# Talon

THE CADET MAGAZINE OF THE USAF ACADEMY APRIL 1972

VOLUME 17, NUMBER 8

USAFA:

The Un-College?

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#### THE CADET MAGAZINE OF THE USAF ACADEMY

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#### **SPORTS**

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#### SUCH A DEAL: ACADEMY EXCHANGE or USAFA APPRECIATION WEEKEND

The first time I walked into the greyness of West Point, I was appalled by the place and what it had done to one of my old friends. Even so, my first impression of West Pointers and Middies was that they were more professional and more concerned with their appearances. Obviously, because their hair was shorter and their uniforms neater. Later after smothering in the unswept, unshined floors of Annapolis' dorms and talking to the Middies (no offense to our comrades in arms, but) I began to change my mind. My impression was that the Point cadets and the Mids had been so inundated with military training that it had superficially stuck like mud. Their attitudes were more of playing the game while never taking the time to discriminate the critical from the unimportant. They seemed less to realize that a job is to be done, on time, in a professional manner - followed by the time for relaxation. There everyone was supposed to "put out" 100% of the time, and consequently the quality of work on things critical was somewhat questionable. And, of course, the more drill at West Point had proved one thing: That drill teaches drill and not necessarily better marching (the point of diminishing returns was reached long ago).

As I listened to the Middies tell us how good we have it and grumble about their own unchanged system, I finally asked Why they didn't try to change the system. They had the old "You can't change anything" complacency syndrome which at times defies logic. I decided this muster mentality was quite reminiscent of the attitudes of some of the members of the first class of 1970 at USAFA. The Navy first class has so much vested interest in its own limited privileges that it is not at all disposed toward sharing them with the lower classes. And after four years of the system, they aren't about to try to change the system when they would never reap the benefits.

No doubt change within the military establishment is a very painful, tedious process. It is invariably too slow, often with a lag time of several years for institutional adaptation. Progress is often hampered by "pet programs" and concepts held by officers in influential positions. Understandably it is painful for them to see their ideas discarded by advancing time. Even so, progress can be accomplished as USAFA has demonstrated to a degree. Bringing innovations to fruition requires initially a very strong, genuine dedication to the military and its way of life as a profession. Progress must then be manifested by a pragmatic synthesis of idealism and realism into innovation followed by research, logical presentation and the enlistment of officers in positions of power. Progress involves those people willing to persevere and to live with the frustration of seldom seeing the results of their efforts and often having their plans watered down by politically essential compromises.

The future of Hudson High or Canoe U lies both in the propensity of cadets to attempt to change the system and their ability to enlist the support of elements in the establishment. As such, the Point cadets and midshipmen might do better to spend less time complaining and more time working. Likewise, at USAFA as the words "New Look" become common place, cadets must decide whether USAFA will continue its intended progress or be guided by a return to the old West Point mentality.

Jack D. McCalmont Publications Editor

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Dear Editor,

I would like to take this opportunity to express my congratulations to you and your staff for the very fine contribution to literary publications. In my past years of following the progress of the Talon, I had never expected to see the magazine reach such a height in success. This year's magazine, each of the three issues which I have received. shows more progress and achievement than many of the two-hundred and fifty magazines I have studied. We, the editors and staff of The Shako, salute your achievements and thank you for the forwarded copies of your publication.

We are currently in the process of long-range planning as a result of a recent self-study. Among the suggested methods of improvement is a study of *The Talon* (use of color, layout, literary and artistic contributions, etc.). Certainly, *The Talon*, to date, in our opinion ranks as number one a mong the academy and military college publications, and would justly serve as a model for study and budget requests.

In order to show our sincere appreciation for the copies of *The Talon*, I am forwarding our current issues of *The Shako*. Thank you again.

ROBERT L. INFINGER, JR. Editor-in-Chief The Shako, The Citadel 1971-1972

### letters to the editor

Major Tuso's letter was originally run in the February Issue. Inadvertently a section of the letter was omitted. It is herein being published because we think it further clarifies Major Tuso's position. – JDM

And now we get down to the nitty-gritty; the present war in Vietnam. When I knew that I would be called upon to take part in it, I like many other people, gave it very serious thought. A friend of mine whom I respect in the History Department gave me books which discussed the morality of the venture both pro and con. I studied them very carefully. There were several courses of action I could take. If my study led me to believe the war was immoral and I should not, must not take part in it, I could refuse to go and take the consequences. Or I could take my family and secretly drive up to Canada. Or I could physically mutilate myself so I would not have to go. Or I could kill myself. Or I could go, hating it every step of the way, and figure that, like in *Catch-22*, everyone was trying to kill me and I would do everything I could to stay alive, thus fighting very elementally for myself and my loved ones against the entire world. None of these alternatives were very appealing. If I had decided that the war was immoral, I probably would have taken the first one.

As it was, the more I pondered the question, the more I read, the more uncertain I became. Public figures I respected were on both sides of the

issue. I found myself one week on one side of the issue, another week on the other. The decision I finally reached was that I could not intellectually decide whether the overall war was immoral or not. But my obligation as a commissioned officer was not in doubt. I had promised to safeguard my country against all enemies, foreign and domestic. I had promised to obey the orders of my commander-in-chief. This was a moral certainty and required no study. And as I seek the help of theologians and others to help me define the commandments, as I seek advice from medical experts to safeguard my health, I decided to trust the good will and intelligence of expert, elected officials. Using the principle of the two-fold effect, then, my direct intention was to remain loyal to my oath - if the officer corps would not, the effect upon national security would be far worse than ten Vietnams. The secondary effect would be my engaging in the war with the result that I would probably kill myself or someone else. As I have said, the moral value of the secondary effect was doubtful, so I felt fully justified in going to war to fulfill my primary intention, the fulfillment of my responsibilities and the best interest of my country. And in an identical case, I would do it again.

There you have it. I'm not asking you to agree with me. I am hoping you will understand me. This is a brief presentation of my views. If you would like to talk about this further, please come see me — anytime.

Sincerely, Major Joe Tuso DFENG

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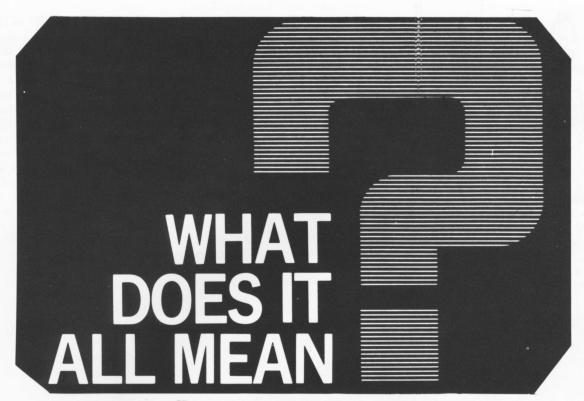
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What does it all mean? This question at one time or another characterizes the thinking of every cadet. What *does* it all mean? Why are we here at the Air Force Academy? Of the numerous answers to that question, one surely must include: to obtain a quality education of some breadth.

Of the three components of our training — physical, military, and academic — which is primal? Which was the cause of the bringing together of some 580 instructors and the installation of millions of dollars worth of equipment? Which could not be equally well accomplished at any Air Force installation? Physical conditioning? No. Military training? No. Academics assumes the major role in the cadets' training, and consumes the major portion of his time. So fundamental an aspect of training surely must be considered well. In this special issue of USAFA: THE UN-COLLEGE and in the next issue, the *Talon* staff will attempt to examine various aspects of education, of our academic system here at the Academy.

education, of our academic system here at the Academy.
So, the question we wish to examine becomes, "What does academics all mean?" Is it merely the going to classes, studying, and wrestling with pop quizzes and GR's to capture that elusive 3.0? Is it merely the route you must take to receive your bachelors upon graduation. Is it merely that which if you do exceptionally well will win you one of the few slots to graduate school?

What is to be our objective? To beat the dean? To cooperate and graduate? Or take advantage of the opportunity being presented: the opportunity to learn something of man, not merely statistics about man; to learn something about people, not merely how to build their houses and office buildings; to become a part of the future, not merely an authority on the past. Get your 3.0, get your bachelors degree, get your slot to grad school; but with all your getting, get wisdom — for "wisdom giveth life to them that have it."

Sam Connally Articles Editor



Oh the Pain! I'm still recovering from the strains and pains of the Great GR Week. Yes sir, think of it: through all the diligent efforts, trials and tribulations of good ole COUNSELING AND SCHEDULING (C&S for short) who else could mastermind a game like "Crush the Cadets"? I think we can all readily agree with C&S when they wisely and expertly advised each academic department that there was no way possible that they could reschedule department GR's. Even when a certain department tried to get it shifted to the next lesson: They Said it couldn't be done. I mean after all if they were to move that GR then it would take all kinds of paperwork not to mention all the free time the cadets would have after they were through with the four other GR's they had scheduled for that day (and you thought you only had to take three - check the REGULATION).

Fooled you didn't they? You know one thing that's really wrong with this place? When you get sick you're not really sick. Like you just can't be sick and miss classes or stay in bed unless the doctor says you're sick. Even after spending the night (between sweat

spells and chills) draped over my wastebasket, I obviously was not sick 'cause I hadn't seen the doctor yet. So GR Crash Day I struggled out of bed, fell into the wastebasket, crawled into my clothes and made it to first period. There I flunked my Spanish GR (Number 1), in second period English I wrote a beautiful dissertation on Catch 22, but the question was about the Red Badge of Courage (Number 2). At third period (Number 3) I lost the breakfast I hadn't eaten and miraculously convinced the instructor I was really sick. Really. So I floated down to the meat room. Everyone else was wearing parkas and running hurriedly along, but I felt really fine in my A-Jacket. I stumbled into the dispensary and WOW! It was a PARTY! Everyone was there – draped over chair arms, on the floor and slumped into the wastebaskets. There was Nino, Pierre, and - "Hey Pierre, how're you doing?'

"UUUUULCKK."

