

August 15, 2014

CHAPTER 5
HAIL ALMA MATER DEAR

On June 9, 1965, our graduation day, we felt a great sense of accomplishment and a profound sense of relief as we passed through the gates of West Point and left the Military Academy behind us. We did not know what our future held for us, but we relished the prospect of new adventures, challenges, and relationships without the constraints and requirements imposed by the Academy. Our attitude was shaped by an idea expressed by Bill Reisner when he wrote, West Point is "a great place to be from but not at."¹ Over the decades, our fondness for the institution grew along with our desire to be "at" West Point. While a few of us never visited West Point again after graduation or waited many decades before doing so, most of us served on the staff and faculty, attended reunions, participated in mini-reunions at locations away from West Point, or enjoyed getting together briefly with classmates and their ladies at Founder's Day dinners or other special occasions. Much to our pleasure, our bonds with our classmates grew stronger over the decades and our contacts became more frequent. Our shared experiences and our admiration for our classmates became more obvious as we aged and we heard again and again the stories of plebe boxing, Army football, "juice" class, Ranger School, or the Iron Triangle in Vietnam. By our Fiftieth Reunion, we truly were a "Band of Brothers," a band who could always laugh at the re-telling of stories we had heard many times before, and a band who deeply appreciated the service and sacrifices of our brothers, especially those who were no longer with us.

We also gained a real appreciation for the Long Gray Line. At our graduation from West Point we saw members of the Class of 1915 take part in June Week and saw them enjoy the presence of their classmates and relish their returning to West Point. We envied those classmates (Jim Golden, Stan Genega, and Bob Arvin) who ate lunch on the Poop Deck with President Eisenhower and listened to a story about the battle of the Bulge.² Some of us had personal connections to the Long Gray Line. Ben Whitehouse wrote: "My dad, also named Ben Whitehouse, graduated from West Point in the class of 1927. I attended his 70th and 75th class reunions where he was the oldest grad present and marched with him at the head of the Long Gray Line to lay the wreath at Thayer Monument. For nine months he was THE oldest living graduate until he died at the age of 105."³ Sometimes to our own surprise, we enjoyed the opportunity to provide assistance to the reunion classes. Pete Becker wrote: "While stationed at

West Point, Barbara and I served as Aides-de-Camp for the Class of 1914 at (I believe) their 60th reunion. These old grads had wonderful stories, and it was a pleasure and privilege to assist them."⁴ Bob Doughty said: "In 1975 Diane and I served as aides for the oldest graduate, Major General René E. DeRussey Hoyle, Class of 1906. We initially had reservations about being with such an elderly man, but we discovered him to be a wonderful gentleman with fascinating stories about the 'old Army.' He had played polo with George Patton, surveyed Cuba for the making of maps, served along the Mexican border, and participated in the building of U.S. artillery weapons and forces for World War I. Something we initially dreaded turned out to be an enjoyable, memorable, enlightening experience."⁵

John Wattendorf's roots ran deep at West Point and, like many of our classmates, the ideal of service affected him deeply. His maternal grandfather, Sergeant Martin Hearney, was one of the famous "Irish Sergeants" responsible for cadet training. John wrote: I heard many wonderful, and often funny, stories about the "Irish sergeants"... , but the story that influenced me the most was reflected in a movie about the life of one of these men: the Hollywood version of the life of Sergeant Marty Maher entitled, *The Long Gray Line*.... In a particularly poignant sequence of *The Long Gray Line*, Marty is shown standing on the West Point Parade Ground as the Corps passes in review to honor his service to the Academy upon the occasion of his retirement. As he watches the Corps pass in review, he remembers the people and events that shaped his time at West Point. Perhaps because this picture was so embedded in my memory, I had a similar experience. As I stood on the plain on a perfect spring day [upon my retirement] the beauty of West Point and the magnificence of the Corps gladdened my spirit in a way that words cannot describe. I will always treasure those memories and I am reminded of them every time I see the Cadet Saber hanging on my wall. It was presented to me by the Corps in thanks for my service to the Academy. I gave very little compared with what I received."⁶

As the years passed and as the wisdom of age shaped our perspective, we of the Class of 1965 recognized that the real meaning of the Long Gray Line is not visibility or association but the representation of the long line of graduates who have served our country honorably and with distinction. While becoming more conscious of the Long Gray Line, we have made many contributions to the Military Academy and our nation and have watched with pride as younger classes have joined the Long Gray Line and made their own contributions.

FACULTY

Many of us remember with great fondness our assignments to the staff and faculty at West Point and our numerous, oftentimes significant, contributions to the Military Academy. A total of 120 of our classmates served at West Point at different times in our careers but primarily in the 1971 to 1977 time frame.⁷ Those of us on the faculty usually spent two years in advanced civil schooling before reporting to West Point, and those of us in the Office of the Commandant spent 18 months to two years in advanced civil schooling. Those who served elsewhere, such as Admissions, also went to graduate school, usually for 18 months, before reporting to West Point.

Our experiences on the faculty helped us grow intellectually and professionally. Bob Frank wrote: "The most memorable experience after the war was teaching at West Point. First, attending graduate school opened my eyes to a bigger world than the military. I became highly aware of what other citizens were doing and how they saw the world. The education was a growth experience as well. The three years at West Point deepened my understanding of the institution in a way that was not possible as a cadet. To see the leadership of the Academy and the hierarchy grappling with the great responsibility of producing officers who could lead troops and grow in their understanding of the world brought an appreciation of what I had been through as a cadet and what my role in the Army was and would be. Dealing with cadets was both a privilege and blessing; learning how they responded to the efforts of the Academy to prepare them for commissioned service and a lifetime of service to the nation renewed my understanding of and loyalty to West Point. My subsequent military service and civilian service were highly influenced by my faculty years at West Point."⁸

John Concannon wrote: "I was very proud to return to USMA as an instructor and later Russian Group Chief in the Department of Foreign Languages. My old K-2 (LTC Cheney) TAC's son and my old Russian 'P' MAJ Larkin's son were in my classes. I enjoyed working on committees establishing language and regional areas of concentration, developing elective courses, being OIC of the Russian Club, working at Camp Buckner Infantry committee, assisting with SCUSA, supporting a Soviet Chorus concert and a pre-Olympic USSR-Canada-USA decathlon/heptathlon meet, and escorting a group of cadets for advanced Russian training in Garmisch, Germany. Our Russian program had the largest elective participation of all the languages. In service around the world, I have seen and sometimes worked with a number of former students. They were great as cadets and even more so as officers. The Russian instructors with whom I taught have been

lifelong friends. (As I type one of them is on the phone just now.)"⁹

A few of us had multiple or extended tours at West Point. Rick Boerckel, for example, served two tours in Earth Space and Graphic Sciences from 1972-1975 and 1982-1985.¹⁰ Marty Andresen served in the Department of History from 1972 to 1975 and from 1979 to 1982. Howie Reed served in the Department of Mathematical Sciences from 1974 to 1978 and from 1985 to 1990. Jack Lyons was a member of the Department of English from 1971 to 1974 and from 1978 to 1981. He wrote: "During that second tour, I served on the Honor Review Committee, the Admissions Committee, the Museum, Historical, and Memorialization Committee, and the Curriculum Review Committee. I was honored to be selected as the outstanding instructor in the department during the second tour."¹¹

Don Rowe served two tours (1972-1975 and 1980-1983) in the Department of Social Sciences and one long tour (1983-1988) in the Office of the Dean. He served as the Assistant Dean for Plans and Policy and was subsequently promoted to Associate Dean.¹² Don Rowe was very proud of his "participation in the development and implementation of the majors program at West Point." He explained, "As the Associate dean for Curriculum and Academic Affairs [from 1983 to 1988], I served as the dean's representative on many of the committees that developed the initial programs and academic sequences, briefed most of the external interest groups, and was the primary author of the justification paper that was sent to the Chief of Staff and Secretary of the Army to secure final approval. Having won approval in coordination with Jim McEliece, who was the Registrar, I then authored the first Red Book (Academic Program)."¹³ Don also participated as a member of the USMA committee that worked toward the first accreditation by the Accreditation Board for Engineering and Technology (ABET) for engineering programs and wrote the justification to Department of the Army for approval of the USMA majors program.¹⁴

Some of us achieved noteworthy "firsts" while we were on the faculty. While serving in Earth, Space, and Graphic Sciences in 1973-1976, Steve Davis developed the first subcourse in using electronic calculators and also the first semester-length course in computer programming.¹⁵ Frank Skidmore taught for four years (1971-1975) in the Department of Engineering and developed and taught the first environmental engineering course, "Environmental Systems Engineering."¹⁶ The goal of the elective, however, as defined by the Head of the Department of Engineering, was not to teach about the environment but to teach the systems engineering approach for evaluating and solving problems.¹⁷ The course nonetheless emphasized the importance of the Army's complying

with environmental requirements and provided the cadets a useful introduction to the subject.

All of us did not achieve a "first," but we nonetheless were very proud of our accomplishments and contributions. Kent Brown wrote: "While serving as an Assistant Professor of Economics in the Social Sciences Department, I was the Director of the Economics of National Security Course. In that position, I wrote a textbook and workbook for that course that was used, with very little change, for at least 10 years."¹⁸ We were proud of the ideas and methods we brought from the Army and from graduate school to the Military Academy.

USCC

Those who worked for the Commandant usually went to graduate school for 18 months to two years to study counseling, educational psychology, or management.¹⁹ Steve Kempf wrote: "After leaving Vietnam I went to the ADA career course at Ft. Bliss and while there was offered the position as a company tactical officer at West Point. Bob Higgins, Jamie Bryan, and I were the first 'tacs' from our class to return to the Academy. We were also the first tactical officers to go to grad school on the way there. I went to University of Minnesota [1970-1971] for a Masters in Industrial Relations(Personnel Management) with a minor in counseling psychology. I was the Tactical Officer of Company I-2, the same company where I spent my first two years at West Point! I spent two years [1971-1973] as a company tactical officer where I had some outstanding cadets, including the only Vietnamese cadet to graduate from USMA, Tam Minh Pham, Class of 1974. I then became the Assistant Cadet Activities Officer the last year [1973-1974]. Interesting times getting all the cadet trip sections out during the fuel shortages of those years."²⁰

Other classmates also attended graduate school before being Tactical Officers. After studying at Georgia State University for 18 months in 1973-1974, Bob Radcliffe earned an M.Ed. with an emphasis on Secondary Counseling; he then attended CGSC for a year, and served in the Department of Tactics from 1975 to 1978. Jim Wood earned an M.S.Ed. at Syracuse University in 1971-1972, served in the Department of Tactics from 1972 to 1975, and attended CGSC in 1975-1976.

Some of us served in the Office of the Commandant and in an academic department. Mike Deems served in the Department of Tactics from 1977-1980 and taught Operations Research in the Department of Engineering in 1978-1979.²¹ After receiving an M.A. in geography from the University of Oklahoma, Cal Kahara

taught in the Department of Earth, Space, and Graphic Sciences from 1972 to 1975 and in the Department of Tactics from 1979 to 1981.²² Cal wrote, "Biggest embarrassment: Company G-3 making a left turn rather than a right turn on the parade field! Best accomplishment: Mentoring 5 cadets who went on to become general officers."²³ Jack Lowe was a student at the University of Virginia in 1969-1971 (he eventually earned his Ph.D. in history), taught in the Department of History in 1971-1974, and served as a Tactical Officer in 1978-1980.²⁴ In the book *Tough as Nails*, Gail O'Sullivan Dwyer, Class of 1981, described Jack's role in motivating her to achieve excellence by doing such things as showing up for the two-mile run in his combat boots and PT uniform. She said of Jack, "This guy could have sold sand to the Saudis." She also praised Cal Kahara and another officer: "I would have followed either of them anywhere. They were the kind of leader I hoped to be someday."²⁵

Pat Kenny served as a Company Tactical Officer from 1975 to 1978 and a Regimental Tactical Officer from 1985 to 1987. He wrote: "Upon completing battalion command and the Army War College in 1985 I returned to West Point to become a Regimental Tactical Officer. One of my guiding principles as a Regimental Tactical Officer [from 1985 to 1987] was that during the academic year the Cadets were primarily college students; academics had to be their most important pursuit. I also emphasized that Cadets needed the opportunity to organize and execute Cadets' activities tasks, such as intramurals and the Sandhurst competition on their own, without micromanagement by the Company Tactical Officers. If such Cadet-led activities didn't always run perfectly, so what--we all learn by our mistakes."²⁶ Pat continued: "The Commandant, Peter Boylan, put me in charge of the summer school regiment for two summers. I brought good order, discipline, purpose, and some enjoyment to the several hundred cadets in attendance for those few academic weeks. One of the two cadet commanders for that detail became a regimental commander, showing that being assigned to the summer school detail could be judged as being on par with an assignment to New Cadet Barracks or to Camp Buckner. My leadership or management style was apparently well received in the 3rd Regiment by the Class of 1987. Their responses to the First Class Survey displayed a significantly more positive attitude toward the Army and West Point in comparison with the responses from the Cadets in the other regiments. Even though I placed my career on a railroad siding for two years, being a regimental Tac certainly had its rewards. By the way, one of our daughters married a member of the Class of

1987 who had been a Cadet in the 3rd Regiment; they met several years after he graduated."²⁷

The tactical officers faced many challenges. Asked to compare the challenges he faced as a company and regimental tactical officer, Pat Kenny responded: "There was a much bigger problem with drugs and discipline in the '70's than in the '80's. I truly do not recall any significant number of drug issues while I was a Regimental Tac in the mid '80's, but saw lots when I was an Assistant S-1 for Discipline from '76-'78. I believe that by the time the '80's rolled around the drug phenomenon was pretty well past its prime, at least at West Point. Recall that the entire Army had a morale problem in the aftermath of Vietnam, but after [President] Reagan came into office there was a rather dramatic change in the Army's morale and the same thing happened at West Point."²⁸

ADMISSIONS

Several of our classmates served in Admissions. After earning an M.S. in industrial engineering from Stanford,²⁹ Art Hester served for three years at West Point. He wrote: "What I'm most proud of in terms of service is helping to make equal admissions an official policy of the Military Academy. An Equal Admissions Opportunity Program (EAOP) had been established in 1968 when the Superintendent appointed a committee, chaired by the Director of Admissions, to help implement the Academy's policy of offering equal opportunity for admissions to all regardless of race, color, religion or national origin. Although this effort dramatically increased the number of minority cadets (from 17 in 1968 to 77 in 1969), the program still lacked credible standing. In my opinion, it was viewed as a nice-to-do thing, but not looked upon with widespread approval. There was no way to determine success or failure."

"In 1971," Art continued, "I was appointed the EAOP Officer after having served one year as a regular Area Admissions Officer. Later that year, I was joined by CPT Bill England and the two of us were determined to put teeth in the Program. After several months of effort, including presentations to the Admissions and Academic committees, the Academy issued in 1972 a Department of the Army approved EAOP. The new EAOP included a statement that the goal of the program was to increase the number of ethnic minority cadets so that the ethnic distribution in the Corps of Cadets was commensurate with the national population. At last we had a firm commitment to work towards. I believe this goal remains the same today."³⁰

Ron Walter also served in Admissions. He was sent to graduate school and was supposed to study "higher education" but instead he studied Latin American politics.³¹ Ron wrote: "I believe I made a significant contribution to the quality of admitted Cadets with the Classes of 1976 through 1978-- particularly with respect to the Prep School Candidates, Foreign Candidates and (for my last year only) those candidates who categorized themselves as ethnic minorities during the admissions processes." He continued: "While manning a booth at a National Urban League Conference in Washington, D.C., one summer, I was asked by a couple of irate attendees why the Academy had sent a white officer to represent itself at the conference. I replied, 'If the Army had enough Black Officers, we wouldn't be here recruiting!'"³²

Leo Kennedy earned a Master of Education degree at the University of Illinois and served in Admissions for three years.³³ He had a number of interesting experiences, including one that occurred one late afternoon when he was sitting in his office evaluating candidates' files. When the telephone rang, a congressman whose Principal Appointee had been disqualified was on the line. Leo wrote: "The congressman starts by telling me who he is, what he thinks of our school, what he thinks of the process, and how come the Superintendent didn't answer because he thought this was his number. And as he is talking (yelling) he starts getting more and more wound up and then starts to throw f-bomb after f-bomb over the phone. And after blasting the Army and the school and the admissions system he demands to speak with someone who knows something about the kid's file. 'Well,' I said, 'that would be me.' Now he went seriously in orbit and the f-bombs which had been lobbed at the institution began to be very personal and were directed at me, my intelligence, my ability to evaluate a file, etc. After a few minutes of this my professionalism went wherever his had gone and I said, 'Listen, I don't have to stand here and take this abuse from you or anyone else,' and slammed down the phone. Those were my exact words. Then I thought, 'Well, my career was nice while it lasted,' and I ran down to see Colonel Manley Rogers (Director of Admissions) in order to tell him he was about to get a phone call. He had been the Director for a while and was cool with everything. 'Don't worry,' he said, 'these things happen from time-to-time. At least it is not someone who controls our purse strings.'"³⁴

After his assignment to West Point, Leo continued to help admissions. He wrote: "I worked money in the Pentagon. While I was at the Pentagon I sent \$150,000 to [Colonel] Al Rushton (then

Director of Admissions) to buy a computer system. They needed one and he could not get USMA support for it. I was able to find and move the \$\$ when I reviewed the OPA-2 money during a budget execution review. It wasn't much money (at the Pentagon) but it was at USMA, and Admissions was really appreciative."³⁵

CONTRIBUTIONS TO WEST POINT

We did many things and accomplished a great deal while on the staff and faculty in the 1970s. Lee Hewitt was aide to the Superintendent; Ray Paske was aide to the Commandant. Jim Scheiner served with the 50th Engineer Company at West Point. His duties included building the theater at Camp Buckner, making snow for the ski slope, and plowing the local roads after a snow storm. One night he received a call at midnight because one of his snow plows had stalled on the train tracks and was hit by a train. Jim had to "fish" the plow out of the Hudson River.³⁶ Don Parrish played a leading role in reinvigorating the ski club. When he arrived the "ski swap" (where people could buy winter sports equipment and gear) was held in the Thayer Hall hallways and made "a couple of dollars," but after he and others moved the ski swap to Eisenhower Hall, it grossed over \$30,000.³⁷

