THE HISTORY AND DEVELOPMENT OF THE PROGRAMS OF
PHYSICAL EDUCATION, INTERCOLLEGIATE ATHLETICS,
INTRAMURALS AND RECREATIONAL SPORTS FOR WOMEN
AT THE UNITED STATES MILITARY SERVICE ACADEMIES

DISSEPTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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* * * * *

The Ohio State University
1983

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1983
Dedication . . . to my Mother and Father, DuBois and Jean Schoonmaker, for all their love and encouragement throughout the years.
ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to Dr. Bennett, Dr. Hess and Dr. Nelson, for their professional guidance, encouragement and patience throughout the researching and writing of this dissertation.

I would also like to thank Susan Ash for her friendship, encouragement and assistance during the time of the research and writing of this dissertation.
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Major Field: Physical Education

Major Emphasis: Recreational Sports Administration
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Chapter I

INTRODUCTION

On October 7, 1975, President Gerald R. Ford signed into law the Department of Defense (DOD) Appropriation Authorization Act of 1976. Section 803(a) of that act stated:

\[\ldots\] the Secretary of the military department 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 appointments to such academy for the class beginning in calendar year 1976, \ldots\]

and thus ended the long standing tradition of the male only United States military service academies.

The involvement of women in the American military has been on a rather "as needed basis" for a majority of the history of the United States. This is due to the traditional, deeply rooted feelings in the American culture that the defense of the nation is the responsibility of men. It was not until 1948 that women served in the American military as a total full-time component. In the twenty-five years following 1948, the number of women in the Army, Navy, Air Force and Marines was limited to 2% of the total uniformed force and this involvement was limited almost entirely to two of

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\[DOD\ \text{Appropriation Authorization Act, 1976, Sec 803(a,b,c,)},\ 89\ \text{Stat.}\ 537\ (1975),
10\ \text{U.S.C. Sections 4342, 6954, 9342 (1976).}\]
traditional female occupations—clerical and health care. In addition, women were refused acceptance to the three military service academies. It was the belief that the purpose of these academies was to produce officers who could, if need be, fill combat positions and since Federal laws and military regulations forbid women from filling such positions, qualified women were excluded from the academies.

A change in the involvement of women in the American military began to take shape in the early 1970's. As a result of the growing awareness on the part of the American public of the potential of women, the military establishment opened almost all of its job specialties to women, the only ones remaining closed were those that were combat-oriented. In addition, the number of women in the four services increased to over 5 percent of the total uniformed force by 1976. However, the military service academies still remained closed to qualified women.

In 1973, the Department of Defense began to feel the pressure to admit qualified women to the academies. In September, 1973,

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4 Binkin and Bach, op. cit., p. 2. 5 Ibid.
legal suits were filed against the Department of Defense by two Congressmen on behalf of two females who believed that their constitutional rights were being denied because they could not attend the academy of their choice. In addition, a subcommittee of the House of Representatives' Armed Services Committee held hearings to receive testimony on a number of bills that had been introduced in Congress which would permit qualified females to attend the academies. After much testimony and debate, on May 20, 1975 and June 6, 1975, the House and Senate, respectively, passed legislation that would permit the appointment and admission of qualified women to the military academies. On October 7, 1975, President Gerald R. Ford signed the bill and qualified women were to be admitted to the academies beginning with the Class of 1980.

One of the major concerns of the opponents of the admission of women to the academies was their belief that women would not be able to perform the many physically demanding activities that are involved in the curriculum. They also felt that if the females

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9 New York Times, October 8, 1975, p. 44, col. 3.
could not perform these activities the curriculum would have to be changed and thus would be diluted and the tradition of the academies would be eroded. Two examples of this belief are the following statements that were made before the House Armed Services subcommittee. Lt. Gen. A.P. Clark, then Superintendent of the United States Air Force Academy, stated:

The environment of the Air Force Academy is designed around the stark realities. The cadet's life is filled with constant pressure. His life is filled with competition, combative and contact sports, rugged field training, use of weapons, flying and parachuting, strict discipline and demands to perform to the limit of endurance mentally, physically and emotionally . . . I think there would be a few women who probably could do it. I'm not sure that they would be the typical normal, healthy American young women whom we are looking for, for commission in the United States Air Force.  

The second example is the statement of Lt. Gen. William A. Knowlton, then Superintendent of the United States Military Academy, before the same subcommittee hearings:

Inevitably when we get into the physical qualification area, or into the physical education area, we find ourselves unable to have girls qualify and to participate on the same basis. It would result in a 'second tract' . . .  

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11 Testimony of Lt. Gen. William A. Knowlton, Superintendent, United States Military Academy, ibid., p. 175.
There are many physically demanding activities involved in the curriculum at the military service academies and of the concerns that were voiced, many have been very legitimate. The law that Congress passed stated that the curriculum at the academies would be the same for men and women with the exception of those minimum essential changes necessitated because of physiological differences between men and women. The major purpose of this study is to examine the history and development of the programs of physical education, intercollegiate athletics, intramurals and recreational sports for women at the military service academies and to determine what has been learned concerning the physical capabilities of women that might aid administrators in making future programming decisions.

Statement of the Problem

The purpose of this study is to:

1. Examine the history of women in the American military and the history of events which led to the appointment and admission of women to the military service academies of the United States.

2. Examine the development and current status of the programs of physical education, intercollegiate athletics, intramural and recreational sports at the military service academies of the United States with specific emphasis on how these programs relate to the females at the academies.

3. To determine the influence, if any, these programs have had on the belief that women cannot perform the same physical tasks as men.

Need for the Study

The justification for the study is:

An organized account of the programs of physical education, intercollegiate athletics, intramural and recreational sports at the United States military service academies and how they relate to females will provide administrators of these types of programs with a greater understanding of the physical capabilities of women and, as a result, they will form a broader base from which to make future programming and curriculum decisions.

Scope of the Study

The study is limited to:

1. The military service academies of the United States under the governmental jurisdiction of the Department of Defense; specifically, the United States Military Academy, West Point, New York, the United States Naval Academy, Annapolis, Maryland and the United States Air Force Academy, Colorado Springs, Colorado.

2. The programs of physical education, intercollegiate athletics, intramural and recreational sports at the military service academies of the United States.

Definition of Terms

The author feels that many of the terms, especially military terms, used in this study are better defined in the context in which they are used. As a result, only a number of key terms will be defined below.
Cadet — A student at the United States Military Academy or at the United States Air Force Academy.

Midshipman — A student at the United States Naval Academy.

West Point — The more popular name for the United States Military Academy.

Annapolis — The more popular name for the United States Naval Academy.

Physical Education — Instruction in various movement and sports skills.

Intercollegiate Athletics — Sports competition among college students who represent their institution.

Intramural Sports — Sports competition among students within the same institution.

Recreational Sports — Those sports activities that an individual takes part in on a voluntary basis and during his/her leisure time.

Procedure

Data regarding the programs of physical education, intercollegiate athletics and intramural-recreational sports at the United States military academies were collected by the researcher during personal visits to the academies. The dates of the visits were as follows: 12-23 December 1979, United States Military Academy; 11-15 February 1980, United States Air Force Academy; and 24-28 March 1980, United States Naval Academy.

During the visits, personal interviews were conducted by the researcher with key personnel who were involved with these programs at the academies. In addition to these interviews, I asked for permission at each Academy to interview a couple of the female and male cadets/midshipmen from each class. In each case, my requests were
turned down. The reason given by officials at each Academy was that the cadets/midshipmen have so very little free time that they (the officials) did not want to infringe upon that time any more than was necessary. While at the academies, data were also acquired from the files of the Department of Physical Education and the Athletic Association of each academy.

Additional information was acquired from materials contained in the United States Military Academy Library, the United States Air Force Academy Library and the Nimitz Library, the United States Naval Academy. These materials included the Annual Superintendent's Report of each of the academies; the Board of Visitors' Reports of each academies; various governmental documents; and reports, catalogs and pamphlets published by the academies.

In addition to the information acquired during the researcher's visits to the academies, supplemental material was acquired through periodical and newspaper articles, books and reports relevant to the subject area contained in the Main Library, The Ohio State University and the Memorial Library, the University of Wisconsin-Madison.

To enable the reader to gain a basic understanding of the subject area the following topical areas will be discussed as background information:

1. Historical development of women in the United States military.

2. Historical development of the three military service academies.
3. Historical development of the legislation that opened the academies to women.

4. The planning by the academies for the first class which contained women.

5. Entry procedures and requirements for the academies.

6. General description of the academic curriculum at the military service academies.

7. General description of the military training curriculum at the military service academies.

The programs of physical education, intercollegiate athletics, intramural and recreational sports at the military service academies will be examined in the following areas:

1. Philosophy of the program.

2. Aims and objectives of the program.

3. Administrative alignment of the department responsible for the program both within the academy and within itself.

4. Contents of the program.

5. Faculty/Staff
   a. number
   b. educational background
   c. professional experience
   d. responsibilities
   e. faculty/staff evaluation

6. Program evaluation process.


8. Awards system where applicable.

Chapter II

HISTORY OF WOMEN IN THE AMERICAN MILITARY

The settlers of the land that became the United States brought with them the belief that a woman's place was in the home and that when it came to defending the home it would be the men who would do the fighting. However, throughout the history of the United States, women proved not only their desire and willingness but their capability in serving with and in the United States military.

Women began their service during the American Revolution. Deborah Sampson, Molly Hays, better known as "Molly Pitcher" and Margaret Corbin are just three of the many women who fought in the Revolutionary War.

By the spring of 1782, the Revolutionary War was in full bloom and Deborah Sampson disguised herself as a man and enlisted in the U.S. Army at Oxbridge, Massachusetts. Sampson fought in a number of battles during her year in the Army and was wounded on two separate occasions. It was the second of those occasions that ended Sampson's career in the military. She was wounded in the leg and was discovered as being female by a U.S. Army doctor named Barnabas Binney. On October 23, 1783, Miss Sampson was

honorably discharged and after her military service was verified, she was given full veteran's benefits.\(^2\)

Molly Hays' husband, John, joined the Pennsylvania Regiment at the outbreak of the Revolutionary War and Molly followed her husband's regiment as it went from one battle to another. In August, 1778, the regiment was engaged in the Battle of Monmouth in New Jersey and it was during this battle that Molly received her nickname, "Molly Pitcher." It was an extremely hot August day and Molly was carrying water in a pitcher to the sick and wounded. Soldier after soldier would cry out, "Molly, pitcher!!" and so the nickname came to be. General Washington confirmed the rank of sergeant on Molly and it is believed that she served in the Army for eight years. In February, 1822, the Pennsylvania legislature passed an Act that provided her with some financial support for the services that she rendered during the Revolutionary War.\(^3\)

Similar to Molly Hays' situation, Margaret Corbin's husband enlisted in the Pennsylvania Artillery at the outbreak of the Revolutionary War and Margaret followed her husband into battle. On November 16, 1776, at Fort Washington, New York, John Corbin died in battle and Margaret took over duty at his gun. Margaret was wounded in battle and as a result in 1779 was granted thirty dollars a month pension from the Congress. She continued to live off monies

\(^2\)Ibid., pp. 315-316.

provided by the government until her death in 1800. Corbin was
buried on an estate owned by J.P. Morgan that was located approxi-
mately three miles from West Point, New York. In 1925, the land
was believed to be up for sale for real estate development and a
movement was begun by the New York State Organization of the National
Society, Daughters of the American Revolution to relocate the body.
The movement proved successful and on March 16, 1926, Margaret Cor-
bin was reinterred in the Military Academy Cemetery, West Point,
New York. A statue was erected that marks the place of her burial. 4

Women continued their service with the young American mili-
tary after the Revolutionary War. The Army employed groups of civil-
ian women as nurses, laundresses, clerks and emergency aides of
many types for the period of time between the Revolution and the
Civil War. Women who were married to military men often went along
with their husbands on expeditions. An enlisted man’s wife wishing
to accompany her husband was usually listed on the rolls of the
unit as a washerwife and drew rations but no pay. 5

The next time the United States was involved in a war women
would again demonstrate their desire to serve. During the War of
1812, Lucy Brewer, using the name of George Baker, enlisted in the
U.S. Marines and was assigned to the U.S.S. Constitution where she

4Mollie Somerville, Women and the American Revolution (USA:
The National Society Daughters of the American Revolution, 1974),
p. 13-16.

5Mattie Treadwell, United States Army in World War II: Spec-
ial Studies, The Women’s Army Corps (Washington, D.C.: Office of
the Chief of Military History, Department of the Army, 1954), p. 3.
served for three years. Brewer stated that she had been inspired to enlist after reading the book that Deborah Sampson Garrett had written about her Revolutionary War service entitled *Memoirs of an American Young Lady.*

A large number of women, again disguised as men, enlisted in Civil War units—400 in the Union armies alone. Three notable women of this time were Dr. Mary Elizabeth Walker, Sarah Emma Edmonds and Annie Etheridge.

Dr. Mary Elizabeth Walker, the second woman to graduate from Syracuse University Medical School, served as a contract surgeon with the Union Army. She was captured by the Confederates at Chattanooga and imprisoned in Richmond. In January, 1866, she was awarded the Medal of Honor for her wartime service.

Sarah Emma Edmonds, under the alias of Franklin Thompson, served for two years as soldier, spy and nurse in Company F, 2nd Michigan Infantry with no one suspecting her true sex. When faced in 1863 with hospitalization for a recurrence of malaria, Miss Edmonds deserted rather than be identified as a woman. In 1886, she received a honorable discharge.

Seventeen year old Annie Etheridge of Detroit, Michigan served as an Army nurse throughout the Civil War without compensation.

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6Laflin, op. cit., p. 118.


8Ibid.
Troops in the 2nd Michigan Infantry called her "Gentle Annie" and for her "noble sacrifice and heroic service" to the Union Army she received the Kearny Cross of Valor—one of the Union's highest battle decorations.\(^9\)

During the period of time from the close of the Civil War to the outbreak of the Spanish-American War in 1898, women had very little contact with the American military.

During the Spanish-American War in late April, 1898, Surgeon General of the Army, George M. Sternberg gained from Congress the authority to employ as many nurses by contract as might be needed for the duration of the Spanish-American War. The women who wanted to become nurses for the Army had to be over 30 years of age, in good health, of excellent character and a graduate of a training school for nurses. The term of the contract was for one year and they were paid $30.00 a month. Over 1,500 women were under contract during the latter part of 1898 and early 1899. Not all of the medical officers were ready to welcome women into Army hospitals, however the efficiency and character of the nurses soon silenced the critics and won for the nurses the admiration of officers and enlisted men alike. After the war, of the 1,500 nurses only 200 were still under contract by July 1, 1899.\(^{10}\)

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\(^9\) Ibid.

During this time, Surgeon General Sternberg became convinced that nurses should become a permanent component of the Medical Department, and he assigned Dr. Anita McGee the task of drafting a proposal for creating the Army Nurse Corps. The proposal became part of the Army Reorganization Act of 1900 and the Army Nurse Corps came into existence on February 2, 1901.\(^\text{11}\) The Corps was part of the Army Medical Department; however, the nurses did not receive military rank, officer status, or pay and benefits equal to male members of the Medical Department. The nurses signed on for a three year tour of service for $40.00 a month plus additional money for housing and subsistence in addition to medical attention during illness and 30 days leave a year. They had to be 25-35 years of age, unmarried, and a graduate of a hospital training school.\(^\text{12}\) During the first decade of the existence of the Corps, the female nurses were stationed at only a few of the general hospitals, but they served well and their presence was felt later in the second decade of their existence.\(^\text{13}\)

During the early years of the Army Nurse Corps, Surgeon General of the Navy, Presley M. Rixey felt that the Navy also needed a Nurse Corps and began the process of convincing the Navy high


\(^{13}\) Flikke, op. cit., p. 44.
command of the need for the Nurse Corps. His efforts paid off in 1908 when the Navy Nurse Corps came into existence.\textsuperscript{14} The Nurse Corps was under the authority of the Surgeon General of the Navy and like the Army nurses they held no military rank and were paid under a separate and unequal pay scale from that of male members of the medical department.\textsuperscript{15}

Both the Army and Navy Nurse Corps grew slowly and both numbered around 500 members from the time of the sinking of the Lusitania to the entrance into World War I by the United States. At the outbreak of the war, the call went out and the nursing profession responded. By the time of the Armistice there were 21,000 nurses in the Army Nurse Corps and 1,600 in the Navy Corps.\textsuperscript{16} The nurses were assigned to cantonment hospitals, general hospitals, hospitals connected with Coast Artillery posts, aviation stations, recruit camps and ports of embarkation located in all parts of the country. In addition, more than 10,000 nurses served overseas.\textsuperscript{17} After the war, the number of nurses dropped to just under 1,000 in the Army and 500 for the Navy.\textsuperscript{18} The nurses who were discharged were entitled to a $60.00 bonus and were eligible for compensation for disability or injury incurred in the line of duty.\textsuperscript{19} In addition, the women

\textsuperscript{14}Kalisch, op. cit., pp. 218-220.


\textsuperscript{16}Kalisch, op. cit., p. 484.  \textsuperscript{17}Stinson, op. cit., pp. 290, 311.

\textsuperscript{18}Kalisch, loc. cit.  \textsuperscript{19}Stinson, op. cit., p. 301.
who remained in the Army Nurse Corps were conferred relative officer rank in 1920 which meant that they had all the military rights and privileges of officers but still did not draw the same pay as a male officer of equal rank.\textsuperscript{20} Both Nurse Corps remained the same for the next twenty years until the outbreak of World War II.

At the same time the nurse corps were expanding to meet the World War I need, the Army, Navy and Marines were experiencing difficulty in meeting their male manpower needs. Secretary of the Navy Josephus Daniels turned his thoughts to using women in certain jobs in administration and communications that would free men for sea duty. Daniels asked his legal staff to investigate whether women could be enlisted in the Naval Reserve. Upon investigation, the United States Naval Reserve Act of 1916 stated that admission to the naval reserve was open to "citizens of the United States" and the word "male" was not included in the definition of eligible persons.\textsuperscript{21} Thus this act provided the legislative basis for taking women into the Naval Reserve. On March 19, 1917, the Bureau of Navigation authorized commandants of naval districts to enroll women for shore duty in the ratings of yeoman, electrician (radio) or in such other ratings as the commandant regarded as essential. Two days later, Loretta Perfectus Walsh became the first woman sailor

\textsuperscript{20}Plikke, op. cit., p. 65.

when she enrolled as chief yeoman at the naval home in Philadel-
phia.\textsuperscript{22}

As reservists, women received the same pay and allowances
as men and functioned essentially as any other reservist on active
duty. Because women were not assigned to sea duty, the department
created the yeoman(F) designation to distinguish women from men
in the yeoman rating. The yeomanettes, as the female yeomen were
called, were generally well received, especially by officers, for
they provided the Navy with help when it was greatly needed.\textsuperscript{23} Along
with the purely clerical and administrative duties performed by
the yeoman(F), others served as translators, draftsmen, fingerprint
experts, camouflage designers, recruiters, medical specialists,
and intelligence agents. At the time of the Armistice, 11,275
yeomen(F) were in uniform.\textsuperscript{24}

By mid-1918, the Marines were also experiencing the same
type of shortage of manpower as the Navy and it made plans to en-
list women to perform the clerical duties that male Marines were
doing. On August 2, 1918, Major General Commandant George Barnett
requested permission from the Secretary of the Navy to enlist females
in the Marines. He received an affirmative reply six days later
and the first females were sworn into the USMC on August 13, 1918.
The response was so great that the Marine Corps was in the enviable
position of selecting one out of every four hundred applications

\textsuperscript{22}Harrod, loc. cit. \textsuperscript{23}Ibid.

\textsuperscript{24}Thomas, op. cit., pp. 626-627.
to become Marine Reservists (F). The majority of the marinettes, as they were called, worked as secretaries, office clerks, and messengers, although a few toured the country for recruiting purposes and bond drives. At the time of the Armistice, 305 women were wearing the Marine uniform. 25

By mid-1919, all of the women who served in the Navy and Marine Corps were released from active duty and many remained on inactive duty until all were finally discharged by 1922. 26 All benefits accorded male veterans of World War I were also awarded to females including a $60.00 bonus granted by the Revenue Act of 1919. 27

The Navy and Marine Corps were not alone in the manpower shortage. The Army also was experiencing the same difficulty of having sufficient numbers of male troops ready for combat. In October, 1917, General John Pershing, Commander of the American Expeditionary Force in Europe, cabled the War Department and asked for one hundred female telephone operators to be sent to France and in addition he recommended that they be in uniform. The request was approved in part, as the women were sent as civilian contract employees not as uniformed members of the Army. As the war progressed through the early months of 1918, a number of the other commands in the Army asked for female assistance to help relieve

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the manpower shortage. The Quartermaster Corps, Inspector General, Chief of Engineers, Operations Branch of the General Staff and the Chief of Ordinance all asked permission for the enlistment of females. However, all of these pleas received unfavorable consideration by the War Department. Legislation had been introduced in Congress in 1917 to enlist effective and able-bodied women, however it was returned to the House Military Affairs Committee by Secretary of War Newton D. Baker. In his memorandum accompanying the proposed legislation Baker stated that the enlistment of women in the Army had never been seriously contemplated and that it was considered unwise, highly undesirable and exceedingly ill-advised. The stand by the Secretary of War against enlistment of females heightened the dismay of the Army agencies who needed the women who would enlist and saw the Navy and Marines enlisting all the women it needed. All proposals for the enlistment of women came to an abrupt halt in November, 1918, with the signing of the Armistice. It is not known whether the high command of the Army would have changed its opinion concerning the enlistment of women if the war had continued for a few more months. It would be left to another generation of commanders and another war to enlist women in the Army.28

During the intervening years between World War I and II, some planning for the enlistment of women into the Armed Forces of the United States on a permanent basis did take place, most if

28 Treadwell, op. cit., pp. 6-10.
not all of it oddly enough by the Army. The Army and Navy Nurse Corps remained intact after the war but all other involvement in the military by females ended in 1922 with the discharges of the last of the yeomen(F) from the Naval Reserve. Despite the obvious usefulness of these military women as support personnel, the writers of the Naval Reserve Acts of 1925 and 1938 limited service to "male citizens of the United States." It is not known whether this was an oversight on the part of the writers or whether the action was deliberate. 29

In 1920 when women were enfranchised, their political power was recognized by the U.S. Army. There began to develop in the early 1920's a movement advocating the abolishment of the military and so the Army sought to teach women voters more about its own nature and purpose. To help in its campaign to educate the female voter, Secretary of War Baker created in 1920 a Director of Women's Relation position whose function it was to maintain liaison between the War Department and the women of the country. The first appointee to the position held the post for one year and then left for personal reasons. The next appointee was Miss Anita Phipps who served in the position for the next ten years. What ensued in that decade was a long battle fought by Miss Phipps to gain War Department approval of some of her plans for involvement of women in the Army. When she left in 1931, she left the first complete and workable plan for a women's corps. The heart of the plan was that the

29 Thomas, op. cit., pp. 627-628.
proposed women's service corps should be in the Army and not an auxiliary. 30

Miss Phipps was not the only person whom the Army asked to investigate the feasibility of using women in the Army. Major Everett S. Hughes was appointed as the chief Army planner for a women's corps in 1928. He proposed the acceptance of the fact that women would inevitably play a part in the next war and that no amount of wishful thinking could avert the necessity. He stated that it would be uneconomical and confusing to have separate organizations for men and women and that qualified women could be integrated into the men's Army with similar uniforms and privileges. In addition, he felt it was necessary to educate the women who would help make decisions to have an understanding of Army thinking and to educate the men who were making the decisions in understanding the problems of the militarization of women. If the women who were to lead the new corps were ignorant he stated, "... this ignorance, coupled with men's ignorance, may be fatal." In late 1928, the plan was sent to the Army Chief of Staff and for the next three years it circulated throughout the Army command structure with very little interest. There seemed to be no immediacy for the plan, the world was at relative peace. So in 1931 the peacetime planning for a women's corps ended. 31

By October, 1939 with the threat of the resumption of hostilities, planning for a women's corps was resumed. A staff study

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was prepared but it did not reflect in any fashion the plans of Phipps and Hughes. The most important feature of the new plan was that women must under no circumstance be given full military status; they should serve as an auxiliary to the Army. The plan was held in abeyance and the War Department did not commit itself for another eighteen months. During that eighteen months the idea of women's involvement in the military grew.32

In the Spring of 1941, Congresswomen Edith Nourse Rogers called upon the Chief of Staff of the Army, General George C. Marshall, and informed him that she intended to introduce a bill to establish a women's corps. General Marshall asked for some time to consider the measure and in the month that followed the War Department made feverish plans so that if a corps came to be a reality it could be run the Army way. The plan called for the creation of the Women's Army Auxiliary Force (WAAC); it would not be part of the Army but would serve with the Army.33

Congresswoman Rogers, who wanted the women's corps to be part of the Army, realistically accepted a compromise and on May 28, 1941 she introduced H.R. 4906, "A Bill to Establish a WAAC for Service with the Army of the U.S." She realized that the War Department was very unwilling to have women as part of the Army and also accurately estimated Congressional thinking as being at this time much opposed to any idea of full military status for women.34

32 Ibid. 33 Ibid., p. 17. 34 Ibid., p. 18.
The proposed bill called for a corps of 25,000 women to occupy noncombat positions with the Army. A woman director would assume command and operate and administer the Corps in accordance with normal military procedure of command, advise the War Department and make recommendations as to plans and policies relating to women. Distinctions were made between men and women in terms of pay, benefits, rank and discipline, all to the disadvantage of women.\(^{35}\)

During the months between May and December, 1941, the bill ran into legislative haggling and strong opposition from most branches of the Army. But, the Army had a change of heart in December, 1941 after Pearl Harbor. Planning for a women's corps moved ahead with great speed. On Christmas Eve, 1941, the Secretary of War sent his approval for women's corps to the House of Representatives. On the last day of 1941, Congresswoman Rogers incorporated the War Department's amendment that women serve with the Army and not in it and reintroduced the bill as H.R. 6293.\(^{36}\)

Once the bill reached the floor of the House of Representatives and the Senate, the real fight began. It became evident that passage of the bill would be delayed for some weeks while other more important war measures took precedence. On March 17, 1942, the bill passed the House of Representatives by a vote of 249-86. However, the Senate considered full Army status for women and this consideration delayed the bill's passage for two months. Finally on May 14, 1942, the Senate passed the bill calling for women to

\(^{35}\)Ibid., pp. 19-20. \(^{36}\)Ibid., pp. 20-24.
serve with the Army by a vote of 38-27. The bill was signed into law the following day by President Franklin Roosevelt and became Public Law 54. Women began enlisting in the Women's Auxiliary Army Corps immediately following the signing of the bill into law and the first enlisted women assumed their duties at Aircraft Warning Service stations along the east coast of the United States in September, 1942.\(^{37}\)

At the same time the Army was proposing its legislation to have women serve with it, the Navy was feeling the pressure to open its doors to women also. In the spring of 1941 when the WAAC Bill was introduced, the Navy began to feel the pressure of several Congressional inquiries regarding the need for women in the Navy. On the ninth of December 1941, Representative Rogers telephoned Chief of Bureau of Navigation, Rear Admiral Chester M. Nimitz, and asked if the Navy was interested in a bill similar to the Army's. He replied that he did not think so but that he would survey the other bureau chiefs to make sure. The response was very negative. However, much like the leaders of the Army, the Navy leaders felt that if they did not act, that Mrs. Rogers and Congress might pass legislation that they would not be able to live with. So more out of fear than a firm belief that not only were women needed but that they would be a great asset to the Navy, the Naval leaders proposed an addition to the Naval Reserve Act of 1938. This addition created

\(^{37}\)Ibid., pp. 25-45, 78.
the Women's Auxiliary Reserve which would permit women to serve in the Navy for a period of the war plus six months.\footnote{Joy Bright Hancock, Lady in the Navy: A Personal Reminiscence (Annapolis, Navyland: The Naval Institute Press, 1972), pp. 50-53.}

The legislation ran into opposition for most congressmen wanted the auxiliary organized the same way as the WAAC. After much debate the bill was passed by Congress and forwarded to President Roosevelt with the recommendation that the women serve as an auxiliary. The President voiced agreement with Congress and would have signed the bill, however, Dean Harriet Elliott, of the University of North Carolina, wrote to Mrs. Roosevelt and explained the need for the legislation as requested by the Navy. The reserve status for women was desired to provide greater flexibility of assignment and the convenience of administering the program under existing regulations. Dean Elliott asked Mrs. Roosevelt to help gain presidential approval. The First Lady was successful in convincing the President that the Navy legislation was the best and the Naval Act of 1938 was amended and Public Law 689 was enacted July 30, 1942. The law allowed women, who became known by the acronym WAVES, Women Accepted for Voluntary Emergency Service, to serve in the Naval Reserve for the duration of the war plus six months. These women had the same pay and benefits as their male counterparts.\footnote{Ibid., p. 56.}

The Marine Corps also had enabling legislation passed that allowed women to become part of the Marine Corps Women's Reserve.
The Women's Reserve was created on February 13, 1943. At first, the women Marines received their training with the WAVES, then in June, 1943, the Marine Corps established its own facilities in North Carolina.  

During a time of war, the Coast Guard is administered by the Navy and not unlike the other branches of the United States military, it too felt a manpower shortage. To combat this shortage, the United States Coast Guard Auxiliary and Reserve Act of 1941 was amended to permit women to joint the Coast Guard Reserve. The law, Public Law 773, was enacted on November 23, 1942. SPAR became the acronym for the female Coast Guard members when WAVE Lieutenant Dorothy Stratton combined the Coast Guard's Latin motto with its English translation—"semper paratus, always ready."  

While women were being accepted into the non-medical fields of the United States armed forces, they continued to serve in the Army and Navy Nurse Corps. The number of women in the nurse corps rose dramatically once the United States entered the war. In 1940, there were 946 nurses in the Army Corps and 488 in the Navy Corps. In 1941, there were 5433 in the Army Corps and 823 in the Navy Corps. Both corps reached their top strength in 1945 when 54,291 nurses were serving in the Army Corps and 11,086 in the Navy Corps.  

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40 Thomas, op. cit., p. 637.  
41 Ibid., pp. 638-639.  
42 Kalisch and Kalisch, op. cit., p. 484.
The women who served in the nurse corps faced some of the same discriminations as did the women in the WAAC. The Army nurses were given "relative rank," that is they were given an officer's title and uniform but without an officer's commission, retirement privileges, dependent allowances or pay. The Navy nurses faced the same type of problems. They were given officer's privileges but these privileges were very vague. The disparities for the Navy nurses were partially remedied in July, 1942 by an Act of Congress that gave them "relative rank." However, the pay for a nurse ensign was $90.00 per month, while the pay for a male ensign was $150.00 per month. The inequities for the members of both nurse corps continued until June, 1944 when they were given temporary officer rank for the duration of the war plus six months. They received the same pay, allowances, rights, benefits and privileges as prescribed by law for other commissioned officers. 43

As the war expanded, the role of women in the American armed forces grew correspondingly. The number of women in the Navy increased from 27,000 in July, 1943 to over 86,000 in July, 1945. Women were used in almost every type of Navy speciality performed in the continental United States. In addition to the many traditional female occupations such as administration, supply, communications and medical, they also served in many of the specialities that were considered male-appropriate such as metalsmith, aviation

43 Ibid., pp. 453-455.
camera repairman, printer and aviation machinists mate. Over 1,500 enlisted WAVES were assigned as instrument flying and gunnery instructors, and in addition, every male pilot assigned to flight school between 1943 and 1945 was trained by a woman. The 86,000 WAVES had released 50,500 men for duty aboard ships or overseas and had occupied 27,000 billets created by wartime expansion. At their peak, WAVES comprised 55 percent of the uniformed Navy department personnel in Washington, D.C. 44

The women who served in the women's reserve of the Marine Corps were not unlike their counterparts in the WAVES. In addition to the traditional occupation, they also served as instrumentman, aerographers and Link trainer instructors. At their peak, there were 17,758 enlisted women and 831 women officers in the Women's Reserve of the Marine Corps. 45

The SPAR's utilization, however, followed the traditional feminine role. Only 1,100 of the 11,000 enlisted women served in nontraditional specialities such as motion picture operator, radio-man, cook and motor vehicle repairman. 46

As the war expanded and more men were needed to do the fighting, the Navy, Marine Corps and Coast Guard found it much easier to recruit women than did the Army. The women of the Navy,

46 Thomas, op. cit., p. 639.
Marine Corps and Coast Guard served in their respective branches, but the women of the WAAC did not serve in the Army and that fact combined with restrictions contained in the enabling legislation were causing the WAAC problems.

During the first few months following passage of the WAAC legislation, the WAAC was forced to turn away many qualified women because a ceiling of 12,000 had been placed in the enabling legislation. This 12,000 limit was finally expanded to 25,000 and then to 63,000. It soon became evident to all branches of the Army that many more women could be used. After less than three months' experience with the employment of WAAC’s, the Army Air Force, in November, 1942, approached WAAC Headquarters with the possibility of obtaining 540,000 more WAAC's and of giving them full military status. At the same time, the Director of Supply Services recommended to the War Department that legislation be sought to draft 500,000 women. There was already considerable evidence that no greatly expanded use of women with the Army was possible on an auxiliary status. The Navy, Marine Corps and Coast Guard could all offer women better pay, allowances, benefits and privileges than could the WAAC and because of this they were meeting their recruiting goals. In addition, the Army realized that Americans probably were not ready to have women drafted, so it was decided to seek legislation that would grant WAACs full military status.47

47Treadwell, op. cit., pp. 95-97.
On January 14, 1943, representative Edith Rogers introduced legislation that would allow women to be enlisted and commissioned in the Women's Army Corps (WAC), Army of the United States. On February 1, 1943, the Secretary of War announced his support and all of the War Department's support was considerably enthusiastic. In addition, General George Marshall, Army Chief of Staff, wrote Representative Andrew May, Chairman of the House Committee on Military Affairs, stating that he felt a women's organization would be of great value to the armed forces and that it would simplify the operation of the women's corps and improve its efficiency if it was made a component of the Army. 48

With this kind of support from the high command of the War Department, the Senate passed the bill on February 15, 1943. However, much like it had done with the original WAAC legislation, the House of Representatives began to show its opposition to the new legislation. It very shortly became clear that the House of Representatives would not pass the bill without a number of hampering amendments concerning the size of the Corps, the top rank attainable, the types of duties permitted and the benefits to be allowed. These amendments would have to be fought out with the Senate. 49

The amendments were finally resolved with the Senate and the bill was passed on June 28, 1943 and signed into law on July 1, 1943 by President Franklin Roosevelt. Women were granted most

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48 Ibid., pp. 118-119. 49 Ibid., p. 121.
of the same benefits and privileges as men but there were some notable exceptions, some are as follows:

1. WAC units would contain only women and be commanded by WAC officers.

2. WAC officers would not be promoted above the grade of Lieutenant Colonel, except for the woman who served as Director of the WAC and she would hold the temporary rank of Colonel while serving as the Director.

3. WACs could not command men unless specifically ordered to do so.

4. Enlistment standards would differ from those for men in the age and citizenship requirements set by Congress and in a different physical examination, venereal disease was disqualifying and women with dependent children were ineligible.

5. Discharge was mandatory for minors, as was it for pregnancy.  

A conversion time from WAAC to WAC was established. All members had to choose between an honorable discharge from the WAAC or joining the WAC. The cutoff date was set at September 30, 1943 and by that date 75 percent of the members of the WAAC had elected to join the WAC. It was found that those women who tended to stay were those who felt that they were making a contribution to the war effort and those whose male supervisors and commanders had made them feel welcome.  

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50 Ibid., p. 265. 51 Ibid., p. 228.
The women who became members of the WAC and future members served in virtually every military occupational specialty (MOS) with the exception of combat. In addition to serving in a wide variety of military occupational specialties, members of the WAC served in almost every major command and in every major theater of operation. By the middle of 1945, the strength of the WAC had peaked at just under 100,000; this included 93,500 enlisted women and 5,700 officers. Almost half of the WAC served with the Army Air Force (AAF, forerunner of today's Air Force) both in the United States and abroad and it was the AAF that lead the way in assigning women to non-traditional MOSs. WACs assigned to the AAF found themselves working as weather observers, electrical specialists, Link trainer instructors, control tower operators, parachute riggers, bombsight maintenance specialists, airplane mechanics and photo interpreters. 52

One additional group of women served with the American military during World War II. These women were the Women's Airforce Services Pilots (WASPs) who were civil service pilots of the Army Air Force. They began this service in September, 1942. These women were used primarily as ferry pilots, that is they flew new aircraft from the factory to bases throughout the United States. In addition, some flew weather surveillance missions, while others flew target-towing missions where they not only were shot at but in one case shot down and killed. One group of WASPs was stationed at Lockbourne

52 Ibid., p. 285.
Air Base, Columbus, Ohio where they learned to fly the B-17 bomber proving that it did not take brute strength to fly a large and heavily armored aircraft. 53

An attempt was made to allow the WASPs to become part of the AAF. The women of the WASP were processed, drilled, trained, assigned to military units by orders, subject to the same directives and regulations as military people (except military law) and wore the same Air Force uniforms with insignia as their male counterparts but were paid $50.00 a month less and were not in the AAF. On February 19, 1944, Representative John Costello from California introduced H.R. 4219 which would grant AAF reserve commissions to the WASP and grant them the same pay, benefits and allowances as their male counterparts. Secretary of War, Henry L. Stinson gave his approval to the legislation, as did General H.H. Arnold, Chief of Army Air Force. The House Committee on Military Affairs recommended passage of the legislation. However, opposition to the legislation began to be voiced from male civilian pilots who could not for various reasons qualify as ferry pilots themselves. In addition, military pilots who were no longer qualified to fly combat missions were returned to the United States and were beginning to fly the same types of missions as the WASPs and thus the number of WASPs that was needed began to decline. The debate continued for three months and finally on June 21, 1944 the legislation was defeated

by nineteen votes, 169 for and 188 against. After defeat of the House bill, recruitment and training of WASPs stopped. The WASPs were deactivated on December 20, 1944 and were left with no veteran’s benefits.\(^{54}\) (In 1977, the WASPs were given full military benefits for their service during World War II, too late for many of them to take advantage of.)