I went out and told Pierre that he didn't look so good. Man C&S really gave him a good deal last week. He and Nino wanted to go on emergency leave. Nino wanted to go to his cousin's wedding and Pierre had planned to go to his father's retirement ceremony honoring 30 years of distinguished service to the military. C&S let Nino go because it was just like a family reunion seeing how well Nino knows his cousin and Pierre couldn't because he had been seeing his father consistently for only 19 years. Pierre thought it was a good deal though because he had a Sho-Cause board that week, anyway. And I was up there to testify in his behalf and this officer from

COUNSELING AND SCHEDULING kept telling me that I should try to change things here, and that I should work, and look at all the things I could change here. So I asked him about changing finals schedules and said that a First Classman who has first and ninth period finals should be able to leave early if he could take the same final being given on the fourth period; but that right now even a department head couldn't let him. The C&S officer said, "If you REALLY wanted to change things you could. First Classmen have been trying for years to get a flexible finals schedule into effect. Now if YOU were REALLY concerned, you would start working right now to get a proposal through that would maybe allow the class of 1973 to change their final exam schedules."

I started to say that maybe if I went to talk to the Dean about some C&S policies, but they told me to just answer the questions I was asked. So I tried to explain to Pierre about Parkinson's Law (disease), the Peter Principle, Regulations Minds, the I.G. and how much C&S has grown over the years, but he asked me the question, "If only two-thirds of the wing goes to breakfast and eats less than before, and if the food is no better — how much is being skimmed?"

"Two-thirds," I said but...oh well, I won't say anything more 'cause I'm just a cadet and I'm going down to the beach and catch some rays before I start studying for the Great GR Massacre coming up next week. Such a deal,

charley

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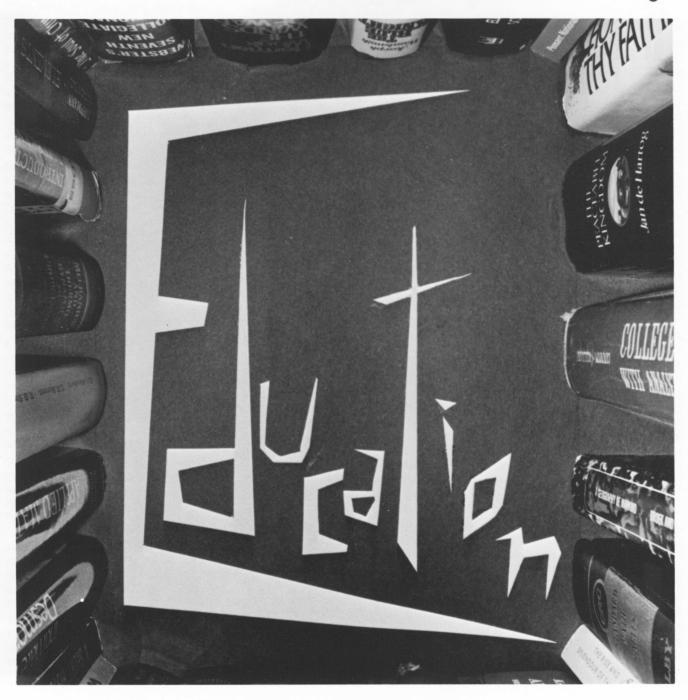
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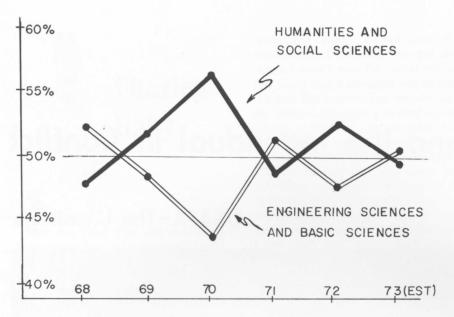
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# The Air Force and the Individual in Conflict

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The above chart displays a percentage comparison between the humanities and social sciences graduates and the engineering and basic sciences graduates at USAFA.

#### The Majors Program

(Editor's Note: In February, 1972, a Career Counseling team from the Personnel Office at Randolph AFB gave a briefing to the class of 1972 and all interested cadets and faculty on the career opportunities available to graduates. Provoked by the opinion that the Academy was not fulfilling genuine Air Force needs, Cadet Nishimuta conducted a one-man study into the subject. With extensive talks with the office of the Vice-Dean. Cadet Counseling, Counseling and Scheduling, and members of various departments, many interesting facts came to light. The following is an opinion argument, shared by officers and cadets. Remarks and other opinions on this article are welcomed by the editor of the Talon.)

Why did you pick your major? Why are you a History major instead of a General Studies major, or why are you a Mech major instead of General Engineering? If you're a typical cadet, it's for one of six reasons. Perhaps you had a class in that department in your first or second year, and did well, so you investigated the major and picked

it. As of the first of the year, 32 cadets in the class of 1975 had chosen a major. Of these 32, 11 had chosen Chemistry, a freshman course.

Perhaps it was a preconceived image of the major, or an idea that the field is in heavy demand. In the early 1960's the mass media advertised the demand for aerospace engineers, with 1968 being the peak year for aeronautical engineering. By 1971, only three years later, aerospace graduates had diminished by 38% and the number of freshmen enrolling in aeronautical engineering had dropped by 50% of 1968 levels. The field of oceanography enjoyed a similar glimmer of glamour in 1969-1970. Now ecology is the thing and life science is becoming the "in" field, with much belief that ecological scientists will be in great demand. Obviously the need for ecological research is acute, but will the jobs be available when you graduate?

Perhaps it was the lure of a Master's degree through the Co-operative Master's Program or an opportunity for a government paid medical school that drew you to your major (Almost 140 graduates of 1971 went on to graduate schools from Oxford to Stanford.

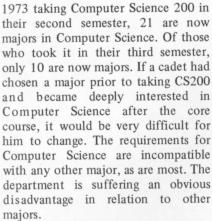
#### BY MIKE NISHIMUTA

Perhaps you made up your mind after going up and talking to a certain department for a half hour. An undeclared thirdclassman walking into a certain department can be like a basic cadet walking through wing staff during BCT. Your entire attitude on life changes during that half hour and you see things their way. The recruiting pressures and unreliable career promises that are made by some departments may be disclaimed from the academic building, but they exist and every cadet has heard, at one time or another, an excellent "unbiased" argument by an instructor on the merits of his field. Why do departments need to recruit? It's a matter of survival and prestige. A History department with 246 majors and 4 core courses can justify the number of instructors it needs easier than an Aero department with 94 majors and 2 core courses. But a General Studies major doesn't add to anybody's score. For this reason, unfortunately, General Studies and General Engineering have suffered a lack of publicity and are considered by most cadets as "fall back" majors for those that "couldn't hack it." The only thing a cadet trades for the opportunity to pick his courses and field of interest is the lack of an impressive name for his major. A major in "International Affairs" sounds nicer than "General Studies" on a diploma. Many freshmen aspiring to be future astronauts know that an Astronautical Engineering major, even if they don't know what it entails, is the first step toward an astronaut's career.

Often a cadet's choice of a major depends on when in his schedule he takes a core course. Of the class of

## Majors At USAFA-

## A Changing Emphasis



Each of the above reasons contains an exaggerated example of beliefs that can be held by cadets prior to picking majors. Realistically, few cadets are so completely naive as to follow these stereotypes, but many cadets have made their decision on such flimsy grounds, and usually, are quite complacent about their choice of a major until something goes wrong.

What can go wrong? At the present time not enough data is available to look at the retention rates of graduates in various fields. Is it possible that some graduates are becoming dissatisfied enough to quit because they are not in the career field that their major pertained to? The original military academy program of non-majors was revised and expanded into the present 28-major curriculum only a few years ago. Our present academic program is something to be proud of, with a cadet being able to choose from any of 28 fields, and having the opportunity to receive one of the Co-operative major's slots for a 7-month Master's degree. It is indeed a curriculum that we can be proud of but it is raising questions among many - questions such as: Is the Academy's mission to provide graduates with an emphasis on Science and Engineering? Obviously, yes, because your diploma reads "Bachelor of Science," not "Bachelor of Arts." In what balance should the Academy provide Science and Humanities majors? 50-50? 60-40? 40-60? The question causes heated debate but the trend is interesting to observe. The included graph shows the relationship of Science and Engineering versus Social Science and Humanities majors since 1968:

A look at the job opportunities right now in the Air Force (and a trend that has existed for many years) points to the fact that engineering and science fields are undermanned, while non-science areas are overmanned. Considering the Air Force AFSC's that a graduate could be placed in as of October 1971, a vast 81% of the jobs that are under 100% manned are in the scientific fields: Computer Science, Civil Engineering, Development Engineering, Research and Development. The involuntary transfer of undertrained men into undermanned areas is not just an idea - it is a reality, right now in such fields as Civil Engineering. As a History major with a degree reading "Bachelor of Science" you are, as far as the Air Force is concerned, qualified to be put into a scientifically oriented field.

As of now there is no encouragement or regulation toward either science or the humanities, although some would like there to be. If the trend dips dangerously close to too many humanities majors — as it did in 1970, it is not unrealistic to predict that certain pressures will be brought to bear on the Academy Board, the Faculty, and in turn,



The Uncollege

cadets.

Some have also raised the question should specialization of topics be, available on an undergraduate level? The evidence of the quickly moving technological advances in the world of applied science requires that all engineers be flexible and trained in all the fundamentals of science and engineering. As any Astro major can relate, there is little room for the most basic of sciences: mathematics. chemistry, physics, mechanics, thermodynamics, materials, electrical engineering, design, heat and mass transfer, and at the same time, specialization in a field within the space of four short years. Moreover, the future Air Force officer must be equally competent in the management and economics of human and material resources, which will be the major line of work for many graduates in their post-flying years. After all, the Air Force is (besides flying and fighting), basically a business organization requiring the skills of managers who can speak the engineers' language to direct the efficient flow of resources and capabilities into performance. Officers in the middle years of their career are now seen returning to graduate schools to retrain in the fields of economics and management.

Does the Air Force need specialists? Chemical and astronautical engineers, physicists, computer specialists, cadets who are as competent in the areas of Far Eastern studies and Latin America, history and geography, as any graduates from the best schools in America? The author believes not. Specialists are needed in all areas of science, government, the arts, and in the Air Force as well, but the Air Force needs career officers who are



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trained for a general scientific background, with skills in communication, leadership, and the synthesis, analysis and design of human and engineering systems.

