

**A HISTORICAL PERSPECTIVE ON SCRAMBLING CADET CLASSES  
AT THE UNITED STATES MILITARY ACADEMY:  
A SACRIFICE OF STABILITY AND COHESION IN THE  
NAME OF EQUALITY AND HONOR**

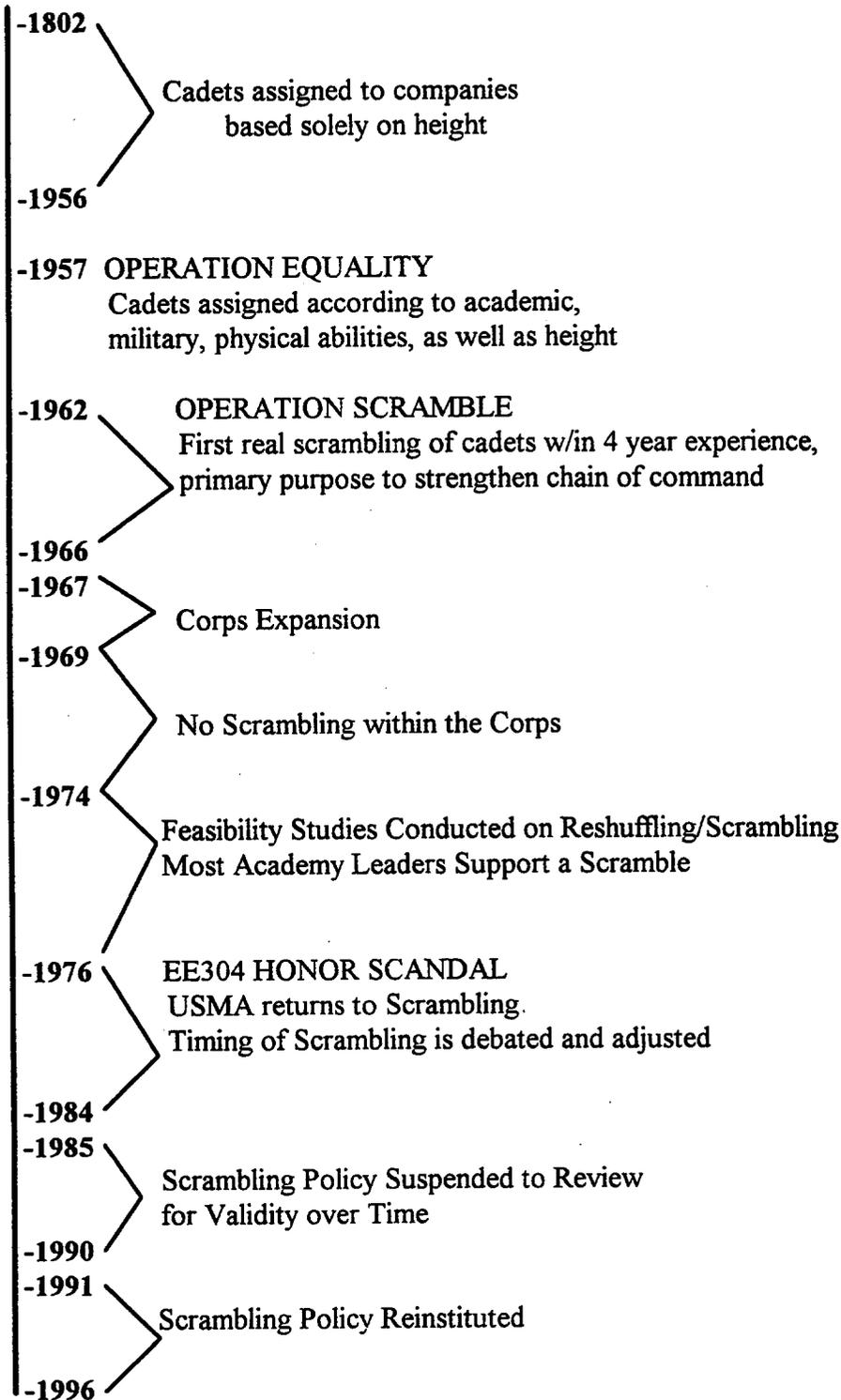
**BY CPT G. BOICE**

**LD720**

**COL KINGSEED  
MAJ SEIDULE**

**14 NOV 96**

## TIMELINE OF USMA SCRAMBLING POLICY



The history of intentional “scrambling”, reshuffling, or systematic reassigning of cadet classes within the Corps of Cadets at the United States Military Academy (USMA) began in 1957. Since that time, Academy leadership has continually found itself wrestling with the merits and demerits of scrambling cadet classes. Although the policy of scrambling was implemented in the past with reluctance and inconsistency, the Academy continues to view the practice of scrambling as an institutional requirement and necessary evil. Concerns about the ill effects of scrambling range from instability within the Corps, a decline in cohesion/esprit, and difficulties in tracking the individual development of cadets during their West Point experience. In contrast, the advocates of scrambling propose that it promotes equality within the Corps, prevents dysfunctional cliques/norms/cadet behavior from developing, and more accurately reflects the personnel turnover experienced in Regular Army units. This paper will present a review of the history of scrambling from its inception in 1957, include a historical presentation of the advantages and disadvantages of the scrambling policy, and provide an argument demonstrating that the merits of the scrambling of cadet classes outweighs the demerits, and that continuation of this policy is warranted.

Tracing the historical lineage of scrambling proved to be a difficult endeavor, but it exposed the Academy’s philosophy involving issues such as equality, cohesion, honor, and stability. From 1802 to 1956, assignment of cadets to their permanent academic year companies was based solely on cadet height.<sup>1</sup> The reason for this was strictly to achieve proper sizing of the Corps on the parade field. As a result of these height assignments, companies contained either tall, medium height, or short cadets. Taller companies labeled

the shorter companies "runt companies," with connotations that these companies were inferior. The performance of these "runt companies" suffered during intramural sporting events due to the height disadvantage between their opponents.<sup>2</sup> As the Corps expanded, academy officials (especially the Office of the Commandant) recognized a need for equalizing companies across the Corps.

