

Although steps have been taken to control excesses of this kind of behavior, primarily through command emphasis, an important question is raised. Although these behaviors may contribute to creating a stressful training environment, how do these same behaviors serve to develop one's overall leadership ability and are these same behaviors conducive to being an effective leader in today's Army? How that question is answered by cadets and officers at USMA will have an important bearing on the training and integration of future new cadets, as it has had on the men and women of the Class of 1980 and cadets of previous classes.

6. **Lessons Learned:** Some of the lessons learned in CBT '76 in training women, that have influenced planning for CBT '77, include the following:

(1) In recognition of the significant number of women who were unable, for one reason or another, to complete all phases of the essentially "one-track" physical program, and to more effectively physically develop all new cadets, modifications are planned for the conduct of physical training in CBT '77. All new cadets will take a diagnostic test early in the summer and be assigned to a PT group on the basis of their ability. Groups will then be developed at an exercise pace commensurate with their skill level at entrance.

(2) In the spring of 1977, leadership seminars were conducted to prepare officers and cadets designated to serve in CBT '77 for their roles and responsibilities.

(3) In general, policies or procedures which applied solely to women were difficult to communicate to lower organization levels. In the future, supplemental means to communicate the information should be established and additional command emphasis placed on the problem.

(4) Uniform planning proved complete, but cadets cited areas where items of clothing were not suited for the fast paced life style of new cadets. Items complained about by women were: trousers equipped without pockets and with inadequate plastic zippers; shirts designed for the male torso with excess material in the waist; mens' pajamas (with flys) issued to women; material defects in female hats, boots and berets; poorly fitting bathing suits; and complaints about the laundering of female under-garments. Many of these problems were rapidly taken care of, and during the academic year, the S-4 formed a uniform committee, with cadet members, to identify and rectify uniform complaints.

(5) Both cadets and women officers agreed that the best way to assign women officers was to rotate them into existing positions of authority and responsibility in the chain of command. This approach was favored over creating special positions, i.e. SATO's, just for women officers.

(6) As much as possible women and men should be integrated in all phases of training. The USMA experience shows that women can be billeted effectively with men and that they can both undergo common physical and military training experiences.

(7) Separating women from men in training, for whatever reason or for however long a period of time, should be kept to a minimum. There was a strong negative response to separating women for news interviews, lectures, etc.

C. Attrition

The attrition rate for women in CBT '76 (from 7 July - 28 August) was 14%. The attrition rate for men was 10%. A total of 17 of 119 women and 137 of 1366 men voluntarily resigned. The difference was not statistically significant. Table 15 compares new cadet attrition in CBT '76 with prior years.

Attrition of cadets from CBT and USMA is a complex phenomenon. Most of the voluntary attrition, however, can be explained by the interaction of both personally related factors and institutionally related factors. Considerable data have been collected to further define these factors.

Major Howard Prince, the Director of the Cadet Counseling Center, has identified factors cited by women in counseling sessions and exit interviews as reasons for resigning. (Table 16) On the average, female cadets sought counseling at a rate commensurate with men.

Tables 17 through 19 show the results of an exit interview questionnaire. Once again, men and women tended to agree on those items perceived to be most influential for deciding to stay or leave the Academy. It is interesting to note that "equal treatment at West Point" was more frequently cited as a reason for leaving USMA by women than by men. Potentially contributing to this could be the feeling that women were treated with "rigid equality," especially as related to physical training.

Another study conducted on attrition, whose results are summarized in Table 20, found that new cadets in companies which had lower overall attrition

TABLE 15

CADET 4th CLASS SUMMER ATTRITION

<u>CLASS</u>	<u>Percent</u>
1980	153/1485 = 10.3%
1980* (women only)	19/119 = 15.9%
1979	137/1433 = 9.6%
1978	127/1433 = 8.9%
1977	164/1372 = 12.0%
1976	184/1375 = 13.4%
1975	134/1339 = 10.0%
1974	124/1373 = 9.0%
1973	95/1438 = 6.6%
1972	98/1243 = 7.9%
1971	57/1054 = 5.4%
1970	56/1019 = 5.5%
1969	63/1137 = 5.5%
1968	76/991 = 7.7%
1967	68/823 = 8.3%

Resigned/# Entered = % Attrition

*Note: Women figures are included in overall Class of '80 figures.

Source: Headquarters, USCC, USMA

TABLE 16

WOMEN ATTRITION - EXIT INTERVIEW FACTORS

Based on information from counseling sessions and exit interviews, the following reasons were given for resignation by 20 women New Cadets:

	<u>N</u>
1. came to please parents, unable to remain with this as sole motivation	(3)
2. unwilling to accept status of a fourth classman, wanted to be treated special, wanted social deference due women	(1)
3. loss of femininity, didn't want to be treated like a man, felt her efforts were not good enough and were judged against male standards	(1)
4. dislike of regimented way of life, desire for greater personal freedom, independence, and responsibility	(16)
5. too stressful, unable to adjust	(1)
6. too much criticism of performance, gave maximum effort but told it wasn't good enough, unsupportive environment, no positive feedback	(6)
7. couldn't accept field training and emphasis on preparation for combat	(3)

Of the 20 resignees to date, most had had previous college experience or still had options open to them which probably influenced to some extent their decision to resign.

(Source: Major Howard Prince, Ph.D., USMA Cadet Counseling Center)

TABLE 17

EXIT INTERVIEW QUESTIONNAIRE RESULTS - MALE CADETS (50)

<u>STRONG INFLUENCE FOR LEAVING USMA</u>	<u>MEAN SCORE</u>
*1. PLACES TO FIND PRIVACY OR TO BE ALONE	4.08
*2. CADET PRIVILEGES AND RESTRICTIONS	4.02
*3. THE DISCIPLINE AND REGULATION OF CADET LIFE	3.92
4. CLOSE SUPERVISION AT USMA	3.86
5. USMA IS NOT WHAT I EXPECTED	3.86

<u>STRONG INFLUENCE FOR STAYING AT USMA</u>	<u>MEAN SCORE</u>
*1. PRESTIGE OF USMA	1.98
*2. FATHER'S OPINION OF USMA	2.12
*3. MOTHER'S OPINION OF USMA	2.20
*4. THE JOB MARKET TODAY	2.24
5. THE HONOR SYSTEM	2.32

Source: Project Athena, OML, USMA

* M-F AGREE ON THESE ITEMS

Note: The higher the mean, the more the individuals perceived these factors as reasons for leaving.

TABLE 18

EXIT INTERVIEW QUESTIONNAIRE RESULTS - FEMALE CADETS (17)

STRONG INFLUENCE FOR LEAVING USMA MEAN SCORE

*1. THE DISCIPLINE AND REGULATION OF CADET LIFE	4.29
*2. CADET PRIVILEGES AND RESTRICTIONS	4.12
3. MILITARY TRAINING AT USMA	4.06
4. FOURTH CLASS SYSTEM	4.00
*5. PLACES TO FIND PRIVACY OR TO BE ALONE	3.88

STRONG INFLUENCE FOR STAYING AT USMA MEAN SCORE

*1. PRESTIGE OF USMA	1.82
2. MONEY TO ATTEND COLLEGE ELSEWHERE	1.88
*3. THE JOB MARKET TODAY	2.18
*4. FATHER'S OPINION OF USMA	2.24
*5. MOTHER'S OPINION OF USMA	2.24

Source: Project Athena, OML, USMA

* M-F AGREE ON THESE ITEMS

Note: The higher the mean, the more the individuals perceived these factors as reasons for leaving.

TABLE 19

EXIT INTERVIEW QUESTIONNAIRE RESULTS - SEX DIFFERENCES

<u>OUTCOME</u>	<u>MALE AVERAGE</u>	<u>FEMALE AVERAGE</u>	<u>SIGNIFICANCE LEVEL</u>
1. CADET UNIFORMS	2.74	3.41	p < .01
2. MONEY TO ATTEND COLLEGE ELSEWHERE	2.52	1.88	p < .02
3. EQUAL TREATMENT AT WEST POINT*	2.98	3.35	p < .05

Source: Project Athena, OML, USMA

Note: The higher the mean, the more the individuals perceived these factors as reasons for leaving.

* Subsequent interviews on item #3 revealed that women perceived rigid "equality of treatment" in physical training as negative.

TABLE 20
 CADET BASIC TRAINING LEADERSHIP CLIMATE

	Attrition Rate (in %) by Company							6.5	*
	13.5	13.0	12.5	11.1	9.1	8.6	7.9		
Cadet Attitudes									
SATISFACTION-(to be a cadet)	-	-	-	+	-	+	+	+	+
MOTIVATION-(to become an Army officer)	-	-	-	+	-	+	+	+	+
LEADERSHIP CLIMATE -(perception of)	-	-	+	+	-	+	+	+	-
SQUAD LEADER PERFORMANCE-(Perception of)	-	-	+	-	+	-	+	+	+
<u>Performance</u> (women only)									
PT (frequency of fall-out of reveille runs)	-	-	-	+	+	-	+	+	+
<u>Evaluation</u> (women only)									
LES (leadership peer ratings)	-	-	-	+	+	+	-	-	+

CODING: +/- Median Split; Mean scores were rank-ordered and assigned a (+) or (-) value
 * There were 8 companies in CBT '76/A random sample of 50 new cadets in each was employed

rates tended to have more positive attitudes toward USMA, the Army, and toward the leadership they observed. The study also found that women in units with lower attrition tended to physically perform more effectively and subsequently tended to be evaluated higher in terms of their own leadership potential (LES).

In an attempt to determine whether USMA was losing some of its most qualified candidates from voluntary attrition in CBT, an analysis was conducted to compare entrance characteristics of stayers and leavers. As results at Table 21 indicate the mean scores of stayers and leavers appear similar.

