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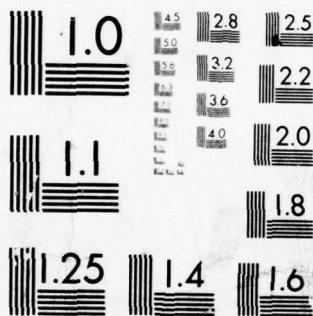
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Proceedings of The
Second Service Academy
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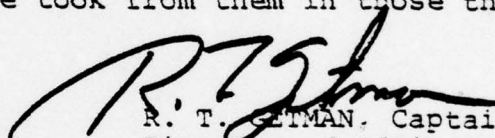
Cadet Counseling
United States Coast Guard Academy
New London, Connecticut
26-28 April 1978

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It is with particular pride that I forward the Proceedings of the Second Service Academy Counseling Conference held at the United States Coast Guard Academy from 26 through 28 April 1978.

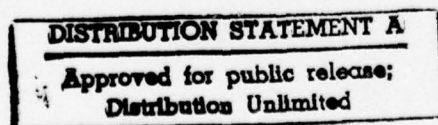
The goal of this conference was to provide conferees with an opportunity to share and support and to avoid "reinvention of the wheel" at their respective Service Academy with regard to their counseling efforts. Based upon the level of interaction both during and after the conference I can only conclude that this goal was accomplished.

I commend each participant at the Second Service Academy Counseling Conference for their professionalism and whole hearted support of the conference objectives. I trust they took away as much as we took from them in those three days.



R. T. GERMAN, Captain, USCG
Director of Admissions
U. S. Coast Guard Academy

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The Coast Guard Academy Cadet Counseling Office wishes to thank Miss Vonnie Summers for her suggestions, editing, and yeoman efforts, not only in typing the proceedings, but also in assembling and distributing the final work. Without her efforts not only the proceedings but the conference itself would not have been.

The Cadet Counseling Office would like to thank RADM Malcolm E. Clark, Superintendent of the U. S. Coast Guard Academy, for his personal support of this conference. The hours he spent at the conference and the warmth that his questions displayed will long be remembered.

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KEYNOTE ADDRESS

Counseling Service Priorities: Present and Future

Dr. David Drum

Director, Counseling Center
University of Texas at Austin
Austin, Texas

There are several things about counseling work that are different from the purely academic side of an institution. One is that there are some constrictions placed on our modes of operation that are not placed on other people, particularly confidentiality and accountability -- higher accountability in many respects -- and there are some consequences attendant with doing the kind of work that we do, in that we carry more stress with us, day in and day out, by dealing with people who are in crisis situations. I think that probably has resulted in us becoming one of the best organized groups of professionals in the country. We have regional associations, national associations and special focus groups, such as your Second Annual Conference designed for the sharing of common kinds of issues you face.

I hope today to weave together some of the issues common to all of us as counselors. In preparation, I read the book School for Soldiers to see how well what we do relates to some of the things that you do -- I don't know to what extent the book School for Soldiers applies to all Academies, but it opened my eyes to some of the differences I am sure that each of us faces in working in our institutions. These are not so much differences in concept but probably in priority, so what I thought I'd share with you is a survey I conducted this past fall on current and future counseling center priorities for members of the National Association of Counseling Center Directors. That's a group of about 400-plus institutions that have two or more full-time equivalent staff members not counting the Director, and they are institutions that range in size from 1,500 to over 40,000 students on campus ... quite a diverse group. There has been a growing change in philosophy and changes in styles of service going on

in counseling over the last ten years, and I see those changes reflected in the topics you listed for this conference. It's interesting that you seem to pick the same types of issues to talk about that we're talking about in the national group, so I think the survey I conducted will be of some use to you.

What I'll do is talk about the survey, talk about some of the philosophical implications and changes that the survey points toward, then look at the relevance of one mode of service that is emerging within the national priorities, the structured modes of intervention, and talk about them because I think they may have a higher degree of relevance for you than perhaps some of the other national trends since your institutions invest somewhat more in structured interventions than most collegiate atmospheres and institutions do. So that will be the progression of what I'll move through and I'll try to be cognizant of the time. I'll try to restrict the presentation to just a portion of that so we can dialogue somewhat about it.

I have passed out a document which is my summary of the data. It is a survey that was designed to have counseling center directors tell us what they consider to be the current service priorities at their institutions and to project what they will be seven years from now. That's probably further than you can really reliably project, but yet it's not too far that people won't try to be realistic about projections. I divided the responses into several categories -- large schools vs. small schools, and schools that anticipate shifts in their student body in terms of the characteristics that make up the student body vs. institutions that don't expect shifts. One thing I found was that small schools and large schools seem to have about the same priorities for the kinds of service they provide. I thought for sure larger schools would be facing significantly

different issues and rank their service priorities differently -- that turned out not to be so; and I thought for sure schools that differed in terms of the anticipated change as opposed to those that didn't anticipate change would have dramatically different service priorities, and only two of the twenty-one services seem to differ in that group.

I surveyed every other director listed on the mailing list of the National Directors Association and sent out a questionnaire -- that was 165 questionnaires from that mailing list -- I had over 100 responses to the data. They had twenty-one categories to choose from, with a twenty-second category being Other. The categories were: individual counseling and therapy for personal problems (that's one that has been with us for a long time and perhaps is the cornerstone of what we do); individual counseling for career issues; individual counseling for academic difficulties; remedial and developmental services for improving reading or study skills (I am sure that is a key issue for all of us here, too); group therapy, and then we separated out from group therapy another category which is growth groups, encounter groups, and so forth. Then the next one is structured groups. (These are groups that have a specific goal in mind, that is, they are limited to achieving a specific goal and don't try to deal with the whole psyche but only an aspect of it, like assertion training, negotiation skills, anxiety control, resolving death loss and things like that. There are about seventy different models of structured groups currently being provided.) Testing services. Individual diagnostic testing. Research on student characteristics, attrition and development ... some of the things we talked about a few minutes ago. Formal student development programs. (There is a significant emphasis in the profession right now, especially through the American Personnel Guidance Association, American College Personnel Association, to figure out what really is student development, what are we trying to do, what

our goals are in student development, and how we can construct some programs for it.) That was another category. Faculty development--improving teaching effectiveness, helping faculty develop small group discussion skills and things like that. Consultations with teachers, physicians, residence assistants on student mental health problems -- another category. Consultation with human systems. (We distinguished that from the other form of consultation in the sense that consultation with human systems would be trying to work with the organization which is a human system in different aspects of it, so we might work with residence hall personnel to try to help the residence hall life improve academic development or improve personal development. We might work with a department on campus which perhaps receives more and more negative criticism about its openness to hear student issues, and we will work with consulting with human systems in that regard.) Academic advising. Training and supervision of graduate students. Teaching credit courses on an overloaded basis as an addition to your responsibility, as something you add on -- then teaching credit courses as part of your responsibility, doing orientation for the university, working on departmental committees or university-wide committees and outreach activities.

