

ADDRESS BY  
GENERAL MAXWELL D. TAYLOR  
CHIEF OF STAFF, UNITED STATES ARMY  
AT SYMPOSIUM - NATIONAL SCHOOL BOARDS ASSOCIATION, INC.  
PICKWICK HOTEL, KANSAS CITY, MISSOURI  
FRIDAY, SEPTEMBER 30, 1955 -- 7:00 PM (CST)

LADIES AND GENTLEMEN, I AM HONORED TO BE INVITED TO TAKE PART IN THE SYMPOSIUM OF THE NATIONAL SCHOOL BOARDS ASSOCIATION. I AM HERE TO EXPRESS THE DEEP INTEREST OF THE ARMY IN THE PUBLIC SCHOOLS OF THIS COUNTRY AND IN THE IMPORTANT PROBLEMS WHICH CONFRONT THE NATIONAL SCHOOL BOARDS. FOR OBVIOUS REASONS, THE ARMY IS CONCERNED WITH THE SCHOOLS AND THE YOUNG MEN WHO ATTEND THEM. IN THE FIRST PLACE, THE ARMY IS MADE UP LARGELY OF YOUNG MEN. IT DEPENDS UPON THEIR QUALITY, UPON THEIR REACTIONS, AND UPON THEIR ATTITUDES FOR ITS QUALITY. WE ARE EVER CONSCIOUS OF THE FACT THAT IN SPITE OF INCREASED TECHNOLOGY OF WAR, IN SPITE OF THE TERRIFYING NEW WEAPONS WHICH HAVE BECOME A PART OF MODERN WARFARE, THE HUMAN ELEMENT OF THE ARMY HAS IN NO WISE DIMINISHED IN IMPORTANCE.

IT IS INEVITABLE THAT THE ARMY IS AND ALWAYS WILL BE ESSENTIALLY A COMMUNITY OF YOUNG MEN, FOR WAR IMPOSES RUGGED REQUIREMENTS UPON ITS PARTICIPANTS. IT IS ESSENTIALLY AN ACTIVITY FOR MEN IN THE PRIME OF THEIR PHYSICAL, MENTAL, AND MORAL VIGOR. TODAY, OUT OF A TOTAL ARMY STRENGTH OF ALMOST A MILLION ENLISTED MEN, SOME 45% ARE 21 YEARS OF AGE OR UNDER. DURING THE WAR IN KOREA, ABOUT 35% OF THE ENLISTED MEN IN ~~THE ARMY~~ WERE 21 YEARS OF AGE OR UNDER.

BUT I WOULD NOT EXPRESS THE INTEREST OF THE ARMY SOLELY IN MILITARY TERMS. ALTHOUGH <sup>it</sup> ~~THE ARMY~~ CAN DISCHARGE ITS DUTIES TO THE NATION ONLY IF IT CONTAINS YOUNG MEN CLEAR IN MIND, STRONG IN BODY, AND DEVOTED IN CHARACTER, WE CERTAINLY DO NOT REGARD THE MANHOOD OF AMERICA PURELY IN TERMS OF NUMBERS NECESSARY TO FILL OUR RANKS. WE IN THE ARMY VIEW WITH GREAT SERIOUSNESS OUR OBLIGATION TOWARD THE YOUNG

SOLDIERS AND CONSIDER OURSELVES IN DUTY BOUND TO RETURN THEM TO THEIR COMMUNITIES BETTER CITIZENS FOR HAVING SERVED IN THE ARMY. THROUGHOUT THE TIME A MAN WEARS AN ARMY UNIFORM, WE BEAR IN MIND HIS ULTIMATE DESTINY AS BEING NOT A SOLDIER, BUT A CIVILIAN, A CITIZEN. WE HOPE AND EXPECT THAT THOSE OF OUR SOLDIERS WHO LEAVE THE ARMY TO RETURN TO CIVILIAN LIFE WILL BE BETTER EQUIPPED ~~BY VIRTUE OF HAVING BEEN SOLDIERS~~ TO GAIN A LIVELIHOOD, TO BECOME HEADS OF FAMILIES, AND TO DISCHARGE THEIR CIVIC RESPONSIBILITIES. MANY OF OUR ACTIVITIES ~~IN THE ARMY~~ ARE JUSTIFIED SOLELY AS AN EXPRESSION OF OUR SENSE OF RESPONSIBILITY FOR THE ALUMNI OF THE ARMY.

I USE THE WORD "ALUMNI" ADVISEDLY, BECAUSE THE ARMY IS ESSENTIALLY A GREAT SCHOOL GIVING INSTRUCTION AT MANY LEVELS AND IN MANY SKILLS.

MAY I DISCUSS FOR A MOMENT HOW DEEPLY INVOLVED THE  
ARMED FORCES ARE IN THE BUSINESS OF EDUCATION? AN ARMY  
IS ENGAGED CONSTANTLY IN EITHER TRAINING OR FIGHTING. IN  
COMMON WITH <sup>others</sup> ALL WHO HAVE HAD EXPERIENCE OF WAR, PROFES-  
SIONAL SOLDIERS HOPE THAT OUR COUNTRY WILL NEVER BE CALLED  
UPON TO FIGHT AGAIN. BUT IN ANY CASE, TRAINING NEVER ENDS,  
AND TRAINING IS TEACHING. EVERY OFFICER AND MAN IN THE ARMY  
IS A TEACHER OR A PUPIL MOST OF HIS SERVICE. THE AVERAGE  
OFFICER SPENDS MORE OF HIS TIME AS A TRAINER AND A TEACHER  
THAN IN ANY OTHER CAPACITY. THAT THE ARMY SYSTEM OF SCHOOLS  
PAYS OFF IN WAR IS ATTESTED ~~TO~~ BY THE FOLLOWING QUOTATION  
FROM SIR WINSTON CHURCHILL:

“TO CREATE GREAT ARMIES IS ONE THING; TO  
LEAD THEM AND TO HANDLE THEM IS ANOTHER.  
IT REMAINS TO ME A MYSTERY UNEXPLAINED HOW

THE VERY SMALL STAFFS WHICH THE UNITED STATES  
KEPT DURING THE YEARS OF PEACE WERE ABLE . . .  
TO FIND THE LEADERS AND VAST STAFFS CAPABLE OF  
HANDLING ENORMOUS MASSES AND OF MOVING THEM  
FASTER AND FURTHER THAN MASSES HAVE EVER BEEN  
MOVED IN WAR BEFORE.

