GRADUATION ADDRESS BY
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2125 "S" STREET, N. W.
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I am very happy to be permitted to return to the atmosphere of Holton-Arms. It is the second time that I have had this privilege, the former occasion being in 1952. I like returning to Holton-Arms because I am an alumnus-in-law of this institution by virtue of my family associations. My wife and my sister, Mary, are graduates of Holton; my cadet son, Thomas, received his early education in the adjacent primary school. Furthermore, I claim the honorary title of "military advisor" to Holton-Arms. This title dates from Pearl Harbor in 1941. As the capital was just recovering from the impact of the news from Hawaii, on the following day, Mrs. Holton called me in the old Munitions Building where as a major, I was working for General Marshall. She was disturbed about the security of Holton-Arms against a Japanese sneak raid on the Pearl Harbor pattern, and inquired if I would make a survey of the situation and make appropriate recommendation to General Marshall, if I felt it necessary. I made that survey in rather short order and was able to report to her that the local air defenses seemed to me to be in good order, and probably required no further deployment of military forces in the Washington-Baltimore area.

To my knowledge, I have never been relieved of my assignment as military advisor to Holton -- indeed, I often have occasion to boast of this position. I assume that it is a perquisite of the post to be allowed to return from time to time and address an occasional graduating class. I enjoy doing so, not only for

my personal and professional association with Holton-Arms, but also because I am a schoolmaster at heart. It is perhaps an unappreciated fact that an Army officer spends most of his time either going to school or teaching school. I find that of my 38 years of service, 22 years have been spent in and around educational institutions. Thirteen of those years were spent at West Point, an institution which I hope is not unknown to the members of this graduating class.

As a schoolmaster of sorts, I often have occasion to reflect upon the increasing burden of human knowledge as it impinges on the rising generations of America. Each year as the human race learns more about the world and its contents, it advances the requirements for preparation in the secondary schools and the colleges of our country. There is more to be learned before the graduate is prepared to come to grips with the new and unresolved problems which confront us. As Chief of Staff, I usually think of this problem in terms of the increased requirements for leadership in the years to come. I speak of leadership not only in the military sense, but leadership as expressed in all walks of American life. One has only to think of the vast responsibilities of our Nation to conceive of the increasing requirements for talented men and women, trained in every branch of the arts and sciences. These are the individuals who will permit our country to exercise wisely its tremendous potential for good.

The preparation of these leaders of the future must be long and exacting. In the learned professions, the number of years required before a young man can qualify as a doctor, a lawyer, or an engineer, is a reminder of the effects of this mounting burden of human knowledge. In the military profession, one which I know best, the requirements for training of the professional Army officer are constantly increasing. After four years at West Point, a young officer must have

at least one or two years of specialization in his particular arm or service. Later, he must return for one or two years to the advanced schools which study war, not as a technical subject, but as an art. At the same time, most of our officers must prepare themselves for special assignments overseas, since over 40 percent of our Army today lives abroad in 44 different countries. This cosmopolitan-type of life imposes the requirement for a knowledge of languages, a knowledge of history, an understanding of foreign peoples.

The international aspects of our American interests impinge not only upon the military Services but upon many civilian walks in life. Thus it is that our college graduates cannot be narrow technicians, if they are to perform a useful role in providing leadership for America. The educated man or woman must know something of the language of science without losing interest in the arts and the social sciences. It is in the school, such as Holton-Arms, that the beginnings of these studies and disciplines should be made. It is here that broad interests must be generated which will develop that versatility of mind and spirit so essential for leaders with the talents which we will require.

Perhaps the greatest contribution which the secondary schools and colleges can make is to instill, what I call, good carry-over habits among their graduates. At West Point we use the term carry-over sports to describe those forms of athletics which we encourage our cadets to carry into their post-graduate life. We generally think of these sports as tennis, golf, squash, and handball. We know that our graduates must retain physical condition if they are to perform their military duties. We also are aware that the opportunity to play team sports like football, lacrosse, baseball, and basketball seldom offer themselves to the graduates of the academy. Hence it is important that every man have at

least one individual sport which will permit him to maintain that indispensable physical condition which goes with Army life.

This concept of the school instilling good carry-over physical habits obviously extends to the carry-over of good mental and moral habits. The tempo of modern living will impose heavy pressures upon our leaders, pressures which are mental and moral, as well as physical. To prepare themselves for their destiny, our youthful leaders must train as for a race, or perhaps, as for the ancient olympic games which included exercise of the mind as well as of the body. Thus, it is even more important to carry away from school habits of mental and moral discipline necessary to increase all-around fitness.

I have often had occasion to analyze the careers of successful graduates of West Point in an effort to determine why they were successful. In spite of a wide variety of individual types, it seems to me that they always had at least one attribute in common. They have been individuals who have never ceased to grow and to expand. These were men who achieved the Grecian balance of the sound mind in the sound body. Some of them had very undistinguished student careers as measured by their graduation standing, but achieved success by blooming late. However, for all their lateness, the blossom of their success was all the more beautiful, and all the more radiant. In spite of an apparent lack of brilliance in the class room, they had acquired habits of study and mental discipline which they carried over into their graduate lives. This was the quality, I believe, which explains their late development and their growth to the full fruition of their powers.

I realize that my remarks on education may have seemed to address themselves primarily to young men -- I have not so intended. It is true that much of what

I have said indicates the increasingly difficult preparation for a useful life which the young men must make who are your contemporaries. If these young men are as good as they will have to be, they will speak the language of science, technology, politics, and diplomacy and expect to be understood at home, in the office, and on the street. If the young women are to perform their secular role of getting the best out of these potential young leaders, they too must speak a similar language. They will need similar educational experiences, and a common background of interests, objectives, and aspirations.

The more occasion I have to observe big men who do big things, the more I am impressed with the influence women have had on their lives. I remember one night in Korea at our officers' mess. We frequently had formally prepared debates, to while away the dullness of our own all-male society in the battle zone. The debate that night concerned the proposition that bachelors make better officers than married men. The custom was for two speakers to talk for three minutes -- one on the affirmative and the other on the negative of the issue, and then for the officers to vote in order from the foot of the table, with each member indicating his vote and the reasons therefor. This particular evening, the votes reached me at the head of the table exactly tied. As president of the mess, I was on the spot to cast the deciding vote. It was not hard to do. I said, "Gentlemen, regardless of all the arguments pro and con, I know it as a personal fact that if Mrs. Taylor had not taken me in hand, I would still be a second lieutenant." And so the vote was cast and the issue settled, at least for that evening.

If we are to get what this nation requires from the young men of America, you young ladies must be able to spur them on to better things. In driving

home the importance of obtaining men of ability for the Army, I have often proclaimed the slogan, "Let's put the best heads of America into the Army caps of tomorrow." But those best heads will be of small avail, either in the Army or elsewhere, unless there are matching heads in the corresponding bonnets of tomorrow. Needless to say, I look to Holton-Arms graduates to provide the pretty heads, intelligent heads -- blonde or brunette -- that will go into many of these bonnets.

You have the benefit of great leadership here at Holton-Arms, where you have been reared in the traditions founded by a woman of great character, Mrs. Holton, and carried forward by Miss Brown and her associates. You have had the benefit of a curriculum based upon thought-provoking and disciplinary studies essential to your future. You have been encouraged to form these carry-over habits which, as I have indicated, are so important for future success. Thus, I congratulate all of you who have the opportunity to be graduates of Holton-Arms. Whether you plan to continue your education in college or finish your formal education here, I urge you not to leave Holton behind you but to carry it with you in the form of the precepts and habits imbued by the teachings of this great school for girls.

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