37 since 1983
Truman Scholarship	1975	\$30,000 awarded to college juniors for graduate school (deferrable). 55-60 scholarships awarded annually.	Desire to be a change agent—improving the ways that government agencies, nonprofit organizations, or educational institutions serve the public. Strong academic and leadership record.	35 since 1993
Gates Cambridge	2000	1 year at Cambridge University. The Gates Cambridge Program enables 80 to 100 students from around the world to pursue 1-4 years of graduate study at Cambridge.	For intellectually outstanding postgraduate students with a capacity for leadership and a commitment to improving the lives of others. Aims to build a global network of future leaders.	12 since 2002
Fulbright Scholarship	1946	1 year at a foreign university. Sponsored by U.S. government. Established by Congress to "enable the government of the U.S. to increase mutual understanding between the people of the U.S. and the people of other countries." Each year, over 1,000 Americans study or conduct research in over 140 nations.	Selection based on: Quality and feasibility of proposal, academic record, personal qualifications, language preparation, extent to which candidate and project will advance the Fulbright aim of promoting mutual understanding among nations.	17 since 2005
Mitchell	2000	1 year at one of 9 Irish universities. Named in honor of former U.S. Senator's contribution to Northern Ireland peace process. Designed to connect future American leaders to Ireland. Up to 12 Mitchell Scholars chosen annually	Applicants judged on Scholarship, Leadership, and a sustained commitment to community and public service.	3 since 2002
Churchill	1963	1 year at Cambridge University. Program enables about 14 students in the natural and physical sciences, engineering, computer science, or mathematics to study at Churchill College, Cambridge.	Exceptional academic potential and achievement, outstanding personal qualities. Understanding the time required by research, the Churchill Foundation does not seek so-called "well rounded" applicants; instead, it seeks applicants with what it calls interesting "jagged edges."	1 in 2007
National GEM Consortium	1976	Enables qualified students from under-represented communities to pursue MS/PhD graduate education in applied science and engineering. GEM recruits high quality students interested in Doctoral degrees in applied science and engineering, and matches their specific skills to the specific technical needs of GEM employer members.	Candidates from under-represented groups in science and engineering as defined by the United States Bureau of Labor Statistics (African Americans, American Indians, and Hispanic Americans). Academic achievement, character, conduct. Completed application for graduate study at GEM member institution.	5 since 2010
Naval Postgraduate School	1912	18 month graduate program of study through the Graduate Research Fellowship in Mechanical and Aerospace Engineering. Applicants apply to conduct research and take courses towards Masters degrees in Mechanical, Aeronautical, or Astronautical Engineering.	Highly competitive programs require a strong research background and top academic performance. The program is unique in its nature as an academic opportunity in a joint environment.	3 since 2010
Olmsted Foundation	1959	2 -3 years of graduate study and cultural immersion in a foreign language in a foreign country. Established by MG George Olmsted '22, and his wife Carol with the Dept. of Defense and the Depts of the Army, Navy and Air Force to foster relationships between nations. 15-20 Scholars selected each year across 4 branches of service.	Candidates must be U.S. Armed Forces active duty officers in the Army, Navy, Air Force, and Marine Corps with 3-11 years of total federal military service. They must demonstrate outstanding performance and serve primarily in operational career fields.	129 of 180 Army Scholars to date

*Includes fellowship awards subsequently declined. Recipient statistics from USMA Department of Social Sciences, Office of the Dean of the Academic Board and the West Point *Register of Graduates*.

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"For Those We Lead" Graduation

May 23, 2015



Above: 1st CPT Austin Welch and the Class of 2015, prepared to graduate.
Left: Class of 2015—dismissed! **Below:** March on for the graduation parade.



Photos: John Pellino/USMA, Eric Bartelt/USMA PAO, SFC Jeremy Bunkley/USMA PAO

Members of the United States Military Academy Class of 2015 graduated and were commissioned as second lieutenants in the U.S. Army on May 23, 2015. Those graduating represented approximately 77 percent of the cadets who entered West Point almost four years ago.



NUMBER OF GRADUATES: 994 including 162 women, 97 African-Americans, 66 Asian/Pacific Islanders, 87 Hispanics, and 10 Native Americans, 139 U.S. Military Academy Preparatory School graduates, and 8 combat veterans.

ASSIGNMENTS: Army—1,028, Navy—one, Marine Corps—one

INTERNATIONAL CADETS: 13 (Chad, Colombia, Georgia, Honduras, Jordan, Kazakhstan, Latvia, Lithuania, Romania, Rwanda, Serbia, Taiwan, and Tunisia)

FIRST CAPTAIN:
Austin C. Welch, Winnetka, IL

CLASS PRESIDENT:
William P. Goodwin, Mercer Island, WA

VALEDICTORIAN:
Seamus J. Bann, Wichita, KS

Left: Graduation is a moving experience. **Center:** Graduation speaker GEN Martin E. Dempsey '74, Chairman of the Joint Chiefs of Staff. **Right:** Capturing the pride and joy selfie-style.



Above: 1st CPT Austin Welch and oldest graduate present, COL (R) Richard Hesse '45, lay the wreath at the base of Thayer Monument. **Right:** A cadet cordon during the Alumni Exercises.