“ . . . THAT YOU SHOULD HAVE BEEN ABLE TO  
PRESERVE THE ART . . . OF LEADING AND GUIDING  
THOSE ARMIES UPON A SCALE INCOMPARABLY GREATER  
THAN ANYTHING THAT WAS PREPARED FOR OR EVEN  
DREAMED OF, CONSTITUTES A GIFT MADE BY THE OFFICER  
CORPS OF THE UNITED STATES TO THEIR NATION IN TIME  
OF TROUBLE, WHICH I EARNESTLY HOPE WILL NEVER BE  
FORGOTTEN HERE, AND IT CERTAINLY NEVER WILL BE  
FORGOTTEN IN THE ISLAND FROM WHICH I CAME . . . ”

THE SCOPE OF ARMY MILITARY TEACHING EMBRACES EVERY PHASE OF ARMY ORGANIZATION AND MANY LEVELS OF INSTRUCTION. IT INCLUDES TEACHING 212,000 NEW SOLDIERS THIS YEAR THE BASIC COMBAT TECHNIQUES AND ADVANCED INDIVIDUAL OR SPECIALIST TRAINING. IT INCLUDES THE TRAINING OF OUR REGULAR ARMY UNITS, THE NATIONAL GUARD AND THE ORGANIZED RESERVES. IT INCLUDES THE TEACHING AND COMMISSIONING OF 15,000 NEW OFFICERS EACH YEAR FROM THE RESERVE OFFICERS TRAINING CORPS PROGRAM. LAST YEAR, ALMOST 200,000 OFFICERS AND ENLISTED MEN RECEIVED FORMAL INSTRUCTION IN THOSE SCHOOLS OF THE ARMY SCHOOL SYSTEM LOCATED IN THE UNITED STATES. IN ADDITION, 120,000 ACTIVE DUTY AND RESERVE COMPONENT SOLDIERS CONTINUED AT HOME OR IN OFF-DUTY TIME THEIR MILITARY STUDIES BY PARTICIPATING IN THE ARMY EXTENSION COURSE PROGRAM. IN CHECKING MY OWN CAREER, I FIND THAT I HAVE SPENT 13 YEARS

AS A STUDENT, AND 9 YEARS AS A TEACHER IN THE ARMY SCHOOL SYSTEM. ALTHOUGH I RECOGNIZE THAT IN TERMS OF THE YEARS DEVOTED TO EDUCATION ON THE PART OF MANY OF YOU EXPERIENCED LEADERS, THIS PERIOD OF TIME IS RELATIVELY SHORT, I STILL CLAIM THE RIGHT TO GREET YOU AT LEAST AS AN AMATEUR EDUCATOR.

BECAUSE WE IN THE ARMY ARE SO DEEPLY INVOLVED IN THE SCHOOL BUSINESS, AND BECAUSE OUR PUPILS ARE THE PRODUCTS OF THE PRIMARY AND SECONDARY SCHOOL SYSTEMS OF AMERICA, WE ARE VITALLY CONCERNED WITH PUBLIC EDUCATION. WE RECEIVE AND APPRAISE THE PRODUCTS OF THE AMERICAN SCHOOL SYSTEM FROM THE INTAKE OF SELECTIVE SERVICE AND THE VOLUNTEER ENLISTMENT PROGRAMS AT THE RECRUIT LEVEL. WE ALSO HAVE A CHANCE TO VIEW THE SECONDARY SCHOOL PRODUCT AT WEST POINT, WHERE THE ENTERING CADETS ARE LARGELY THE GRADUATES OF OUR SECONDARY SCHOOLS. I WOULD LIKE TO DISCUSS THE IMPRESSIONS

WHICH WE RECEIVE, BOTH OF THE RECRUIT AND OF THE NEW CADET.

SINCE THE OUTSET OF WORLD WAR II, <sup>over</sup> 12-~~14~~ MILLION YOUNG  
MEN HAVE BEEN INDUCTED OR HAVE ENLISTED IN THE ARMY AND  
HAVE PASSED THROUGH THE ARMY BASIC TRAINING. WE HAVE HAD  
A PARTICULARLY FORTUNATE OPPORTUNITY TO OBSERVE CLOSELY  
THE YOUNG MEN OF AMERICA, A PRIVILEGE WHICH, I BELIEVE  
AUTHORIZES A MODERATELY WELL-QUALIFIED OPINION WITH REGARD  
TO THE TYPE OF YOUNG MEN BEING PRODUCED BY THE ~~SECONDARY~~  
SCHOOL SYSTEM. I REALIZE THAT IT IS MOST DANGEROUS TO  
GENERALIZE, BUT I THINK A FEW OBSERVATIONS CAN BE MADE  
WHICH WOULD RECEIVE THE APPROBATION OF THE AUTHORITIES  
WHO HAVE BEEN ~~PLACED IN A POSITION TO~~ OBSERVE <sup>d</sup> THESE YOUNG  
MEN DURING MILITARY TRAINING. MY SPECIFIC COMMENTS APPLY  
PARTICULARLY TO THE YOUNG MEN WHO ENTERED THE SERVICE  
TO MEET THE KOREAN EMERGENCY. AS FORMER EIGHTH ARMY

COMMANDER, MANY THOUSANDS OF THESE YOUNG MEN SERVED  
UNDER MY COMMAND BOTH DURING THE ACTIVE HOSTILITIES AND  
DURING THE CONDITIONS OF ARMISTICE.

MY FIRST GENERAL OBSERVATION WOULD BE THAT WE HAVE  
EVERY REASON TO BE EXTREMELY PROUD OF THE BASIC QUALITIES  
OF THE YOUNG MEN OF THIS NATION WHO COME TO PERFORM  
MILITARY SERVICE. LET NO ONE TALK TO ME IN SWEEPING TERMS  
ABOUT THE DETERIORATION OF OUR YOUNG MEN, ~~BECAUSE~~, ALTHOUGH  
I HAVE CERTAIN SPECIFIC COMMENTS WHICH I WOULD LIKE TO OFFER  
LATER, I FIND NOTHING TO JUSTIFY PESSIMISM FROM WHAT I  
HAVE SEEN MYSELF AND WHAT I HAVE BEEN TOLD BY QUALIFIED  
OBSERVERS. THE GENERAL ATTITUDE OF OUR YOUNG MEN  
TOWARD MILITARY SERVICE HAS BEEN HEALTHY. I DO NOT  
SUGGEST THAT THEY WENT TO KOREA WITH THE ENTHUSIASM  
WITH WHICH THE VOLUNTEERS DEPARTED FOR THE SPANISH AMERICAN

WAR, BUT THEY DID COME WITH A SERIOUSNESS OF PURPOSE AND AN ACCEPTANCE OF OBLIGATION WHICH WERE MOST COMMENDABLE. AN OUTSTANDING CHARACTERISTIC WAS THEIR WILLINGNESS AND EAGERNESS TO LEARN, THEIR TEACHABILITY, AND THEIR LEADER-ABILITY. OUR SUCCESS IN DEVELOPING THESE YOUNG MEN WAS DIRECTLY IN PROPORTION TO OUR ABILITY TO PROVIDE LEADERSHIP ADEQUATE TO THEIR POTENTIAL.