In 1957, Operation "Equality" proposed and adopted a measure of assigning cadets to their companies based not solely on height, but also on their scholastic abilities, physical fitness, leadership, and varsity athletic (Corps Squad) participation. The intent of the new program was "the equal distribution of talent or lack thereof."<sup>3</sup> The main proponent for Operation "Equality" was the Commandant of Cadets, BG W.G. Rich, and after endorsement by the Superintendent, LTG "Gar" Davidson, the Class of 1961 was scrambled following New Cadet Barracks. This assignment policy remained in effect from 1957 to 1967. Basically, this form of scrambling was not disruptive to cadet life in that it occurred immediately following Cadet Basic Training and within the first few months of a cadet's tenure at USMA. Stability (ie. cadet life and morale) within the Corps was not adversely impacted by Operation "Equality" and the procedure was successful in accomplishing enhanced equality throughout the Corps.<sup>4</sup>

Operation "Scramble" in 1962, marked the first real scrambling of cadets within the four year academic experience. The procedure involved scrambling cadets at the beginning of the Second Class, "with the primary purpose of strengthening the First Class system and the Cadet Chain of Command."<sup>5</sup> Enhancing the prestige of the First Class and detaching them from close associations with their company mates was the intent. The

Commandant of Cadets, BG Stillwell, enacted the change and studied the scramble in 1963 to evaluate its ramifications. Several academy officials (including the USCC S-1 and the Regimental Tactical Officers) conducted surveys and statistical analysis on the scrambling of Second Class Cadets with mixed results. Most officials provided their results echoing that the timing of the scramble was definitely disruptive to the Corps.<sup>6</sup> Operation "Scramble" was not deemed tremendously successful, not because of the general concept of scrambling, but because the timing created instability amongst the leaders within the cadet companies (namely unfamiliar First and Second Class cadets). Recommendations supported scrambling, but disputed the timing, with their preference being to scramble at the end of Fourth Class year.<sup>7</sup> For whatever reasons, these recommendations carried little weight and were not enacted; possibly because academic standings were not adversely affected by the scramble, and because the disruption was not easily quantifiable by statistical means. Thus, from 1962 to 1966 cadet classes continued to be scrambled at the beginning of Second Class year.