WEST POINT AROUND THE WORLD

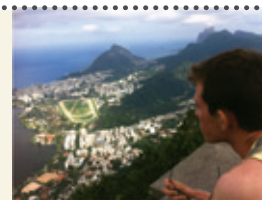
By the Numbers

International AIADs ▶ (Individual Academic Advanced Development)

Australia, Belgium, Bosnia/Herzegovina, Brazil, Cambodia, Chile, China, Costa Rica, Czech Republic, France, Georgia, Germany, Haiti, Honduras, Hong Kong, Israel, Italy, Japan, Jordan, Kosovo, Kuwait, Latvia, Marshall Islands, Mongolia, Morocco, Netherlands, Oman, Panama, Poland, Portugal, Romania, South Africa, South Korea, Spain, Taiwan, Tajikistan, Thailand, United Kingdom, Vietnam



20 days
AVERAGE
LENGTH
OF AIADs



305
CADETS
TRAVELED TO
THIRTY
NINE
COUNTRIES





7

INTERNATIONAL
FACULTY OFFICERS
AT USMA

(BRAZIL, CHILE, GERMANY, JAPAN, MEXICO, SPAIN, UNITED KINGDOM)

eight

foreign languages
taught at West Point:

(Arabic, Chinese, French,
German, Persian, Portuguese,
Russian, Spanish)

two

academic departments with international faculty
(Military Instruction, Foreign Languages) ▼

Semester Abroad Cadets Fall Term AY16:
84 cadets studying in 18 countries

(Austria, Brazil, Canada, Chile, China,
France, Germany, Japan, Jordan, Kazakhstan,
Latvia, Mexico, Moldova, Morocco, Oman,
Spain, Taiwan, Tajikistan) @ **25 institutions**



**Foreign Semester Exchange Cadets at
USMA Fall Term AY16: 29 Cadets from 8
Countries:** (Austria, Brazil, Canada, Chile,
France, Germany, Japan, Spain)

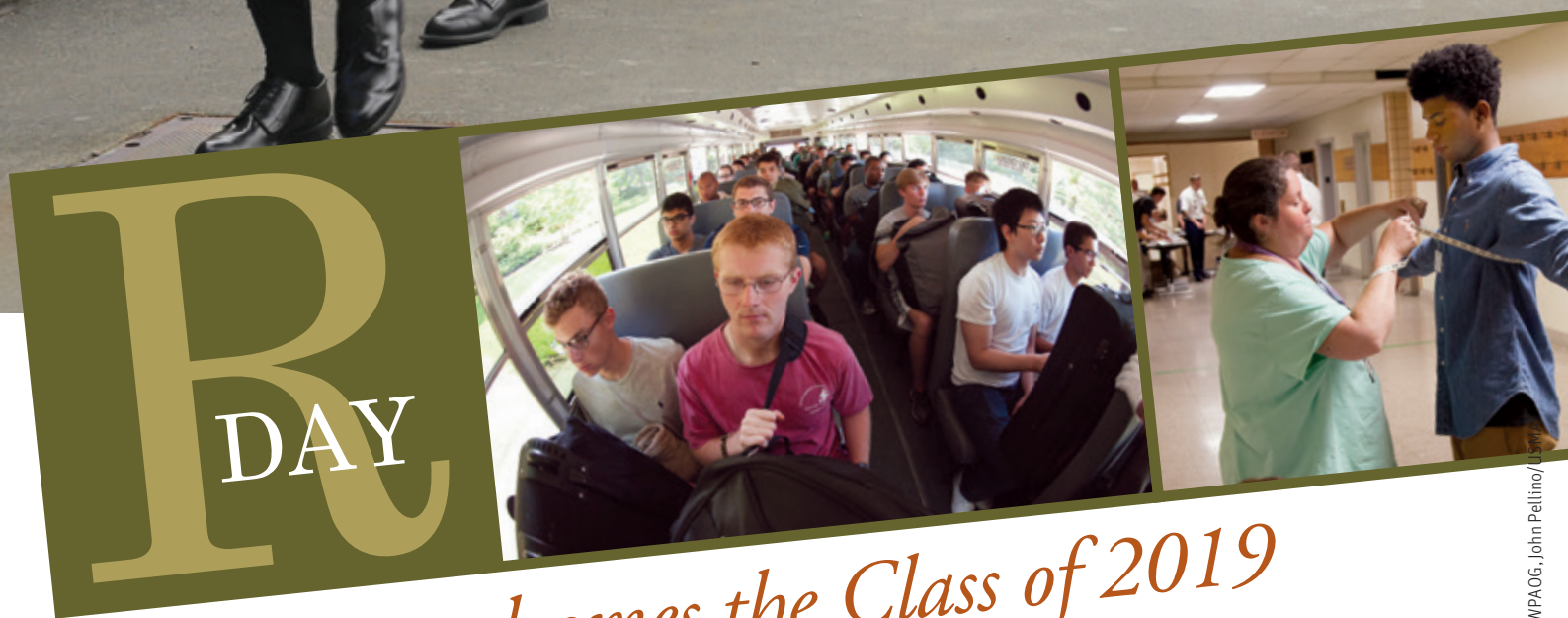
Estimate for Semester
Abroad Spring Term AY16

70
CADETS

135

average number
cadets in each class
majoring in a
foreign language





R
DAY

West Point welcomes the Class of 2019

“It’s the longest day that you’ll never remember.”

So said Cadet Katie Holder '16, the Regimental Commander for Cadet Basic Training I or “The Queen of Beast.” She was talking about Reception Day (R-Day), the annual first step that civilians take to become cadets at the United States Military Academy at West Point, leaders of character in the U.S. Army and members of the esteemed Long Gray Line. On June 29, 2015, approximately 1,270 cadet candidates took their first steps as members of the Class of 2019: going through a PT test, equipment issue, barber shop, drill and ceremony, and reporting to the Cadet in the Red Sash. Just like so many who have gone through the transformation before, they will end up recalling the events for a lifetime.