D. Physical and Attitudinal Effect of CBT

Two significant research projects were conducted at USMA to study sex differences and the effect of CBT on new cadets. Project Athena focused on psych-sociological characteristics and Project Summertime focused on physiological characteristics. Although the results of these studies are reported in their entirety in separate reports, tables at Inclosure 5 summarize the major results of these projects. In summary, the tables depict sex differences on physiological and psychological factors between cadets tested at entrance (July '76) and at the end of CBT (August '76). Data indicated that attitudinal and physical changes took place in both sexes over that period of time and that sex differences were evident both before and after the summer training period. The following general conclusions are provided:

TABLE 21

PERSONAL CHARACTERISTICS -- USMA INDICATORS OF STUDENT QUALITY

	ALL		WOMEN		MEN	
	ENTRY (N)	DEPARTEES (N)	ENTRY (N)	DEPARTEES (N)	ENTRY (N)	DEPARTEES (N)
WCS	5945.0 (1500)	5948.6 (153)	5761.6 (119)	5755.2 (17)	5960.8 (1381)	5972.7 (136)
CEER	599.8 (1113)	603.3 (98)	621.4 (80)	604.8 (5)	598.1 (1033)	603.2 (93)
ACEER	596.6 (388)	602.7 (55)	606.4 (30)	620.4 (12)	595.5 (349)	597.7 (43)
SAT-V	550.3 (1113)	544.0 (98)	569.3 (80)	508.0 (5)	548.8 (1033)	545.9 (93)
SAT-M	638.3 (1113)	641.9 (98)	626.5 (80)	592.0 (5)	639.2 (1033)	644.6 (93)
ACT-E	22.6 (388)	22.2 (55)	23.7 (39)	23.3 (12)	22.5 (349)	21.9 (43)
ACT-M	28.7 (388)	28.9 (55)	27.9 (39)	28.7 (12)	28.8 (349)	28.9 (43)
LPS	605.8 (1500)	601.9 (153)	594.9 (119)	593.6 (17)	606.7 (1381)	602.9 (136)
PAE	533.6 (1496)	524.6 (153)	278.2 (119)	279.4 (17)	555.7 (1377)	555.3 (136)

WCS -- Whole Candidate Score
 CEER -- College Entrance Examination Scores and High School Rank Scores statistically combined
 ACEER -- A composite score of ACT tests and High School Rank
 SAT-V -- Scholastic Aptitude Test - Verbal
 SAT-M -- Scholastic Aptitude Test - Math
 ACT-E -- American College Test - English
 ACT-M -- American College Test - Math
 LPS -- Leadership Potential Score
 PAE -- Physical Aptitude Exam

Source: Admissions Office and Project Athena, USMA

(1) Significant physical and psychological differences existed between men and women at entrance in July, 1976. Most significant were upper-body strength differences and attitudinal differences toward the role of women in society.

(2) In August, 1976, men and women continued to evidence significant differences, but not as many as existed at entrance.

(3) CBT '76 had more of an impact on psychological or attitudinal changes within individuals than upon physical changes. Both men and women appear to have changed their views on a number of the factors tested.

E. Attitudes and Conduct

As described earlier in this report, cadet attitudes toward the admission of women, prior to their entrance in July, were predominantly negative. In March of 1976, 50 percent of cadets expressed negative views toward the issue. (See Table 3, Part 1)

Attitude surveys, administered after Cadet Basic Training, concluded the following:

1. The Cadet Basic Training experience at both USMA and USAFA appears to influence cadets to have more "traditional" attitudes toward the role of women in society. (See Table 31) Research at USMA further demonstrates that squad leaders with and without women in their squads became more traditional. Squad Leaders without contact, however, tend to be more traditional than squad leaders who have contact. (Mengel, 1977)

2. Attitude surveys on the perceived role of women in society administered to the entering Class of 1980 indicated that significant differences existed between men and women. Women tended to be more equalitarian in their views and men more traditional. Table 32 depicts the scores of groups surveyed at various times on their attitudes toward women. USMA women were the most liberal of all groups tested on this measure - even in comparison with other women at the Air Force Academy.

3. In general, with the exception of the Class of 1979, cadets became less positive toward the admission of women over the time period March 1976 to August 1976. Additional attitude data suggest, however, that there was a significant decrease in the number of cadets who expressed a desire to openly manifest their hostility toward women, once women were admitted. (See Table 33)

4. A study of perceptions of treatment during CBT concluded that women, as a group, tended to experience more frequent instances of inequitable treatment. That is to say that both men and women tended to feel that women had received more preferential, as well as more harsh treatment, than had other cadets. In a research report entitled "Cadet Perceptions of Inequitable Treatment During Cadet Basic Training" (USMA Report No. 4F1. 00-77-12), Dr. Priest concluded the following:

"There were sex differences in self-reports of discriminatory treatment due to race, ethnicity, or sex. Women report more victimization (harsher than average treatment), and also more protection (kinder than average treatment).

TABLE 31

AWS Scores for Men and Women Cadets
Before and After Cadet Basic Training^a

Sample	Pre		Post	
	Mean	S.D.	Mean	S.D.
USMA (Class of '80)				
Males	42.32	9.93	39.70	11.16
Females	57.51	8.88	56.50	9.00
USAFA (Class of '80)				
Males	43.10	12.38	41.20*	12.43
Females	54.09	12.35	53.93	12.57
USAFA (Upperclass Cadre)				
1st BCT	43.34	10.40	39.70	13.06
2nd BCT	41.16	12.09	39.09	9.99

* $p < .05$

^aSource: Spence, Helmreich, and Stapp, 1973 and USAFA and Project Athena, USMA

Note: the lower the score the more traditional the attitude.

TABLE 32

Comparison of AWS Scores for Males and
Females at Several Institutions

<u>Sample</u>	<u>Date</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>
U. of Texas	1975			
Males		248	47.16	12.78
Females		282	53.16	12.56
USMA (Cl. of '80)	1976			
Males		980	42.32	9.93
Females		102	57.51	8.88
USAFA (Cl. of '80)	1976			
Males		367	43.10	12.38
Females		42	54.09	12.35
USMA Faculty	1976			
Males		236	48.83	11.64

Source: Project Athena, OML, USMA

Note: the lower the score the more traditional the attitude.

TABLE 33

Percent Who Feel Positive About the Admission of Women

	CLASS OF		
	<u>1977</u>	<u>1978</u>	<u>1979</u>
March 1976	37.5% (750)	39.2% (900)	38.0% (1051)
Reorganization Week 1976 (Late August)	34.4% (657)	34.3% (818)	41.8% (981)
T-Value	1.209	2.106*	-1.74

N in parenthesis

* P < .05

Source: Project Athena, USMA

Psychological variables, such as the individuals' reaction to the reveille running program, or his belief in equality, moderate the sex differences found. Although psychological factors help explain individual differences in reported victimization and protection, they do not explain away the sex difference. Quite possibly women were, on occasion, treated more harshly than male cadets. On some other occasions, the evidence suggests, women were treated with greater kindness than male cadets, particularly if they experienced great difficulty in reveille running. The law which directed admission of women to the service academies made it permissible for West Point to treat women cadets differently, if the difference was linked to physiological differences between men and women. Thus, differential treatment may not be blameworthy. One might easily explain why women might have perceived legally prescribed changes in training standards as special protection, or kindness toward them. But why did women perceive being treated more harshly than male cadets? One explanation is that the cadet leaders in charge of training the detail, were frustrated by having to use two different standards in physical training of men and women. As a result, they took out their frustration on female cadets who were performing poorly in PT. If true, the detail will need more objective guidance regarding physical standards for women in order to reduce their uncertainty about how to treat women. Women cadets should be consulted in formulating CBT training policy for the future.

Another explanation for perceptions of differential treatment, both harsh and kind, may be that all new cadets who are especially visible, are likely to be noticed by the cadet cadre, and subsequently treated differently. Women, like other minorities at West Point, are especially visible; hence, their performance is more frequently noted. Frequent testing of women could cause additional stress, which would in turn result in poor performance.

Since harsh treatment is often the plight of many new cadets, it may be that such treatment varies in its application across CBT units. New cadets who experience especially high levels of harsh treatment, would have more difficulty in performing up to their full potential. Such an explanation, however, warrants additional research and analysis.

The data also shows that there is a very widespread perception among cadets that other cadets - not themselves - receive special consideration due to race, ethnicity, or sex. The extent of jealousy is truly alarming. It is clear that cadets are using different standards for reporting discrimination directed at themselves, and discrimination directed at others. Statistical analyses suggest that perceived favorable treatment for others - which we have termed jealousy in this report, is due to individual beliefs about women's roles in society, about stress, equality, military training at West Point, and his perception about the desirability of West Point. In other words, the perception that other cadets receive special treatment is largely due to the perceiver's own cognitive system. Cadets should be clearly informed of these facts to combat the pluralistic ignorance which it reveals. (See Table 34)"

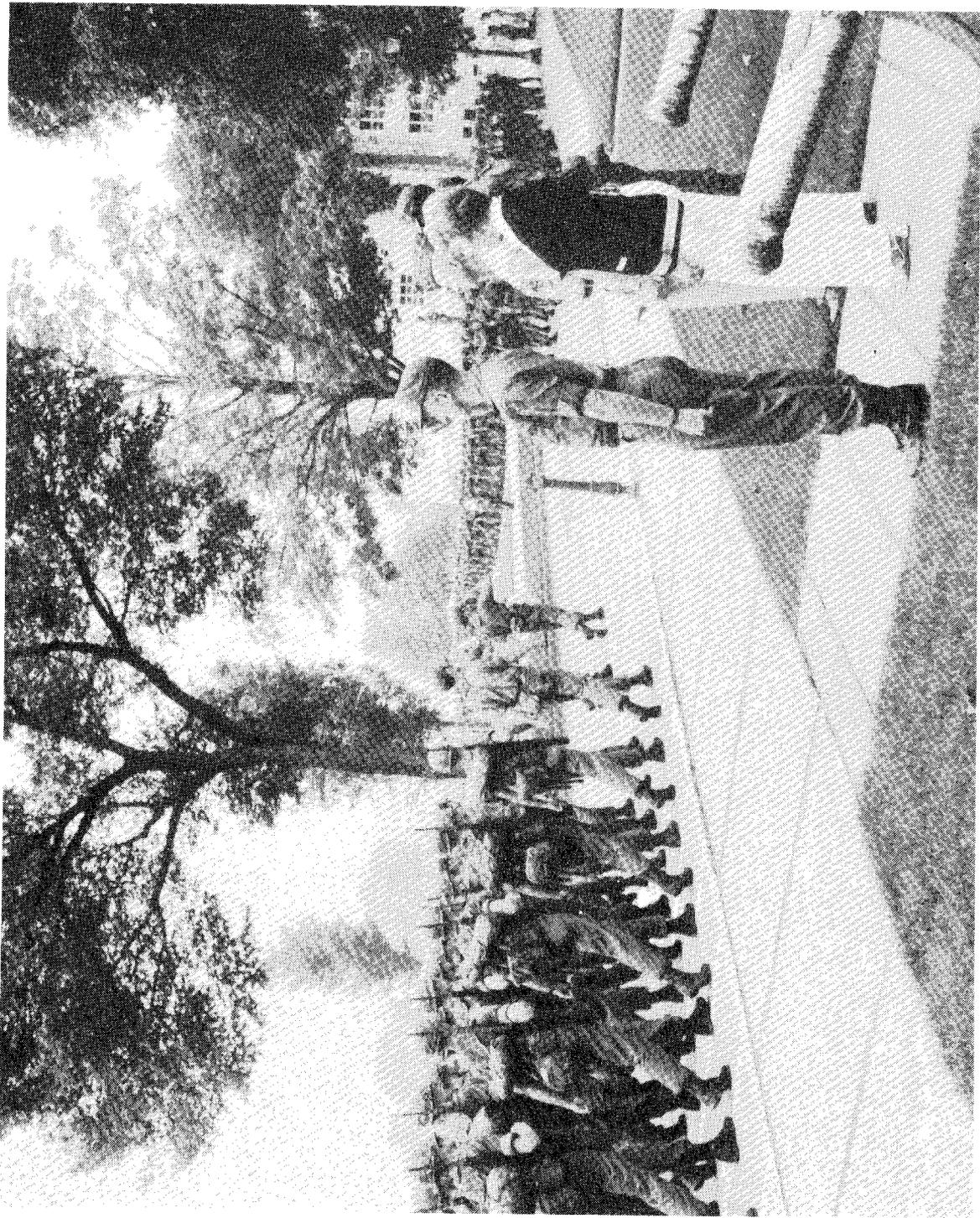
TABLE 34

Percentage of Male and Female Cadets Perceiving
Victimization, Protection, & Jealousy

Response	Victimization ¹		Protection ²		Jealousy ³	
	M	F	M	F	M	F
A. No, Never	67	40	83	27	10	14
B. Maybe	13	12	12	26	9	14
C. Yes, Once or Twice	8	23	4	24	17	30
D. Yes, On Several Occasions	7	18	2	19	31	29
E. Yes, Frequently	1	7	1	4	33	14
Number of Cadets	(1071)	(90)	(1071)	(90)	(1071)	(89)

- ¹ "In the past six weeks, have you been treated more severely than other cadets because of your race, your ethnic background, or your sex?"
- ² "In the past six weeks, have you been treated with greater kindness than other cadets because of your race, your ethnic background or sex?"
- ³ "In the past six weeks, have you observed other new cadets being treated with greater consideration or kindness because of their race, ethnic background, or sex?"