They were the twenty-one categories, and we asked each of the respondents to rate them from one to five where one is the highest priority, and five would be the lowest priority. They could actually go one step further and say, "It's not offered", which then you would assume that it wasn't any priority at this point for them. They saw no validity in offering it currently or in the future.

I asked the respondents to complete the questionnaire from two perspectives -- to respond to what they feel their priorities are now, and then secondly, to respond to what they feel their priorities will be seven years from now. And

if on the five point scale there is a difference of more than two points, we asked them to explain what they felt would contribute to that. If you expect change, what would you say is the major force behind that change? And the results were interesting -- we see some changes in a consistent direction, but not necessarily a consistent reason. So what I would like to do is to quickly run through the results and share with you some of the interesting highlights.

It is interesting -- of all the twenty-one categories of service, only one category is decreasing, while twelve are increasing in priority or seem increasing in priority. We don't see a corresponding increase in staff to deal with those increasing priorities, so evidently we have to take it all from the one priority that is decreasing, and that's individual counseling and therapy for personal problems. The reason I think that's the only one decreasing is that this is the one that we put so many of our resources into -- that if we are told to rearrange what we do internally, there is only one place we can take it from. It's not that we believe necessarily that we should be taking from there. In fact, a number of people reported in the survey that this would create some hardship for them -- that they would have longer waiting lists, more difficulty servicing people when the crisis arrived, things like that. So, to some extent, while people reluctantly said 'yes, we're decreasing this priority', some other people said, 'we are decreasing it purposely, and we think we can do it'. They would be people who are trying to shift their philosophy of service from a philosophy which focuses on dealing with remedial problems to one which also includes developmental intervention.

There were twelve service areas increasing in priority, and they are listed here in order of descending priorities so that the highest rate of acceleration of a priority is listed first on page two of the handout. The one that we

talked about a few minutes ago, research on student characteristics, attrition and development, that's the one that's increasing at the fastest rate within counseling centers across the country. We are witnessing more research studies on who makes the best student in our institution. When we had a surplus of students, and we could afford to have them just disappear from the institution without any real question, we didn't do much of this research. Now, as we are all getting concerned about enrollment since the birth rate has declined considerably over the last few years, fewer students means we are going to be in competition more and more for a limited number of students. Subsequently, we are waking up to some of the issues that in service academies you've had to attend to for several years. So, we are doing more research on what kind of person makes our best student, what kinds of students get the most from our institutions and contribute the most to them. We are looking at attrition more seriously now.

Our counseling office happens to handle attrition. It had been a very passive activity in our institution. It was handled by the Dean of Student's Office, and it was kind of, "Well, we are sorry to see you go, but we are sure you're making the right decision, and wherever you go, be happy". That was pretty much the way it was dealt with, but now we are catching on that that's not necessarily in our best interest, let alone our students'.

We are taking it more seriously. This is the first year that we have instituted a questionnaire which attempts to describe how those people leaving our institution feel about the institution, and it has about thirty-some items on it. We have it computerized so that we can get very quick turn around, so we can differentiate between those who leave at mid-semester, those who withdraw during the school year, and those who transfer in and withdraw. We have some ability to really discriminate why people are leaving our institution. We allow them to

fill out the questionnaire anonymously, and we built in a purposeful 15 minute delay from the time they walk into our office until one of the counselors sees them to fill out their form so that they can leave. In that time, more of them anonymously fill out the questionnaire than would if we saw them right away and asked them to do it afterwards.

One thing that struck me the first time I looked at the data was that the most frequent reason so far from a personal perspective for leaving our institution is not the quality of education that they are receiving, but rather it's a desire for "time out" from studies or for time to recuperate from personal problems. People are not complaining about the social life of the institution nor the ability of the institution to have them become involved in activities or to expose them to cultural events or things of that sort.

The latest area to evolve is this whole area of development. What kind of development goes on within an institution? Have you read a book by William Perry, the second most senior faculty member in the College of Arts and Sciences at Harvard? He also happens to be the Director of their Counseling Study Bureau, which is their title for counseling center. His book is called Intellectual and Ethical Forms of Development During the College Years. It confirms some of the findings of people who do research on cognitive development, development within the mind and how the mind processes information. He is finding some interesting data on it, especially what is relevant to the population you serve. I think it accounts for some of the attrition factors you see in Service Academies, and perhaps even why you may have a dwindling population to draw from.

His research has shown -- and his book does a great job of reporting this -- that there is a typical progression in development within the student; that is,

some time prior to college or during the early college years, the students can be characterized as being fairly dualistic in how they evaluate the world. Dualistic means that they see things in terms of right or wrong, good or bad, no shades of gray. As you know in your environment, shades of gray can get some people in trouble, particularly in that freshman year. His research shows that dualism is an entry stage of people's cognitive development. So a professor who seems not to have answers to questions, as Ellis and Moore point out very well in their book, is often viewed by an incoming student who is dualistic as someone who doesn't know what it is about -- doesn't know what teaching is all about, is an inadequate teacher.

Civilian institutions often demand that students leave the dualistic frame of reference and move into a stage Perry identifies as relativism. Relativism is shown by the person who no longer employs those standards used in the past to judge the world by, but does not replace them with new clear-cut standards. Relativism is not necessarily a good stage to be in from a personal psychological standpoint nor from a standpoint of consistency -- you're hard pressed to be consistent when you are trying on new ways of being, new styles of living and experimenting with your own identity. We see this going on in institutions where people are given free reign to try out whatever they want. They try on incredible numbers of roles -- particularly stressful kinds of things. They will often betray things central to their being because they are unaware of what is central to them anymore, or they are unaware of what values they are operating by because they are so anxious to leave behind certain values of the past.

The shift to relativism shows up in the classroom as well as in personal behavior. As you get into your sophomore or junior years of college, especially at a place

like Harvard, can you imagine trying to answer a question on a history exam like, "Compare the manner in which Shakespeare reveals the nature of true leadership with the leadership characteristics of Napoleon and Hitler". If a student tried to answer this question from a dualistic perspective -- right or wrong, good or bad -- there isn't much to be said. Answering the question demands that a student somehow get into subtle evaluations, get into his own viewpoint, get into judging things not from a right or wrong standard, or good or bad, but from multiple viewpoints. So often, colleges force students to adapt to a relativistic perspective in order to survive academically. If you become relativistic in the academic realm, you pretty much also have to do so personally and socially. There is so much incongruity in the dualistic and relativistic stages of development that the mind shifts in how you evaluate relationships the same way it shifts in how it processes data. Now, to some extent, life causes this to happen to most of us anyhow.

There is a third and kind of final stage of development postulated which people move toward when they move out of relativism, and it is labeled, commitment in relativism. Perry posits that this is where people have to learn to make some commitments in a world that's shifting. They may readopt some beliefs from their past, but now they take responsibility for these beliefs since they made their decisions based on what they feel is good or bad for them, what's acceptable or not acceptable. This is what Perry is referring to as the final stage of the way we process information.