Top: Newly-uniformed cadet candidates move from Thayer Hall to various locations on the R-Day route. **Above, left to right:** New cadets move from Eisenhower Hall to Thayer Hall; get fitted for uniforms; take the official oath; receive a free haircut. **Right:** Parents take 60 seconds to say goodbye to their new cadet.

POP OFF!



On June 29, 2015, approximately 1,270 New Cadets became members of the Class of 2019. We asked our Facebook followers to share their thoughts and memories about the R-Day tradition, which continues as a rite of passage for all those who attend the United States Military Academy.



Mary Bunn

So proud of my grandson in the Class of 2019! God bless you Jamal! Your Army veteran great grandfathers, Charles E. Davis and Alphonso L. Bunn Sr., are smiling in Heaven!



Laurie Hollander

GOOD LUCK to all the cadet candidates and Future cadets—Class of 2019 #beast #neverevegiveup



Michael Gillilan Lee

Exactly 17 years ago today, I flew out of Colorado Springs airport, landed in Newark, got on a bus with many other soon-to-be New Cadets, and the Great Adventure began on Monday morning, 29 JUN 1998 at Michie Stadium...had one minute to say "bye" to my Dad!...Friends @ COS Airport early that morning 17 yrs ago, thank you so much!



Stephen Davis

50 years ago today, on my 18th birthday, I got the latest New Cadet ensemble —gray gym shorts, white gym shirt, and stylish black dress socks and black low quarter shoes (OMG that looked hideous!). The Cadet in the Red Sash welcomed me; taught me to salute; simplified my life by letting me know that I could answer any question with just four basic answers. I got a free haircut and we played word games: "Sir, New Cadet Davis reports to the First Sergeant, of the Third New Cadet Company, for the First Time, As Ordered." I nearly had a sandwich for lunch...lots of practice marching...met my roommate [hi Andy!]...and my new Squad Leader...more marching practice. I was so proud taking the OATH OF ALLEGIANCE with my Classmates that day at Trophy Point.



Lee A. Crain

I went to see the "Cadet in the Red Sash" 13 times. Please tell me someone visited that Cadet more than me.



Kami Iannaco Hall

I started to sweat just thinking about it! Good luck new cadets!



Dan Colasanto

Lives will be changed forever! There will be many significant emotional events! I remember it like yesterday.



Braden Camp

I showed up with a mustache. Really bad idea...imagine newly shaved head; gym-a shirt; holding huge sack of new uniforms; reporting to Cadet in Red Sash and I had a mustache. Instantly famous on the worst day to be famous. CI 2000



Don Cisco

Hmmm, fond and fuzzy memories of that day, 30 yrs ago. Me, an allied cadet, former 2LT in the Guatemalan Army, facing the Cadet in the red sash. Somehow, when they told me that I was assigned to G-3 company...I thought I heard E-3. Hilarity ensued...So for a few hours I was an Eagle.



Roy A. Murray Jr.

After almost exactly 50 years ago I remember some things like it was today. Like never, ever ask the Man in the Red Sash where the bathroom is! He will discuss all sorts of things with you, but you will never know where the damn bathroom is.



Jan Abdelkhalek

lol some funny memories. Wishing Class of 2019 and their families all the best. Slay the Beast!



Join the conversation on WPAOG's Facebook page!



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Kayla Swasey
CLASS OF 2017



International Faculty Enhance Cross-Cultural Competency at West Point

By Kim McDermott, WPAOG staff

West Point currently has seven international officers serving on the faculty; five are exchange officers and two are liaison officers. Four (from Chile, Japan, Spain and United Kingdom) teach Military Instruction and three (from Brazil, Germany and Mexico) teach Foreign Languages.

The foreign officers are assigned to West Point in two basic ways. The five exchange officers are here via the Army Military Personnel

Exchange Program with Military Services of Other Nations, or MPEP. The two liaison officers have a different status, and do not have a specific American counterpart in their home nation.

Colonel Greg Ebner '88, head of the Department of Foreign Languages (DFL), explains, "In all cases, the officers participate in an established relationship between West Point and their militaries. Every two years, they rotate out and other officers from those countries come in behind them. We do not change countries or languages from year to year. The positions at West Point are highly sought after and [foreign officers] compete to be given the chance to come here. We do not get involved in the selection process."

Per AR 614-10, the Army regulation governing MPEP, the program provides "a framework through bilateral exchanges of military personnel that prepare officers and NCOs for future assignments in support of multinational operations. The Army's MPEP operates typically as a one-for-one exchange of personnel. The ranks and/or grades of the exchange personnel will be essentially equal and as agreed upon by the participating countries." The assignments can vary from one to three years.

The regulation states, "Exchange personnel are given meaningful and responsible assignments commensurate with their grade and qualifications and are integrated into the sponsoring organization." In DFL for example, the Mexican and Brazilian officers support the department mission by teaching courses in their native language as well as the Military Readings course for that language.

Colonel Ebner says, "Our international officers are critical to the success of the department. They bring skills, experiences, and cultural knowledge that can never be fully replicated by our traditional faculty and help to create an exceptionally diverse environment within the department. In the classroom, they give insight to cadets about their militaries that help the cadets to understand our partner nations at an insider level."

DMI anticipates welcoming a German noncommissioned officer (NCO) to teach Military Science in the Spring (the first via MPEP). German NCOs have assisted with Cadet Leader Development Training for the past two summers, providing an impetus to form a more permanent relationship.★

Above: LTC Rolf Metz (left) from Germany teaching LG203, German I, and MAJ Takayoshi Tsukamoto (right) from Japan teaching MS200, Small Unit Operations. **Left:** CPT Rodrigo Hitschfeld from Chile also teaches MS200. Other international faculty members MAJ James Boggs (United Kingdom-DMI), MAJ Percy Jaramillo (Mexico-DFL), MAJ Enio Magalhaes (Brazil-DFL), and MAJ Luis Vega (Spain-DMI) are not pictured.



