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The elimination of sex discrimination in the Army is of military importance because the Women's Army Corps officer will play a very significant role in the all-volunteer Army. In view of the fact that the purpose of the WAC expansion is to provide qualified personnel to make the all-volunteer Army a reality. If women are expected to continue to volunteer to become WAC officers, they must be assured that they will be provided equal opportunity and treatment. It is in the interest of the Army to develop them to their highest potential. If the Army does not, it will be deprived of many highly qualified, patriotic, and competent women.

The focus of this study was to look at attitudes of Army women toward differentiation between male and female officers in their career development which might result in institutional discrimination against WAC officers. The basic issue considered was: Is there discrimination against WAC officers in the areas of promotions, assignment, training, schooling and utilization and if so, how does it exist, why does it exist, and what action can be taken to eliminate it? This study was based on the following hypothesis: WAC officers are subjected to institutional discrimination in the Army.

The sample for the study included three of the sources for receiving commissions in the Army: OCS, ROTC and direct commissions. The investigation revealed that the direct commissioned officers had more knowledge about the status of the Women's Army Corps and the occupation of arms than officer candidates and ROTC cadets. They also had different attitudes toward institutional discrimination than officer candidates and ROTC cadets. The hypothesis that this difference was based on age, education and experience was supported. Statistical analysis of the data revealed the need for more research to determine how women make occupational choices and the role of women in occupations and professions. Scientific data is also needed to determine what combat positions can be filled by women.

DIFFERENTIATION VS. DISCRIMINATION

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

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B.S., Alcorn A&M College, Lorman, Miss., 1963
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Fort Leavenworth, Kansas

1977

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The opinions and conclusions expressed herein are those of the individual student author and do not necessarily represent the views of either the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

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ABSTRACT

➤ The elimination of sex discrimination in the Army is of military importance because the Women's Army Corps officer will play a very significant role in the all-volunteer Army. In view of the fact that the purpose of the WAC expansion is to provide qualified personnel to make the all-volunteer Army a reality. If women are expected to continue to volunteer to become WAC officers, they must be assured that they will be provided equal opportunity and treatment. It is in the interest of the Army to develop them to their highest potential. If the Army does not, it will be deprived of many highly qualified, patriotic, and competent women.

The focus of this study ^{examines} was to look at attitudes of Army women toward differentiation between male and female officers in their career development which might result in institutional discrimination against WAC officers. The basic issue ^{were} considered ^{was}: Is there discrimination against WAC officers in the areas of promotions, assignment, training, schooling and utilization, and if so, how does it exist, why does it exist, and what action can be taken to eliminate it? ^{That} This study was based on the following hypothesis: WAC officers are subjected to institutional discrimination in the Army. ^{The}

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occupation of arms than officer candidates and ROTC cadets. They also had different attitudes toward institutional discrimination than officer candidates and ROTC cadets. The hypothesis that this difference was based on age, education and experience was supported. Statistical analysis of the data revealed the need for more research to determine how women make occupational choices and the role of women in occupations and professions. Scientific data is also needed to determine what combat positions can be filled by women.

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CHAPTER I

INTRODUCTION

Background

From the epochs of recorded history women have been viewed as inferior to men. As a result of this inferiority professions and most occupations have been primarily designed for male domination. Because women are moving into the work force in large numbers and rising in the professions this design is no longer applicable. There is a need for more research on the role of women in professions and occupations. This paper will focus on the profession of arms as it relates to WAC officers and institutional discrimination.

Attitudes in the United States toward the role of women in the society are due to traditional conditioning that leads to continued discrimination. John Kenneth Galbraith, the Paul M. Warburg Professor of Economics at Harvard University, was a trustee at Radcliffe in the 1950's. He stated of the Radcliffe students:

As conversation and a fair number of formal and informal surveys revealed, all but a small minority of the women students felt that they were failures unless they were firmly set for marriage by the time they got their degree. I soon learned that my fellow trustees of both sexes thought this highly meritorious. Often at our meetings, there was mention of our responsibility, or nonresponsibility, which was to help women to prepare themselves for their lifework - care of home, husband and children.¹

Many women joined the military in order to escape from the traditional female role of wife and mother and the institutional discrimination in the occupational structure. They believed that the Army would provide

them with an equal opportunity to compete with men for promotions, utilization, schooling, and training. However, they discovered that the role of the female in the military was the same as that of the female in the civilian society "subordinate and supportative." The Women's Army Auxiliary Corps was established in 1942 to "free men from clerical, administrative, and logistic duties." Even though the name was changed from Women's Auxiliary Corps to Women's Army Corps in 1948, the purpose for which the corps was established did not change. Women are still restricted by Army policy from going into combat.

B. J. Phillips, a free-lance writer, former contributing editor to Time and reporter for the Washington Post and the Atlanta Constitution, went to Fort McClellan, Alabama, in 1972 to gather information for a MS magazine article. She concluded her article with the following quote:

I am angry that benefits are unequal for women in the military especially since these women often enter the Armed Forces because they desperately need a little help to get ahead. While it is true that they receive equal pay for equal work, the equal chance for promotion still does not exist. And if the several hundred Wacs I talked to are any indication, the huge majority of them will end up doing "women's work." ...Society has already shut these women out of an opportunity for a decent purposeful life, which is why they turned to the Army for escape in the first place. The final cruelty is the escape that turns into a trap.²

Andy Plattner, Army Times staff writer, interviewed Senator William O. Proxmire in February 1977. In this interview Senator Proxmire said "Congress should change current law and allow women in combat." "A woman can do anything a man can do." "Combat is not a matter of muscle."³ He did not believe that Congress would make the change and allow women to go into combat. He stated further that "by accepting women, (in

combat) the services would need less men and therefore reduce some of the anticipated problems."⁴

Alan G. Vitters, CPT, United States Military Academy and Nora Scott Kizer, Ph.D., Army Research Institute, surveyed male and female cadets and staff and faculty at West Point in March 1977. The following quote is the result of one question taken from the myriads of surveys used:

...only 22% of USMA cadets thought that Congress should allow women to enter combat units, while 42% of the USMA staff and faculty thought so. Of the incoming plebes 55% of the females and 29% of an equal sample of males felt that women should be allowed to enter combat units. That over half of the incoming women cadets felt that combat was an "appropriate" place for a woman is no doubt a reflection of these women's commitment to a military life and the aims of USMA itself.⁵

The Army's need for people may soon become so critical that it may become necessary to resort to the draft, a last alternative that will be difficult to reinstitute. The Army must explore now a viable source of people before the economy improves and men stop enlisting in the Army. Because the readiness of the Army is at stake, a very viable option and one that is long overdue is to provide equal opportunity for women.

Women have always entered the Army on a volunteer basis and have entered in the past because they felt that the military provided more equality than the civilian society. It can naturally be assumed that they will continue to enter the Army when the American economy improves.

The all-volunteer force (AVF) may already be in danger of failing. Senator Sam Nunn had several expert witnesses appear before his

February, 1977, Senate Armed Services Subcommittee to present evidence on the all-volunteer force concept. William R. King, business professor, University of Pittsburg, presented a study to the subcommittee. This study indicated that "today's AVF is a revolving door which takes in young people and turns many of them back into society labeled 'rejects'." King told the subcommittee that the military recruiting problems which are evident now are going to get worse and he predicted that manpower costs would increase. King suggested that a solution to some of the AVF's problems would be to have a reserve or back-up draft.⁶

King predicted that the military recruiting problems would get worse because:

The U.S. now has a peak population in 17-18 year old males, the prime recruiting targets... But the number of young males is declining. By the early 1990s there will be more than 25 percent fewer people in this age group than today - 1.6 million males instead of today's 2.15 million males. By the late 1980's,...the total force of active and reserves will need to recruit one of every two qualified and available male youths to meet manpower needs.⁷

Martin Binkin, military manpower expert for Brookings Institution, agreed with King in his assessment of the future of the AVF and stated that the force is in trouble. However, he did not agree with King that the solution to the problem would be to return to the draft. The following steps were recommended by Binkin: accepting more women; reducing high attrition rates and lowering entry standards.⁸

The writer as a member of the Women's Army Corps has for many years recognized the need for promoting equal opportunity for women

in the Army. The Army institution must first change its attitudes toward women before it can provide equal opportunity. The attitude of the Army toward the role of women is a carry over from the civilian society. Sex discrimination is apparent and as a result of this discrimination few women are allowed to obtain positions of power and responsibility in the Army.

Statement of the Problem

The problem in this study was to look at attitudes of Army women toward differentiation between male and female officers in their career development, which might result in institutional discrimination against WAC officers. The basic issue considered was: Is there discrimination against WAC officers in the Army in the areas of promotion, assignment, training, schooling and utilization, and if so, how does it exist, why does it exist, and what action can be taken to eliminate it?

Hypothesis

This study was based on the following hypothesis:
WAC officers are subjected to institutional discrimination in the Army.

Military Importance

The elimination of sex discrimination in the Army is necessary because the WAC officer will play a very important role in the all-volunteer Army, in view of the fact that the purpose of the WAC expansion is to provide qualified personnel to make the all-volunteer Army a reality.⁹ If women are expected to continue to volunteer to become WAC officers, they must be assured that they will be provided equal opportunity and treatment. It is in the interest of the Army to

develop them to their highest potential. If it does not, the Army will be deprived of many highly qualified, patriotic, and competent women.

In theory, career planning for WAC officers is based on the same three primary objectives as male officers:

1. To provide for the maximum development and utilization of each officer's inherent abilities, aptitudes, and interests as well as for the best utilization of acquired skills and knowledge.

2. To assist in building and maintaining a highly competent officer corps.

3. To assist in fulfilling the Army's responsibilities to the nation.¹⁰

"Assignments are carefully considered on an individual basis with the objective of permitting each officer to advance to the highest level of which she is capable in the field of greatest interest and proficiency."¹¹

The above quotations made this study even more valuable because the authors were members of the Women's Army Corps. These officers obviously believed that they, and all other WAC officers, have the same opportunities for advancement, utilization, and schooling as their male counterparts. "...permitting each officer to advance to the highest level which she is capable..." implies that in the 35 year history of the Women's Army Corps, only three women have had the potential to be promoted to general officer. "...in the field of her greatest interest and proficiency" implies that there are no WAC officers interested in participating in combat or being assigned to combat arms branches, considering that they are barred from being assigned to combat arms branches and participating in combat by Army policy.

This supports Dr. Virginia Trotter's (Assistant Secretary of Education, in the Department of Health, Education, and Welfare) thesis that legislation, even though important, can only support, not provide, equal opportunity. Dr. Trotter stated that for women to achieve equality they must first "recognize their innate prejudices."¹² They must break out of the stereotypic, passive role that they have been conditioned to and compete for positions of power, responsibility and authority. The first step in problem solving is to recognize the problem.

The Women's Army Corps is in the process of being phased out as a separate corps. On 13 September 1976, the U.S. House of Representatives passed a bill to fully integrate women into the Army. The bill must be passed by the Senate in order to become law. If the bill is enacted, the Women's Army Corps will be abolished within 90 days.¹³ On the surface this integration of women into the Army may appear to be a "giant step forward," however, closer examination may reveal " a giant step backward."

Until 1968, the highest permanent rank that a WAC officer could obtain was lieutenant colonel. The Director of the Women's Army Corps was a colonel billet. It was the only full colonel billet for WAC officers in the Army. Public Law 90-130 removed all restrictions on promotions based on sex. The first WAC officer was promoted to colonel under this law on 2 December 1968. The first WAC general was promoted on 11 June 1970. Since 1970 two WAC officers have been promoted to the rank of general officer. All three of the officers were first

appointed Director of the Women's Army Corps and then promoted to general officer. If the Women's Army Corps is phased out will the WAC officers revert back to their pre-public Law 90-130 status? Or will Public Law 90-130 be enforced to remove all restrictions based on sex? These two very important questions must be answered by the Army prior to phasing out the Women's Army Corps.

WAC officers are permanently detailed to all branches except the combat arms and have been integrated into the Army promotion system. WAC officers are now procured through the US Military Academy and ROTC. Nine women are attending Officer Candidate School at Fort Benning, Georgia. This, the Army's first coed OCS class, graduated in March 1977. This represents entry level equal opportunity; there is no evidence to show that this equal opportunity extends to ranks above major, where professional career definition is lacking for women.

Scope and Delimitation

The scope of this research was to elicit expressed attitudes of a sample group toward how women choose professions in general, and more specifically, why the same group choose the profession of arms.

The researcher concentrated on WAC officers as opposed to enlisted personnel because career progression and professionalism is more carefully defined for officers. The study did not include medical department officers nor chaplains. Many of the problems surfaced in this study may or may not apply to the excluded officers who enter the profession

of arms with civilian acquired professions which they will utilize throughout their military careers.

Assumptions

Assumptions formulated as a result of the stated hypothesis and the identification of the survey population were:

1. The survey sample perceived that they did not receive the same type of information on occupational choices as males received.
2. When the Women's Army Corps is phased out, WAC officers will lose their only chance to be promoted to general officer.
3. The survey sample's knowledge of their opportunity for success in the profession of arms was limited.

Definition of Terms

The following terms are defined in the context that they are used in this study in order to avoid confusion and misunderstanding.

INSTITUTIONAL OR FUNCTIONAL RACISM

This is the way organizations work to subordinate minority group members through depriving them of their share of rewards, imposing sanctions disproportionately, denying access to high status (decision-making) offices, channeling them into low status and dead-end functions regardless of their talents or denying them entry into the institution altogether. Institutional racism occurs because institutions in our society are founded on majority group values and the values of minority groups are simply not considered. The result is that members of minority groups in America are discriminated against without this having been the conscious intention of any particular individual. Rather, institutional racism is due to the unwillingness of the white majority to recognize and respond to the potential contributions of minority group members and results in great social inefficiency in the utilization of manpower.⁴

INSTITUTIONAL SUBORDINATION

Institutional subordination is placing or keeping persons in a position of inferiority by means of attitudes, actions, or institutional structures which do not choose color itself as the subordinating mechanism, but instead uses other mechanisms indirectly related to color. Institutional subordination is particularly difficult to define clearly in a few words. The very essence of institutional subordination in its indirect nature which often makes it hard to recognize.¹⁵

COVERT RACISM

"Racism that is hidden and hard to identify."¹⁶

RACIALISM

"Racialism is a term used to describe prejudice that is developed along racial or color lines to distinguish it from other forms of social prejudices."¹⁷

EQUALITY

Equality, like freedom, involves a relationship. If every man seeks to be free, every freedom-seeking man becomes in some way an obstacle in the path of someone else's freedom. For questions of freedom resolve themselves into questions of "Whose freedom to do what, affecting whom?" Historically, the question of "Whose freedom?" has tended to be answered by the query, "Whose Power?" Thus, were absolute freedom possible, it would have consisted of nothing less than absolute power.¹⁸

ATTITUDE

"An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner."¹⁹

DISCRIMINATION

To discriminate means to deny to an individual or a group a privilege or an opportunity or a pleasure that is thereupon reserved for one's own group.²⁰

DIFFERENTIATION

Through the differentiation of roles there is a differentiation in the specific goals which are morally approved for different individuals.²¹

Differentiation in respect arises when individuals demonstrate variations in relevant abilities, and the high regard of his fellows gives an individual a competitive advantage in the subsequent differentiation of power and competition for dominance and leadership.²²

Methodology

The descriptive, survey, exposition and historical methods were used. The survey sample included female ROTC students, direct commission officers (attending the WAC officer Orientation Course, Fort McClellan, Alabama) and female officer candidates (*nine females attending the first co-educational OCS, Fort Benning, Georgia*). The female West Point Cadets were not included in the survey because they were participating in "Project Athena" at West Point and West Point officials felt that any other survey would distract from this project. The sample population was chosen from all sources of commission for women into the Army. This population was at the entry level of the occupation of arms and represents for the first time in history of the Army entry level equality. The female cadets were chosen from the ten colleges and universities who participated in the pilot program approved by the Chief of Staff of the Army to admit female

cadets in 1972. These colleges and universities are listed in the "Laws, Policies and Procedures which have Impacted on Women in the Service" section of Chapter II. The following are some of the questions that the sample population were asked to determine how women in general choose an occupation and specifically why they choose the occupation of arms:

- (1) What was the source of your occupational information?
- (2) Did any of the sources of your occupational information encourage you to choose the traditional role of wife and mother as opposed to a career?
- (3) Do you feel that a woman has as much occupational mobility in the American society as men?
- (4) Do you hope to be an employer yourself someday?
- (5) When did you make your final choice to enter the profession of arms?
- (6) What was the primary source of your information on the profession of arms?
- (7) Do you feel that women should supervise men?
- (8) Do you feel that you will have difficulty supervising men?
- (9) What degree of resentment do you feel that you would experience from men as their supervisors?
- (10) Did the source of your occupational information give you adequate information concerning advancement opportunities (promotions) for women in the Army?
- (11) If you had been informed that the highest rank that you could obtain was colonel would you have entered the profession of arms?
- (12) If you knew before entering the profession of arms that your career development would be limited because of your sex would you still have entered the profession of arms?
- (13) To the best of your knowledge are women in the Army permitted to be assigned to combat arms units?

(14) Would you like to be assigned to a combat arms unit?

(15) Would you be willing to go into combat?

(16) What is the present status of the Women's Army Corps?

The data collected from the survey will be evaluated along with other research material to determine if the Army differentiates between male and female officers in their career development, resulting in institutional discrimination against female officers.

Letters were written to the Deputy Chief of Staff Personnel (DCSPER) and the Deputy Chief of Staff, Operations (DSCOPS). The DCSPER was asked to identify the steps that had been taken to implement the Army's Affirmative Action Plan, in relation to providing equal opportunity for WAC officers. The DCSOPS was asked to provide information regarding the number of general officer spaces that had been identified as male or female.

The remainder of this study will be arrayed as follows:

Chapter II - This chapter will present a historical perspective of the assimilation of women into the military and examine the military establishment as a microcosm of American Society.

Chapter III - is concerned with a review of literature that was found to be relevant to occupational choice and job satisfaction.

Chapter IV - deals with methodology and is concerned with the analysis of findings. After conducting a comprehensive review of the literature the writer determined the need for additional information. A survey was developed to look at attitudes of Army women toward dif-

ferentiation between male and female officers in their career development, which might result in institutional discrimination against WAC officers.

Chapter V - Summary, Conclusions and Recommendations.

ENDNOTES

- ¹John Kenneth Galbraith, "How the Economy Hangs on Her April Strings," MS, May 1974, p. 74.
- ²B. J. Phillips, "On Location with the WACs," MS. November 1972, p. 118.
- ³Andy Plattner, "Proxmire: Put More Troops in Europe, Okay for Women in Combat," Army Times, February 21, 1977, p. 4, col. 2-3.
- ⁴Plattner, "Proxmire," Ibid.
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- ⁶Andy Plattner, "Hill Panel Hears Contrasting Views, All Volunteer Force May be in Trouble," Army Times, March 14, 1977, p. 4, col. 1-2.
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- ¹⁴Elmer, J. S., Editor, Racism in America and How to Combat It, Defense Race Relations Institute, Patrick Air Force Base Florida, 15 December 1972, p. 2.
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- ¹⁹Milton Rokeach, Beliefs, Attitudes and Values, (San Francisco: Jossey-Bass Inc., 1968), p. 124.
- ²⁰Thomas Ford Hout, Dictionary of Modern Sociology, (Totowa, New Jersey: Littlefield, Adams & Co., 1969), p. 109.
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CHAPTER II

HISTORICAL PERSPECTIVE

This chapter will present a historical perspective of the assimilation of women into the military and examine the military establishment as a microcosm of American Society.

The status of women in the military has historically tended to mirror the status of women in society. "It can be stated that the military is a microcosm of American Society;"²³ thus, the role of the female military member has been similar to that of her counterpart, the female civilian.

The opening of the United States Army's first training center for women, on 20 July 1942, was the culmination of many years of women's involvement in the military service.

The establishment of the Women's Army Corps was not the first introduction of women into the Army. Women had served as civilian nurses in General Washington's Army in 1775, at the authorized pay of \$.25 per day.²⁴

The Army Nurse Corps was established in 1901. With this admission of nurses into a military and uniformed corps, the first stride had been taken toward obtaining full membership for women in the Armed Forces. History has many examples of women who fought beside their husbands in the Indian wars, the Revolutionary War, and the Civil War. Some women had disguised themselves as men in order to enter the Army. One example was Deborah Sampson, who joined the Army in 1778 as Robert

Shurleff and served with distinction for three years without her true sex being discovered. Although she was wounded in battle twice, her wounds were of such a nature that her sex was not revealed. During the Yorktown Campaign in 1781 she contracted brain fever and was subsequently hospitalized. While she was in the hospital, her sex was discovered by Dr. Binney. Dr. Binney wrote a letter to General Washington, who then summoned Sampson to his headquarters and, without a word, presented her with discharge papers and final pay. Washington later made amends for his rudeness by inviting her to the White House after he became President. Even though she was treated as a "gallant soldier" by the citizens of Plympton, historians did not know how to honor her for her military service. The editors of the National American Biography did not want to label her a "soldier" or "notable woman" and finally settled for the term "heroine."²⁵

World War I mechanization and increased labor demands had an impact on the role of women in society. Due to the shortage of manpower to fill critical positions, particularly in industry, large numbers of women took jobs outside the home.

The introduction of women into the industrial world developed ~~problem areas that would~~ subsequently effect women being assimilated into the military. With the familiarly-heard sayings that "woman's place is in the home" and that "women would not work for women, let alone men work for women," it was obvious to women's corps planners that obstacles existed. This was only the beginning, however, as it was not completely revealed what variety and magnitude of problems would exist in bringing women into the military service.²⁶

As difficulties mounted with manpower getting low during World War I, the War Department received more pressure to establish a Women's Corps, but they were not yet convinced of "the desirability or feasibility of making this most radical departure in the conduct of military affairs." Through the strong effort of the American Expeditionary Force, women were allowed to be introduced into essential work for which men employees could not be obtained... "taking only those who were of mature age and high moral character." The War Department finally acknowledged that, "with careful supervision, women employees may be admitted into camps without moral injury to themselves or to the soldiers."²⁷

Therefore, the conclusion was reached simultaneously by several Army agencies that a Women's Corps under military control would be the solution to these problems. The hostilities of World War I ceased on 11 November 1918, and the War Department shelved all proposals to establish the much-needed Women's Corps.