I would suspect that this progression from dualism to committed relativism is going on within your students, and that it causes some of them to start thinking about the educational and academic environment at the academies. I think the truth of the matter is that in colleges and universities across the country, we

are effective at moving people from dualism to committed relativism because that is what is required to successfully negotiate the environment. You cannot be a dualist in most university environments and succeed.

However, we have never really looked at the question of what that means for life in general for these people. Do people move back to being more dualistic upon graduation, or do they do what Perry suggests and move into a kind of enlightened form of dualism? That really has yet to be researched well, but like all theories, he posits a happy ending and says that at Harvard, of course, they reach the final stage. At schools like Ohio State, Minnesota, Maryland, I believe they have some data which suggests that their students don't make it into the third stage before they graduate. I wonder what the obligation of an institution is to provide some closure, some coming together for people as they leave the university environment. Well, it is certainly an interesting issue for us, anyhow, in terms of the whole issue of development. We are starting to wake up to what development is, what we mean by it, and what we are trying to do to our students.

At the University of Rhode Island, we had proposed a large research project to find out if students who left the institution moved back to dualism, or did go on to the stage of commitment in relativism. Unfortunately, we did not receive our funding. It would sure be nice to look at that issue and to get some data on it. This whole area of attempting to understand what colleges do to and for students is so central that I am sure colleges will begin to budget more money internally if external support funds remain hard to secure. At any rate, counseling center personnel recognize this area as a top priority.

The second fastest area of increasing priority, as revealed by the survey, is faculty development -- improving teaching effectiveness, helping faculty learn how to lead small group discussions, etc. Some interesting research illustrated that small group recitations lead by the typical faculty member did not necessarily lead to better learning when compared with exclusive reliance on the lecture method. They found out that with training faculty members in skills such as how to listen effectively, how to communicate, how to reflect back to students what was being said in the classroom, increased learning was achieved beyond that achieved through exclusive use of the lecture method. Faculty needed some training and support to make best use of the discussion method.

Some counseling services have started programs to assist faculty in interpersonal relationship skills. Of course, some colleges have decided that faculty development is such a high priority that they have established special agencies for such services. At Rhode Island, there is an office with the title, Faculty Instructional Development Program. The staff of this office works directly with the faculty, discussing with them things they might work on to improve their teaching. Faculty development is really becoming important to institutions as, again, the student becomes a scarce and more important commodity to them.

As I mentioned earlier, another area of priority according to the survey is that we are beginning to say, "Now that we know what we are supposed to be doing in development, why don't we try to develop some formal program? Why don't we try something specific that will help energize and direct development?" At Rhode Island we are working hard on refining a Student Development Program where we actually teach development to students much like we talked about earlier today. We talk about dualism and relativism. We try to encourage students to look at what is on the horizon for them, and what that may mean in their lives.

Preliminary results indicate that some of them exposed to that Program avoid behaviors that otherwise might set them back. Rhode Island is one of maybe ten or twelve other institutions around the country working on a number of developmental programs. These formal student development programs attempt to take what is implied in the institution and make it conscious, so that people will approach education with a game plan rather than as a pick-up game. (I had to choose so many hours for a major and so many courses to get through the institution, that it didn't dawn on me until I was a junior that I was really trying to string together a style of learning.)

The other service areas increasing in priority are: consultation with human systems, consultation with teachers, physicians, etc., teaching credit courses, and structure group programs. These areas of service are increasing rapidly because of our need to be more proactive in our institutions instead of simply reactive.

There are factors that we talked about today that can interfere with the development of people, both faculty and students. If we can consult with the system that seems to inhibit development of the link-up between the individual and the institution, it is to our advantage to do that. If there is a better fit, people will open themselves more to development. If the system attempts to reduce or eliminate road blocks to development, its graduates will be far better off in life.

At the University of Maryland Counseling Center, the staff participated in a program called Project Upstream in which they asked staff members who worked there a long time to identify the human and environmental forces at the University of Maryland that are supportive and thus, really promote development. Also,

they asked staff to list the negative forces as well. Then, they participated in a consensus-seeking exercise in which they attempted to verify the validity of the information obtained through the listing. Following that, they developed a plan of attack for eliminating or neutralizing the negative factors.

An important part of the project was the verification of the supportive and negative forces affecting development. Staff members were asked the question, "Who has firsthand experience that this is true?" Then, secondhand experience: "Who's heard or who knows someone it has happened to? Who has just heard a rumor about it?" The strength of "Project Upstream" was in its attempts to qualify the feedback generated that will help the system recognize its own needs.

We are starting to get more sophisticated now in how we deal with consultation with an institution, and part of that sophistication is not only being able to more effectively process the many messages we get that others do not, but also to present the feedback in such a way that the system can work together to understand the feedback -- "Well, here is something pretty unmistakable for us to look at as an issue." Also at issue here is the old principle that if you decide not to give someone feedback because you don't want to hurt them, you can't help them either. It is pretty important to realize that you hinder by withholding feedback as well as help.

Consultation with teachers, physicians, etc., and others within the campus community who can assist in the delivery of mental health services is occurring more frequently now because of counseling centers' diminishing resources and increasing missions.

Providing help for students in the study skills area is becoming a much higher

priority as we become more frantically concerned about retaining students in our institutions. We are being asked to do more to support them academically. This function is also moving up because the institutions that expect to change with regard to student characteristics expect change to occur in a negative direction, i.e., fewer well qualified students are anticipated to be enrolling over the next seven years.

Structured groups is the seventh highest accelerating priority, and already is the third priority. Structured groups are groups that are designed to be short in duration, four or five sessions. They focus on a specific aspect of development, such as assertiveness, anxiety control, friendship development, jealousy, etc. For example, assertiveness is a skill that students often don't have but need in order to live successfully in their environment -- to negotiate hassles with roommates, to negotiate grades with professors, and to deal with the changes going on within them with their parents.

There are just about seventy different groups listed in the National Clearing House for Structured Group Programs, located in the Counseling Center at the University of Rhode Island. There are structured group programs for helping people deal with relationships that are dissolving, with death loss, intimacy, questions of anxiety, parenting skills, and a whole range of other issues. The advantage of structured modes of service over individual counseling is that structured modes focus on one aspect of development and therefore, are less threatening to students who do not want to put their whole "psyche" up for grabs. Structured groups are less threatening and clearer as to the group goal.

Right now at the University of Rhode Island, we service as many people on our campus through structured groups as we do through one-to-one counseling. Six years ago we served no one through structured groups -- it was just a beginning field. I think structured groups have their highest potential in Service Academies as opposed to the typical university out here -- public or private -- in the sense that your mode of intervention is structured. That is, your faculty will tend to be more receptive to a structured mode of intervention, your students will probably tend to be less resistant to that mode of intervention. I think dualist students tend to be more receptive to structured forms of intervention because they don't want to necessarily open up their whole psyche for inspection by a counselor.