As an argument to this belief that the Air Force does not need specialists, I asked Colonel Roger Bate, Vice-Dean of the Faculty, why it was that there did not exist a field of minors in which a cadet could apply himself, without committing himself totally to a major. According to him, our "majors" are actually so unspecialized that in many cases the Academy comes so very close to the minimum requirements of majors courses that it is in danger of not being called a "major" by national accredidation boards, and rather, is almost a "minor" by national standards. To be specific, at most colleges a student seeking an engineering or science major will be required to take approximately 20-25 hours of non-science courses, while at this Academy, a cadet must take in the core curriculum approximately 45 hours of social science and humanities courses, no matter what his major.

At the present time, cadets receive no involuntary, impartial direction and guidance in selecting a major. The only guidance a cadet will receive is from the department he queries, or from visiting his squadron faculty officer or Cadet Counseling. In making a choice that will benefit him throughout his career, perhaps the cadet should be made aware of his career opportunities in certain fields and his limitations in others.

Next semester, groups of 8-10 third classmen will be scheduled for mandatory career counseling and selection of majors in the office of Cadet Counseling. This is a step in the

right direction, but Cadet Counseling does not have the manpower to make this available to all cadets on a scheduled basis. Before the program can be maximally productive, it must reach the entire wing.

What can be done then to make the cadets aware? First of all, the appointment of a Wing Academic officer and sergeant is necessary. The job cannot receive the attention it deserves by the Administrative officer, who has a tremendous amount of responsibility in other areas.

The Wing Academic officer must work closely with a dynamic and active Wing Academic Advisory Council which does not now exist (although it exists on paper). This council must actively solicit the ideas and input of the Wing. The Academic Officer should implement an active program of career awareness in each squadron through the squadron Academic officers and sergeants.

The Academic officers should be directed to invite the Cadet Counseling office to speak to the squadrons. These career specialists, who know the present and future needs of the Air

Force, cannot come to the squadrons unless they are asked to. Several years ago, mandatory panel discussions were held to discuss career goals and selections of majors. Cadets quickly fell asleep in these. Obviously a new approach must be tried. Cadets, whether they recognize the fact or not, need to know how their selection of a major will or will not serve them in their career goal.

Many other questions are yet to be addressed. Why are so many majors incompatible as double majors? Why are third and fourthclassmen not allowed to audit courses? Why is the Co-operative Master's program being questioned? How is a curriculum change made and what changes have recently been made? Why do cadets have a longer academic year than their contemporaries?

These and many other topics will be discussed in a future article. Your comments and opinions, and any questions that you have will be welcomed by the *TALON* editor and will be answered.



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**GIE SYLVANIA** 

### The American Military-theirs to reason why

COLONEL MALHAM M. WAKIN

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The American Military - Theirs to Reason Why

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In his often-quoted poem, "The Charge of the Light Brigade," Alfred Lord Tennyson characterized an attitude toward military men that smolders perennially but glows brightly during periods of national frustration.

Theirs not to make reply, Theirs not to reason why, Theirs but to do and die.

We are concerned, all of us, about a picture of a profession that leaves us feeling that a man must give up his rationality, his very creativeness, the source of his dignity as a man, in order to play his role as a soldier. Tennyson's dramatic portrayal conjoins the soldier's unquestioning obedience with the qualities of courage, loyalty, and determination but leaves us with the inference that not all military leaders are as bright as they should be, even in things



military: "Someone had blundered." History records many blunders,

costly in human lives, made by military leaders who were just not quite equal to a battle or a war or a world that did not follow yesterday's pattern. General Sir John Winthrop Hackett in his 1962 Lees Knowles Lectures, published as The Profession of Arms, cites the devastating British defeat at the Battle of Loos in World War I as a prime example of faulty, unimaginative, and inflexible military leadership. The British advanced twelve battalions against entrenched German machine gunners and lost 8,000 of 10,000 men, while the German losses were "nil." Of this tragedy, Sir John said:

...these generals were not all wicked men nor always stupid men and they were very rarely cowards themselves. Their errors were more those of blindness than malignity. Where they failed was in understanding the techniques of their time. ..Whatever their many good qualities, they were often unequal to their task, and when they made mistakes the results were often appalling, with the most serious consequences for

western society.

History further discloses certain practices in the military organizations of various countries which deemphasized positive military achievements and perpetuated negative attitudes toward the profession. Promotion by purchase, class discrimination between soldier and officer, and bestowing commissions upon the aristocracy all did little to relate intellect and leadership ability to military advancement. These practices, along with such errors as that committed by the British generals at the Battle of Loos, may have prompted H. G. Wells' comment in his Outline of History (1920):

The professional military mind is by necessity an inferior and unimaginative mind; no man of high intellectual quality would willingly imprison his gift in such a calling.

Popular literary lampoonings of military leaders (see how high-ranking officers are characterized in Seven Days in May, From Here to Eternity, Fail Safe, Dr. Strangelove) or dire warnings against the military-industrial complex (Fred Cook's The Welfare State, Tristram Coffin's The Passion of the Hawks, John Kenneth Galbraith's How to Control the Military) help us to understand current attitudes toward "military minds." If we add an extremely unpopular war in Vietnam which, though not initiated by our military leaders, must be waged by them, the Pueblo incident, the My Lai incident, and service-club financial scandals, one might well ask, "Why should a man of intellectual ability and moral integrity 'willingly imprison his gift in such a calling'?"

#### QUALITY, ATTRIBUTES, AND ATTITUDES

In our current American society, where military-related issues have surfaced simultaneously with a general questioning of all authority and a

relatively automatic reaction by our youth to any representatives of the "Establishment," the very nature and practice of the military hierarchial structure is being seriously questioned. It would seem to follow reasonably that if the intellect and general competence of an officer are questionable, then so might be the orders he issues and the policies he promulgates.

Samuel Huntington, in his excellent study, The Soldier and the State, examines the so-called "military mind" in terms of (1) its ability or quality, (2) its attributes or characteristics, and (3) its attributes or substance (values and views). Today, how are military men likely to be judged against Huntington's criteria?

We can find a variety of views on their intellectual ability. The general conception is almost a stereotype from movies, television series, and popular novels. Everybody knows that military men don't think - they obey orders. ("Theirs not to reason why.") And of course there is a clear inverse ratio between rank and intellectual perceptiveness – the higher the rank, the lower the intellectual quality. The general conception is not very complimentary. A remarkable different view from a different era may be found in von Clausewitz, who held that the best of military leaders are not merely intelligent - in the sphere of areas relevant to war they are geniuses. But this view is in contrast to the attitude of the Prussian General Staff after 1860, which was that "genius is superfluous, even dangerous." They held that "reliance must be placed on average men succeeding by superior education, organization, and experience."

With respect to its attributes or characteristics, Huntington suggests general agreement that the military mind is thought to be "disciplined, rigid, logical, scientific; it is not flexible, tolerant, intuitive, emotional." I will return to these characteristics — especially discipline—later.

There are a number of general conceptions about the attitudes or substance of the military mind. It is thought to be antidemocratic,

war-like, and authoritarian, favoring agression in foreign policy, believing that conflict and war develop man's highest moral and intellectual qualities, and believing that war is inevitable. In Fred Cook's attack on the military-industrial complex (The Welfare State), we are told that military men belong to the Radical Right, that they want war, even at the risk of total annihilation, and that they have joined forces with big industry in a combine driven by mutual self-interest and often in direct opposition to the nation's welfare and the ideal of international peace.

The least attractive picture of a power-mad military elite is easier to believe if one receives the kind of letter I did prior to the 1964 presidential election. It was signed by a retired Army brigadier general and declared that the "Total elections of 1964" were "null and void." The author advocated that we "throw the rascals out" in vigilante fashion, and the writer declared himself ready "to lead the drive for the full restoration of Constitutional Government." He signed himself as Administrator of the Constitutional Provisional Government of the United States.

Was this a ridiculous hoax? Was the author of this letter mentally unbalanced? Incredible as it may seem, some Americans believe that such a letter represents accurately the current qualities and attitudes of the military mind. Some even believe that "it could happen here" (see the last installment of Khrushchev's memoirs).

#### DISCIPLINE, CREATIVITY, MORAL CHARACTER

The aspect of military life at once both indispensible and the cause of much confusion about the "military mind" is discipline. There is abroad the illogical but not totally unwarranted view that the man accustomed to taking orders cannot be a creative thinker. The time-honored dictum that to give orders a man must first demonstrate that he is capable of following them is still observed in our military structure. And it ought to be. But is it not possible that by the time a man gets to be a general, he is so

used to following orders that he no longer possesses the imagination and dynamism required of one who gives the orders? Or as Galbraith now says in *How to Control the Military*, members of the military become so immersed in the bureaucracy that they are capable only of bureaucratic truth, which is parochial and always favors their own service and its defense-industry suppliers.

Murray Kempton, in reviewing Eisenhower's *Mandate for Change* in *The New Republic* (November 30, 1963), suggests that military discipline has a peculiar warping influence on *moral* character. He says:

...the good soldier will lie under orders as bravely as he will die under them.

The garrison mind can produce acts that are honorable and even gallant; but notions of high virtue and selfless service seldom intrude upon it, being disposed of by discipline.

This thought — that discipline not only destroys creative thinking; it "disposes of" moral virtue — is even more disturbing than our previous one. Think of the impassioned pleas during the Nazi war-criminal trials: "I am not responsible!" "I was obeying orders!" "I acted as a soldier!" Certainly discipline can be a convenient scapegoat for abdicating moral responsibility. "Passing the buck" is a very ancient military game. It is also a very ancient human game.

We seem to have arrived at a rather unhappy dilemma. Everyone grants that discipline is essential to any military organization; yet some claim that discipline is incompatible with dynamic thinking. Others see it as an excuse for immoral behavior. By these measures, the man who devotes a lifetime to military service would seem to be both intellectually and morally insensitive. It is taken for granted that this same man is nevertheless very brave, very loyal, and so dedicated to the ideals of freedom and personal dignity that he is willing to risk his life in preserving these values for his countrymen. The stereotype begins to suggest a personality that can be easily duped, manipulated, and with little difficulty maneuvered into following

# Stereotype of military mind not

some power-hungry leader in a military coup. We can add other characteristics to this "military mind," which further strengthen the possibility. Some say that the military mind is often conservative in the sense of fearing change, any change. It operates out of fear for the future (retirement pay, security, etc.) and hence will never rock the boat.