Despite recurring efforts to vitalize plans for the development of a Women's Corps, twenty-three years of peace allowed the efforts of those with the insight as to what was needed to become ignored and their work to become an exercise in futility. On 1 September 1939, planning was again resumed as the shadow of hostility became imminent with the approach of World War II. Less than two years later, on 28 May 1941, Congresswoman Edith Norse Rogers, after having reviewed the vital role which women played in World War I, introduced into the House of Representatives "a Bill to establish a Women's Army Auxiliary Corps of service with the Army of the United States." Established in this bill was

perhaps the most basic and vital statement of the Corps' history as it indicated a decision about the mission of the Corps. The WAAC was established "for the purpose of making available to the national defense the knowledge, skill, and special training of the women of the nation."²⁸

Support for the bill was received from many areas, but passage continued to be held up as each committee tried to explicitly define the limits to which the WAAC would function, how it would be controlled, and what current military benefits would apply. From the date of Pearl Harbor onward, plans for development of the Women's Corps moved with unequalled speed. What couldn't be done in twenty-three years of "women's ignorance" and "man's intolerance" was formulated and finalized within one year. Despite this concentrated effort, however, old problems continued. Members of Congress objected strenuously to placing women in the Army because this would entitle them to the same disability benefits and pensions as men. "Army psychiatrists...noted that in order for women to gain an active participation in military activities it was necessary for man to change his basic concept of the feminine role, to overcome his fear of women generals."²⁹

Finally on 14 May 1942, the Rogers' bill was approved 38 to 27 by the Senate, signed the next day, and became Public Law 554, an Act to establish a Women's Army Auxiliary Corps for service in the Army of the United States.³⁰ With the WAAC established, Mrs. Oveta Culp Hobby, mother of two and co-editor of her husband's newspaper, became the first WAAC member to be sworn in on 16 May 1942. Through her preliminary efforts, ground work had already been established as she had executed her

commission for pre-planning of the WAAC concurrently with Congress' debates over the issue. With Mrs. Hobby's swearing in, the WAAC had begun.

Once the WAAC was established, it was soon determined that organization as an Auxiliary to the Army was not enough because inequalities and injustices arose which impacted on morale, a most vital element. Questions on PX privileges, taking out allotments, and posting letters became volatile questions which usually rose to the highest level for resolution. With these administrative, disciplinary, and command difficulties, and a desire to simplify the whole operation, a bill was initiated to obtain military status for the WAAC. This was completed on 1 September 1943 as Congress established the Women's Army Corps. Final permanent status was achieved following World War II on 12 June 1948, and, to the present, has been the military heritage of women in the Army. The ranks of women in the Army swelled to a peak of 100,000 during WWII, during which they served as an integral part of the Army in all the non-combat occupational specialities. Progress for women in the military service has progressed past the point where they are called upon for national emergencies. As during World War II, the WAC has established itself as a vital element in our National Defense.

Laws, Policies and Procedures Which Have Impacted on Women in the Service

The purpose of this section is to present a summary of laws, policies and procedures which have had a significant impact on the history of women in the Army.

1. 28 May 1941 - First WAAC Bill, H. R. 4906, introduced into House of Representatives by the Honorable Edith Nourse Rogers, Congresswomen from Massachusetts.
2. 31 December 1941 - WAAC Bill, with War Department proposed amendments, reintroduced by Mrs. Rogers as HR 6293.
3. 14 May 1942 - HR 6293 approved by Congress, creating the Women's Army Auxiliary Corps, with authorized strength of 150,000.
4. 15 May 1942 - Legislation creating WAAC signed into law by President Franklin Delano Roosevelt as Public Law 554, 77th Congress. By Executive Order initial strength was limited to 25,000.
5. 13 October 1942 - War Department Circular 344 published, establishing WAAC channels of command and system of WAAC Regional Directors.
6. 28 November 1942 - Increase in the number of units and members of the WAAC as determined necessary by the Secretary of War to meet the requirements of the Army, not to exceed 150,000 authorized by Executive Order 9274.
7. 14 January 1943 - Identical bills introduced by Mrs. Rogers in both Houses of Congress (HR 1188 and S.495) to permit enlistment and commissioning of women in the Women's Army Auxiliary Corps, Army of the United States.
8. 8 February 1943 - HR 1751, a modification of HR 1188, introduced into House which changed proposed name of Corps to Women's Army Corps, Army of the United States.
9. 28 June 1943 - WAC Bill passed by Congress, establishing Women's Army Corps as component of the Army of the United States.
10. 11 February 1946 - War Department announced a plan to utilize WACs until 30 September 1946 or for the duration plus six months, to meet the critical shortage of skilled personnel. Announcement was also made to the Army that the Chief of Staff had directed the preparation of legislation to make the Women's Army Corps a permanent part of the Army with concurrent reserve status.
11. 24 July 1946 - First bill providing for Women's Army Corps in Regular Army and Reserve Corps introduced into Congress.
12. 15 April 1947 - WAC Integration Act of 1947, legislation providing for inclusion of WAC in Regular Army and Organized Reserve Corps, presented to Congress.
13. 2 June 1948 - Women's Armed Services Integration Act of 1948 passed by Congress.

14. 12 June 1948 - Women's Armed Services Integration Act of 1948 signed by President Harry S. Truman, as Public Law 625, 80th Congress.

15. 1 April 1949 - Second increment of officers appointed in WAC, RA announced with 93 appointees.

16. 19 June 1951 - Two percent limitation on the number of Regular Army WAC officers suspended until 31 July 1954 by Public Law 51, 82d Congress.

17. 17 September 1951 - Announcement of the establishment of Defense Advisory Committee on Women in the Services (DACOWITS) by Defense Department.

18. 10 June 1954 - Women's Army Corps Center established as a Class I activity of Fort McClellan, Alabama, effective 10 June 1954, and Women's Army Corps School as a Class I activity of the WAC Center, with discontinuance of the above activities at Fort Lee, Virginia, effective 15 August 1954 (DA GO 83, 26 May 54).

19. 13 July 1954 - HR 8041, 83d Congress, 2d Session, enacted as Public Law 650. This law authorized active military credit for the purpose of laws administered by the Veterans Administration for WAAC Service to those members who had served at least 90 days and were honorably discharged in the line of duty before September 30, 1943.

20. April 1955 - Historical volume, "The Women's Army Corps," by Mattie E. Treadwell, one of a series of histories of the US Army in World War II, published by the Office of the Chief of Military History, DA.

21. 1 January 1954 - Office of the Director, Women's Army Corps, redesignated the Office of the Director, United States Women's Army Corps, (DA GO 59, 31 Dec 56).

22. 1 May 1957 - Women's Army Corps Training Center redesignated United States Women's Army Corps Center and Women's Army Corps School redesignated United States Women's Army Corps School (DA GO 24, 7 May 51).

23. 7 August 1959 - Credit for WAAC Service was granted by Public Law 86-142 for all purposes, except that of promotion, provided that a member of the WAAC performed active service in the Armed Forces after September 29, 1943.

24. 26 March 1963 - New DA policy to recruit women attorneys for commission in the WAC with concurrent detail to the Judge Advocate General's Corps was established. This marked the first time WAC officers were recruited for assignment to one specific detail during their entire Army career.

25. 5 February 1964 - AR 135-100 revised, authorizing direct appointment of WAC officers to serve in professional and technical fields.
26. March 1965 - AR 600-200 established "I" positions on T/O interchangeable male/female positions.
27. 31 March 1966 - HR 14208, 98th Congress, second session, introduced the bill which provided that the President could suspend provisions of law that placed restriction on grade held by female officers.
28. 27 April 1966 - HR 14680 introduced the bill which provided that WAAC service be considered active duty for all laws administered by Veterans Administration.
29. 2 May 1966 - HR 14774 introduced the bill which provided that WAAC service be credited toward Veterans Administration benefits.
30. 8 November 1967 - Public Law 90-130 signed by President Johnson. This law removes promotion and retirement restrictions on women officers. Promotion, retirement, and separation standards applicable to men will apply to women. Also, women will be permitted to enter the National Guard.
31. 8 January 1968 - DA Circular 611-31 announced the first selections for Command Sergeant Major Program (SGM Yzetta Nelson, WAC Training Battalion was the first WAC to be selected.)
32. 6 February 1968 - HR 15127, 90th Congress, second session, introduced the bill which amends Titles 10 and 37 USC to provide equality of treatment for married female members of military service.
33. 2 December 1968 - First WAC officer promoted to Colonel under provisions of Public Law 90-130.
34. 11 June 1970 - Colonel Elizabeth P. Hoisington promoted to Brigadier General.
35. 2 August 1971 - Colonel Mildred C. Bailey promoted to Brigadier General (DOR 1 August 1971) and appointed as eighth Director, Women's Army Corps, effective 1 August 1971.
36. 14 February 1972 - The Chief of Staff, Army, approved the participation of women in the Army ROTC program at 10 colleges and universities, with enrollment of female cadets to commence in the fall, 1972. Of the number enrolled in School Year 72-73, 20 women will be recipients of four-year ROTC scholarships (Service Obligation: four years active duty). The participating schools were:

1. Arizona State University
2. Eastern Kentucky University
3. Florida State University
4. University of Hawaii
5. Indiana University
6. Louisiana State University and A&M College
7. Pennsylvania State University
8. South Carolina State College
9. South Dakota State University
10. Texas A&I University

37. 15 June 1972 - The Chief of Staff approved the participation of female high school students in the Army JROTC program commencing school year 1972-73.

38. 30 June 1972 - 19,000 documented enlisted female/interchangeable positions in TAADS and 400 officer positions.

39. 5 August 1972 - DA announced opening of all except 48 MOS to WAC personnel.

40. 18 December 1972 - The Secretary of the Army approved the policy to allow women to command any unit except combat and combat support units.

41. 25 April 1973 - The Army Chief of Staff approved the ODCSPER recommendation that Army flight training be opened to members of the Women's Army Corps.

42. 25 May 1973 - ROTC opened to all women at all colleges and universities beginning with school year 1973 (September 1973).

43. 1 July 1974 - WAC officers were permanently detailed to other Army branches, with the exception of Infantry, Armor, Field Artillery, and Air Defense. Management of WAC officers in the future will be the same as that of their male counterparts.

44. 12 July 1974 - Weapons familiarization was included in WAC Basic Training, firing accomplished on a voluntary basis. Approximately 85% of WAC trainees participated in weapons firing.

45. 1 July 1975 - Defensive Weapons Qualification in basic individual weapons added to ATP 21-121, Women's Basic Training Program.³¹

46. A Supreme Court decision in May 1973 which ruled that the law denying a married service woman the same family entitlements as a male serviceman was unconstitutional.

47. The implementation of Army policies to ensure equal consideration of a woman's family status. For example, if the husband is also military, the career progression of both is to be considered in making or changing assignments.

48. The law that required a minimum age of 18 and parental consent for female enlistees under the age of 21 was changed. The law now requires only that female enlistees be 17 years or older at the time of enlistment.

49. Subject matter on sexism in the Army was included as a part of the mandatory training in the Program of Instruction at the Defense Race Relations Institute.

50. Chapter 403, Title 10, USC, was changed to permit women to attend the United States Military Academy.

51. The number of interchangeable spaces on manning documents have been increased from 19,000 in July, 1972 to over 200,000 by March, 1975.

52. Department of the Army established a policy for the confinement of female offenders.

53. Many jobs which were traditionally filled by men have now been opened to women. The opening of most career fields to women officers will increase the appeal of a career in the Army to many women officers.³²

Current Legislation Affecting Women in the Service

Following is a brief description of legislation introduced in the U.S. House of Representatives in the 94th Congress. The data (current through 15 February 1976) was extracted from a report prepared by the House Democratic Study Group Task Force on women in the Congressional Clearinghouse on Women's Rights.

1. H.R. 58 Wilson of California. Prohibits the exclusion, solely on the basis of sex, of women members of the armed forces from combat duty. (Status: Comm. Armed Services, Subc. on military personnel). Similar bill: H.R. 2190.
2. H.R. 11686 Abzug. Establishes an agency known as the National Center for Women. (Status: Comm. Government Operation, Subc. on Legislation and National Security.)
3. H.R. 1565 Abzug. Amends Title 10 and 36, USC to provide for equality of treatment for military personnel of dependency criteria (Status: Comm. Armed Services, Subc. on Military Compensation.)
4. H.R. 1820 Dellums. Established the Assistant Secretary of Defense for Equal Opportunity; creates an Armed Forces Equal Opportunity Board. (Status: Comm. Armed Services, Subc. on Investigation.)

5. Defense Officer Personnel Management Act (DOPMA); H.R. 13958/S2424.
The proposed DOPMA has been approved by the House of Representatives.
 The House accepted the provision of DOPMA affecting female officers, essentially providing for the elimination of statutory differentiation based on gender. The proposed DOPMA does not change the section of law which excludes women from duty on combat ship or aircraft engaging in combat operations, i.e., 10 U.S.C. 8549 for the Air Force and 10 U.S.C. 6015 in the case of women in the Navy and Marine Corps. The House approved bill directs the disestablishment of the WAC as a separate corps within 90 days after enactment of the legislation. The Senate version of the bill is pending in the Senate Armed Services Committee.³³

Women in Combat

6. Several bills were introduced in the 94th Congress which would have permitted the entrance of women into combat and combat units. None of the bills became the subject of hearings nor were they reported to subcommittee or full committee. It is likely that they will be reintroduced in the 95th Congress.³⁴

Present Status of Women in the Army

The Army is in a transitional, evolutionary period with respect to the role of women. It is a period in which attitudes of both men and women have much to do with women's acceptance as full-fledged members of the Army team. Time, education, and experience are needed in order to dispel myths and stereotypes which are barriers to the goal of full integration. This is a period of challenge in which women must take full advantage of increased opportunities in preparation for those of the developing future. A parallel, equally important, is the full acceptance of added responsibilities which accompany increased opportunities. There is no doubt in my mind that women in the Army can and will accept these challenges.³⁵

Office of the Director, WAC (ODWAC)

Plans are being developed to phase out ODWAC upon passage of the Defense Personnel Management Act (DOPMA). DOPMA, which is under active consideration by the Congress, would repeal the statutory requirement for a Women's Army Corps with a director and deputy director. There is foreseen, however, a continued need for a senior female officer to act as advisor to the Secretary of the Army and the Chief of Staff and a spokeswoman for the women in the Army.³⁶

Educational Development

The integration of women into ROTC, West Point and Fort Benning OCS was addressed in Chapter One.

The WAC Officer Orientation Course (WOOC) is to be discontinued by 1 October 1977, concurrent with the phase out of the WAC Direct Commission Program. In this connection, ROTC is replacing the WAC Direct Commission Program as the Army's major source of women line officers by FY 1978. With the opening of ROTC to women, the selected College Junior/Student Officer Program has been reduced gradually and was concluded this summer.³⁷

WAC Officer Advanced Course/CGSC/Senior Service Schools

The first WAC Officer Advanced Course (WOAC) was established at the Women's Army Corps School, 23 February 1954, at Fort Lee, Virginia. This class graduated 10 August 1954. On 22 June 1972 the Department of the Army announced the Chief of Staff's decision to discontinue the WAC Officer Advanced Course beginning in FY 73. WAC officers now attend the advanced course of other Army branches. The final WAC Officer Advanced Course graduated from the U.S. WAC School, Fort McClellan, Alabama, on 7 July 1972.

In July 1954, two spaces were allocated for WAC officers to attend the Associate Class, Command and General Staff College, Fort Leavenworth, Kansas beginning in January 1955, with the same quota to apply to future classes. The quota was later increased to four per year, and then removed altogether when women were integrated into branches other than the WAC. In 1976-77, eight female officers are enrolled in the Command and General Staff College Regular Course, seven regular Army WAC officers and one regular Army Nurse Corps officer. At the beginning of the year there were ten female officers, the two reserve officers having graduated at the end of the first term in December 1976.

The Department of the Army Affirmative Action Plan (AAP) goal for Calendar Year (CY) 75 for female selection for the Command and General Staff College is unknown, and the number of eligibles is unknown.³⁸

This writer found this information rather disturbing and wondered how the Deputy Chief of Staff for Personnel (DCSPER) could monitor the Army's Equal Opportunity Program and implement goals of the Affirmative Action Plan if there were no established goals for female selection for CGSC. The DCSPER was asked how many female officers were eligible for CGSC for CY 75, 76, 77, 78 and 79. The Director of Military Personnel Management, responding for the DCSPER, stated:

It is not possible to provide all the data you requested regarding female officer selection for Command and General Staff College and senior service school. The goal of the Affirmative Action Plan is to achieve a female selection rate equal to the percentage of female officers eligible. Since the population of each year group will vary, it is not possible to predict the numerical goals and the number of officers eligible for the out years. However, attached at Inclosure 2 is the data you requested regarding female selection for senior service schools and CGSC in CY 75 and CY 76. The percentage of female officers selected exceeded the Affirmative Action Plan goal.³⁹

Inclosure 2 mentioned above is attached as Table 1. It should be noted that the number of female officers selected for CY 75 were not included as indicated. The number of female officers selected for SY (school year) 76-77 and the number selected and eligible for SY 77-78 was addressed. Based on available data, the conclusion can be drawn that female officers were discriminated against for selection for CGSC for CY 75 and CY 76 since the number eligible were unknown and the Affirmative Action Plan goal is to "achieve a female selection rate equal to percentage of female officers eligible."

The first WAC officer graduated from the Industrial College of the Armed Forces on 15 June 1955. The first two WAC officers graduated from the U.S. Army War College on 16 June 1969.

TABLE 1

OFFICERS ELIGIBLE AND SELECTED FOR
COMMAND AND GENERAL STAFF COLLEGE*

<u>SY 76-77</u>	<u>NUMBER ELIGIBLE</u>	<u>PERCENT ELIGIBLE</u>	<u>NUMBER SELECTED</u>	<u>PERCENT SELECTED</u>	<u>SELECTION RATE (%)</u>
White	7,677	93.6	961	92.4	12.5
Black	464	5.7	68	6.5	14.7
Other	58	0.7	11	1.1	19.0
TOTAL	8,199	100.0	1,040	100.0	12.7
Female	Unknown	Unknown	11	1.1	Unknown
Male	Unknown	Unknown	1,029	98.9	Unknown
<u>SY 77-78</u>					
White	7,001	94.1	974	93.7	13.9
Black	383	5.1	54	5.2	14.1
Other	57	0.8	12	1.2	21.1
TOTAL	7,441	100.0	1,040	100.0	14.0
Female	60	0.8	13	1.2	21.7
Male	7,381	99.2	1,027	98.8	13.9

*OPD Officers Only (does not include JAG or Med Officers)

SOURCE: (Office of the Deputy Chief of Staff for Personnel)

The Affirmative Action Plan (AAP) goal for CY 75 for female selection for senior service college (or equivalent) and the number eligible is unknown; two were selected.⁴⁰ Tables 2 and 3 show the female selection rate for senior service college for SY 76-77 and 77-78.

Distribution of Female Officers by Rank

As of 31 May 1976, there were 16 WAC Colonels, 57 Lieutenant Colonels, 91 Majors, 381 Captains, 476 First Lieutenants, 698 Second Lieutenants, 30 Warrant Officers and one General Officer, the Director of the Women's Army Corps.⁴¹

ROTC

The Affirmative Action Plan goal for female entering college freshman for CY 75 was exceeded almost fourfold. However, "minorities, particularly Blacks and women, receive a significantly lower percentage of ROTC scholarships in proportion to their total enrollment in ROTC than white cadets."⁴² Table 4 depicts the ROTC enrollment for SY 75-76 for black, female and ethnic minority.

The most significant disparity is in the four-year scholarships, where Blacks receive a smaller share. Blacks do reasonably well in three-year scholarships (Table 5). There appear to be two primary reasons for the problem relating to the disparity in the award of four-year scholarships. The first is the relatively small number of applicants who are Black. For SY 74-75 only 6.4% of the 8,650 applicants were Black although the total Black opening enrollment was 18.1%. Approximately the same situation pertained for SY 75-76 when only 5.0% of the applicants were Black although the total Black opening enrollment was 20.4%. The second major component of the problem is related to the criteria used to select winners. The award of four-year scholarships is based upon a nation-wide competition beginning in December of each year. Selection criteria are based upon a whole man evaluation which considers the applicant's scores on the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT)--30%; Class Standing--30%; extra-curricular athletic and leadership achievements--30%; and interview--10%.⁴³

TABLE 2
SOURCE: (Office of the Deputy Chief of Staff Personnel)

SELECTION STATISTICS FOR DCSPER

For use of this form see MSS-B SOP. The proponent is the Office of the Secretariat for DA selection boards.

Type of Board Considered	Date Convened 8 September 1976			Date Adjourned 6 October 1976		
	Number Previously Considered	Number Selected	Per-Cent	Number Considered	Number Selected	Per-Cent
and Selected Board Totals						
RA				5841	286	4.9%
COMP				5583	284	5.1%
OTRA				258	2	0.8%
CAU				5582	273	4.9%
RACE						
BLACK				232	11	4.7%
OTHER				27	2	7.4%
SEX						
MALE				5816	284	4.9%
FEMALE				25	2	8.0%
				TOTAL CONSIDERED		

TABLE 3
 SOURCE: (Office of the Deputy Chief of Staff for Personnel)

SENIOR SERVICE COLLEGE (SY 76-77)

RECAPITULATION BY NUMBER AND PERCENTAGE OF ELIGIBLES
 NOMINEES AND SELECTEES BY RACE AND SEX

	<u>ELIGIBLES</u>	<u>% of ELIG</u>	<u>NOMINEES</u>	<u>% of NOM</u>	<u>SELECTEES</u>	<u>% of SELECTEES</u>
TOTAL	6118		1348		310	
CAUCASIAN	5850	95.62	1275	94.58	295	95.16
NEGRO	238	3.89	69	5.12	15	4.84
OTHER	30	0.49	4	0.30	0	0
MALE	6092	99.58	1325	98.29	301	97.10
FEMALE	26	0.42	*23	1.71	9	2.90

TABLE 4
ROTC OPENING ENROLLMENT (SY 75-76)

	<u>AAP CY 75 Goal</u>	<u>Achievement</u>
Black	17.0%	20.4%
Ethnic Minority	4.0%	6.4%
Female	5.0%	19.3%

NOTE: Usable comparative data for OCS enrollment is not available.
However, actual OCS procurement will be addressed in paragraph 4.c.(3).