In summary, the survey illustrates the changing nature of counseling services at the college level. As the survey revealed, only one priority was decreasing in priority while eleven were becoming higher priorities. Given the financial constraints present at most of our colleges, it appears that we will have to find ways to stretch existing resources or limit the scope of the services we offer.

INVITED ADDRESS

ATTITUDES TOWARD WOMEN IN THE MILITARY
IMPLICATIONS FOR COUNSELORS¹

an Invited Paper for
Second Service Academy
Counseling Conference

U. S. Coast Guard Academy
New London, Connecticut

by

Harold E. Cheatham, Ph.D.
Associate Professor of Psychology
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¹ The author gratefully acknowledges the considerable assistance of Dr. Steven P. Gunn of Connecticut College with the design of the study, and of Ens. Rex J. Blake and Ens. Mark J. Kerski for the survey of the literature.

One of the thoughts recorded in Rubin's 'notebook' suggests that: "Men who have not made peace with the softer aspects of themselves make war on women" (p. 33). This provocative notion has a ring of relevance to the task of the counselor in assisting individual and institutional change. The thought, in part, also amplifies one of the conclusions presented by the literature which addresses the effects of sex role socialization; namely, that males and females are presented with gender specific role models.

Much of the gender stereotype encountered by women entering male dominated areas of business, industry and the military has its basis in gender role socialization in American society (Macoby and Jacklin, 1975; Deaux, 1976; Tavris and Offir, 1977; Goldberg, 1968; Bem, 1975; Pheterson et al. 1971). Role models which children encounter throughout public schooling tend to reinforce notions of gender-appropriate activities. Traditional cultural role models, despite some recent textbook revisions, emphasize the male role as distinctly more valuable to society. These models imply that males should aspire to be doctors, executives and lawyers, and females should aspire to supportive roles as mothers, nurses, and secretaries.

Rosenkrantz et al. (1968), Broverman et al. (1970) and Chesler, (1972) among others have addressed the differential valuations placed on behaviors stereotypically ascribed to women. Women typically are described as sensitive, emotional, and

sociable while men are tough and realistic, logical and aloof. Aggression is a favorable characteristic in a male but is unfavorable when exhibited by a female. It is interesting to note that the characteristics identified as feminine do not correspond with current notions of individual mental health.

Students of the progress of women entering non traditional roles suggest that our society's previous training expectations may have poorly prepared American women to fill these new roles. It is relatively clear that personality characteristics considered to be valuable to middle managers are generally those cultivated in men. Evidence for the existence of sex role stereotypes in the measurement of success is abundant in the literature (Pheterson, Kiesler & Goldberg, 1971; Deaux & Emswiller, 1974; Feldman, Summers & Kiesler, 1974; Feather & Simon, 1975).

Considering the relationship between sex-role stereotypes and successful management characteristics, Schein has observed that "successful middle managers are perceived to possess characteristics, attitudes and temperaments more commonly ascribed to men in general than to women in general" (cited in SACC Proceedings, 1977, p. 74).

Logically, there resides some question regarding the potential of women as leaders, based upon their previous training even though many impediments have been removed through legislation. A consequent shift in attitude toward women is not easily observable. In fact some observers maintain that women want the roles but not the responsibilities (Florman, 1978).

The military, perhaps the last bastion of male exclusivity, has responded to societal pressures and has opened a variety of traditionally male roles to females. Unfortunately, the military is also faced with extensive organizational strains resulting from its concession. Conflict is inherent to the military's efforts to remain apace of changes taking place in American society and at the same time, to hold fast to the traditions of the service. Military leaders, effectively socialized into traditional roles, have had difficulty reconciling society's changing concepts of appropriate roles for women with the sexist attitudes fostered by the military system.

DeFleur succinctly states the major orientation of the military toward women, noting that the family's importance is strictly defined in terms of the support it yields to the male head of the household (1977). She further notes that the status of the military wife is indicated by the term dependent (DeFleur, 1977).

Binkin and Bach point out that contrary to the widely held belief that federal statutes are responsible for restrictions on women's roles in the military, a more limiting set of policies exist. The military services enforce policies and interpretations which are not specifically incorporated into law (1977). Although integration of women has been undertaken with relative ease at one level, a remaining administrative barrier to their full participation in the armed services is the prohibition against women serving in combat capacities. This issue has been

the subject of unique debate.

The essence of this debate is captured in the 1975 Congressional testimony by some of the Nation's foremost military leaders. Arguments by Lt. General Clark, former Superintendent at the Air Force Academy, General Westmoreland and former Secretary of the Army, Callaway typify the negative attitudes toward women. The characteristic note and tone of their positions center about references to psychological and physical inferiority of our women', to the 'offense to the dignity of womanhood', and to the 'accomodation to lower standards' inherent in any decision favoring opening the non traditional combat role to women (Binkin & Bach, 1977).

The content and tone of the debate of this issue was doubtless similar at the various service academies. At the Coast Guard Academy a series of studies was undertaken. These studies varied in level of conceptualization. The first was completed in 1972 and forwarded a recommendation not to admit women. The substantive basis for this recommendation is not clear. The second study presented the converse of the arguments advanced in the first and arrived at the unavoidable recommendation to admit women. The "forwarding recommending disapproval" letter equaled the length of the study itself. A 1974 study, based upon favorable responses derived from a questionnaire administered to officers assigned to the Academy and to cadet members of the classes of 1974-77, recommended admission of women. On August 11, 1975 history records that, ahead of the other services, the

Coast Guard announced that as this Academy celebrated its 100th anniversary in 1976 women would be admitted.

The arguments against admitting women centered about the 'implied costs for modifications to programs and buildings', 'the uneconomic and counterproductive undertaking of training women for roles which current legislation prohibits', and not least of all, against 'the distraction which women would be to the training of young men.

The point implied by the discussion here of these events is of the prevalence of negative, sex stereotyped attitudes toward women. Some male cadets report perceiving an implicit promise from their seniors: 'that women will not be admitted during my watch'. Their negative stereotypes were thus reinforced. The fact that the military academies acceded to the exigencies to admit women has been met with mixed reaction. Some male cadets have accepted the inevitable, others see themselves as deputies whose responsibility is to put these women to the most severe tests.

The present study was undertaken to systematically assess the professed attitude toward women.

Method

This study conducted during December 1977 and replicated in April of 1978 used the Dogmatism Scale (Rokeach, 1960), The Attitude Toward Women Scale (Spence and Helmreich, 1972) and an adaptation of a scale devised at Air Force Academy to assess attitudes toward women in the military (WIM). The items of

this latter scale are similar to those in The Attitude Toward Women Scale (AWS) as they assess attitudes toward equality for women in the military. The items on the WIM were further divided into two groups for analysis. One group contained more global items assessing women in the military in general while the other contained more specific items of attitudes toward women at the Coast Guard Academy (WAA).