NOW AS TO THEIR EDUCATIONAL PREPARATION FOR MILITARY LIFE. THE ARMY HAS SHARED THE NATIONAL ADVANTAGE DERIVED FROM THE INCREASED NUMBER OF YOUNG MEN RECEIVING ADVANCED SCHOOLING AT HIGH SCHOOL AND COLLEGE LEVELS. IN 1900 ONLY 4% OF COLLEGE AGE YOUNG MEN WERE ENROLLED IN HIGHER EDUCATION, WHEREAS BY 1950 31% WERE RECEIVING SOME COLLEGE TRAINING. THE ARMY HAS BEEN RECEIVING, AND MUST CONTINUE TO RECEIVE, ITS QUOTA OF THESE MEN WHO ARE ESSENTIAL IN MEETING

OUR TECHNICIAN AND LEADERSHIP REQUIREMENTS. THEY HAVE  
BECOME THE JUNIOR OFFICERS, THE SKILLED TECHNICIANS, AND  
SPECIALISTS SO INDISPENSABLE TO AN ARMY OF INCREASED  
TECHNICAL COMPLEXITIES.

BUT ONE FACT STARTLED ME IN KOREA -- THE VERY LARGE  
NUMBER OF YOUNG AMERICANS WHO ARE STILL ILLITERATE. TO  
MY SURPRISE I FOUND THAT IN THE EIGHTH ARMY AT THE END OF  
THE KOREAN WAR, ALMOST ONE OUT OF TEN OF THE YOUNG MEN  
THEREIN COULD NOT SHOW DOCUMENTARY EVIDENCE OF HAVING  
RECEIVED EDUCATION UP TO THE FOURTH GRADE LEVEL. IT IS TRUE  
THAT WHEN WE GAVE EDUCATIONAL TESTS TO THESE APPARENT  
ILLITERATES, ABOUT HALF OF THEM SHOWED EVIDENCE OF HAVING  
ACQUIRED ENOUGH EDUCATION TO MEET FOURTH GRADE EDUCATIONAL  
STANDARDS. EDUCATION HAD RUBBED OFF ON THEM BY LIVING.  
BUT THE REMAINDER HAD TO BE PUT INTO FORMAL SCHOOLS IN ORDER

TO GIVE THEM A FOURTH GRADE LEVEL OF EDUCATION. I CAN ASSURE YOU THAT TO ME THAT WAS A LAMENTABLE SITUATION IN THE RICHEST NATION OF THE WORLD TODAY.

WITH THE COMING OF THE KOREAN ARMISTICE AND THE APPRAISAL OF THE EXTENT OF THE GENERAL EDUCATIONAL NEEDS OF OUR SOLDIERS, WE OF THE EIGHTH ARMY DETERMINED TO MAKE A DRIVE ON ILLITERACY AND TO SEND THE EIGHTH ARMY BACK TO SCHOOL. EVENTUALLY ABOUT 25% OF THE OFFICERS AND MEN PARTICIPATED IN THIS GENERAL EDUCATION PROGRAM EITHER AS TEACHERS OR AS STUDENTS. WE ATTACKED THE PROBLEM AT SEVERAL LEVELS; FIRST, THE BASIC ILLITERATE WHO WAS REQUIRED TO ATTEND SCHOOL AS A MATTER OF DUTY. LIKEWISE, THE NON-COMMISSIONED OFFICERS WHO COULD NOT SHOW EVIDENCE OF EIGHTH GRADE EDUCATION WERE ALSO SENT TO SCHOOL AS A MATTER OF MILITARY DUTY. THIS WAS A PARTICULARLY APPEALING GROUP TO ME,

BECAUSE THEY WERE YOUNG MEN WHO HAD EARNED THEIR CHEVRONS ON THE BATTLEFIELD, AND SHOWED BY THEIR MILITARY RECORD THAT THEY WERE POTENTIALLY SOLDIERS AND CITIZENS OF REAL MERIT. IT WAS TO ME PATHETIC TO SEE ONE OF THESE FINE YOUNG MEN TOILING OVER HIS WORK, PAINFULLY TRYING TO LEARN TO WRITE HIS NAME, ALTHOUGH ON HIS SLEEVES HE BORE THE CHEVRONS OF A MASTER SERGEANT, AND WAS OBVIOUSLY A MAN OF PROVED LEADERSHIP.

AT THE OTHER EXTREME, WE MADE EVERY EFFORT TO ASSIST THE YOUNG OFFICERS WHOSE COLLEGE EDUCATION HAD BEEN INTERRUPTED. ALL OF THOSE WHO SHOWED EVIDENCE OF LESS THAN TWO YEARS OF COLLEGE WERE URGED TO TAKE ADVANTAGE OF COURSES OFFERED BY THE UNIVERSITY OF CALIFORNIA AND ALSO OF GENERAL EDUCATION COURSES CONDUCTED BY INSTRUCTORS FOUND IN THE RANKS OF THE EIGHTH ARMY ITSELF. FINALLY,

THE EXTENSION COURSES WHICH I MENTIONED, OF THE ARMY  
EXTENSION COURSE PROGRAM, WERE AVAILABLE TO EVERYONE.  
AS A RESULT, THE EIGHTH ARMY HAS BEEN AND STILL IS A CENTER  
OF TREMENDOUS GENERAL EDUCATIONAL ACTIVITY. AS A MATTER  
OF FACT, THE ENTIRE ARMY, AT HOME AND AROUND THE WORLD  
IS BUSY WITH THESE ACTIVITIES, FROM BASIC EDUCATION TO THE  
COLLEGE-LEVEL PROGRAMS AIDED BY LOUISIANA STATE AND FLORIDA  
STATE UNIVERSITIES, AND THE UNIVERSITIES OF MARYLAND, ALASKA,  
AND HAWAII. I AM SURE THAT THE BENEFICIARIES OF THIS PROGRAM  
HAVE BEEN MADE BETTER SOLDIERS AND WILL CARRY SOMETHING  
OF REAL WORTH BACK TO THEIR CIVILIAN LIFE.