SOURCE: Race Relations Equal Opportunity Annual Assessment of Programs

TABLE 5

DISTRIBUTION OF ARMY ROTC SCHOLARSHIPS TO MINORITIES

Type of Scholarship	SY 72-73		SY 73-74		SY 74-75		SY 75-76		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ONE YEAR										
White	67	95.7	83	96.5	188	94.0	16	100.0	354	95.2
Black	3	4.3	1	1.2	11	5.5	0	0.0	15	4.0
* Spanish Speaking	2	2.9	2	2.3	10	5.0	0	0.0	14	3.8
Other Minority	0	0.0	2	2.3	1	0.5	0	0.0	3	0.8
Total	70		86		200		16		372	
TWO YEAR										
White	1043	88.8	883	88.3	881	88.1	878	89.1	3685	88.6
Black	119	10.1	107	10.7	102	10.2	94	9.5	422	10.1
* Spanish Speaking	26	2.2	13	1.3	21	2.1	31	3.1	91	2.2
Other Minority	13	1.1	10	1.0	17	1.7	13	1.3	53	1.3
Total	1175		1000		1000		985		4160	
THREE YEAR										
White	1266	86.4	1471	84.1	1485	83.4	1519	83.7	5741	84.3
Black	189	12.9	266	15.2	276	15.5	283	15.6	1014	14.9
* Spanish Speaking	23	1.6	37	2.1	45	2.5	53	2.9	158	2.3
Other Minority	10	0.7	13	0.7	19	1.1	12	0.7	54	0.8
Total	1465		1750		1780		1814		6809	
FOUR YEAR										
White	3630	95.8	3522	96.1	3400	96.6	3573	97.0	14125	96.4
Black	86	2.3	80	2.2	69	2.0	62	1.7	297	2.0
* Spanish Speaking	55	1.5	54	1.5	43	1.2	31	0.8	183	1.2
Other Minority	74	2.0	62	1.7	51	1.4	50	1.4	237	1.6
Total	3790		3664		3520		3685		14659	
TOTAL										
White	6008	92.4	5959	91.7	5954	91.6	5986	92.1	23907	92.0
Black	395	6.1	454	7.0	458	7.0	439	6.8	1746	6.7
* Spanish Speaking	106	1.6	106	1.6	119	1.8	115	1.8	446	1.7
Other Minority	97	1.5	87	1.3	88	1.4	75	1.2	347	1.3
TOTAL	6500		6500		6500		6500		26000	

* White also includes Spanish-Speaking. Consequently total does not include Spanish-American.

SOURCE: DMPM, ODCSPER

Career Development

The assessment of female and minority representation in career development areas reflected varied results. "The selection rates for female officers exceeded AAP goals for captain through colonel."⁴⁴ However, in another area of career development, "black and female officer representation on high level staff fell below AAP goals."⁴⁵ There were no female officers assigned to the Office of the Secretary of the Army or the Secretary of Defense even though the FY 75 goal was 0.49% on each staff. Table 6 depicts female and minority representation on high level staffs.

Assignment of female officers to high level staff positions is not based upon a predetermined minority/female quota. Assignments are made based upon the qualifications and availability of an individual at the time the position becomes vacant. Presently there are three female officers (2.8%) assigned to the Office of the Secretary of the Army. While there are still no female officers assigned to the Office of the Secretary of Defense, equal consideration will be given to both male and female officers for the filling of future vacancies.⁴⁶

The Director of the Women's Army Corps (ODWAC NOTES, September 1976, p. 5), the authors of The Role of Women in the Army and the Director of Military Personnel Management (Letter, 28 February 1977) all stated that career management of WAC officers parallels that of their male counterparts. However, all three sources pointed out that women are excluded from assignment to Category I units and participating in combat.

The DCSOPS was asked by this writer to identify interchangeable positions at the general officer level that had been identified to be filled by males or females. The DCSOPS passed the requirement to the

TABLE 6
HIGH LEVEL STAFF

The data below depicts minority and female representations at various staff levels.

(1) Army General Staff

	AAP CY 75 Goal* (% Eligible)	Achievement** (% Selected)
Black	4.8	3.2
Ethnic Minority	2.4	2.4
Female	0.49	1.4

*** (2) Office of the Secretary of the Army

Black	4.8	2.7
Ethnic Minority	2.4	5.4
Female	0.49	0.0

(3) Army Element, Office of the Secretary of Defense

Black	4.8	2.4
Ethnic Minority	2.4	6.5
Female	0.49	0.0

(4) Joint Chiefs of Staff (Army Element)

Black	4.8	3.6
Ethnic Minority	2.4	4.5
Female	0.49	0.5

* AAP Goal: For Blacks and ethnic minorities it equals their respective content of the total number of personnel in grades 04-06; for females it equals the WAC content of the total number of personnel in grades 04-06.

** Achievement equals representation of each group at the level indicated.

*** There are presently 3 female officers assigned to the Office of Secretary of the Army. Source: DCSPER.

SOURCE: Race Relations Equal Opportunity Annual Assessment of Programs

Chief, General Officer Management Office, who provided the following information:

Current Army manning documents reflect approximately 530 requirements, and 480 authorizations, for general officers. Of these figures, approximately 30 percent are identified on the manning documents for fill by male officers only.⁴⁷

Attached is an array by major command which reflects the number of positions identified for fill by male only. (See Table 7) One position, the Director of the Women's Army Corps, is specifically annotated for fill by a female officer. The remaining positions can be filled by officers of either sex.

Table 7 depicts institutional discrimination by Army policy, not by law. It was documented early in this study that there is no law that would prohibit the assignment of women to Category I units nor their participation in combat. The positions identified in Table 7 to be filled only by male officers represent the major power, policy and decision-making, and command positions in the Army.

Existing and projected general officer requirements as matched against assets drive the system. As additional female general officers enter the inventory, each will be assigned on the basis of her qualifications and abilities against any position requiring her skills.⁴⁸

The Chief, General Officer Management stated further in his letter that male officers who do not have the "required experience" are not assigned against those positions identified in Table 7. Male officers do not have the required experience by choice, however, as they are not prohibited by Army policy from securing the required experience. Male officers may volunteer for the combat arms as a career field, even though they may be assigned to the non-combat arms because of the needs

TABLE 7

ARMY GENERAL OFFICER POSITIONS DESIGNATED ON MANNING DOCUMENTS
FOR FILL ONLY BY MALE GENERAL OFFICERS

MACOM/ CATEGORIZATION	BG	MG	LTG	GEN	TOTALS
	REQUIRED	AUTHORIZED	REQUIRED	AUTHORIZED	REQUIRED
					AUTHORIZED
Office of the Sec of Defense	2	4	4		6
HQDA	10	20	5	3	38
USAREUR	17	10	2		29
FORSCOM	37	16	4		57
USA Japan	1	0	1		3
Korea	12	4		1	15
TRADOC	2	2	2		4
USA Communications Command		3			3
Military Traffic Mgmt Command			1		1
Field Operating Activities	1	2			3
Totals (Req)	82	60	13	4	159
Totals (Auth)		69	58	3	143

SOURCE: Office of the Chief of Staff

of the Army, physical ability or civilian acquired skills. However, they will not be denied career assignment in the combat arms based purely on sex.

Under the present career development system WAC officers will never acquire the necessary "qualifications, abilities, and skills" to be assigned against the positions included in Table 7.

The Army's Equal Opportunity Program is designed to eliminate racism and institutional discrimination. The stated policy is that all members of the Army will be provided equal opportunity without regard to race, color, religion or national origin. Even though the Army recognizes the existence of sex discrimination and has taken steps to eliminate it, the equal opportunity policy has not changed. The policy cannot be changed to include sex until the policy is changed that prohibits the assignment of women to Category I units and their participation in combat.

WAC officers have been and continue to be denied full participation in CGSC and senior service schools. The Affirmative Action Plan has clearly established goals to provide equal opportunity attendance at CGSC and senior service schools on the basis of race. (See Table 8). However, until 1974 women were limited to four allocations per year for CGSC and two for the senior service schools. Although this quota has been removed, as noted earlier in this paper, it was not replaced by a goal until SY 77-78.

Attendance at the CGSC is an especially important step in career development and upward mobility. It is either a desired or required prerequisite for many "career enhancing" jobs assignments and selection for attendance at the senior service college.⁴⁹

TABLE 8

SENIOR SERVICE COLLEGE SELECTION RATES BY RACE

	<u>Eligible</u>		<u>Selected</u>		<u>Selection Rate</u>	
	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>
SY 74-75	6,455	252	272	16	4.2%	6.3%
75-76	5,634	242	289	18	5.1%	7.4%
76-77	5,880	238	295	15	5.0%	6.3%

SOURCE: ODMPM, ODCSPER

NOTE: OPD OFFICERS ONLY

C&GSC SELECTION RATES BY RACE

	<u>Eligible</u>		<u>Selected</u>		<u>Selection Rate</u>	
	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>	<u>Black</u>
SY 73-74	14,504	859	1,098	28	7.6%	3.3%
74-75	15,388	851	1,078	50	7.0%	5.9%
75-76	16,707	844	1,091	36	6.5%	4.3%
76-77	7,735	464	997	69	12.9%	14.9%

SOURCE: ODMPM, ODCSPER

NOTE: ODP OFFICERS ONLY

Utilization

The Director of the Women's Army Corps stated that job specialities open to women have increased significantly.⁵⁰ However, women are still barred from serving in Category I units. (These are units whose missions require direct combat operation.) They are also barred from positions which involve closed specialities. The following specialities are currently closed to women:

11 - Infantry

12 - Armor

13 - Field Artillery

14 - Air Defense Artillery

*ASI IR - Aerial Scout

*ASI SR - Ranger

*ASI 5S - Ranger Parachutist

(Additional skill identifier)⁵¹

On 1 January 1976, the overseas tour length for men and women was equalized. Prior to that time bachelor women served shorter tours.⁵²

WAC officers are now selected for command positions for which they are eligible by DA selection boards under the same criteria as male officers. Command positions exclusions for women are those associated with combat units. WAC officers are fully participating members of school/command selection and AUS promotion boards, no longer restricted to the evaluation of women only.⁵³

SUMMARY

This historical overview was used to place emphasis on the thesis that the Army differentiates between male and female officers in their career development, which results in institutional discrimination against WAC officers. The legislative review shows that since the WAAC was established in 1942, considerable progress has been made toward the

goal of providing equal opportunity for women.

The first major step toward this goal was in 1948 when the change from WAAC to WAC gained full permanent status for members of the WAC. Second, promotion constraints based on sex were removed and, in 1968 by law, women were provided equal opportunity with men to compete for promotions. Third, in 1964 WAC officers were integrated into all branches under the Officer Personnel Management System (OPMS) except the combat arms. This policy change also eliminated the quota system for selecting WAC officers for CGSC and senior service schools. Since the quota was not immediately replaced by a goal and WAC officers were not integrated into the combat arms, the policy change did not eliminate institutional discrimination.

WAC officers are prevented from full participation in the Army by their exclusion from Category I units and participation in combat. This institutional policy aids in continued institutional discrimination. This researcher perceives that the general officer positions that are closed to women are a clear example of institutional discrimination. A careful examination of Table 7 revealed at least 69 positions that could possibly be filled by women since they do not require direct participation in combat. These 69 positions that could be filled by women are the authorized positions for the following commands: 56 in TRADOC; 4 in FORSCOM and 3 in USA Communications Command and 6 in the Office of the Secretary of Defense (See Table 7).

If the rationale for excluding WAC officers from these positions is not that they require direct combat participation but that the

officers assigned must understand combat policies, procedures, and doctrine, then the exclusion is not valid since they are trained in the same institutions as male officers for high level staff and command positions.

WAC officers are selected for command positions by the same DA selection boards that select male officers. However, they are, with few exceptions, still commanding all female units as they were before the centralized selection was established. "WAC officers are fully participating members of school/command selection and AUS promotion boards, no longer restricted to the evaluation of women only." Since there are no female Major Generals, Lieutenant Generals and Generals then WAC officers cannot be "fully participating members" since officers from these categories sit on and are presidents of selection boards.

As stated earlier the section of this chapter that dealt with "Laws, Policies and Procedures which have Impacted on Women in the Service," the Army opened most career fields to women officers "in order to increase the appeal of a career in the Army for many women officers." This "appeal" may diminish if the Army continues the policy of excluding women from high level staff until they "become qualified." This is the same rationale that was used to keep blacks and other minorities from full participation in the main stream of American life, "we should hire them but they are not qualified." The institutional policies have in the past and continue to allow only a small number to become "qualified."

The institutional policy that limited WAC officer selection for CGSC, in turn limited their selection for senior service school, and

selection for "career enhancing assignments." CGSC is a vital stepping stone in the military education process to prepare officers for high level staff, senior command positions and attendance at senior service schools.

As long as positions in the Army are closed to women on the basis of sex, a discriminator for which they have no control, they will never be provided equal opportunity and treatment. Since 1948, when President Harry S. Truman signed the anti-segregation executive order, focus in the military has been toward eliminating racial discrimination. As a result benefits to the military as well as the American Society have been substantial. With the lessons learned from this experience, the movement toward eliminating sexual discrimination should effect desired change more quickly.

ENDNOTES

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- ²⁴Mattie E. Treadwell, United States Army in World War II, The Women's Army Corps (Washington, D.C.: Office of the Chief of Military History, Department of the Army, 1954, p. 4).
- ²⁵John Laffin, Women in Battle (New York: Abilard-Schuman, 1967), pp. 31, 32, 33.
- ²⁶Treadwell, Ibid, p. 5.
- ²⁷Treadwell, Ibid, p. 7.
- ²⁸Treadwell, Ibid, pp. 18-19.
- ²⁹Treadwell, Ibid, p. 5.
- ³⁰Treadwell, Ibid, p. 45.
- ³¹Role of the Women's Army Corps, Appendix D "Significant Dates in the History of the Women's Army Corps" prepared by U.S. Women's Army Corps Center and School, revised August 1973, pp. D-1 to D-18.
- ³²Race Relations and Equal Opportunity Annual Assessment of Programs, Department of the Army, The Director of Equal Opportunity Programs, The Pentagon, Washington, D.C. 1976, pp. 24-25.
- ³³NOTES, Office of the Director, Women's Army Corps, September 1976, p. 12.
- ³⁴Army Personnel Letter, No. 11-76, November 1976, p. 5.
- ³⁵NOTES, ODWAC, op. cit., p. 2.
- ³⁶Ibid, p. 8.
- ³⁷Ibid, p. 7.
- ³⁸Race Relations, op. cit., p. 11.
- ³⁹Letter, Department of the Army, Director of Military Personnel Management, Office of the Deputy Chief of Staff for Personnel, Washington, D.C., 28 February 1977, p. 2.
- ⁴⁰Race Relations, op. cit., p. 11.

⁴¹DCSPER 46 - Report, Strength of the Army (U), Part I, U.S. Army Military Personnel Center, 13 May 1976.

⁴²Race Relations, op. cit., pp. 6-7.

⁴³Ibid, p. 8.

⁴⁴Ibid, p. iv.

⁴⁵Ibid, pp. 20-21.

⁴⁶Ibid, pp. 20-21.

⁴⁷Letter, Department of the Army, Office of the Chief of Staff, Washington, D.C., 24 February 1977.

⁴⁸Ibid.

⁴⁹Race Relations, op. cit., p. 11.

⁵⁰NOTES, ODWAC, op. cit., p. 4.

⁵¹Ibid, p. 4, incl 1, p. 2.

⁵²Ibid, p. 5.

⁵³Ibid.

CHAPTER III

REVIEW OF LITERATURE

The purpose of this chapter is to review literature that was found to be relevant to occupational choice and job satisfaction and to show a rationale for the data collecting process. There were many references available that related to the subject but few that dealt with occupational choices for women; feminist writers have studied and investigated sex discrimination in career patterns for women but few have concentrated on how women those occupations. A comprehensive review of articles and books cataloged by the Defense Documentation Center revealed several instruments that had been used to measure equal opportunity in career development, promotions, assignments and utilization. The literature search revealed that there is a direct correlation between career development for women and their assigned role by society. Even though women make up 52% of the population, they are viewed by society as a minority. This supports Mack's point in his book, Race, Class and Power (1968), that "a sociological minority need not be a mathematical one."

The instrument used by Leonard Swanson ("Evaluation of Revised Navy Occupational Information"), was modified and used as a survey instrument for this study. The problem statement used by Swanson was an assumption made by this researcher concerning the sample population chosen:

A substantial number of enlisted personnel entering the Navy are not well informed about Navy occupations. This results in their expression of inappropriate school or job preferences and contributes to dissatisfaction with job assignments and with the Navy in general.⁵⁴

Larry D. Clark and Roscoe M. Cougill's study on job enrichment was used primarily to examine the research method and questionnaire form used. The following quote used by the above researchers in their study was found to be most appropriate to this research effort:

"Only a simpleton believes what he is told! A prudent man checks to see where he is going."⁵⁵

How People In General Make Occupational Choices:

The choice of an occupation is one of the most important decisions made by a person during his or her lifetime. Our jobs provide the basic economic base for survival, they become entwined with our self-image and self-respect, they consume a large percentage of our time and our psychological and physical energy, and they shape major aspects of social existence, such as status, life style, friendships, place of residence and attitudes and opinions.⁵⁶

Choosing an occupation is not easy. Terence R. Mitchell and Lee Roy Beach stated that most people find choosing an occupation a complex and difficult matter.⁵⁷ Choosing an occupation is a difficult and complex matter for many reasons. One of the main reasons is that the individual is confronted with more than 30,000 possible occupations, all of which are listed in the Department of Labor's Dictionary of Occupational Titles. No one is likely to consider all of the alternatives. However, most people will consider more than one before making the final choice. Added to the complexity of the decision is the fact that most occupations require many years of training and preparation. In conjunction with making the choice of an occupation the individual must decide whether he will prepare for his chosen career in college or some other training program. The individual must make this very important occupational decision at an early age, which may determine the life style and work environment for the rest of his working years. At

this time in most people's lives they may have poor information from which to make the choice.⁵⁸

Educational psychologists and counselors have devoted considerable time and research to the study of occupational choice in order to aid young people in making the right decision. Aptitude tests are helpful aids because they can, when used properly, eliminate some of the choices which the individual may be considering but for which he or she may not have the aptitude. School counselors may also take the results of aptitude tests and encourage students to seek vocational training rather than a college education.

In choosing an occupation, the individual must choose one that not only will fill his personal needs but also will be important to society.

Our society is a highly technological one, requiring qualified people to fill various roles. Because of the interdependence that characterizes our economy, a shortage of people to fill certain jobs can result in serious economic difficulties or inequities. Our business, governmental, scientific, engineering and educational institutions need good personnel to maintain their effectiveness and efficiency.⁵⁹

Mitchell and Beach stated that "there are two main approaches to the study of occupational choice: normative and descriptive."

The normative approach is concerned with how the decision ought to be made. A mathematical model precribes (for specific circumstances in which the model's assumptions hold) the kinds of information that should be used, ways in which it should be evaluated and combined, and a criterion for determining the final choice. The descriptive approach, on the other hand, examines how people actually make the choice. Interviews, questionnaires, and self-reports are used to find out how people came to choose the occupation in which they are currently engaged or in which they intend to engage.⁶⁰

Cecile S. Landrum investigated how attitudes are formed, especially attitudes toward working women.

Working women consistently encounter similar problems in the business environment. These problems can consistently be traced to an attitudinal base. In a traditional business or profession such as the military, the attitudes are more unequivocal. They are reinforced by tradition. Since most attitudes are based on emotion rather than logic a great deal of motivation and discipline are required to effect a change. Until attitudes toward working women are changed, we cannot expect behavioral changes that will eliminate the persistent problems precluding women from equal opportunity in the business world. Attitudes can be traced to the institution, to men and women. The ingrained and acquired attitudes are far more pervasive and provide barriers far more inhibiting than those established by law. Programs must be designed to reflect sensitivity and must be an integral part of all professional education. Managers must ask: "What is the best use of human resources?"⁶¹

Terence R. Mitchell and Lee Roy Baker stated that researchers have taken a different approach in the last ten years toward the criteria used for counseling and guidance on occupational choice. "The attitudes, abilities and interests of those who have successfully attained an occupation"⁶² were used previously.

The emphasis (now) is on the choice process itself; how should people choose an occupation. While some reference may be made to the characteristics of people already in that occupation, the central concern is with the individual's perceptions of the outcome of a particular choice and the importance of these outcomes to him or her. In short, how does the individual use information about particular occupations in order to arrive at a final choice.⁶³

Eli Ginzberg and others stated that:

In a modern society particularly every individual, surely every male and an increasing number of females, must choose an occupation. In fact, most individuals confront the problem at least twice: once for themselves,

and again as parents for their children. Some persons, such as teachers, psychologists and counselors, deal with the problem intermittently or constantly as an essential part of their daily work.⁶⁴

Ginzberg's theory of occupational choice consisted of three basic elements: "it is a process; the process is largely irreversible; compromise is an essential aspect of every choice."⁶⁵

Ginzberg's process of occupational decision consisted of three periods: "fantasy, tentative, and realistic choice. The three periods "can be differentiated by the way in which the individual 'translates' his impulses and needs into an occupational choice."⁶⁶

In the fantasy period the youngster thinks about an occupation in terms of his wish to be an adult. He cannot assess his capabilities or the opportunities and limitations of reality. He believes that he can be whatever he wants to be. His translations are arbitrary.

The tentative period is characterized by the individual's recognition of the problem of deciding on a future occupation. The solution must be sought in terms of probable future satisfaction rather than in terms of current satisfaction. During this period, however, the translation is still in terms of subjective factors; interests, capabilities and values. In fact, as most individuals reach the end of this period, they recognize their approach has been too subjective. They, therefore, consider their choices tentative, for they realize that an effective resolution requires the incorporation of reality considerations and this will be possible only on the basis of additional experience.