Source: Project Athena, USMA



Part III: Initial Academic Year

The purpose of this section of the report is to document: the significant actions taken to integrate women into USMA during the academic portion of the year (September-June), the performance of women (in comparison with men) in the areas of academics, conduct, leadership, and athletics, the attrition rate and factors related to it, and the attitudes and treatment expressed toward women by other cadets.

A. Institutional Reaction

1. Policies to Integrate Women: Although most policies were set prior to July, 1976, a number of policy decisions, influenced by the admission of women, were made after CBT. These included a revised policy toward billeting and a proposed pregnancy policy.

a. Revised Billeting Plan: In the spring, the Commandant, BG John C. Bard, recommended to the Superintendent, LTG Sidney Berry, that female cadets be integrated into all 36 cadet companies during the AY 77-78 time period as opposed to integrating over a three-year time frame. Under the former plan, the last twelve companies of the Corps would not have been integrated until AY 78-79. Data indicate general support among cadets for that policy change. (See Tables 35 and 36) The policy proposed was as follows:

(1) "Class of 1980 women will be billeted in five companies per regiment (A, D, G plus two determined by each regiment). There will be approximately four class of 1980 women per company.

(2) Class of 1981 women will be billeted in the remaining four companies per regiment which do not have class of '80 women. There will be 5-6 class of 1981 women per company."

TABLE 35

THE SPEED OF INTEGRATION OF
WOMEN INTO ALL 36 COMPANIES

"Next year, if it is possible women should be assigned to"

	PERCENT				ALL GADETS
	CL 78	CL 79	CL 80M	CL 80F	
1. All 36 companies	58	73	66	86	66
2. Up to 24 companies	18	9	17	14	15
3. The same 12 companies as at present	24	18	17	0	19
N	(366)	(399)	(453)	(36)	(1254)
Mean	1.66	1.45 _{ab}	1.51 _b	1.13 _a	1.53

Note: Means with a subscript in common are not significantly different at the .05 level using a modified ISD procedure overall $F = 8.05$, $p < .001$.

Source: Project Athena, USMA

TABLE 36

BILLETING ASSIGNMENT CRITERIA

"The most important consideration for assigning women cadets to companies next year"

	PERCENT				ALL CADETS
	<u>CL 78</u>	<u>CL 79</u>	<u>CL 80M</u>	<u>CL 80F</u>	
1. Maintaining solidarity, and group support among women	21	15	25	28	21
2. Integrating the Corps as rapidly as possible	79	85	75	72	79
N	352	392	465	43	1252
Mean	1.79 _a	1.85 _a	1.75 _a	1.72 _a	1.79

Note: Means with a common subscript do not differ significantly from each other at the .05 level by a modified LSD procedure. Overall F = 4.6 p < .005.

Source: Project Athena, USMA

b. Pregnancy: In January, a policy relative to pregnant cadets, and cadets determined to have caused pregnancy, was proposed. The provisions of the policy were as follows:

(1) "Pregnant applicants or applicants with a legal obligation to support a child or children will not be permitted to enroll.

(2) On and after 8 November 1976, a female cadet who is determined through self-admission or other evidence to be pregnant, or a male cadet who is determined through self-admission or court adjudication to have caused pregnancy, will be allowed to resign. Failure to resign will normally result in separation from the United States Military Academy."

2. Assignment of Women Officers to USMA: Tables 37 and 38 indicate the actual and forecasted assignment of women officers to West Point. The tables were prepared in January 1977:

B. Individual Performance

1. Academic Performance (excluding physical education): Academically, men and women appear to have performed similarly. As Table 39 depicts, prior to the start of the school year slightly higher percentages of women were enrolled in advanced courses in English and foreign languages.

As Tables 40-41 indicate, at the end of the first semester, 55 percent of the women stood in the top half of the class academically. Performance of men and women appeared similar in all cases, with the notable exception of class standing in Military Science. The exact reason for this is unclear at this time. No women were separated at the end of the first semester for inability in academics, although 4 women were put on probation.

As Tables 42-43 indicate, at the end of the year, 44 percent of the women

TABLE 37

THE ASSIGNMENT OF STAFF & FACULTY
WOMEN OFFICERS

PRE (7 Jul 76)

<u>RANK</u>	<u>NAME</u>	<u>DATE OF ASSIGNMENT</u>	<u>POSITION</u>
CPT	Fry	Jul '73-Sept '76	ES&GS
CPT	Bird	Jul '75	Dept. of Foreign Lang.
MAJ	Hickerson	Aug '75	DAR
CPT	Yost	Sept '75	Asst. S3 USCC
MAJ	Willis	Jan '76	Opns. Off., DCSOPS
CPT	Rhone	Mar '76	Counselor, OML
CPT	Trollinger	Apr '76-May '77	Purchasing & Control
MAJ	Young	Apr '76	Asst. S1 USCC
LT	Doornik	May '76	Protocol/OMI
LT	Johnson	May '76	PE Instr., OPE

POST (7 Jul 76)

LT	Batjer (Navy)	Jan '77	Dept. of Soc. Sci.
CPT	Stivek	Feb '77	Dept. of Eng.
CPT	Kelly	May '77	ES&GS
LT	Moleski	May '77	DAR
LT	Van Dormolen	Aug '77	PE Instr., OPE

1st Bn., 1st Inf.

CPT	Nitka	Feb '76	XO.HQ CO/AG 1st Bn.
CPT	Pennington	Oct '74-Nov '76	AG 1st Bn.

WAC DET

CPT	Trollinger	Jan '75-Apr '76	CO, WAC DET
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Military Police (POST 7 Jul 76)

LT	Flammenio	Aug '76	Physical Security Platoon Leader Office of the Provost Marshal
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TABLE 38

USMA WOMEN OFFICERS - GOALS/ASSIGNMENTS
CY 76 - CY 80

	<u>GOALS/ASSIGNED</u>			
	<u>CY 76</u>	<u>CY 77</u>	<u>CY 78</u>	<u>CY 79</u>
<u>DEAN</u>	1/2	4/4	5	7
1 - Foreign Languages				9
1 - Social Sciences				
*1 - Earth, Space & Graphic Sciences				
*1 - English				
<u>COMMANDANT</u>	2/4	3/5	3	4
1 - Office of Physical Education				4
1 - Office of Military Leadership				
2 - SI/S3, Department of Tactics				
*1 - Office of Physical Education				
<u>STAFF</u>	2/6	2/4	2	4
2 - 1st Battalion, 1st Infantry				
1 - Protocol				
1 - Deputy Chief of Staff Operations				
**1 - Purchasing & Contracting				
**1 - Director of Admissions & Registrar				
TOTALS	5/12	9/13	10	13
* Summer '77 Gains				17
** Summer '77 Loss				

Source: DCSOPS, USMA

TABLE 39

Validation and Advanced Course Enrollment - Class of 1980

Listed below are numbers of the Class of 1980 who either have validated or are enrolled in advanced Fourth Class core courses. Base figures are: Total - 1368; Men - 1266; Women - 102.

		<u>Validations</u>		
<u>Course</u>		<u>Total</u>	<u>Men</u>	<u>Women</u>
Engineering Fundamentals 101	101	34	33	1
Engineering Fundamentals 102	102	16	14	2
Environment 103		6	5	1
Foreign Lang		62	56	6
		<u>Advanced Courses</u>		
			<u>%</u>	<u>%</u>
Engineering Fundamentals 153	103	103	(07)	2 (02)
English 151	149	126	(09)	23 (22)
Environment 153	114	111	(08)	3 (03)
Foreign Lang 141	180	163	(12)	17 (16)
Foreign Lang 151	187	161	(12)	26 (25)
Math 153	144	135	(10)	9 (08)
Math 155	84	75	(05)	9 (08)

SOURCE: OFFICE OF THE DEAN, USMA

TABLE 40
FIRST SEMESTER ACADEMIC ATTAINMENTS
Class Standing by Quarters

Class Standing	Math	English	Foreign Language	Engineering Fundamentals
Top Quarter	25%	36%	39%	12%
Top Half	48%	55%	59%	43%
Bottom Half	52%	45%	41%	57%
Bottom Quarter	22%	14%	17%	30%

As of 17 January 1977

Source: Dean's Office, USMA

TABLE 41
 FIRST SEMESTER ACADEMIC ATTAINMENTS
 Class Standing by Quarters

Class Standing	Environmental Science	Military Science	Physical Education	GPA
Top Quarter	27%	15%	35%	30%
Top Half	53%	27%	59%	55%
Bottom Half	47%	73%	41%	45%
Bottom Quarter	26%	29%	26%	19%

As of January 1977

Source: Dean's Office, USMA

stood in the top half of the class academically. Women appeared to excel in foreign languages, but again 50 percent were in the bottom quarter in Military Science and 38 percent were in the bottom quarter in Environmental Science. The highest standing woman stood 44th in the class academically. 20 men and 2 women resigned or were separated for academic failure. 5 percent of the men and 3 percent of the women were designated as "Distinguished Cadets" for standing in the top 5 percent of the class in general order of merit. 30 percent of the men and 23 percent of the women made the Dean's List for standing in the top 30 percent of the class.

Several reasons have been offered to explain women's relatively poor performance in Military Science: (1) that in a press for time, cadets fail to adequately prepare for this lightly weighted course (in credit hours); (2) that women lack interest in the content of the course; (3) that a subtle form of self-fulfilling prophecy may be operating or (4) some combination of the above. This phenomenon is continuing to be analyzed at USMA.