The expansion of the Corps from 1967 to 1969, which virtually doubled the size of the Corps, spurred the reassignments of cadet classes. In order to expand the Corps, the shuffling of existing upperclass cadets was merely an administrative necessity of growth, to insure each company possessed a chain of command/class structure. Following the expansion, which was a tumultuous period for the Academy, suspension of the scrambling policy from 1969 to 1976 provided relative stability and cohesion among cadet companies. Cadets remained stable in their academic companies for all four years.

In 1974, the Commandant, BG Walter F. Ulmer, Jr., directed that the Office of Military Leadership (OML) conduct a feasibility study of class "reshuffling" for the Academic Year (AY) 1974-1975. The Commandant's assessment of the Corps revealed a need to enhance the commonality of standards across the brigade, enhance leadership opportunities and development for cadets, enhance opportunities for cadets to co-mingle amongst their classmates, and dissolve undesirable cadet cliques.<sup>8</sup> The reshuffling transpired at the beginning of Third Class Year for the Class of 1977. In 1975, the Superintendent, LTG Sidney B. Berry, as a result of the 1974 feasibility study, appointed a committee to analyze the benefits of the proposal and queried the support agencies on the impact of the proposal.<sup>9</sup> From 1974 to 1975, the proposal for reshuffling was reviewed under "close hold" conditions. However in 1976, BG Ulmer publicly announced his intentions to begin reshuffling in AY 1976-1977, and solicited input from all involved players within USCC.<sup>10</sup> The reshuffling was being seriously pursued, yet remained in the planning stages until July 1976 when the honor scandal "forced a change in those plans."<sup>11</sup>

The cadet Classes of 1977, 1978, and 1979 which were involved in, or witnesses to, the Electrical Engineering (EE304) Honor Scandal of 1976, were reassigned throughout the Corps as a reactionary measure from 1976 to 1977. The policy intended to reduce class cliques and undesirable norms/cadet behaviors within the Corps.<sup>12</sup> The Borman Commission, a commission chartered after the scandal to study and assess the Academy's environment, and a Department of the Army Study Group, charged by the Superintendent "to examine all aspects of USMA," found several areas of concern involving aspects of the scrambling issue.<sup>13</sup> First, the Borman commission indicated that

there existed within the Corps definite cliques and dysfunctional norms. Scrambling was a method by which to tackle these deficiencies.<sup>14</sup> However, the DA Study Group noted in their Recommendation #129 that USMA should adopt policies which lead to stability in the Corps and not rotate cadets among companies routinely.<sup>15</sup> Faced with these conflicting reports, the Superintendent, LTG Andrew Jackson Goodpaster, made the decision to continue scrambling at the beginning of First Class year, but to discontinue the scrambling of cadets at the beginning of their Second Class year.<sup>16</sup>

In 1979, the scrambling issue was revisited by the new Commandant, BG Joseph P. Franklin, and after the USCC staff researched and assessed their options, recommendations urged Goodpaster that scrambling restart on the Third Class at the beginning of the academic year.<sup>17</sup> The Superintendent decided to implement the scrambling of Third Class cadets prior to Cadet Field Training (CFT) starting in 1979, and this policy continued until 1984.<sup>18</sup>

