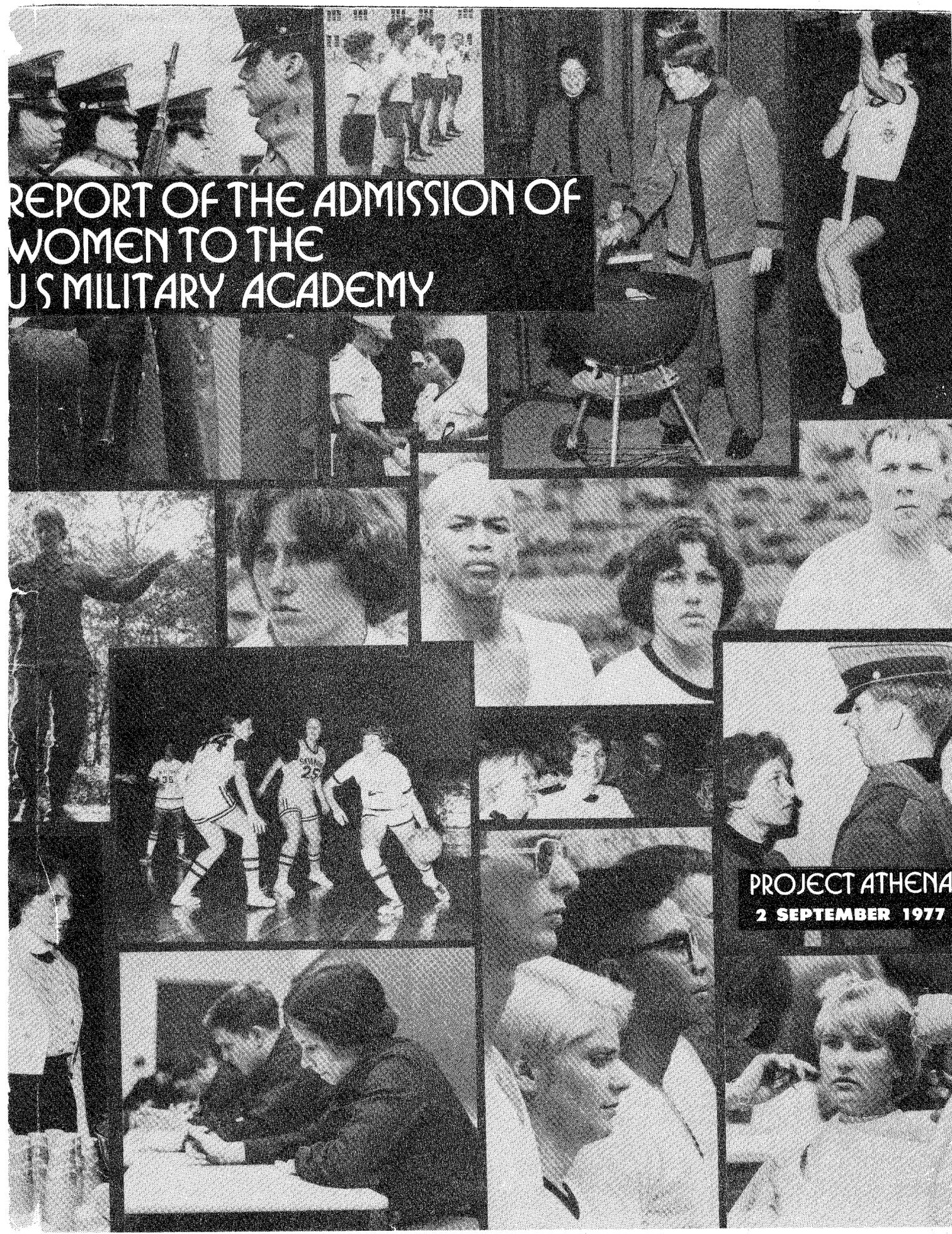


REPORT OF THE ADMISSION OF WOMEN TO THE U S MILITARY ACADEMY



PROJECT ATHENA
2 SEPTEMBER 1977

Report of the Admission of
Women to the U.S. Military Academy
(Project Athena)

by

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NOTE: Any conclusions in this report are not to be construed as official U.S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

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Abstract

Report on the Admission of Women to the U.S. Military Academy

This report provides a comprehensive, systematic summary of the significant actions taken from the period June 1975 to June 1977 to integrate women into the U.S. Military Academy (USMA). Included are summaries of research conducted to understand and evaluate specific aspects of the integration process.

The report is organized into the following time periods: pre-admission phase; cadet basic training (CBT); and the initial academic year. Data on characteristics of cadets in the Class of 1980, attrition rates, performance of cadets in academic, physical and military training, attitudes and adjustment problems of men and women to USMA are provided.

Conclusions and recommendations are made in the report as well as a future forecast. The researchers conclude that women are being effectively integrated into West Point, due to the ability and motivation of the young women who entered and the commitment of the institution to that goal.

Women at West Point: A Summary

The purpose of this report is to review the significant events of the first year of women at West Point and summarize the results of Project Athena research. The project has been on-going for eighteen months and has been conducted by researchers from the U.S. Military Academy and the Army Research Institute. Data on characteristics of entering cadets, resignation rates, performance of cadets in academics, physical and military training, attitudes, and adjustment problems of men and women are presented.

On 7 October 1975, President Ford signed into law public law 94-106, an amendment to which authorized women's admissions to the service academies. Prior to the passage of the law, the Army's position was that the primary purpose of the academy was to develop combat arms leaders and that since women were excluded from combat assignments, admitting women to the academy was incongruent with its mission.

Arguments of those in favor of the change centered on the issue of equal opportunity and of women being provided educational opportunities available to men. In addition, proponents cited precedent which existed at the academy for graduates to be commissioned in non-combat arms. Finally, the expanding role and utilization of women in the service argued in favor of women's admission.

West Point's philosophy to integrate women was based on the precise wording of the law. Academy officials were committed to challenging women

to their utmost and including women in all phases of cadet life and training. Since the law dictated that "only minimum essential adjustments be made in existing standards to integrate women, and that these adjustments be based on physiological differences between the sexes", USMA planned few changes to its traditional program.

Among the more significant aspects of the pre-admission phase were the following: several research projects were designed and conducted to systematically examine physiological and attitudinal differences between the sexes; prominent consultants and guest lecturers were invited to address cadet and faculty audiences on topics related to women; USMA increased the number of women officers assigned to the Academy; and USMA decided to integrate women into the cadet barracks.

On 7 July 1976, 119 women entered USMA with the Class of 1980. Research found more similarities than differences existed between these young men and women. Both came to the academy for similar reasons, were similar in their commitment to a military career, and possessed academic, athletic, and leadership skills. Areas where significant differences were found to exist were in their physical aptitude and in their general attitudes toward the role of women in society. Women tended to hold quite different views toward sex roles, marriage, childbearing, and the prospect of being in a coeducational environment.

During July and August, men and women went through all phases of Cadet Basic Training (CBT) together. By and large, they performed similarly in most

phases of training, with the exception of physical training and physical aspects of military training. Although instructors made some adjustments for women to compete with men in physical training, i.e. women carried the lighter M-16 rifle in lieu of the M-14 on reveille runs, these changes were minimal and the essentially one-track program pushed women (and some men) beyond their limits. As a result, women tended to endure more failure experiences, as well as more fatigue and fatigue-related injuries.

In addition, a higher percentage of women tended to voluntarily resign the first summer, sixteen percent as compared with ten percent for the men. Cadet counselors noted that both sexes cited similar reasons for leaving, with dislike of military discipline and regimentation being the reason most frequently given.

During the academic year, men and women have again performed similarly in most areas of cadet life. In academic subjects, the top woman finished 44th in her class and 23% of the women (as compared to 30% of the men) made the Dean's list. In physical education, women took courses in self-defense in lieu of traditional courses in boxing and wrestling. Women were evaluated on separate grading scales on such events as the 2-mile run, obstacle course, and physical aptitude exams. Separate grading scales were required since relatively few women would have passed when evaluated on men's scales.

An analysis of the conduct (or demerit) system revealed that cadets in integrated companies tended to receive slightly more demerits than cadets in

segregated units, but that men and women appeared to receive similar numbers of demerits.

Semi-annually, upperclass cadets and tactical officers rate other cadets on their leadership ability. The ratings are conducted as part of the "leadership evaluation system" at USMA. In these ratings, women tended to have been rated lower than men in their class. Future analysis into this aspect of the system is planned.

During the year, women have continued to resign at a slightly higher rate than men. As of 6 July 1977, 33 of the original 119 women to enter have voluntarily resigned for an attrition rate of 28 percent. 309 of the original 1366 men have resigned for an attrition rate of 23 percent.

Women who entered USMA participated in more extracurricular clubs in high school than their male counterparts. Women joined 46 of the 80 clubs at USMA.

Although women were integrated into the barracks with relatively few problems, a number of other attitudinal problems surfaced this first year. Many cadets continue to hold negative attitudes toward women being admitted. Research as of April 1977 indicates that upperclassmen assigned to companies without women tend to hold the most negative attitudes. Several reasons are offered to explain this: (1) a persisting belief that women do not belong in military academies; (2) an awareness that the academy's top leadership originally opposed the admission of women; (3) a perception that USMA officials have "overreacted" to the change as evidenced by the amount of time

devoted to lectures , surveys , and briefings on the subject; and (4) a widespread perception among both men and women , that women received "inequitable treatment" as plebes by other cadets and officers . Men cite instances of women being dated by upperclassmen (a regulations offense at USMA) and of women being sponsored by officer's families anxious to meet the pioneer women . Women cite instances of exceptionally harsh conditions , as exemplified by having been the target of rumors and jokes throughout the year . Perhaps the most difficult aspect of all has been the psychological affect of being physically integrated into the corps , but not having been fully accepted by many of their peers .

The authors conclude that at the end of the first year of coeducation at West Point , a number of positive features had emerged . In spite of its opposition to admitting women as cadets , it planned for them carefully and listened to carefully considered expert advice on how to do it . Because of its major commitment to athletic prowess , West Point pioneered in scientific analyses of physiological abilities of women . It discovered how to challenge women physically and push them to new levels of endurance . It was able to select and retain an academically and attitudinally talented group of women and give them the satisfaction of intramural and athletic teams , as well as academic training which was suited to their individual abilities . West Point had joined the mainstream of American coeducation , while retaining many of its distinctive qualities as an institution .

The researchers conclude that women are being effectively integrated into West Point due to the ability and motivation of the young women who entered and the commitment of the institution to that goal. Many cadets and officers, however, continue to disagree with the policy of admitting women to service academies. Facilitating the change process is the 3-4 year transgeneration which occurs at USMA as cadets graduate and officers rotate to new assignments.

Conclusions, recommendations, and a future forecast are provided in the report. Conclusions pertain to the following areas: billeting plan, physical exercise program, cadet attitudes, assignment of women officers to USMA, the leadership evaluation system, performance of cadets in academics, physical and military training, attrition rates, and a summary of changes stimulated by the admission of women.

The following issues are identified as potential problem areas in future years: physical standards and criteria used to evaluate female candidates, romantic relationships between cadets and their effect on authority structures, attrition of women from USMA and the Army, and the training of women.