2. Physical Education: At the end of the academic year, 1 cadet was separated for lack of ability in physical education.

a. Plebe Core Courses: Plebes (freshmen) are required to take core P.E. courses in boxing, wrestling, swimming, and gymnastics. As noted previously, women took classes in self-defense in lieu of boxing and wrestling. 69% of the women evaluated these classes as "above average" and "of great value" on a post-course survey. In gymnastics, men and women took classes together, but some adjustments were made:

TABLE 42
 SECOND SEMESTER ACADEMIC ATTAINMENTS
 Class Standing by Quarters

Class Standing	Math	English	Foreign Language	Engineering Fundamentals
Top Quarter	19%	28%	43%	11%
Top Half	50%	50%	59%	35%
Bottom Half	50%	50%	41%	65%
Bottom Quarter	13%	25%	22%	34%

As of 13 June 1977

Source: Dean's Office, USMA

TABLE 43

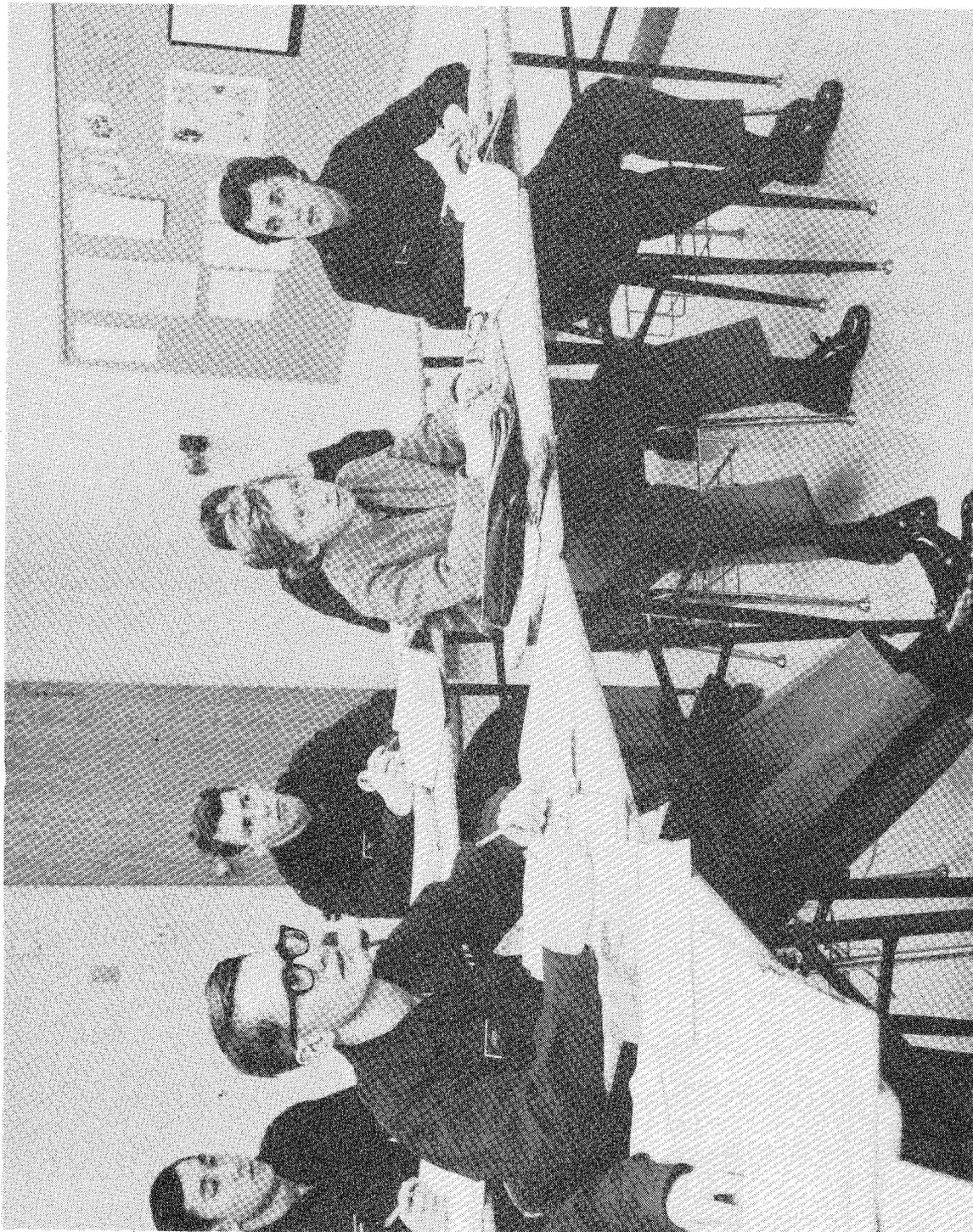
SECOND SEMESTER ACADEMIC ATTAINMENTS

Class Standing by Quarters

Class Standing	Environmental Science	Military Science	Physical Education	GPA
Top Quarter	13%	9%	25%	20%
Top Half	33%	33%	50%	44%
Bottom Half	67%	67%	50%	56%
Bottom Quarter	38%	50%	25%	21%

As of 13 June 1977

Source: Dean's Office, USMA



(1) the uneven parallel bars and balance beam were added.

(2) the horse vault, the shelf, and the horizontal ladder were modified on the obstacle course.

No modifications were made in swimming and women were integrated with men at all swim classification levels.

b. Physical Performance Tests. All cadets are tested on physical performance tests to include, the 2-Mile run, the obstacle course, and the physical ability test. Figures 3-6 show the grades received by men and women on the 2-mile run. Figure 5 shows the grades women would have received if they had been evaluated on the 2-Mile run against the men's grading scale.

c. Weight Control: By February, there was evidence that women were gaining weight at an accelerated rate to men. In an evaluation, the Office of Physical Education concluded: "normally a cadet loses weight during CBT and regains that weight (hopefully in the form of muscle) by March of the following year. Women cadets who lost an average of 3 pounds during the first month of CBT regained that weight by mid-November and presently weigh more now, on the average, than when they started CBT." By the spring, a number of women (and men) were voluntarily placed on diet control tables in the Mess Hall to help control weight gain.

d. Intramurals and Athletics: All cadets at USMA who do not participate in intercollegiate athletics, participate in intramurals with their cadet companies. Women participated in all fall intramural sports, with the exception of contact sports. In track, they were at a definite disadvantage in competing against men, but chose to continue in this sport when provided an