During the realistic period, the translation is so heavily weighted by reality considerations that a synthesis is difficult. The individual recognizes that he must work out a compromise between what he wants and the opportunities which are available to him.⁶⁷

The Ginzberg theory of occupational choice was summed up as follows:

This, then, is our general theory. First, occupational choice is a process which takes place over a minimum of six or seven years, and more typically, over ten years or more. Secondly, since each decision during adolescence is related to one's experience up to that point, and in turn has an influence on the future, the process of decision-making is basically irreversible. Finally, since occupational choice involves the balancing of a series of subjective elements with the opportunities and limitations of reality, the crystalization of occupational choice inevitably has the quality of compromise.⁶⁸

Robert Hoppock in his book Occupational Information asked the question: "Why Study Occupations?" He stated that there are at least five reasons why the study of occupations is important and that for an individual to make a wise choice he must have essential facts about jobs.⁶⁹

(1) The choice of an occupation may determine whether one will be employed or unemployed.

In some occupations employment is notoriously irregular; in others it is much more stable and secure. By choosing an occupation in which employment is known to be relatively stable, one may increase the probability that he may have a job even when millions of other persons are out of work.

(2) The choice of an occupation may determine success or failure.

Many things affect success. They include effort, luck, and knowing the right people. They include also the ability of the worker to perform satisfactorily the tasks assigned to him. People differ in both the nature and the level of their abilities and occupations differ in the abilities required for their acceptable performance. By choosing an occupation which will utilize his strengths and make only minimum demands upon his weaknesses one may increase the probability of his own success.

(3) The choice on an occupation may determine whether one will enjoy or detest his work. By the wise choice of an occupation one may find a large share of life's pleasures and satisfactions in his work. Although we have had much research on vocational aptitudes and vocational interests we have had comparatively little on what might be called the emotional fitness of a man for a job or a job for a man.

(4) The choice of an occupation influences almost every other aspect of life. It affects a woman's chances of marriage. It determines where the family will live, where the children will go to school, and how often they move. It determines the persons

with whom the worker will associate during much of the day and thus affects his choice of friends. In subtle ways it changes the values, the ideals, the standards, and the daily contact of the worker and help to determine the kind of person he will become. It helps to determine both the economic and the social status of the entire family. It may affect the worker's health, both mental and physical; the frequency with which he sees his family; and the amount of time that he spends with them. Whether family income will increase or decrease with advancing age, whether it will be stable or erratic, whether it will provide for health and comfort or actually threaten survival in case of illness may depend on the occupational choice of the breadwinner.

(5) Occupational choices determine how a democratic society will utilize its manpower. The modest young person who is choosing his own field of work may not think much about the impact of his choice upon human welfare, but the aggregate of thousands of such choices may determine where serious shortages and surpluses of manpower will occur. Economic rewards, public policy, and military conscription all affect the distribution of manpower, but in a democratic society the final determinant of what any one person will do is that person himself. When too few persons choose to be teachers the education of a whole generation may suffer. When too many persons prepare for a few popular professions and fail to find employment, precious human assets are wasted and powerful future leaders begin to wonder about the political and economic systems under which they live.⁷⁰

Hoppock stated further that for an individual to make the right choice he must have information about occupations. There are many occupations available that most people may not know about and while it is true that one can "stumble into an appropriate occupation by sheer luck, the wise choice of an occupation requires accurate information about what occupations are available and what they require, and what they offer."⁷¹

Even though occupational information is important for the individual to make a wise choice of an occupation, however, it is not enough. The individual must also know and accept his "aptitudes, abilities, needs, limitations, interests, values, feelings, fears, likes and dislikes."⁷²

Hoppock concluded:

It is obvious that knowledge of occupations can be effectively applied only when one knows something about oneself. It is equally obvious that knowledge of oneself can be effectively applied to the choice of an occupation only when one knows something about occupations. Either without the other is incomplete.⁷³

Frank Parsons' position in his book Choosing a Vocation coincides with the position taken by Hoppock. He stated that there are three broad factors involved in the wise choice of a vocation:

(1) A clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations and their causes.

(2) A knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work.

(3) True reasoning on the relations of these two groups.

Parsons did a survey of industry and listed occupations available to women. He stressed the importance of proper counseling before choosing a vocation. "...for a careful counselor can read between the lines a great deal about the accuracy, clearness, directness, and definiteness of thought, care, special characteristics and ability."⁷⁴

A high school or college counselor using Parson's book as a guide to advise women on the proper choice of an occupation would probably place more emphasis on the occupations that Parsons listed as available to women than on the individual's "aptitudes, abilities, interests, and ambitions." Limitation may be the only choice selected for emphasis out of all the choices listed in Parsons' three broad factors. This limitation is sex, a condition over which the woman seeking an occupation has no control.

W. Lloyd Warner and James C. Abegglen's book Occupational Mobility in American Business and Industry supports Hoppock's premise that many occupations may be available which the majority of the population may not have knowledge.

In preparing for the study Warner and Abegglen asked themselves a series of questions; among these were: "What factors determine whether a man will rise to the top in a business career? Has the situation changed with this generation? Are the time honored assets of family, money and education important today?"⁷⁵

This comprehensive sociological study provides detailed information on questions like these, which are of great significance to the future of business enterprise as well as to the individual and to the society as a whole. This study is based on an analysis of the social origins and career of some 8000 major business executives of the largest firms in America. The findings of this 1952 survey are compared with the results of the study made 25 years earlier by Taussig and Josiyn, published in the book American Business Leaders, to which this volume may be considered a sequel.⁷⁶

Warner and Abegglen presented their findings in their book and used numerous tables to indicate these findings.

The research encompasses all kinds of business and industries in every part of the country and persons at all levels of top management. The results contain significant findings on the changes in the rates of occupational mobility over the 25-year period and the influences of geographical origin, inheritance, education, and training on the movement of men into positions of leadership.⁷⁷

Warner and Abegglen's book is also a comprehensive study of the "American Business Elite."⁷⁸ The authors used charts and tables to illustrate the relationship between the occupation of the father and the occupation of the son. Even though this study was done in the early fifties it remains relevant today because it supports what Robert Terry

describes in his unpublished paper as the "White Male Club," "committed to technological superiority and dominance of the world scene."⁷⁹

Terry's thesis is that members of the White Male Club have more occupational choices than non-members, (blacks, other minorities, and women) and have a greater chance of upward mobility and career development. Blacks, other minorities and women have received limited membership in the club but because of racism and sexism their continued membership is dependent upon their acceptance of the club values.⁸⁰ Terry concluded his study as follows:

Power rests disproportionately--but not exclusively--in the hands of white males. There is time for maneuverability and quick action. A political strategy requires long-term and short-term dimensions and flexible tactics appropriate to the resources available and the tasks at hand. Very few formulas can be applied from one situation to the next, and one's wits are continually tested as one attempts to combine self-understanding, commitment, analysis, and change.

One driving force sustains us in times of discouragement and supports us in times of victory. And that is the conviction that in all our struggles, we are working for our common liberation and for justice.⁸¹

Carroll L. Shartle in his book Occupational Information; Its Development and Application, defined occupational information:

Occupational information is essentially a description of man's work and its related conditions. It is not primarily a study of characteristics of man himself but rather of his environment.⁸²

Shartle states further that man is a part of his environment and therefore a study of the world of work must also include the human climate as well as the physical condition of the situation. An individual may find social status more important than the work environment. This individual would choose to work in a hazardous chemical plant at a job

that had high status than work in a job with less hazardous but low status. Another individual may object to the leadership style in his present organization and be content to work in another organization that has poor plant facilities.⁸³

Shartle's theory is supported by Frederick Herzberg's "Motivation-Hygiene Theory."

Hygiene Factors

Company policies and administration, supervision, working conditions, interpersonal relations, money, status, and security may be thought of as hygiene factors. These are not an intrinsic part of a job, but they are related to the conditions under which a job is performed. Herzberg relates his use of the word "hygiene" to its medical meaning (preventative and environmental). Hygiene factors produce no growth in worker output capacity; they only prevent losses in worker performance due to work restriction.

Motivation Factors

Satisfying factors that involve feelings of achievement, professional growth, and recognition that one can experience in a job that offers challenges and scope are referred to as motivators. Herzberg used this term because these factors see capable of having a positive effect on job satisfaction often resulting in an increase in one's total output capacity.⁸⁴

Shartle stated that it is important for school counselors to be aware of occupational choices in the military and have current information, regulations and procedures available for students. Shartle listed six alternatives that are available to young men concerning the military. Numbers one and two are no longer valid since the draft ended in 1973, however, they will be if the draft is reinstated.

1. Wait until he is drafted. Thus, let Uncle Sam take the initiative. Work or go to school in the meantime. However, employers hesitate to hire men who have not completed their active service.
2. Volunteer for induction at the draft board.

3. Enlist in the Air Force, Army, Coast Guard, Marines, or Navy for probably three or four years.
4. Enlist in the reserves of one of the services with active service and probably eight years of standby service.
5. Enlist in the National Guard on active duty for service months and be on reserve with weekly drill for probably four years, with standby for possibly three more years.
6. Attend college and participate in reserve officer training on the campus.⁸⁵

Shartle did not mention a seventh alternative of attending one of the military academies. The same options are now available to women.

Shartle stated:

If one estimates a total of our 25,000 occupations in the United States, there are perhaps over 2,000 of them that should be regarded as military occupations. They are occupations in the armed forces engaged in by uniformed personnel, both men and women. It can be further estimated that about 60 percent of the military occupational specialities are quite similar to those found in civilian life.⁸⁶

How Women are Socialized to Accept the Traditional Role of Wife and Mother

Doctor Ron Wimberley, Professor of Sociology, North Carolina State University, using the basic model found in most sociology texts divided the American society into five basic institutions, they are: (1) the family, (2) economic, (3) religious, (4) educational and (5) political.⁸⁷

The institutions mentioned by Mitchell and Beach above may be incorporated into Wimberley's five basic institutions. However, the primary institution, the institution of the family that needs "good personnel to maintain its effectiveness and efficiency" was not mentioned by Mitchell and Beach. Women have been chosen by the society

to maintain the effectiveness and efficiency of the family. Their occupation is labeled as "housewife," however, it will not be found listed among the 30,000 jobs in the Department of Labor's Dictionary of Occupational Titles.

Because of institutional discrimination and role assignment, women do not have 30,000 alternatives from which to make an occupational choice. Women have been conditioned by the society to believe that the most important decision that they will make in their lifetime will be to choose the traditional role of wife and mother as opposed to a career outside the home.

Mitchell and Beach were quoted above as stating that our highly technical society requires "qualified people to fill various roles" and that choosing a career is not only personal but also important to society. Wimberley defined role as "position and status - certain positions in society which people may occupy."⁸⁸

A woman's only important function, for which she is "naturally" made, is held to be that of wife and mother. If she wants a career she is told to choose between that and motherhood, because she cannot do both well and society refuses to provide her with the structural means of handling both roles. Men are never asked to choose between their career and fatherhood; it is assumed that they can do both and the two roles are defined as complementary.⁸⁹

Psychologists and psychiatrists have devoted more time and research to conditioning women to accept their assigned role than they have devoted to the study of occupational choice for women. As a matter of fact, there has been very little research in this area. Doctor Naomi Weisstein, Assistant Professor of Psychology at Loyola University in Chicago, stated:

It is an implicit assumption that in the area of psychology which concerns itself with personality has the onerous but necessary task of describing the limits of human possibility. Thus when we are about to consider the liberation of women, we must naturally look to psychology to tell us what "true" liberation would mean: what would give women the freedom to fill their intrinsic natures.⁹⁰

Dr. Weisstein quoted Bruno Bettelheim of the University of Chicago as follows:

We must start with the realization that, as much as women want to be good scientists or engineers, they want first and foremost to be womanly companions of men and mothers.⁹¹

William Glasser (psychiatrist) believes that the majority of the people who live in the Western world, especially those born since 1940, are concerned more with identity than survival.

The shift to the identity society role sequence, in which the independent role comes first, is not limited to the more publicized young: the hippies, the demonstrators, and the social dropouts. It is not so obvious in other young people, but only a rare young person is willing to subordinate his identity to security.⁹²

Erik Erikson of Harvard University views young women as being among those "rare individuals" who are willing to subordinate their identity to the security of a home and husband:

...young women often ask whether they can "have an identity before they know whom they will marry, and for whom they will make a home," "...much of a young woman's identity is already defined in her kind of attractiveness and in the selectivity of her search for the man (or men) by whom she wishes to be sought" - Mature womanly fulfillment, for Erikson, rests on the fact that a woman's "...somatic design harbors an 'inner space' destined to bear the offspring of chosen men, and with it, a biological, psychological, and ethical commitment to take care of human infancy."⁹³

According to Weisstein "some even see the acceptance of woman's role by women as a solution to societal problems."⁹⁴

"Woman is nurturance...", writes Joseph Rheingold, a psychiatrist at Harvard Medical School, "...anatomy decrees the life of a woman... when women grow up without dread of their biological functions and without subversion by feminist doctrine, and therefore enter upon motherhood with a sense of fulfillment and altruistic sentiment, we shall attain the goal of a good life and a secure world in which to live it."⁹⁵

Weisstein was referring to Bettelheim and Erikson in the following quote:

These views from men of high prestige reflect a fairly general consensus within psychology: liberation for women will consist first in their attractiveness, so that second, they can obtain the kinds of homes, and the kinds of men which will allow joyful altruism and nurturance.⁹⁶

Joreen Freeman, a free lance writer and photographer, stated that increased education, prosperity, freedom and improved methods of birth control have permitted women to move out of the home and into the work force in increasing numbers. However, they do not move into the work force to be equal to men but rather to support men and to be "auxiliaries to men." The "new masculinists" are in favor of "updating women's traditional role, providing their jobs don't change the lives of men. Women are welcome at work as long as they are in supplementary positions, assisting men, not competing with them."⁹⁷

This attitude is reflected in the occupational structure of the American society, "which refuses to admit more than a token number of women to any major position and virtually none of them have authority over men."⁹⁸

Freeman wrote her article in 1970 and many will argue that much change has occurred since then in the American occupational structure. However, Phyllis Chester and Emily Jane Goodman in their book, Women, Money & Power, written in 1976 stated:

Female subordinates, female supervisors: both must gently and indirectly "suggest," "question," and "protect" men. Most women do not directly command men at work.⁹⁹

Chester further stated:

Any assumption of control or leadership by a woman, especially over men, is upsetting to both men and other women. Women are expected to support the man of ambition or power, not to be him. Women are expected to be "unassertive" and are considered incompetent or "sneaky" when they get things done. Women are perceived as "aggressive" when they are seen in places where women are not wanted: in a "male" setting or in a "male" job, receiving "male" financial rewards. Aggressive women are generally punished. Aggressive women must work harder, for less money. They must wait longer, for financial or emotional recognition. Without an information network, without heroic or surviving role models, without encouragement.¹⁰⁰

Sara Splaner wrote her book Non-traditional Careers for Women in 1973. She described it as the first and only book of its kind. She described over 500 non-traditional occupations for women. She concentrated her major effort on ten large occupational categories, which she described as "where the action is." These ten occupational areas were: the legal field, medical field, healing arts, the helping professions, math and science, engineering, creative fields, business administration, skilled trades and government services.¹⁰¹

Today's woman in fact, has many options open to her. She need not permit society to pressure her into an early - and, unfortunately, all too often, unhappy marriage. Instead, she can choose to receive a suitable

education leading to a self-fulfilling career accompanied, if she wishes, by a marriage based on mature love. It is a fable that certain occupations are for males only or similarly, that certain other occupations are for females only (sexist discrimination of either kind is improper). With very rare exceptions, occupations are sexless. It is not the nature of the work, but tradition and discrimination, that have caused certain occupations to be labeled "male only." Women can be just as competent as men dentists, architects, lawyers, physicians, newscasters, carpenters, scientists, engineers, electricians, pharmacists and hundreds of other occupations in which discriminatory practices have kept their percentages very low. Now you need not limit your thinking to the traditional women's occupations. Many changes have taken place in the lives of today's women with these changes have come unusual challenges and opportunities for career choices - a bonanza of nontraditional careers for women. Barriers are being broken, and the future for the women of America looks brighter with each passing day.¹⁰²

Splaner with all of her optimism in the future of the American women in non-traditional occupations admitted that sex discrimination still exists and that women will have more difficulty succeeding in these fields than men.

Betty Frankle Kirschner wrote an article for the American Journal of Sociology entitled "Introducing Students to Women's Place in Society." She first examined several marriage and family texts and found that the authors generally thought that women belong at home. Secondly, she randomly selected 10 introductory sociology texts from the list in the current edition of Books in Print (1971) to see if they presented the same traditional role of women in society. All of the books that she examined were published between 1966 and 1971.¹⁰³

Kirschner concluded her study as follows:

An examination of 10 randomly selected introductory sociology texts revealed that five of the ten failed to index a reference to women. Occupational wage differentials were mentioned in two of the books, but

neither of these attempted to quantify the differential. Five books specifically referred to the basically egalitarian structure of the contemporary American family. None of the other five books presented a systematic analysis, however brief, of factors which contribute to family inequality. The analysis of the role of women in American society is an area which the introductory texts leave impressively unexplored.¹⁰⁴

In deciding on a sample population in the development of their occupations, Ginzberg and others stated:

We limited our major group to males, because in our society the role of work has heightened significance for male members. This does not deny that many women have strong occupational drives, but it was based on the assumption, which we later explored, that for most women marriage, rather than a job, forms the center of life. Second, because of the prevalence of varying degrees of discriminations in the labor market, we limited our selection to white males who were either Protestant or Catholic and were of Anglo-Saxon background. This limitation was consistent with our general objective of selecting individuals who were handicapped as little as possible by their environment in deciding about their occupational future. Third, only those were included who had been reared in urban environments. We wanted to insure that those selected for study had the wide range of exposures and opportunities typical of an urban population.¹⁰⁴

The Ginzberg study as indicated above did later include females from the same social - economic group as the males. As stated earlier the Ginzberg theory established that the process of occupational decision consisted of three periods: fantasy, tentative, and realistic choices.

...during the period of fantasy choices the girls, like the boys, think of the adults world of work in terms of their immediate desires without much concern about the feasibility or appropriateness of the work which they have chosen. In the tentative period, the parallel to the boys is marked. This parallel holds until the last stage in the tentative period the stage of transition. In contrast to the boys, the girls did not look forward to college to help them resolve their choice. In fact,

several considered going to college only in their last year of high school and almost all of them delayed making a decision until the last moment. Boys, when they enter college, are considering ways and means of eventually entering the working world; they are concerned about the type of work which they would like to do, and the conditions under which they would like to work. They are aware of other aspects of a life plan - when to marry, the community in which they would like to live - but for most of them the question of an occupation is central; other issues remain peripheral. The pattern is reversed for girls. Their primary focus is on marriage and the type of life they want to lead as wife and mother. They too, have an interest in work, but for most of them planning for marriage and family is central and the work problem is peripheral. The difference in the focus of the boys and the girls is in their goals and values. Necessarily this is reflected in the approach to college.¹⁰⁶

Nancy Holmes, editor of Cowles Guide to Careers & Professions stated that:

Choosing the right college is one of the most important steps in preparing for a career. Because there is a bewildering array of institutions in the United States, and because many of them are excellent in different ways and for different people, the college applicant must be aware of a few basic facts about higher education in this country.¹⁰⁷

Some of the basic facts that Holmes discussed that an individual must be aware of concerning higher education in this country were the difference between a college and university, and accreditation of schools. The individual must also consider if a junior college or senior college will best aid him in achieving his occupational goal. Another important consideration is what kind of library does the college or university have.

Women may find that after they have chosen the right college to achieve their occupational goal that they have not been properly prepared for the occupation in high school.

Sociologist Lucy Sells, in a 1973 survey at Berkeley, discovered that 57% of male first-year students had taken four years of high school math, while only 8% of females had done so. As a result 92% of freshmen women could major in only five out of 20 available fields, since calculus was a requirement for the other 15. Sells' charge: "Nobody told girls that they couldn't get jobs in the real world unless they knew math."¹⁰⁸

Lynn Fox, an educator studying precocious math students for her doctoral thesis at Johns Hopkins University, found that "there are more negative stereotypes for math-gifted girls than boys" and that mathematically gifted girls "seem more willing to sacrifice intellectual stimulation to social stimulation."¹⁰⁹ Other studies have proven that as girls become aware of their social role at about the age of 12 their interest in math plummets.¹¹⁰

Careers for Women in the Army and their Participation in Combat

Ruben Horchow, in Careers for Young Americans in the Army and After writes, as the title suggests, about jobs and careers in the Army and the value of the skills learned in the Army to the civilian job market. He tells what these skills are, how well they pay, and assesses civilian career opportunities, among other things. He listed 21 career fields available to women with a possibility of more jobs opening up in times of mobilization. Horchow does not make a distinction between career opportunities for officers and enlisted personnel.¹¹¹

Horchow devotes one short chapter to a discussion of the Women's Army Corps. This book was written in 1950 shortly after the WAC became a part of the Regular Army. "Since the Women's Army Corps (WAC) is now a part of the Regular Army, young women may share with men in the service of their country as career members of the service."¹¹²

Until 1950, the law establishes the WAC at a strength of 500 officers, 75 warrant officers, and about 7,500 enlisted women. After June 1950 the strength of the WAC is authorized as 2% of the total strength of the Regular Army. This means that the Army is determined to make the Women's Army Corps a fine, select group. For the present, women can enlist in the corps for the same enlistment periods as men - 2, 3, 4, 5, or 6 years - if they are between the ages of 18 and 35, high school graduates, unmarried and can pass the regular tests given to enlisted men.¹¹³

The Army decided to make the WAC a part of the regular to eliminate the inequities that existed in the WAC. They were being rewarded for their excellent service during World War II. "It (WAC) totaled upwards of 100,000 women, of whom 18,000 saw service overseas. These women performed hundreds of various jobs, releasing thousands of men for combat."¹¹⁴ Since the young women had to be unmarried in order to enlist in the Army, they were forced to make a choice between their traditional role of wife and mother and a career in the Army. The age and education standards differentiated between male and female enlistees; 18 for women, 17 for men; high school graduates for women; men could be non-high school graduates. As stated earlier in this paper, the age differentiation has been changed, however, the education differentiation has not.