A period of Corps stability existed from 1985 to 1990, when no scrambling transpired at USMA. The elimination of the Third Class scramble was this time a concerted effort to examine the validity of scrambling over time.<sup>19</sup> In 1986, the Superintendent, LTG David R. Palmer, took immediate action to investigate the scrambling issue. Initially Palmer expressed, "I resisted scrambling for about two or three years, because it arose in the context of honor, and I did not want to scramble in the context of honor."<sup>20</sup> In 1990, after lengthy consideration, Palmer implemented the Commandant's "Leader Distribution Program," which scrambled the Second Class at the start of the academic year.<sup>21</sup> By timing the scramble at this juncture, the chain of

command experienced leadership without being clouded by long standing friendships within the companies. "The First Class would not know the Second, the Second would not know the Third, and none of them would know the Fourth."<sup>22</sup> This scrambling policy is still in effect to date.

A Regimental Tactical Officer, COL William D. Hughes, succinctly expressed the continual question of scrambling to the Commandant in a memo from 1987:

"The issue of whether to 'scramble' or not is one which is generally charged with emotion. Those in favor can present good rationale for a scramble. They can tailor the facts to support their case regardless of the 'ill' they are trying to cure. Those against a scramble have been equally articulate. In essence there are a large number of advantages and disadvantages associated with the issue."<sup>23</sup>

In reviewing the history of scrambling, the policy emerged as a means to achieve equality in the distribution of cadets throughout the Corps. Academy leadership was willing to sacrifice stability and esprit within cadet companies to assure equality and more common standards throughout the Corps. Throughout my research I encountered correspondence between Academy officials wrestling with these issues. Not only was the policy of scrambling disputed, but once consensus was gained that a scramble was warranted, the timing of the scramble became the controversy. The timing of when in a cadet's career was the best time to scramble wavered from after Fourth Class year to the beginning of First Class year. Staff studies, opinions of high-ranking USMA leaders, results of cadet questionnaires, etc... provided excellent discussion of the merits and demerits of systematic scrambling.

The overwhelming majority of research that supports scrambling, promotes that the timing of it occur at the beginning of their Second Class year, and that scrambling

occur only once during a cadet's tenure at USMA. Further discussion of the scrambling will be within the context of scrambling cadets at the beginning of their Second Class year, which is the current Academy policy. Additionally in this paper, the scrambling policy is only viewed within the context of shuffling cadets during the academic year, thus the impact of summer training assignments is not a variable in this discussion.

The advantages of scrambling are numerous and compelling. First and foremost, it allows the institution to equally redistribute cadets randomly throughout the Corps according to their various talents. Scrambling can assure that cadet companies remain representative of the entire Corps with respect to academic, athletic, physical, and leadership abilities. These talents are dispersed with relative equality throughout the Corps after two years without risk of attrition skewing the representation. High standards and commonality results from equal talent across the Corps. Additionally, with an increase of admittance of minorities and women into USMA over the last 30 years, scrambling also offers a means by which to manage minority integrations and distribute them evenly throughout the Corps.<sup>24</sup>

Another similarly related advantage is that equal leadership opportunities are afforded to each individual cadet. Developing leaders is a primary mission of the academy, yet some cadets develop slower than others. A cadet that struggles Fourth Class year can still have leadership potential, but may be "stigmatized" as worthless, unless afforded a "fresh" start in a new company somewhere in a cadet's career. Scrambling helps ensure that this opportunity is attained. Documentation since 1962 cites this "fresh start" advantage as a distinct objective of scrambling. A memorandum to the

Commandant on scrambling in 1978 states, scrambling "allows cadets experiencing difficulty to attempt to improve in a new environment, under different raters."<sup>25</sup>

Scrambling "allows third classmen to be evaluated by a new second class, thereby eliminating any influence of a fourth class reputation carrying over into third class year."<sup>26</sup>