FIGURE 3

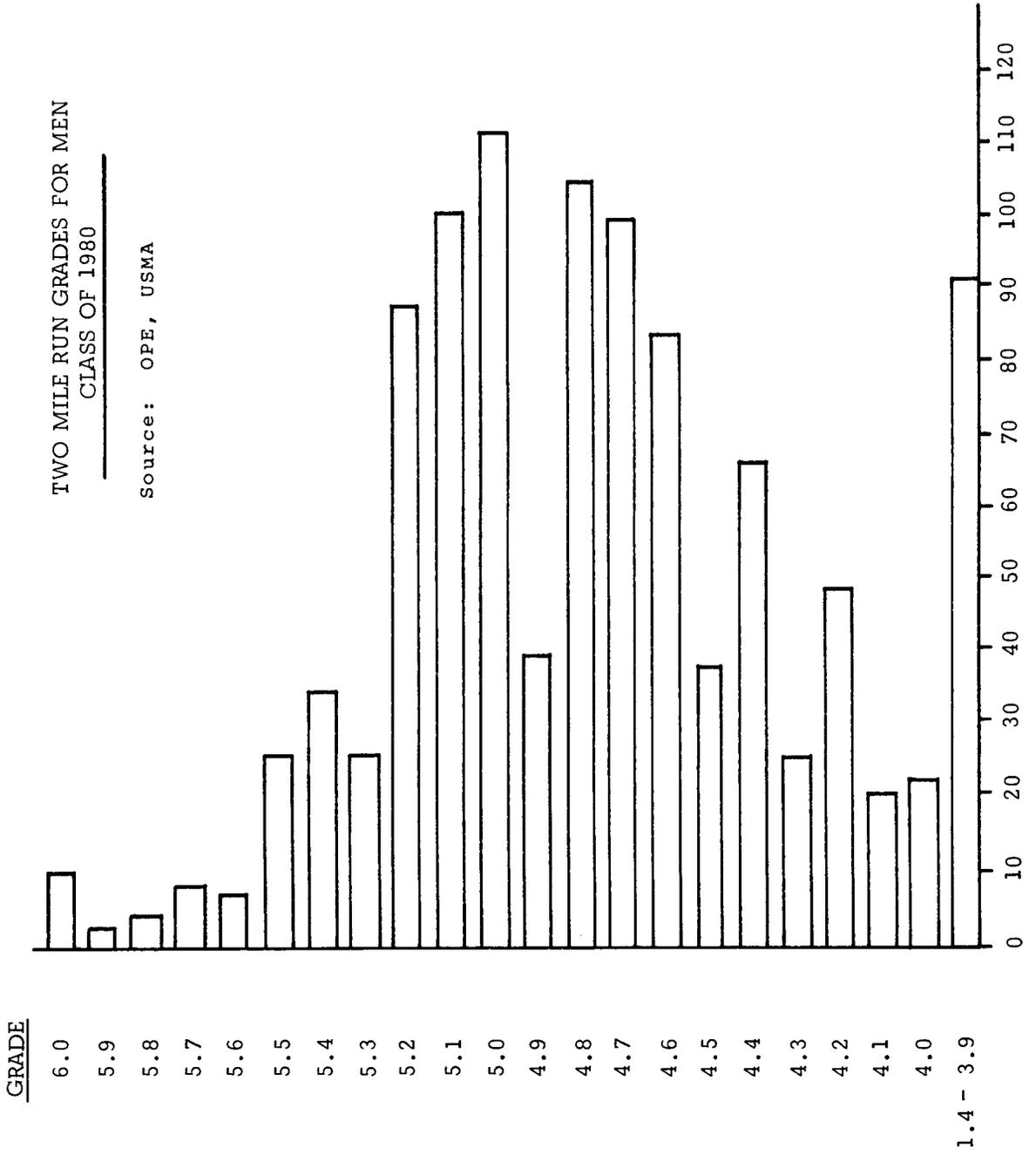


FIGURE 4

TWO MILE RUN GRADES FOR WOMEN
CLASS OF 1980

Source: OPE, USMA

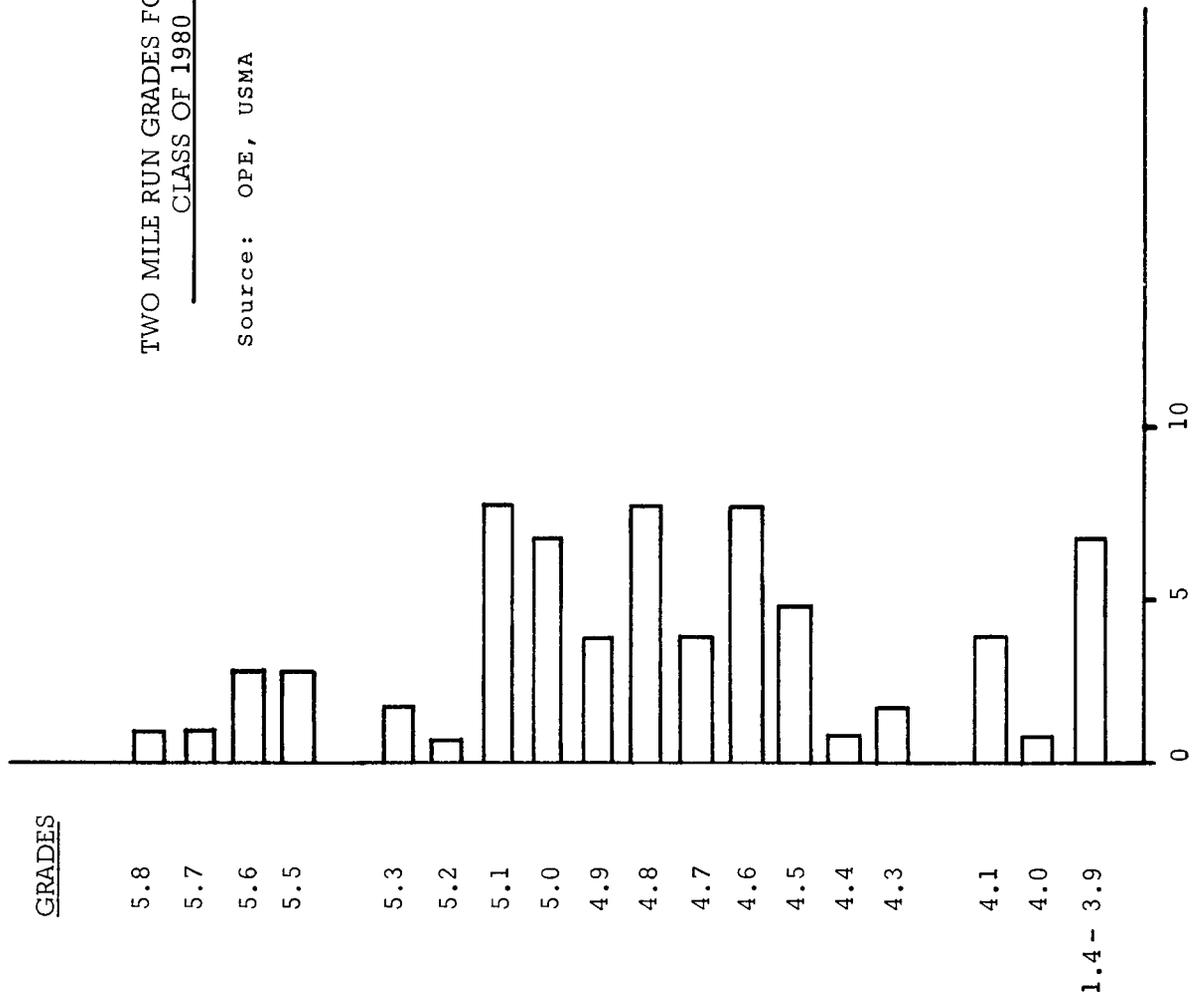


