

Breaking the Gender Barrier at the Virginia Military Institute

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Senior Division
Group Performance
Process Paper: 500 words

Process Paper

Originally we had begun researching Prohibition but realized that the topic was not going to be as effective in a performance as we hoped. We wanted a topic that focused on gender breaking for females. Women attending the Virginia Military Institute (VMI) interested us because the majority of us were beginning to think about college and the person who started the process was our age. With this topic from our home state, very close to where we live, we started researching and realized how many barriers had to be broken to set the stage for barrier breaking at VMI.

Research began with a timeline that helped us see the order of events. Newspaper articles from the time helped us see what people were thinking and helped to develop characters for the performance. Books and websites were part of the research. We visited both VMI in Lexington and Virginia Women's Institute for Leadership (VWIL) in Staunton and interviewed several people. After reading Philippa Strum's book, we realized how critical it was to understand the barriers that had been broken in the past that allowed the VMI gender barrier to be addressed. We connected how the gender barrier broken at VMI was related to gender barriers broken in the past century.

We chose to create a performance to show our research. Rather than a realistic set, we developed a plain, all-black set that represented the many barriers that had been broken and allowed us to create multiple scenes to show the events and how they fit in the process of breaking the barrier. This set helps focus on the barrier breaking. The narrators at the beginning of the performance help to set the stage for why the barriers at VMI were addressed when they were. We chose scenes that represented the opinions of the time, and because so many resources were available, we were able to use direct quotes to show the views of the barrier breaking.

Our topic, breaking the gender barrier at VMI, relates to this year's theme, "Breaking Barriers in History," because women broke the gender barrier that barred women from attending VMI. Their fight against this barrier was built upon previous barriers women have broken from the right to vote to serving in the military. In 1992, the Department of Justice (DOJ) filed suit against Virginia. The court upheld Virginia's position that a single sex publicly funded college did not violate the equal protection of the 14th amendment. The DOJ appealed, and the 4th Circuit Court of Appeals offered a choice – let women in or create a separate program. Virginia chose separate but equal and opened VWIL. However, VWIL was not equal and the Supreme Court found in favor of opening the doors to women. They found the barrier was unconstitutional. In 1997, women arrived at VMI, officially breaking the barrier. Today, they continue the traditions of VMI. The breaking of the gender barrier at VMI continues to impact those that attend, or wish to attend, VMI.

500 words

Annotated Bibliography

Primary

Allen, Mike. "Defiant V.M.I. to Admit Women, But Will Not Ease Rules for Them." *The New York Times*, 22 Sept. 1996, www.nytimes.com/1996/09/22/us/defiant-vmi-to-admit-women-but-will-not-ease-rules-for-them.html.

With this newspaper from 1996 we were able to understand what the first women would face at VMI from the extreme physical to the disapproving view of the men on the campus. Specific lines from Josiah Bunting allowed us to understand how against allowing women into VMI the administration was. The unwillingness to change the physical regiment put forth by the administration to discourage women from attending. By having this newspaper, we were able to present an obvious point of view for those who were against the breaking of the barrier.

The Associated Press. "First Female Cadets at V.M.I. Are in Class and in Uniform." *The New York Times*, 19 Aug. 1997, www.nytimes.com/1997/08/19/us/first-female-cadets-at-vmi-are-in-class-and-in-uniform.html.

With this primary source, our team was able to add to our knowledge of what women experienced as part of the first females to attend VMI specifically that of Beth Ann Hogan who was the first woman to sign her name and be officially enrolled at the institute. The information from this newspaper gave us an understanding for how the average person viewed VMI in comparison to those who attend or planned to attend through interviews of upperclassmen. By having this information, we were able to shape the characters in our performance to present more moving and personal information.

Benning, Victoria. "Loudoun Girl Is Among First Women to Enroll in VMI." *The Washington Post*, WP Company, 1997, www.washingtonpost.com/wp-srv/local/longterm/library/vmi/vmigirl.htm.

This site tells the story of one of the women in the first class of women at VMI, Erin Claunch. She was in love with the school from the moment she saw it, she knew that it was where she wanted to go, and as soon as she got her chance, she went for it. Erin, in her desire to attend VMI, became a great character to look at for the purposes of our performance. This site helped us to understand what it was like for women early on at VMI, we also used Erin as a character in the first section of our performance. We used this site to know how VMI prepared for women when they first arrived, it also told us some helpful information on the school itself.

Biskupic, Joan. "Supreme Court Invalidates Exclusion of Women by VMI." *The Washington Post*, WP Company, 27 June 1996, www.washingtonpost.com/wp-srv/local/longterm/library/vmi/court.htm.

This primary source article reviews the decision of the Supreme Court regarding the United States v. Virginia case. The details in this article are important to us because they quote what the justices said surrounding the case. With Justice Ruth Bader Ginsburg being one of our many important characters in our performance it was important to have information about the things

she did and said and this article provided us with some of that information. It also includes the quotes of many involved in the case, including the lawyer that represented VMI. As the decision was important in the history of gender barriers being broken, this article showed both sides about how people felt about the decision.

"Breaking Ranks." *Chicago Tribune*, 26 Feb. 1990, www.chicagotribune.com/news/ct-xpm-1990-02-26-9001160898-story.html.

With this article from 1990, we were able to see the response people had to the DOJ claiming that the gender barrier at VMI was unconstitutional. By having this viewpoint, we were able to integrate it into our performance to show how people were against the breaking of the gender barrier. The inclusion of this newspaper helped us to have a well-rounded performance that provided varying points of view.

Bunting, Josiah. "The end of single-sex schools." *The Boston Globe*. 3 Aug. 1994: 3d. *Newspapers*. Web. 6 Jan. 2020. <<https://www.newspapers.com/image/440531658/>>.

This newspaper editorial by Josiah Bunting, was written one year prior to him becoming the superintendent of VMI. In his story he writes about the end of single-sex colleges and discusses briefly about VMI and also writes about Wellesley College. He questioned why Wellesley college had not gone co-ed, but The Citadel was dealing with court cases and hearings leading it in the direction of a co-ed college. It should be noted the VMI was state funded while Wellesley was not. This newspaper editorial provided us with information about Bunting's feelings toward co-education and helped us shape his character for our performance.

"Civil Rights Act of 1964." *DocsTeach*, National Archives, 2 July 1964, www.docsteach.org/documents/document/civil-rights-act-of-1964.

This source was useful to us because it provided us with details about the Civil Rights Act of 1964 which was one of the barriers we used that were broken leading up to the gender barrier at VMI. This is a civil rights and labor law that outlaws discrimination based on race, color, religion, sex, or national origin. This bill was signed into law by President Johnson.

Djuric, Teresa A. Personal interview. 20 Jan. 2020.

By having this interview with Brigadier General Teresa A.H. Djuric, we were able to learn more about VWIL and how it has changed over the years in comparison to VMI and what the experiences of the first women in VWIL compared to now. With this information we were able to have a better understanding of the ruling in the Supreme Court case and how those at VWIL viewed the ruling. This interview helped us to shape how we presented VWIL as an alternative to VMI when the barrier was being broken in the courts. Without this information we would not have the understanding that we have now for what women experienced at VWIL when the barrier was not yet broken.