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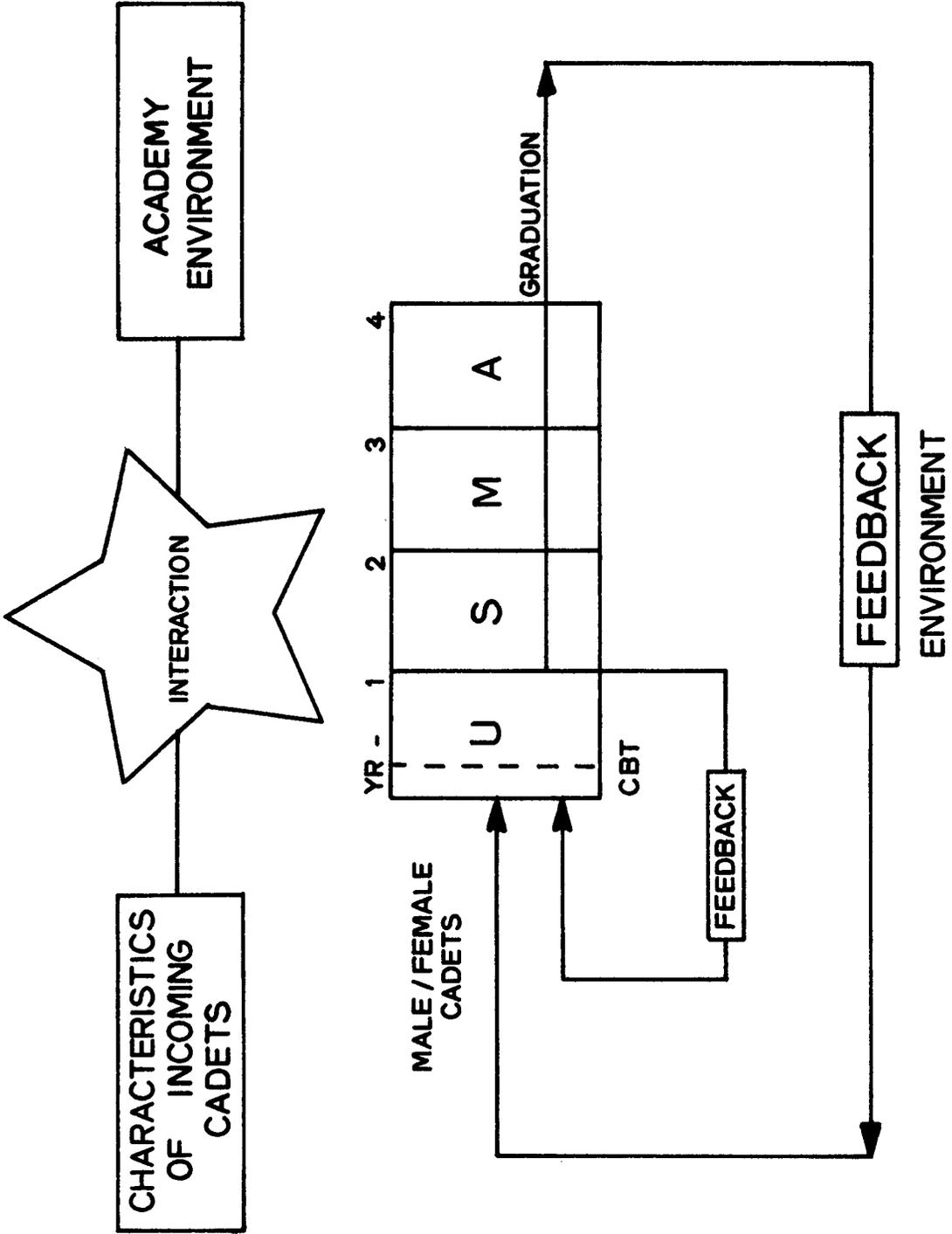
Introduction. The purpose of this report is to provide a comprehensive summary of the significant actions taken from the period June 1975 to June 1977 to integrate women into the U.S. Military Academy (USMA). Also included are summaries of research conducted into specific aspects of the integration process.

Research Design. In order to study this phenomenon, the researchers adopted an open-systems model as a conceptual guide to viewing the study. West Point was analyzed as an organization with inputs (incoming candidates), through-puts (activities designed to "educate, train, and motivate" cadets), and outputs (young men and women commissioned as Second Lieutenants in the Army). The model portrays USMA as part of a larger environment, to which it is responsive and upon which it is dependent. That environment not only includes the rest of the Army, but also American society at large with all of its many subgroups. (See Figure 1)

The researchers assumed that admitting women to West Point would produce an interaction between two sets of factors - those associated with the individual and those associated with the organization. The two global objectives of the research were to analyze the effect on individual cadets of entering USMA and the effect on the Academy of admitting individual female cadets.

FIGURE 1

USMA SYSTEMS MODEL



Several areas were identified a priori that would be critical to an analysis of the integration of women. These areas, include the following:

- a. Individual Adjustment: How do psychological factors mediate the performance and integration of cadets into the USMA environment?
- b. Attitudes: How do the attitudes of cadets toward women change over time and how do attitudes differ among subgroups in the USMA environment?
- c. Social Background Characteristics: What significant sex differences on entrance characteristics exist and how do cadets compare with undergraduates at other educational institutions?
- d. Individual Performance: How do women perform in comparison to men in traditional areas of cadet performance such as: academics, physical training, military training, peer evaluations, extra-curricular activities, and intercollegiate athletics?
- e. Attrition: What factors affect a female cadet's decision to voluntarily resign from West Point? How are these different from male cadets?
- f. Unit Performance and Leadership: What are the differences in performance and morale in units with and without women, and what is the effect of the presence of women on the leadership process?
- g. Institutional Reaction: What actions did West Point take to admit women and what modifications occurred once women had been admitted?

What follows is a report organized into the following time periods:

- (1) Pre-Admission Phase;
- (2) Cadet Basic Training (CBT), and
- (3) Initial

Academic Year. For each of these time periods, a narrative of significant events and research findings applicable to that time period is provided.

This research effort (Project Athena) is an on-going study and in some instances results represent preliminary findings. Brief references are included in order to inform the reader of more complete individual research reports written on the topic discussed.

Part I: Pre-Admission Phase

This section documents the legislative history of the issue of admitting women to West Point, the environment which women joined in July of 1976, and the profile of the women who came to USMA compared to the men in the Class of 1980.

A. Institutional Reaction

1. USMA Position Prior to the Law: From the time of the first Congressional action taken in 1972 to open the Military Academy to women until the final passage of the bill in 1975, West Point, the Department of the Army, and the Department of Defense were opposed to that change. This opposition asserted that service academies primarily existed to develop combat leaders and that since national policy precluded women from serving in combat units, there was no place for women at the academies. West Point's negative stance can best be understood in the words of its former Superintendent, Lieutenant General William Knowlton, as he addressed the Military Personnel Subcommittee in April of 1974:

"I therefore believe that admission of women to the Academy would seriously detract from the Academy's mission and hence, from the ability of the United States Army to insure the peace.

Because of the finite physical facilities at the Academy, any admission of women would necessarily reduce the number of male graduates. So long as women were not permitted to serve in combat roles or in combat units, the effect would be to decrease the number of exceptionally qualified, Regular Army career combat officers. The existence

of other sources of commissioned officers does not militate for a contrary conclusion since the purpose for the establishment of the Academy was to provide the nucleus for the Regular Army's combat officers. The Academy has in fact provided this nucleus, and its graduates continue to provide the ethos of the Army.

If, notwithstanding the disqualification of women for combat, they were nevertheless required to meet the demands of the Academy's present, combat-oriented curriculum, I would anticipate several adverse consequences. First, although some women could no doubt meet the physical rigors demanded, I would expect the dropout rate among females to be substantially higher than for males. Indeed, even as to those women who could meet the physical demands, the very fact of being required to engage in unpleasant physical activities in order to prepare for a combat role which they will never fill could well act to increase this dropout rate. Needless to say, any increase in the dropout rate among the Corps of Cadets, in addition to adversely affecting morale, could well seriously impede the Academy's mission. Second, it could well cause women who would otherwise choose an Army career to leave the Army for civilian pursuits, with obvious detrimental effects on this branch of service. Third, and not to be discounted, certain of the training can endanger the well-being of women cadets.

In the alternative, if the Academy were required by the Court to adopt a new educational philosophy and provide a different kind of program leading to commissioning for women, the Army and the nation would, in my professional judgment, be ill-served. It would be difficult to assign only women to these programs on the basis of their sex for legal, if not for policy, reasons; and many men not now admitted to the Academy because of disqualification for combat would have a legitimate claim for admittance. This would lessen the number of males being trained for careers as combat officers and would inevitably reduce the unity, morale, and efficiency of the Corps of Cadets.

The position of those in favor of admitting women was voiced by several members of Congress, to include Congressman Dante B. Fascell of Florida. His arguments were presented to the Military Personnel Subcommittee in June of 1974, and, in part, he said the following:

"At issue is whether we want the best qualified person admitted to our service academies, or whether we want the best qualified male. I say, we need the best qualified person.

H.R. 11276 would eliminate the exemption from the prohibition of sex discrimination provisions of the Education Amendments of 1972 which now exists for the service academies. Further, it would bring those sections of the U.S. Code relating to admission requirements at each of the academies in conformance with the non-discrimination policy.

The Congress has repeatedly affirmed that discrimination of any kind, including sex discrimination, is clearly wrong and a violation of basic Constitutional guarantees. The Congress and the federal government must continue the leadership role in breaking down the traditional sex barriers which still deny equal opportunities to women.

The purpose of the service academies is to train highly skilled and motivated officers for the armed forces who will rise to top leadership positions in the services. There is no reason that young women should not be given the opportunity to have this education benefit and to then serve as officers in the armed forces. The myth of the weaker sex has long been disproven, and I feel certain that there are many women in this country who could easily withstand the tough physical training undergone by our Army, Navy and Air Force cadets.

Until recently, women have had to pay for their own education and preparation for the armed services. Some progress has been made. The Reserve Officer

Training Corps scholarship program has recently been opened to women.

But this is not equality. Women should have the same opportunities as men for the outstanding training available at the service academies. And that means eliminating the current admission restrictions and opening up the academies to qualified women applicants.

The Department of Defense argues that the mission of the service academies is to train officers to fill combat positions, and that women are unsuited for such positions. This argument assumes, first, a need only for combat leadership which assumes a constant and perpetual state of combat -- assumptions I find inherently chilling. It also assumes that women are, somehow, not qualified for such responsibilities. The veracity of that assumption is being tested daily.

Women are increasingly proving that they are fully qualified to assume responsibilities formerly considered appropriate only for men. For example, police forces throughout the country are hiring a growing number of women. And those women are not restricted to desk jobs or "meter-maid" roles. They are trained in self-defense and criminal apprehension techniques and assigned to patrol duty just as their male counterparts.

Mr. Chairman, the nation's armed forces need the best possible personnel and leadership. Current admission policy effectively excludes half of the nation's potential officers. Not only is such a policy inequitable and discriminatory, but it is not in the best interest of our defense preparedness.

Our service academies provide an excellent--indeed the best--training ground for the future officers on whom our armed forces personnel and policy depend. We must make sure that the most capable and best qualified persons receive that training. And to make sure that happens, we must allow women applicants to compete for academy appointments."

In May of 1975, the House of Representatives voted 303 to 96 for the admission of women to the national service academies. In June of 1975, the Senate voted overwhelmingly by voice to admit women. On 7 October 1975, President Gerald Ford signed into law the Defense Appropriation Authorization Act of 1976 (Public Law 94-106) to which women's admissions to the academies had been attached as an amendment. The pertinent section of the law reads as follows:

"...The Secretaries of the Military Departments concerned shall take such action as may be necessary and appropriate to insure that (1) female individuals shall be eligible for appointment and admission to the service academy concerned, beginning with appointment to such academy for the class beginning in calendar year 1976, and (2) the academic and other relevant standards required for appointment, (admissions) training, graduation, and commissioning of female individuals shall be the same as those required for male individuals, except for those minimum essential adjustments in such standards required because of physiological differences between male and female individuals."

2. USMA Reaction After Passage of the Law: The overall philosophy adopted by USMA to admit women might best be described as strict interpretation of the law.

The mission of the U.S. Army was viewed as to fight and win land combat. The mission of West Point was to develop top quality soldier-leaders with an emphasis on combat leadership. Taking into consideration

the dictates of the law and current Army policy relating to women serving only in non-combat related positions, West Point adopted a one-track training philosophy. Under this philosophy women would share a common training experience with men, would be included in all phases of training, and would only undergo "equivalent training", or be evaluated on different standards than men, when valid evidence, based on physiological differences between the sexes, indicated a need. Academy officials considered that the combat exclusion to women could potentially be lifted over a female cadets four-years at USMA, and that even if it were not, combat training was central to any basic military education program, whether cadets would ultimately be commissioned in combat-arms branches or not. In addition, it was felt that part of the ethos, or special bond between USMA cadets, comes from undergoing a common, challenging educational and military training experience. This also dictated that men and women share a common experience.