Additionally, subjects were asked to respond to four (4) demographic items: religious preference or affiliation, father's occupational or career title, father's political affiliation, and legal residence.

The subjects were 188 males, 99 in the original study and 89 in the replication. Data for twelve women in the original study and ten in the replication were analyzed separately. Seventy five (75) percent of the males in both studies are members of the class of 1980, the first class with female members.

Results

The focus of the discussion is on the data derived from the males in the study. It is implied that the present institutional attitude is reflected more specifically by males than by females and more by males in the Class of 1980 and after, as these are the classes with female cadets. The specific notion for this analysis is that more threat is engendered and hence more negative attitudes are held towards women as equals than towards women as subordinates in this specifically stratified society.

A word however, about the interesting data collected from

the women in this study. Only 12Ss were in the original and 10Ss in the replication - too few to permit much beyond conjecture about the trends noted. A small percentage (20) of women register negative attitudes towards women on all three dimensions as do men in general and as do women in the larger society. Examples include "undecided" and "strongly agree" responses to the items: 'I would enjoy seeing women cadets cry' and "agree somewhat" to the item: 'women really are different from men and should recognize this instead of trying to achieve token acceptance in careers where men are better'. It should be emphasized that while this small percent was negative, the overwhelming attitude of women toward women in this study is positive.

For the data derived from men in the original study, the AWS, WIM and WAA correlate at a moderately high level ranging from 0.565 to 0.724 (Figure I).

INTERCORRELATIONS AMONG TOTAL SCORES
ON
ATTITUDE DIMENSIONS (MALES)

	<u>ORIGINAL</u>			<u>REPLICATION</u>		
	WIM	WAA	DOGMATISM	WIM	WAA	DOGMATISM
AWS	0.647**	0.565**	-0.265**	0.755**	0.645**	-0.401**
WIM		0.724**	-0.133		0.694**	-0.418**
WAA			-0.146			-0.439**
**p < .01		n=99			n=89	

Figure I

Differences between these correlations are all non significant. Three attitude dimensions, AWS, WIM, and WAA, are measured at varying levels of specificity with the WAA being the most specific since these people are all known to each other and are competitors for 'precedence'.

Correlations between measures/dimensions of the same level of specificity are higher than for those crossing levels of specificity. That is, AWS yields the highest correlation followed by WIM and then WAA. Within a given behavioral or environmental context, namely, military life, the correlations are high: WIM and WAA = 0.724. The AWS, the most global of these dimensions, yields a significant negative correlation with Dogmatism. Dogmatism, however, does not correlate with WIM and WAA.

The demographic items were analyzed using ANOVA and yielded no uniform or consistent results for any factor or attitude dimension.

Religion yielded no effects on any of the three attitude measures nor on the Dogmatism Scale

Holland and other researchers have consistently demonstrated high correlations between personality dimensions and occupational classifications. Occupations were ranked according to Holland's scheme: Realistic, Investigative, Social, Enterprising, Artistic, and Conservative (1973). The respondents' score on the Dogmatism Scale was significantly affected by the father's occupational classification. The highest Dogmatism score was registered by those in occupations classified as Social while the lowest Dog-

matism scores were recorded for households with the occupational classification Realistic.

Attitudes measured on the dimension WIM were affected by political affiliation. Those identified as Democrat were least positive and Republicans were the most positive, with those called Unaffiliated being more positive than Democrats but less positive than Republicans.

Father's political affiliation produced a consistent but non significant effect for all three dimensions of attitudes measured. Republicans and "Nones" are more positive, with no effects for Dogmatism measure. On the Dogmatism scale, those least dogmatic are Unaffiliated.

Among these scales only the AWS yielded a significant effect for region. Those from the Northeast registered the most positive attitudes toward women, followed by the Far West, Southeast and South Central. The respondents from the Midwest ranked as most conservative.

The replication of the study was successful in that it yielded again the major correlations among the variables. More consistent relations were found between Dogmatism and the other three dimensions measuring attitudes towards women. A general finding was of slightly more consistent data: 0.647 on the original for AWS and WIM, was 0.755 on replication. The original 0.565 found for the AWS and WAA replicated at 0.645 while WIM and WAA moved down from 0.724 to 0.694.

Crossing levels of specificity from less to more specific,

the finding is that AWS and WIM correlate higher than AWS and WAA; and the WIM and WAA correlate higher than AWS and WAA. Stated otherwise: measuring three levels of abstraction one finds that level one and two correlate higher than one and three. Similarity of level of abstraction, to some degree, affects level of correlation (Figure II).

COMPARISON BETWEEN SAMPLES
(MALES)

DIMENSION	ORIGINAL		REPLICATION		
	m	s.d.	m	s.d.	t
AWS	47.54	11.59	46.22	11.90	-0.778
WIM	41.21	8.76	41.30	9.19	0.068
WAA	44.51	7.19	43.00	7.96	-1.367
DOGMATISM	122.04	17.78	120.56	17.63	-0.572
	n=99		n=89		

Figure II

ANOVAs for the demographic data yielded the following results in the original study: those not responding to the political affiliation question were most positive in attitude toward women. The Republicans followed the "no response" group. For the replication those responding "Don't know" (a new category, added in an attempt to lower the incidence of 'no responses' for the original study) for political affiliation were least positive on all three dimensions of attitudes measured. A significant difference was found for AWS and WIM. While the difference found for the WAA was non significant, a similar ordering of the means was found.

Conclusions and Implications

This study provides a baseline for assessing attitudes toward women at the U.S. Coast Guard Academy. It was predicated upon the notion that this institution is unique from the larger society because here stratification is enforced.

The study assessed not only individuals but also the institution as reflected in its members' behavior. A substantial literature addresses institutional character and perserverance and suggests that the character of the institution changes gradually as the institutional norms governing behavior are changed by those in charge.

The findings of the study support the general notion of the presence of sexism in the Academy. Men were found to be negative toward women in society, in the military and in the Academy with increasing intensity across these three levels of specificity. The efficacy of the charge of negative treatment accorded to women in skits, publications and personal interactions was supported by the findings of the study.

It is suggested that the implicit command policy that everyone is equal needs to be explicit and to be systematically enunciated and enforced by the administration. Passive, neutral policy which neither condones nor condemns sexism, in effect, nurtures the existence of the practice by reinforcing the attitudes and behaviors extant in the larger society.

The military academies, opened to females only in 1976, are accountable to the public and as such may be unique in

their ability to promote the progress of women.

As counselors and behavioral scientists our task is clear. We need to assist individuals and the institution to assess this issue and to effect changes which ensure equal rights for women...and men.

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PAPERS PRESENTED

Identification with the Aggressor and

Attrition of Women at USNA

By

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Running head: Identification with the Aggressor

ABSTRACT

Identification with the aggressor is proposed as a useful construct in describing the coping strategy of a number of female Midshipmen. It is further proposed that the success in using this defense is dependent upon the degree to which the woman has the athletic skill and behavioral repertoire to express the identification. The identification tends to traditionalize the woman's attitude towards herself, increasing her probability of resignation. Lastly, it is suggested that clinical interpretation of this defense to women expressing an intention to resign can have an impact on the attrition rate among female Midshipmen.