While being assigned to West Point, we enjoyed the beauty of the Hudson River Valley and the Military Academy and all the concerts, shows, and events that occurred there. Jim Scheiner attended the famous Rock Concert at Woodstock in August 1969. At Jim's funeral in 2011, George Bell reported: "Jim heard there was going to be a 'small' rock concert at a farm north of West Point. Determined to go, Jim obtained four tickets. Hearing that the event was overflowing and the highways blocked, Jim got a military map showing all the back roads and fire trails. Using his keen topographical skills, he was able to attend the concert, sans military uniform. He always felt that not only was he the sole Vietnam veteran at Woodstock but also that he was the only individual who paid for his tickets."³⁸

Larry Konerman took care of the Army mules. After studying at Iowa State University to become a veterinarian, he served in San Francisco, West Point, and Dallas. While at West Point from 1980 to 1983, he was on both the USMA staff and the Keller Army Hospital staff and served not only as Commander of the Veterinary Activity but also Chief of Preventive Medicine. The responsibilities of the former involved supervision of food inspection (commissary and Cadet Mess), animal clinic, wildlife consultant to the Post, and the Army mules. The responsibilities of the latter involved his being on the hospital's Executive

Committee and Chairman of the Hospital Infection Control Committee. As for the Army mules, they were on Larry's property book, and he referred to them as "my" mules.³⁹ Larry says he requested and was appointed OIC of the Mule Riders. He explained, "The Mule Riders were always in my building (where the mule stables were) and the former OIC didn't supervise them properly. They needed a 'firm hand' and got it in Aces." Larry explained, "The Army-Navy game was in Pasadena that year (1983) and as a feasibility study on flying the mules to California, we arranged for an Air National Guard C-130 to fly 2 mules from Stewart [Air Base] to North Carolina for our game with the University of North Carolina. The mules were loaded in their horse (mule) trailer for the flight. I went along with lots of tranquilizers, but everything went off without a hitch. Unfortunately, the brass worried about us getting bad publicity for transporting mules to California on military aircraft and they rented mules in California. Boo!"⁴⁰

John Shuford served as the Deputy Director in the Office of the Director of Institutional Research (ODIR) when the first female cadets arrived. He wrote: "The Institutional Research function is performed at all universities. It involves collection and consolidation of data about applicants, students and graduates which are made available to all Departments. All research studies were accomplished within guidance parameters set by the [USMA] Chief of Staff. Specific studies were recommended/sponsored by the departments as well as ODIR." John continued: "We kept and collected the institution's data, looked for predictors in a lot of different areas, and did studies in a lot of different areas--some directed and others self-generated."⁴¹ He concluded, "The research was generally long term and women were a focus, so there was nothing earth shaking during the time that I was there."⁴² John emphasized: "Basically I had a 4-year sabbatical in a zero stress environment that enabled me to quit smoking, learn to ski and ice skate with my family, and enjoy a lot of tennis and squash again. It was a great place for our family at that time of our life. Although I never had a bad assignment, West Point was definitely the best."⁴³

Of all our experiences at West Point, none was better known among our classmates than an accident involving Rick Sinnreich. One evening Rick went into Thayer Hall when there were no lights in the hallway. In the darkness, he found his way to the elevators, pushed the button calling for the elevator, and when the doors opened, he stepped forward into the black hole. Much

to his surprise and pain, there was no elevator, and he fell down the elevator shaft and was seriously injured. He eventually recovered and maintained a sense of humor about the incident. On his Class history form, he wrote: "Probably most notorious for having jumped down an elevator shaft in Thayer Hall without a parachute."⁴⁴

CADET ACTIVITIES

As members of the staff and faculty, we became involved in numerous cadet activities. Many of us served as Officer Representatives for various cadet teams and became involved in assisting coaches and cadets, planning trips and events, and taking care of myriad details. Bob Radcliffe was Officer Representative to the Army Lacrosse Team and coach for defense during the 1976 through 1978 seasons.⁴⁵ John Johnson, who served on the staff and faculty from 1970 to 1972, wrote, "I claim that I gave Dan Christman his best job at West Point. When I was on Staff and Faculty at West Point in the period '70-'72 I was the Head Plebe football Coach. There were a handful of classmates on the staff and faculty at that time, one of whom was Dan, an instructor in the Social Sciences Department. In my second year as coach, I needed an Officer Representative [OR] as the '70 OR had resigned from the Army. At that time I knew Dan best by his sterling reputation. Dan was an avid Army football supporter and asked me if he could be the Plebe Team OR. I was flattered, but quite anxious to have the first man in our class working for me (an academic mismatch to say the least)! As one would expect, Dan embraced the task whole heartedly and was the finest OR I met during my coaching stint."⁴⁶

Having played volleyball as a cadet, John Howell served as the coach of the men's volleyball team in the spring of 1974 and 1975 while volleyball was still a "club" sport.⁴⁷ After returning to West Point in 1979 and serving in the Department of Military Instruction, John was offered the opportunity to coach the men's volleyball team, which had become a varsity sport, when the previous coach left to take a coaching job at the University of Tennessee. West Point was in a league that included 24 schools, three-quarters of which were nationally recognized universities ranging from Syracuse to Penn State. He wrote: "Army had a very successful 1980 season. During Army-Navy weekend, Navy came up to play us. The Superintendent (LTG [Andrew] Goodpaster) was invited to come to our match. Unfortunately, we beat Navy 15-4, 15-3 and the match was over by the time he arrived. At the end of the season league

championship tournament, the Army team finished 3rd out of the 24 team field."⁴⁸ He wrote, "I believe I am the only member of the Class of '65 to coach a varsity sport at West Point AND I have a perfect record against Navy."⁴⁹ Despite John's success, volley ball lost its varsity status in 1981 and again became a club sport.

John Howell also contributed to the Spirit Support Group which included the Rabble Rousers, Rally Band, and Dance Team. After John overcame objections from the USMA Band, the Rally Band sat with the Corps and provided the "fight and chant music." In 1980 and 1981 he brought in a female member of the University of Southern California's Dance Team to work with the female cadets in the USMA Dance Team. The Dance Team's success was obvious not only to those attending the football games but also from the publication of articles about the Dance Team in the *New York Times* and *Today's Woman* magazine. As John worked on the Spirit Support Group, Jim Conley and Hal Jenkins assisted. Hal Jenkins' son, Harold, became the "Mike-Man," who played a role similar to that played by Rocco McGurk when we were cadets. John praised Hal's son and said, "Watching him work the crowd made me really proud--he was everything I felt a Mike-man should and could be...and he definitely had control of the Cadets."⁵⁰

As individuals and as a Class, we supported numerous activities at West Point, but we had an especially long and interesting relationship with the sport of crew. Before coming to West Point, John Howell and Ken Yoshitani had rowed crew at UCLA, and John, after becoming a cadet, made an energetic but ultimately unsuccessful effort to establish a cadet crew team. John again tried to start a crew team when he served in the Department of Military Instruction from 1979 to 1983, but he did not succeed. By 1988, when John's son Pat entered the Military Academy, a newly started crew team thanks to the departments of Law and History was plying the waters of the Hudson, and Pat quickly joined. There he joined the children of other classmates: Chip O'Donnell and Shannon Coll. With financial assistance from individual classmates, John led the effort to purchase the crew team a new four-oared shell, which cost some \$7,500, and named it "Strength & Drive, Cl of '65." Using the new boat in the League Championships in April 1992, the team raced three times and won all three races: varsity, junior varsity, and men's novice heavyweight.⁵¹ Seven years later, after the shell had lost its rigidity and thus its utility, the Class began an effort to replace it.⁵² With his son Jeff involved in Crew, John Pickler led the effort. The Class funded

a second shell in 2000, this time with eight oars, not four; the shell cost \$16,667 and was also named "Strength & Drive."⁵³ The Military Academy later purchased a third shell and named it "Dan Christman."⁵⁴

THE 1976 HONOR SCANDAL

The late 1970s, however, were not a happy time at West Point. Mike Shaver wrote: "I arrived in the summer of 1976 and found a very demoralized institution. The aftermath of the cheating scandal was devastating with many cadets in the boarder wards, legal challenges flying everywhere and many conflicting loyalties. At the same time we were also committed to admitting the first class of women and struggling with all that entailed."⁵⁵

Our classmates had many different and sometimes difficult duties in the wake of the cheating scandal that followed the Electrical Engineering 304 take-home examination in the spring of 1976. Those of us assigned to West Point spent a great deal of time with cadets advising them on the importance of Honor to their professional and personal lives, and others sat on the boards to consider the innocence or guilt of accused cadets. Sandy Hallenbeck wrote: "I was a member of board (aka jury) that evaluated the cases of 11 accused cadets. As I recall those cases, three were found Not Guilty (two for insufficient evidence and, in one case, no evidence), and the other eight were found guilty of cheating on their examinations (one of them flagrantly so)." He added: "Many of the defense lawyers (both civilian and military defense lawyers) became emotionally involved in the defense of the accused cadets. As several of them told me privately, this was very frustrating for them because, in all their years as a defense counsel, they had never been asked to defend a finer person. And, in part, this scandal became a bigger deal than other, previous scandals because of the high caliber of some defendants. A lot of observers saw good reason to question why so many seemingly fine young men went astray. I have my own opinions as to the factors that contributed most to the cheating incidents, but won't bore you with such conjecture except to say that it was apparent that those convicted were NOT just a bunch of 'Bad Apples.'"⁵⁶

A host of changes at West Point followed in the wake of the 1976 scandal. On the academic side these included the banning of take-home examinations and the requiring of different versions of examinations for classes in the same course at different hours. In the past cadets had been allowed to discuss with other cadets

whether an exam had been given in a different hour than theirs, not what was on the exam, but cadets now could discuss not only whether there was an exam but also what was on the exam. Additionally, cadets had to sign an acknowledgment statement on the cover sheet of each formal paper or assignment that was written and submitted in a class; in that statement cadets acknowledged all assistance provided to them in the course of their research and writing for the paper. Especially in plebe courses instructors emphasized the how and why of documenting ideas and sources, thereby establishing a strong foundation for cadets' subsequent courses. Creating different versions of exams or problem-sets for different hours of an academic class proved a great challenge for some academic courses, a subject that was discussed frequently by Department Heads in the early 1980s. Homework was still required in some courses but was not graded; instructors sometimes looked at cadets' ungraded homework in class to make sure they had attempted the homework, not whether they had done the work by themselves. For reasons as old as the Corps of Cadets, "pop" quizzes provided extra incentive for cadets to do homework.

Pat Kenny contributed to the revision of the Regulations, USMA. He wrote: "The EE304 cheating scandal occurred in 1976, a traumatic incident for the Academy as an institution in addition to being traumatic for the Cadets. There were numerous studies and resulting recommendations for improvements. One of the tasks that came out of all the studies was a re-write of Regulations, USMA; as I recall, that document sort of defines the operating procedures for the Academy. As an Assistant S-1, USCC, I was the Commandant's representative on the committee charged with drafting revisions to that document. The committee met over a period of months and gradually members failed to attend meetings, and the task of completing the draft re-write settled upon an associate professor from the Department of Law...and me. The two of us worked diligently and produced the draft re-write and submitted it, probably to the Superintendent and the Academic Board. I've always been proud of my contributions to that effort. I was awarded an Army Achievement Medal for that effort, perhaps the only decoration I received that was not for 'service.'" ⁵⁷ Reflecting on that experience, Pat noted the importance of a new IBM typewriter with memory that allowed the saving of a document on a tape. He said: "That machine allowed us to easily edit our re-write without the necessity of re-typing an entire page; we could edit to our heart's content. We now

take the ability to easily modify our writing for granted but in 1977-1978 that was a magnificent step forward."⁵⁸

For most of us, whether we were at West Point or elsewhere, the cheating scandal was a time of great frustration, disappointment, and embarrassment. John Alger was selected by the Superintendent, Lieutenant General Sid Berry, to archive the "Crisis of Honor" that followed in the wake of the Electrical Engineering 304 take-home examination of the spring of 1976. He collected over 17 file drawers of materials and placed them in the USMA archives.⁵⁹ Although the paperwork associated with the scandal was safely tucked away in the archives, the trauma of the scandal remained fresh in our minds. One of the first things Bob Doughty did when he returned to West Point in 1981 as a Permanent Associate Professor in the Department of History was to work with the Department of English to ensure plebes in the core English and history courses received the same information from both departments about the format and style of documenting written work. And one of the first things Dan Christman did when he returned to the Military Academy in 1996 was to review the health of the Honor system.

ADMISSION OF WOMEN

As captains and majors many of us were on the staff and faculty in October 1975 when President Gerald Ford signed into law a bill directing that women be admitted to America's service academies. We participated in numerous discussions before and after the President signed the law, and we, including our wives, had different opinions about the admission of women. Some of us saw it as a natural and necessary change reflecting the changing role of women in our society, and others considered it an unnecessary distraction from West Point's focus on producing leaders for the combat arms. Bob Radcliffe wrote: "Many at the Academy and graduates serving [in uniform] or in the civilian sector did not feel this was the correct decision. This group of men felt that the Academy's mission was fundamentally to educate and train officers for the combat arms. So this change to introduce women to the Corps of Cadets went as deep as addressing the mission statement for the Academy. Those of us assigned at West Point, whether we personally agreed with this decision or not, embraced it. It was our duty to make this decision successful."⁶⁰

The short time between the law's passage and the arrival of the first class with women cadets required the Academy's staff and faculty to address many issues quickly. Unfortunately for

everyone involved, especially the women cadets, many of these preparations occurred in the wake of the 1976 cheating scandal. Jim Long served in the Tactical Department from June 1973 through June 1976 and worked in the S-1, USCC, during his last two years. In this position he was an "inside observer" to the preparation for the admission of women.⁶¹ He recalled having two women officers (an Adjutant General captain, and a Military Police captain) being assigned to the S-1 to review "procedures, daily activities, requirements, and regulations." He also recalled a "uniform design committee" and a "detailed review of all tasks that cadets did and how women were affected." He remembered "lots of testing and sampling in the Office of Physical Education [OPE] to determine legitimate physical limitations." Jim departed West Point, however, before the arrival of the women.⁶²

Bob Radcliffe was the Tactical Officer for Company B-3 for the graduating classes of 1976, 1977, and 1978 and was at West Point when the first women cadets arrived. He wrote: "For OPE [the Office of Physical Education] the challenge was calibrating the physical fitness tests that both the men and the women would take for grade (The Army Physical Fitness Test and the Obstacle Course). There was also much discussion as to what four subjects would be taken in the first year by women. In the end women took swimming, gymnastics, unarmed combatives 1 and unarmed combatives 2 versus the men's swimming, gymnastics, boxing and wrestling. Again however integrating the sexes with [course] grades [in different courses] was vexing. In the Department of Tactics the greatest challenge was to prepare the all-male Corps to accept women in their ranks. Gaining acceptance in the Corps proved to be as great a challenge as gaining acceptance among all graduates. In the end the cadets also did their duty, but not without some pain. I spent many hours discussing this change and required behavior with my cadets. All of us as Tactical Officers had to deal with resistance to this change."⁶³

Bob continued: "The Department of Tactics also needed to test all of their training events to see if they would accommodate women. My wife went through R-Day to give the cadets in the Cadet Basic Training detail experience in training women in the high stress environment of 'Beast'. I personally had eight Regular Army female enlisted soldiers in my Camp Buckner Company to identify issues that could occur in the Yearling summer. Again in the end most trouble areas were identified and changes made to create an equitable experience." Bob concluded, "I will not say that we anticipated everything, but in the end women were assimilated into West Point and now after 30 odd years

it is as if they had always been a part of West Point. Again I am very proud to have played a small part in making this change a reality."⁶⁴

The admission of women affected the academic departments less than the Office of Physical Education or the Department of Tactics, since there was no doubt the female cadets would be the intellectual equals of the males. Thom Powers was in the last year of his three-year tour in the Math department when the female cadets arrived. He wrote: "I found that, just like any other cross section of society, some [women] were at the top academically and some were at the bottom."⁶⁵

Cal Kahara, who taught geography from 1972 to 1975 and was a Tac from 1979 to 1982, was at West Point before and after the arrival of women cadets. He wrote: "That last year (1974-1975) before I ended my assignment as a geography instructor in ES&GS, the cadet students (as well as those on the pistol team--I was the Officer in Charge) very frequently expressed a concern that the women would not be a good fit and the Corps was never going to be the same. I always left time in my classes for the students to talk about world events and their concerns about the Corps. When I returned as a TAC, the women were more than holding their own and certainly had the respect of their male counterparts."⁶⁶ In another message Cal said, "The female cadets performed admirably with the full support of their male counterparts."⁶⁷

The female cadets nonetheless faced many challenges as the male cadets and the Military Academy adjusted to their presence. With each new class entering West Point, a new group of male cadets appeared who believed women did not belong in the Military Academy. Needless to say, the Military Academy expended much effort "educating" these cadets. In retrospect, the Honor scandal of 1976 made the women's arrival and survival at West Point even more difficult than it might otherwise have been, and the women faced challenges that were far greater than what they should have faced.

AN EVOLVING CURRICULUM

Our service in the academic departments occurred during a time of significant change in the academic program, faculty, and organization. Given the large number of people involved in these changes, our Class cannot claim credit for them, but we can claim that we helped shape them by participating in countless discussions and committee meetings and by voting in the Academic Board. Our most significant contributions to these step-by-step

changes and adjustments began in 1976 when Jim Golden became a permanent associate professor and ended in 2005 when Bob Doughty retired.