***The Equal Pay Act of 1963 (EPA)*. U.S. Equal Employment Opportunity Commission, www.eeoc.gov/laws/statutes/epa.cfm.**

With this cutting of the EPA we were able to have a better understanding of one of the many defining acts put in place to close the gap between men and women under the law. By having this primary source, we were able to have a more defined timeline of women and those that supported them breaking barriers. The inclusion of the EPA helped to create a clearer opening narration showing the steps women have taken to have the same legal protections as men.

“Facts about Discrimination in Federal Government Employment Based on Marital Status, Political Affiliation, Status as a Parent, Sexual Orientation, and Gender Identity.” *Discrimination Based on Sexual Orientation, Status as a Parent, Marital Status and Political Affiliation*, U.S. Equal Employment Opportunity Commission, 1967, www.eeoc.gov/federal/otherprotections.cfm.

This source was useful to us because it provided us with facts about discrimination in federal government employment based on sex, which was apart of the barriers we used that were broken leading up to the gender barrier at VMI. This executive order banned discrimination on the basis of sex in hiring and employment in both the United States federal workforce and on the part of government contractors. The order was signed by President Johnson.

Finn, Peter. “VA Restricts Federal Request for Details of Suspension.” *Washington Post*, 17 Sept. 1997. <https://www.washingtonpost.com/wp-srv/local/longterm/library/vmi/reject.htm>

This Article is about the suspension of Angelica Garza, a member of the first class of female cadets at the Virginia Military Institute. She allegedly punched an upperclassman at VMI, while being berated in the rat line. We used this article for some context as to how the first class of women were treated in VMI. This article also told us how involved The Justice Department was in maintaining this program.

Finn, Peter. "At VMI, Pioneers Recall Breaking Earlier Barrier." *The Washington Post*, 5 Oct. 1997, www.washingtonpost.com/archive/local/1997/10/05/at-vmi-pioneers-recall-breaking-earlier-barrier/bb370fde-f457-4fc1-8249-e09a3e1395ff/.

With this primary newspaper article by Peter Finn we received information about previous barriers broken at VMI specifically surrounding race. By having this information, we were able to compare the two barrier breakings. This information was helpful in understanding the topic and how people responded to change over decades helping us to have a deeper understanding of the range of opinions on change.

Grimes, Charlotte. "Gender Flap: VMI Resists Co-ed Line." *St. Louis Post-Dispatch*. 18 Feb. 1990: 1 & 6. Newspapers. Web. 12 Dec. 2019. <<https://www.newspapers.com/image/139928902/>>.

In this newspaper story Grimes writes about VMI’s fight trying to stay male-only. Famous alumni are mentioned like Stonewall Jackson and George Patton which helped us gain an idea about the importance of the history of the college. The story also discusses how much was spent on the college with Virginia tax dollars when it was male-only. The belief that the VMI

experience and the system of the military college could not be shared with women was brought to life in the story through the many views of people supporting VMI's all-maleness.

**Janofsky, Michael. "Virginia military college awaits first female cadets." *The Indiana Gazette*. 20 Jul. 1997: A4. *Newspapers*. Web. 8 Jan. 2020.
<<https://www.newspapers.com/image/14646460/>>.**

This newspaper story describes the preparation that VMI had done for the first class of women and it also mentions the feelings of the women who were going to attend the first class. We were inspired by 17-year-old Angelia Pickett's enthusiasm to attend the military college and we chose her as one of our female cadets in our performance. This story helped our group because it also talked about honor and integrity which are a part of VMI's code of conduct.

**Mundy, Liza. "It Couldn't Be the Same Thing as VMI'." *The Washington Post, WP Company*, 10 Mar. 1996,
www.washingtonpost.com/archive/lifestyle/magazine/1996/03/10/it-couldnt-be-the-same-thing-as-vmi/be9e3ba9-8ec4-471c-8420-81d33f781fd6/.**

In this primary source article, the differences between VMI and VWIL are noted and VWIL is described as being purposefully unlike VMI. This article is important to our project because it gave us information about both the schools and their differences. Some of this information included knowledge about the rat line, the opportunities cadets at VMI had that VWIL cadets did not have, and the feelings of the alumni towards admitting women to VMI. The fine details and feelings about VMI and VWIL also helped us shape the characters in our performance.

Reed, David. "With buzz cut, Oregon teen ends VMI's all-male policy." *South Coast Today*, 19 Aug. 1997, www.southcoasttoday.com/article/19970819/news/308199973.

From this newspaper we were able to get the story of Beth Ann Hogan and her view on being part of the first class of women attending VMI. By having this information, we were able to reference real people in our performance and take note of their experiences when the gender barrier was broken at VMI. Without this information we would be unable to present the view of both sides after the gender barrier was broken.

**Slud, Martha. "VMI's new leader is 'passionate believer' in single-sex education." *The Daily News Leader (Staunton)*. 3 Aug. 1995: 3. *Newspapers*. 7 Jan. 2020.
<<https://www.newspapers.com/image/288761560/>>.**

In this newspaper story we were able to gather quotes from Josiah Bunting for our performance. The story tells us about him and his feelings towards the idea of the time which was VMI going co-ed. The story provided us with background information on Josiah Bunting and his past experiences with female and male single-sex colleges.

"Title IX of the Education Amendments Of 1972." *The United States Department of Justice*, 6 Aug. 2015, www.justice.gov/crt/title-ix-education-amendments-1972.

This source was useful to us because it provided us with details about Title IX which was one of the barriers we used that were broken leading up to the gender barrier at VMI. Title IX is a federal civil rights law that was passed as part of the Education Amendments of 1972. This federal civil rights law prohibits federally funded educational institutions from discriminating against students or employees based on sex.

VanDerwerker, Samantha. Personal interview. 28 Mar. 2020.

With this interview, conducted via Zoom and text, with a graduate of VMI from the Class of 2012 we were able to see what changes had been made in the wake of the first women attending VMI. By having this interview, we were able to see the legacy of the court case and the first class that was co-ed. Through the information we gained we knew what students had with them when they came to VMI which played into some of our props. Without this interview we would not have the understanding that we have now for the lasting impact of women breaking the gender barrier at VMI.

Secondary

Anitha, Sundari, and Ruth Pearson. "World War I: 1914-1918 | Striking Women." *Striking Women, Arts and Humanities Research Council*, www.striking-women.org/module/women-and-work/world-war-i-1914-1918. Accessed 18 Mar. 2020.

This summary and analysis of women in World War 1 helped us shape the information we present in our opening introduction. The website gave examples of the jobs women took up during the war and the dangers they faced and how they were treated after the war. By having this information, we were able to have a better understanding of what needed to be presented to provide context for our performance.

Brennan, Katherine. "Virginia Women's Institute for Leadership (VWIL) 20 Years Later..." *LinkedIn*, 15 Apr. 2016, www.linkedin.com/pulse/virginia-womens-institute-leadership-vwil-20-years-later-brennan.