NOW LET ME COMMENT FOR A MOMENT ON THE SUBJECT OF  
THE PHYSICAL CONDITION OF THE YOUNG MEN WHO ENTER THE ARMY.  
THE ARMY IS CONCERNED NOT ONLY WITH THE MENTAL DEVELOPMENT  
BUT ALSO WITH THE PHYSICAL STAMINA OF ITS MEN. NO MIND,

HOWSOEVER BRILLIANT, IS OF MUCH USE IN MILITARY LIFE UNLESS SUPPORTED BY A STRONG AND VIGOROUS BODY, CAPABLE OF ENDURING THE RIGORS OF LIFE IN THE FIELD. AS YOU ARE WELL AWARE, THE RECENT PHYSICAL RECORD OF OUR YOUNG MEN LEAVES MUCH TO BE DESIRED. IN FISCAL YEARS 1954 AND 1955 THE ARMY EXAMINED ABOUT 700,000 MEN, OF WHOM ROUGHLY 20% COULD NOT MEET THE MEDICAL STANDARDS OF THE ARMY. WHEN WE CONSIDER THAT MOST OF THESE MEN HAD ALREADY BEEN SCREENED FOR OBVIOUS PHYSICAL DEFECTS BY THE LOCAL DRAFT BOARDS, AND WHEN WE REALIZE THAT THE ARMY'S PHYSICAL STANDARDS ARE AS MINIMAL AS CAN POSSIBLY BE ACCEPTED, THESE STATISTICS SHOULD BE OF CONCERN FOR ALL AMERICANS.

THE PRESIDENT HIMSELF HAS RECENTLY TAKEN NOTE OF THE SERIOUS DECLINE IN THE PHYSICAL FITNESS OF OUR YOUNG MEN. THE WHITE HOUSE CONFERENCE ON EDUCATION FOCUSES ATTENTION

UPON THIS DISTRESSING CONDITION -- THE DISTURBING LOW STANDARDS OF PHYSICAL ENDURANCE, STRENGTH, AND COORDINATION AMONG OUR YOUNG STUDENTS. A RECENT STUDY ON "MUSCULAR FITNESS AND HEALTH" REPORTS THAT 50% OF AMERICAN YOUNGSTERS FAILED IN CERTAIN SIMPLE PHYSICAL TESTS AS COMPARED WITH ONLY 8% OF EUROPEAN CHILDREN. THE DRAFT STATISTICS OF WORLD WAR II AND KOREA SHOW THAT, AT THE PEAK, UP TO 45% OF OUR AMERICAN YOUTH WERE MENTALLY AND PHYSICALLY UNFIT FOR MILITARY SERVICE.

THE TREND IN THE PHYSICAL ABILITY OF OUR YOUTH APPEARS TO BE DOWNWARD. TELEVISION AND AUTOMOBILES MAY BE MAKING US A NATION OF SITTERS AND RIDERS. THE SHORTAGE OF PLAY- GROUND, PHYSICAL TRAINING FACILITIES, AND OF EXPERIENCED PHYSICAL EDUCATORS ARE NO DOUBT CONTRIBUTING CAUSES TO THIS SITUATION. YET THE ARMY EXPERIENCE IS THAT THE YOUNG

MEN WILL REACT TO THE CHALLENGE OF HIGH PHYSICAL STANDARDS WHEN STIMULATED BY QUALIFIED LEADERS. THE SUCCESS OF EXACTING PHYSICAL COURSES SUCH AS THOSE REQUIRED FOR PARACHUTISTS AND FOR RANGERS INDICATES THAT THE YOUNG MEN OF AMERICA CAN BE TAUGHT TO LIKE HARD THINGS, THAT THERE IS AN APPEAL, PERHAPS TOO LITTLE EXPLOITED, IN DOING SOMETHING A LITTLE MORE DIFFICULT AND EXACTING THAN THAT EXPECTED OF MOST MEN.

WHEN I COMMANDED THE 101ST AIRBORNE DIVISION, I USED TO ASK THE MEN HOW THEY LIKED JUMPING OUT OF PLANES. I USUALLY GOT SOME PRETTY SWAGGERING ANSWERS -- IT WAS A GREAT THRILL, OR IT WAS THE ONLY WAY TO GET INTO A FIGHT. ONE TIME I ASKED A TALL, GOOD-LOOKING PARATROOPER HOW HE LIKED IT. "I DON'T," HE SAID. THIS FLOORED ME -- ALL PARATROOPERS ARE VOLUNTEERS. I ASKED HIM WHAT HE WAS DOING IN THE DIVISION. "I DON'T LIKE JUMPING OUT OF PLANES," HE SAID, "BUT I LIKE TO BE AROUND PEOPLE

*ds*  
WHO LIKE JUMPING OUT OF PLANES." I SHOOK THAT MAN'S HAND.

*n*  
THOSE WERE MY SENTIMENTS EXACTLY.

*This might be called  
high performance by association*

THE ARMY IS THOROUGHLY AWARE THAT THE GOOD SOLDIER

MUST HAVE MORE THAN MENTAL AND PHYSICAL ATTAINMENTS.

HE MUST BE FUNDAMENTALLY A MAN OF CHARACTER, DISPLAYING

THE QUALITIES OF INITIATIVE, DETERMINATION, AND COURAGE IF

HE IS TO PERFORM WELL UNDER THE STERN TESTS OF BATTLE.