Scrambling is especially advantageous because it promotes a practice of leadership that closely mirrors the leadership challenges found in the Regular Army. The functioning of the chain of command is reinforced by scrambling in that cadets can not rely on the buddy system or previous friendships to influence change. Virtually all of the relationships between the cadet classes must be professionally based, and require the cadets to exercise their leadership abilities to keep the company running. This environment more closely reflects the state of affairs a new second lieutenant encounters upon arrival to their first unit. An evaluation of scrambling was conducted by Cadet Eckert, Brigade Commander in 1963, which provides that "the chain of command does naturally function easier because there is no deep friendship between the First and Second Classes. Discipline improved as each Second Classman faced a new formal atmosphere in which he was trying to make a good impression."<sup>27</sup>

Similarly, scrambling also resembles the turnover rate typical of today's Army units, in that most leaders change approximately every two years. Officers seldom spend four years in the same company/unit, hence, at West Point, cadets should experience the same turnover rate and the challenges associated with developing new relationships in a new working environment.

Another advantage scrambling affords is the increased exposure to different leadership styles within USCC. By merely reshuffling cadets, their acquaintances with different leadership styles are at least doubled. Exposure to new Tactical Officers and new upperclassmen facilitates their leadership base. Additionally, they make new friendship amongst their own classmates which enhances the overall class cohesion. A committee of Second Class cadets and the Chain of Command conducted an analysis of the 1962 scrambling and observed, "all cadets report that the system of scrambling widens the area of their acquaintances with their classmates."<sup>28</sup>

Often, the intent of scrambling in the Academy's past was to disrupt or prevent dysfunctional norms and cadet cliques. Familiarity often spawned difficulties within cadet companies; evidenced by dysfunctional norms cited throughout the research materials. Examples of these dysfunctional norms that I encountered are listed below with their source of reference:

-The Borman Commission cited the existence of dysfunctional norms within cadet companies that allowed toleration of honor violations in 1976; companies elected honor representatives that they knew were "cool on honor."<sup>29</sup> This phenomenon is not limited to 1976, but was cited in surveys conducted in 1978 and 1991.<sup>30</sup>

-LTG Palmer, during his tenure as Superintendent, revealed two cadet companies with dysfunctional norms. Company B-1, heralded the reputation as "Boys-1" and attempted to "run out" female cadets, whereas Company E-4, promoted themselves as "Easy-Four, Leave the Corps, and Join Easy-Four"<sup>31</sup>

By scrambling cadets, the unacceptable norms are often averted or broken up before they solidify. Cadets identify more readily with the institutional norms that the Academy is trying to promote versus a dysfunctional norm of a cadet clique that is

prejudicial to good order and discipline within the Corps. Dysfunctional peer pressure from cadet cliques stands less of a chance of developing with scrambling implemented.

Although the advantages of scrambling are compelling, the disadvantages deserve exploration. The major drawback associated with scrambling is the disruption of stability within the Corps. Cadets are college students within a military context, and it is generally accepted that going off to college and tackling a new academic and social environment can produce anxiety. The psychological impact of scrambling has a destabilizing effect on cadets. Cadet morale is initially lower after a scramble. They develop friendships and support networks within their cadet companies, only to have these shuffled midstream during their cadet life. By Second Class year, a cadet begins to feel familiar with the Academy, yet now is faced with starting all over again to establish themselves in a new company. "The impact of the system is to break up company and class solidarity, minimize company esprit and isolate the individual from the strong ties and relationships which provide his support and protection."<sup>32</sup>

Another issue linked to the instability of the Corps is that scrambling decreases cohesion within cadet companies. The argument exists that constant yearly turmoil and turnover breaks up not only dysfunctional norms, but it also breaks up functional and healthy cadet groups. Companies that develop a sense of commonality or common purpose tend to exhibit greater performance, however this cohesion is difficult to attain when the cadets are rotating throughout the Corps. In a review of scrambling for validity over time in 1987, Regimental Tactical Officer, COL Hughes, noted that:

"For the first time in many years, we have a Corps of Cadets which has remained together in the same academic year companies since their arrival. This has undoubtedly had the effect of increasing cohesion of the company

unit; the focus of cadet life. Cohesion is generally regarded as good. It provides a comfortable, stable environment which contributes to unit pride and performance.”<sup>33</sup>

Although the intent of the academy is to develop individual cadets and not cadet companies, the two are not completely innocent of each other. Cadet companies are the backbone of cadet life. These companies provide the chain of command and living environment to each cadet, and should not be discounted. Along the same line, the job of the cadet chain of command is not necessarily made easier by scrambling and reducing familiarity, it is to some extent made harder. Cadets must learn new Standard Operating Procedures for their new companies. A new chain of command, a new set of peers and a new group of subordinates must be learned. Second Class cadets perform the function of cadet squad leaders within the companies. They are the cadet NCOs of the companies, and a critical link to Third and Fourth Class development. If the Second Class are in a state of flux for the first few months of the academic year due to the unfamiliarity of their own company, then the other classes will be negatively impacted. “A new Second Classmen suddenly finds himself in a company with which he has not been affiliated and is surrounded by new faces and policies.”<sup>34</sup>

The difficulties produced by scrambling are not limited to issues of stability and cohesion, but also include the ability of the chain of command to track the individual development of each cadet. Under the scrambling policy, a cadet could potentially have four different Tactical Officers during their four year cadet experience. Can a cadet be properly assessed on their leadership development with such a constant transition? Are cadets with developmental needs recognized and addressed, or do they slip through the

cracks? The continuity of tracking the individual development of cadets must definitely be questioned. Scrambling makes it more difficult for the Tactical Officers to assess and track individual cadet development and certify that each cadet is fit for commissioning. In a staff study by the Office of Military Leadership this difficulty surfaced:

“Each cadet, under this proposal (scrambling), would be associated with at least three different company tactical officers. Those in need of careful, consistent counseling would be impaired by this arrangement. Further, company tactical officers tend to “carry” marginal and inadequate performers for at least one rating period, and this proposal could present problems in efficient and timely identification of cadets who do not meet leadership standards.”<sup>35</sup>

Obviously the issues surrounding the system of scrambling are numerous and complex. What is argued as a positive result of scrambling can also be presented as a negative result. The environment of cadet life is a delicate balance that scrambling either enhances or disrupts. After conducting historical research on this subject, I firmly support the current scrambling policy. The most compelling support of this system comes from the cadets themselves. Virtually all cadets initially oppose the thought of scrambling because it involves the emotionally charged connotations of losing strong friendships and a decrease in morale, esprit, and cohesion within cadet companies. However, the preponderance of feedback from cadets in the aftermath of a scramble indicates that they support the policy by a large majority. Results of First and Second Class questionnaires administered in 1963, 1978, and 1991 reflect positive remarks toward continuing scrambling. In the 1963 survey, Second Classmen answered the following questions in this way:

-Do you feel that company spirit has a) gone down-43%, b) remained the same-43.3%, or c) increased-13.7%. Basically the impact of scrambling

was not as detrimental to company morale, cohesion, and esprit as was expected.

-Are you satisfied with the switch? a) yes-63.1% b) no-36.9% This reflects that those scrambled were actually supportive of the change.<sup>36</sup>

The exit questionnaires of cadet First Classmen from 1986, 1990, and 1991 also indicate that they positively support the policy of scrambling.<sup>37</sup> Since cadets have the most to lose or gain from the scrambling experience, it is important to recognize that, in the long run, cadets unanimously support the policy of scrambling. From an institutional standpoint, most Academy officials, after investigating the subject, end up supporting and implementing the practice. Even Superintendent Palmer, with considerable resistance to the practice, changed his mind and opted to renew scrambling at USMA.<sup>38</sup> Since cadets and Academy leaders alike support scrambling, the advantages most certainly outweigh the disadvantages. The most compelling argument for the scrambling policy is that it provides a realistic leadership environment that resembles the Regular Army. Whenever a cadet can be exposed to the reality of Army life, it is a worthy practice.