Are there really people like this in the military service? Yes. There are security-conscious, anti-intellectual, morally insensitive military men. There are also security-conscious, anti-intellectual, morally insensitive lawyers and doctors and politicians and plumbers. There are college professors who cling to old lectures, any old lectures; there are television repairmen who replace old tubes with other old tubes. But the crucial difference, the point we cannot afford to ignore, is that an irresponsible doctor or teacher may damage only a few lives, whereas an irresponsible military leader could conceivably destroy our whole way of life, if not human life itself.

If this stereotype of the military mind, which we have borrowed from various sources including our current literature, is a true picture of our military leaders, then we are truly in danger. And the scare-spreaders are quite right - it could happen here. There are some military officers who exhibit some of the characteristics of this stereotype. They are easy to single out precisely because they are different; they are not representative of the officer corps. There are, in fact, many great leaders in the military who are dynamic thinkers and doers and who have not had their moral standards "disposed of" by discipline.

#### DISCIPLINE, RESPONSIBILITY, AND FREEDOM

Let us examine discipline more closely. Just a little reflection should reveal that it is simply not true that discipline must destroy individual

dynamism. Indeed, truly dynamic thinkers and leaders have and need great self-discipline. Plato, concerning himself with the proper training of those powerful intellects that should rule in the ideal "Republic," stressed the importance of the rigors of military discipline in preparing the philosopher-statesman for the intellectual tasks of a prospective ruler. It is important to note here that appropriate training in the external form of discipline, which is the military's stock in trade, is expected to assist in the development of individual self-discipline.

The central question has always been how to develop discipline without crushing creativity. What kind of character training can be blended with military training without destroying individual responsibility? Individual responsibility is universally assumed to be conjoined with individual freedom, which seems to be the direct antithesis of military discipline. In a recent address, "The Meaning of Freedom," William Pearson Tolley, President of Syracuse University, commented on the relationship between freedom and discipline on both the individual and social levels. On the individual level, he stated:

. . . it is the disciplined mind that is most truly free. We have always understood the power of a disciplined mind. What is not so clearly seen is the freedom that comes with this power. Man's triumphant journey to the moon is only the latest case in point. One can pay tribute to the level of American science and technology and particularly to the computers that multiply man's mathematical powers. What is more significant, however, is the self-discipline, dedication, and skill of the large company of men responsible for this magnificent achievement. The astronauts themselves are the visible heroes, but there are

countless others like them. All are in the sharpest contrast to so many in our affluent society who appear alienated, aimless, undisciplined, and driven by impulse and emotion...

Looking at this dichotomy, one is struck not only by the contrast in life styles and values but in the sense of identity, and again in character and power. For our purposes, however, the significant contrast is in the exercise of freedom. The unskilled is not free. The uninstructed is not free. The inexperienced is not free. The undisciplined is not free. Whether the field is carpentry, athletics, or space technology, only the skilled, the instructed, the experienced, and the disciplined have both power and freedom.

On the social level, Tolley maintains further that "in a free society we seek order and justice as well as freedom, and these goals inevitably put a brake on personal freedom."

Tolley's views support the general proposition that the achievement of worthwhile goals is enhanced, not hindered, by discipline. The external disciplinary structure imposed by the military should not be motivated by the goal of limiting personal freedom but rather by the need to coordinate, order, and organize the efforts of large groups of men as they tackle the diverse tasks coincident to the defense of our way of life. The "brake" that military discipline applies to personal freedom is apparent, but it is at least analogous to the brake each individual applies to his appetites and emotions in order to accomplish our goals. In this sense Tolley seems to have hit it just right; with respect to goal accomplishment, "the undisciplined is not free."

But, one must still ask, what of personal responsibility and intellectual creativity in the restrictive context of

# representative of officer corps.

the military structure? How shall we strike an appropriate balance? The answer lies in our willingness to nurture creative abilities and to encourage critical analysis within the system.

#### STRIKING A BALANCE

It is easy to encourage intellectual curiosity, analysis, and creativity in classrooms. It is not so easy, but even more important, to retain that questioning approach and scholarly attitude toward military training. If better ways of training can be found, then they should be adopted. If some practices can be shown to be purposeless, then better practices should replace them. But innovators must be prepared to accept responsibility when their innovations fail, as well as credit when they succeed. The crucial point, the crux of the balance we seek, is reached precisely when the time for research and questioning reaches its limit and a decision must be made.

In John Locke's phrase, citizens of a free society have consented to "be concluded by the majority" when decisions are reached. Socrates argued that when a man fails to persuade his government to change its policies, then he must either abide by them or leave the state. The military as an institution cannot escape an analogous position if it is to function well or even function at all. In a world where the men who wear uniforms are highly educated and where creativity is indeed nourished, there is room for discussion and contributions from those who are concerned enough and able enough. But when the contributions are all evaluated and the decisions are made, then military men are obliged to obey the orders of their superiors, just as ordinary citizens are obliged to abide by the laws of the state. In either case, other alternatives seem to lead inevitably to chaos.

The question of unlawful or immoral orders also is analogous to the

question of illegitimate or unjust laws. Citizens are not obliged to obey laws that are clearly against the common good, or immoral in some other way. Similarly, soldiers are not obliged to obey orders that are clearly unlawful. Difficulties arise in those cases when either the legitimacy or the morality of the law or order is not clear, often because all of the relevant facts are not known.

In a democratic society the ordinary citizen, who is unable to ascertain all of the facts, is willing to reside his trust in his elected representatives who do have the facts, or he attempts to elect officials he can trust. Soldiers analogously must place their trust in their military and civilian leaders. This kind of trust is not necessarily identical with the "unquestioning obedience" implied in the famous line quoted earlier, "Theirs not to reason why." Rather, in our time, it is clear that "unquestioning" obedience is a completely unacceptable, if not inappropriate, conception. Sophisticated, creative, dynamic men, whether in uniform or not, cannot be properly characterized as "unquestioning."

This is not the same as saying such men will not be obedient. Rather, if they are truly mature, responsible, and creative, they will have accepted the ultimate necessity of right order, and their willingness to obey is better characterized as enlightened obedience. When leaders do consult their men as a matter of course, when they do accept the ideas of others, when they do explain the reasons for various policies, then, in crisis situations, subordinates will indeed be justified in accepting orders immediately. Their trust, in this sense, is enlightened and justified.

It is not likely that those young officers who have both the noble aspirations and the requisite abilities to "do things better" will always get their ideas adopted. We noted that in the analogous case, the free citizen strives to elect other officials. For the

young officer a more direct method is available, but it requires the patience to make small gains at each level in the hierarchy until he reaches a high enough position in the rank structure to achieve broad applications of his ideas. The new generation of officers can bring about changes in the old and today the old are listening. To paraphrase William James, we are in the position of marrying new facts and new ideas to old and reliable values. Older officers are justifiably concerned that the reliable values might be set aside; the younger are justifiably concerned that their new ideas might not obtain a fair hearing.

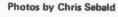
Neither intellectual brilliance alone nor moral character and discipline alone will sustain us in our most desperate hours. We must not settle for less than an appropriate balance of the best of each.

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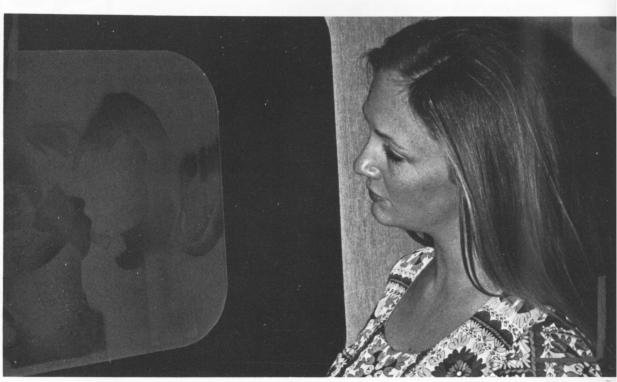
# girl of the month

GIRL OF THE MONTH

Remember the old Mansion Parties? Or little volkswagons cutting across the terrazzo? So does Miss Rebecca King who has joined the *Talon* staff during the April showers. Becky is a music major and a senior at Temple Buell. She likes painting, is well traveled, and is quite versed in TBC student politics. Although she is hoping for law school, Becky still considers herself a down-home farm girl aspiring to trade her tractor for an MG Roadster. Anyone for a hayride to Hancock, Iowa?\*\*\*















# A preocupation with form

BY PETE HARRY

Does anyone know the mission of the Air Force Academy? It is a basic question, but then the expenditure of many millions of dollars over some 20 years demands a firm justification. To answer it, we must look at the changing environment that presents itself to the graduating cadet. It is essential that we look to the future and not the past for insight into the requirements for a military academy for the Air Force. As every doolie knows, "Victory smiles upon those who anticipate changes in the character of war, not upon those who wait to adapt themselves after the changes occur." The French army took 300,000 casualties in the Battle of the Frontiers in 1914 before it realized red pantaloons and 'Rosalie' (the bayonet) were no match for the machine gun. With the threat of nuclear obliteration hanging over our heads we are in zero sum game in which there can be no mistakes.

Since the turn of the century, the nature of the role of the military has begun a gradual, irresistable change. With the acquisition of new possessions as a result of the Spanish-American War, servicemen were increasingly called upon to act as civil administrators, economists and diplomats. With the mantle of global responsibility as the aftermath of two world wars came the need for a new breed of officer. The obedient, loyal man who followed orders, kept his nose clean and polished his brass was an anachronism by the onset of the Vietnam war. What was needed was a reliable, dedicated man who was both proficient in managing human and material resources and sensitive to the emrging forces which moved society. This was because battle lines were no longer being drawn between squadrons and regiments and trenches, but between capitalists and socialists, cities and villages, conservatives and revolutionaries. The lines were altered by technology and mass media from a

geographical to a socio-economic context. The new military man must be able to think, and most of all, adapt. He must know about the country he is defending and the environment in which he will fight. It is no longer enough to know how much ordnance is needed to destroy a blockhouse. He must know who is in the blockhouse, why they are fighting. and what will be the impact of his attack. In a battle of ideologies, as opposed to one of positions, the objective is the collective will of the people. Bombs and rockets cannot defeat the written word. Any military advantage secured by an air strike in the Indochina War can be obliterated that same evening by ill will created as a result of some injustice done to the local populace. In Thailand it can be as unobtrusive as crossing one's legs.