From this piece we learned about the lasting impact of VWIL and how the view of the program has changed over time. By having this information, we were able to have a better understanding of how VWIL did not equal VMI when it began and how it has changed to be its own strong program. With our deeper understanding we were able to present the view of VWIL as it was seen during the court case.

Brett, Jennifer. "Shannon Faulkner: Short Stay at The Citadel Had Lasting Impact on It." *AJC, The Atlanta Journal-Constitution*, 1 Mar. 2018, www.ajc.com/lifestyles/shannon-faulkner-short-stay-the-citadel-had-lasting-impact/zBdTCIqghTvDGKY8NMce7I/.

Shannon Faulkner was one of the first females to attend The Citadel, helping pave the path for women attending military schools. The information from this website helped us to understand how the first class of female cadets might have been treated, and the pressure they felt to pave a better path for women. Men's thoughts of women not being able to last in a same-sex military school, like VMI for example, were further supported when Shannon Faulkner dropped out. This made it harder for women as they took the path of breaking barriers.

Brodie, Laura F. *Breaking Out: VMI and the Coming of Women*. Pantheon Books, 2000.

In Brodie's book surrounding women coming to VMI we learned about their experiences and how VMI worked to ensure that the transition from single sex to co-ed was handled gracefully. We learned about how VMI's Public Relations Office dealt with the media frenzy and what the women experienced in the rat line and after. This information was helpful in providing us with an understanding of what women experienced through quotes and pictures.

Bunting, Josiah. "The end of single-sex schools." *The Boston Globe*. 3 Aug. 1994: 3d. *Newspapers*. Web. 6 Jan. 2020. <<https://www.newspapers.com/image/440531658/>>.

This newspaper editorial by Josiah Bunting, was written one year prior to him becoming the superintendent of VMI. In his editorial, he writes about the end of single-sex colleges and discusses briefly about VMI and also writes about Wellesley College. He questioned why Wellesley college had not gone co-ed, but The Citadel was dealing with court cases and hearings leading it in the direction of a co-ed college. Wellesley is different from VMI in that VMI is publicly funded. This newspaper editorial provided us with information about Bunting's feelings toward co-education and helped us shape his character for our performance.

Carter, Ash, et al. "No Exceptions: The Decision to Open All Military Positions to Women." *Belfer Center for Science and International Affairs, Harvard Kennedy School*, Dec. 2018, www.belfercenter.org/publication/no-exceptions-decision-open-all-military-positions-women#2.

This website contained information on Ash Carter's interview with men and women of Fort Knox and, more importantly for our project, more significant information on women and breaking the gender barrier. He mentions things such as: achievements of women in the military and recent advancements on getting women more rights that men have. For example, allowing women to attend VMI.

Constitutional Rights Foundation. "Constitutional Rights Foundation." *BRIA 20 2 a How Women Won the Right to Vote*, 2020, www.crf-usa.org/bill-of-rights-in-action/bria-20-2-a-how-women-won-the-right-to-vote.

This website provided background on the actions taken by women to pass the 19th Amendment. With the information provided we were able to build the context in our performance. By having context on women's right to vote and previous gender barriers we were able to provide a basis in our performance for how barrier breaking has been a trend in history for women.

"Frontiero V. Richardson: A Landmark Case for Gender Equality - National Constitution Center." *National Constitution Center – Constitutioncenter.org*, constitutioncenter.org/blog/frontiero-v.-richardson-a-landmark-case-for-gender-equality.

This secondary source, a summary of the case *Frontiero v. Richardson*, helped to have a better understanding for how barriers have been broken surrounding gender equality and the military. The inclusion of how the EPA affected this decision helped us understand the lasting impact of previous barriers being broken. By having this information, we were able to have a better understanding of how legal action in the 1960s influenced courts cases in the 1970s. With that information we were able to have a better timeline for our opening narration with an understanding of how previous broken barriers helped to break barriers of the future.

Garfield, Leanna. "Single women were behind nearly every social and political movement in US history." *Business Insider*, 8 Mar. 2016, www.businessinsider.com/history-of-women-in-social-movements-2016-3.

This newspaper about the varying actions women have taken breaking barriers through the decades. By having a base amount of knowledge on important movements women have been a part of we were able to choose events that gave a greater context to barrier breaking in our opening.

Golden, Janet. "Women's Voices for Change." *Women's Voices for Change*, 2 Sept. 2013, womensvoicesforchange.org/womens-fight-against-child-labor-then-and-now.htm.

Women took part in many different issues besides ones of gender. They helped during Prohibition, Integration, and Child Labor. That is what this website touches on: what women did to help children who were being forced into child labor. Florence Kelley helped by founding the New York Child Labor Committee with the help of Lillian Wald.

Easterling, Joseph. Personal interview. 20 Jan. 2020.

By having this interview with Major Easterling, we were able to expand upon our knowledge of VWIL to have a deeper understanding of what changed at VWIL through the time of the court case. We learned about how VWIL was changing to be more like VMI during when the case was heading to the Supreme Court along with what the uniforms for VWIL members looked like. With this information we were able to make costume decisions and create a performance that included a view of VWIL showing how the barrier was close to being broken but not quite.

Erickson, Andrew. "Virginia Women's Institute for Leadership at Mary Baldwin University." *Military Colleges and Schools*, amcsus.org/virginia-womens-institute-for-leadership/.

This secondary source helped us to better understand the Virginia Women's Institute for Leadership at Mary Baldwin in the present. The inclusion of a summary of the program, its regimental system and ROTC program provided us with a modern look at the school. This

helped us to understand how VMI's parallel program has changed over time after it was created to keep women out of VMI.

Hammack, Laurence. "20 years after their admission, women continue the VMI legacy." *The Roanoke Times*, 19 Aug. 2017, www.roanoke.com/news/education/years-after-their-admission-women-continue-the-vmi-legacy/article_cb675c3b-5943-5111-9858-ebf6ec61a789.html.

With this article looking back on VMI and looking to its future we were able to see how positions on women at VMI have changed and how they have not caused VMI standards to decline. By having this information, we were able to shape our characters and tone of our performance to properly show how changes at VMI have led to it remaining prestigious and desirable to some. Through this newspaper, we were able to show how those currently attending VMI feel about those that came before them.

History.com Editors. "Women inducted into U.S. Naval Academy for the first time." *History*, A&E Television Networks, 28 July 2019, www.history.com/this-day-in-history/women-inducted-into-u-s-naval-academy.

With this website we were able to see how other military schools were opening their doors to open prior to VMI opening their doors to women. By having this information, we were able to have a better understanding of why it was necessary for the barrier at VMI to be broken, they were one of the few military schools still holding out from being co-ed. This information was helpful to us understanding and creating a timeline for our opening narration and showing that similar barriers to VMI barring women had already been broken.

Huffman, Brian. "United States v. Virginia Case Summary." *UH School of Law Library*, 23 Jan. 2017, library.law.hawaii.edu/2017/01/23/united-states-v-virginia-case-summary/.

This secondary source provided our group with a summary of the United States v. Virginia Case. It discussed what the case was about and gave us background information about the military college and the actions that were taken to reach the Supreme Court. These actions span from the female high-school student who sought to be admitted into VMI and filed a complaint with the Attorney General to the 4th circuit decision in which the Attorney General appealed the case to the Supreme Court.