FIGURE 5

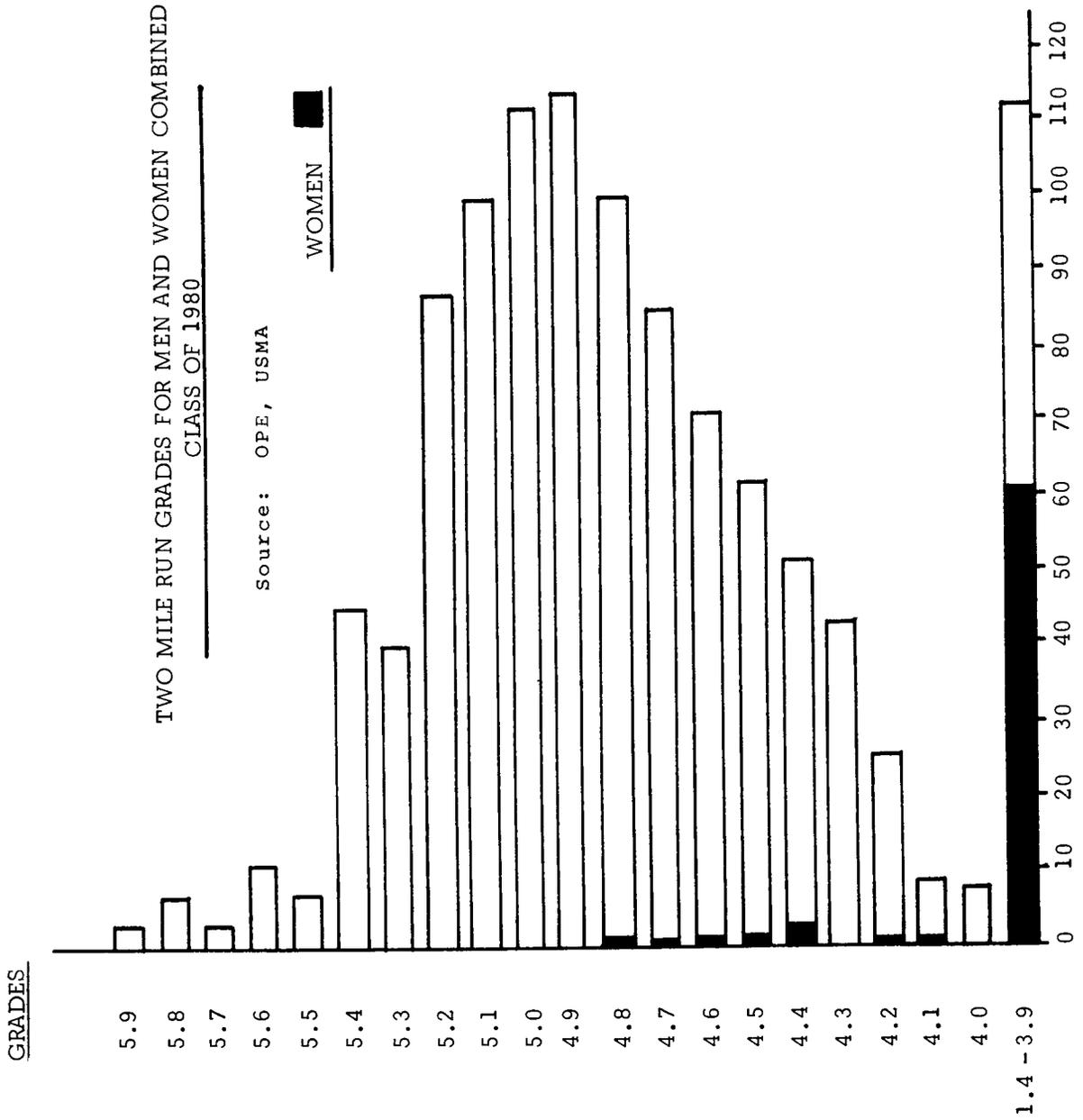
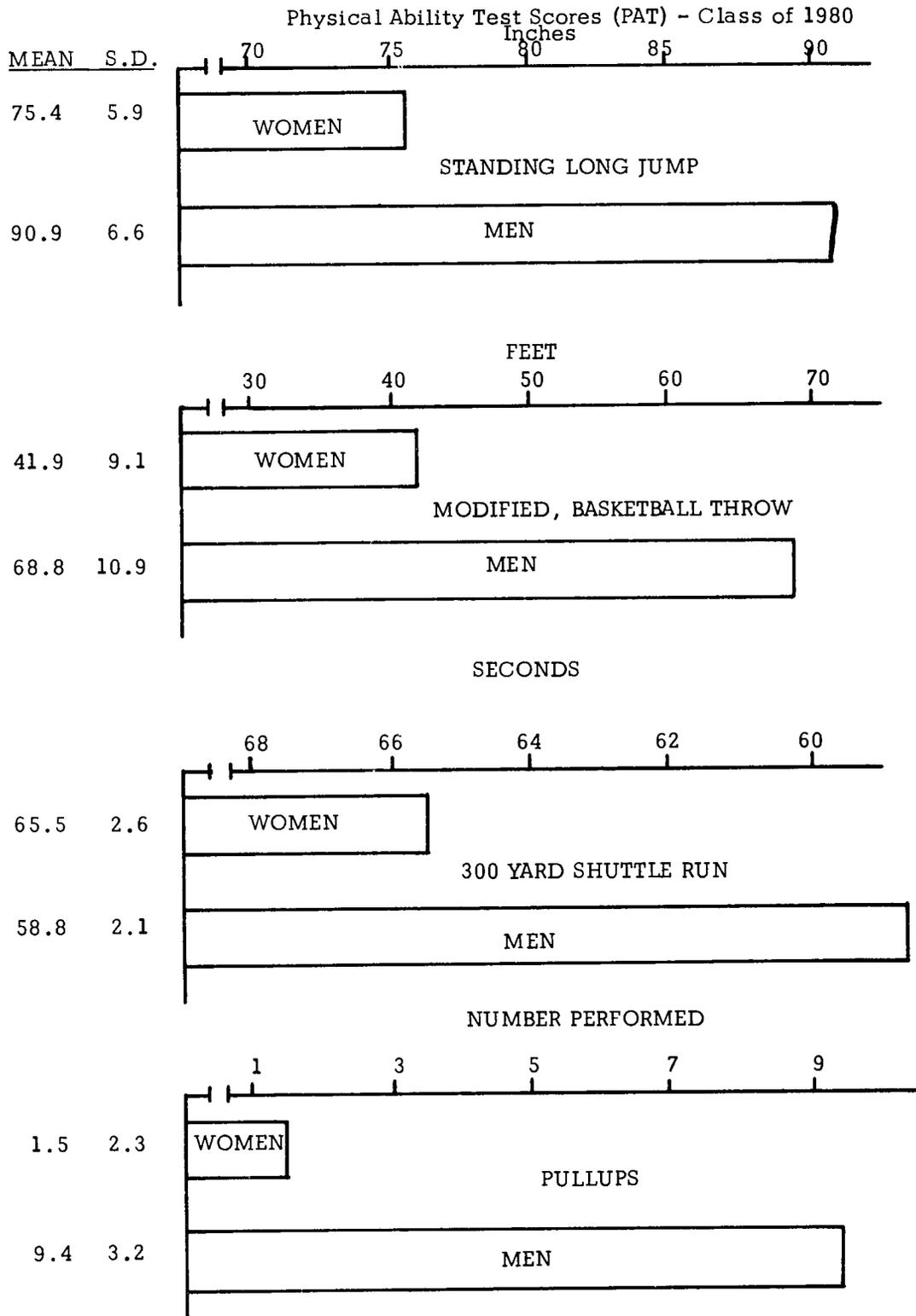
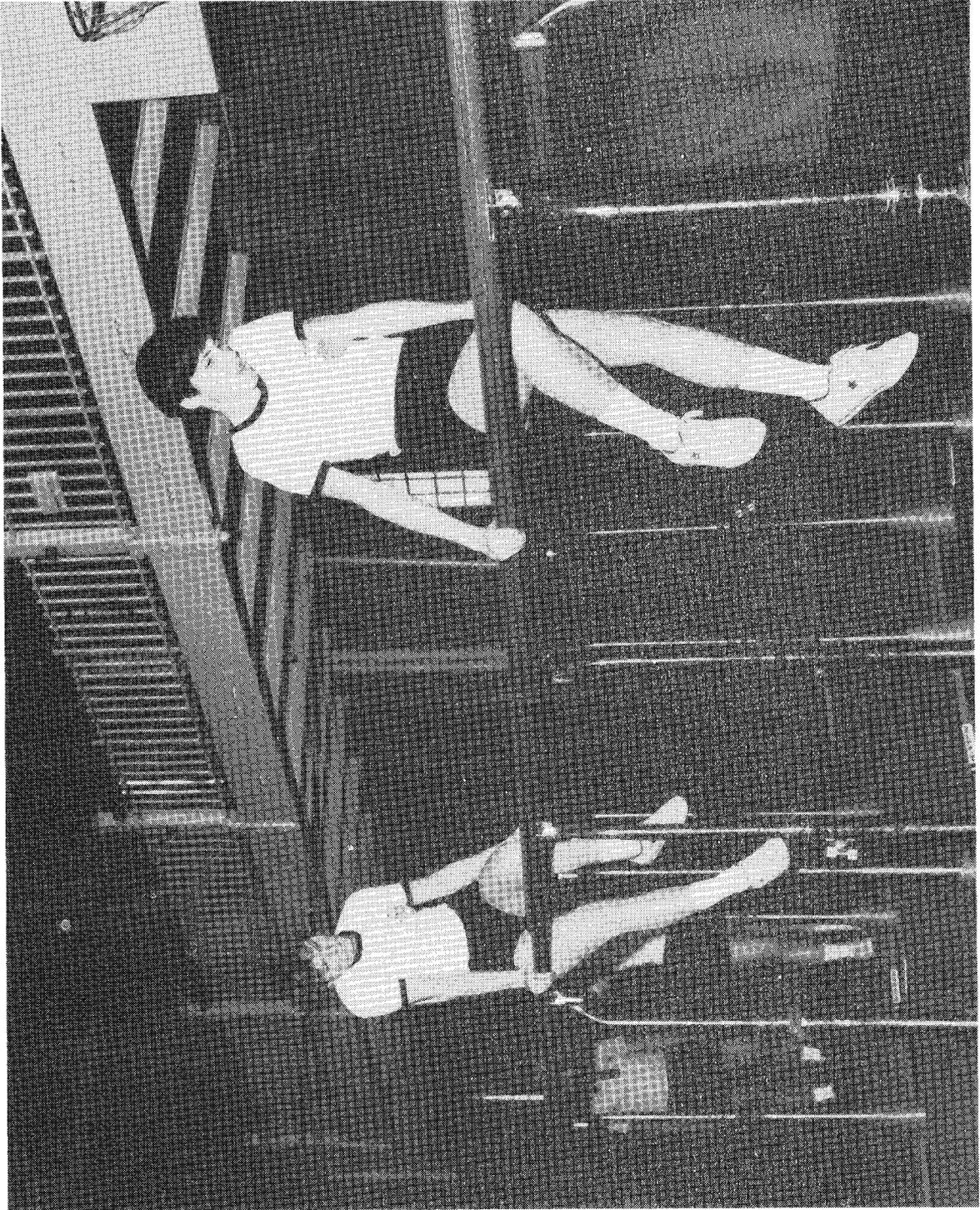