RECENTLY, A STUDY GROUP UNDER THE AUSPICES OF GEORGE

WASHINGTON UNIVERSITY UNDERTOOK TO IDENTIFY THE

CHARACTERISTICS OF TWO CLASSES OF SOLDIERS -- THOSE WHO

HAD FOUGHT WELL IN KOREA AND THOSE WHO HAD NOT. A TEAM OF

PSYCHOLOGISTS WERE FORMED AND SENT TO KOREA WHO ON THE

BASIS OF INTERVIEWS AND EYE-WITNESS ACCOUNTS SELECTED MEN

WHO HAD DONE WELL IN COMBAT AND OTHERS WHO HAD BEEN

DETERMINED INADEQUATE. LATER, A SECOND TEAM TESTED 345

OF THESE SELECTED MEN WITH AN EXTENSIVE BATTERY OF ABILITY AND PERSONALITY TESTS. THE SUCCESSFUL SOLDIERS AS COMPARED TO THE UNSUCCESSFUL WERE FOUND TO HAVE THE FOLLOWING CHARACTERISTICS: THEY HAD A HIGHER DEGREE OF SOCIAL RESPONSIBILITY; THEY WERE MORE INTELLIGENT; THEY HAD A GREATER LEADERSHIP POTENTIAL; THEY WERE MORE EMOTIONALLY STABLE; AND THEY HAD MORE MASCULINE TOUGHNESS.

THESE FINDINGS SUGGEST THAT THE CHARACTERISTICS OF THE GOOD SOLDIER ARE ALSO THE DESIRABLE BASIC QUALITIES OF A GOOD CITIZEN. THE ARMY IS PURSUING THESE STUDIES TO PRODUCE WAYS AND MEANS OF CULTIVATING THESE DESIRABLE ATTRIBUTES, WITH THE BELIEF THAT IT WILL THUS SERVE NOT ONLY MILITARY BUT CIVILIAN REQUIREMENTS AS WELL.

I CAN ASSURE YOU THAT THE ARMY HAS NO SURE FIRE FORMULA FOR PRODUCING THESE INDISPENSABLE ATTRIBUTES, BUT WE KNOW

THAT THEY TRANSCEND EDUCATION OR PHYSICAL CONDITIONING.

THERE MUST BE AT LEAST THREE FUNDAMENTAL FACTORS AT PLAY,

EACH A COMPLEMENT OF THE OTHER, AND ALL ESSENTIAL TO THE

GROWTH AND EDUCATION AND BUILDING OF YOUNG MEN WHO WILL

BE SUCCESSFUL SOLDIERS AND CITIZENS.

FIRST, THERE IS THE NEED FOR A WHOLESOME HOME ENVIRONMENT. WE FIND THAT THE MAJORITY OF OUR DISCIPLINARY CASES HAVE COME FROM BROKEN HOMES AND SEPARATED PARENTS. THESE ARE BOYS WHO JUST GREW AND WERE NOT RAISED.

NEXT, WE RECOGNIZE AND RESPECT THE DEEP INFLUENCE OF RELIGION OF ANY SORT UPON DEVELOPING THE YOUNG MEN OF CHARACTER WHOM WE REQUIRE. AN EARLY REALIZATION THAT GOD IS A PART OF HUMAN EXISTENCE IS BASIC TO THE AMERICAN PHILOSOPHY OF LIFE, BASIC TO THE DEVELOPMENT OF YOUNG MEN UPON WHOM OUR NATION CAN DEPEND.

OUR RECENT EXPERIENCE IN ANALYZING THE REACTIONS OF AMERICAN SOLDIERS IN PRISONER OF WAR CAMPS HAS RESULTED IN A SEARCHING STUDY OF THE FUNDAMENTALS OF BEHAVIOR AMONG OUR MEN. THE PREEMINENT IMPORTANCE OF MORAL VALUES IS RECOGNIZED IN THE RECENTLY PROMULGATED CODE FOR AMERICAN FIGHTING MEN WHEN TAKEN PRISONER. THIS CODE IS FAR BROADER THAN THE TITLE WOULD SUGGEST, BECAUSE IT IS REALLY A CODE FOR BEHAVIOR OF SELF-RESPECTING AMERICANS, AT ANY TIME, UNDER ANY CIRCUMSTANCES. LET ME QUOTE A FEW EXCERPTS:

"I AM AN AMERICAN FIGHTING MAN. I SERVE IN THE FORCES WHICH GUARD MY COUNTRY AND OUR WAY OF LIFE. I AM PREPARED TO GIVE MY LIFE IN THEIR DEFENSE. I WILL NEVER SURRENDER OF MY OWN FREE WILL. IF I BECOME A PRISONER OF WAR, I WILL KEEP FAITH WITH MY FELLOW PRISONERS. I WILL NEVER FORGET

THAT I AM AN AMERICAN FIGHTING MAN RESPONSIBLE FOR MY  
ACTIONS AND DEDICATED TO THE PRINCIPLES WHICH MADE MY  
COUNTRY FREE. I WILL TRUST IN MY GOD AND THE UNITED STATES  
OF AMERICA."

NOTE SUCH WORDS AND PHRASES AS "I SERVE," "GIVE MY LIFE,"  
"KEEP FAITH," "DEDICATED TO PRINCIPLES," "TRUST IN GOD."

THESE WORDS ALL HAVE DEEP MORAL AND SPIRITUAL  
IMPLICATIONS. THEY ARE RECOGNITION BY MILITARY MEN OF THE  
FUNDAMENTAL IMPORTANCE OF MORAL FACTORS IN SHAPING THE  
YOUTH OF OUR NATION IN SITUATIONS OF DIREST STRESS.

THE THIRD FUNDAMENTAL FACTOR IS, OF COURSE, THE SCHOOL,  
WHICH IS THE SUBJECT OF MY TALK TONIGHT.

THUS FAR, MY REMARKS HAVE ADDRESSED THEMSELVES TO  
OBSERVATIONS OF THE RECRUITS WHO ENTER THE ARMY FROM THE  
AMERICAN SCHOOL SYSTEM. I WOULD LIKE TO DISCUSS NOW THE

EXPERIENCE GAINED AT WEST POINT OF THE PRODUCT OF OUR

SECONDARY SCHOOL SYSTEM. DURING THE CENTURY AND A HALF

THAT THE MILITARY ACADEMY HAS BEEN IN EXISTENCE, ITS STAFF

AND FACULTY HAVE HAD UNIQUE OPPORTUNITIES TO OBSERVE THE

PRODUCTS OF THE SCHOOLS OF AMERICA, THROUGH ALL THE

EVOLUTIONS AND REVOLUTIONS WHICH HAVE OCCURRED IN THE

SECONDARY SCHOOL SYSTEMS OF THE UNITED STATES DURING THAT

*The cadets come*  
~~PERIOD, AS THESE YOUNG MEN HAVE ARRIVED AT WEST POINT FROM~~