Miller-Bernal, Leslie, and Susan L. Poulson. *Going Coed: Women's Experiences in Formerly Men's Colleges and Universities, 1950-2000*. Vanderbilt University Press, 2004.

In this book about formerly men's colleges and universities going coed during 1950-2000, there was a chapter dedicated to VMI that helped us. It helped us understand VMI's initial resistance to admitting women, why women wanted to attend the institute, the reactions of the male cadets when women were admitted, and how the women adapted. The book also provided us with important background information about the struggles to reach coeducation and what barriers were broken to lead to our barrier.

Nicely, Brocky. Personal interview. 20 Jan. 2020.

With this interview with Brocky Nicely, an archivist at the Staunton Military Academy (SMA) Alumni Association- VWIL Museum, we learned more about the history of VWIL as it pertained to VMI and the support it received from the SMA alumni. By having this interview, we were able to delve deeper into the differences between VMI and VWIL as it pertained to the Supreme Court case. In the interview, we were able to have a greater understanding of why some women choose VWIL over pushing for VMI to open its doors. Without the information that we gained we would not have learned more about how VWIL failed at meeting the requirement of equality in comparison to VMI.

**Nimit, Melissa. Breaking Out: VMI and the Coming of Women by Laura Fairchild Brodie, 2 U. MD. L.J. Race Relig. Gender & Class 281 (2002).
<<https://digitalcommons.law.umaryland.edu/rrgc/vol2/iss2/7>>.**

This online journal article is a review of one of the books we used that was important in our research. The review gives us a summary of the book “Breaking Out: VMI and the Coming of Women” and it highlights the experiences of the women who attended VMI. Additionally, it informed us of the background of the military college and the transition from a single-sex college to a co-ed college. Nimit talks about the details of the book and provided us with a source we could use to find more understanding in the book.

Rose, Marie. “Q. Who Is Shannon Faulkner?” *Who Is Shannon Faulkner? - LibAnswers*, Daniel Library, 17 Nov. 2015, askus.library.citadel.edu/faq/105948.

This article from the Citadel provided our team with background education surrounding Shannon Faulkner and her experience with VMI and the courts. We used Faulkner as an example in our script to the women who were enrolled at VMI when it first started accepting women. This article, along with a couple other articles that mention Faulkner explain that she was the first female to enroll into VMI. However, it teaches us that she was first rejected by VMI because they discovered she was a female. Using this article, we had some details about her experience with the U.S. District Court that ruled in her favor on the grounds of equal protection and required VMI to let her attend classes. Through this article we learned that she resigned a week after enrollment due to exhaustion and maltreatment.

Schloesser, Kelly. "The First Women of West Point." *U.S. Army*, 27 Oct. 2010, www.army.mil/article/47238/the_first_women_of_west_point.

With this website on what women experienced at West Point we were able to have a better understanding of one of the many barriers broken surrounding female involvement in the military. By having this information, we were able to have a deeper appreciation for how the women prevailed and continued to break barriers and make history. This source was helpful in shaping our opening narration where we built upon the centuries of barrier breaking women have done.

**Soderberg, Jon A., The "Constitutional" Assault on the Virginia Military Institute, 53 Wash. & Lee L. Rev. 429 (1996),
<https://scholarlycommons.law.wlu.edu/wlulr/vol53/iss2/3>**

This secondary source provided us with a detailed comparison of VMI and VWIL by Washington and Lee. The mention of court cases similar to *Virginia v. United States* in comparison to cases like *Vorchheimer v. School District* allowed us to have a better understanding of what was being argued and how it differed from similar cases. By having this information, we were able to present a more accurate presentation of how *Virginia v. United States* broke a gender barrier at VMI.

**Stamberg, Susan. "Female WWII Pilots: The Original Fly Girls." *NPR.org*, 9 Mar. 2010,
www.npr.org/2010/03/09/123773525/female-wwii-pilots-the-original-fly-girls.**

This article on World War II (WWII) female pilots and the WASPs and how they broke barriers. With the information provided we were able to take note of important roles women took up during WWII and what barriers they broke. By having this information, we were able to narrow down the information we needed to present in our opening narration.

Strum, Philippa. *Women in the Barracks: The VMI Case and Equal Rights*. UP of Kansas, 2002.

With Strum's book we learned more about what happened legally that led to the Supreme Court case. Through the photos from the book and the information provided we were able to have an idea for costumes and a deeper understanding of the topic. By having information on the intricacies of the legal case we were able to have a better understanding of the points and arguments made on both sides which helped us create a more balanced performance.

"Title IX and Sex Discrimination." *Title IX and Sex Discrimination*, U.S. Department of Education, Apr. 2015, www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html.

This summary of Title IX on the US Department of Education's website helped us to have a better understanding of how women's rights have changed and how women broke barriers surrounding females in athletics. With this information we were able to have a better understanding of how women have broken previous barriers allowing us to have a larger amount of context in our opening narration.

**"Virginia Women's Institute for Leadership (VWIL)." *Mary Baldwin University*, 2020,
marybaldwin.edu/vwil/.**

This is the Virginia Women's Institute for Leadership college website; it has a list of all the program offers. It describes the everyday life for a cadet, statistics on the program, and information about the program leader, Brigadier General Teresa. We used this site to help us compare VWIL to VMI both in the modern day and when VWIL was first established. This site also has a written history of the VWIL program which helped us understand a brief history about what the cadets learned, and what events they took pride in.

"United States v. Virginia." Oyez, www.oyez.org/cases/1995/94-1941.

With this secondary source including the 1996 court case that decided that VMI's all-male program was unconstitutional. This source was vital to our understanding of the court case and the precedents it set. By having information on which justices in the majority and minority we were able to make decisions on what characters we needed to include. With this website, our understanding of the court case increased and showed us the notable information we needed to include in our performance.

Virginia Military Institute Museum. 20 January 2020, Lexington, Virginia

Our trip to the VMI museum showed us the history of VMI and gave us an idea of how they view the barrier breaking. With only a small section dedicated to women and people of color breaking barriers we were able to understand why they would not show a court case they lost. Through the trip we were able to have a better understanding of the prestige of attending VMI and why many seek attendance there. We talked to a (female) math professor there who said that in class, all students were equal.

"VMI History Timeline." *Virginia Military Institute*, www.vmi.edu/archives/vmi-archives-faqs/vmi-history-timeline/.

With this timeline of VMI's history we were able to have a base understanding of the prestige of the military academy. By having direct dates that were seen as important to VMI's history we were able to get a better view on how they saw the gender barrier being broken.

"Women Suffrage in the Progressive Era - American Memory Timeline- Classroom Presentation | Teacher Resources." *Library of Congress*, www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/.

With this website, providing specific information on the suffrage movement, we were able to have a better basis for what women were expected to do prior to gaining the right to vote and implementing larger social change. By having this information we were able to take note of how revolutionary women gaining the right to vote was and how that influenced the breaking of barriers by women over the past one-hundred years, guiding us in what we wanted to include in our opening introduction.