In a letter to Academy alumni in the December '75 edition of the Assembly, the Superintendent, Lieutenant General Sidney B. Berry, outlined his personal philosophy on this issue:

"Women are coming to West Point. Since the House and the Senate approved the legislation last spring, we at West Point have worked positively, professionally and effectively to prepare for the admission of women. We have our orders, and it is our responsibility to implement them to the best of our ability. Since June, I personally have devoted more time, thought, energy and effort to preparing West Point for the admission of women than to any

other single matter. Our planning is now complete and has been approved by the Chief of Staff and Secretary of the Army. I am confident that our planning is sound.

The mission of the Military Academy remains intact: to educate and train top quality soldier-leaders for the United States Army. The Corps of Cadets will continue to be the unified, talented group of aspirant Army officers who have distinguished the Long Gray Line for more than 173 years. Since it is the will of Congress and the President, we are welcoming women candidates as we welcome men candidates to West Point. We expect to make this change smoothly and efficiently.

The law does provide for certain adjustments in some training because of physiological differences between men and women. Our basic philosophy is this: all cadets should undergo common training and education; there will be minimum necessary adjustments made for women cadets; where adjustments are appropriate, women cadets will undergo training equivalent to that of men cadets.

Our business at West Point is to serve the needs of the Regular Army officer corps. There are women in that corps. If the officer preparation at the Military Academy is important for the excellence of the Army, then women officers can benefit by West Point's education and training. The process of admitting women potentially expands the pool of qualified candidates--men and women--from which we select our outstanding cadets every year. This could raise the academic standards at West Point. Men and women cadets will learn to work together professionally and objectively--a good preparation for life in the Army, and, generally in American society."

In addition to the Superintendent's philosophy, the Commandant of Cadets, Brigadier General Walter F. Ulmer, outlined policy assumptions

related to the admission of women. In a January 1976 memo to commanders and directors, he wrote the following:

"Equivalent Training can be considered when:
A significant number of women cannot perform an activity due to physiological differences and it is obvious that repeated failure of the unaltered event will psychologically damage the motivated woman...

and

Mastery of the full scale version of the activity is not essential to the successful completion of military training...

and

The equivalent version provides essentially the same type of training experience as the unaltered version...

and

The equivalent version is considered by the trainers and by both men and women cadets as an acceptable modification."

Although USMA had prepared contingency plans years in advance for the potential admission of women, that planning was intensified in the spring of 1975. For the most part, that planning was conducted by members of the existing sections, staffs, and offices of the Military Academy. (See Inclosure 1) For a brief period of time early in the planning process an "ad-hoc coordinating committee" was formed within the Department of Tactics to facilitate the processing of information on the topic. This group was disbanded, however, prior to the admission of women--never to be reestablished.

Another characteristic of this planning phase was the frequent visits of numerous Department of the Army officials to monitor the planning stages. From 21-22 August 1975, the Deputy Chief of Staff for Personnel hosted an

in-process review of USMA planning. On 10 October 1975, the Chief of Staff was briefed on preparations for women, and on 17 October, the Secretary of the Army was briefed. From 28-29 January 1976, the Deputy Chief of Staff for Personnel held a second conference on the subject.

3. Role of Research in the Planning Process: Prior to the admission of women, research plans were made for the following reasons: (1) to provide data for decision-makers to consider in making policy decisions, and (2) to publish periodic significant findings in academic journals and at academic conferences. Listed below are some of the most significant research projects undertaken prior to the admission of women:

a. Project 60: This project was designed and conducted by the Office of Physical Education, USMA, in cooperation with the Exercise Physiology Division, USARIEM. The research was designed to determine the effect of various physical exercise programs, the physical capabilities of women in comparison with men, and whether the Physical Aptitude Exam (PAE) was a valid predictor of female performance in the simulated summer training environment.

b. Project 60 A: The Department of Tactics designed and conducted this small-scale study. Its purpose was to determine if women could perform selected military training activities associated with Cadet Basic Training. In the study, a sample of young women actually performed training tasks and were evaluated on their ability.

c. Research on Psychological Differences: The Office of Military Leadership (OML) created a study group to examine psychological, sociological, and cultural differences between men and women. The focus of this study was on differences which could potentially influence performance in the USMA environment.

d. Project 211: This project was initiated by the Office of Institutional Research to assess the attitudes of cadets and faculty toward female equality, and approved by the Superintendent in July 1975. A number of questions about attitudes to women at West Point were given to all cadets during reorganization week, in August of 1975. The results of the initial survey were given to the Commandant through OML, and contributed to early planning. When Project Athena was later initiated, Project 211 was incorporated into it. The following reports were published as a result of project 211: 76-14, 76-15, 76-17, and 76-18.

e. Project Athena: The Office of Military Leadership (OML), the Office of Institutional Research (OIR), and the Army Research Institute (ARI) jointly cooperated in designing a research project to study the effect of entering USMA on female cadets in comparison with male cadets and the effect on USMA of admitting women. The project design included an examination of psychological, sociological and organizational factors. Several attitude surveys were conducted prior to the admission of women to collect baseline attitudinal data against which future results could be compared. This report is a part of this overall research initiative.

4. USMA Changes and Strategies to Admit Women:

a. Admissions Actions: On 7 October when the bill authorizing women to attend the service academies was signed into law, the Admissions Office had approximately 7,000 candidates on file, 45 of whom were women. Up to that time, the Admissions Office had not actively searched and indeed had discouraged female applicants. Following the passage of the law, however, a genuine effort was made to inform educators and to attract qualified applicants. The number of women to be admitted in the Class of 1980 (approximately 100) was decided by USMA. The number was based on: perceived Army needs--estimated at 40-45 women graduates; an assumed attrition rate of 50 percent; and the number of women perceived required to make integration viable.

USMA developed several methods in order to attract qualified women candidates. First, a letter was mailed to 18,643 high school counselors informing them of the new law. Second, the USMA Admissions Office sent a letter to approximately 2,000 women who had applied for ROTC scholarships during 1974 and 1975 to inform them that West Point was open to women. The third, and most successful action, was a search by the American College Testing Program which identified twenty-two hundred women.

As a result, 867 applicant files were started on women, 631 were nominated and examined, 148 were offered admission, 28 declined, 1 was disqualified medically and USMA finally admitted 119 women.

The Admissions Office also evaluates candidates physical aptitude. In preparing its plan for the admission of women, the Military Academy

administered its Physical Aptitude Examination (PAE), one of the criteria for admission, on a trial basis to women high school and college students, women ROTC cadets, and women officers and enlisted soldiers. The PAE is a critical entrance test because it is used to predict the potential of entering candidates to successfully **complete** the physical aspects of USMA training. Later in this paper, we shall further discuss comments by women who were ultimately unable to complete physical training, especially runs. These women felt that the PAE test may not have been a valid predictor of their potential physical performance at USMA. The PAE consists of four parts: (1) throwing a basketball for distance; (2) a standing long jump; (3) a shuttle run between two lines for a total distance of 300 yards; and (4) pull-ups. Women were able to perform the first three events, although their scores were generally lower than men's scores have been over the years. In the pull-ups, however, few women could perform even one, and less than one tenth of 1% of those women tested could perform the six pull-ups which are considered marginal for a male candidate. An adjustment was therefore necessary to provide a discriminator to evaluate upper-body strength between weaker women and stronger women. The test selected for women candidates was the flexed-arm hang, used in the past in women's physical fitness tests throughout the Army. The flexed-arm hang consists of hanging from a bar with both hands, chin over the bar, similar to the up position of a pull-up. Candidates are timed for the number of seconds they maintain this position. Time is marked when the chin falls below the bar.

USMA had to decide what constituted a minimum acceptable overall PAE score for women. Based upon the information provided by a preliminary analysis of Project 60, and keeping with established PAE criteria (A, B, and C Zone), Table 1 presents the zones adopted for categorizing women's PAE scores.

To quote Colonel James L. Anderson, Director of Physical Education from a 1976 memo on the subject: "To admit a young woman who has a PAE score lower than 200 and require her to perform at near the same level as men who have PAE scores at least twice as high is not being fair to the woman. We are setting her up for failure. She will not be able to complete the required program; and if she is carried along, she will be more prone to the possibility of debilitating injuries."

b. Military and Physical Training in CBT: USMA's philosophy was to have women participate in all phases of training unless prior experience in similar environments or reliable physiological research indicated that women would be physically incapable of performing.

Given this philosophy, few significant changes to the existing military and physical training programs were anticipated. In fact, few adjustments were made, with the exception of the following:

(1) The M-16 rifle was substituted for the M-14 rifle as the prescribed weapon for women on reveille rifle runs. The M-16 is approximately two and one-half pounds lighter than the M-14 and was substituted in recognition of upper-body strength differences between the sexes.

(2) A program was developed, "interval training", to train

TABLE 1

PAE Score Evaluation

	Women	Men
A Zone	250 and above	450 and above
B Zone	200-249	400-449
C Zone	Below 200	Below 400

Source: Admissions Office, USMA

those new cadets separately who were unable to keep up with unit physical training.

(3) Unlike previous years, all new cadets were scheduled to wear combat boots for a break-in period prior to actually exercising in boots.

(4) During pugil stick training, women wore chest protectors and only competed against other women. (Wearing protectors was voluntary)

(5) Self-defense courses were substituted for the traditional plebe (freshman) courses in boxing and wrestling.

(6) The operating rod spring of the M-14 rifle was shortened to enable women (and other new cadets upon request) to execute "inspection-arms" with the rifle. (the hammer spring was also modified)

(7) Both men and women had posture pictures taken in bathing suits.

(8) The Commandant established a new policy that new cadets who were "doing their best" would not be separated at the end of CBT, regardless of their achievement level in physical training. If, however, a new cadet performed at such a low level as to be unprepared for academic year programs, their suitability for remaining as cadets at USMA would be individually evaluated.

c. Intercollegiate Athletics: USMA planned to integrate athletic teams for competition on the varsity, club, and intramural level. USMA decided that women would not compete with men in the following contact sports -- football, hockey, boxing, rugby, wrestling and lacrosse. The

Academy designed a sports interests survey to be administered shortly after the arrival of women to determine the interests of women with respect to competing on an intercollegiate level with women's teams from other institutions.

d. **Billeting:** USMA decided to billet women with men in existing cadet barracks. The organization and billeting plan permitted maximum integration of women throughout the Corps. Depending on the number of women cadets, 8 to 12 were to be assigned to each of eight companies during Cadet Basic Training. They were assigned to squads in pairs with at least four women per platoon. The women were billeted in rooms that were in close proximity to women's latrines. In addition, the plan for the academic year was to assign women to each of the first companies (A, D,G) in the 12 battalions of the Corps. (Each battalion has 3 companies). Total integration was planned to occur over a period of 3 years. The cost of constructing two laundromats, remodeling latrines and installing intramural locker facilities was estimated at less than \$500,000.

e. **Uniforms:** Hart, Schaffner and Marx designed new women's uniforms. Care was taken to insure that women cadets would "blend" with the men during military formations. One exception to this was to design the women's full dress coat - the coat worn during the most formal parades - without tails. This was done to make the coat more stylish when worn to social affairs, and to facilitate the fit of the coat to the woman's anatomy. (Note: an implication of this decision, however, was that the absence of tails on the full-dress (FD) coat when worn with white trousers in parades served to increase the visibility of a certain portion of the female anatomy.

f. Hair Styles: USMA hair style standards stated that hair would be short and styled to facilitate femininity, conformity to the cadet uniform, and cleanliness during rigorous physical and field training. Seminars were held for cadet barbers to provide instruction on the styling of women's hair. The barber shop opened its doors to women living and working on post in order to give the barbers experience in cutting women's hair.

g. Fourth Class System and Leadership Evaluation (LES): Prior to admitting women, no significant changes were anticipated in either the Fourth Class System or the Leadership Evaluation System (LES).

h. Pregnancy: An interim policy was established on the issue of pregnancy prior to the admission of women.

i. Cadet Regulations: Few changes to cadet regulations were made to admit women but a few were adopted. At Inclosure 2, the most significant USCC regulation changes are cited.

j. Academic Programs and Branch Assignment: With the exception of substituting self-defense courses for boxing and wrestling, USMA made no changes in the sophomore academic program. Women cadets would have the same classroom instruction as men, and upon graduation receive the Bachelor of Science degree.