In the wake of the 1976 cheating scandal, the Military Academy responded to already existing currents in the faculty and began devising a new curriculum in Academic Year (AY) 1977-1978. Beginning with the Class of 1982 in AY 1978-1979, the cadets' normal academic load was reduced to only five courses a semester, and the number of electives (taken primarily in the First and Second Class years) could be as many as ten. Cadets could choose an area of concentration (applied sciences and engineering, humanities, etc.) and then a field of study (electrical engineering, behavioral science, political science, etc.).⁶⁸ After a new dual-track curriculum was approved by the Academic Board in May 1981 cadets chose a math-science-engineering or a humanities-public affairs "track" at the end of plebe year. This selection dictated which version of several core courses and which group of four "area" courses a cadet took. Cadets pursuing, for example, an engineering "field of study" took several different core and area courses than cadets pursuing a history "field of study." The dual-track curriculum paved the way for full-fledged majors and accreditation by the Accreditation Board for Engineering and Technology (ABET). Such accreditation became necessary when cadets could no longer take the Engineer-in-Training (EIT) examinations in New York State prior to graduation and graduates without an ABET accredited degree encountered obstacles when seeking to enter engineering graduate programs.⁶⁹ Another impetus for change came from reports that "recruiters" for USNA and USAFA sports teams had influenced candidates by telling them that USMA was not "accredited." In fact, USMA was accredited by the Middle States Association of Colleges and Schools, but its engineering programs were not accredited by ABET before 1985.

In August 1982 the Military Academy submitted an application for ABET accreditation of four programs which soon became five (Civil Engineering, Engineering Management, Mechanical Engineering, Electrical Engineering, and Engineering Science) plus options within each program. What became known as the "1985 curriculum" quickly included an "optional majors" program for all academic departments with greater rigor and expectations than the "fields of study."⁷⁰ In the summer of 1985 ABET approved all the USMA programs it had examined for accreditation.⁷¹ Not long thereafter the computer science program received accreditation from the Computing Sciences Accreditation Board. Further changes

came in May 1988 when the traditional, broadly based five-course engineering experience in the core curriculum became a five-course engineering "stovepipe" in a specific type of engineering such as electrical, systems, mechanical, civil, computer science, etc.⁷²

Along with changes in the curriculum came requirements to ensure electives met the rigor of the majors program, to build more sophisticated laboratories, and to change the organization of the academic departments. By choosing a major, cadets accepted a heavier work-load than those who did not. Depending on the particular major or field of study chosen, cadets took from 9 to 13 electives⁷³ and chose from a longer list of courses than in the past. Every academic department reviewed the content and coherence of its electives and ensured those electives met the "study in depth" requirements of majors and fields of study. New laboratories required new facilities and eventually new academic buildings, something that is most apparent to members of the Class of 1965 when we view Jefferson Hall, the newest "new" library, and when we view the Bartlett Hall Science Center, part of which was our cadet library. In July 1989 the Academic Board approved the establishment of four "new" departments which were formed with instructors and programs from previously existing departments. The new departments were the Department of Civil and Mechanical Engineering, Department of Systems Engineering, Department of Electrical Engineering and Computer Science, and Department of Geography (which eventually became the Department of Geography and Environmental Engineering).⁷⁴ The marriage of electrical engineering and computer science came only after years of "discussion" and only after evidence of the synergistic effects of such an organization became readily apparent. On the opposite side of the coin, creating a separate Department of Systems Engineering responded to much interest in the Army in systems engineering; it also reinforced the idea of cadets' choosing a systems engineering sequence that aligned with or reinforced their non-engineering major or field of study such as behavioral science or economics.

Given the significant changes in curriculum and academic-department organization, the Military Academy devoted considerable time and effort to preparation for the fifth decennial accreditation evaluation by the Commission of Higher Education, Middle States Association of Colleges and Schools, which was scheduled for the Fall of 1990,⁷⁵ and for a separate ABET accreditation visit in 1990. Jim Golden chaired the Steering Committee for the decennial accreditation and oversaw

the work of eight subcommittees consisting of some 114 members of the faculty. Out of this effort came a three-volume interim report which was published in December 1988 and became the basis for much discussion and action at the Military Academy.⁷⁶ Jim wrote: "The central issues in that effort were the desire to provide an appropriate balance [on the one hand] between the humanities and social sciences and [on the other hand] mathematics, science and engineering for all cadets, while meeting accreditation standards for the various majors, particularly engineering. The balance we struck remained in place for the next quarter century. The process leading to reaccreditation in 1990 included a very frank, open assessment of our programs. The review noted that the Academy needed a closer look at its leadership development model, and suggested an emphasis on increasing responsibility and higher standards through a progressive four-class model that emphasized leadership techniques used in the field Army, rather than a confrontational Fourth Class System. I was pleased with our progress in those two areas, the curriculum and leadership development."⁷⁷

In the late 1980s and early 1990s the academic departments made significant progress in the quality of the majors and fields of study they offered, and the quality of cadets' work in their "study in depth" improved steadily. All departments had a "capstone" course that brought together and provided greater coherence to the various threads of a cadet's major or field of study. Bob Doughty said: "One of our Visiting Professors was so impressed with the senior theses in the Department of History that she advised me to send some of them to Phi Alpha Theta, the history honor society, which annually accepted papers from undergraduate history majors and which, after blind grading, awarded prizes to the best four or five papers in the nation. Imagine my surprise and pleasure when cadets dominated the awards for the next decade, including winning all the prizes one year. I considered these prizes an indication not only of the soundness of the history program but of the overall USMA academic program."⁷⁸ Other department also saw higher levels of academic achievement from cadets.

The next significant step in the evolution of the academic program occurred while Dan Christman was Superintendent (1996-2001). Under prodding from Dan, the Academic Board approved changes to the curriculum for the Class of 2005 that created three (instead of two) broad tracks, one for humanities/social sciences/behavioral sciences, one for math and science, and one

for engineering. All cadets continued to take four semesters of math, two semesters of chemistry, and two semesters of physics, but the "engineering sequence" for non-engineering majors was reduced from five to three courses, thereby yielding two spaces for a third foreign language course and a second "information technology" course for those cadets not in the engineering program. And the "engineering sequence" for engineering majors was tailored to meet the specific needs of each major. The 2005 curriculum thus gave cadets in an ABET engineering program greater flexibility to meet its demands and gave cadets in the math and sciences track and in the humanities/social sciences/behavioral sciences track greater exposure to foreign cultures and information technology.⁷⁹ In essence, the changes ensured the demands of the ABET engineering program did not subsume efforts to prepare cadets in other programs for the demands of the twenty-first century.

CIVILIAN FACULTY

Other significant changes occurred during our years at West Point and one of the most notable was a large increase in the number of civilian faculty members. The Steering Committee for the 1990 decennial accreditation, which had Jim Golden as its chair, reported: "We conclude that the Academy is moving correctly in building on its traditional strengths and adjusting to the challenges of the next century."⁸⁰ Support for this conclusion came in 1990 from the successful reaffirmation of the Military Academy's decennial accreditation by the Middle States Commission on Higher Education and also in 1990 from the accreditation of a variety of programs by ABET.

Although West Point was satisfied with its "moving correctly," Washington, D. C. was not. The first sign indicating dissatisfaction came with the Senate Armed Services Mark of the FY 1993 Defense Authorization Bill which, among other things, called for converting 50% of the faculty to civilians.⁸¹ Over the next few years, 15 to 20% of the faculty became civilians. While one could see this as intrusion, one could also see it as a final step in the evolution of the academic program that had begun in the late 1970s. Along with the arrival of majors and ABET accreditation came more challenging and rigorous core and elective courses that required additional capabilities among the West Point faculty. The Military Academy had anticipated this requirement in the early 1960s when it gained approval for the first Permanent Associate Professors (PAPs) and in 1982, as it contemplated majors and ABET accreditation, when it gained

approval to increase the number of PAPs to 15% of the faculty.⁸² It also had increased the number of visiting professors from five to 13 beginning in AY 1978-1979.⁸³ Long accustomed to civilians as visiting professors and civilian faculty members in the departments of Foreign Languages and Physical Education, the challenge for the Military Academy was less adjusting to their presence than taking advantage of their additional capabilities.

Most of the civilian faculty arrived in the summers of 1993, 1994, and 1995. "Slots" were created for them by a combination of reducing the number of permanent associate professors and rotating faculty members. Contrary to the pronouncements of some "old grads," the new civilian faculty members performed well and strengthened the academic program and the institution. One of the key remaining questions, however, pertained to how their roles would evolve and how large a role they would play in leadership positions at the Military Academy.

YEARS OF CHANGE

In summary, the changes from 1976 to 2005 in the academic program--from the time when Jim Golden became a Permanent Associate Professor until 2005 when Bob Doughty retired--included: moving from fields of study to majors; adding high quality "study in depth" majors and fields of study and challenging capstone courses; gaining accreditation from the Accreditation Board for Engineering and Technology (ABET) and the Computing Sciences Accreditation Board; and transforming 15 to 20% of the faculty to civilians. Other changes included: a reduction in the number of required courses from 48 to 30 or 31; the replacement of 80-minute classes with 60-minute classes (except for laboratory exercises); the elimination of Saturday classes; and the replacement of the 3.0 grading system (with 2.0 being a passing grade) with a 4.0 system using the widely accepted letter grades (A, B, C, D, F). The Military Academy also moved farther away from a "one size fits all" curriculum. Within the core curriculum, cadets who were in the humanities or in the social or behavioral sciences in the Class of 2005 and thereafter no longer had as many engineering classes and also had greater flexibility to study foreign cultures and languages. As part of these broad changes the Military Academy reorganized its academic departments by forming four "new" departments. The new Jefferson Hall and Bartlett Hall Science Center offer concrete (actually granite) evidence of numerous pedagogical, curricula, and organizational changes. Amidst these changes, we contended with the introduction of more and more powerful hand-held

calculators, the rise of computer science, and the creation and growth of the world-wide web. And for a few years the Military Academy awarded a Master of Arts in Leader Development to incoming tactical officers.

In essence, our classmates helped move West Point's curriculum, pedagogy, and academic organization from something that had changed modestly from that of 1961-1965 to something that was eminently appropriate for the twenty-first century. Making all these changes consumed enormous amounts of the staff and faculty's time, but the cost was small in comparison to the benefits.

THE EISENHOWER PROGRAM

Another dimension of the academic program pertained to the education and development of tactical officers. When Lieutenant General Dave Palmer was Superintendent, he questioned whether incoming tactical officers should be educated in civilian universities and should study in generic counseling or general education programs before assuming their duties at West Point. The Department of Behavioral Sciences and Leadership (BS&L) considered whether these civilian programs prepared tactical officers adequately for the demanding role of "leader developer" as tactical officers and concluded that the Military Academy could conduct a program that, said John Wattendorf, "focused exactly on the requirements of the job that the officers would be called upon to fulfill."⁸⁴ In a program that included classes offered by the departments of Behavioral Sciences and Leadership, History, and Social Sciences and by professors from a civilian university, tactical officers studied at West Point and had a special opportunity to prepare themselves for their future duties. The Military Academy ran a test program with four students in 1988-1989; the program had 12 students the following year and 15 thereafter.⁸⁵

While head of the Department of BS&L, John Wattendorf served as the director of what became known as the Dwight David Eisenhower Program of Graduate Studies in Leader Development. He wrote: "The experience of shepherding this program through accreditation by the Department of Education and, ultimately, authorization from the Congress of the United States for USMA to grant a Master of Arts in Leader Development was always challenging, at times frustrating, and, ultimately, enormously rewarding. The team of educators who recommended accreditation of the program stated that we had set a standard for masters programs that should be emulated by other academic institutions.

The Eisenhower Program...was the first and only program at West Point to grant a masters degree. Over the course of its existence, 59 officers earned their degree in leader development and served as tactical officers. Teaching, mentoring, and learning with and from the outstanding student officers in the Eisenhower Program was a highlight of my career."⁸⁶ John added: "In the final analysis, I think the success of the Eisenhower Program can be attributed to the combination of: 1) a broad collection of multidisciplinary courses all focused explicitly on leader development, coupled with 2) the opportunity to apply and test lessons learned in the living laboratory of the Corps of Cadets under the tutelage of an experienced professor as coach and mentor."⁸⁷ John observed: "Although USMA no longer grants a masters degree..., tactical officers continue to prepare for their role by earning a degree from a prestigious civilian institution with some of the courses taught by USMA faculty and based upon the curriculum designed as part of the Eisenhower Program."⁸⁸

CENTERS OF EXCELLENCE

As members of the staff and faculty, we often contributed to discussions and "actions" in Washington, D.C. Nothing illustrates this better than the activities of Tom Johnson. While head of the Science Research Laboratory in the Office of the Dean, Tom's great intellect and his understanding of science enabled him to provide important advice to the Army's leaders and also to become a special assistant to the President's science advisor, executive director of the White House Science Council, and special assistant for military systems to the Secretary of Energy. Similarly, Jim Golden spent five summers as Senior Staff Economist on the President's Council of Economic Advisors and led a Presidential Task Force on export controls for President Gerald Ford. While on this Task Force he briefed the President in the Oval office and testified before Congress.⁸⁹

Other members of the staff and faculty also contributed, often outside Washington, D.C. Led by Bob Doughty and his predecessors, the Department of History worked regularly with the U.S. Army's Training and Doctrine Command to review the military history program for ROTC cadets and offer a month-long "Summer Seminar" for college professors on the teaching of military history. The number of applicants for the seminar usually exceeded the number of slots by three or four times. The Department of History also led numerous "staff rides" of historic campaigns or battlefields in the United States, Europe, and Asia

for military and civilian organizations. John Wattendorf took special pride in the contributions of the Department of Behavioral Sciences and Leadership to the Army and to nation. As U.S. forces deployed in 1990 to Saudi Arabia as part of Operation Desert Shield, General Gordon Sullivan, the Chief of Staff of the Army, asked John and Professor Charlie Moskos (a military sociologist from Northwestern University) to go to Saudi Arabia and interview soldiers before the offensive began. John wrote: "I experienced a great deal of satisfaction from demonstrating the increasing role that the USMA faculty can play in assisting the active Army in the field."⁹⁰ John and his department also made a significant contribution in the aftermath of the unfortunate "Rodney King Incident" in Los Angeles in 1991. A special commission formed to investigate the incident accepted the finding that a failure in leadership contributed significantly to the problem, and, as John wrote, "One of the members suggested asking for help from what he considered to be the premier leader development institution in the nation--the USMA at West Point." In the ensuing months, senior officials of the Los Angeles Police Department visited West Point, and USMA faculty members visited Los Angeles. The final outcome was a suggestion from BS&L on improving the leader development curriculum at the Los Angeles Police Department police academy.⁹¹

Additionally, the Military Academy created "Centers of Excellence" which grew in number and significance. The first of these was Office of Economic and Manpower Analysis in the Department of Social Sciences. Jim Golden said the office "grew out of work members of our economics faculty did with General [Max] Thurman, first on recruiting and then on a broader spectrum of economic and personnel issues that required large databases. I helped negotiate the formal arrangements to establish the office, including a few additional faculty positions, a permanent associate professor to oversee the office and a few enlisted spaces for staff support. The Director of OEMA reported to me first as Deputy Head and then as Head of the Department. We rotated members of our economics faculty through the Office, so they could combine teaching with research important to the Army leadership."⁹²

Louis Csoka left a permanent mark on the Military Academy with the creation of the Performance Enhancement Center. The idea came from Louis's listening to Coach Jim Young's talks to his football players in the early 1980s about the importance of the mental aspects of the game. Louis sought to translate the football coach's advice into practical measures or steps the

players could take to improve their performance. Relying on Louis's understanding of psychology, especially sports psychology, and Coach Young's understanding of football, the two worked with a few players and made sufficient progress for several players to report their success informally to the Superintendent. These reports piqued the interest of the Superintendent, and in March 1989 he formally approved the creation of a pilot program and dedicated sufficient personnel and resources to conduct and test it. The pilot program began with seven intercollegiate athletic programs and about 150 cadets and quickly grew to 15 teams and 400 cadets. The pilot program proved highly successful to those cadets who internalized the techniques taught at the Performance Enhancement Center and applied them to their sport. While the program was still in the pilot stage, cadets who were not intercollegiate athletes sought assistance in the Performance Enhancement Center. These cadets usually sought assistance in overcoming mental obstacles affecting their performance in academic courses, physical education classes, or intramurals, but they also sought help to enhance their performance in meeting leadership challenges. The reach of the Center thus extended to all cadets and its effects reached all aspects of cadet life: academic, physical, and military.

The Center's success quickly resulted in its becoming a permanent program, and in 1993 the Performance Enhancement Center merged with the Reading and Study Skills Program and was named the Center for Enhanced Performance. After the Center became a permanent program, units in the Army sought its assistance, and the influence of Louis's efforts expanded far outside the narrow confines of its initial audience, the football team.⁹³ Twenty years later the Center for Enhanced Performance was still going strong, and Louis was justifiably proud of the Army's having adopted and created outside West Point ten centers and programs based on its work.

Our classmates were closely associated with the establishment of two other centers. As will be explained below, Dan Christman played a leading role in the establishment in 1998 of the Simon Center for the Professional Military Ethic (CPME). The Center for Oral History was one of the last centers to be established. When Bob Doughty retired in 2005, the Class donated \$25,000 in his honor to the Oral History project in the Department of History.⁹⁴ This gift was the "seed money" for starting the Center for Oral History.

ACADEMIC PROFESSORS AND PROFESSORS, USMA

Between 1976 and 2005 members of our Class filled leadership roles in the academic departments and on the Dean's staff at the Military Academy. In 1976 Jim Golden became the first member of our Class to be chosen as a "Permanent Associate Professor."⁹⁵ Others who served as permanent associate professors were Paul Barber, Louis Csoka, Bob Doughty, Tom Johnson, Jim McEliece, and John Wattendorf. After serving as a Permanent Associate Professor in the Department of Social Sciences, Jim McEliece became the Registrar of the Military Academy. Jim Golden, Bob Doughty, and John Wattendorf became Professors USMA and heads of academic departments.

Jim Golden served as the Professor and Deputy Head of the Department of Social Sciences from 1979-1987 and Professor and Head from 1987-1996. His major committee roles were chairing the curriculum committee and leading preparation for the Middle States reaccreditation process in 1990. Jim wrote: "Within the Department of Social Sciences my major emphasis was on attracting and developing great faculty members. We sought officers who had demonstrated superior performance in the Army and had strong academic backgrounds, who could not only be great teachers but also outstanding role models. We also emphasized continuing professional development for the military faculty, particularly by placing them in key summer positions where they could apply their academic expertise and contribute to pressing policy issues. We also hosted an annual 'Senior Conference' to bring national leaders to campus to discuss major military policy issues. During my tenure we began to expand the civilian faculty as well, and I was pleased with the outstanding professors we were able to attract--many of them have stayed on to assume key leadership positions in the Department. Of course, I put great emphasis on the quality of our teaching, and I tried to set the example in that area. In addition to my own teaching, I visited at least one class of every one of our 60 faculty members each year and followed that up with individual mentoring sessions. The major point of emphasis was to find ways to actively engage cadets in discussion."