"Women's Rights and the Civil Rights Act of 1964." *National Archives*, 9 Aug. 2019, www.archives.gov/women/1964-civil-rights-act.

The National Archives summary of the Civil Rights Act of 1964 and its inclusion of Title VII provided us with a base understanding for legal barriers broken surrounding federal law. With the information we were able to narrow down what we needed to include surrounding legal advancements for our opening narration.



NHD PERFORMANCE SCRIPT COVER PAGE


PERFORMANCE INFORMATION	
Project Title	Breaking the Gender Barrier at the Virginia Military Institute
Student Name(s)	Shayleigh Cire, Willow Lehrer, Scarlett Pleasant, and William Tabor
Division	Senior
Performance Runtime	10:00
Thesis	<p>Women broke the gender barrier that barred women from attending VMI. Their fight against this barrier was built upon previous barriers women have broken from the right to vote to serving in the military. In 1992, the Department of Justice (DOJ) filed suit against Virginia. The court upheld Virginia’s position that a single sex publicly funded college did not violate the equal protection of the 14th amendment. The DOJ appealed, and the 4th Circuit Court of Appeals offered a choice – let women in or create a separate program. Virginia chose separate but equal and opened VWIL (Virginia Women’s Institute for Leadership). However, VWIL was not equal and the Supreme Court found in favor of opening the doors to women. They found the barrier was unconstitutional. In 1997, women arrived at VMI, officially breaking the barrier. Today, they continue the traditions of VMI. The breaking of the gender barrier at VMI continues to impact those that attend, or wish to attend, VMI.</p>

PERFORMANCE OVERALL SCENARIO	
Story Setting(s)	Timeframe
<p>The story takes place in many settings. The initial narrators describe barriers broken by women beginning in the 1700s. As each narrator speaks, platforms are put into place. Each platform represents the barriers broken in that time period. The barriers broken at VMI were built on the barriers broken by women in the past. After the narrators and platforms, there is a lunch scene in a high school cafeteria. The next setting includes Josiah Bunting’s desk at VMI, on campus at Virginia Women’s Institute for Leadership (VWIL), and at the Supreme Court of the United States. After this, the setting is a dorm at VMI with new students arriving. Finally, the last setting is a student’s dorm room at VMI getting ready for 2017 VMI</p>	<p>Our timeframe begins in the 1700s with the barriers that women broke before the VMI gender barrier could be addressed. Breaking the VMI gender barrier timeframe spans from 1989 to 1997. After the gender barrier had been broken at VMI, our timeframe went to 2017 to show what resulted from the breaking the barrier.</p>

graduation.	
Story Synopsis	
<p>Women have broken many gender barriers over time. By 1989, many barriers had already come down. VMI was still an all-male school even though it was state-supported. When women tried to apply, their applications were ignored. But the Department of Justice filed suit to force VMI to admit women. Though the US District Court ruled in favor of keeping the school all-male, the 4th Circuit overruled that decision but offered an option of a separate but equal school for women. But that experience wasn't the same as what VMI offered, nor did it have the prestige, so DOJ appealed and the case went to the Supreme Court. Many people, including Josiah Bunting, the superintendent of VMI at that time, were opposed to having women because it would alter the mission of VMI. However, Ruth Bader Ginsburg, speaking for the majority of the Supreme Court, ruled that VMI must open its doors to women, thus breaking the barrier. Women enrolled in 1997 and today they continue the proud traditions of VMI.</p>	

CHARACTERS		
Character	Performance	Description/background for the character
Matthew	Will Tabor	Matthew is a senior male high school student in 1995 who was accepted into VMI.
Jessica	Willow Lehrer	Jessica is a senior female high school student in 1995 who applied to VMI and did not get a letter back
Ashley	Shayleigh Cire	Ashley is a senior female high school student in 1995 who was planning to attend VWIL, at Mary Baldwin in Staunton.
Emily	Scarlett Pleasant	Emily is a senior female high school student in 1995 who was accepted into James Madison University
Narrator(s)	All	Narrators help the audience by giving information to get them to the next scene. Narrators are interspersed throughout the performance.
Josiah Bunting, Superintendent of VMI	William Tabor	Superintendent of VMI who initially did not support letting women into the school
Sarah, female student at VWIL	Shayleigh Cire	Young woman who chose VWIL because it was the only option but she finds out that it is not the same as VMI
Justice Ruth Bader Ginsburg	Willow Lehrer	A Supreme Court Justice who had worked on many cases before joining the Supreme Court including some that were named in the first narrator scene. She reads the Court's decision.
Beth Ann Hogan	Shayleigh Cire	Beth Ann Hogan was an actual student in the first class of women at VMI. She came from Oregon. We read about her in a newspaper article.
Angelia Pickett	Scarlett Pleasant	Angelia was an actual student in the first class of women at VMI. She came from Kentucky. We read about her in a newspaper article.

VMI Male Cadet	William Tabor	This cadet is one of the many who opposed women coming to campus, even after women were there.
VMI Female Cadet	Willow Lehrer	This cadet is getting ready to graduate with her class, the Class of 2017. She feels as though men and women are all Brother Rats.

OVERALL STAGE SETTING		
Describe the Stage(s) of the Performance Add Photo of Stage (if possible)	Color Use Scheme	
<p>The minimalist set is stylized; it is a series of eight differently shaped platforms in front of three black flats. There is a VMI pennant on the middle black flat. The set is moveable so that it can be reconfigured at different times in the performance to support new settings including a high school cafeteria, Josiah Bunting's desk, the Supreme Court, VMI barracks, and VWIL. The platforms, which are carried in and set as part of the performance, represent the barriers that have been broken by women over time which allows this barrier, the barring of women at VMI, to be addressed.</p> 	Background Design	We used plain black for the set and background to keep the audience focused on what the actors were doing. The flats and platforms are designed to create a multi-level set that can be reconfigured for scenes.
	Props	<p>Lunchroom: textbooks, apple, paper lunch bags, cafeteria tray, and 1 acceptance letter.</p> <p>Josiah Bunting's Desk: pen, folder, military hat, and name plate.</p> <p>Dorm room at VMI: trunk, towels, and socks.</p>

COSTUMES & PROPS BY SCENE		
Scene #1	Narrators describe gender barriers broken by women in the past	
Costume(s) Visual(s) or Costume(s) Description(s)	Set Design & Props	
The narrators are wearing the costumes that will be used	Background	Black background, with flats and

in scene 2. They do not have specific meaning in this scene.	Design	platforms being placed into position with each narrator. Each barrier broken becomes a platform to begin to address the next gender barrier.
	Props	None

COSTUMES & PROPS BY SCENE		
Scene #2	High school lunchroom	
Costume(s) Visual(s) or Costume(s) Description(s) If costumes and props remain the same, write "same as scene # in the boxes below"	Set Design & Props	
All four performers wear clothes worn to school in the 1990s, reminiscent of the styles, cuffed jeans, letterman jackets, tucked t-shirts, and flannel shirts.	Background Design	Black background with platforms arranged to represent a lunch table. Smaller platforms are used as seating.
	Props	Brown paper lunch bags with sandwiches, lunch tray, school books, and an acceptance letter.

