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SECTION 8



**UNITED STATES
AIR FORCE
ACADEMY
OFFICIAL BUSINESS ONLY**

ACADEMY OF THE AIR

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The Air Academy Takes the Salute

As modern as a jet plane, the Air Force's academy, which opens tomorrow in Colorado, hasn't the traditions of a West Point or Annapolis. But it has a boundless future.

By HANSON W. BALDWIN

AN institution representing a service with a short past but boundless future opens its doors in Denver, Colo., tomorrow—dedicated to the proposition that men, not machines, win wars. Three hundred and five young men from all over the United States, aged 17 to 22—the opening class in the new United States Air Force Academy—will converge on the academy's temporary site at Lowry Air Force Base to initiate a new chapter in military education.

By 1957, the school will be moved to its permanent 17,500-acre site at Colorado Springs, beneath the rampart of the Rockies. And five or six years hence, with a full enrollment of some 2,500 students, the Air Force Academy will join its established sisters—West Point and Annapolis—as an integrated part of the nation's system for the training of professional officers.

The Air Force Academy starts life with none of the vested interests, none of the encumbrances of established custom, none of the proprietary influence of alumni that influence the U. S. Military and Naval Academies. Unlike West Point, it has no "long gray line" of officers long gone—Lee and Grant; Pershing and March; Bradley and Eisenhower—to stand shoulder by shoulder behind the young novitiates of today.

Unlike the Naval Academy, it does not have the moral strength, the sense of pride, the feeling of history, the disciplinary force which the link with a great past bestows. It has no battle flag—"Don't Give Up the Ship"—similar to the one that first meets the young midshipman's eye as he climbs the steps to Memorial Hall in Annapolis; it has no "Battle Monument," as at West Point, inscribed with the names of soldiers who died for their country.

The "wild blue yonder"—not only the skies of earth, but interplanetary space and the inscrutable horizons of the nuclear age—are the challenging dimensions against which the Air Force Academy must be measured. Its past is the future; its objectives tomorrow's, its feeling "modern"—even to the unconventional and controversial architectural models of its permanent buildings.

IN one sense, it is incongruous that the services' newest school is being born at the dawn of the missile age, at a time when the mechanistic aspect of warfare seems to threaten the dominance of man as king of battle. The late Gen. H. S. (Hap) Arnold, one of the founders of the modern Air Force, somewhat prematurely described World War II as "the last war of the pilots"; yet today, ten years afterward, a school for potential pilot-commanders of the Air Force of today is just being founded.

And there are other elements of incongruity—the dedication of another

academy to service goals in an era when the indivisible national nature of military power is emphasized; the opening of another school to train military leaders in the art of war at the very time when war itself has become so terrible that its practice—at least in all-out form—can no longer be described as rational, or subject to reasoned instruction.

Yet the reasons for a third service academy are compelling. For some years now, West Point and Annapolis have been assigning about one-fourth of their classes to the Air Force—a makeshift and unsatisfactory arrangement which necessitates considerable additional training for the graduates of these older service academies. And in any case, ever since the war the maximum output of Annapolis and West Point has supplied only a very small fraction of the services' needs for new junior officers.

The long-term "hard core"—the professional officers who are the heart and

soul of any military organization—are too few; too many of the services' officers have no common background, no common "band of brothers" concept, no real interest in long-term professional careers. This need for more professionally trained officers is one of the major reasons for Colorado Springs.

ANOTHER compelling reason is the very lack of tradition, of background, of history—which at one and the same time frees and fetters the Air Force Academy. For it is no secret that during World War II the tradition of sticking by the ship, of continuing to objective, was hard to implant in an Air Force with few regulars. Air Force officers were the first to proclaim the need for a peculiarly air service academy—which would inculcate in its students the traditions and discipline essential to greatness in air combat.

To a major degree, the broad aims and objectives of West Point, Annapolis and Colorado Springs are identical;

the academies differ in approach and method.

All three schools are four-year undergraduate, college level institutions bestowing bachelor of science degrees. Their students are uniformed, and subject to discipline, their daily lives controlled by the clock, although the Air Force Academy routine may be more flexible in this respect than the somewhat cloistered regiments of the older academies.

The service academies graduate commissioned officers—second lieutenants at West Point and Denver, ensigns or second lieutenants (Marines and temporarily Air Force) at Annapolis. The Air Force Academy will also graduate its students as aircraft observers and rated navigators, with some 684 hours of flying training (including 186 hours of actual flying time) behind them—but not pilots. Colorado Springs will not be a flying school; its aim is to develop officers first rather than "plane jockeys." The (Continued on Page 22)



Lieut. Gen. Hubert R. Harmon, Academy Superintendent—"He will be one of the few representatives of the older generation on its staff."

HANSON W. BALDWIN, Times military editor, has won the Pulitzer prize for his reporting.

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The New Air Academy

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objectives of all the service schools is the preparation of candidates to be long-term professional officers. Each midshipman and cadet must agree to serve a minimum of three years in the regular services after graduation. And each academy elevates its sights; it aims not so much at the production of "finished" second lieutenants or ensigns as at the production of future generals and admirals.