During the period of the war, approximately 350,000 women served with and in the United States military. As the war began to draw to a close the American military began discussions on the method for releasing personnel from active duty. A point system for male members of the Army was developed. A modified point system, with a lower number of points for women, was adopted. By May, 1946, only 20,000 WACs remained and the authorization for the women’s corps was expected to expire in June. Realizing that demobilization of the WAC could not be completed until men were found to do their jobs and that seemed almost impossible, officials of the Army began to plan for a permanent women’s corps.\(^{55}\)

The Navy decided that the WAVES would be demobilized with the rest of the reserve and the target date for the final discharges was set for September, 1946. This system proved to be inefficient. Men with high separation points were getting out and with reserve personnel being taken off active duty the Navy began to feel a personnel shortage. During March, 1946, WAVES who were eligible for discharge at that time were asked to remain on active duty until

\(^{54}\) Ibid., pp. 264-285.  \(^{55}\) Thomas, op. cit., p. 640.
July, 1946. Many volunteered to remain. At the same time these women were volunteering to remain on active duty, Vice Admiral Louis Denfield, Chief of the Bureau of Personnel, suggested that perhaps the WAVES should be kept as a component of the reserve and if Congress approved the WAVES could become a permanent component of the active duty Navy. 56

Congressman Carl Vinson acted on Vice Admiral Denfield's suggestion by introducing a bill to amend the Naval Reserve Act of 1938 that would create the Women's Reserve on a permanent basis. Hearings were held on the bill and revisions were made but the 79th Congress adjourned before the bill could be passed out of committee. New legislation would have to be introduced in the next session of Congress. 57

A major reorganization of the American military in 1947 created the Department of Defense. With the creation of this department, it became necessary to introduce a single bill that would apply to women in the Army, Navy, Marine Corps and Air Force. The Directors of the female components of the military worked together to prepare for the Congressional hearings on the newly introduced legislation that would allow women to become part of the Regular and Reserve components of the American military on a permanent basis. They wanted to be well prepared so as not to risk losing this opportunity of creating the women's components on a permanent basis. 58

56 Hancock, op. cit., pp. 213-221. 57 Thomas, op. cit. p. 641.

58 Hancock, op. cit., p. 225.
The Senate Armed Services Committee held hearings on the legislation beginning on July 2, 1947 and continuing through July 15th. The Committee heard from such people as General Dwight Eisenhower, Chief of Staff of the Army and Fleet Admiral Chester Nimitz, Chief of Naval Operations. Both Eisenhower and Nimitz, as did many other witnesses, all testified as to the need for the passage of the legislation as it was written. On July 16th, the bill was reported out of committee favorably and placed on the Senate calendar. The Senate passed the legislation on July 23, 1947 and referred it to the House Armed Services Committee. As with other pieces of legislation dealing with women and the American military, the House proved to be the highest and longest hurdle for this piece of legislation to clear. Hearings were not scheduled before a House subcommittee until February 18, 1948.

When the hearings finally did begin, the subcommittee heard from the same witnesses as had the Senate committee. In addition, they heard testimony as to the need for the passage of the legislation as it had been passed by the Senate. However, certain members of the committee were of the opinion that instead of women being placed in the Regulars and Reserves, they should be placed

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60 Hancock, op. cit., p. 229.
only in the Reserves. 61 At the end of the hearings, a majority of the Committee members agreed and passed on to the full House the recommendation that women should become a permanent part of the Reserve Forces and not a part of the Regulars. This recommendation was reported to the full House on March 29, 1948 and the House passed the Committee version of the bill on April 21, 1948. The House then asked for a conference with the Senate committee to reconcile the differences in the two versions of the bill. 62

A significant breakthrough occurred during these meetings when the conferees agreed upon the philosophy of employing women in the Regular, as well as the Reserve components of the armed forces. 63 The House and Senate passed the legislation, which was now entitled The Women's Armed Services Integration Act of 1948, on June 12, 1948. President Harry Truman signed the bill into law on June 30, 1948 and the transfer of women from the Reserve forces began as well as the enlistment and commissioning of civilian


62 Hancock, op. cit., p. 230.

women who had never been a member of any of the women's wartime components. 64

The Women's Armed Services Integration Act of 1948 contained a number of regressive clauses which would hamper the contribution of women in the armed services for the next twenty years. The Act restricted the number of enlisted women to 2% of the total enlisted strength of each service and the number of female officers to 10% of the enlisted female strength of each service. Women had to be twenty-one years of age to enlist without parental permission, whereas men were able to enlist at eighteen. The top permanent rank that a female officer could achieve was limited to lieutenant colonel in the Army, Marine Corps and Air Force and to commander in the Navy. The Act denied women dependent benefits unless the individual(s) was actually dependent upon the female for support; a male member of the armed forces did not have to prove such dependency. 65 In addition to the regressive clauses that were in the Act, the various services enacted regulations that further hampered women. Women had to be better educated and have higher aptitude scores than men in order to be eligible for enlistment. Regulations also placed great limitations on the military occupational specialties that were open to women. Although women had demonstrated great capabilities and competencies in almost all military

64 Hancock, op. cit., p. 232.
65 Public Law 625, Women's Armed Services Integration Act of 1948.
specialties during World War II, when the women's branches became a permanent part of the American military establishment, women found themselves in the traditional female occupations of health care and administration/clerical.66

As was stated previously, women in the armed forces served under these regressive clauses and regulations for almost twenty years. In the period of time, 1948-1967, the number of women in the American military averaged approximately 30,000 or 1.1 percent of the total strength. In addition, 90 percent of these women served in the health care and administrative/clerical career fields. Many feel that the reasons why the number of women never reached 2 percent of the total force was three-fold: (1) there was a lack of popular appeal to serve in the military such as existed during World War II; (2) the services themselves were content with the forces as they were structured; and (3) that the society's view of female occupations was transferred from the civilian world to the military.67

During the late 1960's discussions regarding the status of women in the American military began. By this time the defense establishment of the United States began to feel the pressures generated by the ever-increasing role of women in the labor force and from the large manpower needs of the American involvement in

66 Thomas, op. cit., p. 642.

Southeast Asia. As a result of this pressure, a study group was established in 1966 to reassess the role of women in the armed forces. Due in part to the results of that study, several significant changes were made in 1967 relative to the status of military women. On November 8, 1967, Congress passed Public Law 90-130 which removed the 2 percent strength limitation placed on females, transferring the authority for establishing these strength quotas to the secretaries of each service and also removed the permanent rank restrictions placed on female officers who could now be promoted to the permanent grade of general in the Army, Marine Corps and Air Force and admiral in the Navy.\textsuperscript{68} One of the purposes of this legislation was to improve recruitment of women, which it did. The number of women increased from 35,000 in 1967 to 41,000 by 1970.\textsuperscript{69}

The decade of the seventies proved to be a decade of massive changes regarding the status of women in the American military. Many of the changes were brought about because of military necessity and some because the military establishment felt that if they did not make changes the Congress or the Courts would make them for it.

First the changes due to necessity. In 1970 it was decided by the United States Congress that the selective service draft


\textsuperscript{69}Thomas, loc. cit.
would not continue after it was due to expire in 1973. This decision raised the question of whether enough men could be found, willing and able to volunteer, to field a military force of over two million without exorbitant enlistment and re-enlistment bonuses and without compromising the quality of military manpower. Many people thought not. The defense establishment then decided to embark on a campaign to enlist increased numbers of women. However, it knew that it could not accomplish this without widening the utilization and assignment of women. 70 And the changes began almost immediately.

In 1971, all of the services adopted a policy regarding female members who became pregnant while on active duty. Up until that time if a woman became pregnant while on active duty she was automatically discharged from the service. The new policy stated that a woman could not be automatically discharged but could apply for a special waiver to remain in the service. 71 Also in 1971, the Air Force and the Navy abolished their regulations which forbade married women from enlisting; the Army followed suit in 1973 and the Marine Corps in 1974. 72

In 1972, all of the services began to institute programmed increases in the number of women it contained. The Army announced

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70 Binkin and Bach, op. cit., pp. 13-14.
72 Thomas, op. cit., p. 643.
its plans for increased utilization of women. All of the Army's military occupational specialties (MOSs) were opened to women except those associated with combat, close combat support, unusual hazards or strenuous physical demands. This opened 90 percent of the MOSs to women.73 This policy change also allowed for a four-fold increase in the number of women in the Army from 1972 to 1976. The number rose from 12,300 in 1972 to 43,900 in 1976.74

The Air Force also announced similar plans in 1972. It opened all but 5 of 242 Air Force specialties to women and planned to triple the number of women in the Air Force by 1977.75 The number increased from 11,700 in 1972 to 29,200 by 1976.76 The Navy followed the lead of the Army and Air Force. Admiral Elmo Zumwalt, Jr., then Chief of Naval Operation, issued Z-gram 116 in 1972. The Z-gram stated that the Navy would increase its number of women and open certain naval occupations that heretofore had been closed to them.77 Zumwalt also instituted a test program regarding women in the Navy serving aboard ship. He ordered fifty-three women assigned to the hospital ship USS Sanctuary for thirteen months. After the thirteen months, the commanding officer of the Sanctuary

74 Binkin and Bach, op. cit., p. 15.
76 Binkin and Bach, loc. cit.
reported that women were very capable and "could perform every ship-
board function with equal ease, expertise and dedication as men
do."  

As the number of women increased and their utilization
broadened, changes continued to be made. In 1974, Public Law 93-240
was passed which removed the requirement that women be older than
men to enlist without parental permission.  

In 1975, pregnant
women no longer had to apply for a special waiver to remain in the
service, but instead were allowed to stay on active duty unless
they requested a discharge.

With all of the changes that the military was making, it
still took a ruling by the United States Supreme Court to change
one of the most regressive clauses of the Women's Armed Services
Integration Act of 1948. The Act had granted women dependent ben-
fits but only under certain conditions. The only way that a military
woman could receive dependent benefits under the Act was if the
individual(s) was actually dependent on the woman for over one-
half of their support. In 1970, Air Force First Lieutenant Sharron
Frontiero filed suit against the Defense Department charging dis-
 crimination in military benefits because of sex. Lieutenant
Frontiero was married to a non-military member and was not allowed

78 Binkin and Bach, loc. cit.
79 Thomas, op. cit., p. 643.
80 "Pregnant Women to be Allowed to Stay in Military Forces,"
to receive dependent benefits for her husband because she did not provide over one-half of his support. The suit contended that the Lieutenant should not be denied these benefits because a male member of the armed forces received these benefits for his wife even though he may not provide more than one-half of her support. 81 A three-judge Federal District Court rejected her argument and ruled in favor of the Defense Department. Lieutenant Frontiero then took her case to the United States Supreme Court, which in a 8-1 vote overturned the District Court's ruling and thus cleared the way for female members of all branches of service to receive the same dependent benefits as servicemen received. 82

Almost all of the increases in the numbers of women in the armed forces during this time took place in the enlisted ranks. The female officer strength remained just about the same, approximately 13,000. 83 Although the number of female officers remained just about the same, career opportunities for female officers did expand.

Until the early 1970's, there existed for women only one means of obtaining a commission in the armed forces. The woman first attended the college or university of her choice and after


83 Binkin and Bach, op. cit., p. 15.
having received her baccalaureate degree, she then joined the branch of service of her choice. After having joined, she had to attend an officer commissioning school. The length of the school varied with each branch of service, but was usually 8-12 weeks in length. The school taught the prospective officers military customs and courtesies, military law, military personnel procedures and presented a general overview of the command structure of the particular branch of service and how it interacted with the other branches of service to provide for the defense of the United States. Each branch of service maintained an officer commissioning school for women and one for men. In 1969, the Air Force decided that it would offer a second commissioning avenue to women when it opened to women its Reserve Officer Training Corps (ROTC) program. ROTC is a program that each service has which is designed to give basic military training to officer candidates while they attend college. The program is located on college and university campuses throughout the country. The cadets, as they are called, attend a number of military classes during their four undergraduate years and between their junior and senior years they attend a 6-8 week training session away from campus. Upon graduation with a baccalaureate degree, the cadets each receive a commission in his/her particular branch of service and also incur a 3-4 year active duty obligation. 84 In early Spring, 1972, the Army and Navy announced that beginning with

the 1972-73 academic year they too would open their ROTC program to women. These ROTC programs did not contain separate sections for men and women; men and women took part in the program together. The results of this side by side training had an effect on the way the branches conducted their own commissioning schools. In 1973, the Navy began to have one commissioning school for men and women. The Air Force followed in 1974, and the Army in 1976.

Not only did a commissioning opportunity open for women during this time but additional career opportunities expanded as well. On June 11, 1970, the American military had its first female generals. Colonel Elizabeth P. Hoisington, Director of WAC and Colonel Anna Mae Hays, Director of the Army Nurse Corps, each pinned on their first star on that day. During the early 1970's, women also began to command men. Up until this time, women commanded only women. This tradition ended in August, 1972, when Colonel Norma E. Brown became Commander of the 6970th Air Base Group, Fort Meade, Maryland. This major unit consisted of 2000 military personnel, all but 12 of whom were men. Brigadier General Jeanne Holm,

85 "Army, Navy ROTC Woo the Gals," The Officer, May, 1972, p. 28.


former Director of Women in the Air Force, stated that Colonel Brown's assuming command of the unit demonstrated, "... continuing Air Force commitment to full utilization of qualified women in responsible command and management positions."\(^{90}\) Shortly after Colonel Brown assumed command, the Navy announced that in May, 1973, Captain Robin L. Quigley would assume command of the San Diego Navy Service School. Thirty thousand male and female sailors were stationed at the school at the time Captain Quigley assumed command.\(^{91}\)

Another career opportunity that opened for women during this time was pilot training. Although women had demonstrated great competency in flying various types of aircraft during World War II, they had been denied that opportunity since 1948. However, in 1973, the Navy decided that women could fly certain types of aircraft and when Lieutenant (j.g.) Judith Ann Neuffer reported to the Naval Pilot Training School at Pensacola, Florida in early 1973, the Navy began what a Navy spokesman called, "... a test program established as a part of the Navy goal of equal rights and opportunities for women."\(^{92}\)

Increasing numbers of higher ranking female officers also began to attend the armed forces schools and colleges that were


essential for further career advancement. These schools and colleges included The National War College, Armed Forces Staff College, Naval War College and Air University just to name a few. At the Army Command and General Staff College, Fort Leavenworth, Kansas, Lieutenant Colonel Connie Silwitzke in October, 1973, became the first woman elected president of a class at one of these armed forces schools or colleges.

While all of these strides were being made by and for women in the American military in the early 1970's, one very striking and visible barrier remained. The most prestigious means of obtaining a commission, and it is felt by many in the military establishment the most advantageous for career development and advancement, remained closed to women. Women could not be accepted for admission to the United States military service academies.


Chapter III

HISTORICAL BACKGROUND OF THE UNITED STATES MILITARY SERVICE ACADEMIES UNTIL 1972

The historical background of the United States military service academies can be traced to the time of the American Revolutionary War. Due to the fact that the Continental Army lacked skilled military leaders, the Continental Congress hired professional officers from Europe to help lead the young revolutionary Army. The value of the professional background of these European officers soon became evident to the leaders of the Continental Army and after the war led them to recommend the establishment of a military academy for the United States similar to the European ones that the European officers had attended.\(^1\) Although the need for a military academy was felt by some of the leaders of the new nation, it was not a feeling shared by all. It was the opinion of a number of members of Congress that a military academy would lead to a military elite which was inconsistent with the principles of the new republic.\(^2\)


However, by 1800 the pressure that was being applied by George Washington and Alexander Hamilton led Secretary of War, James McHenry, to present a plan for a military academy to President John Adams in January of that year. Adams sent the plan to Congress, but it did not act on the plan. The chief reason for the inaction on the part of Congress was the unspoken but real fear of a trained officer corps which might lead a revolution much the same as had happened in France. When Thomas Jefferson took office as President, he urged his Secretary of War, Henry Dearborn, to continue and even to speed up the work of Adams and McHenry. Jefferson's diligence proved successful when on March 16, 1802, Congress authorized the President to organize a Corps of Engineers at the fort at West Point, New York and this would constitute a military academy.3

The United States Military Academy, better known by its more popular name of West Point, had a difficult beginning. Its organization was haphazard. The law had provided for ten cadets attached to the Corps of Engineers and forty to the Artillery. The cadets were paid $16.00 a month plus two meals a day but they had to make their own arrangements for lodging and for the rest of their meals. No age requirements or entrance requirements were set in the legislation. Cadets could take the examination for graduation whenever they and their instructors felt they were ready. The instructors at West Point were often away from the Academy to perform their duties as officers in the Corps of Engineers which led

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3Ibid., pp. 14-15, 19, 22.
to inconsistent instruction for the cadets.\textsuperscript{4}

It was not until April, 1811 that some of the inadequacies in the law began to be changed. At that time, Secretary of War William Eustis issued regulations that governed entrance to the Academy, regulations which would be in effect for most of the century. The regulations were that each cadet had to be between the ages of 15 and 20, in good health and well versed in English, writing and arithmetic.\textsuperscript{5}

Just prior to the War of 1912 Congress took steps to solve the inadequacy of the Academy as it was then structured. On April 29, 1812, Congress passed a law which called for the assigning of permanent professors to the Academy and also stipulated that the military instructors detailed to the Academy would not be called away from the Academy to perform duties with the Corps of Engineers. This law gave a sense of stability and consistency to the faculty.\textsuperscript{6}

The next important step in the development of West Point was the appointment in 1815 of a permanent superintendent, who would report directly to the Secretary of War, and who would be in exclusive control of West Point. The first permanent superintendent of West Point was Captain Alden Partridge.\textsuperscript{7}

Captain Partridge brought some semblance of order and discipline to the cadets' lives. He set aside hours for study when he required each cadet to be in his room. He forbade gambling,

\textsuperscript{4}Ibid., pp. 25-26.  \textsuperscript{5}Ibid., p. 35.  \textsuperscript{6}Ibid., pp. 38-39.  
\textsuperscript{7}Ibid., p. 43.
swearing, all immoral conduct and warned cadets that neatness in
dress was required. He also set up, at least on paper, the first
requirements for graduation and thus a commission in the Army. The
requirements he set up required each cadet to demonstrate competency
in math, covering such topics as algebra, geometry and logarithms,
French and tactics.  

In March, 1816, Secretary of War, William Crawford, issued
new regulations. These regulations instituted general examinations
for graduates twice a year, one in July and one in December. In
addition, it required new cadets to enter in September; up until
this time they arrived whenever they desired. And finally the course
at the Academy was set at four years and each cadet had to complete
the course of studies and pass an examination before he would grad-
uate and receive his commission in the Army. The curriculum at
the Academy consisted of the following courses: English grammar,
French, algebra, geometry and logarithms taken in the first year;
French, geometrical construction, mensuration, trigonometry, conic
section and drawing taken in the second year; natural and experi-
mental philosophy, astronomy and drawing taken in the third year;
and engineering, geography, history and ethics in the fourth year.
These regulations that Crawford issued also created the Board of
Visitors. The Board was composed of prominent civilian educators
and members of Congress, whose task it was to visit West Point once
a year and report to the Secretary of War its views and

8 Ibid., pp. 46-49.
recommendations regarding the academy.\(^9\)

The year of 1817 proved to be the critical year in the history of West Point. It was in July of that year that Sylvanus Thayer was appointed Superintendent. He remained in that position for the next sixteen years and the methods of instruction and academic reforms which he instituted provided the basis philosophical foundations for American military academy education.\(^10\) Thayer based his reforms of the academy program upon what he had seen in France in 1815-1816. He had visited the École Polytechnique and the Artillery School of Application at Metz in 1816 and brought back to the United States one thousand volumes on military subjects and many charts and maps. He used this information in his reforms. Thayer had given his reform program careful thought and based on his observation in France and reports from the faculty already at West Point he laid out a four year course of study.\(^11\)

Thayer's program centered around a novitiate of a systematic ordeal of common experience which would test both a candidate's ability and his character. Ideally, what Thayer hoped for was a graduate who not only acquired the necessary knowledge to be a good Army officer but would also develop an attitude placing duty and professional responsibility first, before all other considerations.\(^12\)

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\(^9\) Ibid., pp. 55-56.

\(^10\) Simons, op. cit., p. 36.


\(^12\) Simons, op. cit., p. 39.
One of the first things that Thayer did was to make each cadet sign an agreement which stated that the cadet would serve at least one year in the Army after graduation. This agreement was a direct outgrowth of the fact that many cadets were resigning their commission shortly after graduation. In essence they were using the Academy to get a free education.\textsuperscript{13}

Life for a West Point cadet under the Thayer system began when he reported to the Academy in late June of his first year. The next eight weeks were spent on summer encampment which would introduce the cadet to a soldiers' life.\textsuperscript{14} The academic year began in September and the cadets followed the same regimented daily schedule: Reveille at dawn, then rollcall, policing of quarters, two hours of drill, breakfast, classes from 8:00-11:00 am, one hour of study, one hour of French, lunch at 1:00 pm, classes from 2:00-4:00 pm, drill to sunset, supper, study until 9:30 pm and lights out at 10:00 pm.\textsuperscript{15} The courses that the cadets took were as follows: French, algebra, geometry, trigonometry and mensuration during the first year; during the second year the cadets studied advanced material in the courses they had taken during their first year in addition to drawing, analytical geometry and fluxions; in the third year they studied natural philosophy, chemistry and topographical drawing; engineering with emphasis on civil engineering, mineralogy, rhetoric, moral and political science were taken during

\textsuperscript{13} Ambrose, op. cit., pp. 70-71. \textsuperscript{14} Ibid., p. 71. \textsuperscript{15} Simons, op. cit., p. 40.
the last year of study. Thayer required frequent demonstration of the knowledge and skills which the cadets acquired. Every cadet was required to recite every day in every subject and was graded on his performance. So that this objective could be met each class, or section as Thayer called them, was small—twelve to fifteen cadets per section. Assignment to sections was by relative class standing in each subject and instruction was varied according to the ability of the cadets in each section to absorb the work. Thayer's aim was to cause each cadet to exert himself to the utmost, depending on his ability.

In addition to those reforms already mentioned, Thayer created the Academic Board. The Board consisted of the Superintendent, the newly created position of Commandant of Cadets and the head of each academic department. The purpose of the Board was to determine the academic policy of the Academy. Thayer had created the position of Commandant of Cadets, whose responsibility it was to impart tactical training, maintain discipline and assign demerits. The assigning of demerits was part of possibly the most important of Thayer's contribution to the Academy, The General Order of Merit. The General Order of Merit ranked each cadet in each class and at graduate time the cadets were allowed to choose what branch of the Army they wanted to join, the choices were accomplished

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18 Ibid., p. 38.
according to where the cadet ranked on the Order of Merit. Each branch of the Army had a limited number of openings so it was important to rank high so that the cadet could have a choice of the more prestigious branch, for example the Corps of Engineers instead of artillery or Infantry. The order was comprised of grades received from academics, military training and behavior. Each wrongdoing on the behavior side of the Order was assigned demerits and the total demerits a cadet received determined his grade in that area.  

Thayer was able to inject a measure of educational quality into West Point which helped to give it its reputation as the best engineering school in the United States during the first half of the 1800's. The faculty at West Point and its graduates had a significant effect on the teaching of engineering throughout the United States during this period. Textbooks that were translated or written there were used elsewhere in the country; its teaching methods were, for a while, adopted at some civilian institutions; the civil engineering of its graduates found many applications in a rapidly growing nation and some of its alumni headed engineering schools which later became prominent.  

Thayer's emphasis on rigor in the classroom and in preparation of lessons from the textbook was in tune with the philosophy of mental discipline prevailing in contemporary colleges. In addition, his small rank-order sections afforded perhaps the first attention to individual differences among students.

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19 Ambrose, op. cit., pp. 73-77.

in American higher education. 21

In the early 1830's, Thayer began to experience difficulties with President Andrew Jackson. Jackson did not believe in the discipline that Thayer required of the cadets. On a number of occasions, Jackson reinstated cadets that Thayer had dismissed. Many of Jackson's followers also began an attack upon West Point. The Jacksonians centered their attack on two issues: the monopoly in the officer corps of West Point graduates and the large number of resignations by Academy graduates after they had spent little time in the Army. The Jacksonians wanted to do away with West Point. Although they were not successful in their attempt, they were successful in ousting Thayer. He resigned his position as Superintendent on July 1, 1833 and left West Point never to return. Although Thayer was gone, the Jacksonians continued their attacks. A partial victory was won when in 1838 Congress enacted legislation that required a four-year tour of duty for each Academy graduate. In the end, the Academy would stay in existence for a number of reasons: Thayer had made influential friends and defenders of the Academy; Congressman wanted it because it was a source of patronage; but the most important reason was it was doing a job no one else could do, namely, train quality civil engineers who could design and build the canals, railroads, roads and harbors needed for the internal improvements to build and settle the continent. 22

The feedback that West Point received during its early development had significant effects. The early patronage from

21 Simons, op. cit., p. 42. 22 Ambrose, op. cit., pp. 107-120.
civilian institutions encouraged complacency and self-satisfaction with her methods and procedures. The frequent attacks of the 1830's by political opponents caused Academy officials to develop defensive attitudes and rationalizations for their practices, in effect, erecting a protective shell around their beloved institution. As a result, the years tended to produce a rigidity in educational method and approach. Although Thayer was gone, his successors permitted few changes to his system and it was reinforced by deliberate inbreeding as successive generations of graduates returned to the Academy to serve as members of the faculty and staff. It was felt that only a West Point graduate could teach a West Point cadet.  

The period of time from 1840-1860 marked West Point's greatest age. The United States had fought its first successful war of expansion and many West Point graduates had commanded successful battles in that war. In addition, all of the country east of the Mississippi River and a large part of the area west of it had been settled and West Point graduates played a significant role in this settlement, as they helped build the roads, canals, railroads and communication system that enabled the settlement to progress. In academic affairs, West Point remained preeminent in science and a series of brilliant superintendents and professors required the cadets to continue to work and study hard.  

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23 Simons, op. cit., p. 43.
24 Ambrose, op. cit., p. 125.
The Corps of Cadets during this period began to constitute an aristocracy. The studies were so rigorous that only those with outstanding ability or excellent preparation could stay in. Most of the best students came from the northeastern states of the country. In addition, Congressmen from the North and South used their appointments to West Point to repay political friends and politically important families. An 1843 law had regularized the method of appointment of cadets. Up until this time, the Secretary of War had appointed one cadet from each Congressional district, but he had no legal foundation on which to base this authority. The 1843 law instituted the system whereby there would be one cadet from each Congressional district nominated by the Congressman from that district, in addition to, ten-at-large cadets appointed by the President. The Congressman used this new method to their advantage.\textsuperscript{25}

During this period, the principle of pure competition, the fighting for higher standing and rank, permeated every aspect of Academy life. The difficulty and thoroughness of the curriculum added to the keenness of the competition. Because of daily grading, cadets could not neglect their work throughout the semester, then study intensely for finals and come through with good grades. West Point made life hard for the cadets in order to turn out finished soldiers and it was the difficulty of the curriculum and the discipline required of cadets that had a direct impact on the second

\textsuperscript{25}Ibid.
military service academy founded in the United States.  

The origins of the United States Naval Academy are in marked contrast with the beginnings of West Point. When the United States Navy was created in 1794, there were basically two methods of training men to be officers for naval service. One was the British method, where young men would go to sea and learn the profession first-hand. This produced what many thought was a practical seamen. The second method was that of the French, which required a young man to spend a certain amount of time at a shore school before going to sea; this style it was felt produced a scientific officer. Because the British won sea battles against the French, the United States chose to follow the British example. Because this system appeared to be working, little thought was given to establishing a naval academy along the lines of West Point. However, by the early 1810's talk did begin about establishing a naval academy. A growing sense of professionalism led the Navy, in the 1820's, to further formalize its system of officer preparation by conducting promotion examinations. Temporary schools were established at navy yards and midshipmen, as the young officer candidates were called, were urged to attend them during periods while they were not yet assigned to a ship. After two years of sea training, the midshipmen took an examination covering the areas of practical seamanship.

26 Ibid., pp. 131-133.

naval gunnery, math, navigation and practical astronomy. With this increased professionalism of the Navy, there began to be heard louder calls for a naval academy and with the advent of steam the Navy entered an age of technological revolution and the educational implications were inescapable. In 1838, midshipmen who were approaching the time for their exam were ordered to spend one year at the shore school at the Naval Asylum in Philadelphia. This shore school had become the best of all of the shore schools and plans were made to phase out the older schools and to conduct all instructions at Philadelphia.

The subject of officer education and also the need for a naval academy began to be hotly discussed in December, 1842 when Midshipmen Philip Spencer tried to lead a mutiny aboard the USS Somers. Spencer was tried and hanged for his attempt. Spencer's conduct pointed to the lack of supervision of midshipmen. Between 1814 and 1844, the foundation of a naval academy had been advocated by seven Secretaries of the Navy and one President. Twenty bills calling for the establishment of the academy had been introduced in Congress, two actually passed the Senate only to die in the House. It would take newly appointed Secretary of the Navy, George Bancroft to accomplish what others had failed to do. Bancroft did not want to make the same mistakes his predecessors had made, so he took three months to devise his plan. He wanted to establish an academy

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28 Simons, op. cit., p. 44. 29 Sweetman, op. cit., p. 12. 30 Ibid., p. 4.
without arousing Congressional attention by asking for monies. He also wanted to align senior naval officers behind him. The first part of his plan was to acquire Fort Severn, an obsolete Army post located at Annapolis, Maryland, where the Severn River flows into Chesapeake Bay. The Navy took over control of the Fort on August 15, 1845. The next step in his plan was to close down all of the shore schools with the exception of the one at the Naval Asylum. Bancroft used the money he saved by closing these schools to staff the new naval school and to refurbish some of the buildings of the Fort. Commander Franklin Buchanan was named Superintendent and he declared the new Naval School open on October 10, 1845.  

The influence of West Point became evident right from the beginning of the Naval School, as it was then called. When the new school opened, a Board of Visitors and an Academic Board were fashioned after those at West Point. Thayer's system of small sections, and an order of merit was established. The midshipman's day was as follows: 8:00 am - noon classes, with an hour off for study; 12:00-1:30 pm recreation and lunch; 1:30-4:30 pm classes; 4:30-6:30 pm recreation and dinner; 6:30-10:00 pm study time and 10:00 pm lights out. The courses included mathematics, natural philosophy, French or Spanish, ordnance, gunnery, chemistry, English grammar and composition, geography, history, steam engineering and navigation.  

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31 Ibid., pp. 13-17.  
32 Ibid., pp. 27-28.
Secretary Bancroft finished his 'fait accompli' when on August 10, 1846, Congress allocated $25,200 for repairs, improvements and instruction at Fort Severn, thus giving the new Naval School the Congressional stamp of approval. A reform of the School took place in July, 1850, when the course of study was redesigned. The midshipmen would spend two years at the Naval School, three years at sea, and two more years at the Naval School. In addition, the official name of the School was changed to the United States Naval Academy. A comprehensive disciplinary system similar to that at West Point was established. Demerits were assigned for each breach of the system. Regulations now gave the Academy a distinctly military character. The midshipmen were required to wear uniforms and a hierarchy of midshipmen officers was established. Two additional reforms in 1851 and 1852 brought the Naval Academy even closer in structure to that of West Point. The first in 1851 changed the program so that midshipmen would spend four consecutive years at the Academy and then go to sea. The second was an Act of Congress which placed the appointment of midshipmen under the control of Congress, just as it was at West Point.33

So as the United States entered the 1860's, she had two military service academies that were graduating officers who would, it was hoped, provide professional expertise to the Army and Navy. The Civil War years were especially disruptive to both academies as cadets and midshipmen from the Southern states resigned

33 Ibid., pp. 31-45.
to accept commissions in the Confederate Army or Navy.\textsuperscript{34} The Naval Academy had to move from Annapolis to Newport, Rhode Island for the war years.\textsuperscript{35} The War added to the mystique of the academies as graduates on both sides led their troops in battle victories which led to these graduates being elevated to positions of prominence.\textsuperscript{36}

The accomplishments of West Point graduates in the Civil War led in the years following the War to continued self-satisfaction and complacency.\textsuperscript{37} The Academy was determined to maintain the Thayer system; it had been tried and proven. The Academy continued to teach the same subjects, using the same textbooks and taught by the same professors. It remained a small-knit community. Professors, instructors and administrators came almost exclusively from the ranks of graduates, all of whom continued to carry on the traditions.\textsuperscript{38}

During this time, Superintendents wanted higher admission standards. The Academy was still admitting nearly all candidates only to find one half or more deficient during the first two years. Congress refused to raise the standards because it did not want to appear to be favoring the elite of the Northern states, as these

\footnotesize{\textsuperscript{34} Ambrose, op. cit., p. 169; and Sweetman, p. 58. \\
\textsuperscript{35} Sweetman, loc. cit. \textsuperscript{36} Ambrose, op. cit., p. 180. \\
\textsuperscript{38} Ambrose, op. cit., pp. 192-193.}
were the states that had the best educational preparation. 39

A majority of post Civil War colleges became obsessed with progress. West Point ignored the rest of the country to such a degree that even the traditionally friendly Board of Visitors was frequently critical. The Board asked for more variety in the academic program. They recommended that additional history courses be taught, that a course in natural science be added to the curriculum and that cadets be allowed to substitute German for Spanish. None of these recommendations were acted upon. The country allowed this stagnation at West Point because of the Civil War record of its graduates. Why should a system that had produced Grant, Lee and Jackson need to be changed? 40

The Academic Board of West Point was most responsible for the Academy ignoring the technological and intellectual revolution that was occurring across the country and remaining a changeless institution in a changing age. A policy change in 1839 had made the Superintendent's position one to be filled for a relatively brief tour of duty rather than a period that extended until retirement, death or resignation. It was this change that elevated the Academic Board to a place of greater importance. The professors who comprised the Board were all tenured professors which meant that they would remain as Superintendents came and went. However, even with its position of importance, the Academic Board could not keep West Point from progressing by itself; it needed help from

alumni, especially those who remained in the Army. At West Point all cadets took the same classes, underwent the same hazing and marched in the same types of formations. This common experience was what was being preserved. It gave all a sense of community, of fraternity, that they could not bear to see destroyed. The in-breeding of the faculty further aided the Academic Board. The experience of West Point and what it was to be a West Point graduate was best learned from someone who had been through that experience.41

The stagnation at West Point could also be seen in what it was providing the Army. While it had been ahead of the Army in its thoughts and methods prior to the Civil War, after that conflict it was providing instruction in areas that were becoming increasingly irrelevant to the needs of the Army.42

By the late 1890's, West Point began to move out of its thirty years of stagnation. The most important change took place in the Department of Tactics. It was Commandant of Cadets Otto T. Hein who instituted the change. His aim was to turn out officers trained to meet every emergency of actual service. He rotated the command duty of the cadets so that each had the opportunity to lead in some form or another. For the first time, graduates were aware of the complexity of the Army structure. The curriculum was modified also. In 1907, the Board of Visitors soundly declared that it was time to bring the curriculum up-to-date. Social science

41 Ambrose, ibid., pp. 202-207.
42 Ibid., p. 218.
courses were added in the hope of broadening the cadet's academic experience.

The fifty year period of time between the end of the Civil War and World War I was different for the Naval Academy than it was for West Point, although the Navy did suffer a form of stagnation that was felt at the Naval Academy. In the summer months of 1864, the Naval Academy returned to Annapolis from its Civil War home at Newport, Rhode Island. Rear Admiral David D. Porter was appointed Superintendent in the fall of 1864 and he was charged with putting the Academy back on its feet following the war. Porter selected a cadre of distinguished and competent young naval officers to assist him in his task. These officers laid the foundation for the time and for years to come. Alfred Thayer Mahan wrote and published essays on naval education and seapower that made him world famous. Ensign Albert A. Michelson designed and conducted experiments that measured the velocity of light which led to him becoming the first American to be awarded the Nobel Prize for Physics.

The Naval Academy program had been considerably influenced by the liberalizing trend that was occurring on college campuses across the country. The theoretical level of its mathematics and physical science courses was comparable to liberal arts colleges. Foreign

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43 Ibid., p. 244 and 247.