The threat of nuclear war is an additional incentive toward creating a politically aware officer corps. As Masland and Radway said in their book Soldiers and Scholars, "To limit the purpose and scope of war requires the closest cooperation between military and diplomatic personnel." This cooperation requires an understanding by each of the other's

If we accept the need for creative, perceptive and well-rounded officers, then the next step is an evaluation of how well the Academy functions to produce them.

For an institution which appeared less than a generation ago, the Air Force Academy bears marked similarity to its sister academies, one of which was established 150 years ago. All three have strenuous fourthclass years. All three have curriculums heavily slanted toward physical sciences. All three have monastic social orders characterized by increasing privileges coupled with increasing responsibility. All three place heavy emphasis upon traditional concerns such as marching, hair and

dress regulations, and administrative procedure. In the eyes of Soldiers and Scholars, "The cumulative effect of the methods and attitudes recounted above is a greater tendency than we think desirable toward conformity, rejection of the unorthodox and acceptance of the status quo. . .outside of the classroom it calls for a greater readiness on the part of officials to encourage intellectural initiative." This tendency toward conformity is prevalent in almost every phase of cadet life. Distinctive headbands may not be worn by individual intramural teams. Shoes, socks and jerseys are regulated as to style. Teams are told when to practice. In the cadet area, cadets of all classes are told when to go to bed, how late they can sleep, what the uniform for late sleeping is, and how their rooms will appear while they are asleep. All the cadet's creature comforts are cared for, with or without his desire. He becomes frustrated because although it was his intention to be a leader, there is little leeway for judgment and independent action in his life.

Much of this can be attributed to a 'fishbowl' syndrome. The Academy is always in the public eye, and as a result certain standards must be maintained. For this reason, there is perhaps an undue preoccupation with form rather than substance. It is possible for any cadet to get by comfortably if he maintains his personal appearance, stays out of trouble, and keeps his grades above a 2.0. There is little pressure on him to excell in athletics and academics. There is, however, a great deal of pressure on him to maintain his appearance. Apathy is the inevitable result. Being a member of a winning team generates a great deal of enthusiasm for anyone, but having a regulation room generates nothing. Good appearance and pride in one's uniform are reflections of an inner

(Continued on page 31)



Missile Guidance



B-1 Strategic Bomber



Space Shuttle Development



OV-10A



V-100 Commando Components



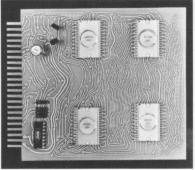
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# North American Rockwell

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### General Woodyard Stresses All Military Faculty

BY SAM CONNALLY

Academics, one of the triumvirate of priorities at the Air Force Academy, plays a vital role in the fives of cadets. The individual directly responsible for the efficient management of the academic program is the Dean of Faculty, Brigadier General William T. Woodyard. General Woodyard has been assigned to the Academy since its inception in 1954, with the exception of two sabbatical leave periods. The first occurred from 1961 to 1962 while he attended the Air Force Industrial College; the second, from 1965 to 1967 while serving as Chief Scientist at the European Office of Aerospace Research.

Consisting of thirty percent doctorates and seventy percent masters, General Woodyard's staff compares quite favorably in academic credentials with other undergraduate institutions. In addition to the 232 personnel who hold one of the ranks of professor, 348 officers are assigned as instructors. This totals 580 officers, an average which the academic departments try to maintain on the faculty. These 580 professors and instructors have earned some 1250 degrees from approximately 200 different colleges and universities located throughout the world. At any one time, there are over 6000 applicants for instructor positions at the Academy. To be considered for a position, the prospective faculty member must have a record of better than average performance in the Air Force and have been to graduate school or demonstrate high potential for graduate education. Although there are at present only two female instructors at the Academy, the General stated that there are no prejudices against women on the faculty, that any officer who meets the established criteria would be considered and placed on the faculty as vacancies occurred. In explaining the rationale behind having an all military faculty, General Woodyard stressed that as a professional institution (that is, a school educating men for a specific profession) the Academy's faculty is comprised of



practicing members of that profession. By being career officers, the instructors also teach something of themselves and the Air Force and set an example which the cadets, hopefully, would wish to emulate.

The present academic program consisting of thirteen science and engineering majors and fifteen social science and humanities majors has its roots in the months preceeding the Academy's opening in 1954. Eminent educators of various fields were consulted, and their recommendations were formulated into the first curriculum by the Air Force Academy Study Group at Maxwell AFB. The only option open to pioneer cadets was which foreign language they would take; the remainder of the 240 required semester hours was 100 percent core courses, the philosophy being that the training of young men for career positions as Air Force officers required a commonality of educational experience. The academic program has evolved, and significant changes have been made over the years. Foremost among these was the opportunity and requirement for each cadet to earn an academic major providing the individual with more personal choice and, hence, more interest. It was found that working in selected areas, cadets are better able to approach their potential.

It is realized that some cadets feel that sixty-five percent is still too much to have in the core curriculum. For example, those majoring in the social sciences and humanities often ask, "Why do we have to take aero, astro, mech, etc.?" while those majoring in science and engineering ask, "Why do we have to take defense policy,

philosophy, literature, etc.?" In response to this line of thought, General Woodyard stated, "At the Academy we provide an education, the breadth of which is superior to most undergraduate colleges. When a cadet graduates, he has been exposed to far more disciplines than those graduating from most civilian colleges. An officer in the Air Force requires this breadth. While here, cadets are often critical of core curriculum; however, graduates are not. For example, we have in the graduate records office questionnaires from the 125 to 130 former cadets who are now attending graduate school. From their perspective, looking back on the program at the Academy, most comment quite favorably. Our program is designed to provide the cadet an exposure to many disciplines and yet provide him also with the opportunity of selecting a major in which he is interested and in which the Air Force has a requirement." The formally expressed objectives of the Academic Program as stated in the USAFA Curriculum Handbook are to:

Provide general courses in the sciences, engineering sciences, social sciences and humanities to furnish a foundation for the cadet's future development as an Air Force Officer.

Provide a program of elective courses with a major required of each cadet in a field of his interest.

Motivate the cadet for advanced education through enrichment courses.

Prepare the cadet to fulfill his intellectual duties as a citizen and a dedicated public servant in the Air Force.

In discussing the possibility for changes in the academic program, General Woodyard emphasised that his office is always open to suggestions from the faculty and cadets. It was through just such suggestions that many changes to date have been brought about; for example, the T-41 program was considered after such a suggestion and was authorized five semester hours credit. It was through work instituted by a cadet committee

that the present auditing program was established. In response to the query of why courses such as law, journalism, and English were not covered more than they are in the core curriculum, the General stated that he feels that the core is as large as it ought to be. He also mentioned that a sufficient offering is contained within the existing program on a elective basis. The Dean's office is currently working toward a reduction in the number of courses required for graduation and for some changes in the cooperative master's programs. General Woodyard has found that the desire for advanced education is quite high among the cadet wing, "so much so, that those departments which do not have a co-op program will not likely survive with their major. By survive, I mean an economic size group of cadets who take the major program."

General Woodyard also stated that such innovations as pass-fail courses, student defined goals, and optional classes have been considered but that there is no strong movement on the part of the faculty to bring these about. With respect to optional classes, the General commented, "I do not think it's a good idea for military men to get into the habit of thinking that instructions from a superior authority are optional. When the Superintendent tells me to do something, I don't consider it to be optional; we tell you to go to classes, and we do not consider these instructions to be optional.'

Just as the term 1971-72 has seen an increase in the responsibility assumed by cadets militarily, there is a move toward allowing the cadets to assume more academic responsibility as well with major emphasis being placed on the deletion of weekday academic call to quarters. Speaking on the subject, the General commented, "The climate for change now is right. With the cadets' acceptance of increased military responsibility, we are inclined to give the cadets increased responsibility for their academic performance. Being a cadet should not be an unpleasant thing. It really shouldn't, but sometimes I get the impression that it might be. However, I am encouraged by the changing attitude of the cadets. I think that this change has done much to, certainly not eliminate, but ameliorate the WE-THEY syndrome which has existed in the past. We talked about call to quarters; I am not convinced that call to quarters is necessary. You can put a cadet in his room and shut the door at 7:15 and open the door at 10:30, but I'm not sure of the fact that being in his room will cause him to study. It seems to me that what cadets do with their time ought to be a decision that the cadets make. Then if they do not live up to what we expect of them, perhaps they are at the wrong institution. Maybe these kinds of decisions ought to be the young man's not ours. However, I think that we have a distinct obligation to remove temptation from some of them. I think that fourth classmen, for example, have a problem adjusting, and that call to quarters may be in order for them until they understand just what the demands on their time will be. It seems to me, however, that call to quarters could be discontinued after the first year. From then on, the decision of what they do with their time ought to be a decision which the cadets make - not us."

This year has also seen the institution of Weekend Academic Call to Quarters (WACQ's). Originally, these were to be mandatory for those cadets deficient in academics; however, in accordance with the concept of giving a cadet more responsibility, WACQ's have been assigned on only an advisory basis by the class academic committee. The cadet chain of command is responsible for maintaining a record of the WACQ's which the cadets serve. Then, if at the end of the semester, the individuals are still academically deficient, the number of WACQ's served will be one factor when the cadets' cases are reviewed for retention by the class committee.