ENDNOTES

---

<sup>1</sup> United States Military Academy. United States Corps of Cadets-June 1956. "Operation Equality." File 870-5h. USMA Archives.

<sup>2</sup> United States Military Academy. United States Corps of Cadets-June 1956. "Operation Equality." File 870-5h. USMA Archives.

<sup>3</sup> United States Military Academy. Office of the Commandant-December 1957. "Operation Equality." File 870-5h. USMA Archives.

<sup>4</sup> United States Military Academy. Office of the Commandant-March 1960. "Operation Equality." File 870-5h. USMA Archives.

<sup>5</sup> United States Military Academy. United States Corps of Cadets-March 1962. "Talking Paper-Reassignment of New Second Class Prior to Reorganization Week." File 870-5h. USMA Archives.

<sup>6</sup> United States Military Academy. United States Corps of Cadets-January 1963. "Second Class Operation Scramble." File 870-5h. USMA Archives.

United States Military Academy. United States Corps of Cadets-February 1963. "Evaluation of Operation Scramble." File 870-5h. USMA Archives.

United States Military Academy. United States Corps of Cadets-February 1963. "Views Expressed by Cadet Captain Lawrence Britten on Operation Scramble." File 870-5h. USMA Archives.

<sup>7</sup> Ibid.

<sup>8</sup> United States Military Academy. United States Corps of Cadets-February 1974. "Class Reshuffling." File 870-5h. USMA Archives.

United States Military Academy. United States Corps of Cadets-March 1974. "Class Reshuffling." File 870-5h. USMA Archives.

<sup>9</sup> United States Military Academy. United States Corps of Cadets-June 1975. "Office of Military Leadership Study Committee." File 870-5h. USMA Archives.

<sup>10</sup> United States Military Academy. Office of the Commandant-January 1976. "Realignment of the Class of 1978." File 870-5h. USMA Archives.

United States Military Academy. Office of the Commandant-March 1976. "Topic for Management Seminar, 28-29 April." File 870-5h. USMA Archives.

---

<sup>11</sup> United States Military Academy. United States Corps of Cadets-June 1976.  
"Scramble-Class of 1978." File 870-5h. USMA Archives.

<sup>12</sup> Ibid.

<sup>13</sup> Department of the Army. Office of the Deputy Chief of Staff for Personnel-July 1977.  
"West Point Study Group." File, USMA Historian.

<sup>14</sup> Ibid.

<sup>15</sup> Department of the Army. Office of the Deputy Chief of Staff for Personnel-January  
1978. "Status of DA Study Group Recommendation #129." File, USMA  
Historian

<sup>16</sup> United States Military Academy. Office of the Superintendent-1978. "Superintendent  
Directed Actions Resulting from 8 Feb 78 In-Progress Review of Study Group  
Recommendations." File 870-5h. USMA Archives.

<sup>17</sup> United States Military Academy. United States Corps of Cadets-May 1978.  
"Advantages/Disadvantages of a Class of 1980 'Scramble'." File 870-5h. USMA  
Archives.

United States Military Academy. United States Corps of Cadets-May 1978. "Staff  
Study, Corps-Wide Scramble." File 870-5h. USMA Archives.

United States Military Academy. Office of the Superintendent-July 1979. "Corps-Wide  
Scramble of One or More Classes of Cadets." File 870-5h. USMA Archives.

<sup>18</sup> United States Military Academy. United States Corps of Cadets-December 1979.  
"Class of 1983 Scramble." File 870-5h. USMA Archives.

United States Military Academy. Information's Systems Officer-September 1980.  
"Class Shuffle Computer Program." File 870-5h. USMA Archives.

United States Military Academy. Office of the Commandant-April 1981. "Verification  
of Class of '84 , Class Shuffle." File 870-5h. USMA Archives.