Identification with the Aggressor and Attrition of Women at USNA

This is a preliminary report of one of a number of research projects dealing with the attrition of women from the U.S. Naval Academy. This report is based primarily on clinical observations and is currently being validated against other data, including Role Development Questionnaire data collected as part of a study done by Dr. Kathleen Durning of the Naval Personnel Research and Development Center (Durning, 1978), attrition data, and candidate selection data. This report limits itself to one particular entering class of Midshipmen.

It is hypothesized that the primitive defense mechanism, "Identification with the Aggressor," is a useful construct in describing the primary adjustment strategy of a substantial number of women Midshipmen. This construct suggests that, faced with a powerful (and usually aggressive) authority figure, on whom one is dependent, one adopts the attitudes and behavior of that figure as one's own, and consequently feels less victimized (Freedman, A.M., Kaplan, H.I., and Sadock, B.J., 1975). Psychodynamic theory states that an individual's use of any defense mechanism is determined by the amount of stress that he experiences in a given situation, although the choice of which defense will be used is usually a stable part of the individual's personality structure. Thus, there are people who characteristically use identification with the aggressor under stress, and there are those who use another defense instead (Freedman, et al., 1975).

In the present context, it is hypothesized that women who used

this mechanism in dealing with their parents would be likely to use it here at the Academy, in dealing with "the Institution" and its instruments: upperclassmen, Company Officers, and other authority figures. The specific instance with which the paper deals is one in which a woman's father has been unresponsive to his daughter's "femininity" and more supportive of her "masculine" strivings; who encouraged her to apply to the Naval Academy, while at the same time holding rather traditional views about the virtues of an all-male institution. The implicit message was, "In general, girls do not fit in, but my daughter will." Presumably, the daughter's compliance with her father's wish that she come to the Academy represents an identification with the aggressor.

Once she is here, however, the new "aggressor's" message is less equivocal. In the words of many women Midshipmen, the message is, "Any woman who wants to be here is no woman at all." Seeking validation of their femininity, many women confided their concerns to their mothers. Often the response they got only deepened their doubts: "Oh, you mean you're not Wonder Woman, after all?" Under increased stress, these women once more identified with the aggressor. Some have confided privately, "I myself believe that women do not belong at the Academy. I now realize that being a wife and mother are more important roles to fulfill than trying to intrude into a male field."

Combining these clinical observations with a preliminary analysis of responses to the "Opinions About Men and Women in the Military" section of the NPRDC questionnaire, for women who indicated strong

support to come to USNA from their fathers but not their mothers, 14 women were identified. From these 14, two clusters were defined. Cluster I were women who had already resigned or who in clinical consultations indicated an intention to do so. Cluster II, however, were highly successful and visible members of the Brigade, and included a higher number of athletes and androgynous women. This suggested a corollary to the original hypothesis: that women whose identification with their fathers was so longstanding that their primary sex-role orientation was "masculine," would not experience the same dissonance from the institutional message as their more "feminine" classmates. Further, their early "masculine" identification had led to more childhood exposure to traditionally masculine sports and earlier development of athletic prowess, as well as less conflict concerning competition with men. This would suggest that the functional significance of identification with the aggressor in terms of ostensive success at the Academy is moderated by the ability of the woman to express or carry off the identification.

A recent unpublished report¹ by Dr. Durning suggested that high masculinity scores, rather than feminist attitudes, could account for the choice of a Military career by the women in her study (same population). This result is somewhat convergent with the concept suggested in this paper. For Cluster I resignation or the intent to resign could have been influenced by identification with the aggressor.

To the extent that it is an unconscious process, identification with the aggressor prevents the individual from making a truly "well-informed" decision about resignation, since a major motivation is not

being taken into consideration by the decision maker. Psychodynamic theory states that when a previously unconscious motivation is brought into an individual's awareness, it loses much of its power to influence behavior. Therefore, a woman who has had her identification with the aggressor interpreted to her is in a much better position to make a decision based on rational factors, and to that extent a "better" decision, as to whether to pursue her career at the Naval Academy.

This, of course, is a preliminary report; and it is necessary to track the target groups further before any substantial empirical tests of this hypothesis can be undertaken. It will also be necessary to replicate the findings across other incoming classes. The present limitations notwithstanding, the construct is proving very useful in clinical interventions, and has had a positive impact on retention in that sense.

Reference Note

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USAFA NEWCOMERS COUNSELING PROGRAM

CONCEPTUAL DESIGN

by

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Concepts

Newly arrived cadets, like all adolescents, are in a state of transition and experience varying degrees of stress and difficulties when they first arrive at the Air Force Academy. Coping with stress and attending to difficulties other than the normal stress imposed by the structure of the Fourth Class program often leads to deficiency in the cadet's performance. This may result in academic deficiency, loss of motivation, aptitude deficiency and possibly resignation from the Academy.

Many cadets find themselves in difficult situations at the beginning of their stay at the Academy and have a constant uphill battle throughout the following four years. Cadets often have to make some of the most difficult decisions concerning their career at the Academy when they are least prepared to reach a sound conclusion. The influence of peer pressure, confusion, new roles and relationships as well as emotional turmoil lead to subjective thinking. The structure of the fourth class program prevents many of these individuals from seeking assistance, consequently problems grow in severity. Although counseling assistance is available, it is not used by those who possibly could benefit by it most. Cadets view seeking counseling as a sign of weakness, consequently the majority of them avoid any contact with formal counseling assistance. This attitude often results in cadets performing below their actual potential.

This proposal outlines a program which is designed to allow optimum use of counseling available at the Academy. The advantages of the program

include the following:

1. Enables early contact of cadets in need of assistance.
2. Provides methods which promote a positive attitude towards counseling in cadets who can benefit by it.
3. Reduces problems which are experienced early in a cadet's tour at the Academy.
4. Timely counseling will have a positive effect in reducing attrition and increasing cadet performance by reducing difficulties for cadets who otherwise would not be assisted.