We Need You TO FINISH STRONG



The Race Ends December 31, 2015!

In the final weeks of the *For Us All Campaign*, please join fellow graduates and friends to go beyond our expectations and support West Point and the Corps of Cadets.



FOR *US* ALL
the Campaign for West Point

WestPointForUsAll.org
845.446.1650

WPAOG News



Ceremony Marks Groundbreaking of WPAOG-funded Foley Enners Nathe Lacrosse Center

On August 21, USMA Superintendent Lieutenant General Robert L. Caslen Jr. '75 joined leaders from the West Point Association of Graduates and Army West Point Athletics to mark the official groundbreaking for the future Foley Enners Nathe Lacrosse Center, the new state-of-the-art home for USMA men's and women's lacrosse. Named for lead donor William Foley '67 and his classmates 1LT Ray Enners '67 and 1LT Michael Nathe '67, former lacrosse players who were killed in action serving in Vietnam, the center will occupy the northeast corner of Michie Stadium.

The Center has been a Superintendent's priority within the WPAOG *For Us All: The Campaign for West Point* and was fully funded by West Point graduates and friends of the Academy. Representing William Foley '67, Cornell "Buck" French '89, the late Jack Rust '49, and the hundreds of donors that made the center a reality, Gary

Giglio '89, a former Army Lacrosse team captain and himself a lead donor, said, "It is fantastic to be part of a project that represents the tradition of Army Lacrosse."

"Everyone should feel enormous satisfaction in this accomplishment," said COL (R) Robert McClure '76, WPAOG's President and CEO. "This is a giant step forward for Army West Point Athletics, and it is tangible evidence of what WPAOG does so well: connecting the passion of our graduates with the needs of West Point and giving cadets the best facilities in the nation at the best value."

The Superintendent expressed his gratitude: "I'd like to thank all those who generously donated to make this project happen, in particular Bill Foley, Gary Giglio, Randy Quirk and Will Weathersby. Because of their and many others' generous support, we can break ground on what will be a first-class facility for our men's and women's

lacrosse teams. When you stop and think about what Bill Foley, Class of 1967, is doing to honor two great lacrosse player classmates, Ray Enners and Mike Nathe, Bill deserves a lot of recognition and thanks. Ray and Mike took the mental, physical and leadership skills they developed as lacrosse players to the fight in Vietnam where they gave the last full measure of their devotion. Because of Bill's respect and love of his classmates, this facility will forever honor them and their memory."

The 15,000-square-foot, two story center will feature a multipurpose room, team meeting rooms, locker rooms, a training room, and on-site equipment storage. Summing up the project, men's lacrosse head coach Joe Alberici said, "Thanks to WPAOG and the Long Gray Line, Army West Point Lacrosse will now have the greatest lacrosse facility in the nation for the next 25 years."



Breaking Ground from left to right: Kristen Waagbo, Army West Point Women's Lacrosse Noto Family Head Coach; COL(R) Todd Browne '85, COO, West Point Association of Graduates; COL(R) Bob McClure '76, President and CEO, West Point Association of Graduates; LTG Robert L. Caslen Jr. '75, 59th Superintendent, U.S. Military Academy; Boo Corrigan, Director of Intercollegiate Athletics; Joe Alberici, Army West Point Men's Lacrosse Head Coach. **Right:** Architect's rendering of the Foley Enners Nathe Lacrosse Center.



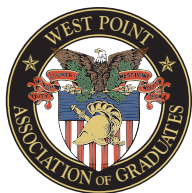
WPAOG Annual Meeting and Election

On November 24, 2015 at 5:00pm Eastern Time, the Annual Meeting of the West Point Association of Graduates will take place at the Herbert Alumni Center. The primary business at the meeting will be to conclude the 2015 Annual Election. Not later than thirty days prior to the Annual Meeting, Amplitude Research, Inc., the independent firm that will count the votes, will send a proxy to each Regular Member of the Association (i.e., each USMA graduate). Graduates who are unable to attend the Annual Meeting are encouraged to vote in the election (and to approve the recommended amendments to the Bylaws) via proxy. Please direct questions regarding the Annual Meeting and Election to Jim Johnston '73, Secretary; Jim.Johnston@wpaog.org; 845-446-1510.

Join us in 2016



Hundreds of graduates, friends and families have taken advantage of WPAOG's travel program and experienced one-of-a-kind adventures around the globe. We are proud to once again offer an expanded range of opportunities.



DATE

TRIP TITLE

1/29	Passage through the Panama Canal and Costa Rica
1/29	Treasures of South America
3/8	Costa Rica Showcase of Conservation
4/22	Trade Routes of Coastal Iberia
4/23	JAT: Waterways and Canals of Holland and Belgium
5/4	Inland Sea of Japan and South Korea
5/23	Celtic Lands
5/29	Provence To Normandy
6/8	In the Wake of the Vikings
6/25	Mediterranean Crossroads (Formerly Scenic Coves of the Mediterranean)
7/4	JAT: Great Journey Through Europe
7/6	Oxford English Countryside
7/9	Alaska's Glaciers and Inside Passage
8/17	Coastal Maine And New Brunswick
8/17	National Parks and Lodges of the Old West
8/19	JAT: Discover Southeast Alaska
9/8	Town and Country Life in Italian Lakes and Venice
9/30	JAT: Canada And New England—Fall Foliage
10/1	Cruise the Face of Europe
10/9	Ancient Kingdoms of China and Tibet
12/26	Baha Multi-Sport Adventure

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START^{the}DAYS!