45 Lovell, op. cit., p. 30.
language courses were being taught to enable the future officers to communicate better when in foreign countries. Although the Naval Academy rigidly adhered to the daily recitation methods it had adopted from the Military Academy, it had added considerably to its humanities instruction, including history and English literature.46

However, the demands for steam technology were soon to curtail some of the instruction in the humanities. By the early 1880's, the need for teaching steam engine technology grew so strong that courses in elementary chemistry and physics, marine engines and history were significantly reduced, the time devoted to foreign language instruction was cut in half and a year-long English composition course was dropped.47

In addition to Superintendent Porter's leadership of the academic program, he also instituted with the assistance of his Commandant of Midshipmen, Stephen B. Luce, the honor system that midshipmen came to live by. The system was based on the assumption that the midshipmen were young gentlemen and it was insisted that their word would be taken always as the truth by higher authority. It was felt that the midshipmen could never hope to command others until they could command themselves.48

Although Superintendent Porter, with the assistance of his faculty, laid down ideas, standards of conduct and general

48 Lovette, op. cit., p. 92.
regulations that were to live through the years, his task and that of the Superintendents for the next twenty-five years that followed was made especially difficult due to the stagnation in the Naval promotion system that took place after the Civil War. The fortunes of the Naval Academy always follows closely the fortunes of the Navy. When the Navy expanded in times of crisis, the number of midshipmen was increased in order to meet the need for commissioned personnel. And so it was that the Naval Academy felt the results of the Civil War. Not only had the War years seen an increased number of midshipmen commissioned but large numbers of officers were promoted to the upper ranks very quickly. After the War, the United States Navy underwent severe cutbacks, not only in the number of ships but in personnel as well. This cutback, in addition to the large numbers of officers in the top ranks, lead to a stagnation in promotion. Midshipmen who graduated from the Naval Academy found themselves as lieutenants for twenty years. Officers had to wait for a vacancy in the next rank before they could be promoted. Matters went from bad to worse when in 1882 it was announced that there would be only a certain number of commissions each year, that number would be determined by the anticipated number of vacancies that was expected in the next higher rank. Those midshipmen who were not commissioned were given a year's salary and an honorable discharge. So many of the outstanding men of 1882 and subsequent classes found themselves with $950 and out of service. It is no wonder why that during this time an abnormally large number of midshipmen were found deficient in studies due to a lack of incentive
to pass the course.  

The problem of stagnation in promotion was not satisfactorily solved until the 1890's and early 1900's. During the Spanish American War the role of the Navy had been paramount. The United States emerged from that war not only as a major world power, but as one with far-flung colonial possessions. Theodore Roosevelt was the key evangelist of the Navy's expansion. Roosevelt was a long time friend of Alfred Mahan and a devotee of his writings and theories. As Assistant Secretary of the Navy, he had been instrumental in getting the Navy ready for war with Spain and as President he continued to promote the naval cause. He pushed a series of bills through Congress providing for naval expansion. In a four year period, there was a 50 percent increase in the Navy's annual appropriations. The effect of this vast naval renaissance was felt at the Naval Academy. The number of midshipmen grew steadily in size. United States Senators were granted the authority to appoint midshipmen to the Academy in 1902 and the number was increased to two in 1903. To accommodate the increased number of midshipmen a major building program was begun. New buildings named for famous graduates was symbolic of the romantic aura of the period, in which midshipmen were infused with the glories of past accomplishments of the American Navy and its future importance in world affairs.

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49 Ibid., pp. 96-100.  
50 Lovell, op. cit., p. 33.  
51 Kendall Banning, Annapolis Today, revised by Stuart Pitt (Annapolis, Maryland; U.S. Naval Institute, 1963), p. 264.  
52 Lovell, op. cit., p. 34.
As the United States entered the decade of the 1910's, West Point was showing signs of emerging from years of stagnation and the Naval Academy was enjoying the expansion of the Navy.

World War I almost destroyed West Point. To meet the need for personnel, classes were graduated early. The Class of 1917 was graduated in April, 1917, two months early and in August of 1917, the Class of 1918 was graduated almost one year early. The Corps of Cadets was further depleted when on November 1, 1918, the Classes of 1919 and 1920 were graduated early, seven and nineteen months early respectively. With the graduation of these two classes, one class remained at West Point and although the members of that class had only been at West Point for a matter of four months, it became their responsibility to train a new class which entered on November 2, 1918. The curriculum had to be rearranged to give the early graduating classes the maximum amount of the most useful instruction in a very limited time. The task became even more difficult as faculty and staff of West Point were being transferred to combat units, thus leaving the Military Academy short-handed at a time when it needed all the hands it could get. 53

The Naval Academy responded to the emergency of World War I in the same manner as the Military Academy. The Class of 1917 was graduated two months early in March, 1917 and the Class of 1918 was graduated in June, 1917, one year ahead of schedule. As did West Point, Annapolis rearranged its curriculum to give as much

53 Ambrose, op. cit., p. 259.
information as possible in the shortest amount of time.  

When the Armistice was signed ending World War I, Annapolis was able to regain its equilibrium much quicker than was West Point. The War Department ordered back to West Point, for six months of instruction, the Class of 1920 that had graduated in November, 1918. Instead of calling the returnees officers, which they were, West Point chose to call them Student Officers, which did not please the young officers at all. Also not real pleased with the situation, were the two classes at the Academy. These three distinct groups did not mix well at all and this led to a deterioration in tradition, custom and cadet performance. In the Spring of 1919, Chief of Staff of the Army, General Peyton C. March, knew West Point was far behind the times and that it needed a modernized and completely overhauled curriculum. General March named General Douglas MacArthur as Superintendent and charged him with leading West Point out of the dark ages.

MacArthur undertook his charge from March with vigor. He realized that the country's need had changed. It no longer needed West Point to produce a great number of its civil engineers; what it did need from West Point was a cadre of professional soldiers able to lead civilian soldiers in wars involving large masses of society. MacArthur's program to revive West Point included the following: (a) increased cadet responsibility for the daily operation of the Corps of Cadets; (b) the Academy needed to be

54 Banning, loc. cit.  55 Ambrose, loc. cit.
brought into a newer and closer relationship with the Army; (c) objective discipline must be replaced by subjective discipline; and (d) the curriculum had to be broadened to keep it abreast of the best civilian thought on education.\footnote{Ambrose, op. cit., pp. 261-265.}

The curriculum changes that MacArthur was able to institute were the addition of a combined course in economics and political science; chemistry classes on the internal combustion engine were added; more emphasis was placed on the Far East in history classes; World War I campaigns and tactics were taught in military training classes instead of the ones from the Civil War; a public speaking section was added to English classes and finally it was required that each cadet read two newspapers a day and that the first ten minutes of each English class be spent discussing the news. MacArthur also wanted to upgrade the quality of the faculty at West Point. In 1921, the Academic Board agreed to three more of MacArthur's changes. They were that instructors would spend one year at a civilian institution before coming to West Point, that each professor would visit three separate institutions of higher education a year, and third, more general lectures by men of authority and reputation would be given to the entire Corps of Cadets. MacArthur had wanted more but he took what he could get. MacArthur also wanted the cadets to understand the workings of the Army so he abolished summer training at West Point and sent the cadets to Fort Dix, New Jersey for training with Regular Army units.\footnote{Ibid., pp. 269-271.}
One of MacArthur's contributions has since become West Point's proudest possession—the Honor Committee and the Honor Code. The honor system dated back to Sylvanua Thayer, who established that a cadet's word was always accepted as truth, however, neither Thayer nor his successors ever spelled out the code. MacArthur codified rules and procedures and created the Cadet Honor Committee to enforce the code. The Code stipulates that cadets will not lie, cheat, steal or tolerate among them anyone who does; punishment for being found guilty of any of these offenses was the cadet's resignation from West Point.  

MacArthur was replaced as Superintendent in June, 1922 by General Fred W. Sladen. In his first year, Sladen did all he could to return West Point to the good old days. He returned summer training to West Point, the required daily reading of newspapers was dropped, he did away with frequent leave privileges for upperclassmen that MacArthur had granted and he returned the training of the incoming class of freshmen, called plebes, to upperclassmen. During Sladen's tour as Superintendent, it appeared that MacArthur's reforms had been safely laid to rest and that West Point would return to the dark ages. But that would not be the case. Slowly MacArthur's innovations were restored and in the decade and a half from the mid-1920's to the outbreak of World War II, West Point would adjust to MacArthur's program. In 1926, General Mersh Stewart became Superintendent and immediately announced he intended to carry

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58 Ibid., pp. 278-279. 59 Ibid., pp. 281-283.
out MacArthur's work. General William Connor, who was Superintendent from 1932-1938, followed the same policy. These and other Superintendents of the period accepted MacArthur's thesis that West Point existed to produce leaders of citizen-soldiers. 60

As it was at West Point during this time, so it was at Annapolis that a number of Superintendents attempted to update the education of midshipmen to incorporate the lessons of World War I. During the early part of this period, Rear Admiral Henry Wilson was Superintendent and he introduced the first leadership course for midshipmen. This was followed in 1929 by Rear Admiral Samuel Robison directing the Academy instructors to devote most of each class period to lecture and discussion and no more than 10-15 minutes determining the daily grade. In the 1933-34 academic year, Rear Admiral Thomas Hart carried out the most liberal curriculum reform since the foundation of the Academy. Hart created the Department of Economics and Government and instructed that midshipmen in their last year study United States and foreign government and economics. He also directed second类men, juniors as they are called at civilian institutions, to take a comparative literature course. Just as it was at West Point, the reaction to Hart's reforms were not long in coming when in June, 1934, Rear Admiral David Sellers became Superintendent. Beginning with the 1935-36 academic year, Sellers gradually restored the hours that had been taken from professional subjects by reducing the humanities part of the curriculum. 61

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It was also during this time that both West Point and Annapolis were granted the authority to grant a Bachelor of Science degree to its graduates. West Point had received accreditation as an approved technological institution in 1925 and the Naval Academy received the same accreditation in 1930. The concrete steps toward obtaining the authority to grant the Bachelor degree were taken in November, 1932 when the Secretary of the Navy requested the Congressional authority. The legislation was broadened in January, 1933 to include the Military Academy. A joint House and Senate bill was passed and President Franklin Roosevelt signed the bill into law on May 25, 1933.62

Despite all of this, as compared to the pace of change in civilian higher education, the evolution of West Point and Annapolis during the first three decades of the twentieth century clearly was one of cautious implementation rather than one of sharp departures from the organizational format that had already been developed. As the Academies entered the 1940's, each prescribed a standard curriculum of year-round instruction in professional, engineering and liberal arts subjects and each maintained a rigidly disciplined atmosphere and a pattern of instruction in which discipline was the guiding principles.63

The effect on the Academies of World War II was profound. The effects were felt somewhat earlier at Annapolis than they were


63 Lovell, op. cit., p. 38.
at West Point. President Franklin Roosevelt placed great emphasis on strengthening America's two-ocean navy, and as a result, the size of the entering class at the Naval Academy in the summer of 1938 increased by nearly a third over that of the previous year. The enrollments at the Naval Academy continued to increase so that by the summer of 1942, the entering class was over twice as large as it was in 1937. Enrollments at the Military Academy, however, rose sharply only after Pearl Harbor.64

Each Academy increased the production of officers by shortening the program from four years to three years. The Naval Academy discontinued summer cruises and in mid-1943 introduced flight indoctrination. Most of the time in the summer that had been utilized for the cruises was now utilized for academic work, as a result, although a year had been cut from the program, less than ten percent of the four-year curriculum was cut. A tough program of physical training was instituted. The program required all midshipmen to run an obstacle course, in addition to learning hand-to-hand combat skills and jumping from a twenty-five foot tower and diving into water through flaming oil or gas simulating an emergency exit from a disabled ship.65

The shortening of the program at West Point from four years to three resulted in reductions especially in English, the social sciences, military history and civil engineering. Physical training

64 Ibid., pp. 38-40. 65 Ibid., pp. 40-41.
was emphasized, and all cadets were required to run the "fit-to-fight" obstacle course.\textsuperscript{66}

Civilian educational influences began to be felt at the Academies during the period of World War II. Each of the Academies called into faculty service reserve officers or civilians with civilian teaching backgrounds. After the War, several of these individuals remained on the Academies' faculty and made significant contributions to the education of the cadets and midshipmen they taught. These contributions included the use of illustrated lectures and demonstrations of physical phenomena instead of formal recitations and the writing of new textbooks and revised course materials.\textsuperscript{67}

As World War II drew to a close and the Academies prepared to shift from accelerated three-year curricula to their normal four-year program, there was the possibility for significant improvements in the preparation of America's future military and naval officers.\textsuperscript{68}

Changes that were made at the Academies in the early postwar years reflected an effort to incorporate the lessons of World War II and to anticipate the demands of coming decades upon the military profession. The Superintendents of both Academies initiated a program designed to increase contacts between members of the two institutions and to improve the understanding that cadets and midshipmen had of the sister services. As a part of the program, in 1946, first classmen (seniors in civilian institutions) of each Academy

\textsuperscript{66} Ibid., p. 41. \textsuperscript{67} Simons, op. cit., pp. 105-106. \textsuperscript{68} Ibid., p. 106.
visited the opposite Academy for several days in the spring. A second part of the program was the assignment of a few Naval instructors to West Point and vice versa. This plan was changed a few years later in favor of one whereby a tactical officer from West Point would serve at Annapolis in exchange for a company officer from the Naval Academy. 69

The curriculums at the Academies began to reflect the discoveries in science and technology that had occurred during the war years. Discoveries that ranged from radar, sonar, the jet engine and atomic weapons along with refinement in the combat use of armored forces, aircraft and submarines had all taken place during World War II. The Military Academy introduced a subcourse within physics in nuclear physics. It also increased, by nearly 50 percent, the classroom hours devoted to the study of electricity. Much of the additional time was spent by cadets in an electronics laboratory or in the related radar laboratory. The Naval Academy also made changes to reflect the lessons of World War II, chief among them was the creation of a separate department of aeronautics. The ability to control the sea and air had been a lesson well learned during World War II and the Navy wanted to make sure that the graduates of the Naval Academy had a lot of knowledge not only of seapower but of air power as well. 70

In addition to the technological advances, World War II also saw the first extensive application of the behavioral sciences

69 Lovell, op. cit., pp. 45-46. 70 Ibid., pp. 46-47.
to military requirements. The application of behavioral knowledge and insights was used to identify persons with the necessary skills and aptitudes for particular assignments, for the improvement of training environments and for the development of techniques appropriate for the management of large complex organizations. West Point took the most significant steps in the early postwar years to update approaches to leadership training. A series of peer ratings, supplemented by ratings of cadets by those in classes senior to them in their company and by the company tactical officers, was introduced beginning with the Class of 1944 in an effort to predict aptitude for military service and leadership. The Office of Military Psychology and Leadership was created in 1946 and a course in applied psychology was introduced into the curriculum beginning with the 1946-47 academic year. The Naval Academy also introduced classroom instruction in applied psychology in leadership training, although no separate department of psychology or leadership was created. 71

In the post war years, mathematics retained its predominant role in the Military Academy curriculum. Although Russian had been added to Spanish, French, Portuguese and German as a foreign language option and courses in national security studies had been added to the social sciences courses, cadets were still required to spend far more time in the mathematics classroom than in any other class. At Annapolis, the lack of emphasis on the social sciences and humanities was defended with references to civilian engineering schools.

71 Ibid., pp. 49-50.
It was stated that midshipmen, in 1948, spent more time in these types of classes than students at M.I.T.\textsuperscript{72}

Basically the Naval Academy was largely carrying over into the early postwar years the trade-school emphasis on teaching practical, applied skills that had characterized instruction in the pre-war years. Although there was a lingering tendency in this direction at West Point, officials there wanted to lay the foundation upon which an officer could build throughout his entire career. At the Naval Academy the mission was that of producing immediately usable junior officers.\textsuperscript{73}

As it was stated previously, air power had been a very important element in World War II and with the increased importance of air power came the call for a national military service academy to train officers for the air-arm of the American military. Although the call for an air academy can be traced to the years immediately prior to World War I, it was in the years immediately after World War II that the idea began to take shape.

The National Security Act of 1947 had created the Department of Defense and with it the United States Air Force. The immediate problem facing the new branch of the United States military was that of obtaining a sufficient number of professionally trained young officers. The Air Force was entirely dependent upon West Point and Annapolis for its original cadre of regular officers.

\textsuperscript{72} Lovell, ibid., p. 53.
\textsuperscript{73} Ibid., p. 54.
A graduate in the top 10 percent of his class at these two academies could select the branch of service in which he wanted to serve. Some selected the Air Force. In 1949, the Department of Defense (DOD) expanded that percentage. The Air Force began tentative planning for an academy in 1948 when Air Force Chief of Staff, General Hoyt Vandenberg, created a planning board to design a four-year course of instruction along the lines of the other service academies.  

In 1949, Secretary of Defense James Forrestal created a service academy board to investigate the matter of an air academy. After a thorough examination of the question, they concluded that the idea of an air academy was a sound one and gave its full support for the separate institution. The Board stated that the needs of the separate Air Force could not be met by West Point and Annapolis graduates. What would lay ahead was four years of off-again, on-again Congressional committee action regarding the creation of a separate air academy.  

Finally on April 1, 1954, President Dwight D. Eisenhower signed into law the Air Force Academy, Public Law 325, Chapter 17. After the law was signed, the process of selecting a site for the new Air Force Academy began. Four hundred sites in twenty-two states were looked at by a site selection committee. The committee recommended three sites to Secretary of Air Force Harold E. Talbott  

74Lovell, ibid., p. 61.  
who they felt should make the selection. The sites the committee recommended were Alton, Illinois; Lake Geneva, Wisconsin; and Colorado Springs, Colorado. Secretary Talbott toured all three proposed sites. The citizens of Alton and Lake Geneva made Talbott’s decision a bit easier because they protested and told Talbott they did not want the Academy in their town. The people of Colorado Springs wanted the Academy and so on June 24, 1954, Talbott announced that a site of seventeen thousand-nine hundred acres north of Colorado Springs had been selected for the home of the Air Force Academy.76

It was decided that the new Air Academy would begin operations at Lowry Air Force Base, Denver, Colorado, while the permanent site at Colorado Springs was being built. Four thousand young men applied to become members of the first class. Three hundred and six men composing the first class reported to Lowry on July 11, 1955.77 The Academy moved to its permanent modern site in Colorado Springs in August, 1958.

One of the first problems that faced the administrators of the new Academy was the initial training of the first class. The planners decided on a plan that would consist of using young active duty Air Force officers to assist with the training of the new cadets. Sixty-six young bachelor officers were selected as Air Training Officers (ATO) and served as upperclass models for

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77 Landis, op. cit., p. 69.
the cadets until they were ready to assume upperclass status and leadership. The AFOS served for the first two years of the operation of the Academy, in addition to the third summer training session. 78

When the Air Force Academy began operations at Lowry Air Force Base in July, 1955, it had a remarkable similarity to West Point and when one looks at who the top administrators of the Air Academy were at the time of its opening, it is not hard to understand why. The first Superintendent of the Air Force Academy was General Hubert R. Harmon, a 1915 graduate of West Point. Harmon selected as his chief of staff, Colonel Robert R. Gideon, a West Point graduate in 1939. The first Commandant of Cadets was General Robert Stillman, a 1935 graduate of West Point and his deputy commandant was a 1943 graduate of West Point, Benjamin B. Cassidy. And finally, the first Dean of Faculty was Brigadier General Don Z. Zimmerman, a 1929 graduate of West Point. 79

These men supervised the installation at the Air Force Academy of such Military Academy practices as a strict system of discipline, an honor code and a leadership training program that was provided to cadets. As it was at the Military Academy, the Air Force Academy honor system became entwined with the system for maintaining order and discipline. These men did, however, institute an academic curriculum that did differ in content from that at

78 Ibid., p. 70.
West Point and Annapolis. The major difference was that the Air Force Academy cadets were given somewhat greater exposure to the social sciences and humanities than were the cadets and midshipmen at the two other Academies. Although the Air Force Academy cadets did have more exposure in these areas, the academic curriculum was almost totally prescribed as it was at the two older Academies. In addition, some elements of the Thayer system were instituted at the Air Academy. Faculty members were instructed that cadets were to be graded at least half of all classroom attendances and in addition, in mathematics cadets were graded almost on a daily basis. 80

Another West Point practice that was instituted at the Air Force Academy was seen in the composition of the faculty. There was discussion during the planning stages for the Academy that the faculty should have a mix of civilian educators and military officers, thus following the Annapolis practice. However, in the end it was decided to follow the West Point practice of a faculty consisting entirely of military officers. When this practice was instituted it proved to be another place for West Pointers to have an influence on the development of the new Academy. Key faculty positions were filled primarily with officers who had graduated from West Point or had been on the faculty at West Point. 81

One West Point graduate and former instructor who would have a lasting effect on the Air Force Academy was Brigadier

80 Ibid., pp. 62-63. 81 Ibid., p. 65.
General Robert McDermott. In 1956, McDermott replaced Brigadier General Zimmerman as Dean of Faculty. McDermott felt the academic curriculum needed reform. He was of the opinion that the prescribed curriculum was the heart of the problem that was being compounded by several of the West Point graduates on the faculty who clung to the Military Academy tradition no matter what. The reforms McDermott instituted brought the Air Force Academy curriculum closer to those of civilian higher education institutions. 82

In December, 1956 McDermott instituted a reform program that allowed cadets credit for courses in the prescribed curriculum that they had taken at other colleges and to allow cadets to take electives instead of these courses. In addition, his plan allowed gifted cadets to carry extra courses, over and above the prescribed curriculum load. And finally, McDermott felt that the curriculum should be broadened in the social sciences and humanities and that the science curriculum should be deepened by substitutes and extra course offerings. The mathematics department experimented with accelerated course work during the 1955-56 academic year. During the 1956-57 academic year, accelerated course work was added in chemistry, English and graphics. The reform continued when during the 1957-58 academic year majors became available in three fields, and the following year the majors were redesignated and expanded to include basic sciences, engineering sciences, English and public affairs. 83

82 Ibd., p. 71. 83 Ibd., p. 72 and 76.
The Air Force Academy was granted accreditation by the North Central Association of Colleges and Secondary Schools in April, 1959. The new Academy had come a long way in a short time and the results of the progress and reforms that had occurred at the Air Force Academy did not go unfelt at West Point and Annapolis. 84

Although the innovations at the Air Force Academy threatened the status quo at West Point and Annapolis, they were not the only pressures for reform being felt at the two older Academies. The parent services imposed new professional requirements in technology on the Academies following the Russian launching of Sputnik I. Calls for reform also came from within the Academies in the person of forwarding looking Superintendents, faculty and staff members. 85

By the mid-1950's, the powers at West Point had become expert at maintaining the status quo. Some of the few reforms that had taken place in the years immediately following World War II, such as prospective faculty members, who were all military officers, being sent to civilian graduate schools for study and specialized courses for cadets with advanced preparation, continued. In 1953, Superintendent Frederick Irving appointed a Board of Academy officers to review the West Point curriculum and to report on the need for change. The board recommended the continuation of the prescribed curriculum stating that it was needed to provide the best combination of academics and practical experience needed for cadets, all of whom were entering the same professional career. The board

84 Lovell, ibid., p. 75. 85 Ibid., pp. 91-92.
further defended the prescribed curriculum by stating that any departure from it would erode the spirit that developed among cadets because they all underwent the same rigorous academic and physical training. All of this began to change in 1956, when Lieutenant General Garrison Davidson was named Superintendent.  

One of the first areas that Davidson took interest in was cadet recruitment. The number of unfilled vacancies in the Corps of Cadets had been growing since the Korean War and the new Air Force Academy was drawing upon the pool of applicants thus making the problem even worse. Davidson's predecessor as Superintendent Blackshear Bryan, had taken some steps to help alleviate the problem. He instituted films, cadet speaking tours, and contacts with high school counselors and educators. When Davidson took over as Superintendent, he expanded Bryan's program. Among other things, Davidson's program included the expansion of the pool of perspective candidates by using a "whole man" concept, which consisted of a combination of academic achievement tests along with evidence of character, leadership potential and physical fitness, instead of total reliance on College Entrance Examination Board tests; an increased effort was made for Academy alumni assistance in recruitment; and an office of registrar and admissions was created and admissions information became one of its principal functions. 

Davidson approached the reform of the academic curriculum by the combined use of staff studies and surveys of the opinions

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86 Ibid., pp. 92-94.  
87 Ibid., pp. 98-99.
of alumni, cadets, faculty and staff. Never had such a substantial portion of these groups taken part in a critical review of Academy programs. A sample of Army officers who received their commissions from a source other than West Point were also surveyed. The other facet of Davidson's program was to appoint special study groups composed of Academy officers to analyze various problem areas and to submit recommendations for change.  

Armed with the results of the surveys, with the recommendations of the study groups and along with his own ideas, Davidson began his reform effort. Davidson and his Commandant of Cadets, Brigadier General John Throckmorton worked together closely in the design of reforms of the program of military training and discipline. They introduced "Project Equality" in the assignment of cadets to companies. Up until that time, cadets had been assigned to companies by height, that is cadets of the same size were assigned to the same company. Davidson and Throckmorton wanted the competitive disparities inherent in the system done away with and felt that there would be benefits derived from a system that used a combination of criteria. As a result of this thinking, beginning in 1957, cadets were assigned to companies in such a way that afforded the greatest equality in scholastic ability, physical ability, leadership potential and height.  

Another area of military training that Davidson and Throckmorton felt needed to be reformed was in the training first classmen

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88 Lovell, ibid., p. 100.  89 Ibid., p. 104.
received in making the transition from cadet to junior officer. In September of 1957, first classmen were granted increase privileges, privileges that in the past had been granted gradually as graduation day grew closer. In return for these expanded privileges, the first classmen were given increased responsibilities for the operation of the Corps. In keeping with tradition, the first classmen were also reminded that these privileges would be withdrawn if performance did not remain high. 90

Davidson also changed the summer training of second classmen (sophomores) in an increased effort to create greater familiarity with the role of a junior officer. Before the change, second classmen would spend seven weeks of the summer visiting various Army units. The actual training that was accomplished was minimal. Thus, beginning with summer 1958, the trip was reduced to two weeks. For the rest of the summer, one-third of the second class would be assigned to assist the first class in conducting plebe year orientation. The rest of the second class were assigned as assistant platoon leaders in Regular Army units. 91

It took Davidson a little longer to accomplish reforms in the academic curriculum. As in the past, Davidson had to gain the support of the Academic Board before he could change any portion of the Academic curriculum. The Academic Board, during Davidson's tenure as Superintendent, consisted of men who had deep institutional ties. Almost all of the Board members had been under the

90 Ibid., p. 105.  91 Ibid., p. 105.
Thayer system as cadets and these ties were strengthened by tours of duty as West Point instructors in the 1920's and 1930's, before they returned to the Academy as permanent faculty in the World War II years or immediate post war years. In addition to these ties to West Point tradition, each Board member was a department head who wanted to retain all of the cadet time for his department that he could.\(^{92}\)

It was March, 1959 before Davidson forwarded to the Academic Board a series of recommendations for academic reform that included among other things the opportunity for each cadet, through the use of electives, to go deeper into an area of his own choosing; increased opportunities for acceleration of brighter cadets; and increased emphasis on the social sciences and humanities, including communication skills. The Board spent the Autumn months of 1959 discussing the proposed change of the curriculum. The discussion finished in February, 1960 with a compromise between proponents and opponents of the proposed changes. The most notable decision by the Academic Board was the one that expanded the existing opportunities for cadets with advanced preparation to validate introductory courses. Once those introductory courses were validated, the cadets could take accelerated course work instead. An inroad on the prescribed curriculum would permit cadets to take electives. Each cadet could take one elective each semester of his first class year. However, the idea of academic majors was rejected. Instead

\(^{92}\text{Lovell, ibid., pp. 117-118.}\)
cadets could group the available electives into two broad areas of concentration: science-engineering-mathematics or social sciences-humanities.  

In June, 1960, Davidson was replaced as Superintendent by Major General William C. Westmoreland. Davidson had been able to institute changes at an institution where change did not come easy. Westmoreland saw to it that the curriculum designed under Davidson's leadership was put into effect. New elective courses were designed and made available to cadets. The elective courses were further expanded in 1966-67, and the Academic Board took pride in what it saw as a cautiously updated Thayer system.  

The Naval Academy felt the same pressures for reforms as did West Point. However, it took Annapolis twelve years to complete the reforms, but these reforms would be taken one step further than West Point had taken theirs. The reforms began in 1953 when accelerated syllabi were established in upper sections of freshman English and engineering drawing courses. This beginning was followed, in early 1957, by Superintendent William R. Smedberg, III authorizing the extension of the accelerated course program to include both freshman and sophomore mathematics. The Academic Board of Annapolis provided the greatest impetus for change when in the Spring of 1957 it urged that a major review of the curriculum be accomplished. Rear Admiral Charles Melson, who became Superintendent

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93 Lovell, ibid., pp. 117-118.  
94 Ibid., pp. 120-123.  
95 Simons, op. cit., pp. 139-140.
in June, 1958, continued the review and translated the findings into reforms of the academic curriculum. The report was ready by the end of the Fall semester, 1958 and the revised curriculum was put into effect beginning with the 1950-60 academic year. The reforms called for a revised and strengthened basic curriculum, a validation program and electives program. All of these reforms and additions to the curriculum were based on the premise that midshipmen had to be taught to reason and solve problems. Courses were added to the basic curriculum that reflected the advanced technology of the times, such as nuclear propulsion, electronics and missile systems. In addition, courses in psychology and leadership were added that reflected the renewed emphasis in military leadership. The validation program that was instituted was similar to that of the Air Force Academy. Midshipmen could receive credit for courses that either they had taken at another college or they could take an exam on that area to prove their proficiency. The natural outgrowth of the validation program was the electives program. When a midshipman validated a course, he would move up to the next course in that sequence which would leave a vacancy in the curriculum as he reached upperclass status. The midshipman would fill this vacancy with electives.\footnote{Lovell, op. cit., pp. 45-46.\footnote{Lt. Wayne Hughes, Jr. "New Directions in Naval Academy Education," U.S. Naval Institute Proceedings, May, 1960, pp. 37-41.}}
The reforms continued at Annapolis when in June, 1963 a civilian was appointed as Academic Dean. Up until this time, the Superintendent had supervised the academic program through the Academic Board. A. Bernard Drought was appointed Academic Dean and one of his first tasks was working with Superintendent Charles Kirkpatrick on reorganizing the academic department structure. The reorganization was completed the spring of 1964. Each department head would report directly to the Dean, who in turn would report to the Superintendent. The structure of the Academic Board was changed also. The Board would consist of the Superintendent, the Commandant of Midshipmen, Academic Dean and three department heads selected on a rotating basis from all department heads.\textsuperscript{98}

While this reorganization was taking place, the reforms of the curriculum continued. In the fall of 1963, the "Trident Scholars" program was begun. This program was designed to allow particularly outstanding midshipmen to devote a majority of his first class or senior year to independent research in lieu of coursework. Also during the 1963-64 academic year it was announced that beginning in the fall of 1964, the core curriculum would be reduced and that each midshipman would be required to take six electives during their four years at Annapolis. Because few midshipmen were able or willing to validate required courses or to take electives on an overload basis, this change was seen as providing the midshipmen with their first real opportunity to take electives.\textsuperscript{99}

While these reforms to the academic curriculum were taking place, a program to improve the professional training and education was begun. In February, 1967, Superintendent Rear Admiral Draper Kauffman organized an Academy committee to examine the professional training and education that midshipmen were receiving and to make whatever recommendations for change they felt were necessary. The committee's first observation was that midshipmen were wasting valuable learning opportunities during summer cruises. As a result of this finding, in the summer of 1967 Kauffman initiated an assessment of midshipmen performance during summer cruises which would be included in the rating used to determine class standing. Another result of the committee's findings was that an increased amount of weight was accorded to physical education in the midshipman's rating. As a result of these actions, there was an increased emphasis on the summer cruises and physical education and somewhat of a de-emphasis on academics. 100

Rear Admiral James F. Calvert became the Superintendent of the Naval Academy during the summer of 1968 and continued the reforms of both the academic curriculum and the professional training and education. Calvert continued to reform the professional training and education by assigning the third classmen to only four ships for their summer cruise. This provided a uniformity of training. The next area that Calvert tackled was the plebe indoctrination system. Beginning with the summer of 1969, the number of second

100 Lovell, ibid., p. 173.
classmen conducting the indoctrination was doubled thus giving the plebes more individualized supervision. In addition, the preparation the second classmen received was increased. The final area of the professional training and education program that drew Calvert's attention was the honor system. Calvert re-emphasized discipline, responsibility and accountability for one's actions. 101

Before Calvert began any further reform of the academic curriculum, he received a thorough briefing by each academic department head; he visited classes, he talked with faculty members, midshipmen, alumni and high ranking naval officers. By the spring of 1969, Calvert had determined that the key to the academic reform lay in the answer to the question, "What must every Naval Academy class bring to the Fleet?" instead of, "What must every Naval Academy graduate be able to bring to the Fleet?" Calvert concluded that the core curriculum had to go and that each midshipmen be permitted to select a program which interested him. The spring of 1969 was spent designing the new academic curriculum. The new curriculum was designed around the following guidelines: the only courses that would be required of midshipmen would be professional courses; each midshipman had the choice of a major from about twenty that were available; each academic major required certain minimums in mathematics, science and humanities that were met by use of the elective system; the majors fell into the two broad areas of engineering-mathematics-science and international affairs-government;  

101 Ibid., pp. 176-177.
ceilings were established in each broad area in order to insure that the needs of the Navy in the years ahead would be met. The new major curriculum was begun in September of 1969 and it was well received by everyone at the Academy. The faculty was pleased and the midshipmen were so pleased that their academic performance rose sharply and the number of academic discharges dropped significantly.  

The final area that drew Calvert's attention was athletics. Calvert believed that if a midshipman learned to play to win, that he would fight to win in combat. In addition, he believed athletics could develop pride, emotion and dedication in midshipmen. At Annapolis the spirit of competition was nurtured and the top competitors were rewarded, not only in athletics but in all areas of midshipmen life.

While all of these reforms were taking place at West Point and Annapolis, the Air Force Academy continued to develop its academic and professional training and education programs and had its first taste of trouble. The Air Force Academy experienced the same difficulty in achieving balance between the academic program and professional training and education as did West Point and Annapolis. Some members of the Academy felt that the Academy's first and foremost responsibility was to instill discipline and to provide military training and only secondarily to provide a baccalaureate degree.

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103 Ibid., pp. 67-68.
Other members of the faculty felt that these two programs could exist side-by-side and live in harmony. These differing views led to what was referred to as the "terrazzo gap." The gap received its name because the area that separated the academic classrooms from the cadet barracks, where military training was accomplished, was a terrazzo surface. The "terrazzo gap" appeared to be at its widest in January, 1965 when evidence was uncovered that revealed widespread cheating on examinations. A group of cadets were stealing examinations and making them available to other cadets for prices ranging from $2.50 to $25.00. One hundred nine cadets resigned from the Academy because either they had taken part in the cheating or had known it was going on and did not report it. 104

The Secretary of the Air Force appointed a special committee to investigate the underlying causes of the incident. The findings of the committee indicated that there were a number of reasons why the cheating occurred. Among other things it pointed out that identical examinations were being administered on alternating days thus making it easier to cheat; frequent quizzes rewarded rote memorization; graduation in order of merit reinforced the competitive emphasis on grades even on daily quizzes; there was confusion among cadets over where to devote their time and energy, either academics or professional military training, this was a direct outgrowth of the "terrazzo gap"; and finally the Academy appeared to be too concerned over symbols of achievement, whether it be in athletics

or in cadet performance as compared with his civilian counterpart. However, the committee did point out that it felt the Academy program was fundamentally sound. Some reforms did take place as a result of the cheating scandal; security of exams was increased and cadets were given additional indoctrination on the rationale for the honor system. Another cheating scandal was uncovered in March of 1967. The reaction of Academy officials to this episode was that the Corps contained a "few rotten apples in the barrel" and that once they were no longer at the Academy all would be well.\footnote{Ibid., pp. 84-88.}

Throughout their history, each Academy had developed programs of academics and military training that demanded regimentation, discipline, accountability and prompt compliance with high levels of performance under physical and emotional stress. In some cases, they had stubbornly clung to traditions and refused to change with the times. However, in the twenty years following World War II they did make changes in their programs in order to incorporate changing technologies and changing approaches in military leadership and management. As the Academies began the early years of the 1970's, they began to consolidate and evaluate the changes they had made in their programs and looked for stability in the years to come. However, that stability was not to be as a change in the American society was to have a profound and lasting effect on the Academies.
Chapter IV

THE MANDATE, THE PLANNING, THE BEGINNING

The Mandate

By the early 1970's, as has already been discussed, the United States military was reacting to the expanded role of women in the American society by increasing the number of women in each branch of the military as well as opening job specialties to women that had up until that time been closed to them. However, the military establishment did not initiate or encourage action to open the three military service academies to women. Again the military was forced to change due to outside influences and the changes were made over its opposition. The fight to admit women to the academies was waged in the halls of Congress as well as in the United States courts.