Cadets are ranked in "General Order of Merit" based on academic performance, physical education scores, and leadership evaluation

scores. Upon graduation, cadets select the branch in which they are commissioned according to their standing in the "GOM." USMA decided that since male cadets select from among branch allocations in combat and combat support arms, while women are currently prohibited by Army policy from serving in combat, a separate selection list, based on GOM, would be used for women when they select branches in the Spring of 1980.

k. Assignment and Utilization of Women Officers: By 1975, one woman officer was in the Office of the Director of Admissions and Registrar and two women officers were on the faculty. Prior to the Class of 1980 being admitted, there were three women officers assigned to Headquarters, U.S. Corps of Cadets, one woman officer assigned to the Office of the Deputy Chief of Staff for Operations and Security, one woman officer and two civilian women as physical education instructors, and one woman officer assigned as cadet counselor with the Office of Military Leadership. Many of these women played active roles during the summer training period serving as "Special Assistants to the Tactical Officers" (SATO's). In this capacity they advised officer and cadet chains of command on questions concerning women and helped serve as role-models for all cadets. The highest ranking woman officer at USMA, upon the entrance of women, was a Major. Few women officers were in positions where they could interact with cadets on a regular basis as part of their routine duties.

B. Attitudes of Cadets and Officers

Prior to the admission of women, Project Athena began a longitudinal study of cadet, staff, and faculty attitudes toward the role of women in society, the Army, and views toward women at USMA. USMA administered the first attitude survey in August 1975 to a sample of cadets and a subsequent survey was conducted in March of 1976 to cadets and officers.

The results of the August 1975 survey were provided in a report entitled: "Cadet Attitudes Toward Women - 1975" (Priest, Report No. 4F1.00-77-015).

The summary of that report reads as follows:

"The results show that cadets have a more conservative, traditional opinion about the proper role of women than do college students in general, being about as "traditional" as an older generation of women in the general population. Like other college males, they tend to attribute certain traits and abilities to females which are not supported by facts. West Point cadets, surprisingly, tend to believe in two different types of stereotyped female: the gentle kind, and the talkative, emotional kind. Cadets believe that sex discrimination can be reduced (but never completely eliminated), but only by individual females striving for achievement, and not by group protests by females.

They are generally sympathetic to the career aspirations of civilian women, who should be given the same no-nonsense criticism as males. Their beliefs on the management of women are consistent with some of the management literature.

When it comes to women in the Army, however, cadets were quite negative. More than male MP's who have actually worked with women MP's, cadets had strong fears of "reverse discrimination", believe women MP's can't handle "certain" emergencies,

and indicate a deep distrust of the Army's ability to train its personnel properly. They do acknowledge the existence of prejudice against women in the Army, consistent with the views of some high WAC officer personnel.

The men were very pessimistic about the impact of women cadets on pride and discipline: much more so than Coast Guard cadets surveyed in the previous year. On a number of policy issues, cadets took a very equalitarian stand, indicating a preference for equal treatment of males and females regarding hair-cuts, pushups, admission standards, long hair and other matters. In regard to traditional courtesies usually rendered to young ladies, cadets would extend many of them only to dates and not to a female cadet. Younger cadets tend to have a more traditional belief about sexual morality, but older cadets have changed their attitudes to more acceptance of casual sex.

When asked what they felt about women cadets at West Point, the comments were overwhelmingly negative. Their arguments were essentially arguments advanced by West Point itself before the law was changed. About 2% expressed comments reflecting extreme prejudice.

Differences among cadets in attitudes toward women's roles and women at West Point are not strongly associated with class, with leadership standing, scholastic aptitude, or physical aptitude. Personality tests given to cadets earlier did not strongly correlate with attitudes toward women, with certain exceptions. In general, older cadets were not more reactionary in their attitudes to women. On items dealing with sexual morality, however, many personality variables and personal values are implicated. There may be other specific items which involve motivations deeply rooted in the personality, which will be uncovered in further analysis. So far, however, the attitudes to women are not, apparently so deeply rooted."

Dr. Priest noted that, "cadets would need to learn more about the role of

women in the modern volunteer Army through an information campaign." Dr. Priest wrote three reports entitled: "Analysis of Spontaneous Cadet Comments on the Admission of Women" (Priest and Houston, Report No. 4F1.00-76-014), "A Comparison of Faculty and Cadet Attitudes Toward Women" (Priest, Report No. 4F2.00-76-017), and "Cadets' Attitudes Toward the Admission of Women to West Point" (Priest, Report No. 4F1.00-76-018) based on the results of the March 1976 surveys of cadets and officers.

One of the reports presented a content analysis of responses to the question: "How do you feel about the admission of women?" Many cadets opposed the admission of women. Their arguments fell into the following categories: inconsistent with the combat mission of USMA, standards will be lowered, equality is impossible to achieve, status of USMA will be lowered, women should have their own academy, and some comments reflecting deep hostility and prejudice toward women in general.

Results of the staff and faculty study indicated that officers at USMA tended to hold more favorable attitudes toward women at USMA, were less traditional, and more equalitarian. These results were a surprising reversal of the tendency for older people to have more traditional views regarding sex-roles.

One instrument used to measure attitudes toward the role of women was a 25-item scale developed by Spence, Helmreich, and Stapp called the "Attitudes to Woman Scale" (AWS). The scale is designed to yield a score

which indicates an orientation toward traditionalism or equalitarianism on issues related to the perceived role of women in society. Table 2 portrays these data in comparison with several other groups.

The March 1976 attitude survey indicated that there had been positive change on some items and negative change on others. Table 3 indicates, the overall climate into which women were admitted in July of 1976. As far as the cadets' attitudes were concerned, many remained predominantly negative.

West Point conducted the following activities to prepare for the admission of women: the Superintendent, Commandant and Dean scheduled periodic briefings to update cadets on the status of plans; information packets with relevant press releases were distributed to cadets; cadets participated in the conduct of research projects (60 and 60A); in March and June a sample of cadets visited Forts McClellan and Jackson; the cadet class committees were included in certain aspects of planning (cadet regulations changes, etc.); a series of lectures and group presentations on human relations, women in the Army, and human sexuality were conducted; a number of external consultants with backgrounds in the physical and behavioral sciences were invited to USMA; and USMA hosted female candidates, ROTC members, U.S. Military Academy Preparatory School (USMAPS) cadets on visits to the Academy and attempted to give male

TABLE 2

Means and Standard Deviations of the Attitude to
Women Scale for Several Groups

<u>Group</u>	<u>Date Tested</u>	<u>N</u>	<u>x</u>	<u>S.D.</u>
USMA Faculty	March '76	236	48.83	11.64
USMA Cadets	March '76	2711	41.31	11.74
USMA Cadets - (Male) - Cl '80	July '76	980	42.32	9.93
USMA Cadets - (Female) - Cl '80	July '76	102	57.51	8.88
U. Texas - Male Students ^a	1971-72	286	44.80	12.07
U. Texas - Female Students ^a	1971-72	241	50.26	11.68
U. Texas - Fathers of Students ^a	1971-72	232	39.22	10.49
U. Texas - Mothers of Students ^a	1971-72	292	41.86	11.62

^aSource: Spence, Helmreich, & Stapp, 1973, p. 220.

Note: The higher the score, the more equalitarian the attitude;
the lower the score, the more traditional the attitude.

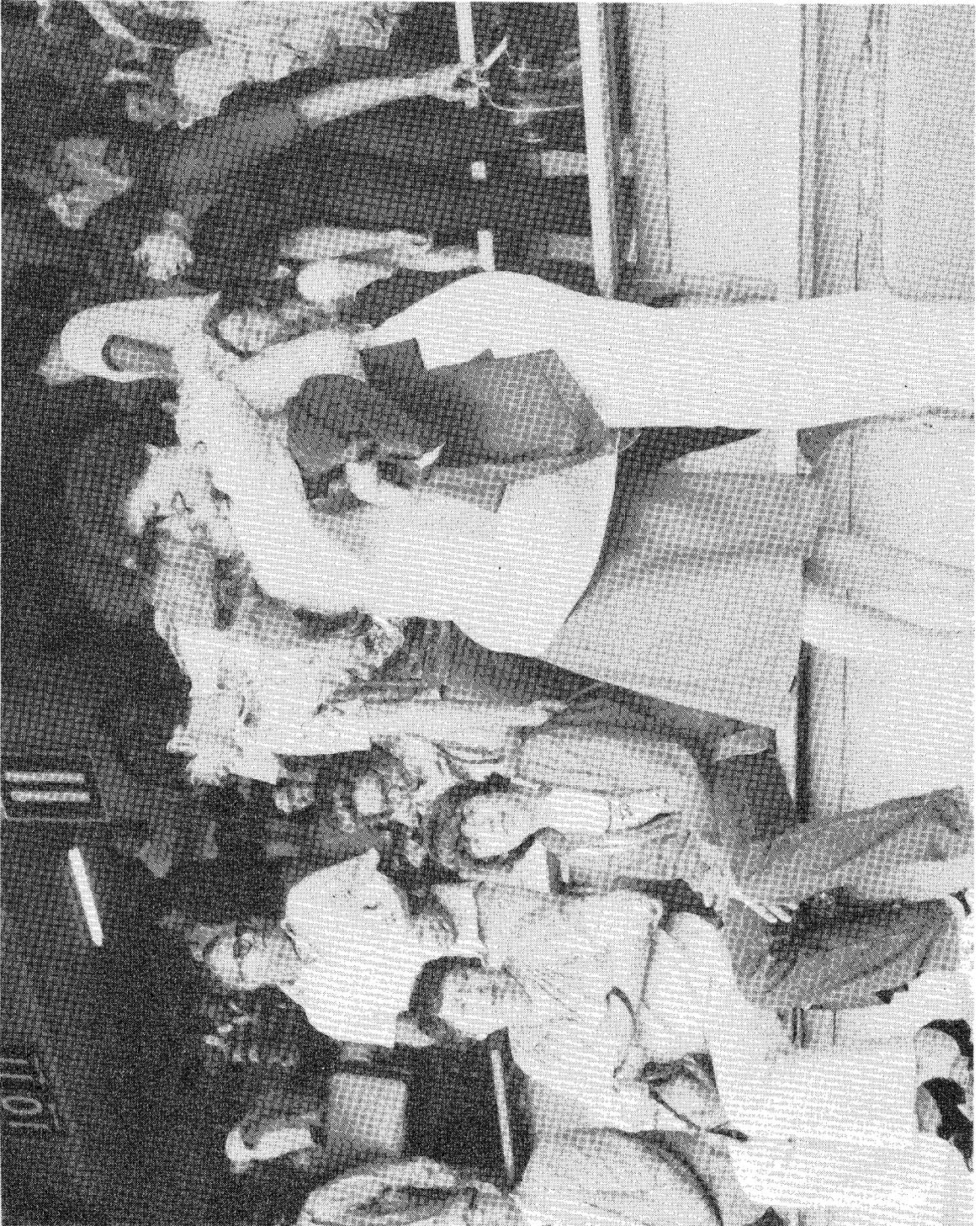
Source of Data: Dr. Robert Priest, Office of Institutional
Research, USMA

TABLE 3

CADET AND STAFF ATTITUDE TOWARDS
ADMISSION OF WOMEN AT WEST POINT

HOW DO YOU FEEL ABOUT THE ADMISSION OF WOMEN TO WEST POINT: (data in %)	77		78		79		CADETS		STAFF &	
	MARCH	MARCH	MARCH	MARCH	MARCH	MARCH	OVERALL	OVERALL	FACULTY	FACULTY
	1976	1976	1976	1976	1976	1976	1976	1976	MARCH	MARCH
										1976
STRONGLY POSITIVE	10	10	9	10	10	32				
MODERATELY POSITIVE	16	18	17	17	17	25				
SLIGHTLY POSITIVE	21	21	27	24	17					
SLIGHTLY NEGATIVE										
MODERATELY NEGATIVE	18	18	20	18	13					
STRONGLY NEGATIVE	34	33	28	31	13					

SOURCE: Project Athena



cadets exposure to them. (A complete fact sheet on USMA educational awareness efforts for the integration of women is provided at Inclosure 3).