United States Military Academy. United States Corps of Cadets-August 1982. "Third  
Class Company Scramble." File 870-5h. USMA Archives.

United States Military Academy. United States Corps of Cadets-August 1982. "Third  
Class Company Scramble." File 870-5h. USMA Archives.

---

United States Military Academy. Office of the Commandant-April 1984. "Third Class Company Scramble." File 870-5h. USMA Archives.

<sup>19</sup> United States Military Academy. Office of the Commandant-January 1985. "Issues Briefing to Superintendent, USMA, 3 Jan 85." File 870-5h. USMA Archives.

<sup>20</sup> United States Military Academy. Office of the Superintendent-June 1991. "Preparing for West Point's Third Century- A Summary of the Years of Change 1986-1991." File. USMA Historian-Donnithorne.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> United States Military Academy. Office of the Commandant-1987. "Scrambling." File 870-5h. USMA Archives.

<sup>24</sup> United States Military Academy. Office of the Superintendent-July 1979. "Corps-Wide Scramble of One or More Classes of Cadets." File 870-5h. USMA Archives.

<sup>25</sup> United States Military Academy. United States Corps of Cadets-May 1978. "Staff Study, Corps-Wide Scramble." File 870-5h. USMA Archives.

<sup>26</sup> Ibid.

<sup>27</sup> United States Military Academy. United States Corps of Cadets-February 1963. "Evaluation of Operation Scramble." File 870-5h. USMA Archives.

<sup>28</sup> Ibid.

<sup>29</sup> Department of the Army. Office of the Deputy Chief of Staff for Personnel-July 1977. "West Point Study Group." File, USMA Historian.

<sup>30</sup> United States Military Academy. Office of the Superintendent-June 1991. "Preparing for West Point's Third Century- A Summary of the Years of Change 1986-1991." File. USMA Historian-Donnithorne.

<sup>31</sup> Ibid.

<sup>32</sup> United States Military Academy. United States Corps of Cadets-February 1963. "Evaluation of Operation Scramble." File 870-5h. USMA Archives.

<sup>33</sup> United States Military Academy. Office of the Commandant-1987. "Scrambling." File 870-5h. USMA Archives.

- 
- <sup>34</sup> United States Military Academy. United States Corps of Cadets-February 1963.  
"Evaluation of Operation Scramble." File 870-5h. USMA Archives.
- <sup>35</sup> United States Military Academy. United States Corps of Cadets-June 1975. "Office of  
Military Leadership Study Committee." File 870-5h. USMA Archives.
- <sup>36</sup> United States Military Academy. United States Corps of Cadets-February 1963.  
"Views Expressed by Cadet Captain Lawrence Britten on Operation Scramble."  
File 870-5h. USMA Archives.
- <sup>37</sup> United States Military Academy. Office of the USMA Historian-September 1986.  
"Notable First Class Cadet Responses in 1986 Oral History Interviews." File.  
USMA Historian.
- <sup>38</sup> United States Military Academy. Office of the Superintendent-June 1991. "Preparing  
for West Point's Third Century- A Summary of the Years of Change 1986-1991."  
File. USMA Historian-Donnithorne.

## WORKS CITED

Department of the Army. Office of the Deputy Chief of Staff for Personnel. "West Point Study Group." File on Scrambling. USMA Historian.

Palmer, David. "Preparing for West Point's Third Century-A Summary of the Years of Change 1986-1991." Interview by COL Donnithorne. West Point, NY. June 1991.

United States Military Academy. Office of the Commandant. "Scrambling." File 870-5h. USMA Archives.

United States Military Academy. Office of the Superintendent. "Scrambling." File 870-5h. USMA Archives.

United States Military Academy. Office of the USMA Historian. "Notable First Class Cadet Responses in 1986 Oral History Interviews." File on Scrambling. USMA Historian.

United States Military Academy. United States Corps of Cadets. "Scrambling." File 870-5h. USMA Archives.