ALL KINDS OF SCHOOLS, FROM ALL WALKS OF AMERICAN LIFE, AND

*This is the young men such as these explore West*  
~~FROM ALL GEOGRAPHICAL SECTIONS OF THE NATION. WEST POINT~~

*Point undertakes to give a liberal education, to develop*  
~~HAS ACQUIRED AN EXTENSIVE EXPERIENCE IN THE TASK OF BUILDING~~

*physically and to mold into the future*  
~~LEADERS, IN MOLDING THE CHARACTER OF ITS CADETS, IN DEVELOPING~~

*Military leaders of our country*  
~~THEM PHYSICALLY, AND IN PROVIDING THEM WITH AN EDUCATION~~

~~PROPERLY PROPORTIONED IN THE ARTS AND NATURAL SCIENCES~~

~~AND IN THE TECHNIQUES OF WAR.~~

THE PRESENT WEST POINT CURRICULUM, LIKE THAT OF MOST COLLEGES, IS A HISTORICAL DEVELOPMENT. IN THE EARLY PART OF THE 19th CENTURY, <sup>it</sup> WEST POINT WAS AN ENGINEERING COLLEGE WITH A CURRICULUM POINTED DIRECTLY AT QUALIFYING ENGINEERS FOR MILITARY AND CIVIL PURPOSES. AS SUCH, IT WAS THE FOUNTAINHEAD FOR MUCH OF AMERICA'S SCIENTIFIC EDUCATION. BUT AS THE TECHNICAL SCHOOLS OF THE COUNTRY DEVELOPED, THE NEED AT WEST POINT FOR THIS EMPHASIS ON ENGINEERING TENDED TO DISAPPEAR. THE CURRICULUM, HOWEVER, CONTINUED TO ADHERE TO THE ORIGINAL FORM FOR A LONG TIME. IT WAS NOT REALLY UNTIL THE PERIOD BETWEEN WORLD WARS I AND II THAT THE SOCIAL SCIENCES AND HUMANITIES ASSUMED MAJOR ROLES IN THE CURRICULUM.

WORTHY OF NOTE ARE SOME OF THE SALIENT DIFFERENCES BETWEEN THE ACADEMIC METHODS AT WEST POINT AND THOSE OF

CIVILIAN UNDERGRADUATE INSTITUTIONS IN THE UNITED STATES.

THE MOST OBVIOUS DIFFERENCE IS THAT, EXCEPT FOR LANGUAGES,

THERE ARE VIRTUALLY NO ELECTIVE SUBJECTS AT WEST POINT.

ALL CADETS TAKE ESSENTIALLY THE SAME COURSE, THOUGH

PROVISION IS MADE FOR ADVANCED WORK BY SPECIALLY QUALIFIED

STUDENTS. INDIVIDUAL WORK IS EMPHASIZED. INSTRUCTION IS

BASED UPON SMALL CLASSES OF 10 TO 15 CADETS WHO RECITE

DAILY AND RECEIVE A DAILY MARK IN MOST SUBJECTS. FAILURE IN

A SINGLE ACADEMIC SUBJECT NORMALLY RESULTS IN SEPARATION

FROM THE ACADEMY.

AS AN INTEGRAL PART OF HIS MILITARY EDUCATION, A CADET

ALSO RECEIVES AN INTENSIVE PHYSICAL EDUCATION. MODERN

PHYSICAL EDUCATION REALLY BEGAN UNDER GENERAL MacARTHUR,

WHO WAS SUPERINTENDENT SHORTLY AFTER WORLD WAR I, AND IS

BASED ON THE CONVICTION THAT THE GRADUATE MUST BE

HARMONIOUSLY DEVELOPED IN MIND, BODY, AND CHARACTER.

IN A SENSE, HIS EDUCATION SHOULD BE PLANNED IN THE SPIRIT OF THE PERSIAN YOUTH WHOM GIBBON DESCRIBED AS "BEING REARED TO RIDE, TO SHOOT THE BOW AND SPEAK THE TRUTH." THE EMPHASIS PLACED UPON PHYSICAL FITNESS IS REFLECTED IN A PROGRAM THAT CALLS FOR 380 HOURS OF COMPULSORY GYMNASIUM INSTRUCTION AND RESULTS IN A 14-SPORT INTRAMURAL PROGRAM, INDOORS AND OUTDOORS, IN WHICH ALL CADETS MUST TAKE PART.

OUR EXPERIENCE IN ADMINISTERING THIS PROGRAM HAS FURNISHED STRONG CONFIRMATION OF THE SUSPECTED CORRELATION BETWEEN SUCCESS IN CADET LIFE AND PHYSICAL FITNESS. EMOTIONAL DIFFICULTIES ARE EXTREMELY RARE IN THE TOP 10 PERCENT IN PHYSICAL APTITUDE STANDING, WHEREAS THE HIGHEST PERCENTAGE OF MALADJUSTMENT IS FOUND IN THE BOTTOM 10 PERCENT. IN GENERAL, CADETS WHO GET INTO TROUBLE OF ANY SORT -- ACADEMIC, EMOTIONAL, OR DISCIPLINARY -- MOST OFTEN COME FROM AMONG THE PHYSICALLY INAPT.

THE RESPONSIBILITY OF WEST POINT TO THE CADETS, HOWEVER,  
DOES NOT END WITH THEIR PHYSICAL AND INTELLECTUAL TRAINING.  
THE MISSION OF WEST POINT INCLUDES THE DEVELOPMENT OF  
CHARACTER ALONG WITH EDUCATION IN ARTS AND SCIENCES AND IN  
MILITARY ACTIVITIES. IMPORTANT IN THE DEVELOPMENT OF  
CHARACTER IS THE HONOR SYSTEM AS IT IS PRACTICED BY THE  
CORPS OF CADETS. IT IS NOT A COMPLICATED SYSTEM OF ETHICS,  
BUT MERELY HONEST DEALING AND CLEAN THINKING. IF A CADET  
IS TRUTHFUL IN THOUGHT, WORD, AND DEED, THERE IS NO QUESTION  
ABOUT HIS MEETING THE HONOR STANDARDS OF THE CORPS. ON THE  
OTHER HAND, QUIBBLING, EVASIVE STATEMENTS, OR USE OF  
TECHNICALITIES TO CONCEAL GUILT ARE NOT TOLERATED. MOST  
IMPORTANT OF ALL, THE HONOR SYSTEM IS LARGELY ADMINISTERED  
BY THE CADETS. IT IS THEY WHO WILL NOT TOLERATE DEPARTURE  
FROM THE CODE.