Program Outline

The operation of the Newcomers Counseling Program is based on the concept of contacting all fourth class cadets and providing assistance during the first two weeks of the fall semester. Through this program, cadets experiencing difficulties can be identified and timely counseling could alleviate the majority of problems and prevent further difficulties. By identifying cadets who could benefit from counseling soon after they arrive at the Academy and then providing timely assistance, problems could be terminated before a detriment in performance is experienced. The structure of the program requires that all fourth class cadets be seen during the first two weeks of the fall semester in groups of thirty to fifty individuals. One method of accomplishing this task would be to allow a one hour block of the Military Science courses to be used for contacting cadets. During this time a presentation designed to "sell" the cadets on the benefits of counseling will be given. It will be explained that the counselors' duty is to work for the cadets and to assist them in having a successful tour at the Air Force Academy. The time with the cadets will be used to build trust, answer questions

concerning problems which have arisen and to emphasize that assistance can be found concerning any difficulty. The last portion of the presentation period will be used for administering a questionnaire. The questionnaire is designed to allow the cadets to reveal any problems which exist. The questionnaire will be given last in the program because it is believed that by this time in the presentation barriers will be lifted and cadets will be more receptive to assistance. The "selling" aspects of the presentation are crucial to the success of the program. This is because the majority of cadets maintain that seeking counseling indicates weakness, and are very distrustful of the confidentiality of Academy counseling programs. When cadets are given the questionnaire they will be told that assistance will be given on any items which may be a concern to individuals. Additionally, some cadets will be contacted to attain their reactions to the program. Completed questionnaires will be reviewed by the counselor conducting the presentation. Individuals indicating difficulties or concerns will be scheduled for an appointment within one week after the initial contact.

Counseling Resources

Counseling will be conducted by faculty volunteers within their departments. This concept will reduce the stigma attached to seeking assistance through the formal counseling program. Once initial counseling is accomplished, referral to the Academy Counseling Center or Mental Health Clinic could be made for those individuals that could benefit by that service. However, the majority of individuals would return to the assigned faculty counselor until their difficulty is resolved or they

terminate the counseling. Individual counselors will be responsible for making appointments when they are assigned to a cadet. The results of the initial interview generally will fall into the following broad categories:

1. The cadet is capable of solving his problem without further aid.
2. The cadet desires further counseling until he is able to find a workable solution to his problem.
3. The cadet is given information which may help in finding a solution to his problem.
4. The cadet is referred to another agency better equipped to deal with his problem.

Training

The majority of faculty members who volunteer for this program would be expected to have some counseling experience. However, in order to insure a standard level of skills, a short term counseling training program will be made available to volunteers.

Evaluation

Newcomers counseling has been successful with airmen within the same age group as cadets. However, because of the nature of the training situation, the attitude toward revealing difficulties of cadets could be very different from other groups. Studies indicate that an average of 10 to 20 percent of this age group can be expected to reveal difficulties on the newcomers questionnaire. If the percentage of difficulties revealed is within this criteria, control and experimental groups could be developed for comparison. Half of the cadets indicating problems would be counseled, the remainder would not be scheduled to receive assistance. Evaluation data would consist of academic performance, attrition rate, MOM's and peer ranking. Cadets indicating difficulties

and receiving counseling would be expected to perform higher on measures than cadets indicating difficulties and not receiving counseling.

Summary

Programs similar to the program discussed have been proven to be extremely effective when applied to populations within the same age group as cadets at other Air Force installations. Findings of the evaluations of these programs indicated a significant difference in adjustment difficulties between groups who received counseling and those groups that did not receive counseling. Counseling and early assistance provided to fourth class cadets could have a positive long term effect on a cadet's performance.

ADMISSIONS OFFICE COUNSELING: A PERSPECTIVE

by

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When one midshipman was asked for his views on the need for the establishment of a counseling service at the Academy, he wrote - "You will have trouble gaining the confidence of most midshipmen. We see the Administration as that part of the system trying to throw midshipmen out! The midshipmen band together to stay here while the Administration tries through demerits, honor boards and academics to throw us out. Keep the counselor completely separate from the Administration to gain our trust!" While another midshipman was so positively touched by his recent experience with Administration that he wrote to the student's newspaper - "No matter what one's personal views are of the Administration (or their views of you), the Administration of this school is not composed of Frankenstein monsters. It is composed of people who are doing their jobs in the manner that they feel is best. Whether we agree with them in this or not, when the chips are down, they always come through for us." As an administrator, I would hope that the latter midshipman typified or articulated the general views of how midshipmen perceive the Administration. Realistically, I know that the real answer is somewhere in between. The answer that one gets at any given time seems to come out - "What have you done for me lately."

A sampling of midshipmen were asked some other questions regarding counseling - such as, is there a need for a fulltime counselor? If so, what kind? Academic, personal or regimental. Do you have reservations (hangups) about visiting a counselor? If so, does the location impact negatively on this decision? Does confidentiality-of-conversation impact negatively? And what kind of person (counselor, chaplain, company officer, etc.) would you prefer to visit for academic, personal and/or regimental counseling? The answers were as follows:

1. Do you feel that a fulltime counselor is needed? 70% said yes
2. What kind of counseling is needed most?
Academic - 42%
Personal - 42%
Regimental- 16%
3. Do you have any reservations (hangups) about visiting a counselor?
50% yes 50% no
4. Does the building in which the counselor is located or the office location bother you?
80% said no
5. Does confidentiality-of-conversation bother you?
70% say yes
6. Which kind of person - fulltime counselor, faculty advisor, chaplain, staff officer or company officer would you like to advise you on academic, personal and regimental problems.
Academic counseling
48% chose - faculty advisors
34% chose - fulltime counseling
Personal Counseling
54% chose - chaplain
30% chose - fulltime counselor
Regimental Counseling
42% chose - company officers
28% chose - staff or administrative staff officers
21% chose - fulltime counselors

Students that attend the five service academies are a unique-breed of individuals. They usually represent the best-of-the-best, the best-of-the-average or the best-of-the-worst school systems in the U.S. Our students, like yours, are slightly different from the average College-Bound student by possessing above average:

1. athletic and academic abilities
2. leadership abilities
3. drive to achieve
4. political conservatism
5. self-confidence
6. science skills
7. ~~writing~~ skills (I disagree somewhat with this finding as an admissions officer that reads their applications).

In addition to the above differences, our students come from households where the average annual income is 20% above that of the average college-bound student. Additionally, they have high self-images or "numero-uno complexes." How do you counsel this kind of individual?

From an admissions standpoint, we start before they are accepted or offered appointments. Upon completion of their candidate files and being found academically qualified to compete for an appointment, we send a letter to them. The letter asks them to give careful consideration to the decision to accept an appointment, should one be offered. Further, that the decision to attend the Academy should be theirs and theirs alone. That they should not accept the appointment and come to the Academy to

please their parents or someone else. We have found over the years, as you probably have, that most students who leave the Academy during indoctrination or the first part of the year, leave because they did not really want to come. They came because their parents wanted them to come.

The next counseling step that we take in the Admissions Office is to conduct an Orientation/Briefing Day for all principal candidates. This^{is} a day when all principal candidates are invited to visit the Academy in May. They come at their own expense. The day starts at 0830 and ends usually with a Review at 1500. Candidates are briefed on Academy life, attend classes, eat lunch with the Regiment and generally have time to ask lots of questions. More importantly, they get an opportunity to see the facilities, meet students, faculty, test the food and learn what campus life is going to be like. In other words, they learn that indoctrination doesn't last forever. During the past four years since we initiated this program, attrition has been reduced. The graduating class this year will be the largest one that we have had in 25 years.