AN officer's education is, of course, never finished; the system of single and joint service schools takes the average officer up the ladder of promotion all the way to the stars of rank—from the service academies through many intermediate schools to the service, and national, War Colleges.

But, basically, all of the academies are trying to produce the "hard core" of the future services. By no means do they turn out all of the junior officers the services need. If the Air Force remains at approximately the present size, the Air Force Academy will eventually produce about half—no more, perhaps less—of the junior officers the service will require each year; the rest will come from the air cadet program, college R. O. T. C.'s, etc.

There is another common denominator in the objectives of all the service academies. They aim to produce not merely the Army officer, the Navy officer, the Air officer, but (like all colleges) the whole man—broad enough to speak to Congressional committees, to take his place at the conference table, to comprehend the intricacies of diplomacy and geopolitics, to handle small talk at tea parties and large actions in war.

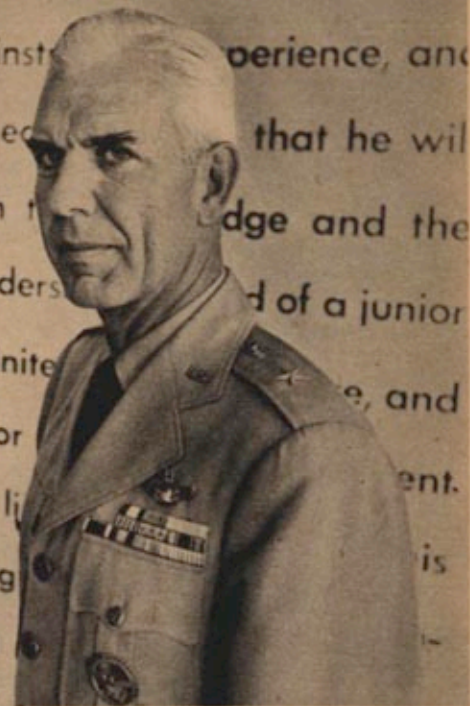
These more or less identical objectives are approached by somewhat variant methods. The Air Academy's plans and programs are as yet just that; they are subject to change with development and experience. But the methods to be used at Denver and Colorado Springs are frankly based upon the experience of the older academies although they follow more closely the pattern of West Point than of Annapolis.

THE entire Air Academy program—planned and developed ever since 1948 with the help of West Point, Annapolis, Massachusetts Institute of Technology, Columbia University and educators and experts from numerous other institutions—is to be administered and directed by a combat Air Force veteran, Lieut. Gen. Hubert Reilly Harmon, who graduated from West Point with President Eisenhower in the class of 1915.

Lieut. Gen. Harmon, who has

THE MISSION of the Air Force Academy

is to provide instruction, experience, and motivation to each cadet that he will graduate with the knowledge and the qualities of leadership of a junior officer in the United States, and with a basis for leadership throughout a lifetime in his country, leading to the possibilities as a



FACULTY DEAN—Brig. Gen. Don Zimmerman, head of the teaching staff, poses before a sign explaining the Air Academy's objectives.

been flying since 1916, was recalled from retirement by the President to initiate the Air Academy and to be its first Superintendent. He will be one of the few representatives of the older generation connected with its staff.

The four-year period of instruction will include an academic and an airmanship program. In its academic program the Air Academy will emphasize the so-called social-humanistic studies—English, history, philosophy, geography, psychology, law, economics, government and international relations—more strongly than does West Point or Annapolis.

THE air cadet will spend from 45 to 53 per cent of his classroom hours in social-humanistic studies, the rest of his academic time in scientific and engineering studies. This compares with about 38 per cent devoted to social-humanistic studies at West Point, and approximately 24 per cent at Annapolis.

Although the Air Force Academy will emphasize scientific and engineering subjects to a lesser degree than Annapolis or West Point, a graduate, the Air Force believes, will be able to earn a degree in aeronautical engineering at one of the top civilian universities with one additional post-graduate summer and one additional post-graduate year of study.

The professors and instructors will be Air Force officers on active duty—most of them with Ph.D. or master's degrees in their subjects, and with West Point, Annapolis or college teaching experience and service overseas.

A few civilian instructors will augment the professional faculty. But, following the example of West Point (which differs from Annapolis in this respect), the Air Force Academy believes that a good offi-

cer, as an instructor, helps to inculcate motivation in the cadets and also aids in leadership training.

In addition to his academic studies the air cadet—guided by the commandant of cadets—will spend an almost equal amount of his crowded life in the airmanship program. This will include not only flying training (including four years of aerial navigation and primary pilot training in light planes) but military and physical training.

AN extensive intramural sports program (as at West Point) is scheduled, with required participation by every cadet. The Air Force Academy also has great plans for extensive intercollegiate sports competition, and the famous Army-Navy football rivalry will eventually become a triangular competition. The "will to win" is one of the desired objectives in men trained to fight, and highly competitive intercollegiate sports are considered one means to that end.