COSTUMES & PROPS BY SCENE		
Scene #3	Narrators describe court actions and decisions	
Costume(s) Visual(s) or Costume(s) Description(s) If costumes and props remain the same, write "same as scene # in the boxes below"	Set Design & Props	
Same as scene 2 but they don't have a particular meaning.	Background Design	Black background; the lunch materials are removed. The lunch table and benches are moved and incorporated into different areas of the set.
	Props	None

COSTUMES & PROPS BY SCENE		
Scene #4	Getting to the Supreme Court	
Costume(s) Visual(s) or Costume(s) Description(s)	Set Design & Props	

If costumes and props remain the same, write "same as scene # in the boxes below"	
<p>Josiah Bunting: VMI uniform (a greyish blue suit with black stripe down the front, greyish blue trousers with black stripe on the leg), black dress shoes</p> <p>Student at VWIL: VWIL uniform (dark green trousers with black stripe on the side, white button up shirt, gold sash, black belt, black shoes)</p> <p>Justice Ruth Bader Ginsburg: court robe with collar, glasses</p>	<p>Background Design</p> <p>Black background. One platform represents Josiah Bunting's desk with a smaller platform as his seat, a platform to represent VWIL, and a taller platform to represent the Supreme Court of the United States.</p>
	<p>Props</p> <p>Pen, folder, military hat, nameplate (Josiah Bunting), gavel (Ruth Bader Ginsburg), book (VWIL Student)</p>

COSTUMES & PROPS BY SCENE

Scene #5	Unpacking in the dorm room at VMI
<p>Costume(s) Visual(s) or Costume(s) Description(s)</p> <p>If costumes and props remain the same, write "same as scene # in the boxes below"</p>	Set Design & Props
<p>Beth Ann: athletic pants and matching jacket</p> <p>Angelia: VMI t-shirt and sweatpants</p> <p>VMI Cadet (Male): VMI uniform (a greyish blue suit with black stripe down the front, greyish blue trousers with black stripe on the leg), black dress shoes</p>	<p>Background Design</p> <p>Black background with two platforms as tables with trunks on them</p>
	<p>Props</p> <p>Two trunks with socks and towels in them; the girls have brought them to college</p>

COSTUMES & PROPS BY SCENE

Scene #6	Narrators talk about VMI after women entered
<p>Costume(s) Visual(s) or Costume(s) Description(s)</p> <p>If costumes and props remain the same, write "same as scene # in the boxes below"</p>	Set Design & Props
<p>One narrator is wearing the VMI dress uniform. This does not have specific meaning in this scene.</p> <p>The other three are wearing the same as in scene 5 (again no specific meaning).</p>	<p>Background Design</p> <p>Trunks are removed and platforms are moved to accommodate the next scene.</p>
	<p>Props</p> <p>None</p>

COSTUMES & PROPS BY SCENE

Scene #7	VMI Graduation 2017
<p>Costume(s) Visual(s) or Costume(s) Description(s)</p> <p>If costumes and props remain the same, write "same as scene # in</p>	Set Design & Props

the boxes below"		
Female cadet wearing the VMI dress uniform with white pants and black dress shoes.	Background Design	She is standing on the center platform. The rest of the platforms are bare
	Props	Burgundy sash to complete the uniform
COSTUMES & PROPS BY SCENE		
Scene #8	Final Narration	
Costume(s) Visual(s) or Costume(s) Description(s) If costumes and props remain the same, write "same as scene # in the boxes below"	Set Design & Props	
Same costumes as scene 7 but they don't have a particular meaning.	Background Design	The set is arranged so that there are different levels. Each performer will stand on a different platform as they narrate.
	Props	None

PERFORMANCE SCRIPT BY SCENES

SCENE 1 - SCENARIO		
Purpose of the Scene	Key Elements	
To show how previous barriers provided a background for the gender barrier breaking at VMI. The scene provides context to breaking the gender barrier at VMI and how the breaking of other gender barriers helped to set the stage for women having a basis for why the barrier should be broken.	Setting	In front of the platforms that are being brought in with each narrators' lines
	Timeframe	1700s-1989
	Characters	Narrators representing different time periods and barriers broken
Summary of the Scene		
Narration showing prior gender barriers broken and how they set the stage for the barrier breaking an VMI.		

DIALOGUE - SCENE 1	
Character & Action	Dialogue
Narrator (Willow)	In the 1700 and 1800s, citizenship meant one thing for women and another

<i>(Entering to center stage, exiting when line is completed to help set up the set)</i>	thing for men. Men had economic and legal control while women were expected to maintain the home. Women didn't have many rights. But the women wanted to contribute to the general welfare and took on social causes breaking barriers around limiting alcohol, the abolition of slavery, and child labor. They also fought for and eventually gained the right to vote in 1920 with the passage of the 19th Amendment.
Narrator (Scarlett) <i>(Entering to center stage, from where they were setting up set, trading places with previous narrator, exiting when line is completed)</i>	In World War I, women broke into the nation's military when more than 21,000 served in the Army and Navy Nurse Corps. They were seen as helpers rather than fighters. Then in WW2, they broke further barriers by helping to train pilots and forming the WASPS, WACS, WAVES, and SPARs.
Narrator (Will) <i>(Entering to center stage, from where they were setting up set, trading places with previous narrator, exiting when line is completed)</i>	The 50s and 60s ushered in an era of change with women breaking legal barriers. The Equal Pay Act of 1963 aimed at abolishing the wage disparity between men and women. The Civil Rights Act of 1964, with the addition of Title 7, prohibited discrimination based on gender, among other things.
Narrator (Shayleigh) <i>(Entering to center stage, from where they were setting up set, trading places with previous narrator, exiting when line is completed)</i>	With legal protections in place, practices were still lagging, the 1970s brought lawsuits as women fought to fully break gender barriers. These lawsuits continued to help women make strides towards equality. Both the US Naval Academy and West Point admitted women in 1976. Sandra Day O'Connor became the first female Supreme Court Justice in the 80s and Geraldine Ferraro ran for vice president in 1984.
Narrator (Will) <i>(Steps up to take the place of the previous narrator)</i>	In 1985 the Virginia Military Institute or VMI, a state-funded military college that was founded in 1839 did a self-study to consider if it should admit female cadets but decided not to admit women saying it would alter the mission of VMI.
Narrator (Scarlett) <i>(Steps up to take the place of the previous narrator)</i>	In 1989, a female high school student attempted to apply to VMI. This attempt was ignored so she reached out to the United States Department of Justice or DOJ. The barring of women at VMI was seen as a barrier to equal opportunity for women.

SCENE 2 - SCENARIO		
Purpose of the Scene	Key Elements	
To show the views of the time after the court ruled that Virginia had to either admit women, create a separate program for women, or go private. Women were not allowed to go to VMI	Setting	High school lunch table where seniors are discussing college plans
	Timeframe	1995
	Characters	High school seniors: Matthew, Jessica,

	Ashley, and Emily
Summary of the Scene	
Male high schooler is accepted to VMI, female high schooler takes note that her application to VMI had received no response, another female high schooler states that she is going to VWIL because that is the only option she sees that offers a comparable program, fourth student going to James Madison University. They are discussing the merits a military education for women.	