The Office of Military Leadership designed and conducted an 8-hour workshop for cadets who would serve as training cadre in Cadet Basic Training. The objectives of this workshop were to:

1. Develop an organizational climate conducive to the acceptance of women cadets.
2. Impart information on expanded roles and careers for women in society and the military.
3. Identify stereotypes and increase awareness of their effect on cadet attitudes toward women.
4. Facilitate attitude change and reduction of stereotypes among male cadets. The outline of this workshop is provided at Inclosure 4.

Although fairly extensive attitudinal preparation was conducted for the Corps of Cadets, the staff and faculty were only provided occasional update briefings on the status of plans to admit women. One sub-group of the staff, those officers assigned as unit Tactical Officers, are probably the most important role models at USMA, and greatly serve to influence and shape cadets professional beliefs.

C. Entrance Characteristics of the Class of 1980

On 7 July 1976, the Class of 1980 entered West Point. A number of reports shed light on the background of this class. In a report entitled: "Differences Between Characteristics of Men and Women New Cadets Class

of 1980" (Priest, Prince, Rhone, Vitters, Rept No. 1B5.14-77-010), the authors concluded the following:

"This report shows that women cadets tend to be far below men in height, weight, and physical aptitude. (See Table 4) These inequalities are specifically allowed by the law which permitted women to enter the academies. Almost all the women, and a majority of men cadets, accept an approximately-equal-with-exceptions policy. But a large minority of men do not accept the idea; they want equal treatment with no exceptions.

Women cadets tend to have achieved greater rank in high school academic subjects than men cadets. Without a "job analysis" which justified a preference for certain traits in West Point graduates, there is no logical basis for preferring physical aptitude over mental aptitude in a candidate.

This report focused on the family backgrounds of cadets. Both sexes reported similar occupational distributions for their fathers. In cases where the mother worked, the women cadets reported their mothers were in relatively lower-status positions than mothers of male cadets. More of the West Point women cadets were Roman Catholics than men. There were no sex differences in the state of birth, parents' military service status, parents' income, or mother's education. Thus, there appears to be little evidence for overt forms of institutional sexism in the selection process. (See Tables 4-7)

There were differences in high school background. Men participated in more sports than women, and in different types of sports. The men had more athletic scholarship opportunities. Women belonged to more high school clubs. They attended college prior to West Point in greater proportion. The men tried to enter other service academies more than the women. Many of these differences reflect different opportunities which are offered to males and females in high school. To what extent should West Point attempt to remedy

TABLE 4

Anthropometric Differences Between Men and Women

<u>Variable</u>	<u>Men</u>	<u>Women</u>	<u>Percent women who exceed male standard</u>
Height, inches ^a	70.2	65.4*	5.2
Weight, pounds ^a	159.9	130.4*	6.6
PAE, standard score units ^a	555.3	290.2*	0.0
Percent left-handed ^b	11.8	3.5*	-
National sample:			
Weight ^c	152.0	125.5*	24.8
Height ^c	69.0	64.0*	8.6

^aSource: Houston, 1976

^bSource: Class Characteristic Survey

^cSource: A sample of 105 white males age 18, and 100 white females, measured by the U.S. Health Examination Survey 1966-1970

*Statistically significant difference, $p < .05$

Source: OIR, USMA

TABLE 5

REGIONS OF THE UNITED STATES

State of Birth

<u>Region</u>	1960	USMA Class of 1980	
	Census	Male	Female
	<u>%</u>	<u>%</u>	<u>%</u>
Northeast			
New England	5.9	6.8	6.4
Mid Atlantic	19.1	21.7	21.3
North Central			
East North Central	20.2	18.2	18.5
West North Central	8.6	9.5	10.2
South			
South Atlantic	14.5	14.0	14.8
East South Central	6.7	7.0	5.6
West South Central	9.5	8.8	8.3
West			
Mountain	3.8	4.4	3.7
Pacific	11.8	9.6	11.1

Source: Table 9, pp. 1-16, 1960 Census of Population, Volume 1, Characteristics of Population.

<u>Region</u>	1960 Census*		USMA Class of 1980	
	Male	Female	Male	Female
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Northeast	22.9	22.9	28.5	27.7
North Central	29.6	29.5	27.7	28.7
South	31.5	31.6	29.8	28.7
West	16.0	15.9	14.0	14.8

*Source: 1960 Census of Population, pp. 1-159.

Source: OIR, USMA

TABLE 6
PARENTS' MILITARY SERVICE

		PERCENT			
		Father		Mother	
		M	F	M	F
0	No service or don't know.	26.6	27.4	98.2	98.3
1.	Physical disability retirement.	2.3	2.6	0.1	0.0
2.	Non-reserve status - served 2 or more years on active duty.	6.9	7.7	0.4	0.0
3.	Served 20 years or more, retired.	13.9	11.1	0.0	0.0
4.	One tour.	36.8	35.0	1.2	1.7
5.	Now in active service.	9.2	12.8	0	0
6.	Inactive reserve, but 2+ tours.	1.8	2.6	0	0
7.	Died in combat.	0.1	0.0	0	0
8.	Now in reserves.	2.2	0.9	0.1	0.0
9.	Died in service, not in combat.	0.2	0.0	0	0

Source: OIR, **USMA**

TABLE 7
RELIGION

	College*	Census** of	USMA CL of 1980	
	<u>Freshmen</u>	<u>Membership</u>	<u>Male</u>	<u>Female</u>
Protestant	42%	54.5%	53.4%	47.0%
Roman Catholic	36%	36.8%	38.8%	44.4%
Jewish	4%	4.6%	1.2%	1.7%
Other and none	17%	3.9%	3.9%	6.8%
	<hr/>	<hr/>	<hr/>	<hr/>
	99%	99.8%	100%	99.9%

*Source: Gallup Opinion Index, May 1976, 130, p. 1-45.

**Census 1974 Statistical Abstract, p. 47 (1972 data).

Source: OIR, USMA

the unfortunate results of prior sex discrimination by society? Some remedial effort is obviously called for in traits which are demonstrably relevant to its training mission. If athletic competition is necessary for developing officer leaders, then West Point should take action to reduce the athletic participation gap during their four year stay. West Point's extraordinary efforts to inform women candidates about the nature of West Point should be seen in this context: a temporary expedient, performed to remedy past inequities.

In verbal ability women were better than the men cadets, but in most other abilities, such as mathematical ability, the two groups were approximately equal. They were equal in self-rated intellectual abilities, such as originality, public speaking ability, and intellectual self confidence. Such equality suggests that the highly selective USMA admission and recruiting policy was successful in establishing the intellectual equality implied by the law.

In the society at large, young men and women are socialized to have different goals and values. Unlike technological college women, West Point women, like West Point men, are high in the desire to become an authority in their field. For those tested on the ACT interest inventory both sexes have the same pattern of 6 general interest scales. In commitment to a military career, cadets of both sexes are equal. Both sexes give similar reasons as important factors in wanting to come to West Point. Both sexes tend to have equal expectancy for experiencing certain items of military training at West Point and for lack of autonomy. Both are equal on belief in internal, as opposed to external, control. Both tend to have equally positive attitudes toward exercise.

The largest differences between men and women are associated with attitudes to sex roles, marriage, childbearing, and the prospect of being in a co-educational environment. Men tend to be traditional in their ideas about the proper role of each sex in society. They consider raising a family important, and expect to have a fairly large family. The women

are far more liberal in attitudes to the role of women, as one might expect. They indicate more emotionality at being part of West Point. They do not consider raising a family as important as the men do and anticipate a smaller number of children. Demographers note a tendency for young women to postpone marriage and childbearing in recent times, but West Point women cadets are exceptional in their degree of postponement. Should West Point be concerned about the highly traditional sex role attitudes of male cadets? Perhaps it should be if it can be shown that traditional sex-role attitudes are associated with overt discrimination against women. At present, there is little evidence that men cadets who are traditional in sex-role attitudes act prejudicially toward women cadets, but it is a possibility which should be carefully monitored. Such attitudes are often the result of years of thinking and observation by the individual concerned, and may not be easy to change. The percentage of male cadets in the upper classes who express extreme anti-female prejudice was about 12% before the admission of women and dropped to about 6% by Reorganization Week 1976. These results suggest that extreme anti-female prejudice can be reduced. Other evidence shows that this change is not accompanied by change in a large number of traditional sex-role attitudes."

In another report entitled: "New Cadets and Other College Freshmen Class of 1980", (Priest and Houston, Report No. 1B4.03-77-013), the following section describes women cadets:

"Some sex differences between USMA male and female cadets may be of interest. Significantly more female cadets had mothers who had education beyond high school. More women cadets had average secondary school grades of A- or above and had been accepted by two or more colleges."

In regard to reasons very important in deciding to go to college, USMA women listed three significantly more often than male cadets: gain a general

education, prepare for graduate school and meet new and interesting people.

Male cadets tended to be more conservative in their attitudes than female cadets. Male cadets agreed more frequently that: (1) there are too many rights for criminals; (2) there should be laws prohibiting homosexual relations; (3) students appreciate college more if they pay more; (4) women's activities are best in the home; (5) college has the right to ban speakers; and (6) college officials have the right to regulate student behavior off campus. Regarding preferential treatment, women cadets believe less frequently that (1) students from disadvantaged social backgrounds should be given preferential treatment in college admissions, and (2) open admissions should be adopted by all publicly supported colleges.

Of particular interest is the interaction of sex differences and institutional effects where significant differences were found. On the question on the number of children expected, male cadets expect to have more children than male students in the national norm, while female cadets expect to have fewer children than do female students in the norm group. The parental income of male cadets is less than parental income of female cadets, while for students in the national norm parental income of male students was more than parental income of female students. Considering both sexes, parental income for cadets was more than for students in the norm groups.

The average grade in secondary school of female cadets was farther above the grade of male cadets than was the grade of female students above the male students in the national norm.

On reasons noted as very important in deciding to go to college, preparation for graduate school was more important for female cadets than male cadets, while it was less important for female than for males in the norm group.

Regarding freshman views on the statement "Women's activities are best confined to the home," the percent of male cadets agreeing with this (40%), is farther above female cadets (5%) than the percent of male students (37%) was above female students (19%).

On college expectations, more male cadets than female cadets thought they "would be satisfied with college" while fewer male students than female students in the norm groups thought this. Similarly more male cadets than female cadets thought they "would marry within a year after college," while students in the norm groups had the opposite pattern.

Concerning long-run objectives, women cadets consider it more important to keep up with political affairs and influence the political structure than do male cadets while students in the norm group reverse this pattern.

On self-ratings of personal traits, USMA women rated themselves above average more often than male cadets on athletic ability, mathematical ability and social self-confidence, while female students rated themselves above average less often than male students in the norm group. (See Table 8) In summary there are 18 variables which are characterized by a sex and institution interaction, alone or in combination with a simple institutional effect or a simple sex difference. For some variables, apparently as a result of selection, West Point has eliminated a sex difference that exists at other institutions. For other variables, the sex difference at other colleges is reversed representing the special characteristics of the women cadets in the Class of 1980."