Perhaps the decisive test for any academic institution is the quality of graduates compared to that of input Historically, ninety percent of the entering classes ranked in the top twenty-five percent of their graduating high school classes and sixty percent were in the top ten percent. The question then becomes, "Has the

academic development of any individual been hindered while at the Academy?" There is a substantial body of evidence to suggest that it has not. The examining committee of the North Central Association, one of the Academic Accrediting Agencies which rates the Academy, commented after its last visit in 1969, "The level of achievement of Air Force Academy graduates is higher than would be expected even considering the high quality of the input." Another such indicator is the Guggenhiem scholarships, nine of which are awarded each year in the United States. Three of these last year were awarded to Air Force Academy graduates although that class comprised only one tenth of one percent of those graduating from all institutions of higher education. A third indicator is the Root-Tilden scholarships, two of which are awarded within each of the ten federal districts. One of these has been received by a graduating cadet for each of the past two years. Using the Graduate Record Examination as an additional indicator, the Academy graduates' level of achievement compares very favorably with the levels of achievement of graduates of other prestigious institutions.

The efficacy of educational opportunities is sometimes questioned to be an important factor in the Air Force officer corps. General Woodyard commented that attrition among scholarship winners, those afforded additional education, was quite low. The General also pointed out that those cadets who won scholarships have been promoted below the zone to Major at the rate of seventy percent and those cadets who entered the cooperative master's programs have been promoted likewise at a rate of over thirty-three percent. This compares to an average Air Force rate of about two percent.

Hence, the academic program at the Air Force Academy is a reasonably successful and continuing process. Those individuals concerned with the Academy educational system are encouraged to provide input to the Office of the Dean of Faculty. It is there that changes and improvements in the academic program must focus.

#### BY DAVE OCHMANEK

The co-operative masters programs (in which graduates of the Academy, having begun their graduate work here, complete their masters courses at another school in seven months) have recently been receiving criticism from several sides. In this article, the author examines some of the arguments — (both for and against) — in "the co-op controversy."



# The Co-op Controversy - what is really happening?

The academic departments at the Academy instituted co-operative masters programs some years back because it was felt that graduates going to pilot training were being discriminated against with regard to receiving graduate degrees; the reasoning being that since pilots were committed to five to eight years "in the cockpit," and hence ineligible for AFIT slots, they should be given a chance to get a higher degree before entering pilot training. The result, of course, was co-op.

Over the years the program evolved from one solely for pilots to the point where it was open to those "candidates" who were the most academically qualified – whether they were to be future flyers or not. That, of course, was up until this year. The decision came down last month that all pilot qualified cadets who go to school on a co-operative program must go on to pilot training following their seven month stay at the university. In addition, there are rumors circulating Fairchild Hall's 6th floor to the effect that only future pilots will be considered for co-op slots, or even that co-op will be eliminated entirely. "Why is everyone down on co-op programs all of a sudden?" ask the

bleary-eyed masters candidates, many of whom have had for the past two or three years those seven months at — and those masters degrees from — UCLA or OSU or another school as their main career goal after graduation.

While not everyone is "down on co-op programs," there are several frequently raised cirticisms of the programs that should be looked at here. The first, and perhaps the most obvious, is that the value of a "seven month masters" is questionable when one considers the normal length of time used to acquire a masters degree (1½ to 2 years). West Point, for instance, normally requires that its instructors spend two years at school in achieving the level of expertise needed to earn a masters degree and teach at the Military Academy, Many people agree with this reasoning. feeling that the added exposure that most students get to graduate level education by going for two years is a worthwhile experience. One can hear these people say that "A co-op candidate is more interested in getting a sheepskin than an education."

Other critics of co-op programs feel that, before an individual serves any time in the Air Force, he doesn't really know the field or job area in which he

wants to specialize. They contend, often with good reason, that he should spend a few years in the area that he thinks he wants to make a career before seeking a higher degree in that area. There is a corollary to this argument, prevalent in high places of the Comm. shop, that an individual should spend some time in the Air Force prior to getting his masters so he can find out whether or not he wishes to make the Air Force a career. Proponents of this argument would like to separate "the wheat from the chaff" before sending everyone who is qualified on to a graduate level education. Thus, for one reason or another, many people would like to see graduate degrees postponed until later in the officer's career.

A further criticism of the co-op programs has its roots in a fundamental disjuncture between some individuals' expectations and the needs of the Air Force. Specifically, some opponents of co-op feel that the program over-educates junior officers at a point in their careers when they will not, in all probability, be able to use a masters degree in their jobs. This argument is especially salient when



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applied to hamanities majors. "After all," goes this argument, "how many second lieutenants with masters degrees in history does the Air Force need?" One can only answer, "Well...none."

There is yet another criticism of the co-op programs — this one leveled at the science and engineering majors. Those individuals who receive their degrees prior to attending pilot training and who spend their mandatory five years or so in the cockpit find that when they are ready to go into research and development, they are in possession of obsolete or obsolescent knowledge. (Imagine, if you will, the exasperation of a captain in an R&D lab who makes suggestions only to have some lieutenants snicker at his "stone age" approach).

Given the tone of the article thus far, one might well be asking one's self, "Just of what worth are the co-op programs?" It is worth noting, initially, that co-op programs are popular with cadets. In fact, General Woodyard, Dean of the Faculty, has said that no major could survive here without a masters program of some type. Given the numerous criticisms raised above, the obvious answer in some people's minds has been to do away with co-op programs in every department. (Harsh, but fair?).

There are however, some very valid arguments in favor of the co-op programs. First, although the co-op student attends graduate school at the university for only seven months, he has a significant "jump" on his contemporaries in search of the degree because he not only starts his graduate work here, but also works under a

heavier-than-average schedule while at the graduate school.

In addition, the relevence of the argument that an individual needs to have a few years of practical experience "under the belt" before he can decide on long-range career goals varies widely with different individuals. Many have a very firm conception of what they want to do and what the Air Force has to offer, while others need more time and experience before making their decisions.

Further, statistics show that even though a masters degree may not have direct utility in an officer's first one or two assignments, possession of a co-op masters degree seems to make a difference by the time one is a captain: below-the-zone promotions from captain to major run at 33% for co-op educated officers, as compared to under 2% for the overall officer corps. Of course, this bit of mathematical manipulation may only attest to the fact that co-op candidates are selected from the top of their class.

It should be clear by now, that the most serious problem likely to confront *some* co-op candidates — possible premature over-education — stems from the fact that they receive their masters degrees immediately after graduation from the academy: yet, a chance to get an early masters degree was the major objective behind instituting co-op programs in the first place.

It is obvious that, for many people, the disadvantage of temporary intellectual overkill which is inherent in the co-op programs is outweighed by the advantages gained through pursuance of a masters degree before their learning skills are dulled by disuse. On the other hand, it is equally obvious, for the reasons given above, that many would prefer to go to graduate school at a later point in their careers. What, then, is a department to do?

The answer to some has been to combine co-op with a "blue chip" program. A blue chip program is one in which the top graduates from each major receive, upon graduation, a "blue chip," guaranteeing them each an AFIT slot, which they can "cash in" anytime following their first assignment. This approach - co-op plus blue chip - would allow future aviators to pursue their masters degrees immediately following graduation; while it would also solve the problems arising from the over-education of junior officers by allowing those non-pilot-qualified individuals, (or those who are just tired of school), to go into operational assignments after graduation with the guarantee that they will have access to an AFIT slot at a time convenient to both themselves and AFIT.

This article could have been titled (not without some audacity) "The Making of a Policy;" the point being that the co-operative masters programs at the Academy have evolved, and will continue to evolve. They are changing year by year, hopefully into what will be a masters program with maximum benefits to both its participants and the Air Force.

### Talon talks with Major Vivienne Sinclair

#### BY PAUL WILLIAMS

TALON: Ma'am, may we begin by asking if you have had any previous teaching experience; if so, where; and what assignments you have had other than teaching?

MAJ. SINCLAIR: I taught in graduate school at UCLA while I was getting my masters degree. In addition to that, in the service, I've also taught at the Armed Forces Air Intelligence Training Center at Lowry Air Force Base. In terms of previous assignments, I've had two tours in California, one at March and one at George, one tour in Texas at 12th Air Force, and two tours in Germany, one at Kahn Air Base about twelve years ago and one, between 1967 and 1970, at Wiesbaden, the best place to be if you're going to be there. In addition to this formalized teaching, I've always served as intelligence officer. When you do that, you get involved with training squadron personnel and in being a briefing officer. Briefing is just another aspect of training. You're before an audience and you're trying to pass along some information. So you could say, in a way, I've been teaching for the last seventeen years.

TALON: What motivated you to teach Ma'am? Why at the college level?

MAJ. SINCLAIR: I started teaching during graduate school. I thought I would like it, but you don't really know until you get into the classroom. I found that once I got into the classroom teaching Spanish at UCLA, I enjoyed it tremendously. It's quite a challenge to figure out how to communicate ideas to people, and it has what I call tremendous psychological payoffs. The sense of a

job well done is very real, especially when you see the light come on in a student's eyes and you know that you've communicated an idea, that you've made a meaningful contribution to him. You've put the facts together in such a pattern that he has deduced something from them. You don't really teach somebody something, what you do is show them the bits and pieces and he puts them together. Why at college? I think college level is the most challenging. You don't have to be there as a student and I don't have to be there as a professor. We're there because we want to be there. The other level I'm interested in is preschool because little kids are fascinated with the world around them and they want to learn. Learning is a game. If they can start out with learning being a game and keep that all the way through school and all through their lives, then they will be fascinating people.

TALON: Why did you choose to teach in the Air Force?

MAJ. SINCLAIR: I wanted a job where I could use my languages to the advantage of the job, where it would be possible to travel, and where there was a constantly renewed challenge and this is true in the service because every two or three years you go PCS and you start with a whole new ball game. It means that you can't afford to get stale or lazy. There's always a challenge and it's a good and an interesting one. I didn't join (the Air Force) just to teach. I joined because I thought that I could do a good job and use some of my talents, not just teaching talents, but other talents; and I've been able to do that.

TALON: What do you think of the Academy, particularly the quality of the education and the instructors?



"I wanted to use my languages."