DIALOGUE - SCENE 2	
Character & Action	Dialogue
Matthew (Will) <i>(Entering and taking a seat with his lunch bag)</i>	Got my letter. I'm in. I'm going to be a part of the Cadets Corp
Jessica (Willow) <i>(Already sitting at table turning to Will, eating)</i>	Makes sense. Your dad went to VMI.
Matthew (Will) <i>(Opens lunch bag)</i>	And his dad before him. All the men in my family aspire to VMI.
Jessica (Willow) <i>(Still eating her lunch)</i>	I've applied to VMI. I haven't gotten my letter yet.
Ashley (Shayleigh) <i>(Looking up from reading The Scarlet Letter)</i>	It's 1995. The court ruled that VMI can stay male-only. There's an alternative academy that I'm planning to attend. The Virginia Women's Institute for Leadership. VWIL, at Mary Baldwin in Staunton. They're giving me a full ride because the commonwealth and the alumni don't want women at VMI.
Emily (Scarlett) <i>(Entering and taking a seat at the table, pulling out her JMU acceptance letter excitedly)</i>	Hey guys. I got my letter yesterday. I'm going to James Madison University. Go Dukes!
Matthew (Will) to Emily	I'm in at VMI.
Ashley (Shayleigh) to Emily	I'm heading to Mary Baldwin.
Jessica (Willow) to Ashley	So, what is it about VWIL that got you interested?
Ashley (Shayleigh) to Jessica	They offer a comparable program to VMI.
Jessica (Willow) to the group	I'm sure it's a good program. But I don't think it's the same thing as VMI.
Matthew (Will)	VMI has a long, prestigious history. We've been around since the Civil War. Famous people, like Stonewall Jackson and Robert E. Lee, went to VMI. VMI is a great school. But it requires rigor. And physical training.

Shayleigh Cire, Willow Lehrer, Scarlett Pleasant & William Tabor
Senior Group Performance

	And an adversative method. They are building citizen soldiers. These are not good things for women.
Jessica (Willow) <i>(Responding, clearly hurt by the previous statement like the other girls around her)</i>	My dad is retired from the Air Force. I know what a military life entails. He taught me that honor and integrity are important and VMI teaches that. He went to VMI. I want to go to VMI.
Emily (Scarlett)	Well, I hope you get into VMI. But if you don't, come to JMU with me. We can be roomies!

SCENE 3 - SCENARIO

Purpose of the Scene	Key Elements	
To show the timeline of court events that occurred so the United States v. Virginia case could be heard at the Supreme Court. It also introduces VWIL, the option Virginia developed for women.	Setting	In front of set
	Timeframe	1990-1995
	Characters	Narrators
Summary of the Scene		
Narration describing the actions and decisions that were taken as the case against Virginia to open VMI to women moves to the Supreme Court.		

DIALOGUE - SCENE 3

Character & Action	Dialogue
Narrator (Willow) <i>(Entering to center stage, exiting when line is completed)</i>	In 1990, the DOJ filed suit to force Virginia to allow women to attend VMI. U.S. District Judge Jackson Kiser ruled in favor of the Commonwealth of Virginia keeping VMI male-only.
Narrator (Will) <i>(Entering to center stage, trading places with previous narrator, and exiting when line is completed)</i>	In response to that decision, in 1994, Virginia decided to develop VWIL in Staunton Virginia at Mary Baldwin College. The first women enrolled in 1995. VMI was still male-only. The barrier was still in place.
Narrator (Scarlett) <i>(Entering to center stage, trading places with previous narrator, and exiting when line is completed)</i>	The experience at VWIL was not the same as what young men were receiving just down the road at VMI. The case moved to the Supreme Court of the United States.

SCENE 4 - SCENARIO

Purpose of the Scene	Key Elements	
To share the viewpoints of Josiah Bunting and some of the women at VWIL. It also presents the findings of the Supreme Court, delivered by Ruth Bader Ginsburg.	Setting	Josiah Bunting's desk at VMI, VWIL, and the Supreme Court of the United States
	Timeframe	1995-1996
	Characters	Josiah Bunting, student at VWIL, Justice Ruth Bader Ginsburg

Summary of the Scene

Josiah Bunting was initially opposed to women at VMI because it would have altered the mission. He reports that the alumni had considered going private but could not make that happen financially. The student at VWIL notes that her experiences are not the same as it would have been at VMI because VWIL was designed specifically for women. Ruth Bader Ginsburg delivers the court's opinion that women must be admitted. Bunting announces he will comply in good faith to the court's ruling.

DIALOGUE - SCENE 4

Character & Action	Dialogue
<p>Josiah Bunting (Will) <i>(Entering to take a seat at his desk, writing notes in the folder, and staying seated after lines are completed. He is writing.)</i></p>	<p>“As the superintendent of VMI, I am a passionate believer in VMI remaining all male. The alumni have explored the possibility of going private but financially, it can’t be done. Gosh knows that opportunities for women are important but that’s a separate issue than letting women come to VMI. I think VWIL is a good option for women.”</p> <p><i>*Words in quotes are actual quotes from Josiah Bunting*</i></p>
<p>Student at VWIL (Shayleigh) <i>(Entering to platform, exiting after lines are completed)</i></p>	<p>I chose Virginia’s parallel program, -VWIL- because it was the only option available to me. VMI is today the sole single-sex school among Virginia's 15 public institutions of higher learning. I don’t believe that VWIL equals what is offered at VMI. We don’t have engineering. We have to go to VMI for Corp of Cadet training and fitness work. It was deliberately designed to be unlike VMI, psychological and sociological theories about how women learn best were used. But things are going to change, there is a case being heard in the Supreme Court. We hope Ruth Bader Ginsburg will help us break this gender barrier.</p>
<p>Justice Ruth Bader Ginsburg (Willow) <i>(Entering to platform, staying standing after lines are completed)</i></p>	<p>“All doors must be open to our sons and daughters. They will choose to enter those doors if they have the will and talent to do so. Neither the goal of producing citizen soldiers nor VMI's implementing methodology is inherently unsuitable to women. And the school's impressive record in producing leaders has made admission desirable to some women. Virginia’s exclusion of women from VMI violates the equal protection of the law guaranteed by the 14th amendment. Women must be admitted to VMI.”</p> <p><i>*Actual quote from the Supreme Court decision presented by Justice Ruth Bader Ginsburg*</i></p>
<p>Josiah Bunting (Will) <i>(Saying lines and exiting with Justice Ruth Bader Ginsburg after lines are completed)</i></p>	<p>“The kicking and screaming stopped once the decision was handed down by the Supreme Court. We will comply in good faith with energy and prepare very carefully.”</p> <p><i>*Words in quotes are actual quotes from Josiah Bunting*</i></p>

SCENE 5 - SCENARIO		
Purpose of the Scene	Key Elements	
To show women had been admitted to VMI. The scene shows various motivations to attend VMI. The scene also shows that male cadets were not yet supportive of women in the ranks. The scene also explains about the fitness requirements and how they weren't barriers to graduation for the women.	Setting	In a female cadet dorm room
	Timeframe	1997, first day at VMI for the women
	Characters	Beth Ann Hogan, Angelia Pickett, Male cadet
Summary of the Scene		
Two incoming female students meet for the first time and discuss their fears and excitement about the new school year. A male cadet confronts them and tells them women will change VMI and not for the better.		