I HAVE TALKED ABOUT WEST POINT IN SOME DETAIL SO THAT YOU WILL APPRECIATE THE POINT OF VIEW OF THE INSTITUTION WHOSE VIEWS I AM REFLECTING TODAY. HERE ARE A FEW OF THE COMMENTS WHICH I HAVE RECEIVED FROM ~~WEST POINT~~ SINCE ENLISTING THE HELP OF THE AUTHORITIES THERE TO PREPARE FOR MY MEETING WITH YOU.

IT IS DIFFICULT TO PROVIDE STATISTICS DEMONSTRATING THAT THE ENTERING CLASS OF 1959 IS BETTER OR WORSE IN SCHOLASTIC PREPARATION, IN PHYSICAL POWERS, OR IN INTEGRITY THAN THEIR PREDECESSORS OF 1859 OR 1909. THERE IS NO ACCEPTABLE YARDSTICK FOR MAKING SUCH COMPARATIVE MEASUREMENTS. YET <sup>unquestionably</sup> CHANGES HAVE TAKEN PLACE IN THE YOUTH OF OUR NATION SINCE THE MILITARY ACADEMY WAS FOUNDED, AND IT IS MY PURPOSE TO POINT TO SOME OF THESE CHANGES AND TRENDS AS OBSERVED AT WEST POINT.

INSOFAR AS THE SUBJECT MATTER TAUGHT IN THE HIGH SCHOOLS IS CONCERNED, THE MILITARY ACADEMY NOTES A SERIOUS DECLINE IN THE DISCIPLINARY SUBJECTS, SUCH AS THE OFFERINGS IN SCIENCE AND MATHEMATICS. THIS FACT HAS BEEN REPORTED IN NUMEROUS AUTHORITATIVE DOCUMENTS, SUCH AS "AN EDUCATIONAL BOTTLENECK" BY HENRY B. ORMSBY ~~OF THE OFFICE OF EDUCATION,~~ OF THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WHO STATES:

"THE PERCENTAGE OF HIGH SCHOOL STUDENTS STUDYING CHEMISTRY DECLINED FROM 10 IN 1890 TO  $8\frac{1}{2}$  PERCENT IN 1948 AND  $7\frac{1}{2}$  PERCENT IN 1952. THE PERCENTAGE OF STUDENTS STUDYING PHYSICS DECLINED FROM  $22\frac{1}{2}$  PERCENT IN 1895 TO  $5\frac{1}{2}$  PERCENT IN 1948. IN 1948, 50 PERCENT OF THE HIGH SCHOOLS WERE OFFERING THIS COURSE. IN 1952, ONLY 47 PERCENT OF THE SCHOOLS OFFERED THIS SUBJECT."

THE MILITARY ACADEMY HAS, OF COURSE, NOTED THAT THE HIGH SCHOOLS NOW TEND TO STRESS VOCATIONAL-TYPE COURSES, AT THE EXPENSE OF COURSES DESIGNED TO PREPARE STUDENTS FOR COLLEGE. IT IS PERHAPS OF MORE CONCERN TO US, HOWEVER, THAT THOSE PREPARING FOR COLLEGE ARE PURSUING FEWER COURSES IN THOSE SUBJECTS WHICH WE CONSIDER ESSENTIAL AT WEST POINT. DR. BOWLES IN HIS "SOME BASIC CONSIDERATIONS IN PREDICTING COLLEGE ENROLLMENTS" MAKES THE FOLLOWING SIGNIFICANT STATEMENT:

"THE FIGURES SHOW A FUNDAMENTAL SHIFT IN THE OFFERING AND NATURE OF OUR INSTITUTIONS WHICH MOVED US FROM EMPHASIS ON THE LIBERAL ARTS IN THE TRAINING OF A SMALL PROFESSIONAL CLASS TO EMPHASIS IN SUCH NEWLY IMPORTANT PROFESSIONS AND OCCUPATIONS AS SECONDARY TEACHING,

MANAGEMENT, CONSTRUCTION, MERCHANDIZING, AGRICULTURE AND A WHOLE HOST OF SERVICE PROFESSIONS IN SUCH FIELDS AS NURSING, MEDICAL TECHNOLOGY, COMMUNICATIONS, ACCOUNTANCY, LIBRARY SERVICE, TRANSPORTATION AND PUBLIC ADMINISTRATION.

“ANOTHER RESULT WHICH IS FAR MORE THAN JUST A BY-PRODUCT IS THAT THE COLLEGES ARE NOW DEALING WITH A NEW ORDER OF COLLEGE PREPARATION WHICH WILL NO LONGER DEAL IN DEPTH WITH SUCH DISCIPLINES AS FOREIGN LANGUAGES, SCIENCE, MATHEMATICS, AND ENGLISH COMPOSITION, AND THERE IS NO REASON TO HOPE OR EXPECT ANY MARKED CHANGE IN THAT NEW ORDER OF PREPARATION AT LEAST WITHIN THE GENERATION WITH WHICH WE ARE NOW CONCERNED.”

AS A RESULT OF THIS DECREASING EMPHASIS UPON DISCIPLINARY SUBJECTS THE MILITARY ACADEMY FINDS IT NECESSARY TO INCLUDE COURSES WHICH SHOULD PROPERLY BE TAUGHT AT THE HIGH SCHOOL LEVEL. WEST POINT WOULD LIKE TO SEE AN EARLY CHANNELING OF YOUNG MEN WHO HAVE APTITUDE, DETERMINATION, AND MOTIVATION FOR SERIOUS STUDY INTO THE COURSES WHICH ARE DEEP, THOUGHT PROVOKING, AND NECESSARY FOR ADVANCED WORK. TO WHAT DEGREE THIS CHANNELING CAN BE ACCOMPLISHED WITHOUT A GREATER DEGREE OF COMPULSION AND REDUCTION OF THE STUDENT'S CHOICE AMONG COURSES, I LEAVE TO YOUR EXPERIENCED JUDGMENT.