On January 19, 1972, Representative Jack McDonald from Michigan nominated Valerie Schoen to the Naval Academy and the battle began. 1 McDonald and Schoen were joined in their battle two days later when Senator Jacob Javits of New York nominated Barbara J. Brimmer to the same academy. 2 At a press conference called to

announce the nomination, Javits stated his reason for making the nomination was based on the fact that female officers in the Navy were being used in job specialties in which the Academy offered an academic major and he saw no reason why an academy education should be denied to females. Javits further stated that if the Navy did not accept the nomination he would introduce legislation making it mandatory for the Academy to accept women.

The answer from the Navy regarding the nominations was not long in coming. On February 8, 1972, Secretary of Navy John Chafee announced that the Navy would continue to bar women from the Naval Academy. The reason he gave was that the mission of the Academy was to train officers for combat and since women were forbidden by federal law from serving on naval combat ships, it was useless allowing women to attend Annapolis. As a compromise, Chafee announced that the Naval Reserve Officers Training Corps (NROTC) would begin admitting women in the fall of 1972.

Javits' response to the rejection of the nomination was to offer a resolution in the Senate which stated that it was the sense of the Congress that no citizen should be denied admission to a military service academy solely on the grounds that the citizen is a female. Javits added that women who were admitted had to be qualified to be trained in a job specialty in which women were

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3 U.S., Congressional Record, Senate, March 28, 1972, p. 10426.
permitted to serve as a commissioned officer in the armed forces. The resolution passed and was referred to the Senate Armed Forces Services Committee for further action.6

Members of Congress continued to nominate females to the academies following Javits' resolution with the same negative results; however, no legislative action took place until August, 1973. At that time, Representative Moakley introduced a bill that would eliminate the admission restriction against females. This bill was followed in October and November of 1973 by four similar bills sponsored by various members of the House that were intended to accomplish the same objective.7 In introducing one of these bills, Representative Pierre DuPont of Delaware stated it was "ridiculous, wasteful, and anachronistic to maintain that the best officer training our Nation has to offer should be limited to men only."8

In November, 1973, Senator William Hathaway of Maine offered an amendment to the Armed Forces Enlisted Personnel Bonus Revision Act of 1973 that was identical to Senator Javits' resolution in that it would open the academies to women and they had to be qualified to be trained in a job specialty in which females were

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6Congressional Record, ibid., pp. 10427-28.


commissioned in the armed forces. In remarks before the Senate, Senator Hathaway stated that,

... if the military feels that women are qualified to receive commissions and to serve their country as members of a particular branch of service, then certainly women are entitled to the same excellent officer training as men. And, of course, the best training available takes place at the military academies.  

While some members of Congress were attempting to change the laws through Congressional means, others sought out the courts as a possible means of achieving the same objective. In September 1973, suits were filed in United States District Court in Washington, D.C. by California Representatives Jerome Waldie and Leo Ryan against the Air Force Academy and by Representatives Dan Edwards and Fortney Stark against the Naval Academy. The class action suits, filed on behalf of four women who wanted to attend the academies, contended that the academies were depriving women of a major entrance route to becoming Air Force and Naval officers by denying them admission to the academies.  

The Department of Defense, representing the academies, used Secretary Chafee's argument as its reason for continuing to bar women. It further argued that the history of the legislation governing nominations to the academies was explicit in its use of male pronouns when referring to nominees for admission to the academies.  

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As these suits were being argued in the district court, the various committees of Congress to which the admission bills and amendments were sent began action. The Hathaway amendment had been referred to the Subcommittee on Military Compensation of the Senate Armed Forces Services Committee. Representative Samuel Stratton, the chairman of the subcommittee, ruled that the amendment was not pertinent to bonus pay and that it would have to be considered separately.\textsuperscript{12} Although this temporarily put a stop to Hathaway's amendment, the military personnel subcommittee of the House Committee on Armed Services began hearings on the various House bills on May 29, 1974. Throughout June, July and until August 8th, the subcommittee heard testimony from proponents and opponents of the legislation.\textsuperscript{13}

The chief opponent to the legislation was the Department of Defense. The Department's position was stated by Deputy Secretary of Defense W.P. Clement in a letter to Representative F. Edward Hebert, Chairman of the full House Committee on Armed Services. Deputy Secretary Clement continued to argue that the mission of the academies was to prepare officers for combat leadership positions and since women were precluded by Federal law and Army regulation from serving in combat, it was not effective or worthwhile to admit them to the academies. He further stated that there were


\textsuperscript{13} Hearings, ibid.
alternative commissioning sources which gave females the opportunity
to acquire a commission, as well as, to receive an excellent educa-
tion, in particular he was speaking of the Reserve Officers Training
Corps (ROTC). In conclusion, Deputy Secretary Clement pointed out
that these commissioning sources were producing all of the female
officers required by the military services and also provided a high
degree of selectivity.  

Although Deputy Secretary Clement did not testify before
the subcommittee, the Department's position was further stated,
expanded and defended before the subcommittee by the Secretary of
each branch of service. The statements of the three Secretaries
revolved around three main topics. The first of these was expressed
by Secretary of the Air Force, John McLucas. Secretary McLucas
stated that,

... women are excluded by law from the primary combat
role in the Air Force, ... We don't believe that the
American people are ready to change the law and allow
women to engage in combat, ... We believe the funda-
mental purpose of the Air Force Academy is to educate
and train the future combat and combat-oriented leaders
of the Air Force . . . the restrictions of law, policy,
and practices that presently exclude women from combat
suggest that providing Academy training to women would
be a misuse of that resource inconsistent with the
national will.  

Secretary of the Navy J. William Middendorf, II expressed
the second of these topics when he stated,

... the appointment and admission of women would dis-
place combat-oriented male graduates for whom replace-
ments in the officer corps would have to be sought from

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14 Ibid., p. 20.  15 Ibid., p. 132.
sources which do not provide to a comparable degree, the scope of professional military training which is the pride and essence of the Naval Academy.\textsuperscript{16}

The third topic was expressed by Secretary of the Army Howard Callaway. Secretary Callaway made the following statement before the subcommittee,

Let there be no doubt in anyone's mind about one thing. Admitting women to West Point would irrevocably change the Academy. And all the evidence seems to say that the change would only be for the worse. The Spartan atmosphere—which is so important to producing the final product—would surely be diluted, and would in all probability disappear before long. To modify the curriculum and alter the training so as to permit women to attend would weaken or destroy that intangible but indelible spirit which is the unmistakeable hallmark of West Point graduates.\textsuperscript{17}

In addition to the Secretary of each branch of the service, the subcommittee also heard from the Superintendent of each academy. The main concern of each Superintendent was that admitting women to the academies would erode the all-important singular experience of an academy education. Each said it in his own way but in the end all said the same thing. Vice Admiral William P. Mack of the Naval Academy stated it this way, "... I do not see any advantages which would inure from appointing women to the Naval Academy, let alone justify the overall cost of such an action in terms of diluting the Naval Academy mission."\textsuperscript{18}

Lieutenant General A.P. Clark of the Air Force Academy stated:

\ldots the environment at the Air Force Academy is designed around these stark realities. The cadet's day is filled

\textsuperscript{16} Ibid., p. 90. \textsuperscript{17} Ibid., p. 165. \textsuperscript{18} Ibid., p. 95.
with constant pressure. His life is filled with competition, combative and contact sports, rugged field training, use of weapons, flying and parachuting, strict discipline and demands to perform to the limit of endurance mentally, physically and emotionally. . . . It is my considered judgment that the introduction of female cadets will inevitably erode this vital atmosphere. 19

The Superintendent of West Point, Lieutenant General William A. Knowlton stated it this way:

Although West Point is a fully accredited and highly respected institution of higher education, it is not solely a college. It is a military institution; a total, full-time training environment for our future combat leaders. . . . I believe that admitting women to the Academy would seriously detract from this crucial mission and hence from the ability of the U.S. Army to help insure the peace. 20

The proponents of the legislation answered the various Department of Defense arguments as they testified before the subcommittee. In his statement before the subcommittee, Representative Samuel Stratton indicated how he felt about Deputy Secretary Clement's letter, "They have no official arguments, only excuses. In fact their official response makes it clearer than ever that the overwhelming bulk of the opposition to women in the service academies . . . is based on nothing more than inertia and resistance to change." 21 Representative Charles Wilson, a member of the subcommittee, supported Stratton's statement when he stated,

I just wonder if we're not playing with a little bit of tradition here, that West Point and the Naval Academy, and the Air Force Academy have a tradition established that, 'By God, we're going to have just men there, and that's it, and we're not going to break that tradition down.' 22

19 Ibid., p. 137. 20 Ibid., pp. 168-170. 21 Ibid., p. 35.
22 Ibid., p. 191.
The proponents attacked what the opponents stated as the mission of the academies, by asking if the mission as stated in the academies catalog contained the word combat. The question was asked of Superintendents Clark and Knowlton. The answer from both was that the stated mission did not contain the word combat. Stated General Clark, "It, in effect, says that our mission is to provide the instruction and the experience to every cadet so that he will graduate with the knowledge and the character to serve effectively as a regular officer . . .".

The proponents of the legislation also focused their attack upon the fact that not every graduate of the academies is commissioned into a combat position. Representative Stratton, in his testimony, pointed out the number of graduates who were not commissioned into combat positions for the Class of 1973 at each of the academies. At West Point, of the 899 graduates receiving a commission in the Army, 218 went into noncombat assignments. At Annapolis, of the 750 graduates commissioned in the Navy, 19 were assigned to noncombat positions. And at the Air Force Academy, 834 were commissioned in the Air Force and of the number 196 were assigned to noncombat positions. Representative Stratton went on to point out that these noncombat positions included communications, civil engineering, public affairs, supply, administration and personnel.

The main focus of the proponents support of the legislation was that barring women from the academies was denying them an

\[23\text{Ibid., pp. 145 and 178. } 24\text{Ibid., p. 145. } 25\text{Ibid., p. 38.}\]
educational and career advancing opportunity. Representative Daniel Farcell stated what the proponents of the legislation felt was the key issue, "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." Representative Pierre DuPont carried this one step further when he stated "The purpose of the service academies supposedly is to train highly skilled and motivated officers for the Armed Forces who will rise to top leadership positions in the services. Highly motivated and well-qualified persons are needed and sex is irrelevant in meeting that goal."  

Representative Bill Frenzel spoke to another aspect of the issue, 

If the military feels that women are qualified to receive commissions and to serve their country as members of a particular branch of service, then it certainly is reasonable that they be entitled to the best officer training facilities in our Nation, our Military Academies. I believe that the Armed Forces would benefit as much as the women if these educational opportunities were afforded them.

After the subcommittee received all of the testimony, it made no report either favoring or opposing the legislation. Possibly the subcommittee felt that the federal courts would resolve the issue. 

While the subcommittee was holding its hearings, the cases brought by the four California Congressmen against the Air Force

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26 Ibid., p. 57.  
27 Ibid., p. 52.  
28 Ibid., p. 59.
and Naval academies were being heard in federal district court in Washington, D.C. On June 11, 1974, the plaintiffs requested a temporary ruling reserving a number of slots in the incoming freshman class at the academies pending the outcome of the cases. U.S. District Court Judge Oliver Gasch refused to order the academies to reserve the slots. In his ruling, Judge Gasch also indicated that he probably would rule against the plaintiffs in their overall attempts to enter the two academies, saying that there was little "probably of ultimate success in the merits . . ." of the cases. The Judge, a former lieutenant colonel in the Army, stated that his probable reason for ruling in favor of the academies was his belief that the main purpose of the academies was to prepare officers for combat leadership positions and since laws and customs of the country precluded sending women to combat, he saw no need to admit them to the academies.  

Citing the combat issue, on June 19, 1974, Judge Gasch issued his ruling against the plaintiffs stating that "the admissions policy of the Navy and Air Force Academies is reasonably related to furthering a legitimate governmental interest--the preparation of young men to assume leadership roles in combat where necessary in the defense of the nation."  

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30 Hearings, op. cit., p. 190.
On November 1, 1974, attorneys for the plaintiffs filed an appeal of Judge Gasch's decision asking the U.S. Court of Appeals to overturn the district court judge's ruling and order the academies to admit women.\textsuperscript{31} It did not take the Court of Appeals long to make its ruling. On November 20, 1974, the three judge court ordered Judge Gasch to hold a full trial on the question of whether women should be admitted to the academies. In making their ruling, U.S. Circuit Judges J. Skelly Wright, David Bazelon and Carl McGowan stated that disputed issues of fact remained in the case and that the district court judge had relied on affidavits of military officers, the very people who had been charged with discrimination in the first place. The judges also ruled that the military establishment should be required to explore whether preparations for combat was "the sole purpose, the primary purpose or merely a purpose . . . of the academies."\textsuperscript{32}

For the next six months, the legislative and litigation processes appeared to be working against women who wanted to be admitted to the academies. The litigation was working its way through the court calendar. Meanwhile, as was previously stated, the military personnel subcommittee had not issued a report following its hearing and so the question continued to be discussed on Capitol Hill.


A break finally appeared when on May 20, 1975, Representative Samuel Stratton offered an amendment to the 1972 Department of Defense Appropriation Authorization Act which was being debated on the floor of the House. Representative Stratton's amendment called for the Secretary of each service to take the necessary action to appoint and admit women to the academy concerned. The amendment also called for the same standards of admission for both females and males. In offering the amendment, Representative Stratton stated that he felt "the idea of women in the service academies is, I think, an idea whose time has come. It is just a simple matter of equality." A somewhat lengthy debate on the amendment was held with some congressmen voicing opposition and some voicing support for the amendment. When a vote was finally taken, the amendment was approved 303-96.\textsuperscript{33}

When the appropriation bill was debated on the floor of the Senate, Senator William Hathaway offered an amendment similar to the Stratton amendment. The main differences were that women were to be admitted beginning with the class entering the academies during calendar year 1976 and that the Secretary of Defense maintained his discretion to make changes in the academy program that he felt were necessary to expeditiously accommodate women. In offering his amendment, Senator Hathaway stated, "The academies have long graduated men who go on to make their careers in the vital non-combat

sector. An education received at a service academy enables these men to better do their duties. There is no reason why we should not accord to women the same opportunities." No real debate on the amendment was held. A few senators rose to speak in favor of the amendment but no senator rose to speak in opposition to the amendment. A voice vote on the amendment was held and it passed.  

Following the vote in the Senate, the amendments were sent to a House-Senate Conference Committee to work out the differences in the amendments. The Conference Committee issued its report on September 18, 1975. The committee basically adopted the Hathaway amendment. The final wording of the amendment, in what would become Public Law 94-106, stated that women would be eligible for appointment and admission to the service academies beginning with the class entering the academies during calendar year 1976. In addition, the law stated

... [the] standards required for appointment, admission, 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.  

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34 U.S., Congressional Record, Senate, June 6, 1975, pp. 17545-17548.


President Gerald Ford signed the bill into law on October 7, 1975 and the long battle to admit women to the academies had been won. Now after having fought against the legislation, the chief officials of the Defense establishment found themselves in the position of having to implement the law.

The Planning

United Air Force Academy. The first planning for the admission of women to the United States military service academies was begun in the spring of 1972 by the Air Force Academy. On May 15, 1972, Lieutenant General A.P. Clark, Superintendent of the Air Force Academy, sent a letter to Lieutenant General Robert J. Dixon, United States Air Force Deputy Chief of Staff for Personnel, regarding the admission of women. Clark stated that if the Equal Rights Amendment was ratified by the states and became part of the United States Constitution, it would make females eligible for appointment to the Air Force Academy. He asked Dixon and, thus, in effect Headquarters USAF, for guidance in the matter. Clark urged prompt attention lest they be required to take actions as a result of outside forces that may not be to their liking. Before Dixon could reply to Clark's letter, Clark sent Dixon a follow-up letter on May 24, 1972. In his second letter, Clark indicated that he had just attended the annual conference of academy superintendents and

37 "Two Defense Bills Totaling $34.6 Billion Signed by Ford," New York Times, October 9, 1975, p. 44.
that the subject of the admission of women had been an important part of the conference agenda. Clark advised Dixon that Admiral James Calvert, Superintendent of the Naval Academy, was very opposed to admitting women to the service academies stating that the academies were 'elitist institutions designed to produce combat leadership.' Clark stated he felt the mission of the academies was that of 'producing leadership for a broad spectrum of career areas not necessarily related to combat and we deem this to be an equally important aspect of our mission.' In closing Clark stated that, 'If there is hope of protecting the Air Force Academy from the un-welcome implications and headaches of a co-educational program, I would certainly urge that the Air Force join forces with the other services in attempting to do so.'

Lieutenant General Dixon replied to Clark's two letters stating that the Air Force was 'not actively seeking admission of women at this time.' However realizing the possible implications of a ratified Equal Rights Amendment, Dixon directed the Superintendent to begin serious operational planning for a future admission of women. Dixon also informed Clark that Headquarters USAF had formed an ad hoc group to study Clark's specific points for guidance. Dixon directed that representatives from the Academy should be in attendance when the group met the following month.

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39 Ibid., p. 93.
The ad hoc group met June 15-16, 1972 in Washington, D.C. The group concerned itself with five specific areas: (1) admissions, (2) military training, (3) academies, (4) physical education and (5) living accommodations. As a result of this meeting, official guidance finally came to General Clark from General Dixon. In a letter dated June 24, 1972, Dixon spoke to three main areas: (1) utilization of women Academy graduates, (2) selection criteria and (3) modification of the Academy program. Specifically, Dixon stated that women graduates would be utilized in only non-flying duties. The selection criteria was outlined as follows: (a) the universal commissioning medical standards for women would apply to female applicants, (b) academic admission standards would be the same for men and women, and (c) exercises appropriate for women would be included in the Physical Aptitude Examination (PAE). The PAE is part of the admission criteria.

In covering the area of modification of the Academy program, Dixon stressed that a common program for men and women be maintained to the greatest extent possible. Dixon indicated that no changes were needed in the area of academics and few would be required in the military training area. It was in the area of physical education that Dixon and the ad hoc group foresaw major modifications of the Academy program. The guidance that was provided in this area was that the program should be appropriate for women and that it should challenge the women physically as much as the men's program challenged the males. The final area Dixon covered was that of housing of female cadets. The guidance provided in this area
was that the females' privacy be insured but that they should be housed in the same buildings as male cadets.  

The guidance that Clark received from Dixon formed the foundation for the Academy's future planning. Clark turned over Dixon's guidance outline to the Academy's Office of Plans and Programs and officially tasked Lieutenant Colonel Robert Hess with developing a contingency plan for the admission of women. Colonel Hess assembled a group composed of representatives from each major area of the Academy. The group worked through the summer months and on September 15, 1972, issued Contingency Plan Number 36-72, Integration of Females into the Cadet Wing. The plan mirrored the guidance that Dixon had sent Clark. It called for a lead time of eighteen months and an initial enrollment of forty-four women who would be housed on the sixth floor of Vandenberg Hall, the cadet dormitory. The Office of Admissions and Registrar indicated that the academic requirements for admission would be the same for women and men but that modifications were anticipated in the physical standards. The Dean of the Faculty anticipated no change in either academic instruction or graduation requirements. The Commandant of Cadets indicated that the military training program would be the same for men and women except women would not take T-41 Flight Training.  

During the next three years the Air Force Academy continued to refine the Contingency Plan as the issue regarding women attending the academies was debated. On April 1, 1973, Change 1 to the initial

40 Ibid., p. 95 and pp. 98-101.  
41 Ibid., p. 101 and pp. 112-120.
contingency plan was issued. The largest change was that the minimum number of females in the first co-educational class was to be 150. After a second refinement of the original plan was issued on December 10, 1973, no further plans were issued until July 1, 1975. There was no major change in this plan. The final plan was issued on October 7, 1975. This plan, Ops Plan #76-75, Admission of Women into the Cadet Wing, was the plan that guided the admission of women to the Air Force Academy.\footnote{Ibid., pp. 121-124.} The basic assumption of this plan was that male and female cadets would complete a common program with some modifications essential to accommodate the basic physiological differences between men and women.\footnote{Directorate of Plans and Programs, United States Air Force Academy, Operations Plan #76-75, Admission of Women into the Cadet Wing (Colorado Springs: United States Air Force Academy, 1975), p. 3.}

With the implementation of the plan, the Office of Admission and Registrar contacted all of the young women who had corresponded with the Academy regarding their admission for a two-year period preceding the passage of the enabling legislation. The letter informed the young women that the Academy was now admitting women and contained application materials and admission criteria. In addition, the office sent a letter to all high school principals in the United States informing them of the new policy regarding female admission.\footnote{Ibid., pp. C-2, C-3.}
Just as the plans that had come before it, this plan called for female cadets to take part in the same military training, navigation and airmanship courses as the male cadets except T-41 Flying Training. In addition, the plan called for no significant change in academic graduation requirements, academic major requirements, academic course offerings or academic course content due to the admission of females. 45

The Academy planners believed the first group of female cadets would need surrogate upperclasswomen just as had been done twenty years before for the first class of males. This plan called for a group of young, female officers to become Air Training Officers (ATO’s). The Air Force Military Personnel Center at Randolph Air Force Base identified 268 female second lieutenants with less than two years service who were also unmarried. The 268 were screened and interviewed and in early January 1976, 15 were selected as the ATO’s. 46

For five months beginning on January 12, 1976, the female ATOs engaged in various phases of cadet training. All fifteen finished the training and their performance in all phases of the training did much to gain acceptance by male cadets of the idea that women could compete and survive in the Academy training environment. 47

United States Military Academy: Officials at West Point began their planning for the potential admission of women several years prior to the passage of the enabling legislation and intensified their planning when the legislation was passed by Congress in the spring of 1975. The planning by the West Point officials paralleled that of the Air Force Academy and revolved around establishing a one-track training program for all cadets with the only adjustments for females due to proven physiological differences between the sexes. 48

Superintendent Lieutenant General Sidney Berry, set the tone for the planning in a letter to graduates. Berry stated

We have our orders... If 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.49

Academy officials wanted to develop an organizational climate conducive to the acceptance of the female cadets. In order to accomplish this, a series of briefings, lectures and workshops were conducted. The Superintendent, Commandant of Cadets, and the Dean of the Academic Board scheduled periodic briefings to update cadets on the status of the plans. In addition, a series of lectures and group presentations on human relations, women in the Army, and human sexuality were conducted. And finally, the Office of Military


49 Ibid., pp. 10-11.
Leadership designed and conducted an eight-hour workshop for cadets who would serve as the training cadre for the first co-educational Cadet Basic Training.  

To develop a data base from which to make decisions concerning female cadets, a number of Military Academy staff, faculty and cadets visited the co-educational United States Merchant Marine Academy, co-educational summer ROTC training, women's officer training and several civilian higher education institutions that had recently become co-educational. In addition, a number of civilian consultants were invited to the Academy to offer officials advice on training the female cadets.  

In addition to these visitations and consultations, several research projects were conducted to gain an increased amount of data for the decision-makers. Two of these projects were Project 60A and Project 211. Project 60A was conducted by the Department of Tactics and was designed to test how females would perform on selected military training activities in Cadet Basic Training. Project 211 was designed to assess the attitudes of cadets and faculty toward female equality.  

With the results of the research, consultations and visitations, decisions were made regarding admission criteria and academic 

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50 Ibid., pp. 26-30.  
51 Public Affairs Office, United States Military Academy, Fact Sheet: Admission of Women to the United States Military Academy (West Point: Public Affairs Office, 1975).  
52 Vitters and Kinzer, op. cit., p. 13.
and military training for women.

Admission criteria for men and women cadets would be the same. Just as the Air Force Academy had done, the Admissions Office at West Point informed high school guidance counselors that West Point was now accepting female applicants. Presentations and visitations were scheduled to inform perspective female cadets about the West Point program. The academic curriculum and graduation requirements would be the same for men and women. Due to the results of the research that was conducted at West Point, a change was made in the military training program. Women cadets were allowed to substitute the lighter M-16 rifle for the heavier M-14. All other aspects of military training were the same for men and women. Unlike the Air Force Academy officials, the officials at West Point decided to house the female cadets in the existing cadet barracks along side male cadets, two female cadets per room.

United States Naval Academy. Superintendent of the Naval Academy, Rear Admiral Kinnaird R. McKee, voiced his view regarding the admission of women to the Academy in a letter to graduates. McKee stated:

Simply, all of the arguments on the admission of women to the service academy which have been put forward in the past two years are now moot . . . We have our orders and will implement the law and the will of Congress.

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55 Rear Admiral Kinnaird R. McKee, "From the Superintendent: Subject, the Naval Academy's Policies on Women," Shipmate, April, 1976, p. 11.
Just as the officials at West Point and the Air Force Academy had done, the Annapolis officials structured their planning around the basic assumption that a one-track program would be maintained whenever possible.  

The Annapolis plan called for the same admission criteria for male and female midshipmen, with the exception that items on the Physical Aptitude Examination would be changed to make it appropriate for females. Academic and graduation requirements would be the same for males and females. It was anticipated that the summer cruise training of female midshipmen may have to be different from that of male midshipmen because of the federal statute restricting females from serving about combat or combat-related ships. An initial approach to summer cruise training for women was included in the August, 1975 plan. The approach called for female midshipmen to be assigned to combat type ships for a period of 1-2 weeks. These ships would operate only in United States coastal waters; it was hoped that by operating so close to the United States mainland that the possibility of engaging an enemy force would be almost nil. It was also proposed that the females engage in training aboard smaller-type boats and cruise to various naval stations up and down the United States Atlantic seaboard. The final item covered in the Annapolis plan was housing for the female midshipmen. Academy officials decided that it would be best to fully integrate the
females into the Brigade. As a result, females were assigned 2-3 to a room in rooms alongside males.57

In February of 1976, Rear Admiral McKee outlined the status of the Academy planning in a letter addressed to all faculty and staff of the Academy. In the letter, McKee indicated that a series of informational programs would be broadcast over the Academy's closed-circuit television system in the following months. The purpose of the broadcasts was to detail arrangements for the integration of women midshipmen into the Academy and to answer any questions faculty, staff or midshipmen might have regarding the admission. McKee further indicated that all members of the Academy should take the time to view the broadcasts so that they would be fully aware of Academy planning and policy.58

The Beginning

The first challenge facing a young woman who wanted to attend a service academy was to gain acceptance to the academy.

The application procedure is the same regardless of which academy a person wishes to attend. There are basic eligibility requirements an applicant must meet before applying. These eligibility requirements are as follows:

1. the applicant must be at least 17 years of age and not have passed their 22nd birthday by 1 July of the year admitted

57 Ibid.

58 Rear Admiral Kinnaird R. McKee, Letter to Naval Academy Faculty and Staff, 17 February 1976.
to the Academy;

2. the applicant must be a United States citizen;

3. the applicant must be unmarried and have no dependent children. 59

If an applicant meets these general eligibility requirements, the next step is for the applicant to fill out and return to the Academy of their choice a pre-candidate questionnaire. This questionnaire should be returned to the Academy during the spring of the applicant's junior year in high school. When the Academy receives the questionnaire, it will begin a file on the applicant that, when completed, will contain all of the information the Academy needs to determine a candidate's overall eligibility for admission to the Academy. 60

Also during the spring of an applicant's junior year in high school, he/she should write a letter to both of his/her senators and the representative from his/her congressional district requesting a nomination. A congressman may have five midshipmen attending the Academy at any one time. The congressman may nominate ten candidates for each vacancy. The vacancy is filled by the top person

59 Title 10, United States Code, Chapte 403, Section 4346, Chapter 603, Section 6958 and Chapter 903, Section 9346.

on the list who is accepted for admission by the Academy. There are other avenues open to a candidate to obtain a nomination to the Academy of his/her choice, such as Presidential or Vice-Presidential; an applicant can be on active military duty or be a member of the reserve or national guard and request a nomination from his/her commanding officer; the applicant may be the son or daughter of a Medal or Honor Recipient; or be the son or daughter of a deceased or disabled veteran or prisoner of war or serviceman missing in action. The applicant is urged to request a nomination from as many nomination sources for which they are eligible. A nomination from a nomination source is part of the requirements for admission to an Academy. 61

Each Academy recommends to the candidates the type of high school academic program they should be pursuing and informs the candidates that the grades received in these courses should be above average. The basic program outlined by each Academy consists of four years of mathematics to include trigonometry, four years of English, two years of a modern foreign language, and one year each of chemistry and physics. Each Academy also urges the candidates to participate in extracurricular activities while in high school, such as interscholastic athletics, student government or student club activities. 62

61 Title 10, United States Code, Chapter 403, Section 4372, Chapter 602, Section 6959, and Chapter 903, Section 9342.

62 Military Academy Catalog, ibid., p. 26; Naval Academy Catalog, ibid., p. 54 and Air Force Academy Catalog, ibid., p. 64.
The Academies require each candidate to take either the College Board Admission Testing Program (verbal and mathematics sections or SATs) or the American College Testing Program (entire ACT Battery) examinations as part of the entrance requirements. The candidate is responsible for taking one of these examinations and for insuring that the Academy receives the test scores.\footnote{Military Academy Catalog, ibid., p. 31; Naval Academy Catalog, ibid., p. 55 and Air Force Academy Catalog, ibid., p. 61.}

After the Academy has determined that a candidate is academically eligible for admission, it requests that the Department of Defense Medical Examination Review Board schedule the candidate for a thorough medical examination. The results of this medical examination are forwarded by the Board, with its recommendation, to the Academy.\footnote{Military Academy Catalog, ibid., p. 32; Naval Academy Catalog, ibid., p. 59; and Air Force Academy Catalog, ibid., p. 60.}

Each candidate is also required to take the Physical Aptitude Examination (PAE). This examination, consisting of four exercises, is designed to measure a candidate's coordination, strength, endurance, speed and agility. The four exercises are: pull-ups for men/flexed arm hang for women; standing long jump; basketball throw for distance; and 300 yard shuttle run. The Academies feel that the results of this examination are an accurate indicator of how well an individual will be able to compete in the Academy's physically demanding environment.\footnote{Military Academy Catalog, ibid., p. 150; Naval Academy Catalog, ibid., p. 195; Air Force Academy Catalog, ibid.}
After a candidate has provided the Academy with all of the information it requires and has secured a nomination, the Academy then makes the selection of which applicants it will offer an appointment. Female applicants for appointment to an Academy compete only with other female applicants. The admission procedures and requirements and selection criteria for the females is the same as it is for males. 66

Upon admission, all cadets and midshipmen are required to sign an agreement that they will fulfill three obligations:

1. They will complete the Academy course of instruction, unless disenrolled by the Academy;

2. They will accept appointment and serve as a commissioned officer on active duty for at least five years immediately after graduation; and

3. If authorized to resign from active duty before the sixth anniversary of graduation, serve as a commissioned officer in a reserve component of the armed services until the sixth anniversary. 67

The application deadline for the Class of 1980 at the academies was January 31, 1976. By the deadline date 1202 young women had been nominated for admission to the Air Force Academy, 867 to West Point and 759 to Annapolis. Of these numbers 157 were

66 Military Academy Catalog, ibid., p. 33; Naval Academy Catalog, ibid., pp. 59-60; Air Force Academy Catalog, ibid., pp. 61-62.

67 Title 10 United States Code, Chapter 403, Section 4348, Chapter 603, Section 6959, Chapter 903, Section 9348.
selected for admission to the Air Force Academy, 119 to West Point and 81 to the Naval Academy.68

Academically the females that were admitted to this first co-educational class compared quite favorably with their male counterparts on entrance examination serves. At each Academy, the females outscored the males on the verbal aptitude portion of the examinations and only scored a few points lower on the mathematics aptitude portion.69

Now that these ladies had passed the first challenge, that of gaining admission, the hardest challenge of them all faced them, that of completing four years in a mentally, emotionally and physically demanding environment.


69 Wallisch, op. cit., p. 159; Vitters and Kinzer, op. cit., p. 77; and Brandquist, ibid.
Chapter V

THE ACADEMIC AND MILITARY TRAINING PROGRAMS
AT THE ACADEMIES

The academic and military training programs at the academies are all quite similar with each tailored toward developing in each cadet or midshipman the skills and knowledge he or she will need to serve as a junior officer in his/her particular branch of service.

The United States Military Academy

Academic Program. Each cadet takes at least five academic courses each semester. There are two academic semesters per year. There are six, fifty minute class periods a day. Classes are small with 12-16 cadets per class. Cadets are grouped by ability for their classes and are required to be prepared to participate in the class daily and are graded frequently.\(^1\)

The academic program at West Point is divided into the core curriculum and electives. The core curriculum includes thirty required courses that are designed to provide each cadet with a

\(^1\)United States Military Academy, West Point: The United States Military Academy Catalog, 1976-77 (West Point: United States Military Academy, 1976), pp. 14, 16, and 39.
nucleus of knowledge in math, science, engineering, social sciences and humanities. Cadets can validate any of the core curriculum courses and substitute elective(s) for the course(s) validated. Cadets validate the core courses by one of a number of methods: they can transfer credit from another college/university, they must score well on the Advanced Placement Examination in the subject(s) they want to validate, or they must score well on examinations developed and administered by Military Academy departments for validation purposes. The minimum number of electives each cadet is required to take is six; of course, that number will be higher if a cadet validates any courses. In addition to being able to validate core courses, cadets with exceptional ability may enroll in an Honors course or advanced individual study.\(^2\)

There are no academic majors at West Point, rather there are five areas of concentration: applied science and engineering, basic sciences, humanities, national security and public affairs and interdisciplinary-management. Each area of concentration is divided into a number of fields of study. Each cadet is required to complete a sequence of courses, using electives, in a field of study within one of the areas of concentration.\(^3\)

**Military Training Program.** In the military training program, each cadet receives instruction in the fundamentals of small units tactics and leadership through the study of military science and military leadership. The program is divided into two parts:

\(^2\)Ibid., pp. 38-40.  \(^3\)Ibid., p. 40.
classroom instruction during the academic year and practical field experience during the summer months.\textsuperscript{4}

The cadets begin to receive military training upon their arrival at West Point. Newly appointed cadets, called plebes, arrive at West Point in early July and begin eight weeks of Basic Cadet Training (BCT). The purpose of BCT is to provide the plebes with the skills and knowledge so that they can make the transition from being a civilian to being a cadet. During BCT, cadets learn the wear of cadet uniforms, military drill, military customs and courtesies, cadet rules and regulations and West Point traditions. During field training, cadets learn land navigation, rifle marksmanship and tactical maneuvers. Once the academic year begins, the military training continues as the plebes take two courses, one in military heritage and standards of professional behavior and one on small unit tactics.\textsuperscript{5}

The summer between the cadet's fourth and third class years (freshman and sophomore) is spent at Camp Buckner. The third class cadets spend eight weeks at Buckner, a military camp a few miles south of West Point, participating in field training that simulates actual combat conditions. Cadets learn such things as infantry patrolling, artillery firing, hand-to-hand combat techniques and wilderness survival. During the academic year, the third class cadets take a course in armor and mechanized infantry platoon combat operations.\textsuperscript{6}

\textsuperscript{4}Ibid., p. 54. \textsuperscript{5}Ibid., pp. 54-55. \textsuperscript{6}Ibid., p. 56.
Second class cadets (juniors) spend the summer between their third and second class years engaging in a program called Cadet Troop Leadership Training. This program allows each cadet to spend the summer with an active duty Army unit learning Army operations. During the academic year, the second classmen take a course in company combined arms operation, in addition to taking on additional leadership responsibilities within the Corps of Cadets.\(^7\)

Senior cadets or first classmen spend their last summer at the Academy being the instructors for BCT or for third class cadet training at Camp Buckner. During the academic year, the cadets take a course in training military units and advanced military leadership. They also assume command of the Corps of Cadets.\(^8\)

The faculty that conducts both the academic and military training is comprised primarily of Army officers. The most notable exceptions to this are found in the foreign language and physical education departments. All academic faculty and a majority of the military training have a minimum of a Master's degree and some have the Ph.D. Most of the Army officers are at West Point for a tour of duty of from three to four years. A majority of the faculty members are West Point graduates.\(^9\)

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\(^7\)Military Academy Catalog, ibid., pp. 56-57.

\(^8\)Ibid., p. 57.

\(^9\)Ibid., pp. 111-137.
The United States Naval Academy

Academic Program. Each midshipman takes 5-6 academic courses each semester. There are two academic semesters per year. There are five and one half days of classes, laboratory and study periods per week; the weekdays contain six, fifty minute class periods each day and Saturday morning contains class time. Classes are small averaging 20 midshipmen per class. Like West Point, midshipmen are grouped by ability and are required to be prepared to participate in class on a daily basis and are graded frequently.¹⁰

During the plebe year at Annapolis, each midshipman takes a common program of courses. The program includes four courses in naval science and naval history, year-long courses in English, calculus and computer science. After the common plebe year, midshipmen choose an academic major and the remainder of their academic courses revolve around fulfilling the requirements for that major. The requirements for each major includes specific field of study courses and a certain distribution requirement of courses in the humanities, social sciences, mathematics, basic science and a modern foreign language. There are nineteen majors from which a midshipman may choose. Midshipmen may validate courses and move onto advanced courses in that subject or may take an elective.¹¹

¹⁰United States Naval Academy, Annapolis: The United States Naval Academy Catalog, 1976-77 (Annapolis: The United States Naval Academy, 1975), p. 83.