NOVEMBER	DECEMBER	JANUARY
4-7 SCUSA Student Conference on U.S. Affairs	5-6 West Point Band Holiday Concert	
BEAT NAVY! 13 Army West Point Rugby (Women)	7 Holiday Tree Lighting	
17 Native American Heritage Month Luncheon	BEAT NAVY! 12 Army/Navy Football (Philadelphia, PA)	5 Second Semester Begins
19 Branch Night	15-19 Term-End Exams	28 Post Night
		30 500th Night (for the Class of 2017)

Upcoming events suggested by West Point staff & faculty.

Events for Feb 2016—Apr 2016 should be sent to editor@wpaog.org by Nov 15, 2015.

For the entire calendar, go to
WestPointAOG.org/calendar

SACC *Service Academy Career Conference*

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- Learn how to get your foot in the door for your desired civilian career.
- Meet one-on-one with corporate recruiters looking for the unique skills and experience that Academy graduates bring to the job.
- Explore graduate school options.

To register for any SACC as an attendee or exhibitor, go to sacc-jobfair.com.



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Email: careers@wpaog.org

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If you would like more information about
WPAOG Career Services visit WestPointAOG.org/Careers



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Savannah, GA
Washington, DC
San Diego, CA

Nov 19 – 20, 2015
Mar 3 – 4, 2016
May 5 – 6, 2016
Aug 18 – 19, 2016

*Service Academy Career Conferences are held exclusively for federal service academy graduates.

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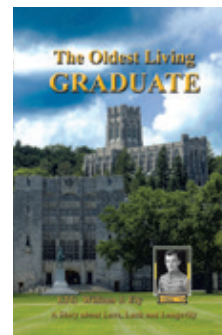
Contact WPAOG's Reunion Support Team for more information and package fees:

Alexis Davis at Alexis.Davis@wpaog.org or 845-446-1562 or Nicole Vitale at Nicole.Vitale@wpaog.org or 845-446-1573.

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The Oldest Living Graduate: A Story About Love, Luck and Longevity

by LTG William J. Ely

The Oldest Living Graduate is the autobiography of Lieutenant General William J. Ely. He was born in 1911, graduated from the United States Military Academy in 1933, served in the Army for thirty-three years and is now, at 103 years, West Point's oldest living graduate. He is an accomplished farmer, soldier, engineer, poet and golfer. The OLG is an extraordinary story about life, love and the American Dream.

The General is still very active in Delray Beach, Florida at nearly 104 years of age.

Gripping Hands

“Grip hands—though it be from the shadows—while we swear as you did of yore, or living or dying, to honor the Corps, and the Corps, and the Corps.” —Bishop Shipman 1902

2011

First Female Rangers Come From the Long Gray Line

2012

On August 21, 2015 Captain Kristen Griest '11 (below, right) and First Lieutenant Shaye Haver '12 (below, left) made history as the first two women to graduate from the U.S. Army Ranger School.

Lieutenant General Robert L. Caslen '75, Superintendent, said, “I speak for the entire West Point community when I say that we’re very proud of [them] on graduating from Ranger School. Throughout our history, West Point graduates have been trailblazers throughout our Army and beyond, and our female graduates are certainly no exception. [They] epitomize the resiliency and mental toughness—attributes that we develop at West Point—required to succeed as Army Rangers.”



2006

CPT Jon Anderson Takes Gold at Pan Am Games

CPT Jon Anderson '06 is a member of Team USA which, for the first time in four decades, took home the team title in Greco-Roman wrestling at the Pan American Games. The games were held July 15, 2015 at the Mississauga Sports Centre in Toronto, Canada. CPT Anderson, a member of the World Class Athlete Program, said “I’m proud to take home this gold medal for our country. It means a lot.”



General Officer Promotions

The U.S. Senate has confirmed the following General Officer nominations:

To the rank of General:

Lieutenant General Robert B. Abrams '82

To the rank of Lieutenant General:

Major General Daniel R. Hokanson '86

Major General Ronald F. Lewis '87

To the rank of Major General:

Brigadier General Anthony C. Funkhouser '85

To the rank of Brigadier General:

Colonel Antonio A. Aguto, Jr. '88

Colonel Douglas C. Crissman '88

Colonel Antonio M. Fletcher '89

Colonel Bradley T. Gericke '88

Colonel Steven W. Gilland '90

Colonel Diana M. Holland '90

Colonel Kenneth L. Kamper '89

Colonel Joseph P. McGee '90

Colonel John E. Novalis II '87

Colonel James H. Raymer '89

Colonel John B. Richardson IV '91

Colonel Daniel R. Walrath '88

The U.S. Senate has confirmed the following Army National Guard officers for Federal recognition in the next higher grade:

Brigadier General Robert W. Enzenauer '75

Brigadier General Michael K. Hanifan '86

Colonel Pablo Estrada, Jr. '88

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Be Thou at Peace

Deaths reported from June 1–September 30, 2015.