Jim added: "We also put great emphasis on getting to know cadets outside the classroom through involvement in a broad spectrum of activities, including some that the Department sponsored--the summer intern program, the debate team, the Student Conference on U.S. Affairs, the Crossroads Africa program, the finance forum, and work with cadets competing for Rhodes, Marshall and other scholarships--and the broader range of

Academy programs, particularly working with the various athletic teams as officer representatives and assistant coaches. Our work with potential Rhodes and Marshall Scholars was particularly effective, and the Academy remains a national leader in placing graduates in those programs. I also tried to set an example in our outreach to cadets, serving for 25 years as assistant coach, assistant officer representative and OR with our men's varsity soccer team. I was particularly pleased to work so closely in the early years with legendary coach Joe Palone, who recruited me to come to West Point to play soccer and then guided our team to final four NCAA appearances my last two years. My continuing work with the soccer team was in many ways an attempt to pay him and the Academy back for that great experience."

Jim concluded: "We recognized that each year the Academy sent two important cohorts out to the broader Army, the graduating cadets and the officers who had served on the faculty and were going on to key leadership positions, building on their expanded academic backgrounds, their experience as teachers, their work in developing cadets and their work with the Army leadership on key policy issues. The Academy's role in developing cadets is widely understood. The key role in preparing faculty for future leadership positions is perhaps less widely acknowledged. But both of those roles were very important to me as a Department Head."⁹⁶

Bob Doughty served as a Permanent Associate Professor in the Department of History from 1981 to 1984, Deputy Head in 1984-1985, and Professor and Head from 1985 to 2005. He wrote: "I consider myself fortunate to have served for 20 years as the Head of the Department of History. We had many wonderfully talented faculty members and cadets in the Department, and I had the privilege not only of choosing them but also of working with them on a daily basis. In my 27 years in the Department (including 1972-1975), during a time of great change at the Military Academy, I worked hard to provide cadets the best possible faculty and courses. After the ending of the Cold War and again after the September 11 attacks, we reviewed our core courses and electives and attempted to adjust their geographic and topical focus to correspond better to the challenges facing our nation and our cadets. We did our best to ensure cadets not only had courses that would be meaningful to their future lives but also had challenging, interesting courses that were on a par with or better than those offered by any other undergraduate institution."

"Of my many duties," he continued, "I especially enjoyed teaching cadets and occasionally meeting their parents. In addition to my elective on the History of Modern France, I often taught one of the plebe history courses or the upperclass History of the Military Art course. This enabled me to see a cross-section of the Corps and acquire insights into the challenges facing cadets daily. I dragooned several classmates (most notably Bob Frank and Keyes Hudson) to talk to my cadet sections about their experiences in Vietnam, and I also invited Joe Anderson to address the entire Military Art course. All performed superbly. In each case, I was intrigued by how distant in the past the Vietnam war seemed to cadets." He added, "I enjoyed being the chair of numerous searches for Academy/Associate Professors and for Professors USMA. Almost without exception, the applicants had many talents and great potential, and choosing only one or two from the numerous applicants invariably proved difficult. Additionally, I enjoyed being chair of the Museum, Historical, and Memorialization Committee. Numerous proposals, some of which were absolutely outlandish, came through this committee and occasionally generated great discussion and disagreement."

Bob concluded, "I am especially proud of several things. First, I am proud of the numerous awards cadets received from Phi Alpha Theta. These awards, the recipients of which were selected by blind grading of papers, were concrete evidence not only of the soundness of the history program but also of the overall USMA academic program. Our dominance of the awards ended only after the organization ruled that West Point could have only one recipient each year. Second, I am enormously proud of how many of the history majors remained in the military service after fulfilling their active duty service obligation. No other academic department was even close to our 'persistence' rate. Third, I greatly enjoyed working with the young officers. I watched some of them grow from plebes to outstanding senior officers. About half the officers in the Department came from ROTC and OCS, and I had the pleasure of watching them adjust to the West Point system and tactfully offer suggestions about how to improve it. Almost without exception, the young officers were outstanding men and women who had a positive influence over cadets and who did quite well in the Army after leaving the Department. Finally, I welcomed the arrival of civilian faculty members and continue to applaud their contributions to the Department and the Military Academy. I will never forget Ross Wollen's seeing one of them on television and mistakenly thinking

he was a U.S. Army captain. I am confident that changes in the curriculum and the faculty between 1985 and 2005 enabled cadets to receive a better education than the one we received."⁹⁷

John Wattendorf was motivated by what he called his "lifelong passion for leadership development." He joined the Department of Behavioral Sciences and Leadership in 1979, became a Permanent Associated Professor in 1984, Acting Head of the Department in 1989, and Professor and Head from 1991 to 1995. John wrote: "My 16 years assigned to the Department of Behavioral Sciences and Leadership at USMA were filled with highlights. Having the privilege of teaching and mentoring cadets (undergraduate students) and future tactical officers (graduate students), as well as developing and leading a world-class behavioral sciences faculty, provided experiences I will treasure always. More specific highlights included directing and developing the first sociology major at West Point, chairing the USMA Human Resources Committee (especially developing a four-year program focused on the integration of women into the Corps with emphasis on leadership in a mixed-gender army), and working with cadets on numerous ministries at Most Holy Trinity Catholic Chapel. My time as the Officer-in-Charge of the TEC (Teens and Twenties Encounter Christ) program, especially directing weekend retreats for cadets, was both uplifting and rewarding for me."⁹⁸

In addition to serving as the Head of the Department, John served as the director of the Dwight David Eisenhower Program of Graduate Studies in Leader Development. He worked hard to shepherd this program through accreditation by the Department of Education and gain authorization from the Congress of the United States to grant a Master of Arts in Leader Development. He took special pride in the contributions of the Department of Behavioral Sciences and Leadership to the Army and to the nation. The highlights of this contribution were his being deployed in 1990 to Saudi Arabia as part of Operation Desert Shield, and his department's assisting the Los Angeles Police Department in the aftermath of the "Rodney King Incident" in Los Angeles in 1991.⁹⁹ John also contributed to the National Academy of Sciences' investigation of techniques that "purported to enhance human performance." He wrote: "In 1993 I was honored to be selected by the National Academy of Sciences to serve as an 'expert' in leadership and in organizational culture on the committee that addressed topics related to the enhancement of organizational performance. The opportunity to delve more deeply into subject areas that had been the focus of my studies for many years, especially in collaboration with such an outstanding group of

scholars and practitioners, was a great learning experience culminating in the publication in 1997 of a book summarizing our findings: *Enhancing Organizational Performance*, National Academy Press."¹⁰⁰

Those classmates who served as Academy Professors and Professors USMA made many contributions to the Military Academy and occasionally had an opportunity to enjoy the company of our classmates. Don Rowe wrote: "During my second tour on the faculty at West Point one of my fondest memories is playing poker with our late Classmate Tom Johnson. Tom and I had always been friends from cadet days, but renewed our friendship working for the Dean. Tom was the head of the Science Research Laboratory. We got together about once a month. Poker was always exciting, but with Tom even more so, because the operative rule was you could play any kind of wild card game as long as there was the ability to calculate the odds. Needless to say Tom's ability to calculate the odds and mine were vastly different. Actually the cards were just an excuse to get together and discuss everything under the sun. As we all know, Tom's intellect was not confined to the sciences. His untimely death was a great loss to all of us."¹⁰¹

DAN CHRISTMAN

The Class had much to celebrate when Dan Christman became Superintendent in June 1996. About 80 of us and our ladies gathered at West Point to observe the change of command from Howard Graves to Dan. We appreciated Dan's emphasizing in his brief remarks that he could get up every morning and look out his bedroom window at the Arvin Center, which was named after his former roommate. During the cocktail hour Joe Anderson demonstrated the Class's pride in Dan when he presented Dan and Susan Class hats with three stars embroidered on them. After the official festivities in Eisenhower Hall, we gathered at Quarters 100 for a private party and close-up view of the Superintendent's quarters.¹⁰² The Military Academy, as far as we were concerned and as subsequent events would demonstrate, was in good hands.

Dan served as Superintendent from June 1996 to June 2001 and accomplished a great deal in those five years. Congresswoman Sue Kelly, who represented the New York district around West Point and served on the Board of Visitors, included a tribute to Dan in the Congressional Record when he retired. She said: "General Christman chartered the course for officer education into the new century. Under his guidance, the Academy crafted a new mission statement, strategic vision, and new public-funding structure

needed to enable the institution to compete and excel in an era of transformation. His assessment of current needs and insight of future possibilities has resulted in a revised academic curriculum and increased focus on the profession of officership." She continued: "General Christman arrived at West Point at a time of significant financial constraints. Severe cutbacks to the Army budget had seriously affected both programs and infrastructure at the academy. He undertook strenuous efforts to obtain the critical funding support for the institution that was behind not only other colleges but also many Army posts." She added: "His leadership also was instrumental in establishment of the William E. Simon Center. The Center will promote the study of the professional military ethic in the Army and nationally. This project is but one example of General Christman's efforts to enlist the skills, talent, and character of the West Point community for a broader national purpose." She emphasized: "General Christman leaves a notably improved Academy in terms of leadership, facilities, and morale."¹⁰³

When Dan and Susan arrived at West Point in 1996, he faced many challenges, most notably the "tight fiscal constraints" that existed in the armed forces in the decade after the ending of the Cold War in 1991. Six weeks before Dan became Superintendent, West Point was informed that its budget would be reduced significantly, and Dan spent much of his time at West Point seeking a "minimum sustainment level," later articulated as a "competitive sustainment level," at West Point to run its programs and address a huge backlog of maintenance and repair. He argued persuasively that a "competitive" level was "absolutely necessary to ensure that West Point attracts and retains America's best candidates and continues to develop competent and committed leaders for our Army."¹⁰⁴ In his last "Superintendent's Letter" in *Assembly*, he noted, "[W]e are 'back in business' regarding facility renewal and modernization." Yet, he warned, "We need to stay that way, and that is the challenge!"¹⁰⁵ Additionally, in an era of tight defense budgets and "uncertain and uneven" funding, Dan's words,¹⁰⁶ for the Military Academy, serious questions were raised about the "merit" of keeping the expensive federal service academies.¹⁰⁷ No one is better than Dan at fighting such battles, and he found plenty of allies in his defense of the Military Academy.

Part of Dan's strategy in his funding campaign was to take advantage of the approaching Bicentennial of the Military Academy to attract private funding. He explained, "We used the Bicentennial celebration as the first ever capital campaign

opportunity to try to attract private funding from our alumni and friends, to add to what the government was doing on the core side, to develop ultimately what we called 'the margin of excellence'...."¹⁰⁸ Dan emphasized, "Uncle Sam...cannot meet all of West Point's needs."¹⁰⁹ The capital campaign did not seek funds to "turn the lights on," Dan's words, but instead sought funds to support cadet activities or facilities such as a new Michie Stadium athletic complex, a crew and sailing center, an indoor tennis complex or endowed Chairs in the academic departments. The strategic capital campaign initially aimed for \$150 million, which was soon raised to \$200 million, and eventually received \$218.9 million.¹¹⁰

The campaign to obtain appropriated funding for the Arvin Cadet Physical Development Center proved especially challenging. As early as 1972 the Military Academy had expressed formally the need for better cadet physical development facilities, and just before Dan's arrival at West Point in 1996 the Board of Visitors had stated that the Arvin Center was "woefully inadequate."¹¹¹ The 445,000 square foot building consisted of six attached buildings constructed between 1910 and 1975; it also consisted of six stories with 30 different floor levels, 27 roof levels, and 150 mechanical systems.¹¹² Numerous other shortcomings revolved around fire and safety and adequacy of facilities. As Dan marshaled efforts for an upgrade and replacement program for the Arvin Center, he had to deal with issues ranging from confusion over seismic upgrades, to questions about an Atrium that was never in the plans, to the unfortunate timing of the Air Force Academy's request for \$400,000 to renovate the kitchen in its superintendent's quarters, and to a Congressman's questioning why West Point needed a "gym" of this size and scope. One of the Congressman's staffers even asked Dan, "Why are you naming this complex after the 'Army of the Republic of Vietnam?'" (ARVN). Unfortunately for the cadets and the Army, the Congressman's actions forced a two-year delay in this vital construction program for the Academy. Dan explained to the Congressman and his staffers, "Arvin is not 'beach volleyball;' it literally means survival on future battlefields. Physical Development is a core program for West Point and always will be."¹¹³ To Dan's credit, he managed to find a way around these and other obstacles and launch the "revitalization" of the Arvin Cadet Physical Development Center.

Our Class helped Dan by assuming responsibility for significant upgrades to the Arvin Center, including Terrazzo flooring in the main entrance and hallway, enhanced stairs and

rails, and improvements to entrances on the first and fourth floors. This gift, as well as other gifts, helped Dan convince members of Congress that West Point alumni and friends were contributing to the "margin of excellence" and shouldering some of the financial burden. On June 17, 1999, Dan took a ten-pound sledgehammer to the southwest corner of the gymnasium and personally initiated its demolition.¹¹⁴ As Congressman Kelly observed, "The successful completion of Arvin Gym will be of great credit to Dan Christman."

Dan made other important improvements in facilities and deserves credit for changing the footprint of West Point. Using appropriated funding, he obtained authorization for a new cadet "Library and Learning Center," and for major enhancements for a physics-chemistry complex that integrated Bartlett Hall with the old Cadet Library.¹¹⁵ Using private donations, he added the Kimsey Center (connected to Michie Stadium), Randall Hall (adjacent to Kimsey), Hoffman Press Box, Gross Olympic Sports Center, Lichtenberg Tennis Center (indoors), Malek Tennis Center (outdoors), and Caufield Crew and Sailing Center.¹¹⁶

Dan looked far beyond facilities and took a very careful look at other programs. While in the Department of Social Sciences in 1973, Dan had written a letter to the Head of the Department to express his concerns about what had happened to the Honor program in the years since he was a cadet.¹¹⁷ In his first "Superintendent's Letter" in *Assembly*, Dan reminded graduates that the "purpose" of the Military Academy is to "produce leaders of character," and he informed them that he already had taken a close look at the "Bedrock Values" of "integrity and consideration of others."¹¹⁸ Not long thereafter the "consideration of others" program was renamed "respect for others." Placing the "honor" and "respect for others" programs under the same umbrella organization, focusing it on values, and locating it in the 1st Division made much sense, and the establishment in 1998 of the Center for the Professional Military Ethic (CPME) followed naturally.¹¹⁹ The center was named after William E. Simon, a patriotic and generous businessman. While establishment of the Simon Center elicited positive responses from all quadrants, other decisions did not. Selecting Colonel Maureen LeBoeuf to be the first woman to serve as "Master of the Sword" and as Head of a department¹²⁰ generated much comment from "old grads," but Colonel LeBoeuf proved to be a strong leader and an outstanding Head of the Department of Physical Education.

Convinced that cadets would face "untraditional" challenges in their military service and needed to understand the "global

environment, Dan took a careful look at the military and educational programs at USMA.¹²¹ In particular, he questioned whether West Point should maintain a "balance" in the core curriculum between math/science/engineering and humanities/social sciences/behavioral sciences or should consider some alternatives.¹²² Dan's review of the academic program pushed the Dean and Department Heads to make further changes to the curriculum that had evolved over the previous two decades. The revised curriculum for the Class of 2005, known as the 2005 curriculum, provided much greater flexibility for those cadets not in math, science, and engineering programs and ensured more cadets had greater depth in information technology and in foreign cultures and languages.

Dan also made a special effort to lift the spirits of cadets and alumni. He often appeared at cadet rallies or sports events dressed in an appropriate "costume" such as when he dressed as Elvis Presley for a football game against Memphis. He also appeared on Harley motorcycles, in M-1 Tanks, and as Brave-Heart in front of cheering cadets.¹²³ In 1997, at a Founders' Day dinner in New Jersey, Dan Christman gave what became a famous lesson on how to do the "Macarena."¹²⁴ Other dancing lessons at other events followed. Additionally, Dan was spied on numerous occasions spinning around the roads of West Point in the Corvette that Ross Wollen had restored and loaned to him.¹²⁵

In 2011 Dan said that the "greatest moments" of his career occurred during the five years he was Superintendent.¹²⁶ He said, "The five years I spent as Superintendent to try in some modest way to influence the next generation of leaders for the Army was exhilarating...."¹²⁷ As Congresswoman Kelly observed: "He leaves a notably improved academy in terms of leadership, facilities, and morale. The military, academic, physical, and moral/ethical development programs at the academy have never been stronger and have never been more connected to the Army."¹²⁸

NEW "NEW" LIBRARY

Among the most indelible marks Dan Christman left on the Military Academy was the "Thomas Jefferson Hall Library and Learning Center." Ralph Locurcio also played an important role. After joining STV Engineering as Director of Federal Programs, Ralph led the effort to design and construct a "new" library for West Point. For those of us in the Class of 1965, this was the second "new" library, one that we hoped would last longer than a mere 50 years. Ralph and the STV professionals considered the new facility within the context of the new "information age" and

the requirement for rapid transfer, use, and acquisition of information. Ralph and his group considered 26 possible sites, including the Superintendent's garden, and West Point ultimately chose the site across the street from the old "new" library.