EVIDENCE ACCUMULATES THAT THERE IS NEED FOR DEVELOPING A GREATER SENSE OF RESPONSIBILITY IN THE HIGH SCHOOL STUDENT. IT IS PROBABLY DIFFICULT TO TEACH RESPONSIBILITY IN THE LARGE CLASSES WHICH ARE COMMON IN OUR SCHOOLS TODAY, WHERE OVERWORKED TEACHERS ARE PRESSED FOR TIME ADEQUATELY TO TEST

AND TO MARK THE HOMEWORK OF THEIR STUDENTS. RESULTANT  
TRENDS TOWARD OBJECTIVE TYPE TESTS, WITH TRUE-FALSE OR  
MULTIPLE-CHOICE ANSWERS, REDUCE THE REQUIREMENT FOR  
INDEPENDENT THINKING ON THE PART OF STUDENTS. THERE APPEARS  
TO BE A NEED FOR MORE TASKS OF THE KIND WHICH THE STUDENT  
MUST PERFORM HIMSELF, WITH SOME CONSIDERABLE EFFORT ON  
HIS PART. AS ARISTOTLE REMARKED: "LEARNING IS ACCOMPANIED  
BY PAIN." THIS PAIN SEEMS TO BE PRETTY WELL ATTENUATED IN  
MUCH OF OUR MODERN SCHOOLING.

IF THE SPECIFIC COMMENTS OF WEST POINT PROFESSORS  
ON THE ACADEMIC SHORTCOMINGS OF "PLEBES" (OR FRESHMEN)  
WERE ENUMERATED, I SUSPECT THEY WOULD PARALLEL THOSE OF  
MOST MEN'S COLLEGES -- WEAKNESSES IN BASIC ENGLISH, LACK OF  
FUNDAMENTALS IN ALGEBRA AND GEOMETRY, INSUFFICIENCY IN  
UNITED STATES HISTORY.

BUT IN ONE AREA, I WOULD LIKE TO COMMENT MORE  
*As I have said before,*  
SPECIFICALLY. THE CONDUCT OF WAR IS A BUSINESS WHICH CALLS  
FOR MORE THAN INTELLECTUAL AND PHYSICAL ATTAINMENTS.  
NO MAN EVER ROSE TO EMINENCE AS A GREAT SOLDIER WHO WAS  
NOT PRIMARILY A MAN OF CHARACTER. IN RELATION TO THIS  
CHARACTERISTIC, WEST POINT AUTHORITIES FEEL THAT TODAY  
THERE IS LESS APPRECIATION -- OR MORE ACCURATELY, LESS  
REVERENCE -- FOR THE QUALITIES OF HONOR AND INTEGRITY  
THAN IN THE PAST. IN THE EARLY DAYS OF THE ACADEMY,  
HONOR WAS A REAL AND COMPELLING CONCEPT THAT CAPTURED  
THE IMAGINATION OF YOUNG MEN. NOW WE FIND -- AND AGAIN,  
I POINT OUT THAT I AM GENERALIZING -- THAT MANY OF OUR  
YOUNG MEN COMING TO WEST POINT OR TO THE ARMY AS A WHOLE  
DO NOT BRING WITH THEM THIS SAME DEGREE OF REVERENCE OR  
A CLEARLY DEFINED UNDERSTANDING OF HONOR AND INTEGRITY

AS AN ESSENTIAL ELEMENT OF THEIR WAY OF LIFE. WE HAVE THUS  
*at W.P.*  
FOUND IT NECESSARY TO DEVOTE MORE TIME TO ORIENTATION AND  
INDOCTRINATION IN THIS AREA OF CHARACTER DEVELOPMENT.

IN FAIRNESS TO THIS GENERATION, IT SHOULD BE STATED THAT  
THEY RESPOND ADMIRABLY TO THE CHALLENGE.

IN APPRAISING THE QUALITY OF THE AMERICAN YOUTH OF  
TODAY, LET US RECOGNIZE THAT, LIKE THEIR PREDECESSORS  
OF THE TURN OF THE CENTURY, THEY COME FROM THE SAME  
FAMED AMERICAN MELTING POT; THAT TODAY'S YOUNG MEN  
CONTINUE TO DEMONSTRATE MOST OF THE SPLENDID QUALITIES  
OF YOUNG AMERICA WHICH, THROUGH THE YEARS, WE HAVE COME  
TO TAKE FOR GRANTED: BASIC INTELLIGENCE ON WHICH TO BUILD,  
ALERTNESS, ENTHUSIASM FOR THINGS WHICH INTEREST THEM,  
FRIENDLINESS, AND LOYALTY TO THEIR FELLOWS AND THEIR  
INSTITUTION.

IN MY TALK TO YOU TONIGHT, I HAVE ENDEAVORED TO  
EXPLAIN WHY THE ARMY IS VITALLY CONCERNED WITH THE  
SCHOOL SYSTEM OF THIS COUNTRY. I HAVE TRIED TO TRANSMIT  
TO YOU SOME OF OUR OBSERVATIONS OF THE PRODUCT OF THIS  
SCHOOL SYSTEM AS WE SEE THEM AS RECRUITS IN THE ARMY OR  
AS NEW CADETS AT WEST POINT. I HAVE NOT ENDEAVORED TO  
SUGGEST DIRECTLY THE SOLUTION TO THE DEFICIENCIES WHICH  
I HAVE INDICATED, RECOGNIZING THAT I AM IN THE PRESENCE  
OF EXPERTS WHO HAVE GIVEN THEIR LIVES TO THE PROBLEMS  
OF AMERICAN EDUCATION. BUT I WANT YOU TO FEEL THAT THE  
ARMY IS ON YOUR SIDE IN SEEKING TO DEVELOP YOUNG MEN  
WHO ARE VIGOROUS IN MIND AND BODY, AND WHO ARE MORALLY  
AND SPIRITUALLY SOUND. THE EXTENT TO WHICH THIS WORK  
IS DONE PRIOR TO THEIR MILITARY SERVICE IS OF VITAL IMPORTANCE  
TO THE ARMY. IT IS THE HOPE OF THE ARMY TO SUSTAIN AND

REINFORCE THE WORK OF THE SCHOOLS DURING THE TIME  
THESE YOUNG MEN ARE WITH US. THUS, THE COMPLETE TRAINING  
OF OUR YOUNG MEN BECOMES A COOPERATIVE EFFORT. WE CAN-  
NOT TRULY SUCCEED IN THE ARMY IF YOUR JOB IN THE SCHOOL  
IS NOT WELL DONE. FOR OUR PART, WE PLEDGE TO DO OUR  
UTMOST TO PROVIDE LEADERSHIP TO OUR YOUNG MEN CONSISTENT  
WITH THE GOALS WHICH YOU HAVE SET FOR THEM.

-END-