COL Fred L. Walker Jr., USA, Retired	1936	BG John A. Maurer, USA, Retired	1949	Col James M. Ryan, USAF, Retired	1958
COL Clifford T. Riordan, USA, Retired	1938	COL Edwin S. Townsley, USA, Retired	1949	LTC James R. Wessel, USA, Retired	1958
COL James B. Carvey, USA, Retired	1939	LTC Edward J. Fox, USA, Retired	1950	Mr. Larry A. Bauermeister	1960
Col John R. Knight, USAF, Retired	1940	Mr. Leroy W. Henderson	1950	COL Ferdinand C. Bidgood, USA, Retired	1960
COL Stanley M. Ramey, USA, Retired	1941	Mr. David W. Mernan	1950	COL John C. Crump, USA, Retired	1960
LTG Walter J. Woolwine, USA, Retired	1941	LTC Walter E. Price, USA, Retired	1950	LTC Joseph A. Jascewsky Jr., USA, Retired	1960
MAJ Howard E. Moore, USA, Retired	1943JAN	Mr. Kelly T. Veley	1950	LTC John J. McKinney, USA, Retired	1960
Mr. Frederick M. Smith	1943JAN	Col Robert E. Whiting Sr., USAF, Retired	1950	LTC Robert E. Oswandel, USA, Retired	1960
Maj Gen Jonas L. Blank, USAF, Retired	1943JUN	LTC Charles L. Knapp, USA, Retired	1951	Mr. Clinton H. Coddington Esq.	1961
BG Harold H. Dunwoody USA, Retired	1943JUN	COL Joseph L. Sites, USA, Retired	1951	COL Grant B. Dalglish, USA, Retired	1961
BG John W. Donaldson, USA, Retired	1944	LTC Donald A. Van Matre, USA, Retired	1951	Mr. John L. Raible	1961
LTC John R. Flynn, USA, Retired	1944	COL Ralph T. Garver, USA, Retired	1952	MG John R. Landry, USA, Retired	1962
COL Douglas L. Harris, USA, Retired	1944	LTC Edgar A. Gilbert III, USA, Retired	1952	Mr. Dale F. Smith	1962
Mr. John C. Pile	1944	Col Robert B. King, USAF, Retired	1952	Mr. Donald J. Voss	1962
LTC Luther D. Wallis Jr., USA, Retired	1944	BG Loyd P. Rhiddlehoover Jr., USA, Retired	1952	COL John F. Morgan, USA, Retired	1963
COL Mason J. Young Jr., USA, Retired	1944	LTC James H. Rink, USA, Retired	1952	LTC Edmond M. Rowan Jr., USA, Retired	1963
LTC Raymond L. Clark, USA, Retired	1945	COL Herbert Y. Schandler, USA, Retired	1952	COL Dwayne G. Lee, USA, Retired	1964
MAJ William D. Clark, USA, Retired	1945	COL James W. Wensyel, USA, Retired	1952	LTC James S. Hume, USA, Retired	1965
LTC Charles E. Limpus Jr., USA, Retired	1945	Dr. Russell G. Groshans	1953	LTC Jerome E. Kelly Sr., USA, Retired	1965
Mr. Edward N. Robinson Sr.	1945	COL Kenneth S. Heitzke, USA, Retired	1953	LTC Ronald L. Walter, USA, Retired	1965
Lt Col James A. Salter, USAF, Retired	1945	LTC Edwin Reed Jr., USA, Retired	1953	Mr. Richard A. Jones	1967
LTC Frank A. Smith, USA, Retired	1945	LTC Robert L. Adams, USA, Retired	1954	Mr. Clark A. Stave	1967
COL Roy P. Beatty, USA, Retired	1946	LTC George C. Bennett II, USA, Retired	1954	COL Robert K. Williams MD, USA, Retired	1967
Brig Gen Clyde R. Denniston Jr., USAF, Retired	1946	COL Donald K. Bradbury, USA, Retired	1954	Mr. Paul H. Crist	1968
Col John P. Doolittle, USAF, Retired	1946	GEN John R. Galvin, USA, Retired	1954	Mr. and Mrs. John B. Wing	1968
Lt Col Robert N. Dosh Jr., USAF, Retired	1946	LTC Jack A. Lochner, USA, Retired	1954	Mr. Howard W. Fleeger	1969
COL Robert M. Hamilton, USA, Retired	1946	Mr. John H. Lohman	1954	COL Ronald D. McAdoo, USA, Retired	1969
Mr. Francis F. Hamilton	1946	Mr. Thomas W. Moore	1954	LTC Robert J. Kenevan, USA, Retired	1970
COL James K. Hoey, USA, Retired	1946	LTC Clifford J. Fralen, USA, Retired	1955	Mr. James M. Kesler	1971
COL Andrew W. LaMar Jr., USA, Retired	1946	COL Donald H. Gransback, USA, Retired	1955	Mr. Daniel L. Cullinan	1973
COL William T. Lincoln, USA, Retired	1946	LTG Charles W. Bagnal, USA, Retired	1956	Mr. Rick E. Dakin	1973
Mr. Donald R. Lynch Jr.	1946	Brig Gen Robert C. Beyer Jr., USAF, Retired	1956	Mr. Richard D. Fetter	1974
COL John R. Mathias, USA, Retired	1946	Col Stuart W. Bowen, USAF, Retired	1956	Mr. Joseph D. Jones III	1975
LTC Robert I. Rush, USA, Retired	1946	COL Harry G. Christopher, USA, Retired	1956	Mr. Leonard E. Donahoo	1976
LTC Leslie N. Shade Jr., USA, Retired	1946	COL Robert D. Cremer Jr., USA, Retired	1956	LTC Jeffrey B. Jones, USA, Retired	1976
GEN Sam S. Walker, USA, Retired	1946	Mr. Rupert C. Kinsloe Jr.	1956	Mr. George R. Dunaway	1978
Lt Col Andrew L. Hudgins, USAF, Retired	1947	Col Charles C. Torrey, USAF, Retired	1956	Mr. Jeffrey J. Cooper	1979
CPT Robert P. Lane, USA, Retired	1947	COL William L. Weihl, USA, Retired	1956	COL Richard P. McEvoy, USA, Retired	1980
COL Richard F. McAdoo, USA, Retired	1947	LTC Arcade G. Boivin II, USA, Retired	1957	Mr. Ian G. Cunningham	1981
Mr. Alan D. Sapowith	1947	Mr. William F. Campbell Jr.	1957	CAPT Keith V. Goodson, USNR	1981
Honorable Richard D. Cudahy	1948	COL Barry P. Fox, USA, Retired	1957	Mr. Joseph E. Burlas III	1982
LTC Douglas T. Huie, USA, Retired	1948	LTC James V. P. Taylor, USA, Retired	1957	Mr. Tyrone J. Manzy	1985
COL James E. Macklin Jr., USA, Retired	1948	Lt Col Willis M. Thomson, USAF, Retired	1957	Mr. Michael H. Newsome	1985
Mr. James G. Tuthill	1948	BG William G. Ganey, USA, Retired	1958	COL David B. Snodgrass, USA	1988
LTC Thomas F. Bamford, USA, Retired	1949	COL James B. Hall, USA, Retired	1958	Mr. Stephen R. Boeckels	1997
COL David E. Bolte, USA, Retired	1949				