¹¹Ibid., pp. 74-78, and 83.
Military Training Program. Like West Point, the purpose of the military training program is to produce professional officers who are physically strong, mentally competitive and who have a strong technical foundation. 12

Midshipmen begin training during the Plebe Indoctrination Program. The program is seven weeks long during which time the plebes learn basic skills in seamanship, navigation, signalling, military drill, small arms training, sailing of Navy yawls, duties of midshipmen and Academy traditions. During the academic year, each midshipman takes four courses—two in naval history and two in naval science. 13

During the midshipmen's third class summer, they spend one week at the Academy studying meteorology and oceanography and then depart for six weeks at sea. During their time at sea, the midshipmen are introduced to life at sea, to shipboard organization and to the leadership opportunities and problems of the officer as well as participating in a wide range of shipboard tasks. This at-sea training is followed by a course in navigation that is taken over the course of the entire third class academic year. 14

The second class summer is divided between the Academy and traveling to various naval and Marine Corps bases to view the four warfare specialties that comprise the naval science. The Academy training involves taking two courses in a four week period of time. The courses are an operations and tactics course and public

12 Ibid., p. 10. 13 Ibid., p. 133. 14 Ibid.
communications course. The four warfare specialities that the midshipmen view are aviation, submarines, destroyer familiarization and amphibious assault with the Marine Corps. During the academic year, each second class midshipman takes three courses: one in shipboard weapons, one in military leadership techniques, and one in the duties of the junior naval officer.\textsuperscript{15}

For the majority of first classmen, their last summer as a midshipman is spent at sea where they have the opportunity to assume the responsibilities and perform the duties of junior officers. A number of carefully chosen first classmen remain at the Academy and perform as instructors in the training and indoctrination of the new plebe class. During the academic year, first classmen take two courses: one in law for the junior officer and the other is a tactical warfare course. Also during their first class year, midshipmen hold command positions within the Brigade.\textsuperscript{16}

The faculty that conducts the academic and military training is an integrated group of naval officers and civilian educators in approximately equal numbers. The military officers are at the Academy for tours of duty that last from three to four years. The majority of the military faculty are Academy graduates. All faculty members hold a minimum of a Master's degree.\textsuperscript{17}

\textsuperscript{15} Naval Academy Catalog, ibid., pp. 32-33, and 138.

\textsuperscript{16} Ibid., pp. 36 and 139.

\textsuperscript{17} Ibid., pp. 157-185.
The United States Air Force Academy

Academic Program. Each cadet takes an average of five to six classes per academic semester. There are two academic semesters per year. The cadet's day contains six, sixty minute class periods. Like their counterparts at West Point and Annapolis, Air Force Academy cadets are required to be prepared to participate in class on a daily basis and are graded frequently. Most classes are small but some classes, when appropriate for instruction, are taught in larger sections.18

Each cadet is required to take approximately 110 semester hours in core curriculum courses. These core courses are designed to allow each cadet to acquire a broad education in the basic and engineering sciences, the social sciences and humanities. Cadets may choose from among twenty-two majors and take between 27-33 semester hours in their major. Cadets may also validate core curriculum courses and as a result take electives.19

Military Training Program. The cadets begin their military training upon their arrival for the plebe year in late June. For six weeks they participate in Basic Cadet Training (BCT). BCT, like the programs at West Point and Annapolis, is designed to orient the new cadets to the Academy. In addition to learning cadet rules and regulations and Academy traditions, a two-week long field


19 Ibid., pp. 26-27.
encampment is included in BCT. This portion of BCT takes place at Jack's Valley, a camp five miles north of the main Academy campus area. During the two weeks, cadets live in tents and learn combat-related skills, such as basic hand-to-hand combat techniques, firing of the M-16 rifle and land navigation and patrolling skills. Cadets are also given their initial training and flights in T-37 and T-43 aircraft during BCT. During their first academic year at the Academy, the plebes take four military training courses on such topics as leadership techniques and aviation physiology.²⁰

During their third class summer, cadets spend three weeks at the Academy participating in Survival, Evasion, Resistance and Escape (SERE) training. They also must participate in another three week program and have as choices programs in gliding, soaring, parachuting or airborne techniques. The two courses the third classmen take during the academic year revolve around developing good communication skills.²¹

The second class summer finds the cadets taking two, three-week training sessions. The cadets may choose from a number of programs including instructor duty in BCT, SERE, parasailing or parachuting. The courses they take during the academic year involve Air Force operations and training.²²

For their first class summer, cadets must be involved in six weeks of training. They have a number of options from which to choose. In addition to the same options they had available to

them during second class summer, they may choose to do research or to take part in a special training program developed for them. The course taken during the academic year prepares the first classmen to make the transition from cadet to junior officer.\textsuperscript{23}

The faculty that conducts the academic and military training is composed primarily of Air Force officers. All faculty members are required to hold a minimum of a Master's degree in their field of study. Most of the Air Force officers are at the Academy for a three to four year tour of duty.\textsuperscript{24}

\textsuperscript{23}Ibid., p. 118. \textsuperscript{24}Ibid., p. 29.
Chapter VI

THE PHYSICAL EDUCATION PROGRAMS AT THE MILITARY SERVICE ACADEMIES

United States Military Academy

Historical Background

When West Point first opened in 1802, there were no organized physical education classes; however the cadets did not lack vigorous exercise because military drill and practical field instruction provided ample strenuous activity. During their free time, cadets were allowed to climb and explore the hills surrounding West Point, as well as swim in and row on the Hudson River in the summer months and ice skate in the winter.¹

As the Academy curriculum expanded to meet the demands of the Army, fencing, dancing and horsemanship were recommended for inclusion in the instructional program. Instruction in fencing began in 1814, in dancing in 1816, and in horsemanship in 1837.²

In 1859, the first regular course of instruction in physical education was begun at West Point when Lt. John Kelton instituted

¹Department of Physical Education, United States Military Academy, Physical Education Syllabus 1976 (West Point, New York: Department of Physical Education, United States Military Academy, 1976), p. 32.

²Ibid.
a course of military gymnastics patterned after those of European military schools. Kelton's program called for a four year program of gymnastics, swimming, fencing, bayonet exercises and target practice. This program was in effect for only one year due to the advent of the Civil War and was not resumed after the war. After the Civil War, the physical education reverted back to primarily instruction in fencing, dancing and horsemanship. The program would remain that way until 1885.  

In 1885 Colonel Herman J. Koehler was appointed Master of the Sword (head of the physical education department) and was to have a strong influence upon the physical education program at West Point. Koehler immediately introduced formal gymnastics into the program and he also succeeded in obtaining a physical education requirement for all Fourth Classmen. In 1905, boxing and wrestling were added to the program. Also in 1905, Koehler, after waging a vigorous campaign, was successful in extending the requirement for physical education to all four classes.

The next significant changes in the physical education program did not take place until the World War II years. A reconditioning program was instituted for cadets who could not participate in the regular program because they were recovering from an illness or injury. In 1943, credit for physical education was authorized to be included in the General Order of Merit and in early 1945, deficiency in physical education became sufficient cause for

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3Ibid., pp. 32-34.  4Ibid., pp. 34-35.
dismissal from the Academy. In the spring of 1947, the physical aptitude examination was added to the entrance requirements for all candidates to the Military Academy.⁵

Beginning in 1966, the program of physical education began to move in the direction of providing specialized instruction based on each cadet's ability level. The three levels of instruction, slow, average and accelerated, enables each cadet to achieve an optimum pace in achieving physical fitness, developing sports skills and knowledge of conditioning principles.⁶

Administrative Organization of Department of Physical Education

The following is an organizational chart that depicts the line of authority under which the Department of Physical Education falls within the Academy:

[Diagram of organizational structure]

⁵Ibid., p. 36.
⁶Ibid., p. 37.
The Director of Physical Education is responsible to the Commandant of Cadets for the physical fitness of the Corps of Cadets and to the Dean of the Academic Board for the courses that cadets take in physical education.  

The following is an organizational chart for the Department of Physical Education:

![Organizational Chart]

Faculty within the Department of Physical Education

The faculty of the Department of Physical Education is composed of approximately fifty military and civilian educators. There is an approximately 50-50 military-civilian split. The Director

7Ibid., p. 23; and personal interview of Col. James Anderson, Director of Physical Education, United States Military Academy, West Point, New York, December 13, 1979.

8Syllabus, ibid., p. 25 and Anderson interview, ibid.
of Physical Education is the only permanent military position, it carries with it the academic rank of professor and is occupied by an officer of the rank of Colonel. The Director will hold either a Master's degree or the Ph.D. in Physical Education and usually will be a West Point graduate. The Deputy Director of Physical Education is a temporary military position carrying with it the academic rank of associate professor.⁹

The supervisor of the evaluation and research and instruction branches, as well as the four sections of the instruction branch are all associate professor positions and with the exception of the director of instruction, are usually held by civilian members of the faculty. In most cases the civilians holding these associate professor positions are required to hold a Ph.D. in physical education, while the military officers usually hold a Master's degree and have teaching experience in physical education. The military officer who heads the instruction branch is usually at West Point for a 3-4 year tour of duty. The civilian associate professors are all tenure-track positions. When a civilian is placed in an associate professor position, they are on probation for one year at the end of which time either he/she is retained or is let go. A civilian associate professor is granted or not granted tenure at the end of six years at the Academy. The criteria for tenure are basically the same as civilian institutions, teaching, research and service.¹⁰

⁹Anderson interview, ibid. ¹⁰Ibid.
There are seven to ten assistant professor positions within the Department. Usually civilian positions, these tenure-track positions require a Master's degree in physical education plus teaching experience. The time frame and criteria for tenure for these positions are the same as for the associate professor positions. In most cases, these assistant professors are responsible for a section of the instructional program, such as the aquatics area or combatives area or the remedial physical education program. ¹¹

The remainder of the faculty positions in the Department are instructor positions and usually there is a 50-50 military-civilian split. These are not tenure track positions, but they do require a Master's degree in physical education. The military officer who is an instructor has usually spent the year prior to coming to West Point at a civilian college or university acquiring a Master's degree. Once at West Point, the officer usually stays for a 3-4 year tour of duty. The civilians who are instructors are given a one-year probationary contract, if all is well at the end of that year, they are then given a two-year contract, if not they are released. If they are retained, at the end of the third year the contract may be renewed for an additional three years. At the end of that three year period of time, either the individual is promoted to a tenure-track assistant professor position or they must leave the Academy. ¹²

¹¹Ibid. ¹²Ibid.
In addition to teaching physical education, each faculty member of the Department also has administrative responsibilities. These responsibilities range from being responsible for the direction of a branch or section of the Department, to being responsible for monitoring an intramural sport, to responsibilities within the reconditioning program, to being a company physical education guidance counselor. Each of the thirty-six companies within the Corps of Cadets has a member of the Physical Education faculty as a guidance counselor. This staff member acts as a liaison between the company and the Physical Education Department. The faculty member responsibility is to monitor the progress of each cadet in the company and is to assist in arranging any aid a cadet in that company may need from the Department. 13

Aims and Objectives of the Physical Education Program

The basic purpose of the physical education program at West Point is "physical education for military leadership." Practically speaking, the purpose of the program is to graduate an officer who is physically prepared to meet the performance challenges of a military career. This purpose translates into the following objectives:

(a) to develop optimum body strength, endurance, coordination and to provide a broad experience and to develop sufficient skills in sports and activities that will enable the cadet to remain physically active throughout his/her military career;

13 Anderson interview, ibid.
(b) to gain a basic understanding and appreciation for modern concepts of personal health;

(c) to understand the organization of and to be able to conduct a military physical training program;

(d) to develop personal pride in maintaining good physical condition.  

To accomplish these objectives, each cadet is required to take part in the mandatory four-year physical education program. Each year a cadet is at West Point, one or more of these objectives is met or built upon. During the plebe year, the main focus of the program is on the development of physical abilities; the third class year continues the development of physical abilities and begins the development of sports skills; the second class year continues the development of sports skills and provides for leadership training; the first class year finalizes the development of sports skills and provides for leadership experiences. 

Planning for the Admission of Women

The officials of the Department of Physical Education at each Academy, not just West Point, probably had the most difficult task of any of the Academy departments in deciding what programmatic changes, if any, would be required as a result of the admission of women. The basic guideline these officials had to work from

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14 Anderson interview, ibid., and Syllabus, op. cit., p. 2.

15 Anderson interview, ibid.
was contained in the enabling legislation; the program requirements for men and women would be the same except for those minimal changes necessitated by "physiological differences" between men and women. Using the law as the starting point, the real questions that had to be answered were, what are the physiological differences between men and women and which of these differences, if any, would be significant enough to warrant a change in the existing physical education curriculum?  

In the summer of 1975, the staff of the Department of Physical Education began a two-pronged approach to gather information to enable them, they hoped, to make decisions regarding these two questions. The two approaches were a review of the research literature dealing with physiological differences between men and women and subject research, using females the approximate ages of females who would be applying to the Academy.  

Dr. James Peterson conducted the review of the research literature. Dr. Peterson's review revealed the following information:

(a) most of the research focussed on Olympic caliber performers and athletes and not on the athletically inclined females,


\[17\] Personal Interview of Dr. James Peterson, Associate Professor of Physical Education, United States Military Academy, West Point, New York, December 14, 1979, and Dr. Robert Stauffer, Associate Professor of Physical Education, United States Military Academy, West Point, New York, December 13, 1979.
such as those who might be attracted to attend an Academy;

(b) women possess less lean muscle mass than men; as a result, women are approximately 80 percent as strong as men;

(c) women have shorter legs and a broader pelvis which would aid in balance activities but places them at a disadvantage in activities that require speed;

(d) women have a smaller heart and lungs in comparison to men and as a result, have lower heart stroke volume and lower vital capacity; in terms of performance this means that at submaximal work loads, women have to work much harder to accomplish the same amount of work;

(e) women possess 15 percent less hemoglobin per 100 milliliters of blood and 6 percent fewer red blood cells per cubic millimeter of blood; as a result, women have less oxygen-carrying capacity per given heart rate than do males;

(f) women possess a smaller aerobic capacity than do men; this is due to the fact that women cannot carry as much oxygen in their blood as men and because their stroke volume of the heart is smaller than men;

(g) women have less tolerance to heat stress than do men; females do not sweat as heavily as do males and the female body must reach a higher temperature before sweating begins which inhibits heat dissipation; a woman's heart rate will be higher (20-30 beats/minute) than a man's under heat conditions and high levels
of work.\textsuperscript{18}

Also during the summer of 1975, Dr. Robert Stauffer and other members of the research division of the Department of Physical Education at West Point traveled to three Army installations and administered the Physical Aptitude Examination (P.A.E.). As was discussed in Chapter 4, one of the items that each candidate to West Point must complete is the Physical Aptitude Examination. The P.A.E. is a four-item physical performance examination used to determine the physical abilities of a candidate. At the time of the signing of the enabling legislation that admitted women, the four items were pull-ups, standing long jump, kneeling basketball throw for distance and 300 yard shuttle run. After Dr. Stauffer and his staff administered the examination to the females at the Army installations, they compared the female P.A.E. scores to the male P.A.E. scores and for the first time had actual data as to what the physiological differences between men and women meant in terms of female performance. What the comparison revealed was a wide difference in performance levels in favor of the males. The most notable difference was in the area of pull-ups, where 95-98 percent of the females tested could not do at least one pull-up.\textsuperscript{19}

After reviewing the findings of Dr. Peterson's literature review and Dr. Stauffer's research project, the officials of the

\textsuperscript{18}Dr. James Peterson, \textit{Project 60} (West Point, New York: Department of Physical Education, 1976), pp. 117-125.

\textsuperscript{19}Stauffer interview, loc. cit.
Department of Physical Education still did not feel they had enough data upon which they could make programmatic decisions. The officials decided to employ four consultants with expertises in the area of physical education and exercise physiology. The four consultants, Dr. Jan Felshin, Dr. Evalyn Gendel, Dr. Ann Jewett and Dr. Waneen Spiriduso, each offered assistance and direction for the further information gathering procedures.\(^{20}\)

By October of 1975, Dr. Peterson was still not exactly sure of what the physiological differences between men and women meant in terms of what levels of performance women could achieve. As a result of his doubt, Dr. Peterson approached Col. James Anderson, Director of Physical Education, and asked if he could undertake a research project, the results of which, he hoped would provide some more concrete evidence of the potential performance levels of females. Peterson was given the go ahead and began the research, the title of which was to become known as *Project 60*, in January, 1976. The project involved sixty female high school students from two high schools in the immediate West Point area. The sixty females were all volunteers with a high sense of responsibility and physically active. Each volunteer was required to take a physical examination which was the same as the one required for admission

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\(^{20}\)Peterson interview, loc. cit., and Major Alan Vitters and Dr. Nora Scott Kinzer, *Report of the Admission of Women to the United States Military Academy (Project Athena I)* (West Point, New York: Department of Behavioral Sciences and Leadership, United States, Military Academy, 1977), Enclosure #3.
to West Point. After the physical examination, the subjects spent two weeks taking a battery of tests and measures. These tests and measures were as follows:

-- anthropometric measures
-- demographic characteristics
-- physical fitness related qualities
  -- aerobic power
  -- strength
  -- endurance
  -- flexibility
-- physical performance related items
-- 1½ mile run
-- block shuttle run
-- physical aptitude examination (P.A.E.)

After the tests and measures, two of the subjects were dropped due to leg-soreness, the remaining 58 subjects were randomly assigned to one of three groups. The first group, composed of 18 subjects, was the control group that did not engage in the experimental training. The second group, composed of 20 subjects, participated in a three day a week prescribed strength training program. The third group, composed of the remaining 20 subjects, participated in a four day a week program of reveille exercises. These reveille exercises were the same ones women would be performing during Cadet Basic Training.²¹

After seven weeks of training, the battery of tests and measures were again administered to the 58 subjects. Some of the results of the study are as follows:

**aerobic power:**
- control group -- no change in performance
- strength group -- improvement in performance
- reveille exercise group -- performance improved

**strength and endurance:**
- **legs:**
  - control group -- slight overall improvement
  - strength group -- performance improved
  - reveille exercise group -- performance declined
- **arms:**
  - control group -- no change
  - strength group -- performed improved
  - reveille exercise group -- performance improved

- **bench press:**
  - control group -- minimal improvement
  - strength group -- substantial improvement
  - reveille exercise group -- substantial improvement

- **1\(\frac{1}{2}\) mile run:**
  - control group -- slight improvement
  - strength group -- substantial improvement
  - reveille exercise group -- substantial improvement

- **P.A.E.:**
  - control group -- decline in performance
  - strength group -- substantial improvement
  - reveille exercise group -- substantial improvement

Additional results and observations of the Project 60 study were:

(a) the female subjects in the strength training group were able to lift a very low resistance in the upper body exercises, however, they exhibited relatively high capabilities in the lower body exercises;

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22 Peterson interview, ibid., and Peterson, Project 60, ibid., pp. 15-78.
(b) like the strength training group, the subjects in the reveille exercise group had major difficulties with those exercises that required significant levels of upper body strength; for example, a section of the reveille exercises deals with doing various movements while holding an M-14 rifle (rifle weighs 9 pounds), only a few of the subjects could perform all of the repetitions that required upper body strength; performance improved when the lighter M-16 rifle (weighs 6½ pounds) was substituted for the M-14 rifle;

(c) the reveille group subjects had the most difficulty in the running portion of the program; on most of the longer runs (30 minutes) only a limited number of subjects could perform the run in formation and at the prescribed pace (8 minute 30 second/mile pace at the beginning of the training program to 8 minute/mile pace at the end of the program);

(d) the reveille group subjects encountered still more difficulty when they began to run in combat boots and no one was able to run the required distance and pace in combat boots while carrying the M-14 rifle; not even substituting the lighter M-16 rifle for the M-14 along with the elimination of wearing combat boots resulted in any of the subjects successfully negotiating the run at the prescribed pace;

(e) in addition to not being able to perform the runs at the prescribed pace, the reveille group subjects also encountered a number of leg-related injuries, especially blisters and sore-feet, the wearing of combat boots only compounded these types
of problems. 23

After this research project was completed and along with the results of Peterson's literature review and Stauffer's research, the faculty of the Department of Physical Education, in conjunction with the Superintendent and the Commandant of Cadets, made decisions regarding the physical education program that would be required of female cadets. Each of the program areas will be examined separately.

Physical Aptitude Examination (P.A.E.)

As was discussed earlier in this chapter, the P.A.E. is a physical performance examination required of all candidates for admission to West Point and to the other two academies as well. The P.A.E. was the first of the Academy programs relating to physical performance that was directly affected by the research being conducted at West Point.

Officials at all three Academies became especially concerned when the results of Dr. Stauffer's research indicated that 95–98 percent of the women tested on the P.A.E. could not do at least one pull-up. After reviewing the test items for men and women on the President's Council for Physical Fitness Examination and the American Alliance of Health, Physical Education and Recreation test items, officials from all three Academies reached the joint agreement that females would perform the flexed arm hang in place of pull-ups

23 Peterson interview, ibid., and Peterson, Project 60, ibid., pp. 80–91.
on the P.A.E. and that all other examination items would remain the same.\textsuperscript{24} In addition to making this substitution, a normative scale for the total composite score a female candidate received on the test needed to be developed. For the first year, female candidates for admission to West Point were graded on the male scale. Using the data obtained from the candidates that applied for admission the first year and scales used in the President's Council on Physical Fitness Examination, a normative scale for females for the P.A.E. was developed.\textsuperscript{25}

**Cadet Basic Training (C.B.T.)**

As was discussed in Chapter 5, Cadet Basic Training is the beginning of an individual's education and training at West Point. It is eight weeks of intense training in basic military skills, cadet rules and regulations and Academy traditions. Part of CBT is a vigorous physical development program designed to prepare the new cadets for the rigors of their coming four years at the Academy.


\textsuperscript{25} Anderson interview, loc. cit., and Major Alan Vitters, Report of the Admission of Women to the United States Military Academy (Project Athena II) (West Point, New York: Department of Behavioral Sciences and Leadership, United States Military Academy, 1978), p. 20.
Prior to participation in the program, each new cadet is processed through a screening procedure which includes: (1) measurement of height, weight and number of pull-ups; (b) a posture picture; (c) a swimming test; and (d) a pre-West Point injury survey. This profile is used to determine which section of a class a cadet will be in during the academic year instructional program and to identify those cadets with deficiencies in strength, posture, swimming ability and history of injuries.\footnote{26}

After this screening process is completed, all new cadets are involved in a three-part program designed to develop physical fitness and sports skills. The three parts of the program are: reveille exercises, running and mass athletics. The reveille exercise and running programs are regular, early morning programs of calisthenics and running which are scheduled prior to the breakfast meal. The calisthenics consist of a number of exercises designed to improve a cadet's strength, flexibility and agility; a part of these exercises consists of doing a number of movements with the M-14 rifle. The running program consists of progressive run/walk sessions at increasingly quicker prescribed paces.\footnote{27} The program begins with a 14-minute run which involves running at a 8:30 pace for 6 minutes, walking for 2 minutes and then running again for 6 minutes at the 8:30 pace. The running times are increased while the walking times are decreased and the prescribed pace is quicker so that by the end of C.B.T. each cadet can run for thirty

\footnote{26}Syllabus, op. cit., p. 6. \footnote{27}Ibid.
minutes at an 8 minute rule pace. The calisthenics and running programs are conducted on a daily basis. The mass athletics program is a recreational sports program which is designed to acquaint the new cadets to the West Point intramural program and to provide the cadets with some form of relaxation during this very vigorous training. The program is conducted on a daily basis (M–F) for a period of approximately ninety minutes. During the latter part of C.B.T., all new cadets take part in a day-long program of athletic competition called the Athletic Sweepstakes. Each company fields a team in a number of selected sports. Round robin tournaments are scheduled in these sports in addition to a track meet and swimming meet. All tournament and meet results are compiled and combined for each company with one company ultimately beginning declared the winner of the sweepstakes.

Female cadets performed alongside male cadets in all phases of the physical training program. The only difference between what was required of the female cadets as compared to the male cadets was the substitution of the M-16 rifle for the M-14 rifle as the weapon females used during the reveille exercise and running programs. Two other changes were also made in C.B.T. 1976, whether these were a direct result of women being admitted is not known.

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28 Department of Physical Education, United States Military Academy, "Memorandum to Cadet Basic Training (C.B.T.) Cadre Personnel Regarding Cadet Basic Training (C.B.T.) Running Program."

29 Department of Physical Education, United States Military Academy, Physical Education Syllabus, 1980, p. 18.
Prior to C.B.T. '76, all new cadets ran in formation at the prescribed pace; beginning with C.B.T. '76, a voluntary running program was developed that allowed new cadets, both male and female, who could not run at the prescribed pace to run individually at their own pace in a developmental interval training program. The second change that was made was that all new cadets were scheduled to wear combat boots for a break-in period prior to actually exercising in the boots.\textsuperscript{30} Both of these changes were further refined over the next two C.B.T. sessions. Beginning with C.B.T. '77, all new cadets no longer ran in combat boots, instead they ran in athletic shoes designed specifically for running.\textsuperscript{31} The running program was changed for C.B.T. '78 when the developmental running program was no longer voluntary. Beginning that year, each new cadet was timed in a one and one-half mile run shortly after arriving at West Point and was placed in one of three running groups according to the time. The three groups were: Black group constituted the fastest 25 percent of the class; the Gray group constituted the middle 50 percent of the class; the Gold group constituted the slowest 25 percent of the class.\textsuperscript{32} The Black group began the training program with a run/walk program of 10 minutes of running, 1 minute of walking

\textsuperscript{30}Project Athena I, op. cit., pp. 19 and 49-50.
\textsuperscript{31}Project Athena II, op. cit., p. 37.
\textsuperscript{32}Major Jerome Adams, Report of the Admission of Women to the United States Military Academy (Project Athena III) (West Point, New York: Department of Behavioral Sciences and Leadership, United States Military Academy, 1979), p. 55.
and 10 minutes of running at an eight minute/mile pace and ended the training program four weeks later running for 15 minutes at a seven minute/mile pace. The Gray group began the program with a run/walk program of 6 minutes of running, 2 minutes of walking and 6 minutes of running at a 8 minute 30 second/mile pace and ended the training program running 12 minutes, 1 minute walking and 12 minutes running at a 8 minute/mile pace. The Gold group began with a run/walk program of 7 minutes running, 1 minute walking, 7 minutes running at a 9 minute/mile pace and ended the training session running 15 minutes at a 8 minute 15 second/mile pace.  

Although the female cadets took part in the same training as the males during C.B.T., they experienced greater difficulty with the physical training portion of the program than did male cadets, especially the running program. On the average, the female cadets had greater difficulty in keeping pace during formation running than their male counterparts. By the end of C.B.T. '76, over 20 percent of the female cadets were reporting to remedial physical training in lieu of morning reveille exercises and running. Of the female cadets who were still running with their group by the end of the summer, close to 30 percent and in some cases, even more, were unable to successfully complete the running event with their group.  

Although these numbers improved over the course of the

33 Department of Physical Education C.B.T. Running Program Memorandum, op. cit.
34 Project Athena I, op. cit., pp. 51-53.
following couple of years, female cadets were still reporting to remedial physical training and failing to complete the runs at the prescribed pace in higher numbers than were their male counterparts. 35

Academic Year Instructional Program

Based upon the research results, the officials of the Department of Physical Education decided that very few changes would be required in the academic year physical education instructional program. 36 As a result the following is a description of the academic year instructional program that was required of cadets beginning in July, 1976.

During the fourth class year, each cadet was required to attend four courses, each course meeting twenty times. The four courses were split between the two academic semesters. Each course met three times a week until the twenty sessions were attained. Each male cadet was required to take boxing, wrestling, gymnastics and swimming. Each female cadet was required to take self-defense I and II (I meeting the first semester, II meeting the second semester), gymnastics and swimming. The gymnastics and swimming classes were co-educational, with the added feature that the cadets were placed in a swimming class commensurate with their swimming capability as demonstrated by the swimming skills test they took during the early days of C.B.T. The self defense courses for females had

35 Project Athena II, op. cit., pp. 36-38; and Project Athena III, op. cit., p. 58.

36 Anderson interview, loc. cit.
the same overall objectives as wrestling and boxing for male cadets, that is to teach each cadet the basic defensive and offensive skills of self-defense. The swimming course was the same for male and female cadets and contained instruction in swimming stroke fundamentals and survival swimming. The gymnastics course was a course that needed to be changed due to the admission of females. Female cadets were given instruction on the uneven parallel bars in place of the parallel bars and also received instruction on the balance beam and in vaulting.  

The instructional program during the third class year consisted of each cadet taking three courses of approximately eight, one hour sessions each. One of the courses had to be a lecture course in personal conditioning. The other two courses encompassed instruction in sports skills. The cadets had a number of sports from which to choose ranging from team sports such as basketball and volleyball to the individual sports of golf, racquetball and tennis. There was no change in the third class instructional program due to the admission of women. 

The second and first class years each require the cadet to take two courses of 9-10 one hour sessions per course each year. The emphasis during these two years is on developing skills in lifetime sports and developing advanced skills in a particular sport. 

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37 Ibid.  
if the cadet chooses. Again, like the third class year, there was no change in the instructional program for these two years due to the admission of women.39

Based on a desire by the faculty of the Physical Education Department for as comprehensive a program as possible the sequence of courses that cadets take during their first two years was changed beginning with the 1979-80 academic year. All fourth year cadets were still required to take swimming and gymnastics. Wrestling for male cadets and self-defense II for female cadets were moved to the third class year and the fundamentals of physical fitness course taught during third class year was moved to the fourth class year. In addition to this exchange of courses, a course in close quarters combat was added to the third class year; the course consists of selected techniques of self-defense, karate, judo, hand-to-hand fighting, wrestling and street fighting.40

Upperclass Summer Training

In addition to the instruction in physical education, cadets also take part in and are responsible for conducting certain physical training programs during summer months.41


40 Anderson interview, ibid., and 1980 Syllabus, ibid., pp. 7-10.

During the third class summer at Camp Buckner, cadets take part in a daily program of calisthenics and running. In addition to taking part in this physical training program, they also receive a block of instruction in the basic fundamentals of how to conduct a structured physical training program in accordance with Army procedures.\textsuperscript{42}

During their second class summer, cadets are on their own to maintain their level of physical fitness.\textsuperscript{43}

During their first class summer, cadets are required to lead military physical training for cadets who are engaged in Cadet Basic Training or Cadet Field Training at Camp Buckner. The performance of the first class cadets is monitored and critiqued by Department of Physical Educators instructors.\textsuperscript{44}

Physical Fitness Testing

Each year a cadet is at West Point, he/she is required to take a number of physical fitness tests.\textsuperscript{45}

During their fourth class year, cadets take three tests: the indoor obstacle course, the physical ability test and a two-mile run. In the opinion of many, the indoor obstacle course is the most difficult physical task the cadets are required to perform during their four years at West Point.\textsuperscript{46} There are 10 obstacles on

\textsuperscript{42}Ibid., p. 8. \textsuperscript{43}Anderson interview, loc. cit.

\textsuperscript{44}1976 Syllabus, op. cit. pp. 10-11. \textsuperscript{45}Anderson interview, loc. cit.

\textsuperscript{46}Anderson interview, loc. cit., and Peterson interview, loc. cit., and Stauffer interview, loc. cit., and personal interview
the course that require each cadet to demonstrate muscular strength and endurance, flexibility, cardiorespiratory endurance, agility and physical skill. The cadet is timed on how long it takes him/her to negotiate the course. If a cadet fails to correctly execute an obstacle on the first attempt, a penalty watch is started on him/her. The cadet must continue to execute the obstacle during the penalty period. If after the prescribed penalty time has elapsed, the cadet has not successfully completed the obstacle, he/she is allowed to proceed to the next obstacle. If the cadet completes the obstacle prior to the end of the penalty period, he/she continues on to the next obstacle with no additional penalty. The fourth class cadets take the indoor obstacle course during the spring of the academic year. The skills necessary to execute the various obstacles are taught during the gymnastics course each fourth class cadet takes during the academic year.\(^47\) (See page 167 for a description of each obstacle.)

The physical ability test is a repeat of the physical aptitude examination the cadets were required to take as part of the admission criteria. There is one change in the test as it relates to females and that is when taking the physical ability test, females are required to do pull-ups and not the flexed arm hang. As was discussed

\(^{47}\)Department of Physical Education, United States Military Academy, "Instructions for the Indoor Obstacle Course."
Table 1
West Point Indoor Obstacle Course Test

Obstacle #1 -- Tunnel Crawl

Performance: MEN and WOMEN -- From a standing start at starting line, move forward ten feet and drop down to prone position. Move forward head first and face down full length of tunnel. Slide on chest and use hands as in alligator crawl.

Penalty Time: MEN and WOMEN -- 15 seconds.

Obstacle #2 -- Two Hand Vault

Performance:

(1) MEN -- With a running start, place two hands on obstacle simultaneously and vault over touching with hands only and land on the feet.

(2) WOMEN -- With a running start, utilize any means (vaulting, climbing, etc.) to scale the obstacle and land on the feet.

Penalty Time: MEN and WOMEN -- 15 seconds.

Obstacle #3 -- Shelf Mount

Performance: MEN and WOMEN -- Mount shelf using an approved method: (1) hook heel and elbow on edge of shelf or (2) perform a muscle up by hooking both elbows on edge of shelf. Climb onto the track and then go to either left or right corner. If cadet fails to mount the shelf, he will climb the ladder after the penalty period.

Penalty Time: MEN and WOMEN -- 15 seconds.

Obstacle #4 -- Balance on H-Bars

Performance: MEN and WOMEN -- Climb onto H-Bars and balance walk to center using vertical supports for assistance. Touch any part of center supports painted red. Drop down to floor and land on both feet simultaneously.

Penalty Time: MEN and WOMEN -- 15 seconds.

Obstacle #5 -- Thru the Tires

Performance: MEN and WOMEN -- With a running start, grasp top of tires or straps and slide thru feet first.

Penalty Time: MEN and WOMEN -- 15 seconds.
Table 1 (continued)

Obstacle #6 -- P-Bar Hand Walk

Performance: MEN and WOMEN -- Mount P-Bars at end outside of supports. Hand walk full length of two sets of P-Bars. Dismount outside supports at other end. If performer slips to floor or dismounts too soon, he/she will remount behind the spot of error and continue.

Penalty Time:

(1) MEN -- 15 seconds anywhere along the bars.
(2) WOMEN -- 30 seconds if error occurs on first set of bars; 15 seconds if error occurs on second set of bars.

Obstacle #7 -- Wall Scale

Performance: MEN and WOMEN -- With a running start, scale wall without use of side supports. Dismount safely landing on two feet simultaneously.

Penalty Time: MEN and WOMEN -- 15 seconds.

Obstacle #8 -- Horizontal Ladder

Performance: MEN and WOMEN -- Hang on first rung with one or both hands and suspend your weight from each rung as you move to the other end ensuring that you suspend your weight from the last rung. If performer falls off rungs, he/she returns to the beginning of ladder and remounts.

Penalty Time:

(1) MEN -- 15 seconds anywhere along the ladder.
(2) WOMEN -- 30 seconds anywhere along the first 7 rungs of the ladder; 15 seconds anywhere along the last 7 rungs of the ladder.

Obstacle #9 -- Rope Climb

Performance: MEN and WOMEN -- Using leg clinch and hands, or hands only, climb rope and touch mark on rope four feet above shelf before touching any part of shelf or shelf supports. Then mount the shelf and move to the railing around the running track.

Penalty Time: MEN and WOMEN -- A cadet who touches the mark on the rope four feet above shelf, is unable to mount shelf, and subsequently returns to the floor will proceed to the ladder without a time penalty. A cadet who reaches a point on the rope above shelf
Table 1 (continued)

with both hands and (1) mounts the platform before touching the four foot mark on the rope, or (2) returns to the floor, will be assessed a 15 second penalty and then allowed to proceed (1) to the running track, or (2) to the ladder to mount the shelf and continue on the course. A cadet who does not reach a point on the rope above the level of the shelf with both hands and returns to the floor will be assessed a 45 second penalty and then allowed to proceed to the ladder to mount the shelf and continue on the course. During the 45 second penalty time, additional attempts to climb the rope may be made.

Note: Name, Company and Penalty Time (15 sec. or 45 sec.) will be recorded on any woman who fails the rope climb.

Obstacle #10 -- Running Two and Three Quarter Laps on the Track

Performance: MEN and WOMEN -- Climb over railing to track and pick up 6 lb. medicine ball. Hold ball in two hands in front of body and run one full lap around track. Drop ball where it was picked up. Pick up red baton and carry it in a visible manner for one full lap. Drop baton where it was picked up. Run empty handed to finish line and raise empty hands over head when approaching finish line to indicate completion of course. Listen to instructor at finish line sound off with your finish time as you cross finish line. Stop immediately and pick up time slip at door and go immediately into 3rd Floor hallway. Give time slip to instructor at table and tell him your name and company. After you have seen your finish time recorded and running time computed, depart to the locker room.
earlier in this chapter, all new cadets are required to perform pull-ups during their in-processing to the Academy, from that time on females are put on a training program that is designed to develop upper body strength. When discussing this training program Dr. James Peterson indicated that the "single most valuable tool" in developing upper body strength in the females was a program of negative only training. Dr. Peterson explained that negative only training involves the muscles doing only the eccentric portion of the contraction versus the concentric portion of the contraction. For example, in pull-ups negative only training would require the individual to only lower themselves from the flexed arm position. This test is administered in the fall of the year.