The military phase of the training will—initially, at least—de-emphasize close-order drill, but will stress military organization (of all the services), weapons familiarization and the duties and responsibilities of officers.

Finally, besides the formal academic and airmanship programs, there will be a third less tangible but equally important phase of cadet life. The "unwritten law" and the great influence of tradition and custom play an important role at West Point and Annapolis in shaping a youngster's character and in developing his leadership. Student government, the honor system, "first class (senior) rates," the rigid requirements of plebe year—all are part and parcel of the older academies, and the responsibility of the first class of each institution in these matters of

(Continued on Page 24)

THE FARMER AND THE NIGHTINGALE



The bird was pleading for his freedom and promised the farmer a priceless truth—if he'd only let him go.

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Overlooks the United Nations... East River

(Continued from Page 22)

discipline and indoctrination is great.

The students' own treatment of their fellows who transgress the standards which midshipmen and cadets themselves shape—"a cadet's word is his bond," "an officer must take care of his men"—is important in the service academy system.

In this phase of cadet life, the Air Force Academy will be handicapped. It will be half-directing, half-encouraging the 305 entering youngsters to develop their own cadet mores and traditions, their own high standards. There will be no upper classmen to set the new "plebes" straight, to guide them on the "path to promotion and pay," to teach them the language and the customs of the services, to ask them (as at Annapolis), Who is the King of Siam? What is a mail buoy?

The Air Force recognizes this handicap, and as a sort of substitute for upper classmen it has ordered to Lowry some sixty-six first and second lieutenants—graduates of West Point, Annapolis and other colleges—who are called "Air Training Officers" and who will live in barracks with the entering cadets to guide and counsel them.

THESE, then, are the guide lines—the general plans—for a national institution new to the American scene, bold in its approach, hopeful in its future. Its plans are subject to change; there are some frank trial-and-error approaches in its architecture, its uniforms, its curriculum, its training.

And there are some frank misgivings—both general and specific—among both military men and educators who are familiar with the service academies. Some fear that service rivalries will be increased rather than diminished, and that the institution of another academy may increase separatism rather than promote unification. This is a contention open to question, but certainly there still exists a major gap in the service system of education.

There is no common service school for young officers just starting their careers, no school where the "hard core" of the Army, Navy, Air Force and Marines receive common instruction in their common purpose—preservation and defense of the nation; no school where the indivisibility of military

force is stressed; no school where Clausewitz and Mahan and Douhet share equal billing.

There are joint service schools only at a higher level, not at the beginning of an officer's career. And the Air Force Academy—devoted, rightly, to the secularity of the Air Force—can do little to fill this gap.

MANY educators, who have deplored the underemphasis placed on social-humanistic studies, welcome the Colorado Springs curriculum. But there are a few who fear it may turn out neither fish nor fowl—neither well-trained engineers nor good social-humanists. Some, who remember the West Point football scandals, fear too great an emphasis on intercollegiate athletics.

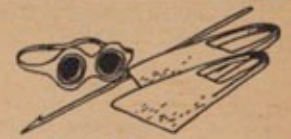
And most—including the military—would agree that the system of appointments to all the service academies could well be modified to permit greater selectivity among the candidates by the academic boards and the superintendents. For its first few years, the Air Force Academy will enjoy a more liberal system—but this will end as it reaches full strength, and then the wide selection it now has among its candidates will not be possible.

Above all, what is most needed is a system that will permit a better test for potential leaders, that will cull out the lower 10 or 15 per cent of the successful applicants, and that will provide better evaluation of character. As for the rest—the physical construction of the academy, the curriculum itself, the training—these will have to adapt, to change, to progress with the changing world of air power.

NO one knows what part the Air Force Academy will play in the conquest of the skies of earth and in man's coming adventures in interstellar space. But if in future years Colorado Springs produces military leaders fit to join the "long gray line" of West Point and the admirals of Annapolis, if—as has been said of West Point—it proves capable of producing "a man to meet every national emergency that has ever confronted the country," then the nation's \$126,000,000 investment in a third service academy will be cheap indeed.

PICTURE CREDITS

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| 4—SABINE WEISS FROM RAPHO-GUILLETTE | 25—YLLA AND GLOBE |
| 7—ERICH LESSING FROM MAGNUM | 27-30—THE NEW YORK TIMES (BY CLIFTON DANIEL) |
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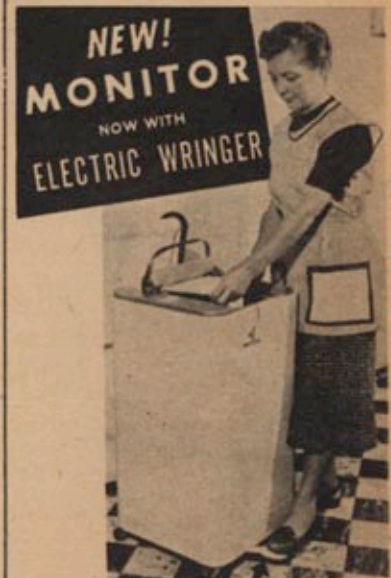


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