D. The Environment at USMA: A Summary

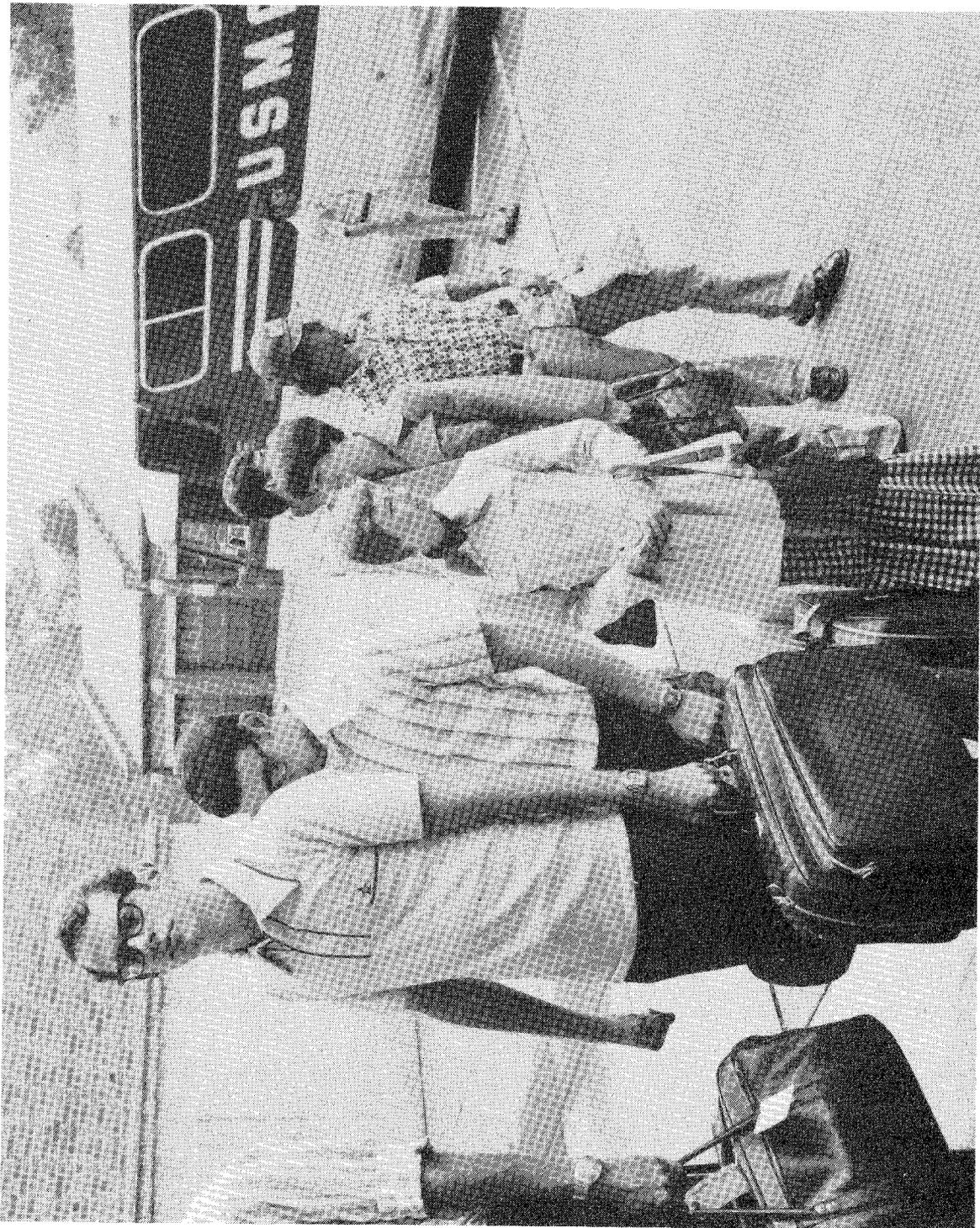
Although the present study focuses on the planning for the admission of women, it is impossible to study a particular set of human events as if they had occurred in a vacuum. There were several important factors influencing

TABLE 8

Percentage of First Time Students Who
Rate Themselves as Above Average
on Certain Traits

Trait	USMA		4 Year College	
	Male	Female	Male	Female
Academic Ability	92	95	59	57
Leadership Ability	87	86	54	43
Athletic Ability	77	67	55	27
Popularity with Opposite Sex	51	41	38	27
Mechanical Ability	40	25	34	10
Cheerfulness	56	66	54	64
Drive to Achieve	89	94	66	66

Source: OIR, USMA



the internal environment at USMA prior to the admission of women.

a. The Honor Scandal: On 3 and 4 March 1976, Electrical Engineering instructors gave 823 Second Classmen a take-home computer exam which was worth approximately 5 percent of their course grade. On 4 April 1976, the Department forwarded to the Cadet Honor Committee the names of 117 cadets believed to have collaborated on the assignment. On 23 August 1976, the Secretary of the Army announced a plan whereby a cadet who had cheated in EE 304 and who resigned from the Academy would be eligible for readmission after 1 year. As of 6 December 1976, 134 cadets had resigned under the provision of the plan; 49 of these cadets either had not been referred to or had not been found guilty by the officer boards which had been appointed.

The honor scandal probably had at least two significant effects on the integration of women. One was that it tended to draw some of the attention of the media and Academy officials away from the admission of women. The other, was that the scandal contributed to a widespread perception, both internal and external to USMA, that all was not well and that changes were needed. The scandal contributed to an unfreezing of the USMA environment, a perception of pain, and a genuine desire among those in authority to identify salient factors in the system which may have contributed to the occurrence of this tragic event.

b. Official Emphasis on Motivation in USMA's Program:

Although it was probably coincidental that USMA's formal mission statement changed the first year women were admitted from "to instruct and train cadets" to "educate, train, and motivate cadets," many cadets attributed this, and other changes, and subsequent command emphasis on motivation and positive leadership, to the presence of young women. The effect of this is unclear at this time, but probably represents a step away from traditional leadership techniques at USMA which were characterized by emphasis on punishment and stress to more democratic styles and techniques of training.

Summary:

1. The overall philosophy toward integrating women can best be summarized as "strict interpretation" of the dictates of the law. Women were integrated into the living areas, and minimum adjustments were made to accommodate women in physical and military training. The decision-making process was centralized, with virtually all decisions pertaining to women being made at the top of the organization by either the Commandant or Superintendent.

2. In-depth planning preceded the arrival of women cadets. USMA approved several research projects into the physiological and psychological differences between men and women, and into the attitudes held by members of the USMA community toward women in general, women in the Army, and women at USMA. Conclusions from the above research contributed heavily to the decision-making process.

3. There were probably more similarities than differences between men and women entering USMA in the Class of 1980 on the factors measured. Significant attitudinal and physical differences were found to exist, however.

4. Perhaps the biggest gap in planning for the integration of women was the emphasis in preparations on the physiological aspects of integrating women into a previously all-male environment, almost to the exclusion of preparing cadets, and officers, for the emotional and attitudinal factors which would later take on such significance.

Part II: Cadet Basic Training

The purpose of this section of the report is to document: actions taken to integrate young women into Cadet Basic Training (CBT) - the initial July - August training program new cadets experience at USMA, the performance of women (in comparison with men) in training, the attrition rate and factors related to it, the effect of training both physically and attitudinally on new cadets, and the attitudes and actual behavior of men toward women in CBT.

A. Institutional Reaction

1. Purpose and Philosophy of CBT: Cadet Basic Training has been described by one USMA Public Affairs Office fact sheet as "the most physically and emotionally demanding part of a cadet's four years at West Point." The overall mission of CBT is: (1) "to indoctrinate, motivate and equip each new cadet to be qualified to join the Corps of Cadets, and (2) to further the leadership development of each member of the new cadet detail."

The official objectives of CBT are as follows:

- (1) "To motivate each new cadet toward graduation from West Point and commissioning in the United States Army."
- (2) "To indoctrinate each new cadet in the customs and traditions of West Point and the United States Army."
- (3) "To instill self-discipline and a strong sense of duty, responsibility and honor in each new cadet."



- (4) "To train each new cadet in basic military subjects and individual soldier skills .
- (5) "To develop and maintain a high state of physical conditioning in each new cadet. "
- (6) "To ensure that each new cadet is fully equipped and that individual equipment is properly maintained. "

Although the official objectives of CBT are as cited above, the researchers noted a lack of agreement on the overall purpose of CBT in discussions and interviews with cadets and officers in CBT '76. Some cadre members saw the overall purpose of this training as to evaluate, screen, stress, and weed-out those new cadets who weren't fit. The criteria for passing CBT being to successfully endure the physical and emotional demands of tough training and of cadre induced stress. Other cadets and officers saw the primary purpose of the training as to motivate, teach, and develop new cadets within a disciplined, military environment. CBT was seen as the first step in a process of development which ultimately would lead to committed and motivated cadets. Learning to perform under stress was seen as a skill, systematically developed over a period of time. The criteria for passing CBT was from having learned high standards of professional behavior and from having overcome the stress inherent to a new environment.

As will be noted later in this report, leadership seminars were conducted in the spring of 1977 in preparation for CBT 77 which, in part, addressed this issue of purpose or of goal clarification.

2. Additions to CBT Policy: Although probably not made in response to the admission of women, USMA decided to objectively evaluate the performance of new cadets against pre-established criteria in CBT '76. Employing a "pass/fail" method, performance of new cadets was evaluated with objective feedback from training tests and subjective feedback from cadre members. Under this system, several men in the Class of 1980 were not recommended to be retained in the Corps at the end of CBT.

3. Utilization of Women Officers: In CBT '76, a new position was created in the officer chain of command. It was called Special Assistant to Tactical Officers (SATO). Four women officers were assigned to these positions, one woman officer for every two cadet companies. Their duties included being role models for male and female cadets, and assisting tactical officers in handling problems unique to women this first summer. In a CBT After-Action report, Major Mary Willis (DCSOPS) made the following observations on the SATO's position:

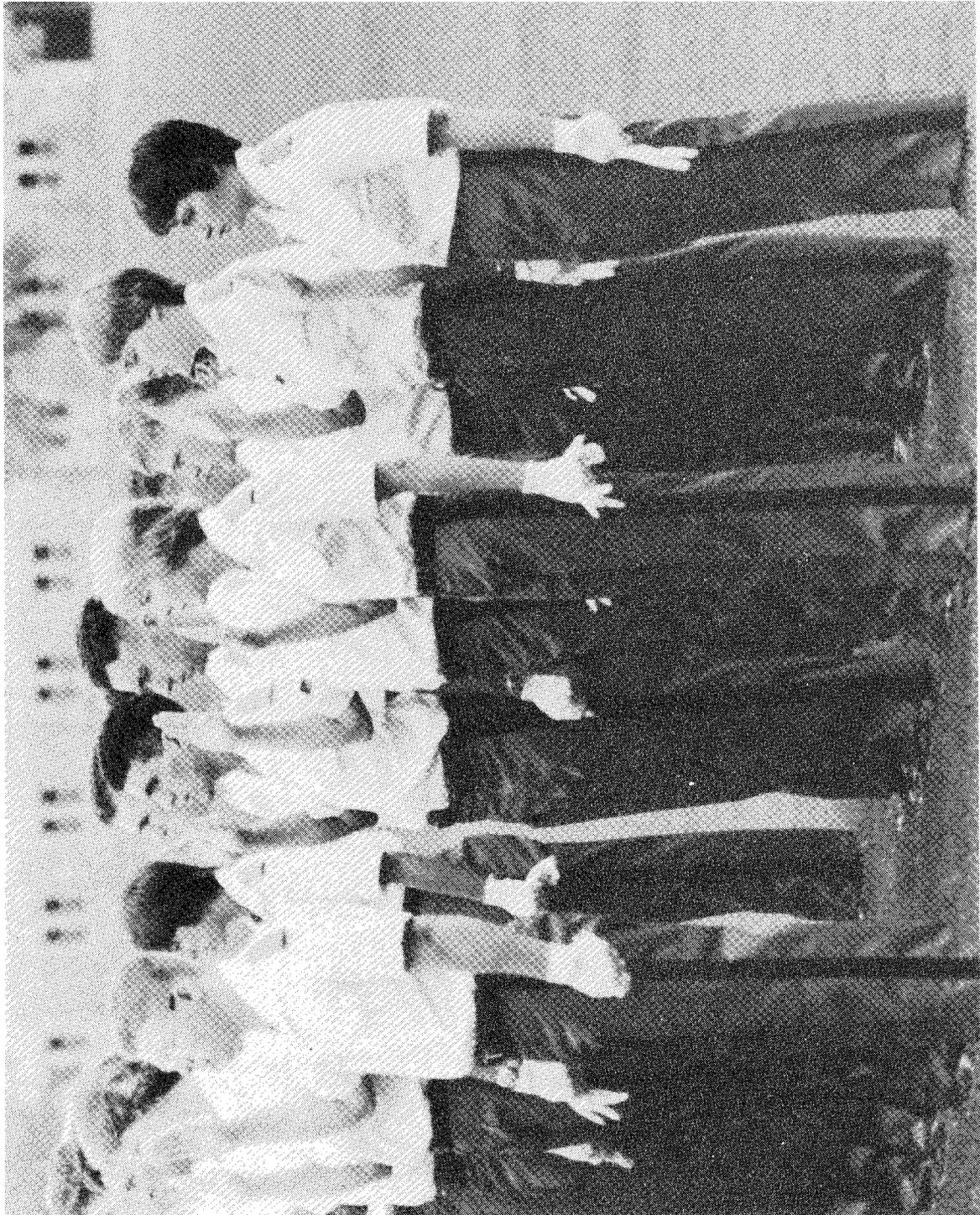
"Based on the comments of the SATO's and my own observations, I recommend the SATO positions, as such, not be reinstated next year. Positions of responsibility, less authority tend to frustrate even the most experienced officer. The assignment of a woman officer as an assistant tactical officer in one company in each battalion and as an assistant S3 for CBT should provide the necessary coverage as many of the uncertainties of this past summer will have been resolved by a year's experience with women as members of the Corps of Cadets...recommend action be initiated to identify women officers for assignment as tactical officers beginning with the summer of 1978. There are sufficient numbers of women officers in Signal

and Corps of Engineers who have or will have the experience necessary to fulfill the duties and responsibilities of this position. I understand the need to have male officers as role models as the majority of the cadets are men and oriented toward the combat arms; however, having two or three women as tactical officers of different companies for one or two years at a time would not totally divest the male cadet of the opportunity to have a male officer role model while attending the Military Academy. Another reality is that the male graduate may work for a woman officer during his initial assignment as a second lieutenant. This possibility should be dealt with while the cadet is still in the formative stage. The Army has women commanding men in combat support units; therefore, an artificial situation is not being devised."