Horchow stated that the Army's basic training for women was similar to that given to men except that "it omits instruction in weapons and combat, and is modified to fit women's abilities. Once this period is completed, WACS go to school or on-the-job training which the Army offers to its women soldiers."¹¹⁵

What are these jobs? For the time being, while the Corps is small and career fields being fully developed, a special list of occupations for the WAC have been set up, composed of those which women do exceptionally good work and which the Army needs. As time goes on the list will be extended, but in selecting jobs for women in a peacetime career Army, certain principles are applied. Jobs that are beyond the physical abilities of the average woman are, of course, ruled out, as are those involving actual combat duties. Further, every job must offer opportunity for a career and for promotions all the way to the top warrant officer grades. Even these rules leave many activities from which to choose. A WAC may enter any of the following career fields:

Army Band (for WAC bands)	Military Intelligence
Cartography and Drafting	Military Police (dealing with WAC personnel only)
Communications	Personnel and Administration
Communications Intelligence and security	Photography
Finance	Printing and Reproduction
Food Service	Radio and Wire Telegraphy
Laboratory and Health Service	Recreation
Machine Accounting	Recruiting (for WAC recruiting)
Medical Care and Treatment	Supply
	Textile and Leather Repair ¹¹⁶

As late as 1975, Brigadier General Mildred C. Bailey writing for the Commander's Digest was concerned about the high concentration of women in typical female career fields.

MOS skill distribution for women has become a subject of major concern. At the close of FY 73, over 90 percent of the total number of WAC personnel were concentrated in 10 of a possible 59 career fields. Four of the 10 career fields held over 70 percent of the total number of WAC personnel. While there was measurable improvement in FY 74, a great deal of effort is required to attain a more balanced distribution of women in job skills throughout the Army. It is essential that women be shown that there are viable and interesting careers available which do not fit traditional molds if we are to meet the Army's needs in personnel.¹¹⁷

The Army Times quoted Brigadier General Richard S. Sweet, Army Deputy Director of Military Personnel Management as follows:

"...the Army is continuing to study the utilization and training of women to be sure our policies are sensible, fair, and they provide for equal opportunity and utilization."¹¹⁸

This was the conclusion of an article entitled "13 MOS May Close to Women." This recommendation was made by a Pentagon Study group because of "rotation and career progression problems."¹¹⁹

The 13 MOSs being temporarily closed are in armor, air defense artillery, field artillery and engineer skills closely-related to "pure" combat arms MOSs. Nine of the skills recommended for closing are MOSs 16J (Defense Acquisition Radar Crewman), 216 (Pershing electronics material specialist), 24C (Improved HAWK firing section mechanic), 24E (Improved HAWK fire control mechanic), 24P (defense acquisition radar mechanic), 24U (Hercules electronics mechanic), and 45R (missile turret mechanics). The group recommended closing two other skills - MOSs 24N (Chaparral system mechanic), and 62H (concrete paving equipment repairment) because there is no entry-level positions available in these MOSs. MOSs (Operations central repairmen) and 31D (Pershing Communications specialist) were recommended for closing because the MOSs offer no opportunity for career progression.¹²⁰

Brigadier General (Retired) Theodore C. Mataxis writing for Army Times in the first of a two part article stated:

The observation and experiments conducted to date indicate strongly that women cannot meet the levels of physical exertion demanded of men in certain positions in the Army. What is needed now is more scientific observations and tests by skilled physical experts, Army training specialists and doctors to carefully develop the limits of what can be expected in strength from the average woman. These facts should be made available to the military to help develop suitable training to prepare women for the jobs they can do efficiently and effectively. This is too important a matter to be left to local commanders on an ad hoc basis.¹²¹

In part two of the article BG Mataxis stated:

The question of women in combat was highlighted in a recent DA publication, DA Spotlight, which asked "what will happen to women graduates of our military academies after graduation?" It asked, "Will women officers even-

tually be assigned to administrative positions or share berths - or will they be placed in direct combat?" It is odd for the Pentagon to be asking the question. It would seem that the staff's job should be to provide answers. The Army should make its position on women in combat clear in Title 10 to the U.S. Code on Armed Forces. This code now precludes assignment of female members of the Air Force and Navy to duty where they will be exposed to the sights of death or maiming in combat. The Army should propose under Title 10 that women be prohibited from assignment to units where combat is normal - i.e., the combat zone. I suggest that the Army organize a project to evaluate women's training scientifically.¹²²

Fred Reed writing for Army Times stated:

One of the most important questions facing the military is the possibility that the Equal Rights Amendment will be passed. Yet, no one seems to have more than a vague idea of how it would affect the fighting ability of our forces. In talking with ERA advocates, one gets a distinct impression that they are hardly interested in military effectiveness. The Amendment says with deceptive simplicity that "equality of opportunity under the law shall not be abridged by the U.S. or by the state on the account of sex." The wording is vague enough to leave open crucial questions: Would women serve in ground combat? Be drafted? Fly fighters? Live in the same barracks and tents with men? These problems will be decided by the Supreme Court, whose job it is to answer constitutional questions. The court has considerable latitude in making decisions, but a few results can be predicted with reasonable confidence. Women almost certainly will be granted equal opportunity for promotion and command responsibility, and be allowed to compete on an equal basis for all jobs - except perhaps combat jobs.¹²³

Reed believes that the women's organizations do not understand the true meaning of combat nor the purpose of the military.

Reed stated that the following questions must be answered realistically and without evasiveness before women and men are mixed under combat conditions:

1. Are women physically strong enough for combat?
2. Are women aggressive enough?

3. How will a man respond to the sight of a badly wounded woman on the battlefield?

Lorraine A. Underwood, National Organization for Women (NOW) Committee for women in the military wrote a letter to Army Times as a rebuttal to Reed's article. She stated:

Reed's "analysis" of the effect of ERA on women in the military makes his bias clear. He becomes hysterical at the thought of women in combat. He is entitled to feel that way. However, he omitted a number of statements which I made when he interviewed me. Here is what was not reported:

Women served in combat during both the Revolutionary and Civil Wars. Several women disguised themselves as men and enlisted in the Continental Army. One of them, Deborah Sampson Gannet, treated her own wounds to avoid discovery. Historians estimate that at least 300 women fought in the Civil War.

I stated that when Title IX of the Education Amendment of 1972 is fully implemented women will receive more exposure to sports and better physical training. Competitive sport is a major vehicle for developing aggressiveness in boys. As girls have more opportunity to participate in sports they will be more physically fit and more capable of performing military jobs requiring aggressiveness, strength and endurance.

In response to Reed's question whether passage of the ERA would require women to serve in combat, I quoted from a Yale Law Journal article, "The Equal Rights Amendment and the Military" (Vol. 82, July 1973).

It says: "A broader interpretation would permit the military to limit the assignment of women to certain combat positions as a matter of policy if it could be demonstrated that further integration would impair discipline and military effectiveness...However, the military would be expected to test the effectiveness of integrated units during the present peacetime environment and to produce empirical evidence establishing the necessity for any desired segregation to the satisfaction of the Courts."

Restated simply, the military would have to test and evaluate the capability of women to serve in combat. If women do well, they will have to be used in all military jobs. If the military can prove that women cannot perform certain combat jobs, then women should not serve in those jobs.¹²⁴

In addition to Underwood's letter in response to Reed's article, there were three other letters, one was written by an enlisted woman, one by a former paratrooper who served in Vietnam and one by a civilian wife and mother. All three agreed that qualified women should be allowed to volunteer to participate in combat.

The March 7 issue of the Army Times printed two letters on Reed's article, one pro and one con. The con letter was written by a man (he did not state if he were civilian or military, it can be assumed that he was military since the address listed was West Point) and the pro letter was written by an enlisted woman. The woman stated:

A thrilling, resounding "Bravo" to Fred Reed's January 31 issue opinion section article, "How ERA Affect Fighting Force?" As a "housewife at heart" forced into this silly women's lib movement, I can speak from experience that women in men's jobs don't cut it. I am an MP purely because the almighty computer said I was 5-foot-4 and had a nice smile. So I fit into the quota for female MPs.

Every night I laugh myself to sleep at the utter stupidity of us women attempting to take over our men's world and authority. Perhaps a few women can match a man's strength and endurance, but not enough to push all women into a mold.

I wish we could go back to the Wacs. Let us women support the men where we belong - in the hospital, as clerks, and as civilians. A little advice to my fellow women: face it girls, it's a man's world. An until the Lord ends it we are supposed to be "helpmates." Let's quit trying to step on our men! If you will act like a lady and a woman you will be more liberated than you ever dreamed and you will deserve the respect you so desperately crave.¹²⁵

The author of the above letter stated that she was being "forced into this silly women's lib movement." She objected to being placed in a "man's job," however, she wants to force all women into female jobs and to assume a supportive role to men. What she fails to understand is the true meaning of equality and the fact that the women's liberation

movement is not being forced on women. Equality would give women freedom of choice to participate in combat the same choice that men have since there is no draft. The ERA would probably provide women with equal opportunity to be drafted if the draft were reinstated. This is a question that must be decided by Congress and the Courts. The male writer who was not in favor of the Reed article stated:

The questions and statements in the Reed column are silly and hypothetical. If a man would respond to the sight of a badly wounded woman on the battlefield with any more compassion and aid than he would a badly wounded man - as Reed suggests - then men will have to overcome their chauvinistic protective attitudes toward women. On the battlefield, or elsewhere, we are all Americans, not male or female. We are entitled to the ERA. It's been a long time coming.¹²⁶

Another question that Reed could have asked was: how will a woman respond to a man badly wounded on the battlefield?

Lieutenant Colonel (USAR) Grace M. King wrote a letter to Army Times (March 7, 1977) criticizing the Director of the Women's Army Corps for not seeking equal opportunity for women.

If the WAC Director is correct in saying the majority of women agitating for women in combat arms are civilians ("Talkers Won't be Fighters," February 7 issue) more's the pity for the failure of WAC Branch to seek equal opportunity for female soldiers.

Although the director paid homage to civilian women for their support in broaching opportunities for women in the Army, it should be noted that many civilian men have also played a role. It is thanks to Congress (predominately male), that women now attend the military academies. It is thanks to the Supreme Court (totally male) that women receive the same basic allowance for quarters as men. It was the threat of a civil court case which made it possible for women with dependents to stay in service.

The quaint rationale that, "no woman here has been in combat, and we shouldn't push too hard for something

we know so little about," belongs to an era of anti-suffragettes, when ladies were warned against losing their feminine image by taking part in the vulgar democratic process of voting - an intrusion into the man's world of which "we know so little about."

Why doesn't WAC Branch face up to the fate of all old soldiers, and quietly fade away?¹²⁷

Nancy Goldman wrote an article entitled "The Changing Role of Women in the Armed Forces" for the American Journal of Sociology. This article was published in January 1973 prior to the ending of the draft and the advent of the all-volunteer force. The purpose of the paper was to examine the "profound organizational resistance and strain associated with the concentration of women in the Armed Forces."¹²⁸

The position of women in the Armed Forces - the epitome of a male-dominated establishment - offers a striking and limiting case of the changing role of women in occupational and bureaucratic structures. In his analysis of the American military, Charles Moskos has spoken of "the military as a vestige of male sanctity." (1970, p. 64) Traditionally, in the United States military, women are excluded from direct combat roles and from significant assignments in administration.¹²⁹

Goldman stated that the encountered and projected increase of women in the Armed Forces are due to three factors:

First, external social change in the United States and the conscious effort of the military to recognize and incorporate such change.

Second, because of the relatively low status of the profession, the traditional anti-military attitudes in the society, and the negative impact generated by the war in Vietnam, the movement to an all-volunteer force requires the military to intensify its search for sufficient personnel. Women are...a potential source of labor...

Third, the changing character of the military establishment, together with its great emphasis on administration, logistics, and the like, plus its increasing

emphasis on deterrence (Kissenger 1965), alter the organizational milieu of the Armed Forces and potentially broaden sex roles in a direction favorable to women.¹³⁰

Since the military, like the police force, is an institution that manages violence, and changes in the position of women in such institutions tend to be limited. Goldman found it necessary to examine the symbolism and ideology found in the military. She offered two basic issues as points of departure.

First, the movement toward "occupational and professional equality" for women in the military establishment occurs without their involvement in jobs similar to those held by men, that is, without systematic incorporation into "operations" and other key military assignments. What form and degree of strain will result from such a process of organizational adaptation? One hypothesis is based on the notion of relative deprivation. If there is no possibility of effective equality for women in the military, increasing the number and roles of women in the armed forces will produce greater women's militancy. An alternative hypothesis, which seems to be supported by limited available evidence, is that selective recruitment will limit the strain. This hypothesis assumes that those women who voluntarily select the military profession would be likely to accept its existing authority structure and its internal values.

Second, with the introduction of an all-volunteer force, new mechanisms of integration of the armed forces into civilian society will be required to maintain civilian supremacy and to prevent the social isolation of the military profession. At the end of the draft in 1973, even with a marked reduction in the overall size of the armed forces to 2 million or less, the military establishment will be a large-scale organization capable of developing and maintaining its own internal subculture. Thus, in the years ahead it will be necessary to ascertain the impact - if any - of more women on the organizational climate of the military as it becomes less of an all-male organization.¹³¹

Goldman concluded her study as follows:

However, I believe there is ample reason to expect a gradual increase in numbers and a slow but steady expansion of assignment. Conceptually, the position of women in the

armed forces offers a special case for analyzing both the women's liberation movement and the search for occupational equality. The armed forces operate under the federal sanction of equal pay for equal work and in an ethos of institutional change oriented toward equality. However, the context of the armed forces and the nature of the military is such that women in the military present a clear-cut case of the search for equality on the basis of autonomy and functional equivalence without the opportunity for similarity of specialization of task. The greater emphasis on deterrence increases the opportunity for women to become more directly involved in new types of "military" assignments. But women are not likely to be trained and armed for assault or direct combat operations. The institutional need for such deployment is slight; and the larger society has not yet been receptive to the idea that such equality is an essential demonstration of women's equality. The need for the military to adjust to more women who have broader assignments will increase the strains in the establishment, especially in connection with childrearing requirements and the symbolism connected with sexual relations. However, under an all-volunteer system, the armed forces have an organizational structure to accommodate such strains, especially since, from a social and ideological point of view, they will not be recruiting the most "militant" younger woman.¹³²

Ruby R. Stauber established in her "Survey of Civilian Media Coverage of the Changing Role of Women in the Army," that "the role of women in the Army and in the military has changed radically since 1972 when the Army began moving to a volunteer force."¹³³ Stauber's findings conflict with Goldman's prediction of "a gradual increase in numbers and slow but steady expansion of assignments.

Summary

This literature search was divided into four sections; how people in general make occupational choices; how women are socialized to accept the traditional role of wife and mother; careers for women in the Army and their participation in combat. After the survey of literature was completed it was determined that more research was needed on

how women make occupational choices and professions, women in combat and how women chose the profession of arms. The questionnaire was constructed in order to provide information in the four broad areas used in the literature survey to determine Army women's attitudes toward institutional discrimination. These categories were also used in developing the variables for the analysis of the data and reporting of findings. The methodology of the study and description of the questionnaire will be presented in Chapters IV and V.

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CHAPTER IV

METHODOLOGY AND FINDINGS

A description of the research methods used was presented in Chapter I. The literature review revealed that there are many factors which influence women's attitudes toward occupations and occupational choices. These factors may have a direct bearing on the attitudes of female officers or potential female officers toward institutional discrimination in the Army.

In this study, the researcher sought to examine some independent and dependent variables which may be influential in determining attitudes of Army women toward institutional discrimination against WAC officers. A questionnaire was developed to determine the relationship between these variables.

Four types of independent variables were used in the questionnaire. The first two types used are applicable to the general population and they were traditional v. non-traditional careers and education for women. These were chosen because of a need for more research to determine their influence on occupational choice and attitudes, especially for women.

The third type of independent variable is applicable to the sample of female cadets, the source for which they were seeking entry into the profession of arms. The fourth independent variable was coming from a military family.

Research for the third variable was limited because until 1972 women officers received their commissions from two sources, Officer Candidate School (OCS) or direct commission. As stated in Chapter Two, in 1972

women were permitted to enter ROTC for the first time. Graduates from that pilot program are now on active duty. Women were permitted to enter West Point for the first time in the fall of 1976.

The dependent variables are age and knowledge of the profession of arms (Army in general, and specifically the Women's Army Corps). The questionnaire was constructed to determine the relationship between the independent variables and the source of commission.

The researcher hypothesized that the officer candidates, direct commissions and members of military families would have more knowledge about the profession of arms than the ROTC cadets and the members of non-military families. The source of commission was considered to be an important factor in determining attitudes toward institutional discrimination.

The researcher also hypothesized that the officer candidates and direct commissioned officers would have different attitudes toward institutional discrimination against WAC officers than ROTC cadets because they should have more knowledge about the profession of arms. This presumption was based on the fact that the direct commissioned officers are college graduates, older, more experienced, more mature and have already received their commissions. The officer candidates are on active duty and should have received information on promotions, advancement, utilization, assignments and schooling for WAC officers in basic and advanced individual training. This knowledge should have been one of the motivating factors in their decision to attend OCS.

The ROTC cadets have not received their commissions and therefore, are not as committed to the profession of arms as the officer candidates and the direct commissioned officers. One of the universities did not include freshmen and sophomores (MS I and II) because they were perceived to be in the program for a "lark."

Data Collection Techniques - Selection of Sample Population

Three hundred and ninety-six ROTC female cadets, ninety-seven WAC officer orientation course students (direct commissions) and seven female officer candidates participated in the survey.

The procedure was first to obtain permission to survey the selected sample. The decision was made to obtain a representative sample from all sources of commission for WAC officers. The next step was to determine the size of the sample. Two methods were used to determine sample size; one method for ROTC and another one for direct commissions and OCS'. The Training and Doctrine Command (TRADOC) publishes the name, address, phone numbers (AUTOVON and commercial), of the Professor of Military Science (PMS). This publication also includes all of the schools that participate in ROTC by region, junior and senior ROTC, grade, sex and race. The researcher contacted the PMS at Leavenworth High School, Leavenworth, Kansas and obtained his copy of the TRADOC publication. From this publication the total number of female cadets enrolled in ROTC in the pilot schools was obtained. The names, addresses and telephone numbers of the PMS' was also obtained. The researcher then called each PMS and requested his permission to include his female cadets in the

population to be sampled. The PMS was also asked to appoint a project officer to administer and return the questionnaires. All ten PMS' agreed to allow their female cadets to participate in the survey.

TRADOC Headquarters was contacted to determine the total number of females attending OCS at Fort Benning and the WAC Officer Orientation Course at Fort McClellan. The name and telephone number of the Commander of the Student Officer Company at Fort McClellan, Alabama was obtained and also the name and telephone number of the Commander of the 5th Student Battalion, Fort Benning, Georgia. The two commanders were contacted telephonically and permission was granted to survey the students. The Commander of the 5th Student Battalion appointed a project officer and the Commander of the Student Officer Company for WAC Orientation Course served as the project officer.

The Dean's office at West Point was contacted. The Dean's office referred the researcher to the Office of Military Leadership. The researcher requested permission to survey the female cadets. The officer contacted stated that he would have to check with his superiors and call back. Two days later he called back and stated that the researcher should send him one copy of the survey instrument and then a determination would be made as to whether or not the female cadets would be included in the sample population. A copy of the survey was provided to the admission office by the Office of Military Leadership. However, the West Point officials finally decided no additional research will be permitted. The researcher was provided a copy of "Who are the West Point Cadets"

to be used in this research study. That publication is part of "Project Athena."

Prior to sending the survey instrument to West Point and the other institutions, permission was requested and obtained from the Deputy Commandant, Command and General Staff College, Fort Leavenworth, Kansas to administer the survey.

Of the twelve institutions that agreed to participate in the survey, eleven participated, for a 92 percent response. Of the 670 questionnaires mailed, 500 were returned for a response of 68 percent. The response is shown graphically in Chart I.

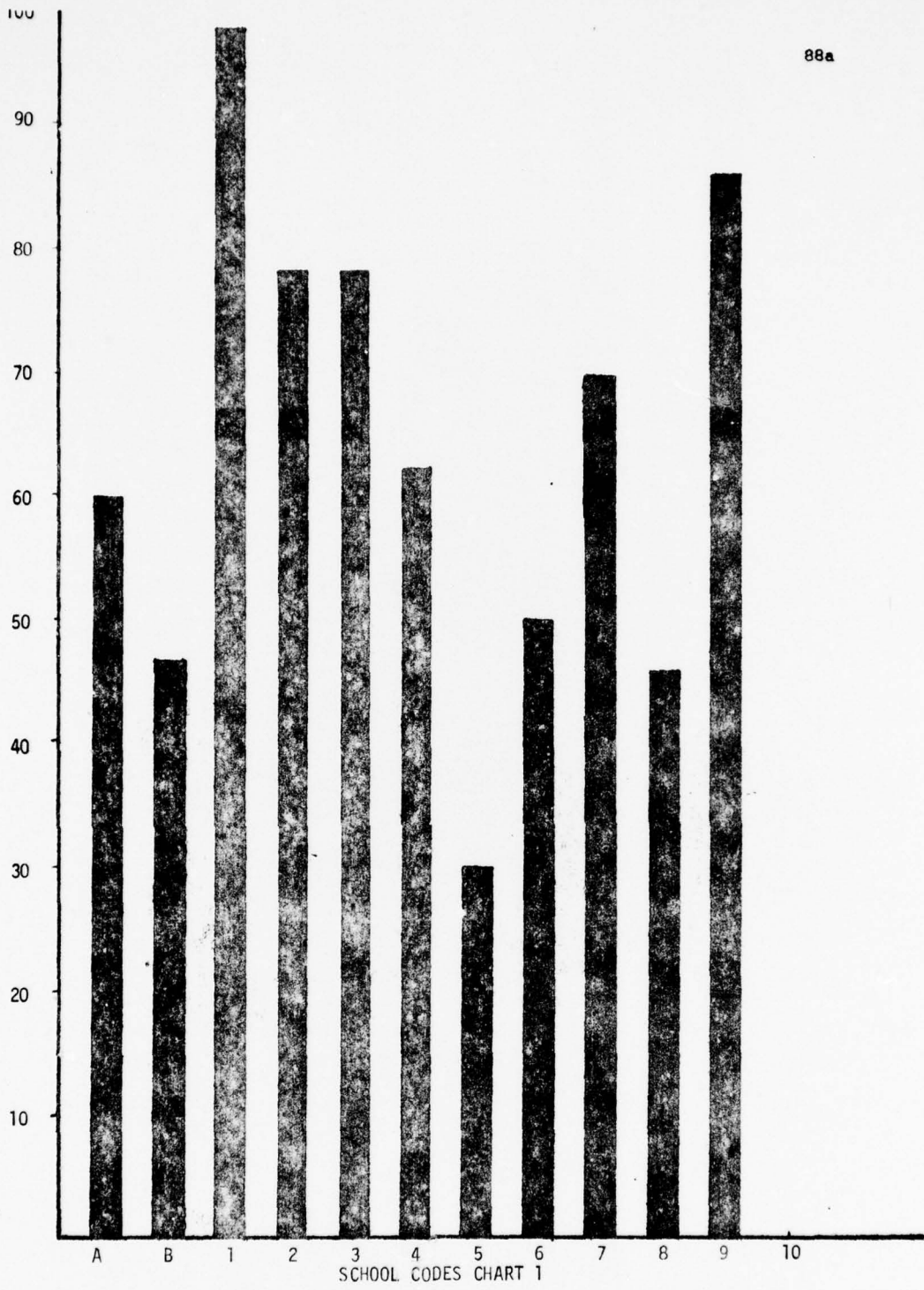
Time and Place of Study

The data for this study were collected between 10 and 28 February 1977. The sample subjects returned the questionnaires to the project officer who mailed them to the researcher. The respondents were instructed not to place name, social security number or school in the questionnaire in order to insure anonymity.