Past in Review

Cullum Knowledge

By **Ted Spiegel**, guest writer and **West Point** magazine staff

Like its predecessor, the forthcoming 2015 *West Point Register of Graduates & Former Cadets* promises to be a treasure for the nation and those who enjoy West Point history and lore. On sale now, the 2015 *Register* will feature information on the military careers of every graduate of the United States Military Academy from 1802 through 2015. It will also contain key information for each graduating class (motto, crest, class admittance and graduation numbers, and name of graduation speaker), and significant West Point historical information (Medal of Honor recipients, USMA succession of leadership, first captains, distinguished scholars, and international cadets). It also contains information pertaining to the West Point Association of Graduates—WPAOG award winners (Thayer, Nininger, Distinguished Graduates), genealogical legacies of West Point graduates across generations, West Point Society information, association members, and more. WPAOG hopes that this edition of the *Register of Graduates* maintains the heritage and receives the praise that past editions have earned.

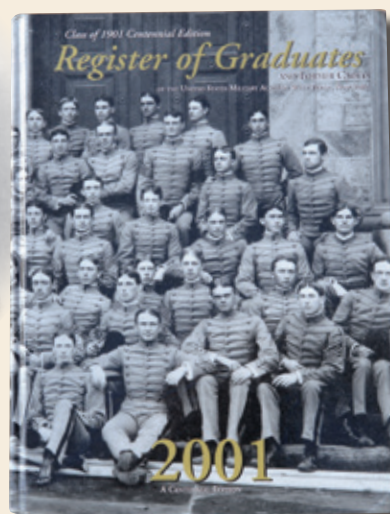
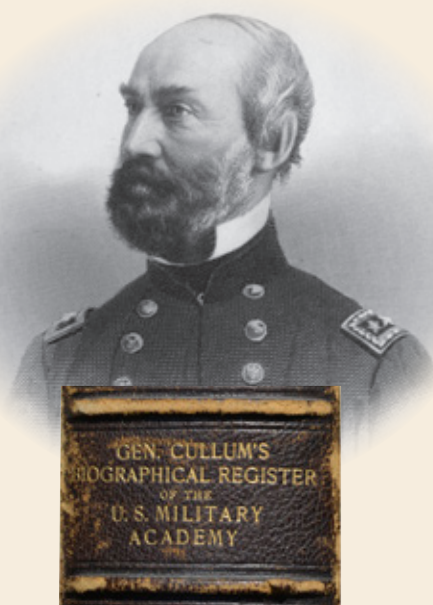
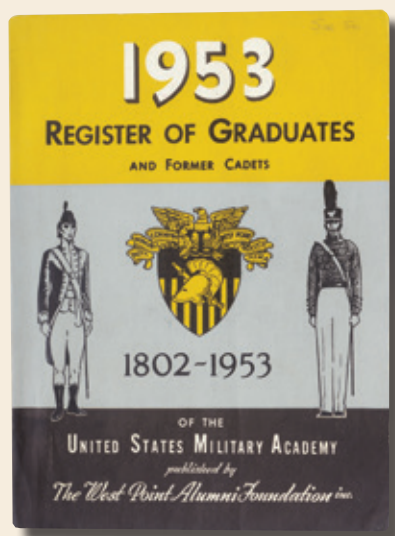
When Brevet Major General George W. Cullum, Class of 1833, published his *Biographical Register of the Officers and*

Graduates of the U.S. Military Academy in 1867, the *New York Times* review stated, “We know of no single contribution to the military history of the nation so rich in invaluable data and so essential to the future historian or student of American history as the volumes with the above title.”

Wanting to collect information about cadets’ post-graduate activities, Cullum devised a numbering system to order USMA’s graduates while he was serving as an Instructor of Practical Engineering at the Academy. His first list was published in 1850. Early “Cullum numbers” were based upon date of commissioning, then on “order of merit” within each class. In 1978, the numbering system shifted to an alphabetical arrangement and Cullum numbers were assigned upon graduation for each class (72,413 have been issued to date). Cullum’s legacy continues today thanks to the USMA Library Special Collections department and the West Point Association of Graduates (WPAOG).

The library keeps paper records concerning graduates who graduated from 1802-1904, including news clippings, illustrations, individual letters and formal biographies that were once published with the annual reports of the old AOG. Additional biographical resources in the USMA Special Collections include letter-copy books and personal papers of professors and graduates, published works, administrative records of cadet life, and academic resources. Many of the early files were accumulated by Cullum himself through correspondence with fellow graduates. He wrote brief biographies for more than 100 deceased graduates, utilizing information from files still in the library’s Cullum collection.