1972 Graduates . . .

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MAJ. SINCLAIR: I think it's great, I think it's one of the most fantastic academic setups in the United States, I know it's a long rough pull for you (cadets). It's a long hard four years, there's no question about it; but I think in terms of the quality of the education, there's none better in the United States. There's money here to provide the physical plant. The very best in terms of teaching talent is recruited across the board in the Air Force, and you've got some really talented people on active duty in the Air Force. Now as the Academy traditions are beginning to develop and the system of education has been through the mill with enough classes that it's developing, a reasonably well balanced way of life for you is also developing. It is a very tightly structured life because there is so much you have to do and there's so little time. This doesn't leave a whole lot of decisions up to you. This has advantages and disadvantages, as all things do; but I still think it's outstanding. I first came for an interview here in 1965, so I've had friends teaching here since then people, specifically from this department (Foreign Languages), that I've worked with on other assignments. I've always talked to them because I've been interested in the Academy, the type of educational system it's developing, and the type of Air Force officer it's producing; I've always been tremendously impressed.

TALON: What do you think of our all-male tradition of cadets and instructors?

MAJ. SINCLAIR: I think it was reasonable for the time and place it was established. I think there are a lot of problems involved with having female cadets at a military academy, problems which have never been aired in the press and have never been discussed. If Congress is serious about it, these problems are going to have to be discussed, simply because you're asking for a pretty fantastic commitment from any human being who is selected to come to the Academy. This is a life-long commitment. It's a difficult one for a young man to make and it's an equally difficult one for a young woman to

make. It is easier for a young man to make this commitment and to spend a full career in the military because he can also have a complete family life, in other words, a well rounded life. Right now, as regulations stand, this is not quite possible for a woman. I think it's highly possible that the all-male tradition may not continue, but I also think there are going to be some difficulties that nobody has ever considered before. We're in an era of change and the pendulum swings to extreme points before it stabilizes in the middle. I think maybe in ten years or so there will be a stable condition developed that will have considered the woman's role.

TALON: What effect do you think you will have on the Academy? Or what effect would you like to have on the Academy?

MAJ. SINCLAIR: I won't be the only woman on the staff by the end of this month (March); there's a gal coming in in geography. So it should be more like: "What effect will we have on the Academy?" Several, I hope. One of the reasons the teaching staff is all military is to provide you with constant contact with well qualified military people on a broad range of fields, who can give you a good feel of military life and for their career field as well as their subject matter. WAF are a part of the military, and I think they will continue to be a part of the military even if they never came to the Academy. As long as we're part of the military, I think you should have a chance to meet us, to know what it is like to have contact with a military officer who is a woman, rather than a man. So bringing academically qualified instructors to the Academy who are female, I think, is a fine idea. I hope that those of us who will be on the staff will give you a good positive approach to what a woman can do in the military. If this is true of the first contingent that joins the Academy, then I'm sure there will always be a place open on the faculty for a WAF in later years. So I hope that we give you a good positive view of a woman's role and capabilities in the military and that we will also make the faculty open and receptive to bringing more WAF on the faculty.

TALON: Other than purely academic, what influence would you like to have on your students?

MAJ. SINCLAIR: Just being able to make cadets aware of the fact that we're part of the military picture I think would be one of the important things we'd like to do. A lot of people have the idea that a woman in uniform is not feminine. This isn't necessarily true. One of the most feminine officers on active duty right now is Gen. Holme.

TALON: Are there any changes or improvements you would like to see here?

MAJ. SINCLAIR: One thing that does exist and I would like to see continued is a chance for the cadets to spend Third Lieutenants tours with as broad a range of activities as possible to get a feeling for what it's like on active duty. The only way for you to get a feel for this and a feel for how to cope with this is to be put into the situation. I hope that the academics will always be balanced by other aspects of life - a good exposure to the active duty Air Force, a well-rounded life. A chance to make as many decisions as possible within the framework of your own career and talent, I think, is something else that should be stressed, simply because with such a tightly structured life here at the Academy, the more decisions that you make, the better prepared you are for the less structured environment of active duty.

TALON: What are your plans for the future at the Academy and afterwards?

MAJ. SINCLAIR: At the Academy, to do the best possible job in teaching Spanish, possibly Spanish and French, and to leave as positive an image as possible. After leaving the Academy, to go back into intelligence work, because that's where my training lies and that's where my special interests lie.

TALON: Thank you, Maj. Sinclair.

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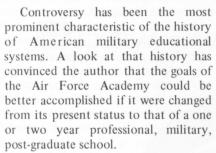
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#### Should USAFA become

#### a graduate school?

BY FRED HARBURG



The birth of West Point in 1802 marked the beginning of formal preparation for young men interested in becoming officers in the American military services. The controversy at the onset of the military education system centered around the issue of whether West Point should be a professional military school or a technical school for citizen soldiers. Samuel Huntington has commented on the result of this disagreement in his book, The Soldier and the State. Huntington states that, "Thus, before the Civil War, West Point was deficient in two components of a preliminary professional military education. It did not give its students a broad grounding in the liberal arts; neither did it furnish them with the first essentials of military science." While much progress has been made, the preceeding comment has remained Huntington's major criticism of the present day military educational system. Adam Yarmolinski has labeled academy educational instruction to be "conventional in approach and rather bland in content." In The Military Establishment he stated that "the 30% drop-out ratio is due to a lack of motivation rather than academic failure." The preceeding and other comments of these two authors indicate their feelings that the academies have tried to accomplish too much in too little time at a period of a young man's life during which he is not interested in becoming an educated soldier. Both writers feel that

the conflicting requirements of a broad liberal education and the need for a disciplined military indoctrination are difficult to coordinate.

In reflecting upon the criticisms of these scholars it seems to this author that there is need for a changed attitude concerning the role of the military. We must begin to recognize the need for a professional military service. Americans have a traditional fear of standing armies and that has proved to be a healthy attitude from a historical point of view. It is true, however, that until we can do away with armed conflict, we must have a professionally competent military service. The military must be perceived as a worthwhile and contributory profession much like medicine, law, or business. The academies must become the professional schools for this respected career.

The undergraduate course of study in a university curriculum offers a critical time in a young person's development. It is a period during which one must mature as a personality, as an intellect, and as a role player in American society. It is true that one may be indoctrinated during this formative time to the military life; however, it seems evident that the problem at this point is one of motivation. The writer has advocated professionalism in the military, but does not suggest that it should be gained at the cost of frustration for a largely immature and insecure cadet. If a young man or woman had completed an undergraduate course of study when he came to the academy, it would allow the school to take on a professional air much as a medical or law school. It would demand a realistic and practical course of professional military study and it would allow a specialized undergraduate degree to be broadened and given application in a

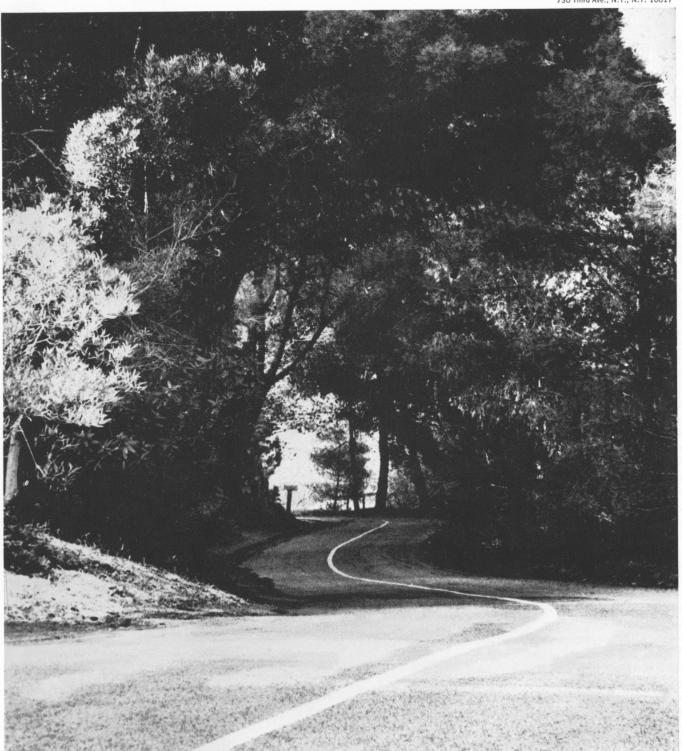


The Uncollege

professional military sense. The officer candidate would no longer experience the paradox of simultaneous liberal education and military orientation. Such a system would accept a more mature candidate who is in a much better situation to choose the direction of his career interests. He would not choose to come to an academy if he did not have a military career strongly in mind. Such a system would allow a young man or woman the opportunity for free exchange of ideas and philosophies with their contemporaries during the undergraduate years. The officer candidate would enjoy the full range of a college experience before coming to the academy. A one or two year professional academy could include much of the material now taught at squadron officers' school in addition to the basic military indoctrination now accomplished at the Academy. The increased dignity of such a system would attract the finest scholars and athletes of proven undergraduate ability. A one year program could graduate four times the number of lieutenants presently being commissioned from the academy utilizing the existing facilities.

The college years of one's life are important years of mental and social development. This author submits that we are making our task more difficult than it need be when we attempt to fit an 18-year-old youth into a semi-professional military academy. The history and current problems of the American military educational system have led me to the conclusion that a post-graduate professional military school is a step toward a more ideal military educational system.

\* \* \* \* \*



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# Prospects of Varsity Sports look good

#### **OUTDOOR TRACK**

Arne Arnesen's outdoor track team is captained by senior Mark Ewing who is one of the most versatile of the Falcon thinclads - competing in sprints, hurdles, and the long jump. The team has a good chance to better its record of last year with returning record-holders such as Dick Vandame who is co-holder of the Falcon 440 at 47.3. The Falcons are strong in the mile with cross country All-American Dennis Sbach while Abe Abraham will be top man in sprints and Herb Harrison on the hurdles. Strong in field events, the Falcons boast record-holder Dan O'Hollaren in the triple jump and Steve Fenton in the pole vault. Bob Chatman is a two-year letterman in the discus and John Nestico and Dan Novak will handle the javelin. The season will be highlighted by a dual meet with Washington State and Montana in Pullman, Wash.

#### BASEBALL

Having his fastest team ever, Coach Robison is optimistic about his 1972 baseball team. Last year's leading hitter with .375, Tom Stites, will captain the team from his position in right field. At the essential catching position, two fine returners Steve Jackson and Don Meister will vie for the spot. Eight excellent pitchers add the necessary depth on the mound while a contingent of young players must jell for the infield and outfield teams. However, hitting must be improved upon from last season as the Falcons start early against strong Texas teams, including the nationally-ranked Texas Aggies.