The place of collection was the eleven institutions that participated in the survey.

Questionnaire used for Data Collection

The data used for this study was collected by the use of a questionnaire. The questionnaire was in two parts. (See Appendix A for a complete questionnaire). Part One of 42 questions deal with: How women in general focus on occupational choices? Part Two with 30 questions concerned: How did the respondent choose the profession of arms as an occupation?



Data Processing and Analysis

The data for this study was analyzed using Data Base Management MRI System 2000 developed by MRI (1970). The researcher determined the necessity to establish codes to identify each respondent by code. The school codes were established first and then the respondents were keyed to the school code. (See Appendixes B and C for complete list of entries in master code book.)

Eleven master codes were developed to identify the eleven institutions that participated in the survey. Five hundred master codes were developed to identify the respondents which were keyed to the eleven school codes. One 80 column punch card was used for each respondent. The responses were keypunched on to IBM cards and the data base was created from the keypunched cards, by using the MRI system. The computer was queried using the two codes to analyze the data. Responses for questions 1g, 3h, 4 and 45 required manual recording because the respondents who answered these questions were required to write a response.

Other data used in data analysis were the perceived value of occupational information received on occupations in general; the relationship of occupational information received to final choice of an occupation; the discussion of occupational information in high school, college and profession of arms training; relationship of perception of success in non-traditional careers and success in profession of arms; female supervision of men; women in combat and perception and/or acceptance of institutional discrimination.

Age

The mean age for the total sample was 24 years, the youngest was sixteen and the oldest was thirty-three.

TABLE 9

Responses to Question 1, Frequencies and Distribution by Sub-Sample

	OCS		DC		ROTC	
	N	%	N	%	N	%
16	0	0	0	0	1	.3
17	0	0	0	0	15	4
18	0	0	0	0	107	27
19	0	0	0	0	113	29
20	0	0	3	3	70	18
21	0	0	4	4	51	13
22	2	2	16	16	23	6
23	1	1	17	18	5	1
24	0	0	14	14	0	0
25	2	2	15	15	3	.8
26	2	2	8	8	5	1
27	0	0	9	9	2	.5
28	0	0	6	6	1	.3
29	0	0	2	2	0	0
30	0	0	1	1	0	0
32	0	0	1	1	0	0
33	0	0	1	1	0	0
	<u>7</u>	<u>100</u>	<u>97</u>	<u>100</u>	<u>396</u>	<u>100</u>

EducationData Related to Second Independent Variable - Education

After evaluating the third independent variable - source of commission and determining that the direct commissioned officers and officer candidates had more knowledge about the Women's Army Corps than the ROTC cadets, education was eliminated as an independent variable.

The researcher determined that further evaluation would reveal the same information. Education level and source of commission were determined to be interrelated. For example, a prerequisite for entering the direct commission program is a college degree and OCS is two years of college. Therefore, these two groups were better educated than the ROTC cadets.

TABLE 10

Responses to Question 2, Frequencies and Percentages by Sub-Sample

CHOICES	N	%
HS (ROTC)	124 (109) ¹	25
1 yr col (ROTC)	104	21
2 yr col (ROTC, OCS)	87 (85) ²	18
3 yr col (ROTC, OCS)	52 (51) ³	11
4 yr col (ROTC, OCS, DC)	107	22
MA (DC)	9	2
Other (ROTC, OCS, DC)	12 (30) ⁴	2
		<u>100</u>

- 1 Data base contains 109
 2 Data base contains 85
 3 Data base contains 31
 4 Data base contains 30

The following responses were given to "other" regarding education level.

Direct Commission (DC)

1. 18 hours graduate level training.
2. 2 1/2 years of graduate level training.
3. Working toward second degree in engineering.
4. 2 Master's Degrees
5. 1 year graduate school, no degree (2 responses)
6. 5 years of college
7. Lack medical thesis
8. 12 graduate credits.
9. Working on M.A.

OCS

One response - 5 years of college

Education level for OCS

1. 5 years of college B.F.A.
2. 2 years of college (2 responses)
3. 3 years of college
4. 4 years of college (3 responses)

Total 7

Average education level: 3.43 years of college.

ROTC

One response - 6 years of college.

Of the 19 ROTC cadets who responded to "other" for education level only one should have been in this category. The other responses ranged from one semester of college to three years of college. These responses were incorporated in the appropriate category above.

Methodological Assumption

1. The survey sample perceived that they did not receive the same type of information on occupational choices as males received.
2. When the Women's Army Corps is phased out, WAC officer will lose their only chance to be promoted to general officer.
3. The survey sample's knowledge of their opportunity for success in the profession of arms was limited.

Data Related to Assumption One

One question in the questionnaire was designed to determine how women perceived the information that they received on occupational choice compared to that received by males. This question was evaluated by sub-sample. Two questions were designed to determine if the sample perceived that they were oriented toward traditional or non-traditional careers for women. A sub-question was designed to determine which source of occupational information encouraged the sample to choose the traditional role of wife and mother as opposed to a career. The main source of occupational information was evaluated first.

TABLE 11

Responses to Question 3, Frequencies and Percentages by Sub-Sample.

Sub Sample CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Counselor	0	0	8	8	88	23
Teachers	2	29	37	39	107	28
Mother	0	0	14	15	45	12
Father	3	43	8	8	29	8
Brother(s)	0	0	2	2	5	1
Sister(s)	1	14	1	1	12	3
Media	1	14	13	14	40	11
Other	0	0	13	14	55	14
	<u>7</u>	<u>100</u>	<u>96¹</u>	<u>100</u>	<u>381²</u>	<u>100</u>

¹One did not respond to this question.²Fifteen did not respond to this question.

The frequency distribution for the main source of occupational information question is almost evenly spread among the sample. The main source of occupational information were teachers for the ROTC cadets and the direct commissioned officers; fathers for the officer candidates. Noteworthy here is the zero response from the officer candidates for counselors and the low percentage from the direct commissioned officers. Providing occupational information is one of the main functions of school counselors and therefore, should have received the highest percentage.

TABLE 12

Responses to Question 6, Frequencies and Distribution by Sub-Sample

CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
More Traditional	2	29	31	33	93	25
Males more	2	29	21	22	107	28
No difference	3	43	43	45	177	47
	<u>7</u>	<u>100</u>	<u>95¹</u>	<u>100</u>	<u>377²</u>	<u>100</u>

¹Total sub sample equals 97, two did not respond to this question.

²Total sub sample equals 396, nineteen did not respond to this question.

There is no noteworthy difference among the sub sample's perception of the occupational information that they received as opposed to that given to males. There was a high no response rate among the ROTC cadets (19). The majority of all three sub samples perceived that there was no difference between the occupational information that they received and that given to males. This data examined alone would make assumption one invalid. However, this assumption was tested further in Table 13, using the independent variable traditional v. non-traditional career fields. It was hypothesized that they would have been oriented toward non-traditional career fields if they had received the same occupational information as males. Men are normally oriented toward non-traditional female professions, i.e. medical (doctor), law, science, engineering, politics, etc.

TABLE 13

Responses to Question 5a, Frequencies and Distribution by Sub-Sample

CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Counselor	0	0	2	13	9	13
Teachers	0	0	4	27	8	11
Mother	1	50	5	33	33	46
Father	0	0	1	6	4	6
Brother(s)	0	0	0	0	1	1
Sister(s)	0	0	1	6	5	7
Media	1	50	1	6	5	7
Other	0	0	1	6	6	8
	<u>2</u>	<u>100</u>	<u>15</u>	<u>100</u>	<u>71</u>	<u>100</u>

Only 71 answered yes to question 5, (423 answered no) that is the main source of their occupational information encouraged them to enter the traditional role of wife and mother as opposed to a career. However, 88 answered question 5a, which was interpreted to mean that 17 did not understand the questions. All three sub samples were encouraged more by their mothers to enter the traditional role of wife and mother than any of their other sources of occupational information. About a fourth of the direct commissioned officers were also encouraged by teachers to enter the traditional role of wife and mother. Note-worthy, is the small percentage of fathers in the ROTC and direct com-missioned officers groups and none among the officer candidates who encouraged their daughters to enter the traditional role of wife and mother.

Data Related to Independent Variable Three, Dependent Variable One and Assumption One.

The careers listed below were selected by this researcher as tradi-tional and non-traditional occupations for women.

TRADITIONAL

1. Teaching
2. Medical (nurse)
3. Factory work and shop work
4. Domestic service
5. Dressmaking
6. Secretary
7. Social work
8. Civil Service

NON-TRADITIONAL

1. Medical (Doctor)
2. Engineering
3. Armed Forces
4. Ministry
5. Law
6. Agriculture
7. Transportation
8. Mining

9. Owners, etc.
10. Commerce
11. Finance
12. Statemanship
13. Sculpture
14. Airplane Pilot
15. Music
16. Art

TABLE 14

Responses to Question 4, Frequencies and Distribution by Sub-Sample

CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Traditional	4	57	57	59	217	58
Non-traditional	$\frac{3}{7}$	$\frac{43}{100}$	$\frac{40}{97}$	$\frac{41}{100}$	$\frac{157}{374}$	$\frac{42}{100}$

The data presented in Table 12 indicated that the majority of the sample perceived that there was no difference between the occupational information they received and that given to males. The fact that over 50 percent of all three sub samples were oriented toward traditional female occupations was interpreted to mean that their perception of the information that they received was wrong. This changes assumption one from an assumption to a fact. Even though they perceived that the information was the same as that given males, the data above shows that the majority were oriented toward traditional careers. This also indicates a lack of awareness of the type of occupational information that men receive.

Value of Occupational Information

Eight questions were designed to determine the value rating that the sample gave each source of their occupational information. The data on the main sources of occupational information are reflected on Table 11.

TABLE 15

Responses to Question 7, Frequencies and Percentages by Sub-Sample

SUB SAMPLE	OCS		DC		ROTC	
	N	%	N	%	N	%
Very Valuable	0	0	4	4	77	20
Somewhat Valuable	2	29	36	38	183	48
Of No Value	5	71	56	58	124	32
	<u>7</u>	<u>100</u>	<u>96</u> ¹	<u>100</u>	<u>384</u> ²	<u>100</u>

¹One did not respond to this question.

²Twelve did not respond to this question.

The majority of the ROTC cadets felt that the occupational information received from school counselors was of no value. This was not surprising since none of this sub group chose school counselors as their main source of occupational information. The percentages for the other two sub groups were also compared with their responses to question 3 - main source of occupational information. Eight percent of the direct commissioned officers chose counselors as their main source and 38 percent perceived that the information received was of no value. Twenty-three percent of the ROTC cadets chose counselors as their main source and 32 percent felt that the information received was of no value.

TABLE 16

Responses to Question 8, Frequencies and Percentages by Sub-Sample

SUB SAMPLE	OCS		DC		ROTC	
	N	%	N	%	N	%
Very Valuable	1	14	28	29	111	29
Somewhat Valuable	1	14	49	51	195	50
Of No Value	5	71	20	21	82	21
	<u>7</u>	<u>100</u>	<u>97</u>	<u>100</u>	<u>388</u> ¹	<u>100</u>

¹Eight did not respond to this question.

Thirty-nine percent of the direct commissioned officers chose teachers as their main source and 51 percent felt that this information was somewhat valuable. Twenty-eight percent of the ROTC cadets selected teachers as their main source and 50 percent felt that the information received was valuable. Twenty-nine percent of the officer candidates selected teachers as their main source and 70 percent felt that this information was of no value.

TABLE 17

Responses to Question 9, Frequencies and Percentages by Sub-Sample

SUB SAMPLE	OCS		DC		ROTC	
	N	%	N	%	N	%
Very Valuable	1	14	36	37	169	44
Somewhat Valuable	3	43	35	36	151	39
Of No Value	3	43	36	27	66	17
	<u>7</u>	<u>100</u>	<u>97</u>	<u>100</u>	<u>386</u> ¹	<u>100</u>

¹Ten did not respond to this question.

When comparing the responses to this question to those in question 3, the most noteworthy data was that none of the officer candidates selected mother as their main source of information, yet 14 percent felt that the information received from their mother's was very valuable and 43 percent felt that it was somewhat valuable. They probably placed a high value on the information because only one of the seven mothers encouraged her daughter to enter the traditional role of wife and mother. Only twelve percent of the ROTC cadets and 15 percent of the direct commissioned officers chose mother as their main source and 44 and 37 percent respectively felt that this information was very valuable. The mothers' information was valued very much higher by all three sub groups than that given to counselors or teachers.

TABLE 18

Responses to Question 10, Frequencies and Percentages by Sub-Sample

SUB SAMPLE	OCS		DC		ROTC	
	N	%	N	%	N	%
Very Valuable	3	43	33	34	126	33
Somewhat Valuable	4	57	36	38	145	39
Of No Value	$\frac{0}{7}$	$\frac{0}{100}$	$\frac{27}{96^1}$	$\frac{28}{100}$	$\frac{107}{378^2}$	$\frac{28}{100}$

¹One did not respond to this question.

²Twenty-nine did not respond to this question.

Forty-three percent of the officer candidates selected father as their main source and the same percentage felt that the information received was very valuable. Eight percent of the ROTC cadets and the direct commissioned officers selected father as their main source and

33 and 34 percent respectively felt that the information received was very valuable. This is noteworthy especially when compared with question 5a, only 6 percent of the fathers in these two sub samples encouraged their daughters to enter the traditional role of wife and mother.

TABLE 19

Responses to Question 11, Frequencies and Percentages by Sub-Sample

SUB SAMPLE	OCS		DC		ROTC	
	N	%	N	%	N	%
Very Valuable	0	0	12	13	65	18
Somewhat Valuable	2	29	26	29	121	33
Of No Value	$\frac{5}{7}$	$\frac{71}{100}$	$\frac{51}{89^1}$	$\frac{57}{100}$	$\frac{184}{370^2}$	$\frac{50}{100}$

¹Eight did not respond to this question.

²Twenty-six did not respond to this question.

Brothers received a low selection rate from the total sample as main source and the majority felt that the information received was of no value.

TABLE 20

Responses to Question 12, Frequencies and Percentages by Sub-Sample

SUB SAMPLE	OCS		DC		ROTC	
	N	%	N	%	N	%
Very valuable	0	0	16	19	79	21
Somewhat Valuable	2	33	23	27	123	33
Of No Value	$\frac{4}{6^1}$	$\frac{67}{100}$	$\frac{47}{86^2}$	$\frac{55}{100}$	$\frac{169}{371^3}$	$\frac{46}{100}$

¹One did not respond to this question.

²One did not respond to this question.

³Twenty-five did not respond to this question.

Sisters, like brothers received a low selection rate from the total sample as main source and other 50 percent felt that the information received was of no value.

TABLE 21

Responses to Question 13, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Very Valuable	0	0	26	27	143	37
Somewhat Valuable	6	86	49	51	192	49
Of No Value	$\frac{1}{7}$	$\frac{14}{100}$	$\frac{27}{97}$	$\frac{23}{100}$	$\frac{56}{391^1}$	$\frac{14}{100}$

¹Five did not respond to this question.

Fourteen percent of the officer candidates and the ROTC cadets selected media as their main source and 14 percent also felt that the information received was of no value. The majority of the total sample felt that the information received was somewhat valuable.

TABLE 22

Responses to Question 14, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Very Valuable	1	14	24	25	139	36
Somewhat Valuable	4	57	25	55	220	56
Of no Value	$\frac{2}{7}$	$\frac{29}{100}$	$\frac{19}{95^1}$	$\frac{20}{100}$	$\frac{32}{391^2}$	$\frac{8}{100}$

¹Two did not respond to this question.

²Five did not respond to this question.

Noteworthy in the analysis of this data is that the percentages vary only a few points among the sample for "somewhat valuable." This is interesting when compared with question 3, a low percentage of the total sample chose other as their main source, yet other 50 percent felt that the information received was somewhat valuable.

This data was interpreted to mean that the sample's sources of occupational information oriented them toward traditional female career fields as opposed to non-traditional career fields. Men were provided different information. This differentiation led to discrimination because these young women were not provided valuable information on occupations that they may have had an aptitude for and had an interest in. Only 66 of the 478 who responded to question 4 were encouraged to choose the profession of arms. Since these young women were obviously interested in the profession of arms they rejected the advice that they received from their sources and sought information through other means.

Occupational Information in High School and College

Six questions were designed in the questionnaire to determine how the sample felt about the occupational information received in high school and college.

TABLE 23

Responses to Question 15, Frequencies and Distribution by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	1	14	15	16	108	28
No	$\frac{6}{7}$	$\frac{86}{100}$	$\frac{81}{96^1}$	$\frac{84}{100}$	$\frac{279}{387^2}$	$\frac{72}{100}$

¹One did not respond to this question.

²Nine did not respond to this question.

A very high percentage of all three sub samples felt that the time devoted to the discussion of occupational choices was not adequate.

TABLE 24

Responses to Question 16, Frequencies and Percentages by Sub Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
10th	2	33	20	26	100	29
11th	1	17	22	29	126	37
12th	$\frac{3}{6}$ ¹	$\frac{50}{100}$	$\frac{35}{77}$ ²	$\frac{45}{100}$	$\frac{116}{342}$ ³	$\frac{34}{100}$

¹One did not respond to this question.

²Twenty did not respond to this question.

³Fifty-four did not respond to this question.

The high no response rate on this question was interpreted to mean that occupational information was given in the freshman year of high school when the students were too young to understand it and make a decision concerning their life work, or it was not given at all. Some of the respondents did write on their questionnaire that occupational information was not provided in their high schools. The responses to this question were not surprising considering the high percentage of negative answers in the previous question.

TABLE 25

Responses to Question 17, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	3	43	65	67	309	80
No	$\frac{4}{7}$	$\frac{57}{100}$	$\frac{31}{96}^1$	$\frac{32}{100}$	$\frac{79}{388}^2$	$\frac{20}{100}$

¹One did not respond to this question.

²Eight did not respond to this question.

The ROTC cadets spent more time reading about occupations in high school than the officer candidates or the direct commissioned officers. The high percentage of "yes" answers in all three sub groups was compared to the high percentage of "no" responses in the previous question. This was interpreted to mean that these students were motivated to seek information on their own that was not provided by their high schools. The responses to this question were also compared to question 29 (value of information from other sources, Table 37) in which the majority of the sample felt that the information received was not adequate. This finding supports research presented earlier in this study that there is very little occupational information available to women. Researchers and writers failed to provide this group of interested young women the occupational information that they did not receive in their high schools.

TABLE 26

Responses to Question 18, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Adequate	1	14	24	25	138	39
Not Adequate	$\frac{6}{7}$	$\frac{86}{100}$	$\frac{72}{96}^1$	$\frac{75}{100}$	$\frac{216}{354}^2$	$\frac{61}{100}$

¹One did not respond to this question.

²Forty-two did not respond to this question.

The high no response rate by the ROTC cadets to this question was attributed to the high percentage (124) of high school graduates among this group. The noteworthy findings here is from the direct commissioned officers who are all college graduates or higher. Seventy-five percent felt that the time devoted to occupational information in college was not adequate. The average education level among the officer candidates is 3.43 years of college (4 out of 7 are college graduates). Eighty-six percent of this group felt that the time devoted to occupation information was not adequate. Since all of the ROTC cadets are still in college they still have an opportunity to receive more occupational information. However, this is doubtful based on the responses from the other two sub samples. Earlier findings in this chapter were that the occupational information received by the sample was not adequate. College, like high school, failed to provide these young women with the information necessary to choose a suitable occupation.

TABLE 27

Responses to Question 19, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Freshmen	3	50	32	41	237	83
Sophomore	2	33	18	23	29	10
Junior	0	0	11	14	11	4
Senior	$\frac{1}{6}^1$	$\frac{17}{100}$	$\frac{18}{79}^2$	$\frac{23}{100}$	$\frac{8}{285}^3$	$\frac{3}{100}$

¹One did not respond to this question.

²Eighteen did not respond to this question.

³One hundred eleven did not respond to this question.

The same interpretation as the previous table.

TABLE 28

Responses to Question 20, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	7	100	76	79	292	80
No	$\frac{0}{7}$	$\frac{0}{100}$	$\frac{20}{96}^1$	$\frac{21}{100}$	$\frac{74}{366}^2$	$\frac{20}{100}$

¹One did not respond to this question.

²Thirty did not respond to this question.

The same interpretation made for questions 17 and 18 are applicable to this question. (Tables 25 and 26).

Relationship Between Occupational Choice and Main Source of Information

Nine questions keyed to question 3 were chosen to determine the relationship between the main source of occupation information and the occupational choice.