WPAOG manages digitized files of similar information for graduates from 1905 onwards. These files provide an invaluable resource for family or friends of deceased graduates as they face the challenge of creating an accurate and comprehensive Memorial Article for the WPAOG’s annual *TAPS* magazine. Each year more than 200 Memorial Articles appear in *TAPS* and on WPAOG’s “Be Thou at Peace” online memorial pages.



Above: GEN George W. Cullum, Class of 1833, is flanked by two relatively recent editions of the *Register of Graduates & Former Cadets*. **Center Inset:** A spine from one of GEN Cullum’s original volumes.

Past in Review

When young Cullum set out to create the first *Register* in 1850, all of his information gathering was done via the U.S. Postal Service. Since there were less than 1,500 graduates at that point, the stamp licking and scribe effort was arduous but manageable. Cullum's modern-day counterpart is Marilee Meyer, Memorials & Archives Manager for WPAOG. Her outreach challenge is a bit more formidable. Information flows onto Meyer's desk from numerous sources.

Each year, hundreds of photographs, clippings, biographies ("sometimes written by the individuals themselves"), citations, obituaries, and the like are scanned and then digitally inserted into WPAOG's highly secure Cullum File database. Every hour Meyer files new digital submissions into the appropriate Cullum Number file.

Susan Biddle, a photojournalist who has taken pictures for both the White House and the *Washington Post*, recently used WPAOG's resources to find information on her father, William Shepherd Biddle III, Class of 1923, and received a treasure trove by both e-mail and "snail mail."

William Biddle's file contained a Vital Statistics Questionnaire that he filled out in 1950. In it, he noted that his father graduated from USMA in 1885 and his uncle John graduated in 1881. He also provided a four-page response to the questionnaire's "Personal History" request, part of which includes the following:

"As for my family life, I was married at Fort Leavenworth, Kansas on 20 June 1939, the day of my graduation from the Command and General Staff School, and after 16 years of bachelorhood. That was much too long, but I had been waiting for the right girl, and I certainly found her. She was Madelin Lang, daughter of then-Colonel John W. Lang, Infantry, Director of Instruction at the

Command and General Staff School. Some of my C and CGS classmates unkindly suggested that I had courted "The Colonel's Daughter" in order to be sure of getting through the school. Until 1941, I served off and on in horse cavalry units. In 1943 I took command of a mechanized cavalry regiment...The 113th (Red Horse) Cavalry...a spirited, skilled and gallant unit; and it made an enviable record in combat in some four campaigns—Normandy, Northern France, Rhineland and Central Europe. What more could a Colonel ask?"

After viewing her father's file, Biddle decided to further research her ancestors and contacted the USMA Library Special Collections department for her grandfather's (Class of 1885) file. The file contained a Memorial Article for William Shepherd Biddle Jr. written by Major General Charles H. Martin, Class of 1887, who provided details of the countless Biddles who had served under arms since the family's arrival in Colonial Pennsylvania. Martin ends his article by

tallying "Billy's" military and civilian career: "Major Biddle held medals for service in the Indian Wars, Spanish American War, Philippine Insurrection and World War."

Historical files can often be inspiring. With the 2015 *Register* about to come off the press, perhaps readers might want to follow the lead of one illustrious old grad and order this new edition. Anyone researching Cullum file #3126 would come across a card which arrived with a check for \$3.00 made out to the "West Point Alumni Foundation." The check was surely cashed and the 1947 *Register of Graduates* was surely sent to the member of the Class of 1886 who made his office in Room 274, Old State Building, Washington 25, DC. At the top of the card he had inscribed the requested Name, Class and Rank: John J. Pershing—1886—General of the Armies. ★

Ted Spiegel is a long-time contributing writer for various WPAOG publications and formerly worked for West Point Admissions.



Marilee Meyer, Memorials and Archive Manager, WPAOG.

Stay in Touch with West Point News by Subscribing to WPAOG News Feeds

The West Point Association of Graduates (WPAOG) offers two newsfeeds on its website: one covering USMA and cadet news and one dedicated to news about West Point graduates. Stories are posted daily. If you would like to receive daily news via email, you may subscribe on our website at [West Point AOG.org](http://WestPointAOG.org).

Answers to Quiz on Page 28 "Four mistakes on the French monument": Curved saber but straight scabbard; flag blowing one direction, coattails the other; cannonballs too large for bore of the cannon; jacket is unbuttoned. (*Bugle Notes*, 1994)

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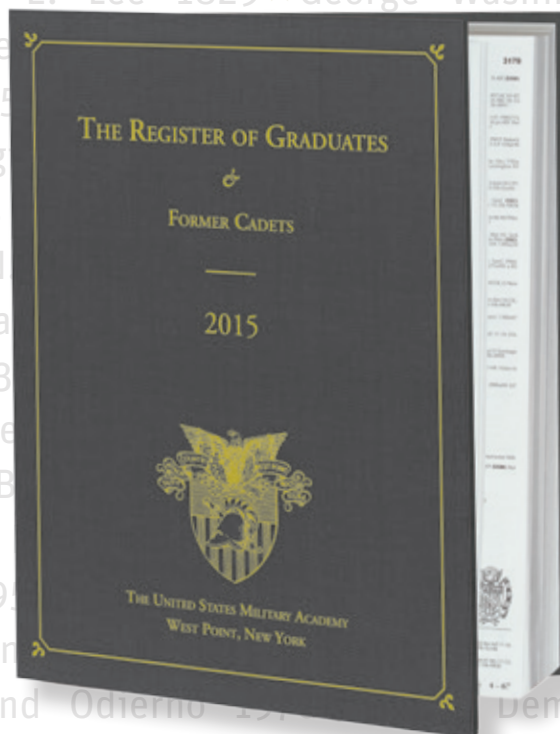
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