A key question concerned the "style" of the new facility. Eventually, the architects developed three different alternatives: a modern "stylized" version of gothic arches, a more "muted" but still forward-looking style, and a very "conservative" gothic style. At a briefing the architects presented these three alternatives. Ralph wrote: "At the briefing I sat next to Dan Christman [who was Superintendent at the time] and directed our team. After some brief introductory remarks the lead architect presented the most modern, 'stylized', concept of the gothic theme. Dan didn't move a muscle and showed no sign of approval. He then leaned over to me and asked, 'Is that it?' I replied, 'Have patience, Dan'. As the architects demonstrated the more moderate, 'muted', gothic style Dan appeared to relax a bit, but made no comment or expression of approval. Finally, when the team showed the 'conservative' concept Dan broke into a big sigh of relief and said, 'Lock that one down...that's it!' In actuality, as the design developed from that point to the final design, the functional aspects of the library and the siting dictated changes in the shape and final appearance of the library."¹²⁹

Ralph noted that one of the most interesting challenges of the "new" library was matching the granite on the exterior of other buildings at West Point. Since the local quarry that provided the original stone was closed, the architects considered a variety of materials (including "manufactured" stone) and searched as far away as Brazil for stone that would match the existing stone. After failing to find an acceptable match, they approached the owner of the local quarry and convinced him to reopen the local quarry for this project.¹³⁰ We in 1965 take great pride in the roles played by Dan Christman and Ralph Locurcio in designing and building Jefferson Hall.

CLASS REUNIONS AND LEADERS

After graduation our Class officers who had been elected in the summer of 1962 remained the titular leaders of the Class, but we relied on a rolling slate of officers, most of whom were serving at West Point and who were generally described as "local" Class officers, to handle the business of the Class and to provide the leadership for reunions. While these classmates called themselves "Chairman of the Reunion" or "Class

Representative to the AOG," they functioned as de factor presidents of our class. A photo in the spring 1972 issue of *Assembly* showed Dan Christman as President, Clair Gill as Vice-President, John Swensson as Secretary, and Jim Golden as Treasurer.¹³¹ The next slate of officers was elected in September 1973 and included John Mogan President, Joe Anderson Vice President, Jack Lowe Secretary, and Jim Golden Treasurer.¹³² A year later the Class officers were Joe DeFrancisco President, Doug Richardson Vice President, Tim Timmerman Secretary, and Bill Birdseye Treasurer.¹³³ In September 1975 the Class officers were Gil Gilchrist President, Steve Sperry Vice President, Terry Ryan Secretary, and Howie Reed Treasurer.¹³⁴

Since we were an "official" reunion class in 1975, we were supposed to celebrate our Tenth Reunion at "Homecoming 1975," but we arranged an "early" reunion for May 1975. We knew many of our classmates were rotating from West Point at the end of the 1974-1975 academic year, and we wanted to celebrate with as many of our friends as we could and to offer many of them accommodations in our quarters.¹³⁵ Thanks to our planning, 163 classmates celebrated our Tenth Reunion during "June Week" at the end of May.¹³⁶ We also officially celebrated our Tenth during Homecoming in 1975 and thereby enjoyed a reunion twice that year.¹³⁷

In September 1977, Wes Taylor became President, Alice Kenny (wife of Pat) Vice President, and Jim Golden Secretary.¹³⁸ As President in 1977-1978, Wes Taylor took part in discussions with other classes from the 1960s to erect a memorial to members of the U.S. Armed Forces who had lost their lives in the Vietnam war.¹³⁹ The work on the memorial was continued by Mike Watson who was elected President and by Bill Sherrell who was elected Vice President and Social Chairman in September 1978¹⁴⁰ and by Barrie Zais who became President in September 1979 and Hal Jenkins who became Social Chairman.¹⁴¹ Barrie led the effort to organize our 15th reunion, and, according to the group picture, about 200 of us and our "dates" showed up.¹⁴² We had a Friday night social at the Golf Club and a Sunday brunch.¹⁴³ Thanks primarily to the efforts of classmates assigned to West Point, we dedicated the Southeast Asia Memorial during our 15th Reunion on Sunday morning, November 2, 1980.¹⁴⁴ The peaceful setting of Lusk Reservoir seemed the perfect place for a memorial to remember the service and sacrifice of our departed friends.

Along with the Southeast Asia Memorial, the Military Academy began a project to erect a plaque in Cullum Hall with the names of all the graduates who were killed, died of wounds, or missing

in action as a result of hostile enemy action in the war.¹⁴⁵ Our Class had 24 names on the list, not 25, the actual number of classmates we lost in Southeast Asia, because Bob Lee's death was officially declared an accident and his name was not included on the list. The official ceremony to dedicate plaques in Cullum Hall took place in September 1983,¹⁴⁶ but members of the Class never stopped their efforts to get Bob's sacrifice memorialized in Cullum Hall.

Prior to our 25th Reunion we had an organizational structure shaped more by precedent and habit than by bylaws. As the number of our classmates at West Point declined, we began to look more broadly for candidates for Class officers. Alice Kenny, for example, became one of our "local" officers, Vice President, in September 1977.¹⁴⁷ After the 15th reunion in October-November 1980, Denny Coll volunteered to take over the duties of Class Scribe and write the Class Notes for *Assembly* magazine.¹⁴⁸ Denny had written the first edition of his Class history for the 15th Reunion and also published a Class roster.¹⁴⁹ These were the first installments of Denny's important contributions not only to our Class's understanding of its history but also to our keeping in contact with one other. Additionally, Denny injected more energy into the writing of memorial articles. An article in *Assembly* in November 1990 showed that the Class of 1965 had completed obituaries for 22 of its 32 deceased, or 69%, more than 20 percentage points higher than any other class from the 1950s or 1960s.¹⁵⁰

The 20th Reunion proved to be the last reunion run primarily by those remaining in uniform and serving at West Point. With John Knowles acting as Chairman¹⁵¹ and other classmates at West Point assisting,¹⁵² we celebrated our 20th Reunion in October 1985. About 600 of us, including wives and children, attended. Bill Zadel, who had been elected Vice-President in 1962, presided over the business meeting since our president-elect of 1962 Mark Walsh was not present. Much discussion centered around the need for a constitution to establish a process for electing Class officers and managing funds. Additionally, Dave Kuhn briefed us on the status of the "Carl Robert Arvin Wrestling Award" and praised the talent and attitude of the first recipient, Cadet Mark M. Schneider, Class of 1985.¹⁵³ The process for getting the award approved had begun in 1983 when Leroy Alitz, former coach of wrestling at USMA, contacted Dave and suggested an annual award having to do with wrestling and honoring Bob Arvin.¹⁵⁴ Thanks to the efforts of Dave Kuhn and others, the Class had established the Arvin Award and presented it annually (beginning

with the Class of 1985) in honor of Bob and other members of the Class who were killed in the Viet Nam conflict. The award went to the "graduating member of the Wrestling Team who best exemplifies the qualities of leadership, scholarship, and commitment to Army Wrestling" that Bob demonstrated. When asked to donate funds to endow the award, our classmates contributed five times the amount that was required.¹⁵⁵

Other activities at the 20th reunion offered us an opportunity to renew our friendships with our classmates. Pat Kenny, who was serving as a Regimental Tactical Officer, updated us on the quality of cadets and challenged us to take part in a reveille run the following morning with the Third Regiment. About 14 or 15 classmates, plus two or three wives, participated in the run.¹⁵⁶ We especially enjoyed the dinner-dance at Bear Mountain Inn. Jim Golden was the master of ceremonies and presented a trivia contest on cadet life; Dan Christman gave a "publication of orders" that included such things as a cadet's being "slugged" for "streaking" across the Plain.¹⁵⁷ We laughed heartily at the reminder that one or more of our classmates' actually had done this. John Knowles also entertained us with a videotape of photos from our cadet days. The most special moment occurred, however, during a very moving memorial service near the Southeast Asia Memorial at Lusk Reservoir.¹⁵⁸ Fred Grates reflected the opinion of many of us when he said, "I feel closer to this place than ever before and am damn proud of my association with the Class of '65!"¹⁵⁹ Not long after our reunion we were reminded of our humanity when Marv Jeffcoat and 247 soldiers from his battalion died in a plane crash in Gander, Newfoundland.¹⁶⁰

An especially significant moment for the Class occurred in February 1989. In an official ceremony, the cadet gymnasium was named the "Arvin Cadet Physical Development Center." A USMA committee chaired by Bob Doughty had recommended the gymnasium be named after Bob Arvin and the Superintendent had approved the recommendation. General Mike Davison, Chuck Moseley, and Dave Kuhn were among those who spoke at the ceremony.¹⁶¹ General Davison had served as Commandant while we were cadets and knew Bob Arvin well; Dave had worked hard to convince the Military Academy to name the cadet gym after Bob; and Chuck had been Bob's roommate and a participant in his wedding to Merry Lynn. Chuck also had presented the flag to Merry Lynn at Bob's funeral.¹⁶² We knew no one could be a better role model for cadets or example of service and sacrifice than our First Captain, Bob Arvin.

Much of the preparation for the 25th Reunion in September 1990 came from classmates outside West Point. Bill Zadel and Rollie Stichweh headed the overall effort; José Sanchez functioned as Social Chairman; Jim Tomaswick and Tom Abraham obtained memorabilia; and Denny Coll broadcast information with his Class Notes in *Assembly*.¹⁶³ Meanwhile, at West Point, Jim Golden worked on a Class constitution; Bob Doughty acted as treasurer; and Jim McEliece handled registration. Many of the activities for the 25th took place at the Sheraton International Crossroads Hotel in Mahwah, New Jersey. We rode buses from the hotel to activities at West Point. As usual, the memorial service was the most emotional and moving event. Chaplain Jim Ford and Monsignor Robert McCormick spoke. Father McCormick reminded us: "This is not just another college reunion. It is much more than that." Dan Christman, John Pickler, and Barrie Zais solemnly read the names of our deceased classmates. Other highlights included Bob Wolff's reading a Psalm, Joe Anderson's singing "Amazing Grace," and Jim Harvey's leading us in a reaffirmation of our marriage vows.¹⁶⁴

Several notable events occurred at the 25th Reunion. Many of our classmates had the opportunity to see for the first time the words "The Arvin Gym" above the entryway to the Arvin Cadet Physical Development Center. Many also saw for the first time a plaque on the left pillar inside the entryway listing the cadets who had received the "Carl Robert Arvin Wrestling Award" and a smaller plaque honoring Bob Arvin and our fallen classmates. Our pride, joy, and sadness enriched our desire to identify and design a gift to present to the Military Academy at our 30th Reunion and to raise the funds to pay for the gift.¹⁶⁵

We also adopted a constitution for the Class and established formal procedures for running the "business" of the Class. The minutes of the Class business meeting reported: "Jim Golden gave a summary of the [proposed] Class Constitution which had been distributed to all classmates with known addresses. Golden reported there was a need for a Constitution because we are starting to raise a lot of money and we need to exert control over that money. We also need an organization for future reunions and a process to elect the officers of that organization. He recommended the Class have an executive committee of five officers that would be elected every five years at the reunion to run the business of the class in between reunions and appoint a committee with alternating members to elect a new slate of officers for the succeeding five years."¹⁶⁶ The newly adopted constitution addressed other issues such as

specifying duties and responsibilities of Class officers, the Executive Board, and other committees and identifying regular, associate, and honorary members of the Class. Once adopted, this constitution and bylaws remained in place with only minor modifications over the following decades.

Additionally, the Class elected new officers at our 25th Reunion: Dave Kuhn President, Rollie Stichweh Vice-President, Denny Coll Secretary, José Sanchez Treasurer, and Bob Doughty Historian.¹⁶⁷ Under Dave's leadership, the next five years would be busy ones with regard to the Class's contributions to the Military Academy. Among the contributions were establishing preparatory school scholarships; donating a racing shell to the crew team; and dedicating stone pavers at Herbert Hall in memory of our deceased classmates. Fred Laughlin and a gift committee (consisting of Curt Adams, John Alger, Mitch Bonnett, Dan Christman, Walt Kulbacki, Fred Laughlin, Manny Maimone, Terry Ryan, and Hank Sterbenz)¹⁶⁸ considered what we should give to the Military Academy for our 30th, and Harry Dermody began the effort to raise sufficient funds.¹⁶⁹ The gift idea gradually coalesced into our donating "the Bicentennial Forum" at the east end of Thayer Walk alongside what would become the new library and committing ourselves to raise \$1,000,000 for the gift.

We celebrated our 30th Reunion in November 1995. Thanks to Chuck Boohar, Don Kurtz, José Sanchez, and Jim Tomaswick, we had--to use Denny Coll's words--a "splendiferous weekend."¹⁷⁰ Again staying in Mahwah, we enjoyed several special activities including our riding a cruise ship around the Statue of Liberty. Our memorial service was enriched by the presence of some of the widows and family members of our deceased classmates. Three of our serving general officers, Dan Christman, John Pickler, and Clair Gill, read the names of our deceased classmates; Joe Anderson again enthralled us with his wonderful voice; and Fred Laughlin gave an eloquent eulogy for our deceased classmates. At the football game, all of us cheered mightily when the game ball was formally presented to Bill Zadel. And at the business meeting, the Superintendent, Lieutenant General Howard Graves, gave us an update on the Military Academy and informed us that we were in the middle of all West Point graduates with half being before us and half after.¹⁷¹ We also accepted the candidates for Class officer (for 1995-2000) offered by the Nominating Committee: Joe Anderson President, Tom Barron Vice President, Denny Coll Secretary/Scribe, José Sanchez Treasurer, and Ross Wollen Historian.¹⁷² By early 1998 Class leaders could use the AOG system to e-mail every member of our Class. Despite a few

snafus, the system slowly improved and communications proved much faster and more effective than "snail mail."¹⁷³

As part of the Bicentennial Celebration of West Point, the Military Academy held a special review on the Plain in August 1998 to welcome the Class of 2002. Each Class from 1920 to 2001 was asked to designate a representative to stand in the "Long Gray Line" and welcome the Class of 2002. Our Class leaders designated Manny Maimone our representative, but Manny, who had fought a long battle against Amyotrophic lateral sclerosis, or Lou Gehrig's disease, passed away before the event. Instead of Manny, Joe Anderson represented the Class.¹⁷⁴

Our 35th Reunion took place in April 2000 while Dan Christman was Superintendent. The gathering provided us a wonderful opportunity to express our great pride not only in Dan's being Superintendent but also in Ric Shinseki's becoming Chief of Staff in June 1999. During the Alumni review on Friday afternoon Dan, Ric, and Joe Anderson "took" the review and the remainder of us lined up to the right of our Class guidon.

As part of the 35th reunion, in a special ceremony at the Forum, Joe Anderson presented Dan with a check for \$1,030,186 for our portion of the Thayer Walk, which was previously known as Thayer and Jefferson roads. As part of its preparation for the Bicentennial, the Military Academy had divided Thayer Walk into four sections with the Class of 1965's receiving responsibility for a memorial at the corner of Jefferson and Cullum roads. The "fact sheet" distributed to the Class stated, "Our theme is one that recognizes not only our fallen classmates, but also the value of learning at West Point to us, the U.S. Army and the Nation." A large bronze plaque embedded in Thayer Road had a Class of 1965 crest, the Academy crest, a number of graphic representations of defense systems, and an inscription which said "The Framework of Technology Rests Upon the Foundation of Learning." We dedicated the Forum in honor of our classmates who had devoted their lives to benefit the nation and mankind and had given their lives to "defend the freedoms that this Country enjoys." Though Phase III, the "Enabling Technology Centerpiece," remained unfinished because of technological limitations, we took great pride in our gift to the Military Academy.¹⁷⁵

At our business meeting we listened with great interest to Dan's report about the Military Academy and Ric's about the Army. And we listened carefully to, and later accepted, Dan's request that the Class accept the challenge of another large donation, that the Class help "finish off" what was formally known as the

"Arvin Cadet Physical Development Center."¹⁷⁶ In exchange for our providing the funds for upgrades, the Military Academy would agree to a "high-profile recognition of the class" in the main entrance to the Arvin Center.¹⁷⁷ We recognized the challenge of assuming responsibility for another major gift immediately after the successful fund-raising campaign for the Bicentennial Forum but nonetheless accepted it.

Following the business meeting we dedicated a new eight-man shell, named "Strength and Drive," for the crew team. Other highlights of the Reunion included a wonderful dinner dance at Bear Mountain Inn and a special memorial service in the Cadet Chapel in honor of our deceased classmates. Thanks to the efforts of Harry Dermody, the golf outing went well, especially after John Vann's wife Eleanor scored a hole-in-one on the first hole.¹⁷⁸ We thanked John Howell, as well as John Salomone, Randy Guenther, Clair Gill, Bob Harter, Dick Kramer, and others, for the effort they put into making the Reunion go smoothly and be so successful.

The Class officers from 2000 to 2005 were: Fred Laughlin President, Harry Dermody Vice President, José Sanchez Treasurer, Denny Coll Secretary/Scribe, and Ross Wollen Historian.¹⁷⁹ Their plate of responsibilities was full because they were faced not only with Dan Christman's departing in 2001 from West Point but also celebrating the Military Academy's bicentennial in 2002 and initiating another major fund-raising program. Additionally, our Class leaders had to create, gain approval for, and install the plaques and other memorial or explanatory objects for the entryway to the Arvin Center. Getting the design approved by the Military Academy proved to be a major task. A committee composed of Bob Doughty, John Howell, Nate Kantor, Ed Knauf, Chuck Moseley, Terry Ryan, José Sanchez, and Ross Wollen worked for over a year to coordinate with USMA on the design and construction of the entrance to the Arvin Center. Meanwhile, Harry Dermody headed the fund-raising effort and once again found our classmates generous and supportive.

We celebrated our 40th Reunion in September 2005. Bob Frank and Steve Ammon, with the help of about 20 classmates, made it a memorable event. More than 500 classmates and their family members participated, and on Friday afternoon 233 of our classmates took part in the Alumni Review. That evening we enjoyed a dinner in the Hotel Thayer and were serenaded by Duncan MacVicar and the alumni of the Glee Club and chapel choirs. As usual, the most emotional part of the reunion was the memorial service, this time held in the West Point cemetery on Saturday

morning and led by Fred Laughlin. Widows and family members of ten deceased classmates participated.¹⁸⁰

As part of the reunion we had a formal ceremony to dedicate the new entryway to the Arvin Center. Dan Christman, Fred Laughlin, Chuck Moseley, and Bob Doughty spoke.¹⁸¹ Following the ceremony, we walked through the entryway and admired our Class motto on the archway, our Class crest on the pillar to the right, and the plaques on the four pillars. The plaques on the front two pillars served as memorials for Bob Arvin and for our classmates who died in the service of our country. The plaques on the two pillars in the rear were sports-related plaques, one containing a copy of the telegram from President Eisenhower exhorting the football team to victory in 1964 and the other containing the names of those cadets who received the Carl Robert Arvin Wrestling Award. We also admired the colored Class crests that had been placed in the main entryways to the Arvin Center. Counting the cost of the memorial items, the Class contributed \$982,000 to improvements in the Arvin Center, and we once again took great pride in our gift to the Military Academy.¹⁸² Our only disappointment was the absence of a plaque memorializing our outstanding sports record against Navy. The Superintendent, Lieutenant General Bill Lennox, had denied our request to mount a plaque showing our outstanding won-loss record (12-1-4) as First Class cadets.