The final physical fitness test that fourth class cadets take is the two-mile run. The test is run during the fall of the year. No distinction in running procedure or course lay-out is made between men and women cadets.

The physical fitness tests for the three upperclasses are the same. Each cadet in these three classes performs a two-mile run in the fall, negotiates the indoor obstacle course in the winter

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48 1976 Syllabus, op. cit., p. 7; and Anderson interview, loc. cit.

49 James Peterson interview, loc. cit.


51 1976 Syllabus, ibid., p. 8, and Anderson interview, ibid.
and takes the advanced physical fitness test in the spring. The
two-mile run and indoor obstacle course are the same as the fourth
class tests. The advanced physical fitness test is an Army test
that the cadets will be required to take once they graduate from
the Academy and are on active duty. The test is designed to test
the overall physical strength, power, agility, coordination and
cardiorespiratory endurance of the individual. No distinction in
any of these test procedures is made between men and women.\footnote{1976 Syllabus, ibid., pp. 9-11; and Anderson interview, ibid.}
(See page 172 for a description of the items that comprised the advanced
physical fitness test.)

**Special Physical Education Program**

The special physical education program is organized to meet
the individual needs of all cadets. The five components of the
special physical education program are as follows: posture, recondi-
tioning, weight control, developmental program and injury care
and prevention.\footnote{1976 Syllabus, ibid., pp. 17-18.}

The posture component of the special physical education
program provides formal instruction in the elements of good pos-
ture through lectures and demonstrations. Whenever necessary, cor-
rective exercise programs are provided for cadets who exhibit reme-
dial postural defects.\footnote{Ibid., p. 18.}
49 Yard Inverted Crawl. This event tests arm and leg coordination as well as overall strength and endurance. The starting position is the same as that used for the crab walk. The cadet supports his body with both hands and feet, facing skyward, feet flat on the ground, toes behind the starting line. On the command, "GET SET," the cadet raises his body, and on "GO," he crawls 20 yards as rapidly as possible until he touches the end line with one of his feet. He then crawls backwards the same 20 yards until both his feet have cleared the finish/start line. Time is recorded to the nearest 1/10 of a second.

Horizontal Ladder. This event tests the shoulder girdle strength and endurance, and coordination of hand-over-hand forward motion. A one-minute time period governs this test. On the signal to mount the bars, grasp the first rung with both hands using the forward grip. On the command, "HANG," the weight is supported by the arms on the first rung. On the command, "GO," start forward by grasping the next rung. The alternate hands method may be used or you may hang with both arms from each rung. Continue to traverse the ladder until hearing the command, "STOP," at the end of 1 minute. Time will be announced at 15 second intervals. You will be scored on the number of rungs from which your weight was suspended. If you tire and desire to rest, you may do so, but you must continue to suspend your weight without dropping off. If you accidentally lose your grip and fall off during the first trip down the ladder to including falling during the act of turning around (rung 14) you will be stopped and permitted to go to the end of the line to attempt the event a second time. On the second attempt, the rung count starts at zero. If you fall off a second time at any place on the ladder, no further attempts are permitted and the score will equal the number of rungs gained on the second attempt.

Run, Dodge, and Jump. This event tests agility, coordination, and explosive power. On the command, "GO," the cadet runs between the first two hurdles taking the direction indicated by the arrows. He then jumps the 5 foot wide ditch and runs between the other two hurdles again using the arrows to guide him. Circling the last hurdle, he starts back between the hurdles negotiating the hurdles and jumping the ditch as before. The event consists of two round trips through the course. Obstacles cannot be grabbed by the runner as an aid and the ditch must be successfully cleared. If the cadet touches an obstacle intentionally, fails to clear the ditch, or runs out of the pattern, he will be stopped and required to re-run the course. Time is recorded to the nearest 1/10 of a second.
Table 2 (continued)

Bent Leg Situps. This event measures abdominal muscle strength. A 1 minute time period governs this test. The starting position is supine (on your back) with legs flexed 90 degrees at the knee (approximately 45 degrees between thigh and ground), fingers interlaced behind the head, elbows touching the ground, and with another cadet holding the feet flat on the ground. On the command, "GO," flex at the waist until the chest makes contact with the thighs, the head comes above or between the knees, and the elbows are outside the knees. Then return to the starting position and continue to repeat the exercise as many times as possible in the time allotted. Situps must be continuous; no resting is permitted. During all phases of the event the feet must be held in contact with the ground, fingers must remain interlaced behind the head, knees must be bent, and arching the lower back off the ground prior to executing the situp is not permitted. The score is the number of correct repetitions.

Two Mile Run. To test circulo-respiratory and leg muscle endurance. On the command, "GO," you will begin running, setting your own pace, until a distance of 2 miles is covered. Your time will be announced at designated points along the track, and the finish line. Time will be recorded in minutes and seconds.

THIS TEST ITEM DESCRIPTION SUPERCEDES ALL PREVIOUS APFE TEST ITEM DESCRIPTIONS.
The reconditioning component is conducted to maintain or restore a high level of physical fitness in cadets who have been injured or who are recovering from illness. The cadet who falls into one of these categories reports for reconditioning in lieu of his/her regularly scheduled physical education class. Programs of either general or specific exercises are prescribed and followed.  

The weight control component is designed to assist cadets who are overweight and/or those who have too high a level of body fat. The cadets who fall into these categories are provided with special diets and special exercise programs.  

The developmental program component is designed to provide additional instruction and conditioning for cadets who demonstrate specific weaknesses. Various activities are used to assist the cadet in overcoming these weaknesses; these include weight training, circuit training, conditioning exercises, special swimming classes and specific programs of exercises designed to correct muscular deficiencies.  

The final component of the special physical education program is that of care and prevention of injuries. A fully equipped training room staffed by professional trainers and augmented by cadet trainers is used to provide treatment for injuries sustained in physical education classes and intramurals. In addition to treating injuries, continuous studies examine the causes of injuries.

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55 1976 Syllabus, ibid.  56 Ibid.  57 Ibid.
and proposes methods to minimize the chances of the injury happening again.\textsuperscript{58}

**Grading**

The physical education grade is a composite of periodic ratings in instructional classes and physical performance examinations. All of the grading is based upon a criteria referenced system that is, in turn, based upon performance of cadet populations over the years in various tests and activities. Because of this grading system, for the most part, cadets are aware of the level of performance required for any specific grade at the beginning of the course.\textsuperscript{59} For example, the cadet knows that to receive an A+ in gymnastics, he must accumulate at least 191 points over the span of twenty lessons, or that to receive an A+ in swimming he must accumulate at least 197 points.\textsuperscript{60} The year end physical education grade is the average of the grades the cadet has received in instructional classes and physical performance examinations over the course of the academic year. Each grade received, however, is not necessarily equal in weight to all others. Some classes and tests receive a double or even higher weighting.\textsuperscript{61}

\footnotesize{\textsuperscript{58}Ibid. \textsuperscript{59}Ibid., p. 19. \textsuperscript{60}Department of Physical Education, United States Military Academy, "Male Cadets Gymnastics Grading Scale," and "Cadet Swimming Grade Scale." \textsuperscript{61}1976 Syllabus, loc. cit.}
In recognition of the physiological differences and capabilities between men and women, separate grade scales for men and women were constructed in activities that place a premium upon cardiovascular endurance and upper body strength. 62 The only instructional class that has separate grading scales for men and women is gymnastics because of the upper body strength demands of the class. Each cadet in the class is taught a number of skills in nine activities, as part of their grade they must perform at least one skill in each of the nine areas and are awarded a grade on a scale of 5 (outstanding) to 1 (just passing). These nine activities are the same for male and female cadets and include tumbling, vertical rope, side horse, horizontal rope, horizontal bar, rings, obstacle course, trampoline, and bar vault. In addition to these nine activities, male cadets receive instruction on the parallel bars, elephant and long horse vaulting. Female cadets receive instruction on the uneven parallel bars, balance beam and vaulting. The cadets must perform at least one skill in each of these three areas and are graded on their performance on the same 5-1 scale. A male cadet must accumulate 98 points to receive a "C" in the course, whereas a female cadet must accumulate 70 points to receive a "C". This translates into a male cadet needing to perform approximately 33 skills on the 12 pieces of apparatus and receiving an average grade of 3 on each skill as compared to a female cadet

needing to perform approximately 24 skills and receiving an average grade of 3 on each skill.\textsuperscript{63}

On all of the physical fitness performance tests there are separate grading scales for male and female cadets. The following chart is a comparison of the scores male cadets and female cadets must achieve in order to receive an overall "C" on the test.\textsuperscript{64}

<table>
<thead>
<tr>
<th>Test</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indoor Obstacle Course</td>
<td>3:30</td>
<td>5:53</td>
</tr>
<tr>
<td>Two Mile Run</td>
<td>14:17</td>
<td>16:30</td>
</tr>
<tr>
<td>Advanced Physical Fitness Test</td>
<td>389</td>
<td>368</td>
</tr>
<tr>
<td>Sit-ups</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td>Horizontal Ladder</td>
<td>60</td>
<td>27</td>
</tr>
<tr>
<td>Run, Dodge, Jump</td>
<td>23.1 sec</td>
<td>26.3 sec</td>
</tr>
<tr>
<td>Inverted Crawl</td>
<td>17.9 sec</td>
<td>25.5 sec</td>
</tr>
<tr>
<td>Two-Mile Run</td>
<td>14:17</td>
<td>17:23</td>
</tr>
<tr>
<td>Physical Aptitude Test</td>
<td>300</td>
<td>290</td>
</tr>
<tr>
<td>Pull-ups</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Standing Long Jump</td>
<td>88&quot;</td>
<td>72&quot;</td>
</tr>
<tr>
<td>Basketball Throw</td>
<td>67'</td>
<td>40'</td>
</tr>
<tr>
<td>300 yard Shuttle Run</td>
<td>59.4 sec</td>
<td>66.6 sec</td>
</tr>
</tbody>
</table>

**Overall Performance of Female Cadets in Physical Education Program**

Everyone in the Department of Physical Education that this researcher spoke with stated that, as a whole, the female cadets

\textsuperscript{63}Department of Physical Education, United States Military Academy, "Female Cadets Gymnastics Grading Scale," and "Male Cadets Gymnastics Grading Scale," loc. cit.

\textsuperscript{64}Department of Physical Education, United States Military Academy, Testing Booklet, AV 80-81.
had performed very well in the physical education program. The standards had been set high for the female cadets, just as they are set high for male cadets, and the females had met the standards. The female cadets had been challenged at every turn and had to prove they belonged at West Point and they had met that challenge. The performance of the female cadets in the physical education program aided in their acceptance as cadets. Not all of the male cadets, faculty and staff members wanted females to be admitted to West Point, but by performing and performing well in this very physical environment, the female cadets started to break down the barriers. No one this researcher spoke with felt the standards in gymnastics and on the physical fitness would ever be the same for male and female cadets. They felt they may get closer together but they would never be the same.66

United States Naval Academy

Historical Background

The first curriculum at the Naval Academy made no provision for any form of physical education or athletic recreation. However, in 1850 midshipmen began to receive instruction in fencing. The program extended over the four years a midshipman was at the Academy


66S. Peterson interview, ibid.
and classes were usually conducted once or twice a week.\textsuperscript{67}

In 1867, gymnastics was added to the curriculum. Boxing was part of the gymnastics curriculum. Besides gymnastics, all midshipmen were required to learn to dance.\textsuperscript{68}

The physical education curriculum remained fairly constant until the early 1900s when swimming and wrestling were added to the curriculum. By the mid 1920's, football, crew, handball and basketball were added.\textsuperscript{69}

Changes were made to the physical education curriculum as a result of World War II. Underwater training was added to the program. Personal contact subjects such as boxing and wrestling were stressed. New courses of hand-to-hand combat and combat fencing were introduced. Midshipmen found to be substandard in strength, endurance or physical ability were placed in a special program where they received additional and specialized instruction. It was also in the period following World War II that the obstacle course was added to the curriculum.\textsuperscript{70}

In 1948, physical education was for the first time recognized as an academic department, carrying academic weight. Thus, failure to meet the standards of the Department could result in failure to graduate. The period from 1948-1961 saw the physical education

\textsuperscript{67}Department of Physical Education, United States Naval Academy, Physical Education Syllabus, 1976 (Annapolis, Maryland: Department of Physical Education, United States Naval Academy, 1976), p. 1.

\textsuperscript{68}Syllabus, ibid., p. 2. \textsuperscript{69}Ibid., p. 4. \textsuperscript{70}Ibid., p. 5.
curriculum remain basically unchanged.\textsuperscript{71}

Beginning in 1961, midshipmen were given the opportunity to validate physical education subjects. In addition, an elective program was put into effect that enabled first class midshipmen to register for electives in the area of carry-over sports.\textsuperscript{72}

\textbf{Administrative Organization of the Department of Physical Education}

The following is an organizational chart that depicts the line of authority under which the Department of Physical Education falls within the Academy: \textsuperscript{73}

\begin{center}
\begin{tikzpicture}
  \node (superintendent) {Superintendent};
  \node (commandant) [below of=superintendent] {Commandant of Midshipmen};
  \node (head) [below of=commandant] {Head of Department of Physical Education/ Director of Athletics};
  \node (deputy_head) [left of=head] {Deputy Head of the Department of Physical Education};
  \node (deputy_director) [right of=head] {Deputy Director of Athletics};
  \draw (superintendent) -- (commandant);
  \draw (commandant) -- (head);
  \draw (head) -- (deputy_head);
  \draw (head) -- (deputy_director);
\end{tikzpicture}
\end{center}

The following is an organizational chart for the Department of Physical Education: \textsuperscript{74}

\begin{itemize}
\item \textsuperscript{71}Ibid., pp. 5-6.
\item \textsuperscript{72}Ibid., p. 6.
\item \textsuperscript{73}Ibid., p. 7 and personal interview of J.O. Coppedge, Director of Physical Education, United States Naval Academy, Annapolis, Maryland, March 24, 1980.
\end{itemize}
Faculty Within the Department of Physical Education

The faculty of the Department of Physical Education is composed of approximately forty-five military and civilian educators. There is an approximate 50-50 military-civilian split. All of the positions in the above organizational chart are military positions except Deputy Physical Education Officer, Scheduling Supervisor and Intramural Sports Program Assistant. The Head of the Department is the only permanent military position; all of the others are usually at Annapolis for tours lasting 2-3 years.\textsuperscript{75}

\textsuperscript{74} Syllabus, op. cit., p. 245 and Coppedge interview, loc. cit.

\textsuperscript{75} Coppedge interview, loc. cit.
The civilian members of the faculty usually hold a Master's degree in physical education and have expertise in some sport area. There are four academic ranks that a civilian could hold: instructor, assistant professor, associate professor, professor. Usually the only full professor position is held by the Deputy Physical Education Officer. There is usually fifty percent of the civilian faculty tenured at any one time. An individual must be at Annapolis for seven years before becoming eligible for tenure. At the seven year point, if an individual is not granted tenure, but the Academy wishes them to stay, the individual can waive his tenure rights and remain at the Academy. 76

The military faculty that hold teaching versus administrative positions are usually a 50-50 Academy graduate-non-Academy graduate split. Unlike West Point, the military officers who are appointed to teaching positions at Annapolis are not sent to a civilian graduate institution to receive a Master's degree prior to assuming their duties at Annapolis. 77

Aims and Objectives of the Physical Education Program

The basic purpose of the physical education program at Annapolis is the development of physical fitness in midshipmen and to teach him/her how to maintain such a level throughout his/her years

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76 Ibid.
77 Ibid.
as a naval officer.\textsuperscript{78}

This purpose translates into the following objectives:

(a) development of the maximum level of endurance, strength, flexibility, agility and basic physical skills;

(b) development of proficiency in aquatics and confidence in meeting emergency conditions in the water;

(c) development of the ability and confidence in defending oneself against attack;

(d) development of a keen interest and sufficient skill in carry-over sports;

(e) an introduction to the principles and methods employed in organizing, supervising and conducting athletic and physical education programs.\textsuperscript{79}

To accomplish these objectives, each midshipman takes part in the four year mandatory physical education program. During the course of their four year stay at Annapolis, midshipmen will take part in 165 hours of physical education. These 165 hours break down into 41 hours of swimming, 34 in personal defense, 24 in personal development, 32 in physical fitness testing, 2 in athletic administration, 31 in recreational sports and 1 in officiating.\textsuperscript{80}

\textsuperscript{78}Personal interview with Anthony Rubino, Professor of Physical Education and Deputy Physical Education Officer, United States Naval Academy, Annapolis, Maryland, March 24, 1980.

\textsuperscript{79}Syllabus, op. cit., p. 23.

\textsuperscript{80}Syllabus, ibid., p. 25, and Rubino interview, loc. cit.
Planning for the Admission of Women

The planning for the admission of women to the Naval Academy on the part of the officials of the Department of Physical Education at Annapolis was different than what was done at West Point. A review of the literature pertaining to the physiological differences between men and women was done and there was an exchange of information with the other academies. Basically the officials at Annapolis came to the same conclusion as the officials at West Point—women are not as strong as men nor do they have the same level of cardiovascular endurance as men. 81

Using the results of the literature review and the scales for various levels of physical fitness as established by the President's Council on Physical Fitness and the American Alliance of Health, Physical Education and Recreation, along with the world record times of events that men and women compete in, the officials at Annapolis made changes in the physical education program and physical fitness grading scales to take into account the physiological differences between men and women. 82

Physical Aptitude Examination (P.A.E.)

As was discussed earlier in this chapter, all three service academies substituted the flexed arm hang for women on the P.A.E. instead of pull-ups.

81 Personal interview, Mr. Heinz Lenz, United States Naval Academy, loc. cit.
82 Ibid.
The Naval Academy's requirements on the P.A.E. are significantly different than the other two academies. To qualify for admission, candidates to the Naval Academy must earn a minimum of 100 points in any combination on the four items of the test. However, 25 of those 100 points must be earned in pull-ups for men and in the flexed arm hang for women. The following is a chart that indicates the level of performance a candidate must meet in order to receive 25 points in that item and the average level of performance in each item for the Class of 1980:

<table>
<thead>
<tr>
<th>Item</th>
<th>Men Required/Average</th>
<th>Women Required/Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pull-ups</td>
<td>2/9.4</td>
<td>3 sec/22.6 sec</td>
</tr>
<tr>
<td>Flexed Arm Hang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing Long Jump</td>
<td>74&quot;/91.2&quot;</td>
<td>59&quot;/71.3&quot;</td>
</tr>
<tr>
<td>Knelling Basketball Throw</td>
<td>44'/68'</td>
<td>24'/39.4'</td>
</tr>
<tr>
<td>300 yard Shuttle Run</td>
<td>68.2 sec/60.1 sec</td>
<td>83.5 sec/67.9 sec</td>
</tr>
</tbody>
</table>

Plebe Summer

Plebe summer is the beginning of the midshipman's education and training at Annapolis. During plebe summer the midshipmen take part in an extensive physical fitness development program as well as a program in sports skills development that is designed to prepare the new midshipmen for the academic year to follow. This objective

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is accomplished through activities in three distinct areas: (a) physical education program; (b) intramural sports program; and (c) varsity athletic program.\textsuperscript{84}

The summer physical education program is divided into four areas: (a) morning exercise and run program; (b) the teaching of elementary sports skills, basic to the physical education curriculum; (c) physical fitness testing; and (4) remedial work for those plebes not meeting minimum standards.\textsuperscript{85}

The morning exercise and run program is conducted five days a week from 6:00 - 6:45 am for the entire length of plebe summer. The program is divided into a series of exercises to develop cardiovascular endurance, strength and flexibility. The exercises are done at a pace that is geared for "regulars," instructors may vary the pace for substandard performers and for above-average performers. The jogging program begins with a run of 3/4 of a mile and progresses until at the end of the summer, all midshipmen are running two miles at an 8 minute/mile pace. There is no distinction between levels of ability in the jogging program. All midshipmen run in formation with their company. After jogging the required distance all midshipmen take part in a circuit training program that is designed to test cardiovascular endurance, strength and flexibility.\textsuperscript{86}

Each midshipmen is required to attend classes in activities that are basic to the physical education classes they will be taking

\textsuperscript{84}Syllabus, op. cit., p. 53. \textsuperscript{85}Ibid. \textsuperscript{86}Ibid., pp. 77-83.
during their first academic year at Annapolis. During the summer, they attend eight periods of swimming instruction and one session on personal conditioning; in addition, male midshipmen attend six lessons in boxing and wrestling, while female midshipmen attend six lessons in hand-to-hand combat.\textsuperscript{87}

Each midshipmen takes four physical fitness tests during plebe summer. The first is the "W"-course test. Basically this is an obstacle course which tests the midshipman’s agility. (See page 188 for an explanation of the course.) The next test is the applied strength test. This test is composed of pull-ups for men and flexed arm hang for women, sit-ups in two minutes and dips for males and modified dips for females. The standing long jump replaced the dips and modified dips in 1978. The third test is the PEP test. This test is composed of the three items of the applied strength test plus a mile run and is conducted at the end of the summer. In addition, this test is a competition between the various companies that plebes are assigned to for the summer and the results will determine who is the overall champion. So this test takes on additional meaning as each midshipman is not only performing for himself but for the other 80 or so midshipmen in his/her company. The final test is not graded but is used to familiarize the midshipmen with the obstacle course test which they will have to run during the academic years. The course consists of thirteen obstacles and is approximately 440 yards in length. (See page 190 for an

\textsuperscript{87}Ibid., p. 54.
Table 5
Annapolis Test Procedure "W" Course

"You will start on the signal 'Go' from a position lying on the back, arms folded over chest with back of head on starting line. You must go over both hurdles, pick up a block from the first box with left hand, run around dodge posts, deposit block in next box with right hand, scale or vault wall, run around dodge posts, pick up another block from the next box with left hand and deposit it in box near finish. Blocks are to be dropped in box, not thrown, and they must stay in box. Wall must be scaled or vaulted."

Test Procedure

The following rules shall be enforced by the instructor:

(a) Runner must go over both hurdles and shall continue if either or both hurdles are knocked down.

(b) Block must be picked up from box with left hand.

(c) The block shall be deposited in Box B with right hand. If block comes out, runner must stop and put it in the box.

(d) Runner shall climb or vault over the wall.

(e) A second trial run shall be given if the participant is unduly delayed by a misjudgment of scaling the wall, depositing block, etc.

(f) The time shall be recorded to the nearest tenth of a second.

(g) A line of chalk shall be drawn or arrows painted on the surface to indicate turns.

(h) Mats shall be placed on the far side of the 6 ft. (5 ft) bulkhead to avoid injuries in case a participant falls.

(i) The best method for the use of personnel in the administration of this test is to have an instructor act as starter and have two others doing the timing. (Three instructors).

The timers may follow visually the midshipman they are timing, through the entire course. If the runner is in error at any point, he should be disqualified and given a retrial. Very little moving around by the timers is required. Two or three officials may administer the test at the same time if it is desired. A scorer should be located at the finish line. The starter should give instructions to the midshipman and see that the course is kept in order during the running of the test. Midshipmen who are at the end of the test line may be used to refill the block boxes, replace dodge posts, re-straighten mats, hurdles, etc.
Extra-instruction classes are prescribed and attendance required for those midshipmen who do not meet required standards in swimming, endurance, applied strength or agility. These classes meet four times a week in the afternoon while the rest of the plebe class is taking part in the summer intramural program.  

The summer intramural program is designed to acquaint the midshipmen with the varsity and intramural sports programs at Annapolis as well as to provide an outlet for the nervous tension and pressure that accompanies the training they are undergoing. The program is held in the late afternoon on a daily (M-F) basis and is ninety minutes in duration. Each midshipman must participate in one of eleven intramural sports plus the P.E.P. physical fitness test. The only exceptions to this participation requirement are for those midshipmen who are required to participate in the special instruction program or those midshipmen who are attending try-outs for a varsity sport. Points are awarded for the first six places in the tournaments held in the 11 sports plus points are awarded for the P.E.P. physical fitness competition. All of the points are added together at the end of the summer and the team champion of the summer program is crowned.

88 Ibid., pp. 56, 60, 75-76 and 83-85. 89 Ibid. p. 55 and Lenz interview, loc. cit.

90 Department of Physical Education, United States Naval Academy, Bridge Intramural Program Manual, Fourth Class Summer, 1979 (Annapolis, Maryland: Department of Physical Education, United States Naval Academy, 1979), pp. i, 1-2 - 1-3, 2-1.
Table 6
Annapolis Obstacle Course

Test Procedure

(1) On instructors' command 'Go' do a forward somersault around the starting bar.

(2) Run up front of 'roof' and jump to the lower platform as you ascend.

(3) Run to ramp, jump into gravel pit and run through.

(4) Shelf

(a) Men -- At shelf come to a two-foot take off (stance), jump vertically as high as possible placing forearms on the top side of shelf. Raise leg or hips above shelf and roll. This obstacle must be taken from the front. Go forward to railings, sit down and jump off.

(b) Women -- At the shelf a small step just to the left of this obstacle is employed by women. Once on top, women continue the same as men.

(5) Hand vault parallel bars.

(6) Climb cargo nets, place leg over top and climb down other side of obstacle.

(7) Zig-zag walk on top of balance wall.

(8) Run through zig-zag.

(9) Wall

(a) Men -- At the wall step on lower 2 x 4, with hands on top and spring straight up, scramble until hips are over wall and drop off.

(b) Women -- At this obstacle, the lower bulkhead is taken by the women employing the same technique as above.

(10) Run to inclined ramp, jump on wall and jump off.

(11) Ladder Wall -- climb wall, lay on top, belly down, slide across, place feet and climb down.

(12) Over and under -- crawl under, hand vault over four foot wall and crawl under obstacle on far side of wall.
Table 6 (continued)

(13) **Horizontal Ladder**

(a) **Men** -- Hand walk on ladder, if you fall off jump back where you fell from. At end of ladder raise legs over end and jump off.

(b) **Women** -- At this obstacle an adjacent ladder with smaller bars is taken by women employing the same technique as the men.

(14) **Sprint to the finish line.**

The timers may follow visually the midshipman they are timing, through the entire course. If the runner is in error at any point, he should be disqualified and given a retrial. Two or three officials may administer the test at the same time if it is desired. A scorer should be located at the finish line.
During the summer program, the new midshipmen are also exposed to the varsity sports offered at the Naval Academy. The midshipmen receive a class on 11 different sports with emphasis being placed on the less familiar sports of crew, gymnastics, fencing, lacrosse and squash.  

The female midshipmen take part in the summer program alongside the male midshipmen. Like their counterparts at West Point, they experienced difficulty in keeping pace with the "regulars" during the morning exercise program and also experienced difficulty in the running program. For example, during the P.E.P. physical fitness program male midshipmen ran one mile in an average of 5:48, while the average for female midshipmen was 7:12.  

Academic Year Instructional Program

Just as was done at West Point few changes were made in the instructional program due to the admission of women. The following is a description of the four year academic year instructional program.

During the fourth class year, all midshipmen are required to attend ten different courses, the number of course meetings varies from course to course, but each class session is usually fifty-sixty minutes in length. Each midshipman is required to take the following courses, the number in parenthesis is the number of times

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91 Syllabus, op. cit., pp. 53-54.  92 Lenz interview, loc. cit.
93 Rubino interview, loc. cit. and Lenz interview, ibid.
the course meets: swimming (12), gymnastics (12), principles of personal conditioning (3), golf (4), tennis (3), handball (2), squash (2), volleyball (2). In addition, each male midshipman is required to take nine lessons each in boxing and wrestling, while female midshipmen take ten lessons in hand-to-hand combat and eight lessons in fencing. All of the courses that are required of both male and female midshipmen are co-educational. The gymnastics course is also co-educational but the male and female midshipmen are only taught two activities that are the same—tumbling and trampoline. In addition, male midshipmen receive instruction on the high bar, parallel bars, side horse and ropes, while female midshipmen receive instruction in the vault, on the uneven parallel bars and balance beam.\textsuperscript{94}

Instruction during the third class year finds each midshipman taking instruction in four courses. Swimming (12 class sessions) and judo (6 class sessions) are required of all midshipmen. In addition, all male midshipmen take six class sessions in boxing and one class session in tennis; while female midshipmen take four class sessions in fencing and three class sessions in tennis.\textsuperscript{95}

During the second class year, all midshipmen take swimming (11 class sessions), hand-to-hand combat (6), principles of personal

\textsuperscript{94}Syllabus, op. cit., pp. 143-153; Rubino interview, ibid.; Lenz interview, ibid.; and Department of Physical Education, United States Naval Academy, "Physical Education Curriculum Hours Summary."

\textsuperscript{95}"Curriculum Hours Summary," ibid.
conditioning (4), tennis (1), two hours of electives usually in 
handball, squash or volleyball and officiating (1). 96

The instructional program for the first class year finds 
all midshipmen taking swimming (6), principles of personal conditioning (5), athletic administration (2) and electives (12) usually in golf, tennis, or basketball. 97

Upperclass Summer Training

There is very little summer physical education training 
for the three upperclasses. The only program is the one that exists 
for the first classmen who remain at the Academy to help train the 
new plebes during plebe summer. The first classmen monitor the 
plebes during the early morning exercise program and run with them 
during the running portion of the program. Other than this program, 
all other midshipmen are on their own to maintain their level of 
fitness throughout the summer months. 98

Physical Fitness Testing

Twice a year, each year a midshipman is at Annapolis, he/she 
must take three physical fitness tests. These tests are: (1) the 
obstacle course; (2) one mile run; and (3) applied strength. Each 
year, a midshipman is required to perform at a higher level in order 
to pass the applied strength test. 99

96 Ibid. 97 Ibid. 98 Lenz interview, loc. cit.

99 Ibid.
The obstacle course contains fourteen obstacles which are taken at moderate to fast speed. The course is designed to measure a midshipman's agility, strength and endurance. The course is the same for men and women, except for three obstacles which involve barriers that are too high for the average female to reach. (See page 190 for a description of the obstacle course.)

The one mile run is performed either on a 220 yard indoor track or 440 outdoor track. The site of the run is determined by the weather.

The applied strength tests require each male midshipman to perform chin-ups, sit-ups in two minutes and standing long jump, female midshipman are required to do flexed arm hang, sit-ups in two minutes and standing long jump.

Special Physical Education Program

There are two basic components to the special physical education program--reconditioning and developmental.

The reconditioning program is conducted to restore a high level of physical fitness in midshipmen who have been injured or or who are recovering from illness. Midshipmen report to

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100 Syllabus, op. cit., pp. 243-244; and Lenz interview, ibid.
102 Syllabus, ibid., pp. 234-238; and Lenz interview, loc. cit.
103 Lenz interview, ibid.
reconditioning in lieu of his/her physical education class.\textsuperscript{104} The developmental program is designed to provide additional instruction and conditioning for midshipmen who have not met minimum requirements in strength, endurance, flexibility or swimming. Midshipmen report to the developmental program in lieu of intramurals.\textsuperscript{105}

Grading

The grade in physical education is a composite of grades in certain activity classes plus physical fitness test grades. Male midshipmen are graded in swimming, boxing, wrestling, gymnastics, and physical fitness tests. Female midshipmen are graded in swimming, fencing, gymnastics, and physical fitness tests.\textsuperscript{106} The grading criteria in swimming for men and women is the same, except during the third class year, where female midshipmen can receive a grade of 100 percent in the two hundred yard swim by swimming the distance in 2 minutes 45 seconds, whereas male midshipmen must swim the distance in 2 minutes 35 seconds.\textsuperscript{107}

The gymnastics grading criteria is somewhat different in that only two of the areas of instruction are the same for men and women midshipmen. There are eight assigned exercises in each area of instruction for males and females and each midshipman must complete four of the exercises for a grade of 60 percent; completing

\textsuperscript{104}Ibid. \hspace{1em} \textsuperscript{105}Ibid. \hspace{1em} \textsuperscript{106}Lenz, April 1979, p. 48.

\textsuperscript{107}Ibid., p. 49.
all eight earns a grade of 100 percent.\textsuperscript{108}

As it was at West Point, the officials at Annapolis made adjustments in the grading scale for female midshipmen on the physical fitness tests due to the physiological differences between men and women especially in the areas of upper body strength and cardiovascular endurance. The following chart indicates the minimum score on each physical fitness test a female in the Class of 1980 had to achieve in order to pass the test:\textsuperscript{109}

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obstacle Course</td>
<td>Under 4 minutes</td>
</tr>
<tr>
<td>Mile Run</td>
<td>7 minutes 30 seconds</td>
</tr>
<tr>
<td>Applied Strength</td>
<td></td>
</tr>
<tr>
<td>Flexed Arm Hang</td>
<td>8 seconds</td>
</tr>
<tr>
<td>Sit-Ups</td>
<td>48</td>
</tr>
<tr>
<td>Standing Long Jump</td>
<td>57&quot;</td>
</tr>
</tbody>
</table>

After observing the female midshipmen perform these tests for a couple of years and after analyzing the results, the officials decided that the minimum requirements were too low and so they revised them to better reflect the actual performance capabilities of the female midshipmen.\textsuperscript{110}

\textsuperscript{108} Ibid.

\textsuperscript{109} Lenz interview, loc. cit.; and Department of Physical Education, United States Naval Academy, "Physical Fitness Tests Requirement for Female Midshipmen in Class of 1980."

\textsuperscript{110} Lenz interview, ibid.
As a result of the revisions to the grading minimums, the following chart compares the score on each test a fourth class male and female midshipman must achieve in order to pass the test:\(^{111}\)

<table>
<thead>
<tr>
<th>Test</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obstacle Course</td>
<td>2:55</td>
<td>3:40</td>
</tr>
<tr>
<td>Mile Run</td>
<td>6:11</td>
<td>7:11</td>
</tr>
<tr>
<td>Applied Strength</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pull-ups</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Flexed Arm Hang</td>
<td></td>
<td>13 sec</td>
</tr>
<tr>
<td>Sit-ups</td>
<td>58</td>
<td>53</td>
</tr>
<tr>
<td>Standing Long Jump</td>
<td>72&quot;</td>
<td>60&quot;</td>
</tr>
</tbody>
</table>

As was stated earlier in this chapter, each year a midshipman must perform at higher levels in the applied strength test items in order to pass the test. The following chart compares the scores a first class male and female midshipman must achieve in order to pass the test:\(^{112}\)

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pull-ups</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Flexed Arm Hang</td>
<td></td>
<td>20 sec</td>
</tr>
<tr>
<td>Sit-ups</td>
<td>61</td>
<td>56</td>
</tr>
<tr>
<td>Long Jump</td>
<td>75&quot;</td>
<td>63&quot;</td>
</tr>
</tbody>
</table>

\(^{111}\)Department of Physical Education, United States Naval Academy, "Physical Fitness Tests Grading Criteria, Second Semester, AY79-80."