FIGURE 6



Source: OPE, USMA



opportunity to change sports preferences. On one survey, women indicated they would rather compete in their companies than on women-only teams at battalion or regimental level. A Brigade Open was held for track which included women-only events. This was popular with female cadets and produced several women Brigade Champions. Winter intramural sports went well, with women heavily represented in swimming and volleyball.

Club teams were formed for women's basketball, gymnastics, volleyball, and softball. Women's field hockey, swimming, and tennis teams are anticipated for next year. Women's intercollegiate teams were planned for the future when club teams indicate they can be competitive at that level. During the first year, there were too few women at USMA to support any intercollegiate teams. It is expected that the women's basketball team will probably be the first intercollegiate team formed. Plans are already being made for competitive club and intercollegiate matches between each of the service academies women's teams. At Table 44 is a list of clubs and teams women participated in this first year.

The following observations were made this year on women's sports:

(1) The women's basketball team, members of which were affectionately called "sugar smacks" by the cadets, did a great deal to facilitate the acceptance of women. The team had a record of 14 wins and 5 losses and became a focal point for male cadets seeking an acceptable way to express approval toward women.

(2) Male cadets closely scrutinized the evaluation of women in all

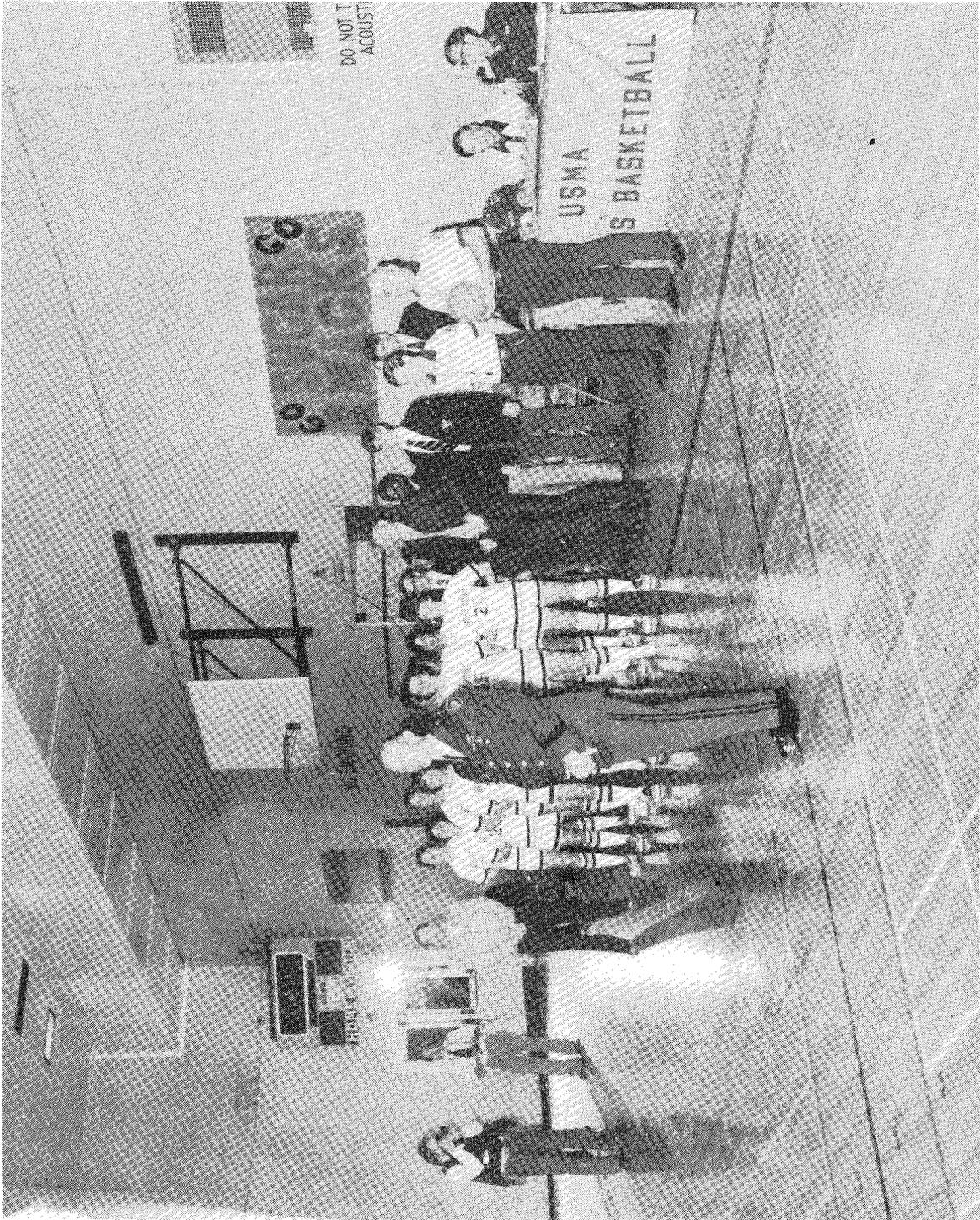
Table 44

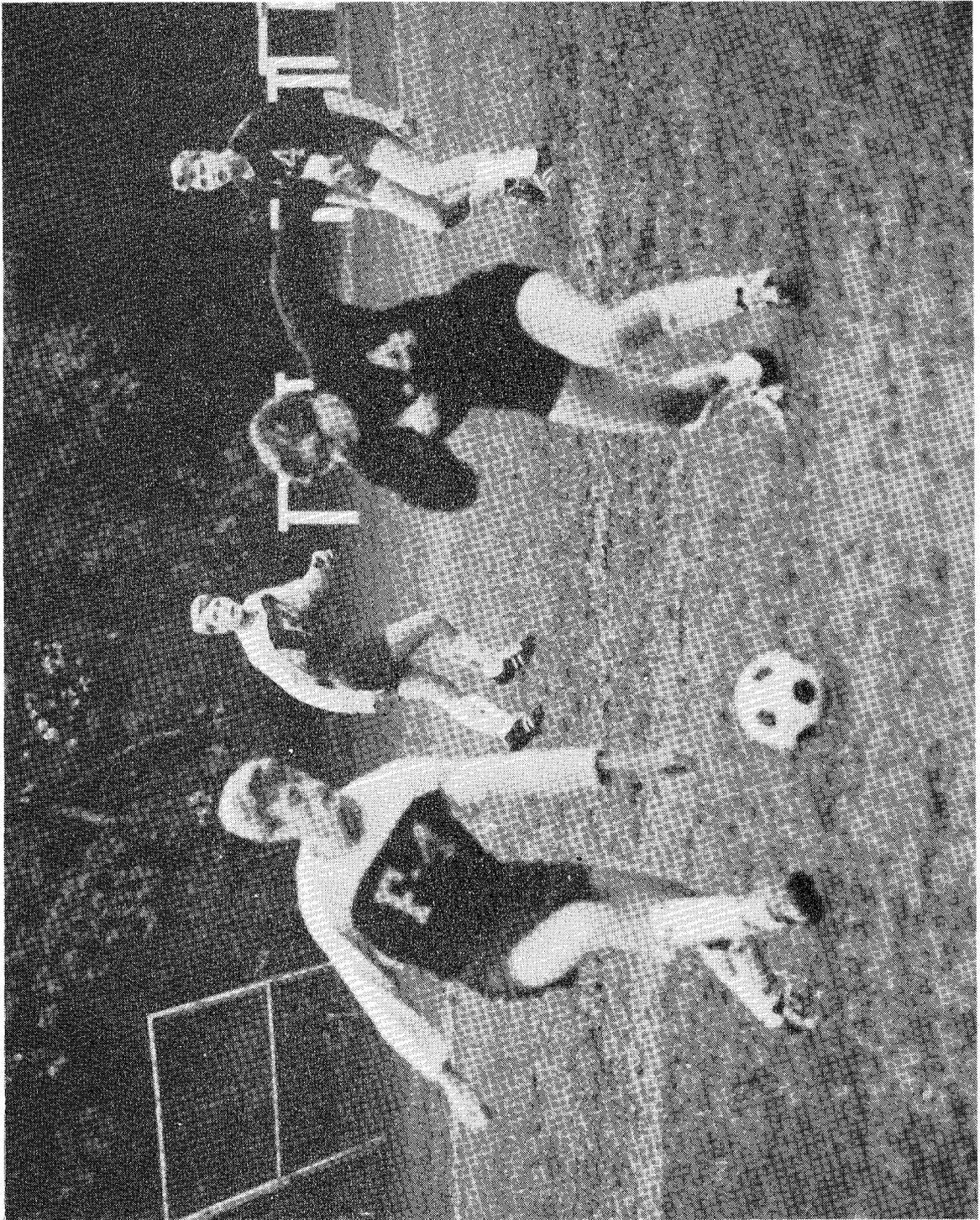
WOMEN IN INTRAMURALS/Club-Corps Squad

FALL 94 WOMEN	Corps Squad	Fencing	1	
		Pistol and Rifle	1	
		Swimming	2	
		Track	2	
	Clubs	Basketball	14	
		Gymnastics	11	
		Orienteering	6	
		Riding	7	
		Sailing	2	
	MGR	Triathlon	3	
		MGR	3	
	Intramurals	Flickerball	4	
		Soccer	17	
		Track	15	
Triathlon		6		
WINTER 94 WOMEN	Corps Squad	Fencing	1	
		Pistol and Rifle	4	Ski TM
		Skiing	5	--- Ski Patrol
		Swimming	1	Ski Instr.
		Track	4	
	Club	Basketball	12	
		Gymnastics	10	
		Judo	1	
		Volleyball	10	
	MGR	MGR	5	
		MGR	5	
	Intramurals	Handball	2	
		Squash	3	
		Swimming	16	
Volleyball		18		
MEX		2		

Note: Corps Squad is synonymous with intercollegiate level teams.

Source: OPE, USMA





areas related to physical performance. They initially resented women being evaluated on separate scales in such events as the 2-Mile run and physical ability test because up until that point, with the months of planning that had been done, the Office of Physical Education had not expressed an intent to employ a two-track philosophy in evaluating women's performance. Given the research into women's physical performance preceding July, 1976, this might have been predicted, and cadets prepared for this reality months in advance.

3. Cadet Regulations and the Conduct System: In addition to USCC Regulations changes listed at Inclosure 2, one additional change was made during the academic year. Women were "required" to wear skirts to hops and dances where they had previously had the option of wearing trousers. This change was made in response to feedback that male cadets were applying sanctions to women wearing dresses to these events.

The regulation which had the most impact on the conduct system was the "dating" regulation. Under this regulation, plebe women and members of the upperclass were prohibited from dating. During the year, instances of male and female cadets being reported by other cadets for talking too long to each other, dancing together, being seen frequently together, and attending clubs together became legend. Rumors on these topics became commonplace.

Another consequence of the dating regulation was that it seemed to limit the legitimate interaction between plebe women and upperclass men. The policy requiring women to have their barracks room door open when men were

present also seemed to have a similar effect. On the other hand, both these regulations helped to protect the privacy of women, and to limit unsolicited visiting on the part of male cadets.

Table 45 reports the results of an analysis into the numbers of demerits received by men and women for violating cadet regulations. The following can be concluded:

a. Men and women, by and large, seem to have performed similarly in the cadet conduct system.

b. It appears that fewer demerits were given in segregated units than in integrated units.

c. There appear to be noticeable differences across regiments on total numbers of demerits awarded to cadets in those regiments. This could potentially be due to varying philosophies on how the conduct system should be administered in those regiments. Further analysis of this data revealed even greater differences in total numbers of demerits received by cadets of different companies.

4. Fourth Class System: Outwardly, it is difficult to assess the impact of the integration of women on this system. In analyzing cadet responses to a Fourth Class Systems Questionnaire administered by the Fourth Class Systems Committee, the following conclusions were made:

a. Both men and women strongly agreed that the Fourth Class System was an essential part of USMA training, but men and women were mixed as to whether its most important function was assessment or development.

TABLE 45

Evaluation of Cadets in the Conduct/Demerit System

		Mean Number of Demerits		
<u>USCC Regiments</u>		<u>Males (N)</u>	<u>Females (N)</u>	<u>Both (N)</u>
1st	Integrated*	40 (77)	45 (21)	41 (98)
	Segregated	34 (200)		
2nd	Integrated	40 (75)	44 (22)	41 (97)
	Segregated	38 (202)		
3rd	Integrated	40 (78)	35 (22)	39 (100)
	Segregated	33 (201)		
4th	Integrated	32 (76)	33 (24)	32 (100)
	Segregated	32 (200)		
Total	Integrated	38 (306)	39 (89)	38 (395)
	Segregated	34 (805)		
Total Overall		35 (1111)	39 (89)	35 (1200)

*Integrated: Cadet companies with women assigned, i.e. A, D, and G companies

Source: Headquarters, USCC and Project Athena, USMA



b. Women seemed to feel the Fourth Class System was tougher than men did. 31% of the women strongly disagreed with the statement that: "Overall, the Fourth Class System is not as stressful and demanding as it should be." Only 7% of the men strongly disagreed with that statement.

c. In response to the following question: "When you had a real problem as a fourth classman, you most often went to _____ for assistance," both men and women most frequently cited their roommate, but men more than women tended to cite their squad leader. Interestingly, the unit Tactical Officer and the Cadet Counseling Center were cited in less than 3% of the cases. During the academic year, over 400 different cadets were seen at the Counseling Center, half of whom were self-referred (roughly 5% of the Corps).

d. Both men and women tended to strongly agree that:

(1) "The Fourth Class System has taught me to establish priorities and plan my time."

(2) "Performance of Fourth Class duties in my company has been satisfactory."

(3) "The Fourth Class System identifies those who cannot adapt to pressure."

e. Both men and women tended to strongly disagree that:

(1) "The Fourth Class System is not tough enough in my company."

(2) "The Fourth Class System should require plebes to be in formation at the 10-minute bell."

5. Leadership Evaluation System (LES): This system is comprised of peer, upperclass, and tactical officer input and is designed to provide feedback to cadets on other people's perceptions of their leadership potential.

It is possible for cadets to be placed on probation and potentially separated from the Academy for low evaluations in this system. LES standing is used, together with standings in academics and physical education, to determine a cadet's standing in overall general order of merit. The general order of merit is used for branch selection and since quotas exist on the number of cadets allowed to be commissioned in each branch, it is an important list.

As noted previously, in a trial LES rating in CBT '76, women tended to be rated lower than men by their peers in LES. This phenomenon continued in both first and second semester LES ratings. First semester (see Figure 7), 43 percent of the women stood in the upper-half of the class in LES. Second semester (see Figure 8), only 32 percent of the women stood in the upper-half. The highest standing woman was rated 5th in LES the first semester and 14th the second semester. No cadets were separated solely on the basis of LES standing the first year, but 35 men and 2 women were placed on probation second semester.

Tables 46 and 47 provide the results of a more detailed analysis into each of the four components of the LES system: peer ratings, upperclass peer ratings, chain of command ratings, and tactical officer rating. As can be seen, women were rated significantly lower than men by their peers (Class of 1980) and by upperclassmen in the Class of 1979 but were evaluated similarly to men by the chain of command and by tactical officers. Similar results were obtained both first and second semester.