Women officers in CBT '77 were utilized in similar roles to those recommended by Major Willis in her CBT '76 after-action report. In addition, an organizational effectiveness (OE) intervention was conducted by USMA officers to further clarify the roles of SATO's.

B. Individual Performance

1. **Physical Training:** In Cadet Basic Training, all new cadets receive 69-hours of training in conditioning drills, formation running, obstacle courses, mass athletics, and athletic sweepstakes. Women performed along side men in all phases of physical training. The most pronounced adjustment made for physiological differences was that women were permitted to carry the lighter M-16 rifle during formation running. Another change to previous years' programs was to allow new cadets who could no longer run at the established unit pace, to run individually at their own pace in a developmental program



called interval training. Since this program was voluntary, few new cadets participated, choosing to stick it out with their units rather than face the possible peer sanctions against admitting weakness by engaging in a less demanding program.

Women tended to experience a greater difficulty in keeping pace during formation running than their male counterparts. By the end of the summer, over 20% of the women were reporting to remedial PT in lieu of morning reveille exercise. (See Fig. 2) Remedial PT was held for those cadets who had medical excusals from morning training. New cadets at remedial PT were either injured, fatigued, or experiencing temporary soreness. Of the women who were still running with their units by the end of the summer, close to 30% and in some cases even more, were unable to successfully complete the running events with their units. (See Table 9) Although it is difficult to assess the impact of this failure experience on the women's sense of self-esteem (or the men who experienced difficulties), it is clear that the inability to perform in this training contributed to male cadet perceptions that women did not belong in the Academy environment, and tended to reinforce their negative views.

2. Military Training and Conduct: New cadets experience a wide range of military and field training in CBT to include drill, bayonet, foot marches, weapons training, and bivouacs. In all phases of training, with the exception of those phases requiring exceptional physical stamina, women performed similarly to their male counterparts. In individual weapons training with the M-16 rifle, women fired an average score of 45 and men an

FIGURE 2

AVERAGE WEEKLY PERCENTAGE OF MEN AND WOMEN CADETS REPORTING
TO RECONDITIONING IN LIEU OF MORNING REVEILLE EXERCISE

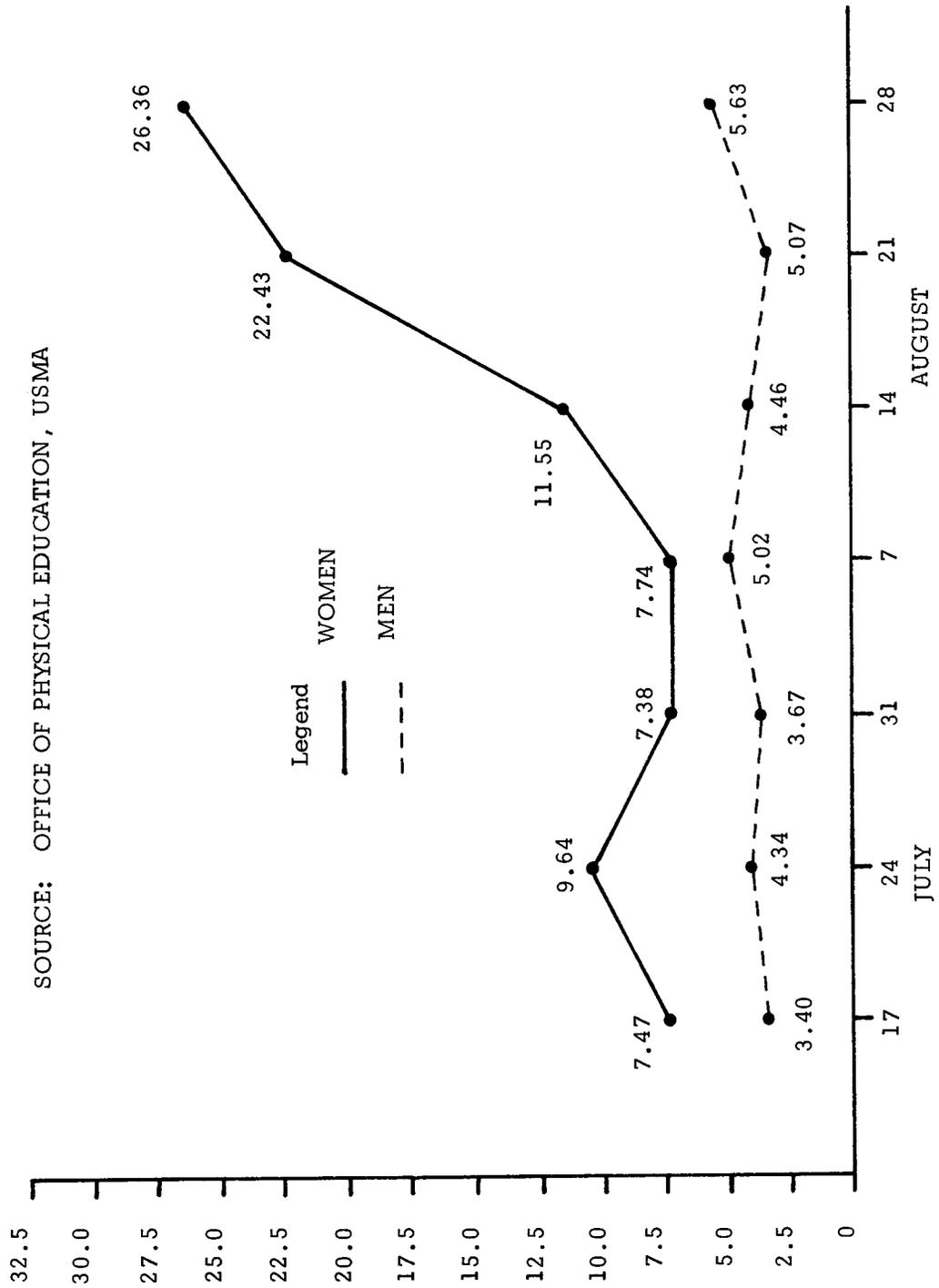


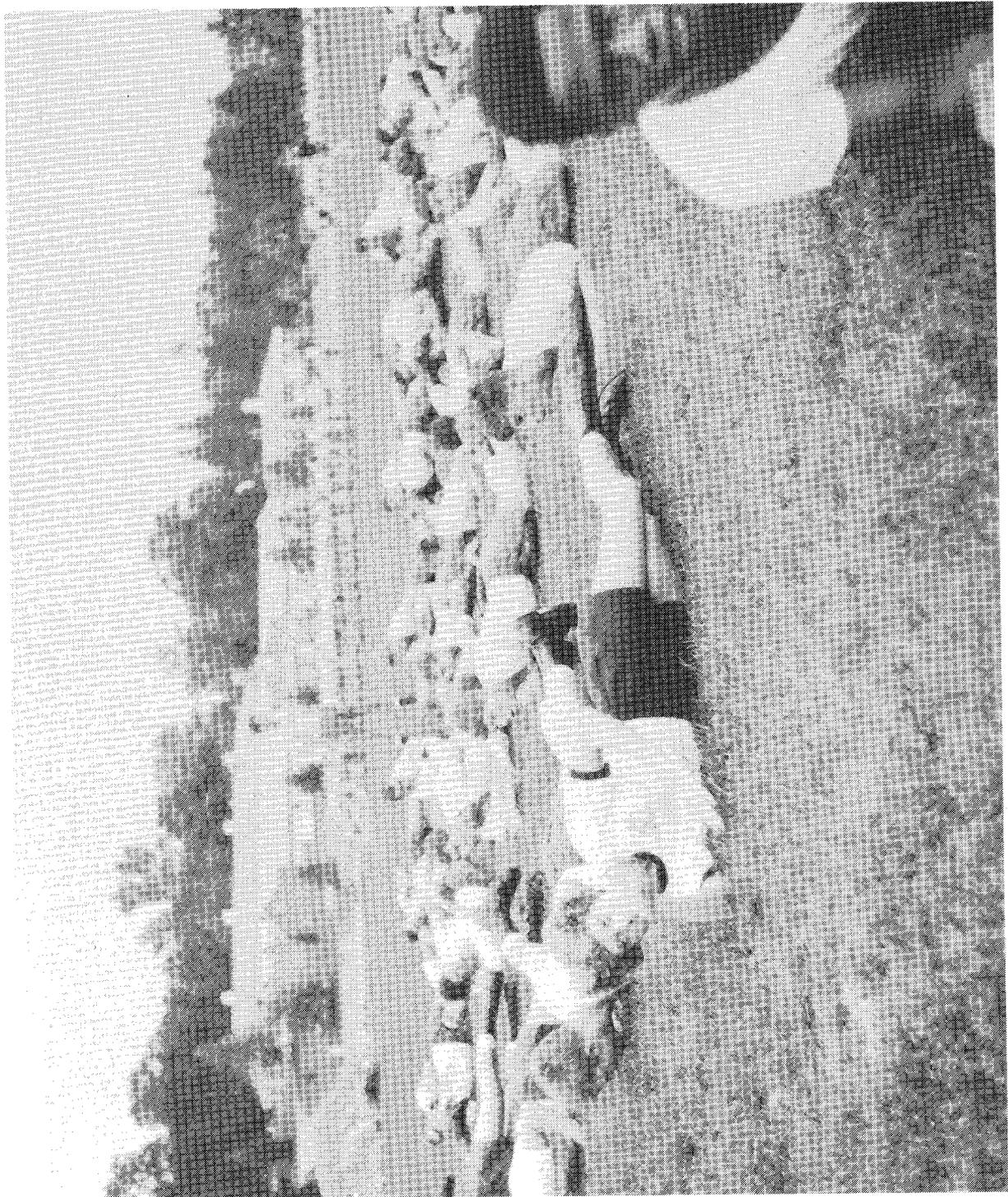
TABLE 9

RESULTS OF CBT RUNS

<u>Date</u>	<u>Pace</u>	<u># of Women Ran</u>	<u>#Women Fallouts</u>	<u>%Women Fallouts</u>	<u>#Men Fallouts</u>	<u>%Men Fallout</u>
26 Jul	8/2-8:30	46	2	4.3	0	Less than 1.0
27	"	22	5	22.7	0	"
28	"	34	6	17.6	1	"
29	"	37	4	10.8	0	"
30	"	40	5	12.5	0	"
31*	10/1-8:30	84	15	17.9	3	"
3 Aug	8/3-8:30	21	3	14.3	0	"
4	"	7	3	42.8	3	"
5	"	11	4	36.4	1	"
6	"	11	3	27.2	1	"
9	"	38	8	21.0	3	"
11	"	24	4	16.7	1	"
12	"	33	7	21.2	3	"
13	"	55	9	16.4	8	"
14*	30/0-8:15	75	27	36.0	21	2.0
16	8/2-8:15	59	9	15.6	3	Less than 1.0
17	"	43	10	23.3	5	"
18	9/2-8:15	36	12	33.3	5	"
19	"	52	13	25.0	8	"
20	"	60	21	35.0	35	3.0
21*	30/0-8:15	72	19	26.4	6	Less than 1.0
23	30/0-8:00	80	28	35.0	19	2.0
24	15/0-8:00	70	18	25.8	3	Less than 1.0

* Saturday run only

SOURCE: OFFICE OF PHYSICAL EDUCATION, USMA



average of 49. Men and women received similar numbers of demerits for infractions of cadet rules and regulations. (See Table 10) The cadre reported that women tended to be neater in personal appearance, tended to learn fourth class knowledge faster, and had neater rooms.