DIALOGUE - SCENE 5	
Character & Action	Dialogue
Angelia Pickett (Scarlett) <i>(Puts her trunk on the bed *platform*)</i>	Oh, hey, I thought I'd be the first one here. I'm Angelia from Glasgow, KY.
Beth Ann Hogan (Shayleigh) <i>(Unpacking her trunk)</i>	I'm Beth Ann Hogan, grew up in Junction City, Oregon.
Angelia Pickett (Scarlett) <i>(Starting to unpack)</i>	Oregon, wow, that's a long way. I'll bet you live the farthest of all 31 of us. So, what made you choose VMI?
Beth Ann Hogan (Shayleigh) <i>(Continuing to unpack)</i>	I like the structure. And I wanted to go to a military school that instills honor and discipline and integrity. I came to visit with my brother 2 years ago and liked what I saw. He didn't choose VMI. But I saw an opportunity for me and when the gender barrier was broken, I jumped in.
Angelia Pickett (Scarlett) <i>(Continues unpacking)</i>	I liked that there was an equal opportunity for women. VMI is a good school and it'll help me make connections and get ahead. I just don't want to end up like Shannon Faulkner at the Citadel. Her leaving so abruptly made it seem as though the men were right, and women didn't belong in a single-sex military school
Beth Ann Hogan (Shayleigh)	I am a little worried about the rat line. Screaming and yelling in your face. I hope it's not as bad as people say.

Angelia (Scarlett) <i>(Touching her hair)</i>	Well, the hair cut should be an experience. But I think it is a good thing. It makes us equal to the men.
VMI Male Cadet (Will) <i>(Entering from behind the center flat and stands between the two girls)</i>	Equal to the men? Ha. I can't believe the Board of Visitors voted to let women in. 9 to 8. <i>To Angelia</i> The haircuts won't make you equal. <i>To Beth Ann</i> And I'll bet you can't meet the fitness requirements. They built you your own school just down the road. Girls should go there.
Beth Ann Hogan (Shayleigh) <i>(Closes her trunk and puts it on the ground)</i>	VWIL is fine but it's not the same. And I can do the 5 mandated pull ups. I trained over the summer.
Angelia Pickett (Scarlett) <i>(Closes her trunk and puts it on the ground)</i>	Graduation isn't dependent on the physical fitness tests alone. Not all the men meet the physical fitness requirements either.
VMI Male Cadet (Will)	Having women here will change VMI and not for the better. You'll just be a distraction and you'll water down our military experience. We are here to get built into men. You will never be a man.
Beth Ann Hogan (Shayleigh) <i>smiling</i>	We don't want to be men. We want to be the best we can be.

SCENE 6 - SCENARIO

Purpose of the Scene	Key Elements	
To let the audience know that the enrollment of women at VMI was a success, to share how many women in the first group graduated, and that some changes were made for the women. It also shows that many who were opposed initially, like Bunting, changed their mind.	Setting	In front of the set
	Timeframe	1997-2000s
	Characters	Narrators

Summary of the Scene

The successes of the first women are highlighted. The changes that were eventually made to accommodate them are acknowledged. Josiah Bunting notes that women are excelling at VMI.

DIALOGUE - SCENE 6

Character & Action	Dialogue
Narrator (Willow) <i>(Entering to platform, staying standing after lines are completed)</i>	From the first class of women, 31 of them, 13 matriculated, making it the entire four years.

<p>Narrator (Shayleigh) <i>(Entering to platform, staying standing after lines are completed)</i></p>	The fears of the men that women would change VMI in negative ways did not come true.
<p>Narrator (Scarlett) <i>(Entering to platform, staying standing after lines are completed)</i></p>	There were changes as policies, rules and physical environment were adapted to accommodate the women.
<p>Narrator (Will) <i>(Entering to platform, staying standing after lines are completed)</i></p>	<p>Josiah Bunting, superintendent of VMI said, “We believed VMI’s all maleness was the essential element in our singular way of preparing cadets for their careers. Over the 15 years since, the women who have excelled at VMI in increasing numbers have proved me wrong.”</p> <p><i>*Actual quote from Josiah Bunting*</i></p>

SCENE 7 - SCENARIO

Purpose of the Scene	Key Elements	
To show that over time, women continued to enroll at VMI and be successful. As time passed, the male cadets accepted women in the ranks.	Setting	In a female cadet dorm room preparing for graduation
	Timeframe	2017
	Characters	Female cadet

Summary of the Scene

The female cadet acknowledges the barriers broken by women in order to enroll at VMI, giving her opportunities that women did not have before the barrier was broken.

DIALOGUE - SCENE 7

Character & Action	Dialogue
<p>VMI Female Cadet (Willow) <i>(Putting on her burgundy sash to complete her uniform for graduation, exiting when line is done)</i></p>	The women that came before me broke the gender barrier at VMI and allowed me to matriculate into VMI. I am honored to have the opportunity that women 20 years ago did not have. I am part of the class of 2017 and I am proud to serve my country. There is no difference between male and female cadets, it’s just Brother Rat and it helped me rise to the top.

SCENE 8 - SCENARIO

Purpose of the Scene	Key Elements	
To help the audience remember how the barrier	Setting	Standing on the different platforms (they

was broken and the lasting impact of breaking that barrier		do not represent a specific place)
	Timeframe	Now
	Characters	Narrators

Summary of the Scene

The narrators describe how the barrier was successfully broken allowing women to become part of the proud traditions of VMI.

DIALOGUE - SCENE 8

Character & Action	Dialogue
<p>Narrator (Will) <i>(Entering from behind flats to stand on a platform to stage right, staying on the platform once line is finished)</i></p>	<p>The DOJ brought suit against the Commonwealth of VA to force VMI to accept women. The court upheld Virginia’s position that a single sex publicly funded college did not violate the equal protection of the 14th amendment.</p>
<p>Narrator (Shayleigh) <i>(Entering from behind flats to stand on the platform next to the one occupied moving closer to center stage, staying on the platform once line is finished)</i></p>	<p>The DOJ appealed and the 4th Circuit offered a choice – let women in or create a separate but equal program for women. Virginia chose separate but equal and opened VWIL.</p>
<p>Narrator (Scarlett) <i>(Entering from behind the flats to stand on the platform next to the one that was just occupied more to stage left, staying on the platform once line is finished)</i></p>	<p>In 1997, women arrived at VMI, officially breaking the gender barrier. Over 400 women have now successfully matriculated. Today, they continue the proud traditions of the Virginia Military Institute.</p>
<p>Narrator (Will)</p>	<p>Over the years women have broken many barriers in their quest for equality.</p>
<p>Narrator (All)</p>	<p>Today, though there is work to be done, women are closer to equality than ever before.</p>