Although LES ratings are used to provide cadets feedback, they are also

FIGURE 7

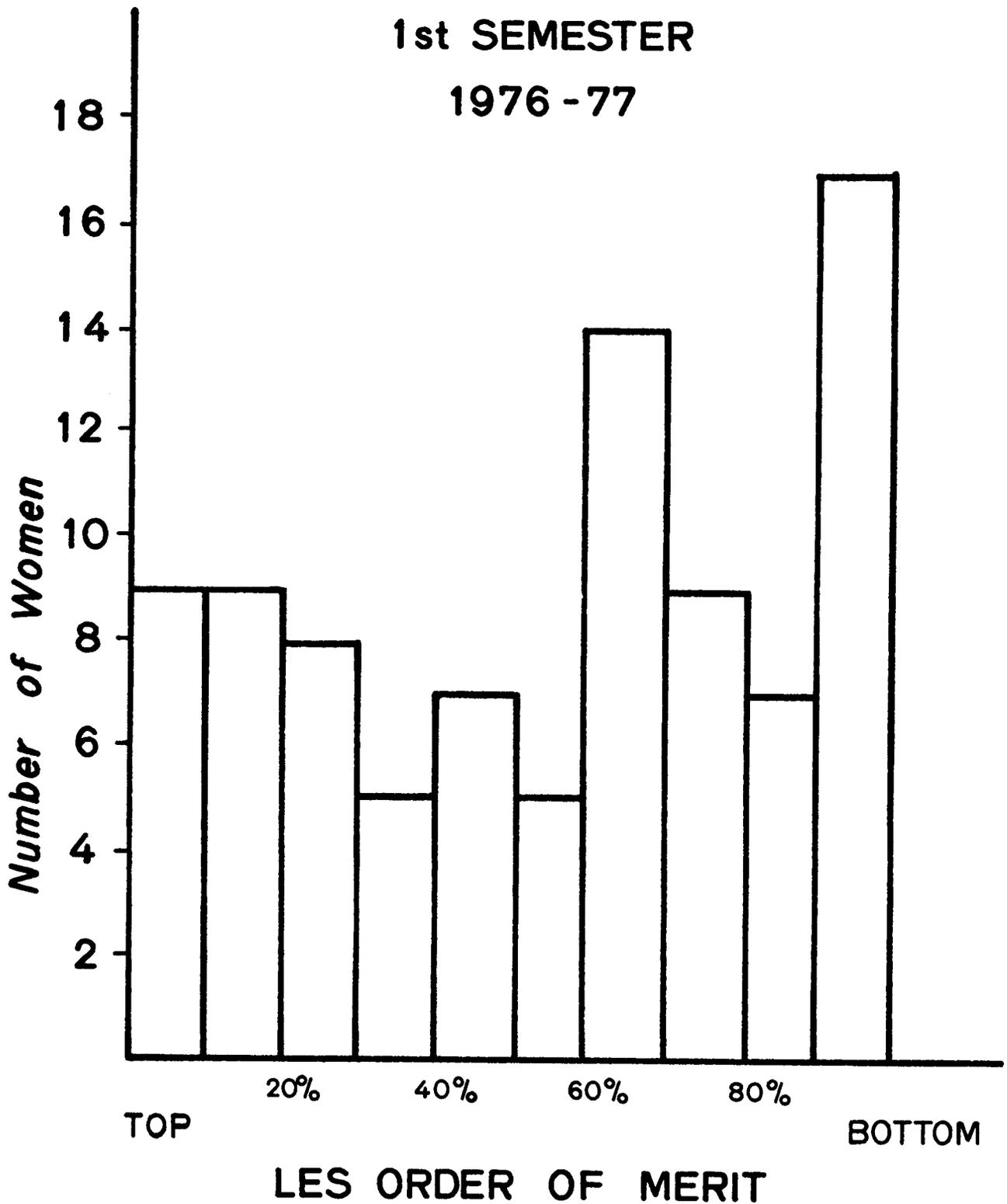


FIGURE 8

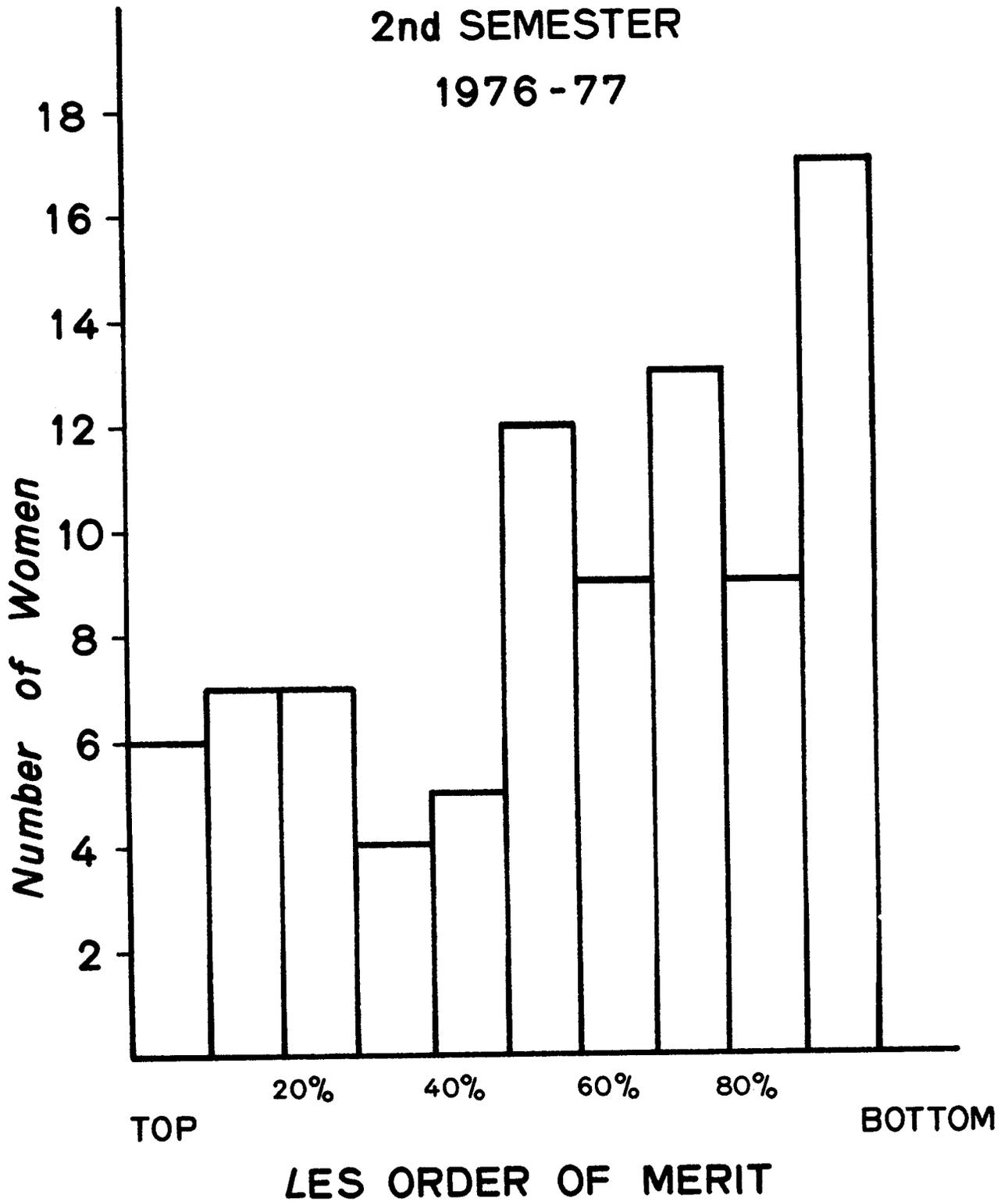


TABLE 46

Leadership Evaluation System (LES) Ratings
First Semester

<u>Component</u>	<u>Sex</u>	<u>Mean Score</u>	<u>Significance</u>
Upper Peer Rating:	M	4.82	.000*
	F	4.64	
Own Peer Rating:	M	4.88	.019*
	F	4.76	
Tac Rating:	M	10.08	.820
		10.06	
C-O-C Rating:	M	5.27	.458
	F	5.29	

p < .05

TABLE 47

Leadership Evaluation System (LES) Ratings
Second Semester

<u>Component</u>	<u>Sex</u>	<u>Mean Score</u>	<u>Significance</u>
Upper Peer Rating:	M	4.75	.000*
	F	4.51	
Own Peer Rating:	M	4.79	.000*
	F	4.58	
Tac Rating:	M	10.10	.521
	F	10.05	
C-O-C Rating:	M	5.39	.465
	F	5.37	

p < .05

used in conjunction with other performance indicators to select cadets for leadership positions in the Corps. If women continue to be rated lower than men, they might be systematically excluded from leadership opportunities. Table 48 shows the number of women, and what positions they held, during Plebe-Parent Weekend, the first opportunity plebes are given to serve in leadership positions in the chain of command. It would appear that women were evenly distributed across leadership positions.

6. Cadet Extracurricular Activities: USMA research indicates that women in the Class of 1980 were more active in extracurricular clubs in high school than men in the Class of 1980. This male/female difference seems to have continued in the West Point environment.

Women cadets participated in 46 of 80 extracurricular activities at USMA. Women were especially active in class committees, athletic clubs, drama and music groups, and foreign language clubs. Table 49 shows the clubs women were attracted to this first year. There are two clubs which deserve special note:

a. Behavioral Science Club - Corbin Society: One club formed this year was the Corbin Society. Comprised mostly of upperclass men and fourth class women, the club served to promote interaction between men and women, and to stimulate awareness and academic interest in topics relating to the emerging role of women in the Army and in society. The club began with a modest enrollment of four upperclassmen and one woman. By the end of the year, close to sixty cadets participated, with about one-third of these

TABLE 48

Women in Leadership Positions - Plebe/Parent Weekend

One female cadet held each of the following positions during Plebe/Parent Weekend:

<u>Position</u>	<u>Rank</u>
Regt Adj	CPT
Regt Opns Off	CPT
Regt S4	CPT
Bn Cdr	CPT
Bn Cdr	CPT
Bn XO	CPT
A/Regt Adj	LT
Bn Adj	LT
Bn Adj	LT
Bn S3	LT
Bn S3	LT
Bn Supply Off	MSG
Co Cdr	LT

Indicated below are the number of female cadets who occupied other positions in the chain-of-command:

<u>Position</u>	<u>Rank</u>	<u>1st Regt</u>	<u>2d Regt</u>	<u>3d Regt</u>	<u>4th Regt</u>	<u>Total</u>
Co XO	LT	1				1
Co Tng Off	LT			1		1
Plt Ldr	LT		1		1	2
1SG	SFC				3	3
Plt Sgt	SFC	1	1			2
Sqd Ldr	SGT		2	1	3	6
Supply Sgt	SGT		2			2
Co Ath Sgt		<u>1</u>		<u>1</u>		<u>2</u>
		<u>3</u>	<u>6</u>	<u>3</u>	<u>7</u>	<u>19</u>

Source: Headquarters, USCC, USMA

TABLE 49
 PARTICIPATION OF WOMEN IN
 CADET EXTRACURRICULAR ACTIVITIES (78)
 UNITED STATES MILITARY ACADEMY
 Academic Year 1976-1977

<u>ACADEMIC GROUP</u>	<u>COMPETITIVE ATHLETIC GROUP</u>	<u>MILITARY SKILLS GROUP</u>
Aeronautics & Astronautics Club 2	(W) Basketball Club 15	Mountaineering Club 13
Arabic Language Club	Bowling Club	Orienteering Club 13
Astronomy Club	Cycling Club	Pistol Club
Behavioral Science Club	(W) Gymnastics 15	Riding Club 7
Chinese Language Club 2	Handball Club	Rifle Club
Debate Council and Forum	Judo Club	Skeet and Trap Club 4
Electronics Club	Karate Club	Sport Parachute Club
Engineering Forum	Marathon Club	Triathlon Club <u>24</u>
Fine Arts Forum 19	(M) Rugby Football Club	
French Language Club 2	Sailing Club 5	
Geology Club	Scuba Diving Club	
German Language Club 8	Team Handball Club	
Mathematics Forum	Volleyball Club 8	
Military Affairs Club	(M) Water Polo Club	
Portuguese Language Club 3	(W) Softball Club <u>43</u>	
Russian Language Club 2		
Spanish Language Club 1 <u>48</u>		

RECREATIONAL GROUP (3)

Chess Club 1	
Outdoor Sportsmen's Club 4	
Ski Club 7	<u>12</u>

SUPPORT GROUP

Bugle Notes	
Cadet Band 5	
Cadet Glee Club	
Class Committees	
Dialectic Society 1	
Hop Bands 2	
Hop Committees	
Howitzer	
Pipes and Drums, USCC	
Pointer 6	
Rabble Rousers 6	
Ring and Crest Committees	
Scoutmasters' Council	
Slum and Gravy	
Theater Support Group 6	
WKDT Broadcasting Staff	<u>26</u>

RELIGIOUS PARTICIPATION GROUP

Cadet Chapel Choir 6	
Cadet Chapel Sunday School Teachers 4	
Cadet Gospel Choir 3	
Cardinal Newman Forum	
Catholic Chapel Choir	
Catholic Chapel Sunday School Teachers 8	
Fellowship of Christian Athletes	
Jewish Chapel Choir & Sunday School Teachers 2	
Protestant Discussion Group	
Other Religious Groups <u>23</u>	

* M=Men only
 W=Women only
 Source: CAO, USCC

being women. After several months of searching for a purpose, the cadets developed the following formal objectives:

(1) "To inform female cadets regarding requirements, goals, and expectations required of them as cadets in the United States Military Academy, and as officers in the Regular Army.

(2) To serve as a forum where constructive ideas for improvements can be discussed and then presented to the proper authority for consideration.

(3) To help the integration of females into the Corps of Cadets by informing the Corps of existing problems and working towards their correction.

(4) To provide pertinent information concerning what male cadets can expect of female cadets in the different aspects of Cadet life.

(5) To present the women's role, as enlisted personnel and officers, in the United States Regular Army, for the future commanders from West Point."

b. Rabble Rousers: The cheerleading squad at USMA included women for the first time this year as members. When female plebes first began cheering at athletic events, it touched off a strong reaction within the Corps. Cadets contended that plebes had never been allowed the "prestige" of leading cheers at varsity events, and that women, cheering at football games in highly visible, leadership positions constituted a form of "reverse discrimination." Sentiments remained high until the leader of the Rabble Rousers sent a memo to all cadets outlining the background upon which he had based his decision to let women cheer. In fact, a precedent did exist for plebes to serve in these roles.