\(^{112}\)Ibid.
Overall Performance of Female Midshipmen in the Physical Education Program

All of the faculty members and administrators in the Department of Physical Education with whom this researcher spoke were all quite impressed with the performance of the female midshipmen. As Mr. Lenz pointed out, the original set of standards in the physical fitness test were based on "our best estimate" of the capabilities of females. However, as the female midshipmen performed these tests, it became "apparent" that the standards had been set too low and that they needed to be revised. Like the officials at West Point, no one at Annapolis felt the standards would ever be the same for male and female midshipmen, but they did state they felt the standards would get closer together. Also, Mr. Lenz pointed out that he felt that the standards would always require a female to work closer to her maximum effort than they would for a male. 113

United States Air Force Academy

Historical Background

Unlike West Point and Annapolis, there was an organized physical education program included in the curriculum when the Air Force Academy opened its doors in July, 1955. Using the physical education programs at West Point and Annapolis as examples, the faculty members of the Department of Physical Training developed a program around five basic objectives. The faculty members felt

113 Rubino interview, loc. cit.; Coopedge interview, loc. cit.; and Lenz interview, loc. cit.
that a physical education program should:

(a) help develop and maintain adequate physical condition;

(b) teach athletic skills which could be utilized after graduation;

(c) provide experiences that would develop the character and personality of individuals trained;

(d) develop through athletics the moral and character qualities necessary for a successful officer; and

(e) train prospective officers in methods of organizing, supervising, and carrying out an adequate physical education program for his unit after entering active service.\textsuperscript{114}

Using these objectives as a guideline, the faculty members designed a program that contained four basic categories: basic cadet training, physical education, intramural sports and physical fitness testing. The physical education curriculum was divided into the basic areas of combatives, aquatics, physical development and lifetime sports. The intramural program contained a variety of activities and all cadets were required to participate in the program unless they were in a varsity sport. The physical fitness tests that were part of the original curriculum were designed to test physical ability rather than the level of fitness. That changed over the first few years the Academy was open and the physical fitness tests that are part of the curriculum do test fitness levels

\textsuperscript{114}Major Eugene Miranda, "Leadership Through Athletics" (Colorado Springs, Colorado: Department of Athletics, United States Air Force Academy, 1979) (mimeographed).
and have remained unchanged since 1962.\textsuperscript{115}

Although the variety and depth of the activities have changed over the years, the basic four categories have remained consistent since the original curriculum was begun.\textsuperscript{116}

 Administrative Organization of the Department of Physical Education

The following organizational chart depicts the line of authority under which the Department of Physical Education falls with the Academy:\textsuperscript{117}

\begin{center}
\begin{tikzpicture}
  \node {Superintendent} child {node {Director of Athletics}} child {node {Commandant of Cadets}} child {node {Chief of Staff}} child {node {Dean of Faculty}} child {node {Director of Admissions & Registrar}};
  \node {Director of Intercollegiate Athletic Program} child {node {Head Department of Physical Education}};
\end{tikzpicture}
\end{center}

The following is an organizational chart for the Department of Physical Education:\textsuperscript{118}

\textsuperscript{115}Ibid.
\textsuperscript{116}Ibid.
\textsuperscript{117}Personal interview of Major Louis Burkel, Executive Officer, Department of Physical Education, United States Air Force Academy, Colorado Springs, Colorado, February 11, 1980.
\textsuperscript{118}Ibid.
Faculty Within the Department of Physical Education

The faculty of the Department of Physical Education is composed almost entirely of military officers. The Department is authorized of 42 faculty members; of those 42 authorizations, 7 are civilian authorizations.\textsuperscript{119}

The military officers who hold the academic rank of instructor are usually at the Academy for tours of duty lasting four years. These officers fall in two categories with regards to their academic preparation. Either they have a minimum of a Bachelor's degree in physical education or they are Academy graduates. These officers are brought to the Academy because they possess expertise in a particular sport in which the Academy has a need. The Academy graduates are usually identified through the intercollegiate athletic program.\textsuperscript{120}

\textsuperscript{119}Ibid. \textsuperscript{120}Ibid.
The military officers who head the various divisions within
the Department all hold advanced degrees in physical education and
all hold associate professor rank. They usually are at the Academy
for longer tours of duty than are the military officers who hold
the academic rank of instructor. 121

The civilian instructors all hold at least a Master's degree
in physical education and possess expertise in a particular sport
or activity. They all are civil service employees and as such do
not need tenure to be retained at the Academy for long periods of
time. 122

The Department can have a maximum of four individuals on
tenure at any one time; all must be military officers. 123

All members of the Department not only have instructional
duties but also have administrative or coaching responsibilities. 124

Aims and Objectives of the Physical Education Program

Basically the objectives of the program have not changed
since the first curriculum was designed and put into effect in 1955. 125

To accomplish these objectives, each cadet is required to
take part in the mandatory four year physical education program.
Like the programs at West Point and Annapolis, the focus of the
fourth class year is on the development of physical abilities, especi-
ally in the area of combatives. The three upperclass years find

121 Ibid. 122 Ibid.
123 Ibid. 124 Ibid. 125 Miranda, ibid.
the cadets involved in a number of carry-over sports.\textsuperscript{126}

**Planning for the Admission of Women**

The faculty members of the Department followed much the same plan as did the officials at West Point. They first did a review of the research literature on the physiological differences between males and females. They found the same things that the literature review done at West Point and Annapolis had revealed—women do not possess the same levels of upper body strength and cardiovascular endurance.\textsuperscript{127}

Although this literature proved valuable as the Academy plans for the admission of women, the most significant preparation undertaken by the Department was the physical training program developed for the 15 female Air Training Officers (ATDs). As was discussed in Chapter 4, the 15 female ATDs were part of the total Academy-wide preparation for the first class of women. The program the ATDs took part in was to be as realistic as could be to the Basic Cadet Training (BCT) program that female cadets would take part in.\textsuperscript{128}

The ATDs took part in a physical conditioning program that included weight training, sports skill instruction in the classes it was expected female cadets would take and physical fitness tests,

\textsuperscript{126} Personal interview of Major Eugene Miranda, Associate Professor of Physical Education, United States Air Force Academy, Colorado Springs, Colorado, February 12, 1980.

\textsuperscript{127} Thomas, op. cit., pp. 8-26. \textsuperscript{128} Ibid., pp. 27-28.
again the ones it was expected female cadets would take.\textsuperscript{129}

The conclusions that were drawn from the ATD training program, basically confirmed what the research literature had stated and what researchers at West Point were finding in the results of their research. Specifically, 80 percent of the ATDs could not perform at least one pull-up and this was after two months of training. They had difficulty with the running portion of the physical conditioning program.\textsuperscript{130}

Based on the results of the review of the research literature and of the ATD training program, the officials made decisions regarding the program of physical education that would be required of female cadets.

\textbf{Physical Aptitude Examination (P.A.E.)}

As was discussed earlier in this chapter all three academies decided to require female candidates for admission to academies to perform the flexed arm hang instead of pull-ups. This was really not unanticipated by Air Force Academy officials. The operations plan for the admission of women that was issued in December of 1973 called for the four items of P.A.E. for women to be: flexed arm pull-up, agility run, standing long jump and 300 yard shuttle run.\textsuperscript{131} By July of 1975, the four items were flexed arm hang,

\textsuperscript{129} Ibid., p. 28. \textsuperscript{130} Ibid., pp. 32 and 40.

volleyball throw for distance, standing long jump and 300 yard shuttle run.\textsuperscript{132} And in the final plan of October, 1975, the only change was the basketball throw for distance was put in the place of the volleyball throw.\textsuperscript{133}

The average P.A.E. scores for the women in the Class of 1980 were as follows:\textsuperscript{134}

<table>
<thead>
<tr>
<th>Test Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexed Arm Hang</td>
<td>26.3 sec</td>
</tr>
<tr>
<td>Standing Long Jump</td>
<td>75 inches</td>
</tr>
<tr>
<td>Basketball Throw</td>
<td>38.5 feet</td>
</tr>
<tr>
<td>300 yard Shuttle Run</td>
<td>70.6 sec</td>
</tr>
</tbody>
</table>

**Basic Cadet Training (B.C.T.)**

Basic Cadet Training began in late June with the arrival of the new fourth classmen. Over the course of the next six weeks, the cadets are put through a training program that is designed to acquaint them to life at the Academy. Part of the training they


\textsuperscript{134} Personal interview of Captain Charles Kennedy, Instructor of Physical Education, United States Air Force Academy, Colorado Springs, Colorado, February 11, 1980.
receive is in physical education and intramural sports.\textsuperscript{135}

The program in physical education is designed to develop the cadet's strength, endurance, agility and coordination. During the first week of B.C.T., each cadet takes a swimming skills test and the Physical Fitness Test (PFT). These tests are used to determine cadets who need remedial training in swimming, strength development or endurance development. Each cadet must be able to swim a minimum of 266 feet in five minutes to pass the test. The P.F.T. is also administered to cadets at the end of B.C.T. and the comparison of the two scores is used to determine the effectiveness of the physical training program during B.C.T. The items of the PFT are pull-ups for male cadets and flexed arm hang for female cadets, standing long jump, push-ups, sit-ups and 600 yard run.\textsuperscript{136}

The physical conditioning program began the second week of B.C.T. Eight, fifty-five minute sessions were conducted over the next three weeks. Female cadets formed their own group during this portion of the program due to the differences in the program components. All cadets were required to perform toe touches, squat thrusts, sit-ups and push-ups. These exercises served as a warm-up. The next component was a series of exercises designed to develop

\textsuperscript{135} Personal interview of Captain James Scott, Instructor of Physical Education, United States Air Force Academy, Colorado Springs, Colorado, February 12, 1980.

\textsuperscript{136} Lieutenant Colonel James Thomas, Women's Integration Research Project, Project "Blue Eyes" Phase II (Colorado Springs, Colorado: Department of Physical Education, United States Air Force Academy, 1977), pp. 8-10.
overall body development and flexibility. Part of these exercises for male cadets involved pull-ups and a wall climb; female cadets were required to perform the flexed arm hang in place of pull-ups and were not required to perform the wall climb due to its injury potential for the female cadets. A running program was also part of the physical training program. The distance to be run began at one mile and was increased over the course of the eight training days to two miles. The pace for the male cadets was an eight minute mile pace and for female cadets it was a nine minute mile pace.\footnote{137}

As part of their general B.C.T. program, all cadets spend two weeks in an encampment at Jack's Valley. During these two weeks, the cadets continue in a conditioning program that includes such exercises as jumping jacks, maximum sit-ups and push-ups, trunk twists, leg lifts, four 50 yard piggy-back relays, that is a cadet carries on his back a fellow cadet of approximate height and weight 50 yards, and finally, a one mile run finishes the program.\footnote{138}

Another facet of the cadet's training is the obstacle course. There are fourteen obstacles on the course which is approximately one-half mile in distance. The cadets visit the course three times during B.C.T. The first time they come to the course, usually during the first of B.C.T., they receive instruction at each obstacle and are given an opportunity to practice each obstacle. The second

\footnote{137}Ibid., pp. 12-14; and Scott interview, loc. cit.

time they came to the course, usually a few days after the first visit, they run the course in its entirety. The third visit, usually during the third week of B.C.T., each cadet runs the course for a time.\textsuperscript{139} (See page 210 for a description of each obstacle.)

The intramural sports program consists of sports that are found in the academic year program and is designed to acquaint the new cadets to the Academy program. There are eleven sessions of intramural sports, all usually taking place in the first three weeks of B.C.T. Each session is two hours in length. During the last week of B.C.T., all cadets take part in Field Day. Each of the ten cadet squadrons fields a team in eight separate events, points are awarded for place of finish and at the end of the day, the winning squadron is declared.\textsuperscript{140}

Except where already noted, female and male cadets took part in the same physical education program during B.C.T. Overall the female cadets performed quite well, but just as was the case at West Point and Annapolis, they experienced difficulty in activities that required upper body strength or cardiovascular endurance. They did demonstrate, however, that when placed in training program they could and did improve. The following chart shows a comparison of the average P.F.T. scores that female cadets in the Class of 1980 achieved on the first P.F.T. taken during the first week of

\textsuperscript{139} Personal interview of Major Joe Robison, Associate Professor of Physical Education, United States Air Force Academy, Colorado Springs, Colorado, February 11, 1980.

\textsuperscript{140} Atkinson interview, loc. cit.
Table 11
United States Air Force Academy Obstacle Course

Obstacle #1 -- Log Balance

Method of Negotiation: The men of each heat will approach the obstacle at a full run. In negotiating this obstacle, any one log may be used. The log which is chosen must be crossed by foot only, and as fast as possible while still retaining balance. At the far end of the log, the Basic Cadet will proceed at a run to the second obstacle. Basic Cadets will not cross over to another log. Basic Cadets should keep eyes fixed intently to the top of the beam as they cross them.

Obstacle #2 -- Vault and Roll

Method of Negotiation: The second obstacle will be approached at a run. The first log will be vaulted by placing both hands on the log and swinging the body over. The second log will be rolled under by throwing the body down on the ground parallel to the log and rolling under. The third log will be negotiated as the first, and the fourth as the second. The Basic Cadet will continue to roll over the last (fifth) log.

Obstacle #3 -- Ladder Barrier

Method of Negotiation: In ascending the cargo net, the basic cadet will grasp vertical ropes with hands at shoulder width. Hold the body close to the net and keep eyes on the top of the obstacle. Ascend as rapidly as possible with short steps and short reaches with the arms. On reaching the top, crawl across it so the body presents a low silhouette. In descending, the same technique is used as climbing. The descent is continued until both feet are on the ground. Cadets will not be permitted to push loose from the net and jump.

Obstacle #4 -- Handrail

Method of Negotiation: There will be a chalk line at the beginning and at the end of this obstacle. The Basic Cadet must have his feet in the air from the first line to the second. He will negotiate it by placing each hand on each of the two parallel rails and raising himself into the air with his arms (this may be done on the run). From the starting point he goes the length of the parallel rails by shuffling or "walking" with his hands on the rails. At the end of the rails he drops to the ground beyond the final chalk line and proceeds to the next obstacle.
Obstacle #5 -- Belly Under

Method of Negotiation: Basic Cadet will approach beginning end of obstacle at maximum possible speed, throwing himself to the ground and utilizing the momentum of his body to gain the greatest distance into the obstacle with the initial movement. Any of the three paths may be chosen.

Basic Cadet will then crawl with his stomach and chest in contact with the ground to the logs. To prevent injuries occurring from diving over or hurdling the logs, the cadet then will roll over the log pile.

The second part of the obstacle will be traversed as the first part was.

Obstacle #6 -- Wall Climb and Log Balance

Method of Negotiation: Basic Cadets will approach the wall at a run, jump forward and upward at the wall and place one foot against it as high up as possible. Use the foot in contact with the ball to help push the body upward while grasping the top of the wall with the hands. Pull the body up with the arms, assisted by pressure of the foot against the wall, until the body weight is over the wall. The body is rolled over the wall and "vaulted" away from it with the legs swinging clear. As the body passes over the wall and drops, it should at all times face the wall. Break the fall by retaining a grasp on the top of the wall as long as possible. The drop should be made with both feet hitting simultaneously and knees flexed. The balance beams will be negotiated as rapidly as possible, eyes fixed on the top of the beam.

Obstacle #7 -- High Step-Over

Method of Negotiation: This obstacle consists of fifteen (15) ropes, each about two (2) feet above the ground.

To successfully complete the obstacle each rope must be stepped over, alternating lead foot. Stepping over one (1) rope at a time is recommended. Attempting to hurdle more than one rope in a jump may result in a fall and possible injuries.
Table 11 (continued)

Obstacle #8 -- Horizontal Ladder

Method of Negotiation: To successfully negotiate this obstacle the basic cadet must jump up and hang by his hands from the crossbars of the horizontal ladder. Then he must swing hand-over-hand to the down course end and drop to the ground. The Basic Cadet is not required to hang or swing from each crossbar; hence he may skip as many as he is able provided he swings from the first and last crossbars.

Obstacle #9 -- Water Jump

Method of Negotiation: Negotiator will approach the trench at a run and leap across it.

The leap may be best accomplished by leaping from one foot without breaking stride. In landing, both feet should touch the ground simultaneously, 12 to 18 inches apart. The knees should be flexed and body inclined slightly forward.

Obstacle #10 -- Opossum Hang

Method of Negotiation: The Basic Cadet will mount the obstacle by stooping beneath either horizontal bar with his back touching the up-course vertical support, and will grasp the horizontal bar with his arms and legs.

The negotiator will locomote himself across the horizontal bar until he can touch the down-course vertical support with either foot, then dismount and continue onward.

Obstacle #11 -- Balance Beams

Method of Negotiation: The cadet will run up to the obstacle and step onto the beam of his choice. He will then proceed to traverse the entire length of the beam without falling off, switching from one beam to one of the other two, or touching the ground. Cadets will keep their eyes fixed intently on top of the beam they choose to negotiate.

Any method of doing this expeditiously while following the above rules will be acceptable.
Table 11 (continued)

Obstacle #12 — The Weaver

Method of Negotiation: Approaching from the left, the Basic Cadet will jump up on the first bar, go over it, under the second, and over the third as shown in the diagram.

After crossing the top, the Basic Cadet will go under bar four, and over the fifth and last bar.

After going over the last bar, the Basic Cadet will proceed to obstacle #13 as expeditiously as possible.

Obstacle #13 — The Water Swing

Method of Negotiation: The cadet must be at a fast sprint from the previous obstacle -- Obstacle #12, the Weaver.

About one foot from the bank, while the cadet is still at a run, he must jump for the rope (shoulder height for small men, chest height for taller men), holding the rope with both hands close together.

In order to get the full use of the body’s momentum, and a higher arc, the cadet should pull on the rope thus lifting his body, and at the same time curling his legs under him.

Near the top of the arc, the cadet should thrust his legs forward, and let go of the rope at the same time. This would allow the cadet’s momentum to carry him over the barrier.

Passing the barrier, the cadet must move out at a fast pace.

Obstacle #14 — The Hurdles

Method of Negotiation: Each of the four log hurdles must be jumped; the exact manner in which they are encountered is irrelevant, for both hands and feet may be used.

Speed is encouraged; penalties will be suffered in cases of excessive slowness or inability to negotiate the obstacle.

The cadet may not run around or climb under hurdles.
B.C.T. and the second one taken during the last week of B.C.T.:

<table>
<thead>
<tr>
<th>Test Item</th>
<th>July P.F.T.</th>
<th>August P.F.T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexed Arm Hang</td>
<td>29.1 sec</td>
<td>34.2 sec</td>
</tr>
<tr>
<td>Long Jump</td>
<td>75&quot;</td>
<td>72&quot;</td>
</tr>
<tr>
<td>Push-ups</td>
<td>13.2</td>
<td>19.2</td>
</tr>
<tr>
<td>Sit-ups</td>
<td>52.7</td>
<td>61.3</td>
</tr>
<tr>
<td>600 yard Run</td>
<td>2:33</td>
<td>2:22</td>
</tr>
</tbody>
</table>

Academic Year Instructional Program

As it was at West Point and Annapolis, few changes were made in academic year instructional program. As a result, the following is a description of the academic year instructional program that was required of cadets beginning in July, 1976.

During the fourth class year, each cadet was required to attend four courses, each course meeting ten times. Each course meets on alternating weekdays until the ten sessions are attained. The four courses are spread over the course of the two academic semesters. Each male cadet was required to take boxing, wrestling, gymnastics and swimming. Each female cadet was required to take fencing, personal development, gymnastics and swimming. The co-educational swimming course was the same for male and female cadets and contained instruction in swimming stroke fundamentals. The

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142 Personal interview of Captain Richard Cote, Associate Professor of Physical Education, United States Air Force Academy, Colorado Springs, Colorado, February 12, 1980.
content of the coeducational gymnastics course was changed due to
the admission of women. Male cadets received instruction on six
pieces of apparatus: still rings, pommel horse, parallel bars,
trampoline, floor exercise and high bar; female cadets received
instruction on four pieces of apparatus: trampoline, floor exercise,
balance beam and uneven parallel bars.¹⁴³

The emphasis beginning with the third class year and con-
tinuing over the second and first class year was on the development
of skills in carry-over sports. During each of the three upperclass
years, cadets were required to take four courses, each course meet-
ing on alternating weekdays until ten class sessions were attained.
The courses that the third class cadets took were squash, tennis,
physical fitness methods and racquetball. The second class cadets
took courses in judo, volleyball, golf and survival swimming. All
first class cadets took unarmed combat, lifesaving and two elec-
tives.¹⁴⁴

A change in the academic year instructional program took
place in the 81-82 academic year. The objective of this change
was to give the cadets more flexibility in the courses they took
in physical education. The change rearranged some of the required
courses and allowed each cadet to take one elective each of the
four years of attendance at the Academy. This elective is a true
elective, that is the cadet can choose to take a course or can choose
not to. The time structure of the courses remained the same, that

¹⁴³ Miranda interview, loc. cit. ¹⁴⁴ Ibid.
is each course meets on alternating weekdays for a total of ten, one hour sessions. The following chart reflects the yearly program that each class of cadets takes:

<table>
<thead>
<tr>
<th>Class Year</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Gymnastics, swimming, boxing (male cadets), personal development (female cadets)</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to racquet sports, tennis, wrestling</td>
</tr>
<tr>
<td>2</td>
<td>Judo, golf, water survival</td>
</tr>
<tr>
<td>1</td>
<td>Volleyball, unarmed combat, physical fitness methods.</td>
</tr>
</tbody>
</table>

Cadets have seventeen electives to choose from, including scuba diving, pistol marksmanship, racquetball, running techniques and aerobic dance.\(^{145}\)

**Upperclass Summer Training**

Cadets also take part in certain physical training programs during the summer months.

During the third class summer, all cadets take part in three weeks in the Survival, Evasion, Resistance and Escape training program. During this three week period, cadets are required to demonstrate physical strength and cardiovascular endurance.\(^{146}\)

During the second and first class summers, most cadets are on their own to maintain their level of physical fitness. Certain

\(^{145}\) Ibid.  \(^{146}\) Robison interview, loc. cit.
cadets in those two classes remain at the Academy during the summer and assist with the training of fourth and third class cadets. Part of these cadets' responsibilities include demonstrating the conditioning exercises and how to negotiate the obstacles on the obstacle course. In addition, they also run with the new cadets. All of these responsibilities keep the cadets in fairly good physical shape.\textsuperscript{147}

**Physical Fitness Testing**

For the first three years a cadet is at the Academy, every semester he/she is required to take the P.F.T. and an aerobics run of one and one-half miles. During their first year, cadets are only required to perform the aerobics run once each semester. The performance level on each item of the P.F.T. increase for the first two years a cadet is at the Academy and then it stabilizes at the time and remains the same for the second class year. The items on the P.F.T. are the same as those the cadets performed during B.C.T., that is, pull-ups for men and flexed arm hang for females, long jump, push-ups, sit-ups and 600 yard run. All five items are done in a fifteen minute period. For the first two years females were at the Academy, they performed the flexed arm hang during the P.F.T., however, beginning in July 1978, females began doing pull-ups on the P.F.T.\textsuperscript{148}

\textsuperscript{147} Atkinson interview, loc. cit.

\textsuperscript{148} Cote interview, loc. cit.
Special Physical Education Program

The purpose of the special physical education program or reconditioning program is designed to assist cadets who fall into one of three categories: those who are overweight or "overfat," those who have failed the P.F.T., or those cadets who are recovering from an injury or illness. Usually special programs of strength training and running are designed for each cadet, progress is monitored, and cadets stay on the program until they reach the level of performance or weight or body fat content they are supposed to be at. 149

Grading

The year end physical education grade is a composite of the grades the cadet receives in each of the three required physical education courses. If a cadet takes an elective physical education class, it is taken on a pass/fail basis. The pass/fail system is used to encourage cadets to take a course that will expand their area of expertise in sport skills without fear of receiving a low grade for a previously untried skill. 150

All coeducational physical education classes are graded on the same scale, with the exception of gymnastics. The difference in the gymnastics course is due to the fact that male and female


150 Miranda interview, loc. cit.
cadets do not perform stunts on the same pieces of apparatus.  

The largest adjustments in the grading scales took place in the requirements for the physical fitness tests. The one and one-half mile run requirements remains the same for the four years a cadet is at the Academy. As was stated earlier in this chapter, the performance requirements on the P.F.T. increase each of the first two years a cadet is at the Academy and then remain at that level for the cadet's final two years. The following table depicts the minimum passing level of performance on each physical fitness test a male and female cadet must achieve throughout his/her four years at the Academy.  

Table 13
Minimum Requirements on Physical Fitness Tests, USAFA

<table>
<thead>
<tr>
<th>Test Item</th>
<th>Fourth Class Year</th>
<th>Third Class Year</th>
<th>Third Class Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>1½ Mile Run</td>
<td>11'15&quot;</td>
<td>13'30&quot;</td>
<td>Same as 4th Class</td>
</tr>
<tr>
<td>Pull-ups</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Long Jump</td>
<td>6'8&quot;</td>
<td>5'2&quot;</td>
<td>6'11&quot;</td>
</tr>
<tr>
<td>Push-ups</td>
<td>26</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>Sit-ups</td>
<td>45</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>600 yd. Run</td>
<td>2'10&quot;</td>
<td>2'26&quot;</td>
<td>2'6&quot;</td>
</tr>
</tbody>
</table>

151 Ibid.

152 Cote interview, loc. cit. and "Department of Physical Education P.F.T. and Aerobics Run Grading Scale, 1979."
Overall Performance of Female Cadets in Physical Education Program

Like their colleagues at West Point and Annapolis, everyone this researcher talked with at the Air Force Academy stated they felt that the female cadets had performed very well in the physical education program. The research had told the officials that women would not approach performing even close to the levels the female cadets performed at. Everyone also agreed that the standards on the physical fitness tests would never be the same for male and female cadets. They felt the standards may get closer together but would never be the same.\textsuperscript{153}

\textsuperscript{153} Miranda interview, loc. cit.; and Cote interview, loc. cit.
Chapter VII

INTRAMURAL SPORTS PROGRAM
AT THE SERVICE ACADEMIES

United States Military Academy

Historical Background

The intramural sports program at West Point began in the spring of 1893 under the direction of Colonel Herman J. Koehler. The program was small until the years between the First and Second World Wars. When Douglas MacArthur became Superintendent in 1919, he began to emphasize intramural sports. MacArthur's experiences in World War I had convinced him that cadets needed to be prepared for their future responsibilities of conducting physical conditioning programs for the men they commanded and that athletics contributed greatly to the desirable training of an officer. As a result, MacArthur made intramurals an integral part of the West Point program and required participation by all cadets except those who were participating in intercollegiate athletics. The intramural program at West Point has grown from MacArthur's time.¹

¹Department of Physical Education, United States Military Academy, Physical Education Syllabus, 1976 (West Point, New York: Department of Physical Education, United States Military Academy, 1976), pp. 34-35.
Administrative Alignment of the Intramural Branch

Director of Physical Education

Director of Intramural Athletics

Intramural Sports Monitors

Brigade Commander — Cadet Commander of Corps of Cadets

Brigade Athletic Officers

Regimental Athletic Officers

Regimental Cadet-in-Charge of Intramural Sports

Battalion Athletic Officers

Company Athletic Sergeants

The Director of Intramural Athletics is the member of the faculty of the Department of Physical Education who is responsible for the overall administration of the intramural sports program. He supervises the cadets who conduct the program and makes the coaching and administrative assignments for each sports season.

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2Personal interview of Mr. Herbert Kroeten, Director of Intramural Athletics, United States Military Academy, West Point, New York, December 14, 1979; and Department of Physical Education, United States Military Academy, Intramural Program Manual (West Point, New York: Department of Physical Education, United States Military Academy, 1979), p. 2. The rest of the information in this section on the USMA is based on these two sources.
The cadets have responsibilities for conducting the intramural sports program. These responsibilities are designed to provide cadets with leadership opportunities. Every cadet in the first class must hold a leadership position sometime during their first class year in some facet of the cadet chain of command. The intramural provides some of those leadership positions.

The Brigade Commander, who is the Cadet Commander of the Corps of Cadets, and his/her Cadet Staff are responsible to the Director of Physical Education, through the Director of Intramural Athletics, for conducting the intramural sports program. A major part of the Commander's responsibility lies in submitting a formal written report to the Director of Physical Education after each intramural sports season which includes his/her observations, comments and recommendations concerning that season. The Commander has a Brigade Athletic officer to assist with these responsibilities.

The Brigade Athletic officer not only assists the Brigade Commander but is also responsible for maintaining a close liaison with the Director of Intramural Athletics on all aspects of the intramural program and provides guidance, as necessary, to Regimental Athletic Officers.

The Regimental Athletic Officers, of which there are four, are responsible for conducting the intramural sports program of his/her Regiment; evaluating the qualifications of cadets nominated for Cadet-in-Charge and official assignments before approving their appointment; maintains close liaison with the Brigade Athletic Officer on all aspects of the intramural sports program and keeps the Cadet Regi-
mental Commander informed on the intramural program.

The Battalion Athletic Officer serves as the liaison between the Regimental Athletic Officer and the Company Athletic Sergeants and also assists the Regimental Athletic Officer as needed.

The Company Athletic Sergeants are responsible for assigning all eligible cadets in the company to the various intramural sports and for monitoring the participation of all cadets in the company to insure that each one is either participating in intramurals, inter-collegiate athletics or club sports.

The Regimental Cadets-in-Charge of Intramural Sports are responsible for insuring that their respective sports are administered in compliance with established regulations. There is one Regimental Cadet-in-Charge for each intramural sport. They are responsible going to be playing and for obtaining all the necessary equipment that may be needed for the sport. The CICs, as they are called, are also responsible for assigning the officials to games/matches. During the time games/matches are being played, the CICs are responsible for making sure everything is running smoothly. And, at the end of the intramural sports season, they are required to submit to the Regimental Athletic Officer an after-action report that includes observations, comments and recommendations concerning the sport.

Each company team, in each intramural sport, has a first classman from that company who is the coach of that team. The coach is responsible for training the team and for making sure that each team member meets minimum participation requirements.
The Director of Intramural Athletics is responsible for informing each Cadet Company Commander of the number of officials that Company must supply for each intramural sport. All officials are first classmen.

The Intramural Sports Monitors are members of the Department of Physical Education faculty. They are responsible for training the officials for their sports, for conducting a coaching techniques clinic and for monitoring all the aspects of the sport and how the program in that sport is conducted.

Aims and Objectives of the Intramural Sports Program

There are four main objectives of the intramural sports program at West Point. They are:

(1) to meet the needs of each cadet to acquire skills in individual and team sports;

(2) to develop the cadet's physical ability;

(3) to provide the opportunity for each to indulge in healthful, vigorous recreation; and

(4) for each cadet to have maximum opportunities for development of qualities of leadership.

These objectives are met by requiring each cadet, with certain exceptions like members of the Brigade Commander's staff, to participate in intramurals unless they participate on an intercollegiate athletic team or on an on-season club sport team. Intramurals are played two days per week and each cadet participating in intramurals must meet participation requirements for each game/match.
Cadets cannot participate in an intramural sport more than twice. There are three intramural sports seasons—fall, winter and spring. Cadets must participate in the fall and winter seasons, except as noted, with participation in the spring voluntary.

**Planning for the Admission of Women**

The planning in this area was conducted along with the planning of the physical education program. When it was decided that female cadets would not take boxing and wrestling in the physical education program, it was also decided they would not participate in intramurals in those two sports. It was further decided that they would not participate in contact sports such as football and lacrosse. After deciding that the female cadets could not participate in these sports, it was decided that they could participate in the rest of sports in the intramural program and that women-only events would be added to the Brigade-Open Swimming and Track and Field Championships.

**Program Content**

The intramural sports program is divided as follows:

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flickerball</td>
<td>Basketball</td>
<td>Lacrosse (men only)</td>
</tr>
<tr>
<td>Football (men only)</td>
<td>Boxing (men only)</td>
<td>Team Handball</td>
</tr>
<tr>
<td>Soccer</td>
<td>Handball</td>
<td>Softball</td>
</tr>
<tr>
<td>Track</td>
<td>Squash</td>
<td>Cross Country</td>
</tr>
<tr>
<td>Triathlon</td>
<td>Swimming</td>
<td>Racquetball</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrestling (men only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strength training</td>
<td></td>
</tr>
</tbody>
</table>

The organization of the competition in each of these sports is based on the military organization of the Corps of Cadets. The
Corps is organized as a brigade of four regiments, each regiment consists of nine companies. Each company contains approximately 115 cadets, with usually an average of 25-30 cadets in the company participating in intercollegiate athletics. Each company in the Corps is represented by one team in each sport each season. Single round robin tournaments are conducted within each regiment in all sports. A regimental champion is crowned at the end of the round robin tournament. The four regimental champions then take part in a single elimination tournament to determine the Brigade Champion(s). Brigade Open Championships are also held. These are one day meets that any cadet is eligible to participate in, with the exception that cadets who have participated on the intercollegiate team in a sport cannot participate in the Open Championship in that sport. The schedule for the Brigade Open Championships is as follows:

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track</td>
<td>Boxing</td>
<td>Cross Country</td>
</tr>
<tr>
<td>Triathlon</td>
<td>Wrestling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swimming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Squash</td>
<td></td>
</tr>
</tbody>
</table>

Awards

The most prestigious of the awards in the intramural program is the Bankers Association of New York Trophy. The "Banker's Trophy," as it is called, is inscribed annually with the designation of the cadet company ranking first in each regiment in intramural athletics. A Bankers Trophy Plaque is awarded annually to the cadet company ranking first in each regiment for the fall and winter seasons. The
system that is used to determine these winners is as follows: points are awarded to each company based on how it finished in the single round robin regimental tournament, all points for a company earned in each sport are added together at the end of the fall season to determine that champion and for the winter season to determine that seasonal champion and finally, the two seasonal totals are added together to determine the overall regimental champion.

Individual awards are also presented to each member and coach of Brigade Championship teams. Also an engraved desk set is awarded to the cadet in each company selected by the company as the most valuable intramural performer during that year.

Overall Participation of Female Cadets in the Intramural Program

During the first year female cadets were at West Point, about half of the female cadets participated in intramurals while the other half participated on co-ed intercollegiate teams or sports club teams. The following chart indicates the number of female cadets who participated in intramural sports the first year and in which sports:

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flickerbal</td>
<td>Handball</td>
</tr>
<tr>
<td>Soccer</td>
<td>Squash</td>
</tr>
<tr>
<td>Track</td>
<td>Swimming</td>
</tr>
<tr>
<td>Triathlon</td>
<td>Volleyball</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
</tr>
</tbody>
</table>

This trend has not only continued but has seen the number of female cadets who participate in intramurals drop to only about one-fourth the total number of female cadets.³
United States Naval Academy

Historical Background

The beginnings of the intramural program at the Naval Academy can be traced back to the years following the Civil War. Superintendant Porter encouraged the participation in athletics and so the midshipmen formed teams in baseball, rugby and crew. The program remained a small, midshipman organized activity until the mid-1880's when the interest level of the midshipmen began to rise. With this rise in interest the Academy began to add sports to the program such as boxing and fencing. In the early 1900's, lacrosse, soccer and sailing were added. Basically, as sports were added to the physical education program or as the midshipmen expressed interest in a sport, it was added to the intramural program. Participation in intramurals became mandatory in 1955.

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3 Major Alan Vitters and Dr. Nora Scott Kinzer, Report of the Admission of Women to the United States Military Academy (Project Athena I), p. 102; and Major Jerome Adams, Project Athena III, p. 103; and Project Athena IV, p. 57 (West Point, New York: Department of Behavioral Sciences and Leadership, United States Military Academy, 1977, 1979 and 1980).

4 Jack Sweetman, The United States Naval Academy, An Illustrated History (Annapolis, Maryland: Naval Institute Press, 1979), pp. 94, 125, and 163.

5 Department of Physical Education, United States Naval Academy, Physical Education Syllabus, 1976 (Maryland: Department of Physical Education, United States Naval Academy, 1976), p. 5.
Administrative Alignment of the Intramural Sports Program

The Intramural Officer is the individual who is responsible for the overall administration of the intramural program. This military officer, usually a Marine officer, is assisted by a civilian assistant.

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6 Personal Interview, Major David Mize, Intramural Officer, United States Naval Academy, Annapolis, Maryland, March 27, 1980.
7 Ibid.
The instructor-in-charge is a member of the Department of Physical Education. This instructor is responsible for conducting officials' training clinics, coaching techniques clinics and for the overall administration of their particular sport. The instructor-in-charge is assisted with these duties by the intramural program midshipmen supervisors. Each battalion is tasked with providing a specific number of supervisor(s) for a number of different sports. These midshipmen supervisors are all members of the first class. ⁸

The Brigade Intramural Officer serves as a liaison between the Brigade of Midshipmen and the Intramural Officer. He is also responsible for keeping the Midshipmen Brigade Commander informed of the status of overall intramural programs.

The Battalion Operations officers are responsible for coordinating the assignment of officials and intramural program midshipmen supervisors in addition to monitoring the overall participation of all midshipmen in the battalion and for insuring proper participation for battalion and regimental sports.

The Company Sports Coordinators are responsible for assigning midshipmen to the various intramural sports teams. They are also responsible for monitoring the participation of all the midshipmen in the company.

Each squad must have a first classman as coach and a second class midshipman as manager. The basic responsibilities of the coach

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⁸Mize interview, ibid., and Department of Physical Education, Brigade Intramural Program Manual, 1978 (Annapolis, Maryland: Department of Physical Education, United States Naval Academy, 1978), pp. 2-13. The rest of the information in this section on the USNA is based on these two sources.
is to organize, train and condition teams in addition to making sure all midshipmen meet minimum participation requirements for every contest. The manager is responsible for making sure each team member has the proper equipment and for submitting participation reports to the Intramural officer.

The Intramural Officer informs each Battalion Operations Officer of the number of officials each battalion must provide for each sport.

Aims and Objectives of the Intramural Sports Program

There are six specific objectives of the intramural program. They are as follows:

1. to provide experiences in athletic competition so that qualities of leadership may be practiced and developed.
2. to enhance the development of physical and mental dexterity;
3. to afford First and Second Classmen the opportunities for coaching, managing and officiating various sports;
4. to develop "esprit de corps,"
5. to provide an opportunity to utilize athletic knowledge and skills gained through the required physical education program; and
6. to further the goals of physical fitness, athletic participation, competition and good sportsmanship.

These objectives are met by requiring all midshipmen to participate, with certain exceptions, in intramurals in two of the three
intramural sports seasons. The exceptions to this requirement are midshipmen who are members of the Brigade Staff, members of intercollegiate athletic teams, members in extracurricular activities programs and sports club team members. Midshipmen participate in intramurals three days a week.

Planning for the Admission of Women

Just like the officials at West Point, the officials at Annapolis decided that female midshipmen would participate in the intramural program alongside male midshipmen except for the contact sports. In addition, the officials decided they would offer certain sports for female midshipmen only in which females would compete only against females. The women-only sports have varied from year to year, but basically have centered on traditional female sports, such as gymnastics, volleyball, badminton, slow-pitch softball and tennis. A new game for female midshipmen called stickball was introduced in the 1979-80 Academic Year. The game is a demanding adaption of lacrosse but is non-contact. Women-only events were also added to the Brigade Open Swim meet.