TABLE 29

Responses to Question 21, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Main Source	1	14	8	8	66	18
Combination	4	57	68	70	270	72
Not Influenced	$\frac{2}{7}$	$\frac{29}{100}$	$\frac{21}{97}$	$\frac{22}{100}$	$\frac{39}{375}^1$	$\frac{10}{100}$

¹Twenty-one did not respond to this question.

The total sample was influenced more by a combination of sources than by their main source of occupational information. The frequency distribution among the sample is not noteworthy.

TABLE 30

Responses to Question 22, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Adequate	0	0	12	13	93	24
Needed more	$\frac{7}{7}$	$\frac{100}{100}$	$\frac{82}{94}^1$	$\frac{87}{100}$	$\frac{290}{383}^2$	$\frac{76}{100}$

¹Three did not respond to this question.

²Thirteen did not respond to this question.

The officer candidates response on this question was consistent with their responses to question 3 (Table 11). The ROTC cadets and the officers with direct commissions were not as consistent, with a slightly higher percent feeling the information they received from school counselors was adequate. However, as reported in Table 12, the majority of the sample perceived that the information that they received was no different

than that given to males. Because they perceived that the information received from school counselors was inadequate, therefore, males also received inadequate information. From the sample's view both males and females from their institutions were not prepared to make intelligent occupational decisions based on the information received from their school counselors.

TABLE 31

Responses to Question 23, Frequencies and Percentages by Sub Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Adequate	0	0	26	28	109	29
Needed more	$\frac{7}{7}$	$\frac{100}{100}$	$\frac{68}{94^1}$	$\frac{72}{100}$	$\frac{271}{380^2}$	$\frac{71}{100}$

¹Three did not respond to this question.

²Sixteen did not respond to this question.

In question 3, 29 percent of the officer candidates selected teachers as their main source of occupational information, however, one hundred percent felt that they were an inadequate source. Teachers were the main source for 39 percent of the direct commissioned officers and 72 percent felt that the information received was inadequate. Teachers were the main source for 28 percent of the ROTC cadets and 71 percent felt that the information received was not adequate. Teachers, like school counselors, have an obligation to provide occupational information to all their students. Apparently, the teachers and school counselors for the sample were of the opinion that they did not need occupational information since they would probably marry immediately following high school or college and become wives and mothers.

TABLE 32

Responses to Question 24, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Adequate	2	29	41	44	130	35
Needed more	$\frac{5}{7}$	$\frac{71}{100}$	$\frac{52}{93}^1$	$\frac{56}{100}$	$\frac{246}{376}^2$	$\frac{65}{100}$

¹Four did not respond to this question.

²Twenty did not respond to this question.

When comparing the responses to this question to those in question 3 (Table 11), it is interesting to note that none of the officer candidates selected their mothers as their main source, however, 29 percent felt that the information received was adequate. Fifteen percent of the direct commissioned officers and 12 percent of the ROTC cadets selected mother as their main source, however, 44 and 35 percent respectively felt that the information received was adequate. The majority of the sample felt that their mothers were an inadequate source of occupational information. This is noteworthy, as mothers, like teachers and school counselors, have an obligation to provide their children with occupational information.

TABLE 33

Responses to Question 25, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Adequate	3	43	40	43	120	33
Needed more	$\frac{4}{7}$	$\frac{57}{100}$	$\frac{54}{94}^1$	$\frac{57}{100}$	$\frac{245}{365}^2$	$\frac{67}{100}$

¹Three did not respond to this question.

²Thirty-one did not respond to this question.

The officer candidates responded to this question in exactly the same manner as they did to question 3 (Table 11). Only 8 percent of the direct commissioned officers chose father as their main source, however, 43 percent felt that the information received was adequate. Eight percent of the ROTC cadets also chose father as their main source and 33 percent felt that the information received was adequate. Ginzberg, et.al. (1966) stated that parents face the choice of an occupation twice, once for themselves and again for their children. The majority of the sample's parents failed to provide them adequate information from which to make an occupational choice. The parents of the sample should have also been concerned with the lack of occupational information provided by school counselors and teachers and this concern should have been brought to the attention of the school administrator. Another method for improving the occupational information program would be to have parent-teacher conferences privately or at PTA meetings. There appears to be a lack of concern among parents, teachers and counselors over the inadequate occupational information provided by educational institutions, especially to female students.

TABLE 34

Responses to Question 26, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Adequate	0	0	19	24	90	26
Needed more	$\frac{7}{7}$	$\frac{100}{100}$	$\frac{60}{79^1}$	$\frac{76}{100}$	$\frac{258}{348^2}$	$\frac{74}{100}$

¹Eighteen did not respond to this question.

²Forty-eight did not respond to this question.

The high percentage among the direct commissioned officers who did not respond to this question probably means that they do not have brothers. This assumption was made because of the consistent high response rate from this sub group. The same assumption was made for the high percentage who did not respond among the ROTC cadets. Even though this group has consistently failed to respond to questions this is the greatest percentage of no responses, except for the college questions. Additionally, they may have younger brothers who do not have occupational information. Finally, brothers may feel that their sisters do not need occupational information.

TABLE 35

Responses to Question 27, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Adequate	0	0	22	27	95	27
Needed more	$\frac{6}{6^1}$	$\frac{100}{100}$	$\frac{60}{82^2}$	$\frac{73}{100}$	$\frac{256}{351^3}$	$\frac{73}{100}$

¹One did not respond to this question.

²Fifteen did not respond to this question.

³Forty-five did not respond to this question.

The low response rate to this question was attributed, in part, to the same reasons given for the previous question. Additionally, the sisters are products of the same education system and home environment as the sample, having the same parents and probably the same teachers and counselors. Therefore, they have limited occupational information. The sisters may have accepted the conditioning by society that their (and

other women's) most important function is to be a wife and mother.

TABLE 36

Responses to Question 28, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Adequate	2	29	35	36	181	48
Needed more	$\frac{5}{7}$	$\frac{71}{100}$	$\frac{61}{96}^1$	$\frac{64}{100}$	$\frac{200}{381}^2$	$\frac{52}{100}$

¹One did not respond to this question.

²Fifteen did not respond to this question.

Fourteen percent of the officer candidates and direct commissioned officers selected media as their main source and 29 and 36 percent respectively felt that the information received was adequate. Eleven percent of the ROTC cadets selected media as their main source and 48 percent felt that the information received was adequate. However, more than half of the sample felt that they needed more information from this source. The media has the capability through a variety of sources, to provide current information on the availability, requirements and location of jobs. The media is also responsible for providing consumer information. This consumer information is geared to a target audience, using techniques to achieve the desired results. The media uses consumer information as a means of adding the society in conditioning women to accept and be happy in the traditional role of wife and mother.

TABLE 37

Responses to Question 29, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Adequate	2	29	40	43	193	51
Needed more	$\frac{5}{7}$	$\frac{71}{100}$	$\frac{54}{94}^1$	$\frac{57}{100}$	$\frac{184}{377}^2$	$\frac{49}{100}$

¹Three did not respond to this question.

²Nineteen did not respond to this question.

None of the officer candidates selected other as their main source of information, however, 29 percent felt that the information received was adequate. Fourteen percent of the direct commissioned officers and the ROTC cadets selected other as their main source and 43 and 51 percent respectively felt that the information received was adequate. Therefore, more than half of the officer candidates and the direct commissions felt that the information received was inadequate and slightly less than half of the ROTC cadets agreed with them. These young women are a representative sample of three of the Army's sources of commission. Their responses to the above question indicate that the majority have not been provided sufficient information about occupations in order to make an intelligent choice. The data indicate that three of Dr. Wimberley's (reference used in Chapter I) five basic institutions (the family, economic and education) have failed to prepare these young women to participate in the American occupational system.

Relationship of Perception of Success in Non-Traditional Careers and Success in the Profession of Arms - Data Related to Independent Variable Three and Dependent Variable One and Assumption One and Three.

Responses to questions in part one of the questionnaire were compared to responses to part two of the questionnaire. Sixty-three percent of the total sample felt that they would not have as much occupational mobility in the American society as men, however, 44 percent felt that their opportunity for assignments in the profession of arms was equal to that of a man. The proper assignments lead to success in the profession

of arms. The following charts are designed to show the relationship between the total sample's perception of success in non-traditional careers as compared with the profession of arms. The total sample had high expectations for their ability to succeed in the medical, law, and engineering professions. They also had a high expectation of their ability to succeed in the profession of arms. They did feel, however, that they would not have an equal opportunity to compete for the Chief of Staff of the Army. This position is among the 30 percent general officer positions that are closed to women.

The high positive response to this set of questions was compared to the responses given earlier in this chapter to the amount of occupational information received from various sources. Their positive responses were then interpreted to mean that they were made of the basis of lack of knowledge concerning these career fields. Medical, law, and engineering were listed among Splaner (1973) ten non-traditional careers for women. Splaner stated that women no longer have to feel that these fields are male domains, however, she did say that it is harder for a woman to succeed than it is for a man.

TABLE 38

RESPONSES

	YES		NO		DON't KNOW		QUESTION 66	
	N	%	N	%	N	%	N	%
Equal to	69	57	118	38	31	48	218	44
Less than	46	38	184	59	30	47	261	53
Greater than	4	.03	7	.02	1	.02	12	.02
Total	119	98	309	99	62	97	491	100
Question 30 Responses	122	24	313	63	64	13	499 ¹	100 ¹

¹Pertain to Question 30 only

TABLE 39
RESPONSES

	GREATER THAN		EQUAL TO		LESS THAN		TOTAL	TO QUESTION 32		DIFFERENTIAL
	N	%	N	%	N	%		N	%	
Equal to	4	.9	20	45	20	45	69	44	9	25 ²
Less than	1	.4	118	41	155	41	354	285	58	69 ²
Greater than 2		1	51	32	104	65	157	160	33	3 ²
Total	7		189		279		475	489	100	14 ²
Question 67 Responses	8	2	191	40	283	59	482 (100%)			
Differential 1 ¹			2 ¹		4 ¹					

NOTES:

- 1 - Difference between the total and question 67 responses.
 2 - Difference between total and to question 32.
 3 - The differential in the last column represents the number who responded to question 32 and did not respond to question 67.

TABLE 40
RESPONSES

	GREATER THAN		EQUAL TO		LESS THAN		TOTAL	TO QUESTION 33		DIFFERENTIAL
	N	%	N	%	N	%		N	%	
Equal to	8	.04	160	74	43	20	211	215	44	4 ³
Less than	6	.03	159	70	58	25	223	228	47	5 ³
Greater than	6	13	29	63	9	20	44	46	.09	2 ³
Total	20		348		110		478	489	100	
Question 68 Responses	21	.04	355	73	112	23	488			
Differential 1 ¹			7 ¹		2 ¹			1 ²		11 ³

NOTES:

- 1 - Difference between the total and question 68 responses.
- 2 - Difference between total responses to questions 33 and 68.
- 3 - Difference between total and number to question 33.
- 4 - The differential in the last column represents the number who responded to question 33 and did not respond to question 68.

TABLE 41

RESPONSES

	N		%		N		%		TOTAL	TO QUESTION 69		DIFFERENTIAL
	N	%	N	%	N	%	N	%				
Yes	13	33	60	35	62	22	135	138	28	3 ³		
No	14	35	61	35	131	47	206	209	43	3 ³		
Don't Know	13	33	48	28	77	28	138	142	29	4 ³		
Total	40	100	169	98	270	97	479	489 ²	100			
Question 34 Responses	40	.08	172	35	276	57	488 ²	(100%)				
Differential			3 ¹		6 ¹			1 ²		10		

NOTES:

- 1 - Difference between total and question 34 responses
- 2 - Difference between total responses to questions 34 and 69.
- 3 - Difference between total and number to question 69
- 4 - The differential in the last column represents the number who responded to question 34 and did not respond to question 69.

Goals and Expectations

Six questions were designed in the questionnaire to determine whether or not the sample had high expectations and goals for themselves and other women. Also included in this group of questions was one concerning whether or not they would like to work for a woman. An individual's goals and expectations should be realistic. The analysis of the findings to this point has shown that the sample's perception of their ability for success in the civilian society and in the occupation of arms has been unrealistic. Since this group is a representative sample of the Army's future female officers their attitudes toward themselves and other women in top positions is important. Some women in "male jobs" develop a 'queen bee syndrome', i.e., they do not want any other women to enter the organization and jeopardize their unique position.

TABLE 42

Responses to Question 35, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Greater than	0	0	8	9	38	10
Equal to	1	14	28	33	140	35
Less than	6	86	50	58	218	55
Total	7	100	86 ¹	100	396	100

¹Eleven did not respond to this question.

The total sample felt that their chances for success was less than that of a man in politics. Politics, like the military, is "the epitome of a male dominated establishment." The sample was probably

aware that there are no women in the Senate and 18 in the House. They were more aware of this information than on other non-traditional career fields because of the public nature of this profession.

TABLE 43

Responses to Question 36, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Greater than	0	0	5	6	46	12
Equal to	3	43	56	67	257	65
Less than	4	57	22	27	93	23
Total	7	100	83 ¹	100	396	100

¹Fourteen did not reply to this question.

The total sample felt that their chances for success would be equal to that of a man in the science profession. This unrealistic optimism was attributed to the fact that they have very little occupational information. The science profession is among the ten fields that Splaner (1973) identified as non-traditional for women. She stated that a woman's chances for success in the science profession is less than that of a man. The survey that sociologist Lucy Sells (1973) conducted at Berkeley found that 92 percent of female students could major in only 5 out of 20 available fields because they, unlike males, had not taken four years of high school math. The science profession requires a good math background.

TABLE 44

Responses to Question 31, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	5	71	48	49	255	65
No	1	14	30	31	68	17
Don't know	1	14	19	20	67	17
Total	7	100	97	100	390 ¹	100

¹Six did not respond to this question.

Over 50 percent of the total sample would like to be employers themselves in the future. This was interpreted to mean that this group of young women have high expectations and have set high goals for themselves. It is highly unlikely that they would be successful employers because the occupational information that they received has not prepared them to be successful employers. Mitchell and Baker (1975) were quoted earlier in this paper as stating that an individual's main concern in seeking an occupation should be the perceptions of the outcome of a particular choice for him or her. Ginzberg, et. al. (1966) stated that choosing an occupation consists of three periods, "fantasy, tentative, and realistic choice." The sample is still in the fantasy stage because, due to a lack of information, they have not been able to assess their capabilities or the opportunities and limitations of reality.

TABLE 45

Responses to Question 37, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	5	71	64	67	241	62
No	1	14	17	18	89	23
Don't know	1	14	14	15	58	15
	7	100	95 ¹	100	388 ²	100

¹Two did not respond to this question.

²Eight did not respond to this question.

Over 50 percent of the total sample felt that a woman could be the President of the United States and Commander-in-Chief of the Armed Forces. This was interpreted to mean that the sample had high expectations and achievement goals for women in general. They would probably vote for and support a female candidate for President. The sample faced the reality of the difficulty that they would have succeeding in a political career in their responses to question 35 (Table 42), however, did not believe that other women would have the same difficulty.

TABLE 46

Responses to Question 38, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	2	29	14	15	81	21
No	5	71	73	77	264	68
Don't know	0	0	8	8	44	11
Total	7	100	95 ¹	100	389 ²	100

¹Two did not respond to this question.

²Seven did not respond to this question.

The responses to this question when compared with the responses to the previous question were interpreted to mean that the sample believed that women in general should be President of the United States but they have not set this as an individual goal. Their attitude is it can be done but let someone else do it. Their responses to this question are consistent with their responses to question 35 (Table 42) they felt that their chances for success in politics was less than that

of a man. Fear of failure is probably the reason why the majority would not like to be President.

TABLE 47

Responses to Question 39, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	5	71	66	69	240	62
No	1	14	20	21	63	16
Don't know	1	14	9	9	85	22
Total	7	100	95 ¹	100	388 ²	100

¹Two did not respond to this question.

²Eight did not respond to this question.

Over 50 percent of the sample would like to work for a woman. This was interpreted to mean that they would not resent having women in supervisory positions. The twenty-two percent "don't know" category among the ROTC cadets was interpreted to mean that these young women have not been exposed to female supervisors or have not perceived women in supervisory positions.

Data Related to Hypothesis

Female Supervision of Men

Three questions were designed for the questionnaire to determine how the sample felt about females supervising men. This is a very important issue because as officers in the Army the majority will be supervising men.

TABLE 48

Responses to Question 40, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	7	100	82	87	311	80
No	0	0	6	6	26	7
Don't Know	0	0	6	6	51	13
Total	7	100	94 ¹	100	388 ²	100

¹Three did not respond to this question.²Eight did not respond to this question.

One hundred percent of the officer candidates felt that women should supervise men. This high positive response rate was interpreted to mean that they probably had supervised men prior to going to OCS. The high positive response from the other two sub groups indicate that they will not have any problem adjusting to an almost total male environment as supervisors. In some cases the environment may be totally male because the small number of female officers are widely distributed throughout the Army. Females are only highly concentrated at Fort McClellan, Alabama and Fort Jackson, South Carolina. These two installations are where females are trained.

TABLE 49

Responses to Question 41, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	2	33	3	3	61	16
No	4	67	78	86	294	75
Don't know	0	0	10	11	38	10
Total	6 ¹	100	91 ²	100	393 ³	100

¹One did not respond to this question.

²Five did not respond to this question.

³Three did not respond to this question.

The thirty-three percent positive response from the officer candidates, to this question was compared to the 100 percent positive response to the previous question. The data was interpreted to mean that they had experienced difficulty in supervising men. The 16 percent negative response from the ROTC cadets could mean actual experience as supervisors of men or they believe that they will have difficulty in the future. Only a very small percentage of the direct commissioned officers felt that they would have difficulty supervising men.

TABLE 50

Responses to Question 42, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
None	0	0	12	13	86	22
Some	7	100	72	78	266	67
Much	0	0	8	9	44	11
Total	7	100	92 ¹	100	396	100

¹Four did not respond to this question.

One hundred percent of the officer candidates felt that they would experience some resentment from men as their supervisor. The same interpretation was given to this response as to that given to the two previous questions in that this perception was probably based on past experience. Over 50 percent of the other two sub groups felt that they would experience some resentment. This data supports Chester and Goodman's (1976) position reported earlier in this study that women

do not command men at work either as subordinates or supervisors. In either position they must indirectly "suggest," "question," and "protect" men at work.

Data Related to Fourth Independent Variable: Military Family.

This variable was eliminated because the majority of the sample who were members of military families were among the ROTC cadets. This sub sample demonstrated the lowest level of knowledge. Therefore, the researcher determined that coming from a military family did not significantly increase knowledge of the Army especially the role of women in the Army. However, being a member of a military family probably had a direct influence on the cadets choosing ROTC.

TABLE 51

Responses to Question 44, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	1	14	28	29	127	33
No	6	86	69	71	261	67
Total	7	100	97	100	388 ¹	100

¹Eight did not respond to this question.

Final Decision to Enter the Profession of Arms.

This question was designed for the questionnaire to determine if these young women, like the ones in the Ginzberg (1966) study had delayed their final occupational decision until the last year of high school or the last moment.

TABLE 52

Responses to Question 43, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
4	0	0	14	15	41	12
3	3	43	6	6	43	12
2	4	57	16	16	64	18
1	0	0	24	25	76	21
Less than 1	0	0	35	37	130	37
Total	7	100	95 ¹	100	354 ²	100

¹Two did not respond to this question.

²Forty-two did not respond to this question.

The majority of the sample made their decision less than one year ago to enter the profession of arms. This supports the research study by Ginzberg, et. al. that women, unlike men, delay the final decision on the choice of an occupation as long as possible. Some of the sample were in their last year of high school or college before making the final decision. The work problem was not the central focus for this group the same as it was not for the women in the Ginzberg's study. Even though the question was not asked in this survey, it can be assumed that they were more concerned with becoming wives and mothers than with choosing an occupation. This assumption, however, conflicts with the data reported in Table 13, in that most of the sample were not encouraged by their sources of occupational information to enter the traditional role of wife and mother. Their sources may not have directly encouraged them to become wives and mothers but indirectly by not providing them with

adequate information in which to make an occupational choice.

Data Related to Assumption Three

Sources of Information on the Profession of Arms

Six questions were developed on the questionnaire to test whether or not the sample used the same main sources for information on the profession of arms as the ones they used for occupations in general. The officer candidates used their fathers as main source in both cases, however, the direct commissioned officers and ROTC cadets used Army recruiters as their main source.

TABLE 53

Responses to Question 45, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Counselor	0	0	0	0	31	8
Recruiter	3	43	51	54	121	32
Mother	0	0	1	1	5	1
Father	2	29	13	14	51	13
Brother(s)	0	0	4	4	28	7
Sister(s)	1	14	2	2	18	4
Media	0	0	3	3	38	10
Teachers	0	0	1	1	18	5
Other	1	14	20	21	74	19
Total	7	100	95 ¹	100	384 ²	100

¹Two did not respond to this question.

²Twelve did not respond to this question.

Shartle (1966) stated that it is important for school counselors to have current information on jobs in the military so that they will be able to give their students proper guidance when seeking a military career. This is extremely important now, especially since there is no draft and the military is dependent upon volunteers to fill its personnel requirements. Women are necessary now and will continue to be in the future if the all volunteer force is to become a reality. The majority of the officer candidates and the direct commissioned officers received their information from recruiters. The majority of the ROTC cadets received their information from their fathers. This was attributed to the fact that this group has the greatest percent from military families.

TABLE 54

Responses to Question 46, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Counselor	1	14	12	13	41	13
Recruiter	3	43	36	40	103	32
Mother	0	0	4	4	13	4
Father	0	0	11	12	45	14
Brother(s)	0	0	4	4	17	5
Sister(s)	1	14	1	1	16	5
Media	0	0	0	0	1	.3
Teachers	1	14	2	2	25	8
Other	1	14	19	21	59	18
Total	7	100	89 ¹	100	320 ²	100

¹Eighteen did not respond.

²Seventy-six did not respond.

The total sample received the most useful information from Army recruiters. Noteworthy is the very low percentage in all three groups that received useful information from the media. This was attributed to the fact that most media information about the military is directed toward men. Even though the Army recognizes the fact that women are needed in the all volunteer Army, the major focus is still on attracting men.