One very special feature of the 40th was Fred Laughlin's creating a DVD entitled "Sons of the Greatest Generation." Fred's goal was to "produce something of quality that was balanced across the class," and he succeeded magnificently. He wrote: "I collected photos from classmates, made three trips to West Point to visit the archives and the library, and searched the Internet for photos and other material we could use for the video. I completed the script in June and began work with Ray [Suthinithet], the editor. We worked together off and on for almost six weeks to arrive at a draft video, which I showed to the [Class's] officers and a few other classmates. I received a few suggestions and I also received approval [from the Class's officers] to complete the video and make 800 copies--one for each classmate, plus additional copies for those who wanted them. Because we asked for contributions for the extra videos, we ended up regaining almost all the costs of the editing and DVD production. I was pleased with the entire venture...."¹⁸³ After viewing the DVD at the reunion, our classmates gave Fred a hearty "well done" and thanked him for his fine work.

At the 40th, the Class approved the new officers for 2005-2010: Clair Gill President, Bob Harter Vice President, Harry Dermody Vice President, José Sanchez Treasurer, Denny Coll Secretary/Scribe, and Ross Wollen Historian.¹⁸⁴ With two vice presidents Harry focused on gift funding while Bob handled everything else. In 2008 Bob Frank replaced Ross as Historian and in 2009 Skip O'Donnell replaced José Sanchez as Treasurer.¹⁸⁵

Ably assisted by Tom Kovach, Preston Hughes, and others, Ken Yoshitani served as the chair of our 45th Reunion. About 529 classmates and their ladies and family members attended. We were especially pleased that 31 widows and family members of our deceased classmates attended. The activities began with a reception in the Hotel Thayer and included an unveiling of the portrait of Bob Arvin that was later placed in the entryway to the Arvin Center. We were impressed by the wonderful talent of the artist, Kim Hawkins, the daughter of Ray and Linda Hawkins, who had painted the portrait of Bob. In our business meeting we approved minor changes to our Class's constitution and then toured some of the academic departments and centers of excellence. At dinner, Duncan MacVicar entertained us by recognizing classmates' achievements and leading a sing-along. John Pickler also provided us an update of his activities in Iraq. One special memento of the 45th was a Reunion Photobook, which--as Ken Yoshitani said--was produced "thanks to the Herculean effort of Larry Leskovjan who was in turn assisted by a dozen more volunteers."¹⁸⁶

As usual, the Memorial service on Saturday in the Cadet Chapel reminded us of the aspirations and ideals of our fallen classmates and of our respect for them. With a welcome from Preston Hughes, an invocation and meditation by John McCullough, and scripture readings by Tom Kovach and Larry Izakson, we listened somberly as Clair Gill and Ric Shinseki read the names of our deceased classmates. Led by Terry Ryan and Jim Ferguson, 20-30 of our classmates, who had been members of the Cadet Glee Club and/or one of the Cadet Chapel Choirs, provided special music for the service. With the assistance of Constance Chase the Cadet Glee Club Director and Craig Williams the Chapel Organist, they sang "The Corps" and "Alma Mater" and a more recent song "Mansions of the Lord". We were moved emotionally not only by the singing of "Mansions" but also by the story of how the song was written for the film "We Were Solders" and how the Cadet Glee Club came to be the voices of that song at the end of the film.¹⁸⁷ Tears welled up in our eyes as the West Point bugler sounded Taps and we recited the Cadet Prayer. When we

visited the cemetery afterwards, our pace was not as fast and our steps not as springy as in many other visits with our friends, but our love and admiration for our deceased classmates were undiminished.¹⁸⁸

In 2010 the Class chose Clair Gill President, Bob Radcliffe Vice President, Harry Dermody Vice President, Rick Bunn Secretary/Scribe, and Bob Frank Historian. After Harry's death, Bob Harter assumed his responsibilities, especially those associated with funding gifts.¹⁸⁹ A plebe at the age of 22, Harry was the oldest member of our Class.¹⁹⁰ Jim Scheiner was the youngest. Neither lived to attend our fiftieth reunion.

GET-TOGETHERS AND MINI-REUNIONS

Over the decades, we enjoyed the reunions that were held at West Point, but we also enjoyed getting together with our classmates elsewhere. These gatherings ran the gamut from backyard barbeques, to dinners in restaurants, to "mini-reunions."

One early "get-together" occurred in June 1969 at Fort Belvoir. Stan and Barb Genega and Ken and Izumi Yoshitani co-sponsored a get-together during the engineer advanced course, a get-together that resembled other social gatherings during the same period in advanced courses at Fort Benning, Fort Sill, Fort Knox, etc. Some 30 classmates, wives, children, and girl friends attended the gathering at Fort Belvoir. Stan described one of the "highlights" of the picnic: "Ken Yoshitani's wife went into the hospital shortly before the picnic started and, while we were still partying, gave birth to a 6 pound 9 ounce boy." He added, "Jerry Merges and I started counting kids but then decided it would take too long--there were so many--prolific '65!"¹⁹¹ Stan and Barbara organized other picnics at Fort Belvoir in May 1971¹⁹² and late 1984. The get-together in 1984, considered by many of us to be our first "mini-reunion,"¹⁹³ included 30 families that showed up for the event on the Accotink Bay.¹⁹⁴ Denny Coll aptly described the event in his Class Notes as a "great warm up for the twentieth reunion."¹⁹⁵

During the years when we had a large nucleus of classmates at the Military Academy, we had frequent get-togethers at West Point. In the fall of 1972 Tom White and Toby Halvorson organized a picnic and more than 100 classmates and their wives attended.¹⁹⁶ In 1974-1975, when we had 66 classmates¹⁹⁷ on the staff and faculty, we had a welcoming party on the West Point ferry, a tailgate party before and during the Vanderbilt football

game, an Army-Navy game party, and a Christmas party in the renovated train station.¹⁹⁸

The get-togethers at the annual Army-Navy game began on an ad hoc basis and eventually became a regular event for the Class. Jim Tomaswick wrote: "At our 20th reunion, Tom Abraham and I made a pact that we would never miss another Army-Navy Game, if we could physically be there. This year (2012) marked our 27th consecutive game. For the first game (back in 1985) and for the next few we stayed at the Cherry Hill, New Jersey Hyatt. At the game in 1986, we asked classmates attending the game to come back to the Hyatt and party with us. I think it was the following year (1987) that I used my Hyatt points to get a suite and we had a small party with classmates where we hired a bartender and ordered out pizza."¹⁹⁹ José and Nancy Sanchez were among those who went to the party at the Hyatt. José wrote: "We met the Tomaswicks and Tom Abraham and his significant other and went back to their hotel with them. José wrote: "We...had dinner and sat around shooting the breeze and talking about getting people together by passing out a flyer at the 1988 game, naming a restaurant to meet for dinner and then going back to the hotel for drinks. There were a few takers [after the 1988 game] and it was moderately successful."²⁰⁰

Jim Tomaswick wrote: "After a couple of years, José took on the huge task of formalizing and coordinating the class get-together for the annual football game."²⁰¹ José explained: "By this time I had made contact with Chuck Boohar, Carl Letterie, Carl Peterson and Don Kurtz, and this gave birth to the 'Boys' Choir'--a takeoff on Joseph Wambaugh's book *The Choirboys*. We would get together at 'The Broadaxe Tavern' every 4 to 6 weeks for dinner and drinks. During the 1988 Army-Navy game in Philly, we had discussed a big after-game get-together for the 1989 game. The game was in the Meadowlands and nearer to West Point, Connecticut, New York City, etc., than Philly. Carl Letterie and I took the task of organizing the get-together. We had help from the Choir Boys and [Jim Toma]Swick and Tom [Abraham]. It was a very successful, well-attended get-together held at The Meadowlands Hilton. Unfortunately it was colder than hell and Navy won 19-17."²⁰² Talking about the contribution of José Sanchez, Jim Tomaswick said: "His decision to change the venue to a hotel at the Philly airport made it a lot more convenient for classmates and their families to attend. Through the years the crowd continued to grow until we reached an attendance of around 75-100. José did an outstanding job for which he should have received much more credit for his hard work and dedication."²⁰³

Another activity that became an annual event was a golf outing. As Clair Gill observed, "This event is as much a get-together between old friends as it is a golf experience."²⁰⁴ Pat Kenny organized the first outing which took place in February 2001 at Hilton Head and had 20 golfers. The following year Pat ran another outing at Hilton Head and had 26 participants.²⁰⁵ The next year Bob Radcliffe took over the outings. Barrie Zais wrote in 2013: "For the past 13 years we have conducted three or four-day class golf outings with as many as 49 classmates participating. For years we went to Hilton Head in the Spring and Williamsburg in the Fall.... When Bob [Radcliffe] retired from Richmond to Ocean Isle Beach, North Carolina, just north of Myrtle Beach, our routine changed to Myrtle Beach in the Spring and Pinehurst in the Fall. In the Spring of 2010, instead of going to Myrtle Beach, Bo Forrest hosted us in Charleston, South Carolina, and wives attended. I run the golf part so I have captured handicaps for all participants. On my handicap list are the names of 79 classmates who have attended at least one outing."²⁰⁶

The golf spring outing in April 2013 at Myrtle Beach had 49 classmates, the largest number ever. The outing was obviously enjoyed by everyone, though the post-event photographs circulated through the Class sometimes included more photos of our classmates playing poker than of them playing golf.²⁰⁷ The fall outing in 2013 took place in Columbus, Georgia, and included a visit to a basic combat training company's graduation, the National Infantry Museum, and a Ranger School demonstration.²⁰⁸ Clearly, the golf outings included much more than golf.

Congratulating our classmates who received special recognition or were promoted also offered opportunities to get together. When Ric Shinseki was appointed U.S. Army Chief of Staff, for example, about 140 of us (210 including our wives and friends), plus many others, gathered on June 22, 1999, on Summerfield Field at Fort Myer to watch Ric take the pass in review from the 3rd Infantry Regiment ("Old Guard") and the United States Army Band "Pershing's Own." In his remarks, Rick acknowledged our presence with the words "Strength and drive, old friends, strength and drive."²⁰⁹ It was a day of special pride for the Class of 1965.

We had our first mini-reunion in 1984 and numerous gatherings in the following years, but in 2003 we followed the lead of several other classes and began having official mini-reunions.²¹⁰ Our first official mini-reunion was held in October-November 2003 in the heart of historic old Santa Fe, New Mexico.

About 120 classmates, wives, and family members participated. We were especially pleased that two widows, Judy (Chuck) Hemmingway and Cynthia (Tom) Johnson, also attended.²¹¹ In the Class column in *Assembly*, Denny Coll provided an overview of the four-day mini-reunion: "lots of first-time attendees (since graduation), classmates throwing candy off the balcony at the Halloween revelers, Reggie's salute, Milk Duds, howling at the moon, a budding Strength and Drive artist taking Canyon Road by storm, Thomasson's double dip, Thames' poetry, old broken fences being mended, and lots more."²¹² Denny concluded, "It was just a relaxed and wonderful time to meet and greet old friends."²¹³ The same could be said for all our get-togethers.

We also had reunions of classmates from our cadet companies. In August 2006, for example, Doug and Diane Kline hosted a get-together of those who had been First Classmen together in B-1. Ten of 23 classmates from B-1 attended the get-together on the Shenandoah River west of Washington, D.C.²¹⁴ Other companies also gathered. Jay Vaughn wrote: "We had a great mini-reunion of some H-1 friends at the Armed Forces Bowl in Dallas, Texas, in December of 2010. My son and I traveled from Arizona to Denton, Texas, to visit classmate, Tom Cindric, and his wife, Janie. As we were finishing a great supper with their son Tom and his family, the doorbell rang and who might be standing there but classmates, Bo Forrest and Lee Atchley. They conspired to fly from Atlanta together to be there for the game and to surprise Tom and me. We spent the evening reconnecting and laughing over old times. The Armed Forces Bowl encounter was so much fun we decided to reconnect in Phoenix in March for some spring training baseball games, a gathering that included Tim and Bobbie Simmons, and Bob and Cyndee Hill. About 16 of the H-1 Strength and Drive gang have also been having fun over football, basketball, and hockey pools via email."²¹⁵

A series of small gatherings also occurred in Arizona. Rick Bunn wrote in 2012: "Six years ago when I retired from a 30-year career with a shipping company in the Pacific Northwest and moved to a suburb of Phoenix, Arizona, I took the time to find out how many Classmates I could find in the area. As I was doing this, it occurred to me that it would be fun to see if I could get most or all of them together. My dear friend John Mogan and his lovely wife Dyanne (although I didn't even know them before I moved) stepped up and offered their beautiful home in Anthem, Arizona, for the first gathering. We all enjoyed it so much that we decided right then to do it again soon. After several suggestions and a few actual gatherings, we decided to get

together each year in the home of one of our Classmates (we tried a Country Club once but found it to be much more comfortable to meet in private homes). We now gather each spring as late in the year as we can but early enough to catch the 'snowbirds' (those who leave for cooler places when the Valley of the Sun gets too hot to bear) before they leave town. We currently have 12 couples who try to participate each year but we also draw folks who want to join us from as far as California, Nevada, Utah, and New Mexico. Attendance over the years has varied from as few as 12 to as many as well over 30."²¹⁶

As we enjoyed our get-togethers and our reunions, we welcomed the participation of those friends who had gone through a portion of the West Point experience with us but had not walked across the stage with us in June 1965. Step Tyner expressed the feelings of many of us when he wrote: "The Class of 1965 has embraced the attitude that, save for rare circumstances, a Classmate once is a Classmate forever. So strong are the bonds we forged as a class that those who left the Academy prior to graduation remain cherished brothers. Though unable to share in the final triumph of graduation, they earned our enduring affection and respect for having taken part in our many struggles along the way. We welcome and encourage their participation in Class reunions and in our forums, for they are often in our thoughts, and ever in our hearts."²¹⁷

We also remembered those who had walked across the stage with us but who had passed away. Each Class Reunion has included a formal Memorial Service for those attending, and many of our mini-reunions, micro-reunions, or informal gatherings have included a few appropriate words, a moment of silence, or a prayer for our deceased classmates. Rick Bunn wrote, "The friendship, camaraderie, service, and great memories of our dear departed friends are always a part of our gatherings, large or small, as we reflect on why we all feel so blessed to be part of this magnificent band of brothers."²¹⁸

The saddest get-togethers occurred at funerals. We gathered to show our respect for our friends and to say our final goodbyes. Such events obviously were filled with remorse and grief but an occasional laugh could be heard when someone recalled a funny moment in our dear departed classmate's life. Such laughter did not occur when we learned in January 2006 that Bill and Nancy Hecker's son, Major Bill Hecker, had died from wounds received in Iraq. An explosive device grievously wounded Bill and four other brave soldiers while they were enroute to an Iraqi school that was under renovation; Bill was buried at the

West Point cemetery.²¹⁹ No written words can communicate the sense of loss we felt for Bill and Nancy when we participated in memorial services in Washington, D.C., and West Point. Saying goodbye to classmates was hard; saying goodbye to their children was unbearable.

SCRIBE/TAKING CARE OF OURSELVES AND OTHERS

Keeping up with our classmates proved difficult, if not impossible, for many of us. Emory Pylant, for example, moved 19 times in his 26 years in the Army and 7 times in 18 years in his second career.²²⁰ We relied on Christmas cards and our Class Scribe to keep us somewhat up-to-date about our classmates' activities and achievements. Over the years we had 11 different classmates write the Class Notes that appeared in each edition of *Assembly*. They were: Frank Hennessee, Grant Fredericks, Mert Munson, Bob Frank, John Swensson, Bud Fish, Jack Lyons, Don Rowe, John Higley, Denny Coll, and Rich Bunn. Of these Denny Coll served the longest and made by far the largest contribution. Denny became Scribe in September 1981²²¹ and served for 30 years. His last Class notes appeared in the January-March 2011 edition of *Assembly* and dealt with our 45th Reunion. Thanks to his great energy and outstanding effort, the Class received the latest information about classmates' achievements, moves, and experiences and knew what the Class as a whole was attempting to do whether marshaling support for a funeral or arranging the logistics of a post-game football get-together. Denny contributed significantly to the cohesiveness of the Class and the well being of our classmates.

Denny's task, as well as that of the other scribes, was not easy. For the December 1984 Class notes, he received a letter from Beth Simpson, Ed Simpson's daughter who was in the ninth grade. Beth wrote, "I know that you probably think it is a little strange to hear from the kid instead of the graduate, but my father wasn't going to write. So I thought I might." Beth reported that her father was "alive and well" and, as for his working in the Pentagon, he seemed to "like it most of the time."²²² Denny, as well as other Class scribes, sometimes received acknowledgments of classmates failing to keep the scribe informed. Bob Baldinger, for example, began one letter by saying, "I suppose everyone ought to contribute a letter once in 27 years...."²²³

In an age of rapid electronic change, Chuck Nichols ensured the Class remained connected. In 2011 he wrote: "I have maintained the class listserv for over 10 years along with the

class website on West-Point.org working closely with Denny Coll and now Rick Bunn to keep the class connected. I maintain a class database with all contact information for classmates, former classmates and next of kin. I work with Chuck McCloskey to track Memorial Articles for deceased classmates. I was responsible for getting the final Memorial Articles published for our Vietnam dead and created a memorial to them on the class website."²²⁴

Over the decades, we made a special effort to help our classmates in need. Long before e-mail and a Class website enhanced communications, we reached out to classmates who were in poor health, had financial difficulties, or faced other challenges. Tad Ono wrote, "No doubt Rollie [Stichweh] was the best all around athlete in our class, but what I perhaps admire the most about Rollie is how he has been such a good friend to so many--Parcells, Lewis, Hall, Kantor, Vogel and Zadel, to whom Rollie has given every measure of true friendship, including arranging and carrying out the details of their memorial services. I will never forget Don [Parcells] telling me how Rollie just moved in and took care of all his needs when he was afflicted with brain tumor 'just like a brother'.²²⁵ Other examples abound. The support for Mike Thompson by Ralph Asplund was the natural outgrowth of the bond we have as classmates. Bob Harter organized efforts to support John Alger in his last year of life, after John returned to Washington. Mike Watson became the leading individual in getting John to medical appointments, as well as supporting John's other needs. Similarly, Larry Neal was a mainstay for Frank O'Brien and his family as Frank's condition worsened. Gene Manghi, Russ Campbell, and Tom Abraham provided much support to Jack Terry during his long stay in the Castle Point VA Hospital. And then there was Ric Shinseki who, despite a very busy schedule, was frequently present for a Classmate's funeral. In the case of Don Kurtz, among others, Ric gave a superb eulogy, which inspired those present, especially family members.