Program Content

The intramural sports program is divided as follows:
<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Company Sports</strong></td>
<td><strong>Company Sports</strong></td>
<td><strong>Company Sports</strong></td>
</tr>
<tr>
<td>Basketball</td>
<td>Fieldball</td>
<td>Knockabouts</td>
</tr>
<tr>
<td>Soccer</td>
<td>Heavyweight and</td>
<td>Sailing</td>
</tr>
<tr>
<td></td>
<td>Lightweight</td>
<td>Softball —</td>
</tr>
<tr>
<td></td>
<td>Touch Football (men only)</td>
<td>Fast and Slow</td>
</tr>
<tr>
<td><strong>Battalion Sports</strong></td>
<td><strong>Battalion Sports</strong></td>
<td><strong>Battalion Sports</strong></td>
</tr>
<tr>
<td>Boxing (men only)</td>
<td>Handball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Crew</td>
<td>Soccer</td>
<td>Lacrosse (men only)</td>
</tr>
<tr>
<td></td>
<td>Squash</td>
<td>Rugby (men only)</td>
</tr>
<tr>
<td></td>
<td>Team Handball</td>
<td>Squash</td>
</tr>
<tr>
<td></td>
<td><strong>Women Only</strong></td>
<td><strong>Tennis</strong></td>
</tr>
<tr>
<td>Swimming</td>
<td><strong>Women Only</strong></td>
<td>Track</td>
</tr>
<tr>
<td>Tennis</td>
<td><strong>Stickball</strong></td>
<td>Volleyball</td>
</tr>
<tr>
<td>Wrestling (men only)</td>
<td></td>
<td>Water Polo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weightlifting</td>
</tr>
<tr>
<td><strong>Women Only</strong></td>
<td></td>
<td><strong>Women Only</strong></td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
<td><strong>Tennis</strong></td>
</tr>
</tbody>
</table>

As can be seen from the above charts, competition in intramural sports follows the organization of the Brigade of Midshipmen. Single round robin tournaments are held in each sport, regardless of whether it is on the company or battalion level. At the end of the competitions in each sport a Brigade Champion is declared.

**Awards**

Points are awarded to each company and each battalion for the place it finished in the single round robin competition. At the end of the year, all of these points are totaled and the Harvard Intramural Shield is awarded to the battalion which has accumulated the highest point total and the Naval Academy Athletic Association Cup is awarded to the company which has the highest point total.
The Brigade Intramural Program Award, presented by the Naval Academy Athletic Association, is awarded to the midshipman of the graduating class who, through participation and leadership, has contributed the most to the spirited competition in and direction of the Brigade Intramural program.

Midshipmen who are members of teams winning Brigade Championships or midshipmen who set an intramural program record in a particular sport are awarded large class numerals. Small class numerals are awarded to midshipmen who are members of regimental championship teams and to midshipmen intramural officials who have displayed consistently outstanding performance.

**Overall Participation of Female Midshipmen in the Intramural Program**

As it was at West Point, only about half of the female midshipmen took part in the intramural, choosing instead to participate in intercollegiate athletics and extracurricular activities which carried an intramural exemption.

The following chart indicates the number of female midshipmen who participated in intramural sports during the 1978-79 Academic year:

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Fieldball</td>
<td>Knockabout</td>
</tr>
<tr>
<td>Soccer</td>
<td>Handball</td>
<td>Softball</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Soccer</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Fencing</td>
<td>Team Handball</td>
<td></td>
</tr>
<tr>
<td>Handball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Women Only</strong></td>
<td><strong>Women Only</strong></td>
<td><strong>Women Only</strong></td>
</tr>
<tr>
<td>Badminton</td>
<td>Stickball</td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>80</td>
</tr>
</tbody>
</table>
This trend continued in the 1979-80 Academic year. There were 276 female midshipmen at Annapolis and the participation figures were as follows:

- Intercolligate Athletics: 146
- Extracurricular Activities: 43
- Intramurals: 72
- Excused: 15

United States Air Force Academy

Historical Background

Intramural sports have been part of the Academy program since the Academy opened its doors in 1955. In the beginning the program was small due to the fact that the number of cadets was small. As the Corps of Cadets grew the intramural program grew. The intramural program was viewed by Academy officials as a valuable part of the total Academy program for preparing future Air Force officers.

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Administrative Alignment of the Intramural Division

Head, Physical Education

Chief, Intramural Division

Assistant Chief, Intramural Division

Wing Athletic Officer

Group Academic/Athletic Officer

Squadron Athletic Officer

Cadet-in-Charge

Officials

Officer-in-Charge

Assistant Officer-in-Charge

The Chief and Assistant Chief of the Intramural Division are the members of the faculty of the Department of Physical Education who are responsible for the overall administration and supervision of the intramural program. They are assisted in these responsibilities by the officer-in-charge (OIC) and assistant officer-in-charge (AOIC) of each intramural program. The OIC and AOIC are responsible for conducting officials training sessions, coaches techniques clinics and for the on-field supervisor of the sport.

The Wing Athletic Officer functions as the link in the chain of command between the Cadet Wing Staff and the Chief of the Intramural Division. This officer is a first classman.

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10Ibid.; and Department of Physical Education, United States Air Force Academy, Corps Intramural Program Manual, 1979 (Colorado Springs: Department of Physical Education, United States Air Force Academy, 1979), p. A-18. The rest of the information in this section on the USAFA is based on these two sources.
The Group Academic/Athletic officers serve as the liaison between the Wing Athletic Officer and the Squadron Athletic Officers. These officers, all first classmen, are also responsible for selecting the cadets-in-charge and officials from his/her group. The Chief of the Intramural Division informs each group academic/athletic officer of the number of cadets-in-charge and officials they must provide for each intramural sport.

Squadron Athletic Officer, a first classman, is responsible for directing the intramural sports program for his squadron. He/she makes sure that the squadron fields a team in each intramural sport, will assign a first classman to coach each sport, monitors the participation of each cadet in the squadron to insure they are meeting participation requirements.

Each group (there are four in the Cadet Wing) has a Cadet-in-charge for each intramural sport. They are responsible for supervising and for preparing a critique of officials' performance. They are also responsible for insuring that the results of each intramural contest is forwarded to the Intramural Office.

The first classman coach of an intramural team is responsible for organizing, training and supervising the team and for insuring that each team member meets participation requirements.

Aims and Objectives of the Intramural Sports Program

The intramural program has the following objectives:

1) to enhance the development of muscular strength, muscle endurance, cardiovascular endurance and flexibility of cadets;
(2) to give each cadet the opportunity to develop sportsmanship aggressiveness and a positive attitude toward physical fitness;

(3) to provide leadership experience by giving cadets the opportunity to coach, manage, officiate and train squadron intramural teams; and

(4) to provide an atmosphere which is relaxing and enjoyable for cadets who are engaged in a rigorous program of academics and military training.

These objectives are met by requiring each cadet, excepting those who are participating on intercollegiate athletic teams or members of the cadet chain of command, to participate in intramural sports in two of the three intramural sports seasons. Each cadet participates every other weekday for the length of the sports season and must meet participation requirements for each game/match.

Planning for the Admission of Women

From the beginning of their planning, officials at the Academy planned on having female cadets participate in intramural sports on as completely an equal basis with male cadets as was realistically feasible. The philosophy was to allow female cadets to play any intramural sport they desired, however, they would be strongly discouraged from participating in high contact sports such as football, lacrosse, wrestling, boxing and rugby.

Program Content

The intramural sports program is divided as follows:
<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>Boxing</td>
<td>Basketball</td>
</tr>
<tr>
<td>Soccer</td>
<td>Wrestling</td>
<td>Rugby</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Handball</td>
<td>Swimming</td>
</tr>
<tr>
<td>Flickerball</td>
<td>Water Polo</td>
<td>Flag Football</td>
</tr>
<tr>
<td>Tennis</td>
<td>Squash</td>
<td>Team Handball</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>Racquetball</td>
</tr>
</tbody>
</table>

The organization of the competition in each sport is based on the military organization of the Corps of Cadets. The Corps of 4000 cadets is divided into forty squadrons of approximately 100 cadets each. These forty squadrons are grouped into four groups of ten squadrons each and these four groups add together to form the Cadet Wing. For intramural competition, the Wing is divided into two leagues each containing two groups. Each squadron fields a team for each intramural sport. So each league contains twenty teams. A single round robin tournament is held in each league; at the conclusion of the tournament the two league champions play off for the Brigade Championship.

**Awards**

The cadet squadrons compete for the Malanaphy Trophy. Squadron teams accumulate points by winning games/matches during the league round robin tournaments. The team that wins the Brigade Championship also is awarded 10 additional points with the runner-up being awarded 5 points. At the end of the year, the squadron with
the most points is declared the winner of the Malanaphy Trophy; the runner-up squadron is awarded the Cranwell Cup. A Malanaphy Trophy Patch is given to each member of the squadron. This patch is worn on the cadet's jacket.

Awards are also presented to the members of teams which win Wing Championships. These awards vary from year to year.

Overall Participation of Female Cadets in the Intramural Program

As it was at West Point and Annapolis, a small percentage of the female cadets chose to participate in intramural sports, preferring instead to participate in intercollegiate athletics or club sports teams.

The following chart indicates out of 150 female cadets the number that participated in each intramural sport for the first year:

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennis</td>
<td>Water Polo</td>
<td>Basketball</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Handball</td>
<td>Swimming</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Flickerball</td>
<td>Squash</td>
<td>Swimming</td>
</tr>
<tr>
<td>11</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>Team Handball</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>18</td>
</tr>
</tbody>
</table>

These trends have continued and appears that it will always be this way until the intercollegiate program for female cadets is changed.
Chapter VIII

INTERCOLLEGIATE ATHLETIC PROGRAMS FOR WOMEN
AT THE MILITARY SERVICE ACADEMIES

United States Military Academy

Historical Background

The beginnings of the intercollegiate athletic program at West Point can be traced to November 29, 1890, when West Point (Army) played Annapolis (Navy) in football. From this one game beginning, other sports were added to the program in the following decade. Baseball was added in 1891 and track and field in 1902 and in 1903, basketball.¹

In 1910, the Army Athletic Association (AAA) was organized to provide assistance for the operation of the intercollegiate athletic program at West Point. The AAA is functioning today. It is an association composed of West Point graduates and friends who help support the intercollegiate program at West Point. In the beginning, it was designed to finance the program, arrange team schedules, purchase equipment, hire and pay coaches and to construct athletic facilities. Its function remains the same to this day.²

²Ibid., p. 307.
Over the eighty some years from that first Army-Navy game until 1976, the intercollegiate athletics has grown to a multimillion dollar operation encompassing sixteen sports.³

Administrative Alignment of the Department of Intercollegiate Athletics

The following chart depicts the place in the Academy chain of command which the Department occupies:

```
            Superintendent
              |
          Dean of the Academic Board
              |
            |
        Commandant of Cadets
              |
            |
            Director of Athletics
```

The following chart depicts the organizational structure within the Department:

```
            Director of Athletics
                  |
              Deputy Director of Athletics
                  |
            Administrative Officer
                  |
            Operations and Support Officer
                  |
            Business Manager
                  |
            Public Relations Officer
                  |
            Admissions Support Officer
                  |
            Coordinator for Women's Sports
```

³Personal interview of General Raymond Murphy, Director of Intercollegiate Athletics, United States Military Academy, West Point, New York, December 13, 1979. The information in the next three sections in the USMA is from this source.
The Director is responsible for the overall administration and operation of the intercollegiate program. His Deputy assists him in this responsibility.

The Administrative Officer is responsible for personnel and for making sure that the flow of paperwork runs smoothly and efficiently.

The Operations and Support Officer is responsible for scheduling of contests, for arranging travel and lodging for Academy teams while they are away from the Academy, for arranging for visiting team locker room space and practice time and facilities, if necessary, for arranging for facilities for Academy teams for practices and competitions and for making all arrangements for conducting an athletic event at West Point.

The Coordinator of Women's Sports, a position created in 1979, is responsible for the administration and operation of the women's intercollegiate program and works with the Operations and Support Officer to accomplish these responsibilities.

The Business Manager is responsible for all monies collected by or allocated to the Department, and prepares for approval the annual Departmental budget with the assistance of the other major division heads.

The Public Relations Director is responsible for preparing press releases to the media concerning intercollegiate athletics
at West Point, for coordinating radio and television appearances involving West Point cadet athletes, coaches or other Department personnel and for coordinating media coverage of intercollegiate athletic events.

The Admission Support Director coordinates the recruiting efforts of the Department.

Aims and Objectives of the Intercollegiate Athletic Program

The aims of the intercollegiate athletic program at West Point are as follows:

(1) provide the opportunity for every cadet to compete and be challenged at his/her highest level of athletic competence and to develop the ability to determine his/her strengths and to be aware of his/her mental and physical limitations;

(2) instill in each cadet who participates the will to win and to contribute to the development of self-confidence, sense of fair play, self-discipline, aggressiveness and the ability to think and act effectively under stress;

(3) to field intercollegiate athletic teams of such high caliber that they will be a source of pride and esprit de corps for the Corps of Cadets;

(4) to demonstrate clearly to the American public excellence in athletic achievement and thereby enhance their opinion of the
Military Academy;

(5) to project an image of cadets both individually and as a Corps which portrays the highest ideals of the military profession; and

(6) to influence highly qualified young men and women to seek entrance to West Point.

To achieve these objectives the Academy offers a program containing a wide variety of sports, both at the varsity and junior levels.

Planning for the Admission of Female Cadets

The original plan for an intercollegiate athletic program for female cadets at West Point called for a gradual development of women's teams beginning at the intramural level. Those sports elevated to intercollegiate status as the program developed would be taken from the intramural program so that some experience and expertise could be transferred to the new intercollegiate teams. The plan further called for women's participation to be limited to intramural participation the first year and beginning with the second year, sports would be fully integrated into the overall athletic program depending on the interest and talent of the female cadets. To assist in determining in sports the female cadets might be interested in, a survey was administered to the first and second classes of female cadets.
Development of the Intercollegiate Athletic Program for Female Cadets

The plans for the development of the intercollegiate athletic program for female cadets changed once the new cadets arrived at West Point. The female cadets indicated that they wanted to be involved in a more competitive situation than intramurals. Because of their desire to participate and due to the institution's commitment to providing each cadet with the opportunity to compete at his/her highest level, female cadets became involved in the intercollegiate program and club sport program at the beginning of the 1976-77 academic year.  

It had been the institution's basic policy that if a female cadet possessed the requisite skills, she could try out for and become a member of the men's intercollegiate team in all sports except those that involved heavy contact, such as football, lacrosse, basketball, soccer and hockey.  

Due to this policy, six female cadets participated on four men's intercollegiate athletic teams during the fall semester, 1976. The four sports were fencing, pistol and rifle, swimming and track. During the winter semester, fifteen female cadets participated on five men's teams. The five teams were the

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4Ibid.; and personal interview of Lieutenant Cheryl Wasilewski, Coordinator of Women's Sports, Department of Athletics, United States Military Academy, West Point, New York, December 13, 1979.

5Ibid.
four from fall semester plus the ski team.  

During fall semester, female cadets also became involved in the club sports program. The club sports program is operated under the jurisdiction of the Commandante of Cadets through a Director of Cadet Activities. There are two different types of club sports: competitive teams—athletic and competitive teams—recreational. The difference between these two types of clubs is that the competitive teams—athletic are involved in a continuing level of physical activity equal to or greater than that found in the intramural program, whereas competitive teams—recreational do not involve that level of physical activity and cadets are permitted to participate in these clubs only during their free time. Cadets who are part of competitive teams—athletic are also excused from intramural participation during their competitive season. During the fall semester, female cadets became involved in four coeducational clubs: orienteering, riding, sailing and triathlon. Orienteering and triathlon are competitive teams—athletic. During winter semester, they continued their participation in the four fall clubs and also became involved in the judo club. There were nineteen female cadets involved in these five clubs.

6 Major Alan Vitters and Dr. Nora Scott Kinzer, Report of the Admission of Women to the United States Military Academy (Project Athena I) (West Point, New York: Department of Behavioral Sciences and Leadership, United States Military Academy, 1977), p. 107; and Wasilewski, interview, loc. cit.

7 Personal interview of Captain Charles Andre, Director of Cadet Activities, United States Military Academy, West Point, New York, December 20, 1979.

8 Vitters and Kinzer, loc. cit.
During the first year, four female only competitive teams—athletic were developed. These four were basketball, gymnastics, softball and volleyball. There were fifty female cadets involved in these four sports.\(^9\) Of these four sports, it was the basketball team that was a leading factor in changing the attitudes of the male cadets and faculty and staff who believed that females did not belong at the Academy. The game of basketball personifies what West Point is all about; it is a very physical sport that demands physical strength and endurance. The team's first game was played against Skidmore on December 1st in 1976 at West Point. When the game began, the gymnasium where the game was being played was packed with male cadets and faculty members, many of whom came out of curiosity. However, their curiosity soon turned to cheers. There was about fifteen seconds left on the clock and there was a loose ball. Three cadets dove for the ball, one sliding head first into the pile. The crowd went wild. At that moment, the male cadets realized that these females did possess the competitive nature and skill to be cadets. These young women were no more average than a male cadet is an average male. The team went on to post a 14-5 record, playing their home games before packed houses.\(^{10}\)

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\(^9\) Vitters and Kinzer, ibid.; and Wasilewski interview, loc. cit.

\(^{10}\) Personal interview of Dr. James Peterson, Associate Professor of Physical Education, United States Military Academy, West Point, New York, December 14, 1979.
During the 1977-78 academic year, the basketball team became the first women's intercollegiate team. Gymnastics, softball and volleyball continued as competitive teams—athletic as five additional female-only sports were added: cross country, team handball, indoor and outdoor track, swimming and tennis. Female cadets also continued to participate on male teams such as the ski team and the pistol and rifle team. 11

By the beginning of the 1978-79 academy year, the intercollegiate athletic program for female cadets had grown to eight sports: basketball, swimming, cross country, indoor and outdoor track, gymnastics, tennis, volleyball and softball. By this time, there was 257 female cadets at West Point of which 183 were participating in intercollegiate athletics. Female cadets continued their participation in the club sport program and were successful in adding two clubs: fencing and lacrosse. 12

The program continued with eight sports until the 1979-80 academic year, when gymnastics was dropped from the intercollegiate

11 Major Alan Vitters, Report of the Admission of Women to the United States Military Academy (Project Athena II) (West Point, New York: Department of Behavioral Sciences and Leadership, United States Military Academy, 1978), pp. 65-66; and Wasilewski interview, loc. cit.

12 Major Jerome Adams, Report of the Admission of Women to the United States Military Academy (Project Athena III) (West Point, New York: Department of Behavioral Sciences and Leadership, United States Military Academy, 1979), p. 102; and Wasilewski interview, loc. cit.
program and reverted back to competitive team-athletic status.\textsuperscript{13}

**Overall Performance by Female Cadets in the Intercollegiate Athletic Program**

Overall the female cadets performed quite well. They participated against other colleges and universities in the northeastern part of the United States.

During the 1978-79 season, all eight women's intercollegiate athletic teams posted winning records including a perfect season for the swimming team. The following were the win/loss records for each of the teams for the 1978 season:\textsuperscript{14}

<table>
<thead>
<tr>
<th>Sport</th>
<th>Won</th>
<th>Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Cross Country</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Softball</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Swimming</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Track (indoor)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Track (outdoor)</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Volleyball</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Tennis</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

The female cadets continued their successful participation in the intercollegiate program during the 1979-80 season, this time it was the cross country team's turn to have a perfect season. The following are the win/loss for the teams for the 1979-80 season:\textsuperscript{15}

\textsuperscript{13} Major Jerome Adams, *Report of the Admission of Women to the United States Military Academy (Project Athena IV)* (West Point, New York: Department of Behavioral Sciences and Leadership, United States Military Academy, 1980), p. 53.

\textsuperscript{14} Adams, 1979, loc. cit.

\textsuperscript{15} Adams, 1980, op. cit., p. 54.
<table>
<thead>
<tr>
<th>Sport</th>
<th>Win</th>
<th>Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Cross Country</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Softball</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Swimming</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Track (indoor)</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Track (outdoor)</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Volleyball</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Tennis</td>
<td>13</td>
<td>3</td>
</tr>
</tbody>
</table>

Not only did the teams enjoy regular season successes, they also did well in post-season championship meets and tournaments.

During the 1978-79 academic year, the swimming team won the Division III State Championship; the basketball team took second place in the Division I State Championship; and a woman track member finished eighth in the AIAW National Track Championship. During the 1979-80 academic year, the cross country team placed third in the EAIAW Division III Regional Championship and competed in the AIAW National Championship. The swimming team moved up a division and placed third in the NYSAIAW Division II Championship and seventeenth in the AIAW National Championships.16

United States Naval Academy

**Historical Background**

The beginnings of the intercollegiate athletic program at Annapolis can be traced to the late 1860's, when the midshipmen organized teams in baseball, rugby and crew and challenged colleges...

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16 Ibid., p. 56.
and universities in the surrounding area. But it was not until the early 1880's that the program really began to develop. In 1882, the midshipmen formed a football team and played Johns Hopkins University in a Thanksgiving Day game. Over the course of the next twenty years, the program added sports until by 1911 there were ten intercollegiate sports at Annapolis. They were football, basketball, fencing, crew, track, small bore rifle, baseball, tennis, wrestling and swimming.\footnote{17}

The Naval Academy Athletic Association (NAAA) was formed in 1893. The NAAA serves the same function as the AAA, that is, it provides assistance for the operation and financing of the intercollegiate athletic program at the Naval Academy.\footnote{18}

The program has grown and in 1976 it was, like its counterpart at West Point, a multi-million dollar a year operation sponsoring competition in 21 different sports.\footnote{19}

Administrative Alignment of the Department of Intercollegiate Athletics

The following chart indicates the place in the Academy chain of command that the Department occupies:\footnote{20}

\footnote{17}{Jack Sweetman, \textit{The United States Naval Academy: An Illustrated History} (Annapolis: Naval Institute Press, 1979), pp. 94, 125-130, and 163.}

\footnote{18}{Personal interview of Captain J.O. Coopedge, Director of Athletics, United States Naval Academy, Annapolis, Maryland, March 24, 1980.}

\footnote{19}{Ibid.}
\footnote{20}{Ibid.}
The following chart depicts the line of authority within the Department:

The Director is responsible for the overall administration of the intercollegiate program. The responsibility for scheduling of contests, arranging for travel and lodging when teams are away from the Academy and for making all arrangements to host a contest at the Academy falls to the Deputy Director and his staff. The Business Manager concerns himself with the finances of the program. Sports Information Officer serves as the liaison between the program and the media.\textsuperscript{22}

\textsuperscript{21} Ibid.

\textsuperscript{22} Ibid.
Aims and Objectives of the Intercollegiate Athletic Program

The following are the aims of the intercollegiate athletic program at the Naval Academy: 23

(1) to provide the opportunity for each midshipman to participate at his highest level of athletic competence;

(2) to instill the will to win and the qualities of sportsmanship and self-confidence;

(3) to serve as a rallying point for the Brigade of Midshipmen; and

(4) to reflect credit upon the Naval Academy through a winning tradition. 24

To achieve these aims and objectives the Academy offers a program that includes 21 sports on the plebe, junior varsity and varsity level. 24

Planning for the Admission of Female Midshipmen

The planning by the Academy revolved around two basic guidelines. First, the female midshipmen would be encouraged to try out for and participate as competitors along with male midshipmen in all Naval Academy intercollegiate athletic sports except football, lacrosse, wrestling and basketball. The second guideline was that when the female midshipmen arrived at Annapolis, they would be surveyed to determine in what sports they would be interested in participating. 25

23 Ibid. 24 Ibid. 25 Ibid.
Development of the Program of Intercollegiate Athletics for Female Midshipmen

As was stated previously, female midshipmen were going to be encouraged to participate on already-existing men's teams in non-contact sports. Female midshipmen took advantage of this the first year they were at the Academy. Two participated on the fencing team, one each on the swimming, sailing and crew teams. Using the results of the interest survey that was administered to the Class of 1980, varsity volleyball and basketball teams were started. Female midshipmen also participated in club sports such as judo, karate and distance running.

The following year, 1977-78 academic year, the number of intercollegiate sports for women was expanded to six. The basketball and volleyball teams were joined by fencing, swimming, crew and sailing. Women also participated on the gymnastics team, tennis team, pistol team and on the rifle team. A women's cross country club sport was also started.

The 1978-79 academic year saw the addition of softball to the list of varsity sports for women to bring the total to seven. However, its status as a varsity sport was short-lived, as it was

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26 Ibid.

27 Personal interview of Lieutenant Patrick Goodwin, Director of Midshipmen Activities, United States Naval Academy, Annapolis, Maryland, March 25, 1980.

28 Coopedge interview, loc. cit.

29 Goodwin interview, loc. cit.
dropped as a varsity sport the following year and was replaced by the indoor and outdoor track teams.  

Overall Performance by Female Midshipmen in the Intercollegiate Athletic Program

As it was at West Point, so it was at Annapolis. The female midshipmen performed beyond almost everyone’s expectations as they enjoyed success right from the first year. The volleyball team was undefeated in ten matches and but for a one point loss, the basketball team would have been undefeated also. Both teams went on to capture the Maryland State "B" Division Championship. The female varsity swimmer competed in the Eastern Intercollegiate Women's Swimming meet and had two first place finishes, one second, one third and eighth place finish. A female member of the fencing team became Maryland State Women's Champion. And four female sailing team members won the Women's Fall Sailing Championship of the Mid-Atlantic Sailing Association.

The success continued the following year as the volleyball team captured the Division I Championship in the Maryland AIAW. The success also continued for female swimmers, fencers and sailors. And the success continued into the 1978-79 season. The volleyball team was 34-13 and won the Maryland Division I championship for the

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30 Coopedge interview, loc. cit.
31 Board of Visitors Report, 1977, United States Naval Academy.
32 Board of Visitors Report, 1978, United States Naval Academy.
second consecutive year. The basketball, fencing and swimming all posted winning seasons of 17-7, 6-4, and 4-2 respectively. The fencing team also captured the National Intercollegiate Women's Region 6 Fencing Championships. And the women's sailing team won the national championship.\textsuperscript{33}

United States Air Force Academy

Historical Background

The intercollegiate athletic program began during the 1956-57 academic year when fifteen teams competed in intercollegiate competition. The number increased to sixteen when indoor track was added in 1959. Lacrosse was added in 1966 and ice hockey in 1971. In 1976, when female cadets first arrived the number of men's intercollegiate teams stood at 18.\textsuperscript{34}

Administrative Alignment of the Department of Intercollegiate Athletics

The following chart depicts the position that the Athletic Department occupies in the Academy chair of command:\textsuperscript{35}

\begin{center}
\begin{tabular}{|c|c|c|c|c|}
\hline
Superintendent & Dean of the Faculty & Commandant of Cadets & Director of Athlet. & Chief of Staff & Director of Admissions and Registrar \\
\hline
\end{tabular}
\end{center}

\textsuperscript{33}Board of Visitors Report, 1979. United States Naval Academy.

\textsuperscript{34}Personal interview of Colonel Edwin Cliatt, Deputy Director of Athletics, United States Air Force Academy, Colorado Springs, Colorado, February 14, 1980.

\textsuperscript{35}Ibid.
The following shows the administrative alignment within the Department:

```
Director of Athletics

Head, Physical Education Division

Head, Intercollegiate Division

Deputy Director of Athletics

Assistant Director of Athletics for Candidate Counseling

Sports Information

Comptroller

Facilities and Support

Business Manager

Executive Officer
```

Aims and Objectives of the Intercollegiate Athletic Program

Not unlike its sister academies, the program of intercollegiate athletics at the Air Force Academy is designed to provide each cadet with the opportunity to compete in a wide variety of sports and to compete at his highest level. The competitive opportunities found in intercollegiate athletics are used to develop the will to win, sportsmanship, mental alertness, physical fitness and team spirit. The program also serves to create high espirit de corps within the Corps of Cadets.\(^{37}\)

These aims and objectives are met through a program containing 18 sports on the varsity and junior varsity levels.\(^{38}\)

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\(^{36}\) Ibid. \(^{37}\) Ibid. \(^{38}\) Ibid.
Planning for the Admission of Female Cadets

The decisions regarding the women's intercollegiate athletic program at the Air Force Academy were two-fold: one, female cadets would be allowed to participate on men's teams in non-contact sports, and two, that the Academy was prepared to begin an intercollegiate program for the female cadets if the women showed the necessary skills and interests to participate on the intercollegiate level. 39

Development of the Intercollegiate Athletic Program for Female Cadets

The female cadets in the Class of 1980 demonstrated a strong desire to participate in intercollegiate athletics. As a result, the program was begun the first year women attended the Academy. Eight women's teams were started the first year: cross country, volleyball, basketball, fencing, gymnastics, indoor track, swimming, and tennis. Female cadets also competed on the men's rifle team, the men's pistol team and the men's golf team. 40

Women continued their participation on all of these teams the following year and also saw the opportunity for participation expanded as a women's outdoor track team was started. A women's junior varsity golf team was also started during the 1977-78 season. The golf team moved up to varsity status beginning with the 1978-79 season. 41

39 Ibid.


41 Ibid.
Overall Performance by Female Cadets in the Intercollegiate Athletic Program

The following chart indicates the win/loss records of each of the women's intercollegiate sports over the first three years of their existence: 42

<table>
<thead>
<tr>
<th>Sport</th>
<th>1976-77 Season</th>
<th>1977-78 Season</th>
<th>1978-79 Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>3-0</td>
<td>1-0</td>
<td>3-1</td>
</tr>
<tr>
<td>Volleyball</td>
<td>7-6</td>
<td>27-9</td>
<td>14-10</td>
</tr>
<tr>
<td>Basketball</td>
<td>4-5</td>
<td>20-2</td>
<td>19-5</td>
</tr>
<tr>
<td>Fencing</td>
<td>1-0</td>
<td>0-2</td>
<td>1-0</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>3-1</td>
<td>2-6</td>
<td>5-4</td>
</tr>
<tr>
<td>Indoor Track</td>
<td>0-0</td>
<td>2-3</td>
<td>11-3</td>
</tr>
<tr>
<td>Swimming</td>
<td>9-1</td>
<td>11-3</td>
<td>15-0</td>
</tr>
<tr>
<td>Tennis</td>
<td>4-9</td>
<td>8-4</td>
<td>7-5</td>
</tr>
<tr>
<td>Golf</td>
<td>3-2</td>
<td>12-3</td>
<td></td>
</tr>
<tr>
<td>Outdoor Track</td>
<td>1-1</td>
<td>2-3</td>
<td></td>
</tr>
</tbody>
</table>

The female cadets also performed well in post season competition. The basketball and volleyball teams placed second and fourth respectively in their regional play-offs in the first year of competition. And by their third year of competition, they won their regional championship and advanced to the AIAW small college national tournament. The swimming also enjoyed great success as over a two-year period it had not been beaten in twenty-four straight meets and placed eighth in the AIAW Division II national championships. 43

42 Ibid.
43 Ibid.
Chapter IX

APPRAISAL

As I examined the programs of physical education, intercollegiate athletics and intramural-recreational sports for women at the military service academies, questions regarding the approaches taken by each Academy in the development of these programs and overall program content surfaced. Before beginning a discussion of these questions I must say that a truly comprehensive appraisal of these programs should contain comments about the programs from the participants. As was discussed in Chapter I, the effort to document the development of these programs at each Academy as completely as possible, I asked for permission at each Academy to interview a couple of the female and male cadets/midshipmen from each class. In each case, my requests were turned down. The reason given by officials at each Academy was that the cadets/midshipmen have so very little free time that they (the officials) did not want to infringe upon that time any more than was necessary. Although I felt the refusal by Academy officials was unfortunate, I also felt that to pursue the issue would have been fruitless. So I did not press the issue.

Although each Academy has the same basic mission of preparing career officers for their respective branch of service, they operate as individual institutions with their own programs of instruction and
performance requirements. As a result of this individuality, each Academy acted independently when formulating their programs in physical education, intercollegiate athletics and intramural-recreational sports for women. In addition, due to differences in the curriculums at the Academies, each institution had some specific information that they needed to discover relative to the performance capabilities of females. They did share research findings with each other and, as in the case of using the flexed arm hang in the Physical Aptitude Examination, did make joint decisions based on the data obtained from the research efforts of one of the Academies. Although I understand why the Academies acted independently, I feel that if they had pooled their collective expertise and conducted a number of research projects they would have had a great deal more data from which to make programming and performance requirement decisions.

I feel West Point had the soundest approach for development of these programs. They did a comprehensive literature review and conducted research with young women who closely resembled, physically and mentally, the young women who would be attending West Point. The West Point officials learned a good deal from the research they conducted, and they used that information to the best possible advantage when they developed their curriculum and performance requirements for female cadets. The Air Force Academy approach, I feel, lacked some of the realistic features that were contained in the West Point approach. The Air Training Officers program did provide data relative to the female performance capabilities. However, I feel that there were two drawbacks in using the Air Training Officers (ATOs) and not women
who more closely resembled the prospective female cadets. The first of these was age; the ATOs were, on the average, 6-8 years older than the female cadets. The second was the fact that, in most cases, the ATOs did not possess the same strong sports participation backgrounds as the female cadets. As a result of these two drawbacks, the data which were collected may have not given the officials a wholly, accurate picture of the capabilities of females. The Naval Academy approach, I feel, was the weakest of the three. The Naval Academy did not conduct a research project to investigate the capabilities of females. They made their "best guess" as to the performances capabilities of females and, as they found out, had underestimated and had to revise their standards after acquiring data from female midshipmen performances. In light of the concern voiced by opponents of the admission of women to the Academies regarding the ability of the females to perform to the high level demanded by the Academies and from the standpoint of the females being accepted by their male counterparts, I feel it was important that the performance standards for female cadets/midshipmen be as demanding on them as the standards for male cadets/midshipmen were for males. Due to these two concerns, I feel the Naval Academy may have done the female midshipmen a disservice by not conducting a comprehensive research project and by underestimating their performance capabilities. I feel this may have been especially true in the area of peer acceptance. It was important that the female midshipmen be required to put out as much effort as the male midshipmen and the original standards did not require the females to perform to their maximum effort.
Each Academy's physical education program is designed around reaching the four basic objectives of developing in each cadet/midshipman a high level of physical fitness, developing skills in sports activities that cadets/midshipmen can participate in as they grow older, developing an understanding of the components of physical fitness and developing skills in activities that relate to job requirements, for example survival swimming at the Naval Academy and combatives at West Point. I do not question these objectives, I do however, have some reservations about whether all of them can and are being met. There is no question that cadets/midshipmen acquire a high level of physical fitness; the question is do they maintain that level once they have become officers and if indeed that level of physical fitness is necessary for duties which they can perform. The sports skills which are taught to the cadets/midshipmen at each Academy cover a wide range of carry-over activities; however, I have reservations about the amount of skill and overall understanding of a sport a cadet/midshipman can acquire in the relatively small number of class sessions programmed for each sport which is offered or required.

The intramural-recreational sports program offers cadets/midshipmen the opportunity to not only participate but to be responsible for certain aspects of the administration of the program. Although I am in complete agreement with the need for an intramural-recreational sports program for the cadets/midshipmen, I am not sure I am in agreement with the need to make the participation mandatory. A great majority of the cadets/midshipmen come to the Academies with strong sports participation backgrounds and I feel they will participate in
intramurals even if it were not mandatory, especially if the program is a solid, well-rounded one.

In developing the intercollegiate athletic programs for female cadets/midshipmen, the Academies, I feel, did the only thing they could do under the circumstances. The developed the programs based on the desires and skills of the female cadets/midshipmen. The sports that are intercollegiate sports cover a wide range of activities and provide the opportunity for the female cadets/midshipmen to compete at their level of expertise.

When faced with the possible admission of women, officials from the Department of Defense and the Academies voiced strong opposition to the plan. One of the arguments of the opponents was that women would not be able to perform the many physically demanding tasks required of cadets and midshipmen who attend the Academies. And, if they could not, the all-important common experience of attending an Academy would be forever changed, for the worse.

I feel that the question really should have been, can women perform the physical tasks that are required of them as officers? If the women who sought admission to the Academies possessed the intellectual and physical capabilities that enable them to perform their duty as military officers, then why not allow them to attend the Academies? The only answer appears to be that Academy and Department of Defense officials wanted to maintain the all-male status of the institutions due to tradition only; the institutions had always been male-only and that tradition should not be tampered with.
Certain standards did have to be changed when women were admitted to the Academies, but only changes that research had indicated needed to be made due to physiological differences between men and women. Research had indicated that women do not have the muscle mass to enable them to be as strong as men. Nor do women have the heart stroke volume and lung capacity to enable them to achieve the same level of cardiovascular endurance. What this meant to the Academies' programs was that changes needed to be made in the grading standards for certain physical tasks that required strength, cardiovascular endurance or a combination of both. Although the standards on some tasks are different for men and women, the differences, I feel, have not changed the common experience that is said to be all-important to an Academy graduate. Female cadets and midshipmen are required to perform at the same level of effort as are all male cadets and midshipmen. The young women who chose to attend the Academies the first few years after the passage of the legislation, surprised and impressed everyone with their performance on many of the physical tasks required of them. Their performance on these tasks also did much to aid in overcoming the resistance to their presence at the Academies. The standards have been set high and they have met them. The women have proven that they can perform at the upper levels of their physiological capabilities and that they deserve to attend the Academies as much as their male counterparts.
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