Once students arrive at the Academy our counseling functions continue. Parents usually call the Admissions Office because they communicated mostly with someone in Admissions, should their youngster encounter a problem. We all tend to seek help where we feel that we can find it. Students tend to go to the person that they feel will take care of their problem whether it happens to be a staff person, counselor, faculty advisor, professor, company officer or the Chaplain. I find myself oftentimes in this

precarious position. As a counselor, I must somehow cause the student to achieve a goal that he or she has been unable to accomplish. This usually means undoing something adverse that they have done or caused to happen, such as, calling or seeing an instructor or department head to discuss the student's problem. Trying to serve as a "catalyst" in some of these matters requires the patience of Job plus Valium, the humility of Jeremiah plus excedrin and the wisdom of Solomon plus a human relations course. I sometime think that if Moses came down from Mt. Sinai today, the only Tablets he would be carrying would be Aspirin Tablets.

As you have heard from my statements above, counseling should begin from the time that the first inquiry is received. The Admissions publications must be candid and straight forward in their presentations. Candidates should be encouraged to visit the Academy, be interviewed and counseled by an Admissions Officer and students. They should also be encouraged to visit and talk to graduates working in the field. In this way they will know what to expect upon graduation. Counseling is a never ending all hands task.

A MODEL FOR REDUCED ATTRITION THROUGH
CAREER DEVELOPMENT - A CONTINUED LEARNING EXPERIENCE

by

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Two of the most confounding questions which cadets ask themselves in relation to their personal, vocational, educational growth and development are what should I major in and how does it relate to my career as a U. S. Coast Guard Officer? Other concerns which come out center around what is the so called "Real Guard" like? Cadets have found themselves in a uniform at an educational institution which demands strict military requirements as well as the traditional academic demands of a college. I find them asking themselves, "now that I am here, where am I going?"

Cadets come over to the Cadet Counseling Center time and again with the realization that they have reached a point in their lives which is a crossroad. They need questions answered which will help them in their decision-making regarding what direction they must choose for themselves. They need information available to them to help understand how to reidentify and why they could choose to stay and make the Service a career.

It is the responsibility of the Cadet Counseling Branch to be able to pass on unbiased information to the Cadet which will enable him/her to make a very sound and logical decision to stay or leave the Academy. This information has to come from many different sources, must be correct, and must be current.

Theory

It is not a counselor's responsibility to come up with "the" answer. The problem belongs to the counselees, the cadets. It is the cadet's responsibility to learn the skills and tasks, along with

their interests, backgrounds, projected goals, and the academic subjects taken which will directly affect or help them succeed as officers in the U. S. Coast Guard. Cadets must be very much aware of the fact that the Coast Guard Officer is an individual who is not specialized in a given field. Rather, there are many, many tasks and responsibilities that they will have to perform as career Coast Guard Officers.

Program

After a year and a half of research, which included a review of the Government Accounting Office Service Academy Student Attrition Report, The State of Professional and Military Training at the Coast Guard Academy 1976, a trip to the U. S. Air Force Academy Cadet Counseling Center and a visit to Coast Guard Headquarters (Officer Assignment Branch), the Cadet Counseling Branch at the Coast Guard Academy has established a means for the Cadet to be able to review information which shows him/her what the "Real Guard" is like and how he/she can relate their academic and military training programs to what is going on in the operational Coast Guard.

The Cadet Counseling Branch has established a Multi-Media Career Information Center and information library to help cadets relate their personal growth and development to their area of career interests. Through the establishment of the Career Information Center, which will be operational in the Summer of 1978, Cadet Corps' defined major areas of career concern will be met. The areas of career concern were identified through a survey of the entire Coast Guard Academy Corps of Cadets in which the following return by class was achieved:

1/c - 40.7%; 2/c - 52.3%; 3/c - 54.3%; 4/c - 44.6%.*

In the survey questionnaire, twenty-six specific areas of concern were addressed and ranked in order of importance to the individual cadet. The specific areas of concern in which career development plays a very important part, thus leading to the establishment of the programs listed below, are Career Exploration, ranked two; Career Life Planning, ranked five; Life Planning, ranked eleventh. The survey also indicated that 96.9% of the First Class Cadet Corps stated a need to have one-on-one contact with the Personnel Assignment Officers from Headquarters. The programs established by Cadet Counseling to meet these needs are:

1. A program with Headquarters Officer Personnel Division to have each billet Assignment Officer interact one-on-one with the First Class Cadet Corps prior to their first billet selection. This should help them understand areas of concern, and how to identify and fill billets which exist in areas of their own personal interest. Also, it will assist them in how to plan career rotation in advance so that their personal input will be taken into consideration prior to a transfer.
2. A video tape of each Assignment Officer at Coast Guard Headquarters Officer Personnel Division focusing on their particular areas of assignment responsibility will be maintained and updated in the career information library. Cadets can visit without appointment and start relating their individual academic major to certain rotational tour areas within the Coast Guard.
3. An up-to-date multi-media library has been established describing operational fields of the Coast Guard. This is done through interviewing recent graduates of the Coast Guard Academy, and having them explain different tasks which a junior officer carries out. This will help the cadet see and understand what the Assignment Officer and the Coast Guard Academy are saying about the "Real Guard". The following video tapes will be available:
 1. Deck Watch Officer from different class Coast Guard cutters
 2. Engineering Officer from different class Coast Guard cutters
 3. Operations Officer
 4. Commanding Officers/Executive Officers who are junior officers

* (Survey was by Second Class Cadets W. J. Belmondo and K. D. Krumdieck as part of Operating Systems Analysis Semester Project)

5. Marine Safety Officers
6. Pilots, co-pilots, Aviation Engineering Maintenance Section Chief
7. Captain of the Port Duty
8. Training Command (CG Academy RTC Yorktown, etc.)
9. District Offices and Headquarters
10. Other various types of billets a Junior Coast Guard Officer would fill

The Cadet Counseling Branch hypothesizes that once the cadet has a better understanding of the aforementioned areas of concern, the attrition rate at the Coast Guard Academy could be reduced. This would be done by showing a vocational relationship to the cadet's educational program and by lending strength to the individual cadet through the establishment of clear thinking goals for which the cadet can strive.

Implications

The U. S. Coast Guard is in a state of continuous change which requires increased responsibility to be placed on the future junior officers about to be commissioned from the Coast Guard Academy. To have information about the Coast Guard and the changes which are taking place available to the cadet is of great importance if the Coast Guard Academy is going to have the cadet continue to strive for their education and commission from the Coast Guard Academy. Creating an environment that will encourage the cadet to continue to strive is the responsibility of the Cadet Counseling Branch. The Cadet Counseling Branch furnishes information to the cadet that will facilitate increasing definition of the individual goals, career expectations and the ability to relate to the multi-disciplinary responsibilities expected of the person - as cadet and future commissioned officer in the U. S. Coast Guard. Systematic education will no longer satisfy the cadet. They must have on-going, updated, accessible and realistic vocational

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