Following our 40th Reunion, our President (Clair Gill) and other Class leaders emphasized "Taking Care of Others." We had helped classmates in the past, but as we passed the milestone of 60 and approached 70, the need became greater. With the availability of new electronic communications, thanks to the efforts of Chuck Nichols, we learned more quickly when a classmate or classmate's wife or family member was seriously ill or had passed away or when a classmate faced another type of serious challenge. As Scribe, Rick Bunn was able to improve upon

the efforts of Denny Coll in finding a Class lead (or POC) to make contact with the classmates or family concerned so that Class support could be coordinated. In addition, Rick and Skip O'Donnell put together an SOP to help POCs focus on certain aspects of funeral coordination that might not be obvious at first. The AOG assisted by improving their notification system. We did not have to await the next issue of *Assembly* to find out about a loss or a tragedy.

As we aged, messages with bad news came more frequently and sometimes dominated the information sent by our Class scribe. Receiving notification almost immediately after a sad event contrasted sharply with our often receiving information woefully late during our younger years. Having lived through an earlier era where we rarely were up-to-date on our classmates' health and situation, we greatly appreciated the enhanced communications. The inevitable funerals proved to be occasions on which we remembered our departed friends and said our final goodbyes. In the course of such events, some of the steps we took were small but nonetheless significant. On one occasion, following Bob Huffhines' burial at the West Point cemetery, his widow Dolores went to the Cadet Chapel with one of Bob's closest friends and with several classmates. Gene Manghi, who was accompanying them, spoke to the Chapel's organist, who offered to show them the best qualities of the organ. The organist played two songs, one rather traditional, and then he opened up the full range of the organ for a spectacular rendition of "Amazing Grace." Dolores was overwhelmed and was deeply grateful for a wonderful end to a long and difficult day.²²⁶

We also reached out to the children of our classmates. Laurel Dalrymple, the daughter of Ladd Metzner, came to our 40th Reunion, and she later wrote a letter to the President of the West Point Association of Graduates (WPAOG). In that letter she said: "My dad was a '65 grad who suffered from PTSD after Vietnam. Growing up, he was distant and struggled with alcohol/drug abuse and he died young at age 46 leaving my mother and me with very little to go on. I grew up bitter, but by some MIRACLE 40 years later (which was facilitated by the WPAOG), the class of '65 took me in and it was only then that I came to understand, forgive my father and be at peace. They (unknowingly) also helped me cope with the fallout from 9/11 and witnessing the Pentagon attack. I cannot begin to describe how impressed I was by the men of this class. I have never met kinder, stronger and more caring individuals, with such a sense of solidarity, particularly Fred Smith, who took me in like

family. For that weekend, he was the best 'father' I could have imagined. This was in 2005 (40th reunion) and I still remain speechless about what I witnessed that weekend. And ever so grateful for this group of men who truly know the meaning of duty, honor and country and live it in their everyday lives."²²⁷

ARMY SPORTS HALL OF FAME

The induction of our classmates into the Army Sports Hall of Fame provided another opportunity for celebration. By September 2013, the Class of 1965 had three classmates inducted: Walt Oehrlein, Rollie Stichweh, and José González. With a total of 99 individuals in the Army Sports Hall of Fame, we joined seven other classes with three classmates in the Hall of Fame (1947, 1956, 1961, 1978, 1984, 1986, and 1996). Only the Class of 1949 had four members.²²⁸

Walt Oehrlein was inducted into the Army Sports Hall of Fame in 2006, and as such he was the first member of our Class to receive this honor.²²⁹ Walt is especially proud that his brother Rich (Class of 1964) was inducted at the same time. Walt is the only player from the Military Academy, Naval Academy, or Air Force Academy to win the National Intercollegiate Squash individual championship. A two-sport star, he won three varsity letters each in squash and tennis and led Army to a national team runner-up finish in squash in 1965. Over his three seasons with the varsity squash team, Army posted a 32-9 record and won three successive victories over Navy. Walt also was captain of the tennis team during his First Class year; the team compiled a three-year winning record of 40-8 and beat Navy all three of his varsity years. He was the finalist in the 1964 Eastern Tennis Intercollegiates held at Colgate. Additionally, Walt played in the NCAA Tennis Tournament in singles and doubles in both 1963 and 1964. In the 1963 tournament, which was held at Princeton, he partnered with his brother. In the 1964 tournament, which was held at Michigan State, he and classmate Paul Kantrowich lost to International Tennis Hall-of-Famers Arthur Ashe and Charles Pasarell. Walt was inducted into the College Squash Association Hall of Fame in 1998 and served for three years as the men's tennis coach at the Air Force Academy.²³⁰

The induction banquet for the Army Sports Hall of Fame in 2006 was held in Eisenhower Hall, and Walt noted, "For me it was my highest honor that will remain with me always. I was so proud and fervently appreciate being selected to this special group." He added: "I still have the piece I jotted down for that weekend's stage: 'We brothers, as partners through-out our

racquet careers, share an over and beyond pride and appreciation in being selected. Team Oehrlein wishes to pay special tribute to our parents, German immigrants during the depression years, for providing the setting allowing us the path to West Point. We also reflect on the unique chemistry and bond shared by our 9 man squash teams and 6 singles/3 doubles tennis squads that brought out the very best in everyone. Above all, representing the U.S. Military Academy was the ultimate honor and privilege, always guided by the mission of our revered institution.'" Walt concluded, "My brother and I will continue to sing 'On Brave Old Army Team' every day of our lives!!!"²³¹

Rollie Stichweh was inducted into the Army Sports Hall of Fame in September 2012. For many years Rollie held Army's single season record for running and passing by a quarterback, something that definitely merited special recognition. We remember him best of all for his especially important role in the 1963 and 1964 games against Navy. In the 1963 game he almost engineered a victory against Navy. With Army on the two-yard line only seconds before the end of the game, however, a blind referee refused to allow Rollie's request for an official time-out to clear the end-zone of spectators, and Army suffered a very disappointing loss. The 1964 game ended differently. With Rollie as their leader, the team played their hearts out and gained an 11-8 victory.²³² Because of his role in this victory, his selection to the Army Sports Hall of Game struck a special chord with the Class. In an e-mail to Rollie, Tom Kovach wrote: "Well deserved although somewhat overdue considering that in 1964 you arguably engineered the greatest Army Team victory over any Navy team on any field of friendly strife in the history of the Academy."²³³

In a letter supporting Rollie's selection for the Army Sports Hall of Fame, Roger Staubach, former Navy and Dallas Cowboys quarterback, wrote: "I had a chance to play against Rollie during my years at the Naval Academy and with him in an All Star game. He was one fantastic athlete. In the 1963 Army-Navy game, Navy was ahead 21 to 7 and Rollie controlled the whole fourth quarter and almost pulled off an upset. I was watching on the sidelines with Coach Hardin and he said to me, 'when we get the ball back, this is what we're going to do.' I told him I didn't think we were going to get the ball back. Time ran out with Army on the Navy two yard line. The final score was Navy 21, Army 15. Rollie took over the game in 1964 and beat us. I was later quoted: 'I think Rollie Stichweh, besides being a terrific person, was one of the best football players and

athletes I ever saw--without a doubt he could have been an outstanding pro.' Rollie deserves to be inducted to the Army Hall of Fame, not only for his outstanding character and Army football record, but also his service in Vietnam, exceptional business career, West Point Association of Graduates Leadership positions and distinguished community service."²³⁴

José González was inducted into the Army Sports Hall of Fame in September 2013. He was a three-time All-America selection as a member of the men's soccer team, a second-team choice in 1962 and 1963 and an honorable mention selection in 1964. Only two other players in Army men's soccer history have been selected for All-American honors three times. In his three years with Army soccer, José helped Army enter the NCAA Final Four two times and to post a 28-7-2 record.²³⁵ In a letter nominating José for the Army Sports Hall of Fame, Tom Fergusson emphasized that José was "one of the greatest players in the 92 consecutive seasons that West Point has fielded a men's varsity soccer team for intercollegiate competition (1921-2013)."²³⁶

Tom wrote: "Through his brilliant individual performance during his junior year in 1963, scoring five goals and assisting on seven others, and unselfish team play, leading a relentless cadet attack and inspiring his teammates to play to their highest potential, José played a crucial role in Army's undefeated regular season (10-0), including a stunning 3-2 upset victory on the road in overtime over highly ranked Maryland...." At the end of that regular season Army received its first ever invitation to the NCAA Soccer Tournament and reached the final four. Tom continued: "As a senior in the fall of 1964, José was the offensive engine of an explosive, high-scoring Army team which averaged over five goals per game and finished the season at 9-3-1, once again advancing to the NCAA national semifinals where Army dominated Michigan State throughout the game before bowing to the Spartans in overtime."²³⁷

AFFILIATION AND PROFESSIONAL MILITARY ETHICS

Other opportunities to get together centered around our affiliation with the Class of 2015. We remembered the Class of 1915 very clearly because many members of that distinguished class came to June Week in our graduation year, and we welcomed the opportunity to have the Class of 2015 remember us in a similar manner. Pat Kenny wrote: "While it may be difficult to believe, or maybe accept, that it has been 50 years since we joined the Long Gray Line, it gives us the opportunity to continue to serve our alma mater and recharge our enthusiasm

through the Affiliation Program, linking us to the class that will graduate 50 years after we did. Our association with the Class of 2015 through the Affiliation Program kicked off this summer [2011] in fine fashion with our sponsorship of the R-Day reception in Eisenhower Hall for the families of the entering cadets. The main objective of the reception was to reassure the families that their sons and daughters would be in good hands. It was not only an excellent event for the families but so uplifting for the hosts."²³⁸ Russ Campbell participated in the reception and said that it "was the most connecting and rewarding West Point experience that I have had in a long time. It is hard to express the feelings to be at the beginning of the new cadets' West Point lives and those of their family and friends. But, there we were 50 years later from our own 'R-Day' welcoming the class of 2015 and their families. It was fun, it was emotional, and it was uplifting."²³⁹ Seventeen of our classmates and their wives participated.

As part of the affiliation program about 25 of our classmates participated in the March Back (known to us as the Plebe Hike) and the conclusion of Cadet Basic Training (known to us as Beast Barracks).²⁴⁰ Roger Frydrychowski described the 12-mile March Back, which began with the first marching units crossing the line of departure at 0330 hours. He wrote: "The trek was tough but I stayed up with my platoon and had some nice conversations with new cadets about their lives and ambitions. I was very impressed with each one I spoke with. Their physical strength was obvious and their attitude was positive and appropriate as they were about to enter the Corps."²⁴¹ When the Corps of Cadets welcomed the Class of 2015 officially at the Acceptance Parade, the reviewing party included representatives from four affiliation classes including Clair Gill who was our representative. On July 26, 2012, at the end of Cadet Field Training (known to us as Camp Buckner), Clair Gill and Buddy Bucha presented the Class of 2015 its flag on behalf of our Class. An enthusiastic group of classmates attended the ceremony.²⁴² Buddy Bucha spoke to the entire Class of 2015 and concluded his presentation by saying: "Seek not rank, seek not riches, seek not accolades. Hope only that when your course is run, your classmates will gather and say 'Well done!'"²⁴³

We participated in other events with the Class of 2015. John Howell and Dan Donaghy, who had played a key role in designing and producing our Crest, represented the Class at the unveiling of 2015's Crest in April 2012.²⁴⁴ Ric Shinseki spoke at 2015's Affirmation Ceremony on August 18, 2013, and began his

speech by saying, "I speak for the entire Class [of 1965] when I say we are very proud of our affiliation with the Class of 2015." He added, "No one here, this evening, can predict the challenges and calls to duty you will face.... But they will come, uninvited, just as surely as they did for the Class of 1915, and also for my class. Can you prepare for the unknown? We have in the past, and you will, as well." He concluded, "How we all envy you, with so much potential and opportunity before you."²⁴⁵ The rings of five of our classmates (John Alger, Jerry Buckosky, Ladd Metzner, Karl Plotkin, and George Ruggles) and a piece from José Sanchez's ring were melted down and included in the gold used to make rings for the Class of 2015. In a special ceremony at the Pease and Curren Foundry in Rhode Island, the "ring melt" took place in February 2014. Jim Tomaswick attended the ceremony and reported, "The Class of 2015 leadership was visibly moved and very pleased that they would carry in their rings the gold of the Class of 1965."²⁴⁶

Our participation in the Professional Military Ethics Education (PMEE) classes gave us additional opportunities to contribute not only to the Class of 2015 but also to other cadet classes. Cadets received about 72 hours of professional military ethic education (including Honor, Respect, and Officership) through a combination of small-group discussions and guest speakers. About a dozen or so volunteers from our Class assembled at West Point several times a year for some of these small-group meetings in which we discussed our personal experiences and perspectives. The goal was to help the cadets prepare themselves for a lifetime of choosing the "harder right over the easier wrong" and ultimately to have the moral courage and conviction to perform their duties as commissioned officers.²⁴⁷ Paul Schultz coordinated and led our classmates' participation in the PMEE classes. Dan Donaghy described his experience with the classes and concluded: "By the end of the day our relationship to the cadets has become less like grandfathers and more like fellow travelers on a long unique journey, pointing out some of the potential bumps to be avoided along the road."²⁴⁸

CONTRIBUTIONS THROUGH ASSOCIATION OF GRADUATES (AOG)

The bylaws of the Association of Graduates that became effective on October 20, 2010, state: "The Association shall be dedicated to furthering the ideals and promoting the welfare of the United States Military Academy, and to supporting and serving its graduates."²⁴⁹ Since our graduation, our classmates have contributed significantly to the AOG and its serving West Point

and its graduates. Our service has helped not only our Class but also all those classes that came before and after us.

For most of the decades after our graduation, the AOG was governed by a Board of Trustees with a President of the AOG and a full-time Executive Director. Seven classmates served on the Board of Trustees: Joe Anderson, Tom Barron, Denny Coll, Jim Conley, Harry Dermody, Art Hester, and Dave Kuhn. Beginning in the mid-1990s the governing structure of the AOG changed, and by 2010 the AOG had a governing structure with a Chair, Vice-Chair, President and CEO, Board of Directors (12 to 16 Directors), and Advisory Council (18 Advisors-at-Large, 18 Class Advisors, and 18 Society Advisors). Except for the President, who was an employee of the Association and selected by the Board of Directors, these positions were filled by volunteers who were elected in one way or the other. Four of our classmates who had served on the Board of Trustees (Joe Anderson, Tom Barron, Denny Coll, and Jim Conley) before the significant changes in structure were designated "Trustee Emeritus" in the new structure, but revisions to the AOG's bylaws by 2010 had changed their titles to "Advisor Emeritus." Those designated "Advisor Emeritus" were allowed to enjoy this title for life and could attend meetings of the Advisory Council which was created after 2005. Needless to say, their titles suggested the numerous contributions they had made over the long term to the AOG and the Military Academy.

Before and after the reorganization of the AOG, the AOG had numerous committees that had specific responsibilities. Examples of our classmates service on these committee's are Dave Kuhn, Bob Frank, Joe DeFrancisco, Harry Dermody, Denny Coll, José Sanchez, and Ross Wollen's service on the Alumni Support Committee; and Clair Gill, Art Hester, Tom Barron, Joe Anderson, Joe DeFrancisco, Harry Dermody, Rollie Stichweh, and Jim Conley's service on the Nominating Committee.

Of those classmates who were designated "Advisor Emeritus," Tom Barron's service suggests the wide range of their contributions. He wrote: "Trustee of the AOG, 1987-2005, Emeritus Trustee since 2005. Former Chair of the Finance Committee (c. 1997-2002), member of the Executive Committee, Development Committee, Major Giving Sub-Committee, and of various Distinguished Graduate and Thayer Award Committees over my 17 years on the Board. Currently a member of the AOG Development Committee."²⁵⁰ Tom added: "Chair of the Bicentennial Art Committee and of the Executive Committee for the Bicentennial for 11 years! 1991-2002. The major outcome of my work on the Bicentennial was the creation of what became the Lucas Center for

teaching in the West Point Museum. The project took (too) many years to develop, but in the end gained the support of the Class of 1954's 50th Reunion Gift which provided about \$2.3 million for construction and furnishing the space in the Museum."²⁵¹

Other classmates also made significant contributions. Dave Kuhn served two four-year terms as a Trustee of the AOG. Writing about his first term, he said: "I served on several committees but felt my greatest contribution was as a member of Alumni Center Committee charged with the planning and construction of Herbert Hall. As many of the members of the committee had no design or construction experience, it was a good use of my background and experience. I continued to serve on that committee even after I decided not to run for a Trustee position again. I also continued to serve on the West Point Civilian Scholarship Committee for several years." Writing about his second term as a Trustee, he said: "My most notable accomplishment was to get the Distinguished Graduate Committee to reconsider Coach 'K'[Mike Krzyzewski], who had initially been turned down as too recent a graduate. My argument was that he had amassed a record second only to Johnny Wooden and regardless of his age, he should be recognized now. Ultimately, the committee changed its mind. When it was decided that it would be desirable to reduce the actual number of Trustees and make the remainder Advisors, I resigned my position as Trustee to make the transition easier."²⁵²

To describe his service to the Association of Graduates, Joe DeFrancisco wrote: "President of the West Point Society of Washington, D.C. for at least 6 years; Vice President of the West Point Society of Washington, D.C. for 3 years; as such have supervised monetary contributions well in excess of \$100K to a variety of West Point activities; Director on the AOG Board; Chairman of the Thayer Award Committee, Chairman of the Ethics Committee, Chairman of the Nominations Committee. Participant in West Point Leaders Conference, Participant in the West Point Diversity Leaders Conference, Participant in West Point National Conference on Ethics in America. Member or leader of the Transition Team for three Superintendents."²⁵³

Rollie Stichweh served two terms on the Board of Trustees. He wrote: "Whether on the Board or not, my involvement in 'Board activities' has been largely continuous for some 40 years. Examples: Served as President of the West Point Society of New England for several years; served as Vice President of the West Point Society of New York; served on the Prep School committee, various fund-raising sub-committees; helped design the

compensation package for AOG President (Bob McClure); worked with Tom Barron and others on broader compensation/benefit issues affecting all AOG employees; acted as liaison for Dan [Christman] (Supe) with AOG regarding some athletic initiatives during his tour; and a number of additional ad hoc activities."