#### **GOLF**

Possibly the strongest Falcon golf team ever, the 1972 team has the potential to be the first Air Force golf team ever to be invited to the N.C.A.A.'s. Six returning lettermen provide the nucleus of the squad that faces tough competition in five major

tournaments: The Western Intercollegiate, The Sun Devil, The Stanford Invitational, The Cougar Classic and The Rocky Mountain Invitational.

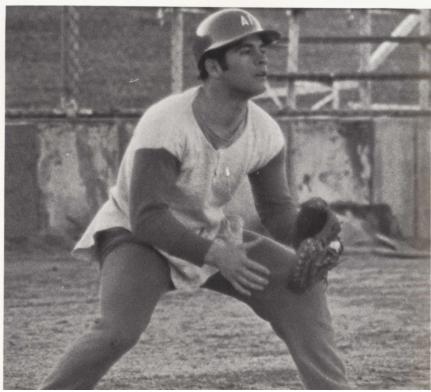
#### **TENNIS**

Five returning lettermen headed by captain John Jarecki will be the main talent for first-year coach Royce Harsberger's young tennis team. Alex Parsons will hold the number one singles slot, being the number two man last year as a freshman. The 1972 schedule kicks off with a 16-team tournament at the University of Southern Mississippi. The Falcons will host a six-team tourney in early April and compete in other tourneys at Missouri and West Texas State.

#### LACROSSE

Attackman Harry Calcutt was named the captain of coach Jim Keating's lacrosse team which will be trying to repeat last year's undefeated season. Last year, however, the Falcons were beaten by Maryland in the N.C.A.A. Quarterfinals but are looking forward to an agressive and championship season this year.





# Coaches tell of winning Intramural Championships

Winter intramurals are now over and the respective champions have been determined. The following wrap-ups of each championship and the champions' own stories are from interviews with coaches of each of those teams.

The wing championship was the closest match this year for the Mudsharks of CS-24, waterpolo's champs. With one shutout and a final record of 7-0, the Mudsharks "struck like a ray" for 115 points against 17 scored by their opponents. Ten of those seventeen came from CS-16 in the wing championship, the final outcome of that contest being 11-10 for CS-24. With standouts Jim Sills and Mark Hamman, coach Tim Stewart's Mudsharks won the first wing championship for Twenty-fourth in three years and have high expectations for next year, only losing three of their players.

Only having to go into a third game twice the entire year, Eighth Squadron found itself the wing champions of volleyball. The only times a third game was necessary to determine the match was when Eight defeated CS-06 in the league playoffs and against CS-18 for the wing championship. Losing the first game and winning the second in the wing finals, Eighth found itself behind 13-9 before a rally won the game and the match with a score of 16-14. Coach Bruce Adhern and D.C. Johnson were the big spikers for the champs while Brad Hirschi was a standout as a setter. Undefeated in its twelve games this year, Eight is losing four starters so it has its work cut out for a repeat.

The laurels of a near perfect season and the wing championship go to CS-18 in squash. In winning its third consecutive wing championship in squash, CS-18 boasted a highly experienced team that had three of its four singles and its doubles team go undefeated throughout the year. Winning the ten regular season games, Eighteen went on to defeat CS-14, CS-12, and CS-20 in the playoffs all on shutouts! Going in rather hesitantly against CS-06 for wings, coach Bill Walsh's singles Thaller, Krauth, and

Kuyk and the doubles team of Boyd and Buley kept their perfect records as only one singles was dropped to CS-06. Losing most of its starters, CS-18 appears content to rest on its record of squash domination in the last three wing championships.

After a disqualification of their original opponents for the wing championship in wrestling, CS-39 defeated CS-08 by the score of 18-9. Coming off an interleague loss last year, Thirty-nine rolled over CS-11 in the playoffs this year 27-3. It was an equally-balanced team that met Eighth for wings; Thirty-nine grappled conservatively for the sure victory. Working hard the entire season, the wing champs had four undefeated wrestlers: coach Pete Preuett at 145, Ken Smith at 152, Dean Wheeler at 160, and Mark Prill at heavyweight.

Going undefeated in its ten regular season matches, Twelve did not have an interleague playoff to play before going into wings of handball. Such was the situation also for their opponents, CS-04. But CS-12 won the match with the singles and both doubles teams winning in a shutout to repeat as wing champs. Depth was the name of the game for Twelve's championship, as its entire first team was undefeated. In singles was Ron Wallace, first team doubles was Rick Barr and Jack Smith, and second team doubles was coach Les Ross and Eric Brown. This was almost the same team that took wings last year and now holds a string of 23 straight victories. Next year CS-12 is looking for a rebuilding season.

Excitement was unmatched as Nineteenth Squadron outpointed CS-05 in the boxing championships. In a rarely-used point system in case of a tie, 72 points are awarded in the entire match; two points go to the winner of each individual round and three to the winner of two of the three rounds. As it turned out after being tied at three wins apiece and two draws, CS-19 did win by points 42-30. Essentially the same team that won the championship last year, Nineteen shipped through its six-game season and, after a concession in league playoff by an injury-riddled Eleven, met undefeated CS-05 for the wings. Coach Collins had three undefeated boxers: Al Briding at 133 who was the team leader in TKO's, Brian Clark at 152, and Bob Hartman at 167. All three are engaged in the wing open boxing tournament along with teammates Sam Greer and Denny Maple. Nineteen is now looking forward to a good season next year.

As of February 18 the standings in the Malanaphy Trophy in the top ten seedings are:

Squadrons	Points
12	464
06	440
08	433
24	429
21	419
07	405
09	387
18	380
15	372
03	367
	06 08 24 21 07 09 18 15

(Continued from page 18) The Academy System

A Preoccupation With Form

feeling. A cadet maintains a good uniform if he is proud of it and the wing it represents. The pride, however, does not come from the uniform, but what it means to be a cadet. If being a cadet means looking like one and little else, then there will be little pride.

Of course all of this is a matter of emphasis. There is a great deal of leadership and sense of initiative to be gained from athletics and working with people in a military organization. There is a balance in the curriculum between science and the humanities. Restrictions on privileges are easing up somewhat. But more responsibility for the cadet wing is needed, not merely to enforce existing regulations, for that will only perpetuate the present system. Cadets need the responsibility to conduct their own affairs and be judged, not on their appearance, but on the initiative and creativity they exhibit in the training situation. The end result will be a more energetic, sensitive officer corps which is better able to deal with its changing responsibilities in an increasingly complex environment.

#### Wing Open Boxing Tournament

Since the Wing Open Boxing championships were moved to the new Field House in 1969, boxing has become one of the highlights of the sports program at the Air Force Academy. Through weeks of intramural boxing contests between squadrons, the individual boxers compile the records to be utilized in their seedings for the quarterfinals and semifinals all to finally culminate when the two finalists in each weight class meet in the Wing Open championship. Crowds up to 6000 have packed into the Field House to witness the finals.

There have only been two cadets to ever win one weight class for four consecutive years in the Wing Open. Between 1965 and 1968, Gary Vasek won the 167-pound weight crown and successfully defended it three years in a row. Starting in 1966, Cadet R. "Buzz" Dyre began his reign in the 177-pound class and relinquished it when he graduated in 1969. Having a good chance to repeat these records are champions Charles Stallworth and Mark Prill, both with one more year of eligibility and with three consecutive championships in their respective weight classes.

The 1972 Wing Open had its traditions and surprises as three champions successfully defended their crowns, a TKO resulted in a broken foot, and one match was postponed till a later date. In what Col. Francis Merritt, Director of Cadet Athletics, called one of the best fights he's ever seen, the night climaxed in a thrilling rematch for the heavyweight title.

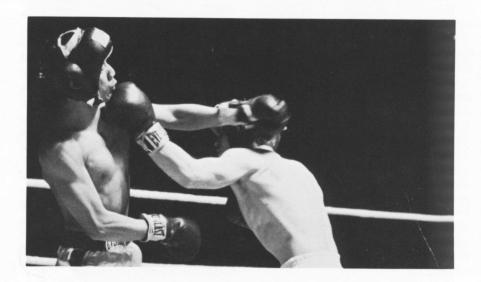
At 130 pounds, Alan Briding from Nineteenth Squadron, beat Edwin Mallo of Ninth in an evenly-matched battle with one knock-down for Briding. Thirty's John Blecher won the title over Leslie VanHeeswyk at 137 pounds, in what started out as an exchange of punches but terminated in Blecher's favor. Charles Stallworth won the 145-pound crown for the third year in a row over Rick Johnston of CS-12; the fight being indecisive till the last round when Stallworth outpointed challenger Johnston.



Johnston had been notified of his bid in the championship two days earlier, replacing injured Steve Rayment. Using his height and long reach to good advantage, Joseph Karner defended his 152-pound title over Third Squadron's Richard Manuel. The bout came down to the last round when both fighters had to struggle to land any punches due to the taxing exhaustion of the fight.

After the intermission, challenger Gene Guttormsen succeeded in knocking off champion Richard Comer for the 160-pound title. The fight was capable of swinging in either's favor in each round, but it was Guttormsen's arm that was raised in victory at the end. The bout between Thomas Schuessler and Rowe Stayton for the 167-pound championship was postponed due to Stayton being on emergency leave. The shortest fight of

the evening came in the 177-pound class when Philip Pacini of Thirty-Second Squadron TKO'd Thomas Vinson in 44 seconds. It was discovered later that Vinson's foot had been broken on his fall to the canvas. The whole house was on its feet for the heavyweight finale when firstie Pat Stucker made a final challenge to defending champion Mark Prill in a rematch of last year's championship. High excitement came early in the second round when Prill knocked Stucker down twice, and reached a frenzy when Stucker reciprocated by knocking Prill down twice in the third round. But Prill's performance was good enough to earn him his third consecutive crown in the heavyweight class, and to wind up an exciting evening of championship boxing at the Air Force Academy.



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24	\$4.75	\$9.20
25	\$4.75	\$9.40

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