In addition to the difficulty experienced with physical training, many women experienced difficulty with the physical aspects of military training. The most frequently cited example was difficulty completing foot marches and carrying relatively heavy weapons and field gear on tactical maneuvers.

A survey of cadets to determine which aspects of training were most and least motivational revealed that men and women tended to agree on this issue. Least popular was cadet drill and interior guard classes. (See Table 11) Interestingly, both men and women felt that bayonet training was motivating.

3. Medical Aspects of Training: There was no significant difference between the kinds or types of injuries or illnesses incurred by males or females during the summer. There was, however, an increase in total sick call visits in CBT '76 over CBT '75. (See Table 12)

The higher total variance, especially during July '76 was attributed by MEDDAC officials to higher unit referrals of women. According to a MEDDAC report, it reflected:

"Blister rep, squad leader, cadet cadre, and officer and senior leadership"

- a. Over concern with underachievers' subpar performance, incompatible with,
- b. CBT '76 one track mission, an administrative enigma, despite:
 - (1) Public Law 94-106 allowance for physiological differences, and

TABLE 10

NEW CADETS SERVING DISCIPLINARY TOURS*

	<u>3d Week</u> <u>(15-21 Jul)</u>	<u>4th Week</u> <u>(22-28 Jul)</u>	<u>5th Week</u> <u>(29 Jul-4Aug)</u>	<u>6th Week</u> <u>(5-11 Aug)</u>	<u>7th Week</u> <u>(12-18 Aug)</u>	<u>TOTAL</u>
MEN:	55 = 4.2%	81 = 6.3%	17 = 1.3%	27 = 2.2%	104 = 8.4%	284 = 4.5%
WOMEN:	6 = 5.3%	5 = 4.7%	4 = 3.8%	7 = 6.6%	13 = 12.3%	35 = 6.5%
TOTAL:	61 = 4.3%	86 = 6.1%	21 = 1.6%	34 = 2.5%	117 = 8.7%	319 = 4.6%

NOTE: Only 1 female New Cadet was required to serve a Disciplinary Tour for exceeding the demerit allowance.

* Disciplinary Tours: punishment for violations of West Point regulations and the Fourth Class System.

SOURCE: HEADQUARTERS, USCC, USMA

TABLE 11

Analysis of Training from a Motivational Perspective (by Sex)

Training

- | | |
|-------------------------|----------------------------|
| 1. Honor | 7. M-16 Rifle |
| 2. 4th Class System | 8. First Aid |
| 3. Cadet Regulations | 9. Basic Infantry Training |
| 4. Interior Guard | 10. Bayonet |
| 5. Customs and Courtesy | 11. Cadet Drill |
| 6. Manual of Arms | 12. Conditioning Marches |

3-Most Motivating

Males (321)		Females (73)	
Item	Frequency	Item	Frequency
*1. Basic Infantry Training	218	*1. Basic Infantry Training	40
*2. M-16 Rifle	210	2. Honor	39
3. Bayonet	132	*3. M-16 Rifle	35

(Bayonet was rated 5th)

3-Least Motivating

Males (321)		Females (73)	
Item	Frequency	Item	Frequency
*1. Interior Guard	142	*1. Interior Guard	36
2. Cadet Drill	106	2. Customs and Courtesy	29
3. Cadet Regulations	101	3. First Aid	27

*M-F Agree on these Items

Source: Project Athena, USMA

TABLE 12

Sick Call Visits

	CBT 75		CBT 76	
MEN	(1400)	2233	(1300)	2231
WOMEN			(110)	744
TOTAL	(1400)	2233	(1410)	2975

Source: MEDDAC, USMA

- (2) R-Day PAE mean scores - Men 500, Women 273- documenting stamina and fatigue differences.

MEDDAC concluded that "many women (and few men) were in fact ordered to report on Sick Call, although there was no medical problem."

Women did experience more stress fractures: 9% (10/110) compared to .9% (12/1300) for men. According to a MEDDAC report, "this 10:1 ratio reflects that women have less bone density than men and under one-track USMA 2-mile pace running, women experienced more stress fractures."

Most of the women in CBT also experienced irregularity in their menstrual cycles. In some cases, individual women failed to have menstrual flows for several months following the CBT experience. This is a strong index of the effects of a high-stress environment on the women since there is a direct hormonal link between the body's stress arousal systems and the ovaries. Prolonged high stress prevents the secretion of hormones controlling the onset of the menstrual cycle. (See Table 13)

During CBT '76 approximately 100 women cadets had blood counts taken. Comparing those blood counts with pre-CBT testing, MEDDAC found a significant difference in hematocrit or hemoglobin determinations, an indicator of iron deficiency. There was no significant difference found among male cadets tested. This finding suggested that there may have been a differential medical reaction between the sexes to the physically demanding and stressful experience of CBT. Future research at USMA is planned into this area.

Table 13

Physiological Stress Indicator

Females, Class of 1980

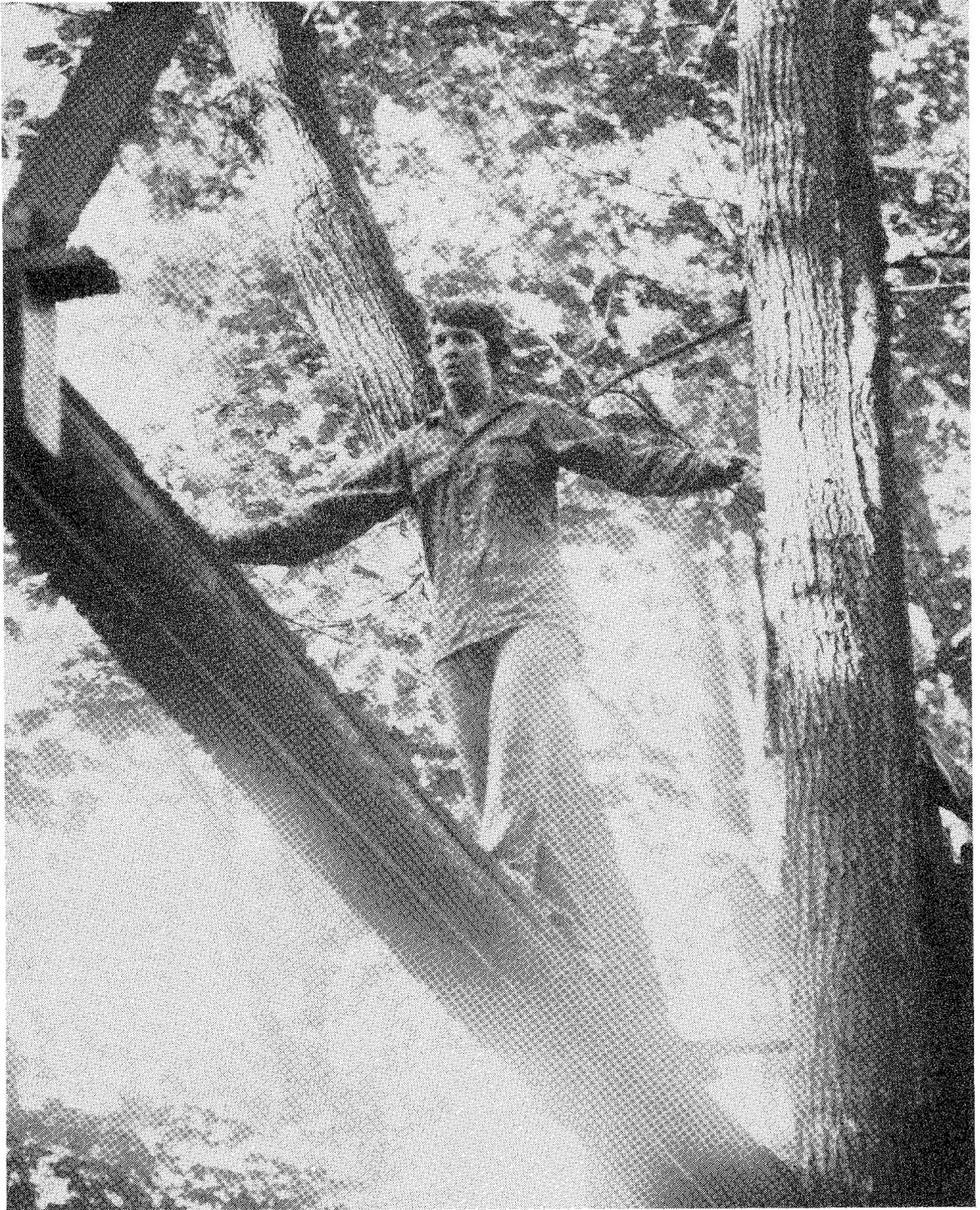
2 Nov 1976*

(n=96)

<u>Frequency of Menstruation</u>	<u>Number of Women</u>
0	19
1	25
2	10
3	14
4 or 5	<u>28</u>
	96

56% experienced 1/2 (or less) of the expected number of menstrual periods.

* Source: OPE (Sue Peterson)
MEDDAC (Dr. Pettit)



4. Leadership Evaluation System (LES): In CBT '76, a leadership evaluation rating was conducted to determine how women might be expected to be evaluated in the academic year when these evaluations take on more significance and what potential system modifications might be required. Rating results indicated that upperclassmen in the chain of command tended to rate female new cadets similarly to male new cadets. Male new cadets, however, tended to rate their female counterparts significantly lower than men. Another finding was that peer evaluations of women tended to be more highly correlated with physical performance, as measured by entrance PAE scores, than peer evaluations of men. (See Table 14) In spite of these findings, the administrators of the leadership evaluation system (LES) decided to await further data before recommending system adjustments. Impacting on their decision was the awareness of the lesser role which physical ability plays in influencing interpersonal and leadership ratings in the more academic environment of the school year.

5. Fourth Class System: Officially there were no changes in the Fourth Class System to admit women, and men and women were exposed to all the characteristics of this system together in CBT '76. This system deserves special note, however, due to its unique and significant role in the development of cadets.

Officially, the purpose of the Fourth Class System during CBT is: "to facilitate the transition from civilian to new cadet, to teach the fundamentals of cadetship, to assist in motivating the new cadet toward service

Table 14

CBT Leadership Evaluation Ratings

	<u>Mean Scores</u>		
	Men	Women	Both
<u>Rating Source:</u>			
Chain of Command	5.19	5.16 ^a	5.19
Peer	0.34	-4.15 ^a	0.00
<u>Correlation of:</u>			
PAE x LES	.33	.42	.44

a: the more equivalent the numerical mean score - the rating - the more similarly men and women were evaluated.

Source: OML, USMA (Major Ohle)



in the Army, and to initiate the military socialization process." The overall objectives of the Fourth Class System are stated as follows in the 1976

Fourth Class Systems Pamphlet:

- a. "To prepare the individual for acceptance and recognition as a member of the Corps of Cadets by teaching the customs, traditions, and heritage of the United States Military Academy and the United States Army.
- b. To initiate a strong and lasting concept of "Duty, Honor, Country" by developing responsibility, self-discipline, and pride in oneself and the military profession, and by teaching planning, organization, and utilization of time and effort.
- c. To contribute to the socialization and motivation of the individual as a member of the military profession.
- d. To provide a practical system for the efficient administration and functioning of the Corps of Cadets while providing maximum leadership opportunities for the upper three classes.
- e. To generate a controlled, stressful military environment in which those cadets who cannot function under stress or who cannot otherwise meet certain standards of the military profession are identified."

After observing and interviewing new cadets, the authors were able to identify some of the techniques used by upperclass cadets to generate a stressful environment. These included: employing non-contingent punishment, i.e. punishing new cadets for failing to do things they either didn't know were required or hadn't had adequate time to learn; punishing cadets for failure to do things they hadn't been given adequate time to perform; keeping new cadets in states of ambiguity by deliberately not explaining what was expected of them; and reliance on yelling and continued punishment "games" to get the desired response.