Rollie also made contributions in a variety of areas relating to the Office of the Director of Intercollegiate Athletics (ODIA). This included serving on Lieutenant General Buster Hagenbeck's Football Advisory Panel with Pete Dawkins, Coach "K" [Mike Krzyzewski], and others to identify "factors" necessary for a successful program. He also advised other Superintendents on a variety of ODIA programs and served on search committees for identifying candidates for Athletic Director and football coach.²⁵⁴

Harry Dermody made many contributions to the Class and to AOG. He served as a Class trustee for five years, was a member of the AOG nominating committee several times, and served on the Class Giving Committee for three years prior to assuming the Chairmanship. Fred Laughlin captured Harry's personality and contributions in a letter he wrote in March 2007 to the AOG: "In addition to his outstanding service to the AOG in general, he has been a diligent and tireless worker for our Class of 1965. As the Vice President [of the Class] over the last 10 years and the chief fund-raiser, he has played a monumental role in encouraging participation and contributions from our classmates. Remarkable still for one so clearly branded with fund-raising duties--his classmates actually like him! His good humor and noble work ethic are well known and his classmates respect his dedication to the Academy. They even return his calls. Harry has modeled the behavior that he expects from all of us and the results that he has achieved in fund-raising are ample testimony to his effectiveness. We in '65 have come to accept that if Harry's on the case, it will get done."²⁵⁵ Rick Bunn echoed all of our sentiments when he wrote, "No one loved our Alma Mater and our Class or worked harder for them than Harry."²⁵⁶

ALUMNI CONTRIBUTIONS

Other classmates made contributions to the Military Academy in a wide variety of ways. Ed Foehl donated funds for a group of cadets to do a Staff Ride of the Normandy campaign of 1944.²⁵⁷ Ross Wollen contributed to the Military Academy's celebration of its Bicentennial by providing funds for the Department of History to present a conference entitled "Thomas Jefferson's Military Academy." Some of us have served as president of our local West

Point Society. Sonny Ray, for example, served as the president in Nashville, Zig Roebuck in Huntsville, and Bruce Hulin in West Palm Beach.²⁵⁸ Mike Huston served for six years on the Board of the West Point Society of Indiana and was President for two years.²⁵⁹ Several classmates gave presentations to the Corps of Cadets that emphasized the ideals of the Military Academy. When the Class of 1995 celebrated its 100th Night, Joe DeFrancisco was the banquet speaker.²⁶⁰ Joe Anderson was the guest speaker in 2000 at the annual Henry O. Flipper dinner that celebrates the legacy of the first African American USMA graduate.²⁶¹ In 1986 Buddy Bucha addressed the Corps of Cadets and used Honor to tie the Long Gray Line to the Corps. At the end of Buddy's presentation the cadets stood and spontaneously repeated the words to *The Corps*.²⁶²

The West Point Alumni Glee Club, which was founded in the Fall of 2007, proved to be one of the most enjoyable ways of contributing not only to the Military Academy but also to our veterans and our nation. Terry Ryan and Jim Ferguson were two of the co-founders. Another class-mate, Pete Linn, joined shortly after the organization was founded, and later, in 2013, Chuck Nichols joined as the Chief Sound Technician. Other classmates who sang with the Alumni Glee Club were Steve Davis and John Pickler. Terry Ryan wrote about his experiences in the Alumni Glee Club and said, "It has been not only an opportunity to sing patriotic and inspirational music for veterans, servicemen and their families, but also an opportunity to build upon the value of music as an important facet of the warrior spirit."²⁶³ Jim Ferguson added, "Our motto continues to be 'No Fun Without Music; No Music Without Fun.'"²⁶⁴

Beginning with about 25 and growing to some 55 members, the Alumni Glee Club gave about 35 to 40 performances year. These performances ranged from singing at funerals for fallen graduates, to supporting Founders' Days events, to supporting veterans events. Highlights include annual joint concerts with the Cadet Glee Club, alternating between West Point and the DC area; commemoration of the 150th Anniversary of Lincoln's Address at Gettysburg; American Image Awards on the USS Intrepid in New York City in support of the Wounded Warrior Project; and the kick-off gala for the newly-relocated National College Football Hall of Fame in Atlanta. All proceeds earned from honoraria, sales of recordings, and donations were used to cover operating expenses and either to make contributions to the Cadet Glee Club or to support performances for service members, veterans, and their families.

One of the songs sung frequently by the Alumni Glee Club was written by Dave Mastran. Initially titled, "Clarion Call," the song evolved into "The Long Gray Line" and became a musical gift to our Alma Mater.²⁶⁵ After the "Clarion Call" was arranged for an orchestra and recorded, it was aired on YouTube. During the holidays of 2008, Dave, Fred Laughlin, and Terry Ryan met to discuss how the piece could be arranged for the West Point Alumni Glee Club. With initial lyrics from Fred, with other contributions to the lyrics from Nancy Ryan, Terry Ryan, John Swensson, Steve Davis, Duncan MacVicar, John Pickler, and Jim Ferguson, with significant assistance from the Musical Director and Executive Producer of the Alumni Glee Club, and with the idea of a roll call of names of famous West Point graduates during the orchestral interlude midway in the song, the song "The Long Gray Line" emerged and subsequently was recorded by the Alumni Glee Club. Jim Ferguson was the soloist. Terry Ryan emphasized the "difficult challenge" of identifying "ONLY" 20 members from among over 65,000 graduates "who could by their deeds and name recognition, provide examples of the contributions of the Long Gray Line, through 200 plus years of its existence."²⁶⁶

Ross Wollen's contribution to West Point came from his "historical mindedness." As a cadet, he got President Eisenhower to send a telegram exhorting the football team to achieve victory over the Navy's football team in 1964, our First Class year. A copy of that telegram became a permanent part of the Class's display in the entryway to the Arvin Center. He also produced a Memorial Print for the Class's 40th reunion. The print focused on the Class's gift of the Thayer Walk Forum and its gift of the new entryway to Arvin Center. And it included other images important to the Class such as Bob Arvin as a lieutenant, the Southeast Asia Memorial, and the Vietnam portion of the West Point cemetery. Naming the artwork "Strength and Drive," the artist Paul Martin wrote, "It is my wish for 'Strength And Drive' to pay fitting tribute to this extraordinary Class, and all their accomplishments in the service of our country."²⁶⁷ The print included an artist's proof edition signed by Buddy Bucha, Bob Jones, Ric Shinseki, and Dan Christman who were, respectively, Medal of Honor recipient, former Prisoner of War, U.S. Army Chief of Staff, and Superintendent of the Military Academy. Ross also became the "champion" of the Class tree. When the new library was built, the tree was within the footprint of the new building and had to be removed. Since the tree predated our arrival as plebes at West Point, Ross tried to have the tree moved and preserved, and when that failed, he lobbied to have a tree near

the Forum designated as our class tree but that effort also failed.²⁶⁸ Meanwhile, the stone marker with the brass plate with "1965" was placed in storage somewhere at West Point.²⁶⁹ Some years later Bob Frank succeeded in getting a tree near the Forum designated as our Class tree and having the stone marker placed near it.

RECOGNITION AS DISTINGUISHED GRADUATES

Four of our classmates were recognized as "Distinguished Graduates": Ric Shinseki in May 2009;²⁷⁰ Dan Christman in May 2010;²⁷¹ Joe DeFranciso in May 2013; and Buddy Bucha in May 2014.²⁷² Joe wrote: "Being selected as a Distinguished Graduate [DG] is a singular honor that I value very highly. In my mind it is as much a class as it is an individual honor. The Class of 65 is lucky to have a Class Committee with the interest and drive to select viable candidates and spend the considerable time and effort necessary to develop competitive packages for those candidates. There are hundreds of graduates, including many in our class, who are worthy of the DG designation. A much smaller number of graduates have been fortunate enough to have occupied high visibility and recognizable positions which are attractive to a DG selection committee. Our Class Committee has demonstrated that they understand the process and are willing to expend the energy it takes to produce successful candidates. For me, being selected by our Class to represent our Class will always be more satisfying than the actual DG recognition."²⁷³

In nominating Buddy Bucha as a Distinguished Graduate, our Class's leaders wrote: "The Class of 1965 knows of no other citizen-soldier who has worked harder or longer for the good of American military personnel and veterans throughout our nation and earned such uniformly immense respect." Among those writing letters of recommendation for Buddy's nomination was General Ray Odierno, Chief of Staff of the Army, who said: "For the past 20 plus years he [Buddy] has devoted significant time on a regular basis to identifying solutions and assistance for our returning soldiers. I know of no other civilian who has been as involved." Other well-known leaders highlighted Buddy's contributions to the Fisher House Foundation, Intrepid Fallen Heroes Fund, Gold Star Mothers and families, and Connecticut Public Broadcasting's effort to start a training center for veterans returning from Iraq and Afghanistan. Buddy also served as chair of the Department of Labor's Advisory Committee on Veterans Employment Training and Employer Outreach, as well as President of the Medal of Honor Society. Ric Shinseki wrote: "Buddy Bucha's legacy of

selfless service to Soldiers, the Army, West Point, to his community, and to the Nation is a profile in Duty, Honor, Country." ²⁷⁴

We were very, very proud of our classmates who were recognized as Distinguished Graduates.

OUR WIVES, OUR LADIES, OUR BEST FRIENDS

Many of our wives shared the West Point experience with us and had good friends among our classmates and our classmates' wives. In the preparation for our 45th reunion, Tom Kovach assembled a list with the names of 86 classmates who had been married for 45 years. In sending the list to us, Tom qualified the results by saying the list included only the names of classmates who had responded to a question about those celebrating their 45th wedding anniversary. Hence the list undoubtedly did not include the names of all those married for 45 years. Yet, after 45 years, at least 86 of us were still married to the lovely ladies we married shortly after graduation.

Some of our wives had known our classmates and their wives for decades. They had met other future wives while dating their husbands-to-be, and they had met our classmates and their wives in different military assignments. Chuck McCloskey wrote: "My first assignment after returning from Korea and getting married, was to Ft. Stewart, Georgia, for flight school. My bride Rosemary and I drove into Hinesville, Georgia, the closest town to Ft. Stewart, not knowing anyone, where we would live, etc. I happened to run into José Sanchez who invited us to dinner at their home. José was in the class ahead of mine and thus was a veteran of a month or so at Ft. Stewart. The memorable part of the dinner was that José and Nancy only had two sets of eating utensils. Rosemary said 'No problem' and got our good silverware out of the car. So we had our welcome to Ft. Stewart banquet with good friends on everyday dishes and wedding-present silverware. We also shared space during the visit with the Sanchez's dog, Charley, a full-sized great Dane." ²⁷⁵

The friendships established at West Point and in the following years often became family friendships. John Harrington wrote: "One day, I happened to see an old roomie, Jim Kelly. I was doing my utilization tour at the Air Defense School (Armor officer at ADA School, go figure) and Jim, an ADA officer, was doing his after his grad school in Florida. Jim and I got together, the wives met and it turned out that we had lots in common including kids the same age. That started a close relationship that has continued to this day. We both went to

CGSC and then to the same division in Germany where we got together often. We went skiing in the Alps a couple of times and the wives took the kids traveling around Europe in an old VW camper when Jim and I went off to Graf[enwoehr] and Hohenfels on those extended field trips we went on about once a quarter. The girls had quite some adventures including auto breakdowns in Holland, letting the two little girls go off with a ski instructor while the boys went to a fancy ski school, and lots of adventures that we still talk about. We have continued to visit every now and then and talk via phone often."²⁷⁶

Our wives often assisted with preparation for Reunions, and they often welcomed as many old friends as we did. For example, Mary Kaye Salomone contributed to the 35th Reunion by helping with the jewelry and the lovely favors; each of us received an engraved money clip for the gentlemen and an engraved pendant for the ladies. She also made sure dance cards were available! At the 40th, wives, such as Izumi Yoshitani, Mary Frank, Sherry Ray, and Karen Ferguson, chose the favors or manned the welcoming desk at different reunions and, often behind the scene, kept events running smoothly.

BOB ARVIN

For many of us, the classmate who represents the best of the Class of 1965 and West Point is Bob Arvin. In honor of Bob and other members of the Class who were killed in the Vietnam conflict, we established the "Carl Robert Arvin Wrestling Award" and began presenting the award in 1985. Over the years several classmates, as well as Coach Leroy Alitz, presented the Arvin Award at the Awards Convocation. Among the classmates who presented the award were Dave Kuhn, Fred Laughlin, Dan Christman, Clair Gill, and Bob Doughty. Tom Abraham presented the award several times and sent a message to the Class about the ceremony in May 2012. He wrote: "I had a very enjoyable 60-90 minutes at lunch to talk to this year's awardee, James (Jimmy) Rafferty, and his family. Jimmy hails from Haddon Heights, New Jersey. He was a cadet Captain, studied in International and Comparative Legal Studies, was a First Class Club Representative, and was commissioned in the Infantry. He was co-captain of the wrestling team and a National Wrestling Coaches Association Academic All-American. Jimmy placed in the Easterns and qualified for Nationals. This is an outstanding young American, as have been all of the cadets I have met in the past few years. My experience has led me to a conclusion. We always heard that West Pointers were the 'cream of the crop'. But now I realize that

America's Treasure graduates from West Point every year. I talked to Jimmy and his family at length about Bob Arvin the cadet, the wrestler, and the soldier. I gave him a copy of Bob's Silver Star citations. He asked me a question: 'How do you become a leader in combat? Are you born with it or do you learn it?' I gave him the Abraham version of combat leadership. I doubt that any of you would disagree with what I told him."²⁷⁷

In June 2002 the VFW post in Ypsilanti, Michigan, honored the life of Bob Arvin by naming the post after him.²⁷⁸ At the formal ceremony, Fred Laughlin gave the dedication speech.²⁷⁹ Joined by about 15 classmates, as well as Bob's widow Merry Lynn, Fred spoke from his heart about Bob's character, the meaning of his life and the significance of Ypsilanti's recognizing Bob's achievements and sacrifice. In his presentation Fred quoted something that Dan Christman had written: "The founding fathers who established this national treasure [at West Point]-- Washington, Adams, Jefferson--envisioned graduates exactly like Bob Arvin who would become the professional leaders of the best military in the world. Bob's attributes reflected the finest traditions of the 'Long Gray Line.' We miss him greatly. But Bob Arvin will continue to inspire future generations of military leaders, long after his death, because of the excellence of the life he led while on this earth."

Fred also reminded the audience what President Kennedy had said about the passing of the "torch" to a "new generation of Americans" who were "unwilling" to permit the undoing of human rights "to which this nation has always been committed." Fred then said: "As President Kennedy's new generation, we in the Class of '65 have helped carry the torch into the third millennium and on to the next generation. If the flame on the torch burns as brightly today as it did 40 years ago, it will do so for several reasons, not least because of the model set by the Greatest Generation, particularly you veterans who went before us. It will also burn brighter for having standards set by leaders and friends like Bob Arvin. With the action you are taking today, you people of his beloved hometown have honored Bob's memory, his family, his country, his class, and particularly yourselves. Please accept our congratulations on your action and our gratitude for allowing us to be a part of this memorable occasion."²⁸⁰

The Ypsilanti VFW post established a Bob Arvin Memorial Fund to recognize and encourage young men and women in Ypsilanti. Art Hester and Chuck Moseley spearheaded the effort. Art noted: "Since 2004, I have been a member of the Board of Directors of

the Arvin Foundation." He wrote: "In 2004, I and other members of the VFW, established the Arvin Foundation to award scholarships to local high school graduates who have demonstrated academic excellence, leadership ability and community service in the manner exemplified by Bob. Since 2004, the Foundation has awarded \$60,200 to 65 graduates of Ypsilanti area high schools in Bob's name and memory. These scholarships are given each year in June at an awards banquet....."²⁸¹ Joe Anderson, Chuck Moseley, Clair Gill, Dan Christman, Ric Shinseki and Buddy Bucha have served as guest speakers at the banquet, and each has emphasized the outstanding qualities of Bob Arvin.

As Fred suggested in the dedication ceremony for the Ypsilanti VFW, our classmates have helped carry the torch of Duty, Honor, Country into the third millennium, and when we gather for reunions or other occasions, we honor the lives and contributions not only of Bob Arvin but also of other classmates who have helped the torch burn brighter. For us, the Long Gray Line is real and represents our own and our nation's highest ideals. And "Hail Alma Mater Dear" is far more than the beginning words of a simple song.

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 2. Jim Golden, Class History Form, p. 2.
 3. Ben Whitehouse, Class History Form, p. 3.
 4. Pete Becker, Class History Form, p. 3.
 5. Bob Doughty, Statement, 1 October 2013.
 6. John Wattendorf, E-mail, Class History Form, p. 14.
 7. Class of 1965, Staff and Faculty at USMA, 10 April 2001, Class of 1965 Papers, USMA Special Collections.
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 9. John Concannon, Class History Form, p. 7.
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 11. Jack Lyons, Class History Form, pp. 3-4.
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