TABLE 55

Responses to Question 47, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	1	14	8	8	76	19
No	6	86	85	89	196	50
Don't Know	0	0	3	3	119	30
Total	7	100	96 ¹	100	391 ²	100

¹One did not respond to this question.

²Five did not respond to this question.

The knowledge level on this question was highest among the direct commissioned officers and the officer candidates. At least 50 percent of the ROTC cadets were aware that women are not permitted to be assigned to combat arms units. The sample recognized the fact that the Army differentiates between male and female officers in assignments. However, they do not perceive this differentiation as discrimination based on

their responses to questions presented earlier in this chapter. They believed that their chances for success in the profession of arms is equal to that of a man. This supports assumption three in that their knowledge of their opportunity for success in the profession of arms was limited. As was reported in Chapter II of this study, the top command and staff positions in the Army are filled with combat arms officers.

TABLE 56

Responses to Question 48, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	0	0	1	1	67	17
No	7	100	95	99	205	53
Don't Know	0	0	0	0	117	30
Total	7	100	96 ¹	100	389 ²	100

¹One did not respond to this question.

²Seven did not respond to this question.

The negative responses to this question were higher from the total sample than on the previous question. Again the highest knowledge level was among the officer candidates and the direct commissioned officers. The same interpretation was made here as was made to that reported in Table 55.

TABLE 57

Responses to Question 49, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	1	14	18	19	76	19
No	6	86	66	69	230	59
Don't know	0	0	11	12	86	22
Total	7	100	95 ¹	100	392 ²	100

¹One did not respond to this question.

²Four did not respond to this question.

The majority of the total sample would not like to be assigned to a combat arms unit. This is noteworthy since this issue has been, as reported earlier in this study, debated before Congress. To the extent of the researchers knowledge this is the first time these women have been asked this question. This is a small sample, but if their responses are representative of military women, a majority of the women do not want to serve in combat.

TABLE 58

Responses to Question 50, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	4	57	47	49	136	35
No	3	43	31	32	165	42
Don't know	0	0	18	19	91	23
Total	7	100	96 ¹	100	392 ²	100

¹One did not respond to this question.

²Four did not respond to this question.

This data was compared to the responses to the previous question. Even though the majority would not like to be assigned to a combat arms unit, over fifty percent of the direct commissioned officers and the officer candidates, and thirty-two percent of the ROTC cadets would be willing to go into combat. This was interpreted to mean that even though they do not want to be assigned to a combat arms unit, they would be willing to fight to defend their country if necessary. This is the view probably held by most males.

Knowledge of the Women's Army Corps

Data Related to Assumption Two and Three.

Four questions were designed in the questionnaire to determine the relationship between source of commission and knowledge of the status of the Women's Army Corps. These questions were also designed to determine the sample's knowledge of their opportunities for career development and upward mobility.

TABLE 59

Responses to Question 51, Frequencies and Distribution by Sub-Sample

CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Phased out	2	29	11	11	57	16
Detailed	3	43	10	10	146	42
Eliminated (House)	1	14	4	4	31	9
Eliminated (Senate)	0	0	24	25	7	2
All of the Above	1	14	47	49	54	16
None of the above	0	0	0	0	53	15
	7	100	96 ¹	100	348 ²	100

¹Total sub sample equals 97, one did not respond to this question.

²Total sub sample equals 396, 46 did not respond to this question.

The correct response to this question was "all of the above." The direct commissions demonstrated the highest level of knowledge concerning the status of the Women's Army Corps. This was attributed to age, education, experience and motivation. The high response the choice "b" by the officer candidates and the ROTC cadets was interpreted to mean that the source of their awareness had partial information. The partial information indicated that ROTC and OCS instructors are probably using outdated lesson plans. The correct response is not obtainable from Army regulations. Instructors must keep their information current through the news media, DA Messages, letters, pamphlets, circulars, etc.

TABLE 60

Responses to Question 52, Frequencies and Percentages by Sub Sample

CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
One	2	29	40	43	27	7
Two	1	14	10	11	20	5
Three	0	0	8	9	24	6
More than three	2	29	14	15	35	9
None	0	0	0	0	13	3
I don't know	2	29	22	23	268	69
	7	100	94 ¹	100	387 ²	100

¹Three did not respond to this question.

²Nine did not respond to this question.

The correct answer to the above question is choice "a". As in the previous question, the direct commissioned officers demonstrated the highest level of knowledge. Technically, response "b" is not incorrect since the Chief of the Army Nurse Corps is also a Brigade General. The limited knowledge among the OCS sample was surprising because they should have acquired this information in basic training and Advanced Individual Training (AIT). Since they are already in the Army their interest in rank limitations should be greater than that of the ROTC cadets who still have a chance to change their minds. This raises the question of what information concerning the Women's Army Corps is taught in basic training and AIT? Since this group was motivated and selected to become officers, it can be assumed that their level of knowledge is higher than that of their enlisted peers.

TABLE 61

Responses to Question 53, Frequencies and Percentages by Sub-Sample

CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
BG	5	71	79	84	51	13
MG	1	14	7	7	36	9
LTG	0	0	2	2	18	5
COL	0	0	0	0	8	2
LTC	0	0	1	1	4	1
I don't know	1	14	5	5	268	70
Total	7	100	94 ¹	100	385 ²	100

¹Three did not respond to this question.

²Eleven did not respond to this question.

The correct response to the above question is choice "a." The direct commissioned officers and the officer candidates demonstrated a high level of knowledge. As in the two previous questions the direct commissioned officers have the greatest understanding of the Women's Army Corps. The majority of the ROTC cadets fell in the "I don't know" category. They may not have known previously that there was a WAC Director.

TABLE 62

Responses to Question 54, Frequencies and Percentages by Sub-Sample

CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
LTC	0	0	0	0	29	9
COL	2	29	32	36	67	21
BG	1	14	14	16	66	19
MG	0	0	5	6	48	14
LTG	0	0	2	2	35	10
Gen	4	57	35	40	83	26
Total	7	100	88 ¹	100	328 ²	100

¹Nine did not respond to this question.

²Sixty-eight did not respond to this question.

The above question was especially designed to follow the question on the rank of the WAC Director, with the clue "unless she is the Director" to get a high response. The correct response is choice "b." The distribution of responses by all three sub groups compared with the responses from the previous question (especially OCS and DC) indicates that they are unaware that the highest ranking woman in the Army is the

Director. It also demonstrates a lack of awareness of the highest rank that they can achieve as members of the Army. The high selection rate of choice "f" was interpreted to mean that they are aware of Public Law 90-130 (1967) which removed promotion and retirement restrictions on women officers but not aware of the reality of rank limitation as applied by policy.

Perception of Information from Primary Source

Five questions were developed for the questionnaire to determine if the sample felt that their primary source of occupational information on the profession of arms was sufficient. The majority of the sample felt that the information received on the promotion system was adequate, yet their responses to the three previous questions (especially from ROTC cadets and officer candidates) prove that their perception was wrong.

Their perception of the information received on assignments and utilization was correct since the majority knew that they could not participate in combat and be assigned to a combat arms unit.

The majority felt that the information received on schooling was adequate. They will discover later that the information was not adequate. It was reported in Chapter II of this study that female officers have not been granted full participation at the Command and General Staff College and Senior Service Schools. This restriction on schooling also limits assignments and utilization especially on high level staff and as senior commanders.

TABLE 63

Responses to Question 55, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
a Yes	5	71	56	59	196	55
No	2	29	39	41	158	45
	7	100	95 ¹	100	354 ⁵	100
b Yes	6	86	50	53	165	47
No	1	14	44	47	188	53
	7	100	94 ²	100	353 ⁶	100
c Yes	3	43	47	49	138	40
No	4	57	43	55	210	60
	7	100	95 ³	100	348 ⁷	100
d Yes	4	57	58	61	215	61
No	3	43	37	39	137	39
	7	100	95 ⁴	100	352 ⁸	100

¹Two did not respond to this question.

²Three did not respond to this question.

³Two did not respond to this question.

⁴Two did not respond to this question.

⁵Forty-two did not respond to this question.

⁶Forty-three did not respond to this question.

⁷Forty-eight did not respond to this question.

⁸Forty-four did not respond to this question.

TABLE 64

Responses to Question 56, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	6	86	50	54	166	44
No	1	14	43	46	211	56
Total	7	100	93 ¹	100	377 ²	100

¹Four did not respond to this question.

²Nineteen did not respond to this question.

Eighty-six percent of the officer candidates felt that the information received from their primary source was adequate. This was interpreted to mean that they depended upon the information received from their fathers, since this was their main source, and did not utilize other sources. The direct commissioned officers and ROTC cadets selected recruiters as their primary source. Over fifty of the direct commissioned officers felt that the information was adequate and over fifty percent of the ROTC cadets felt that the information was not adequate. This data was interpreted to mean that Army recruiting and fathers did not have adequate information on the status of the Women's Army Corps and their knowledge of a female's opportunity for success in the profession of arms was limited.

TABLE 65

Responses to Question 57, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	5	71	49	52	151	40
No	2	29	46	48	230	60
Total	7	100	95 ¹	100	381	100

TABLE 66

Responses to Question 58, Frequencies and Percentages by Sub Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	4	57	51	54	131	34
No	3	43	44	46	251	66
Total	7	100	95 ¹	100	382 ²	100

¹Two did not respond to this question.

²Fourteen did not respond to this question.

On assignment and utilization over fifty percent of the direct commissioned officers and over 70 percent of the officer candidates felt that the information received was adequate. The majority of the ROTC cadets felt that the information received was not adequate. They will discover later that not being assigned to combat arms units and participating in combat will not be the only restriction on their assignments and utilization. Based on research presented earlier in this study, their assignment to high level staff will be limited and non-combat general officers positions will also be closed. This is an example of institutional discrimination.

Data Related to Hypothesis and Assumption Three

The questions in this section of the questionnaire were designed to determine the sample's perception of and acceptance/non acceptance of institutional discrimination. Additionally, to further test the sample's knowledge of their opportunity for success in the profession of arms.

TABLE 67

Responses to Question 59, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	1	14	45	48	145	38
No	6	86	49	52	235	62
Total	7	100	94 ¹	100	380 ²	100

¹Three did not respond to this question.²Sixteen did not respond to this question.

The responses to this question were compared to the responses to questions 52, 53, and 54 (Tables 60, 61, and 62). The majority of the total sample felt that the highest rank that a female officer could achieve was four star general. The officer candidates received their main information on the profession of arms from their fathers. Men, even though they may be military are not well informed on the Women's Army Corps. The Army recruiters did not provide this information to the direct commissioned officers and the ROTC cadets. This is very unfortunate for these young women in that they could not obtain the information that they required to make a sound career decision from school counselors, teachers and other sources, turned to Army recruiters and were failed.

TABLE 68

Responses to Question 60, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	4	57	47	49	158	42
No	3	43	49	51	222	58
Total	7	100	96 ¹	100	380 ²	100

¹One did not respond to this question.

²Sixteen did not respond to this question.

The very high percentage of positive responses to this question indicates that the sample had confidence in their main source of occupational information. Their responses to earlier questions have illustrated that the information that they received did not provide them with adequate knowledge of the Army and the Women's Army Corps.

TABLE 69

Responses to Question 61, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	5	71	72	75	228	61
No	2	29	24	25	145	39
Total	7	100	96 ¹	100	373 ²	100

¹One did not respond to this question.

²Twenty-three did not respond to this question.

The majority of the total sample were interested in the promotion system prior to entering the profession of arms. However, the information received on the promotion system was inadequate. Most of them had no idea of the highest level that they can aspire to achieve under the present system.

TABLE 70

Responses to Question 62, Frequencies and Percentages by Sub Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	6	86	81	85	242	64
No	1	14	14 ¹	15	137	36
Total	7	100	95 ¹	100	379 ²	100

¹Two did not respond to this question.

²Seventeen did not respond to this question.

The high positive response rate to this question was interpreted to mean that this group of young women, who, by their answers to previous questions have high expectations and goals; have been conditioned by society to accept sex discrimination and subordination to men. The majority of them did not enter the profession of arms to escape discrimination in the society because their perception was that they had an equal chance with men to succeed in non-traditional career fields.

TABLE 71

Responses to Question 68, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	2	29	66	69	116	69
No	5	71	30	31	257	31
Total	7	100	96 ¹	100	373 ²	100

¹One did not respond to this question.

²Twenty-three did not respond to this question.

The officer candidates perception of the discussion of career opportunities for women since entering the profession of arms was a realistic one based on their responses to the questions dealing with the Women's Army Corps. The ROTC cadets perception of the discussion of career opportunities for women in the Army in profession of arms training was unrealistic because of their lack of knowledge of the Women's Army Corps. The direct commissioned officers perception was

correct concerning the fact that they demonstrated the highest level of knowledge on the Women's Army Corps.

TABLE 72

Responses to Question 64, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	6	86	68	72	194	51
No	1	14	27	28	183	49
Total	7	100	95 ¹	100	377 ²	100

¹Two did not respond to this question.

²Nineteen did not respond to this question.

The officer candidates realized that they did not have enough information from their sources and sought this information through reading. They did not find all of the needed information through reading. The information that they were reading was outdated and generally unavailable based on their responses. The direct commissioned officers apparently read more up-to-date information. The ROTC cadets, like the officer candidates, were reading inaccurate and outdated information concerning career opportunities for women in the Army.

TABLE 73

Responses to Question 70, Frequencies and Percentages by Sub-Sample

CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Equal to	3	43	48	50	219	57
Less than	3	43	47	49	150	39
Greater than	1	14	1	1	13	3
Total	7	100	96 ¹	100	382 ²	100

¹One did not respond to this question.

²Ten did not respond to this question.

The high positive response rate for this group of questions is related to the lack of awareness demonstrated on the previous question regarding the status of the WAC and rank limitations. This data was interpreted to mean that the sources of the sample's information did not inform them of the institutional policy that differentiates between male and female officers in the areas of advancement, assignments, utilization, training and schooling. The results of this policy is institutional discrimination against WAC officers. Hoppock (1967) and Parsons (1967) stated that for individuals to make wise occupational choices they must have occupational information. Parsons said that individuals should have knowledge of the requirements and conditions for success, the advantages and disadvantages, compensation, opportunities and prospects in different lines of work before making the final choice. The sample demonstrated by their responses that they did not have the necessary information on the profession on arms before making their choice.

TABLE 74

Responses to Question 71, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
Yes	3	43	56	59	146	28
No	3	43	21	22	111	35
I don't know	1	14	18	19	117	37
Total	7	100	95 ¹	100	374 ²	100

¹Two did not respond to this question.

²Twenty-two did not respond to this question.

It is interesting to note here that the officer candidates and direct commissioned officers are more willing to accept this sex discrimination than the ROTC cadets. The 37 percent among the ROTC cadets who are not sure may go either way. They may be added to the 38 percent who will probably accept a commission in the Army or the 35 percent who probably will not. This should be of great interest to the Army because ROTC now represents the primary source of commissions for female as well as male officers.

The last question in the questionnaire was designed to determine when the sample would have liked to receive information on the profession of arms.

TABLE 75

Responses to Question 72, Frequencies and Percentages by Sub-Sample

SUB SAMPLE CHOICES	OCS		DC		ROTC	
	N	%	N	%	N	%
HS	5	71	39	41	283	74
Col	1	14	31	33	68	18
Recruiter	0	0	19	20	16	4
Tng	1	14	6	6	14	4
Total	7	100	95 ¹	100	381 ²	100

¹Two did not respond to this question.

²Fifteen did not respond to this question.

The majority of the total sample felt that the time devoted to the discussion of occupations in high school was not adequate. However, the majority would have liked to have received information on the profession of arms in high school. The profession of arms training has

not provided these young women with the occupational information that they did not receive in high school and college.

Limitations (Weaknesses)

A (not applicable) response should have been provided for the following questions:

How valuable was the occupational information that you received from your mother (father)? (this would allow responses for individuals whose mother/father had died when they were very young or divorced parents.)

How valuable was the occupational information that you received from your brother(s), sister(s)? (This would have allowed responses from individuals who did not have brothers and sisters.)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The stated policy and ultimate goal of the Army is to provide equal opportunity for all members without regard to race, color, religion or national origin. Inherent in this goal and policy is the assumption that women will be protected from sex discrimination. Evidence was presented in this study to support the fact that the above policy and goals do not protect women from sex discrimination.

The problem in this study was to look at attitudes of Army women toward differentiation between male and female officers in their career development, which would result in institutional discrimination against WAC officers. The basic issue considered was: is there discrimination against WAC officers in the areas of promotions, assignment, training, schooling, and utilization, and if so, how does it exist, why does it exist, and what action can be taken to eliminate it? The hypothesis was that WAC officers are subjected to institutional discrimination.

Determination of attitudes toward institutional discrimination against WAC officers is of military importance for several reasons. First, because of the important role that they will play in making the all-volunteer force a reality. The young women in the survey sample are a representative sample of the future WAC officers. WAC officers given an equal opportunity in all areas of career development will benefit the Army and the individual officer. Second, a thorough knowledge

of one's own attitude toward institutional discrimination is important before it can be eliminated. Finally, the outcome of a study of attitudes toward institutional discrimination might reveal a need to increase the quality and quantity of training given to potential WAC officers in the areas of assignments, advancement, utilization, promotions, schooling and training.

The literature survey revealed a limited amount of studies related to occupational choices for women and their attitudes toward choosing careers. The majority of studies on women have been for the purpose of orienting them toward the traditional role of wife and mother as opposed to a career. One study by Ginzberg (1966) which did examine how women make occupational choices concluded that women are more interested in a home, husband, and children than an occupation. Unlike men they make their decision later in life than men and the choice when made occupies a secondary position as opposed to the primary position for men. A summary of findings was that many factors influenced the survey sample attitudes toward institutional discrimination.

Some of these were perception of success in non-traditional career fields and success in the profession of arms; female supervision of men; women in combat and perception and acceptance of institutional discrimination. It was found that the survey sample recognized and accepted institutional discrimination in the Army. This was attributed to two factors: One the orientation of women by society to accept subordination to men and second because the discrimination in the Army was perceived to be less than that in the civilian society.

Attitudes of the Army women toward institutional discrimination was approached by studying the influence of certain variables upon them. The independent variables were traditional career fields v. non-traditional career fields, education and source of commission. The dependent variables were knowledge of the Army, knowledge of the Women's Army Corps and age.

The 500 sample subjects selected were female officer students representing three of the four sources of obtaining a commission in the Army. The breakout was 97 direct commissions, 7 officer candidates and 396 ROTC cadets. These cadets were drawn from 9 of 10 institutions that participated in the pilot program that admitted women to ROTC for the first time in 1972. All 10 schools were not included because one school did not respond. West Point female cadets were not included because they were participating in "Project Athena" at West Point and no other research was permitted.

The data for the study was collected during the period 10 and 28 February 1977, via the use of a questionnaire. Part One of the questionnaire dealt with: How women in general focus on occupational choice? Part Two concerned: How did the sample population choose the profession of arms as an occupation? The data was analyzed using Data Base Management MRI System 2000.

Summary of Research Findings and Conclusion.

Seven statements of findings were formulated in this investigation based on the hypothesis and the three assumptions.

1. The sample was not provided adequate occupational information by any of their sources. School counselors and teachers provided the least amount of valuable occupational information. Parents provided more information on occupations in general and Army recruiters provided more on the profession of arms. However, the information provided by parents and Army recruiters was inadequate, partial and outdated.
2. The sample did not choose the profession of arms using the criteria recommended by Mitchell and Baker, Parsons, Hoppock and others used in this study. They arrived at their decision using a combination of uninformed sources. They were not aware of the requirements for success in the profession of arms. They did not know that their career opportunities would be limited because of their sex. They did not know the present status of the Women's Army Corps and had very little information about the Army. The majority of the sample made their decision to enter the profession of arms in the last year of high school or college. These young women failed by three of Wimberley's (reference used in Chapter I) five basic institutions, the family, education and economic. They were not provided adequate information by these institutions to make a wise occupational decision. They are not prepared to become successful members of the American occupational structure. They were failed by another institution not mentioned by Wimberley - the military. The occupational information on the profession of arms not provided by their other sources was also not provided by the military education system.
3. Of the three such samples, the ROTC cadets were the least informed about the status of the Women's Army Corps, knowledge of the Army and

the requirements for success in the profession of arms. The direct commissioned officers were the most informed in the above areas.

4. Coming from a military family did not increase the sample's knowledge of the Army, especially the status of the Women's Army Corps.

5. The majority of the sample would not like to be assigned to a combat arms unit, however, they would be willing to go into combat if necessary.

6. The sample recognized and accepted institutional discrimination in assignments and utilization. Because of inadequate information they were not aware of the institutional discrimination that exists in promotions, training, and schooling. However, the majority would have entered the profession of arms if they had been aware of this discrimination.

They, like most American women, have been conditioned by the society to accept institutional subordination to men.

7. WAC officers are subjected to institutional discrimination in the areas of promotions, assignments, training, schooling and utilization. This conclusion was based on documented evidence presented in Chapter II, Tables 1, 2, 3, 6, 7, and 8. Even though the selection rate for WAC officers from captain through colonel exceeded AAP (Affirmative Action Plan) goals, discrimination still exists in the area of promotions. The sex restriction on rank was removed in 1967, however, there is still only one female general on active duty. (Excluding the Army Nurse). Additionally, schooling, training, utilization and assignments contribute to one's ability and opportunity for promotion. Since WAC officers are subjected to institutional discrimination in these areas, it follows that they are also discriminated against in the area of promotions.

The above findings support the hypothesis that WAC officers are subjected to institutional discrimination in the Army. The sample will aid in their discrimination because they do not understand the requirements for success in the profession of arms and perceive that they will be provided equal opportunity with their male counterparts. Dr. Virginia Trotter stated (reference used in Chapter I) that legislation can only support, not provide equal opportunity. Women must break out of the passive role that they have conditioned to and compete for positions of power, responsibility and authority. The first step in problem solving is recognizing the problem.

Recommendation for Further Study.

1. The Army should consider changing the equal opportunity policy to include prohibiting discrimination on the basis of sex as it relates to promotions, assignments, training, schooling and utilization.
2. Because the survey sample received less information on occupations from high school and college counselors than any of the sources considered, there is a need for more research in this area.
3. ROTC training should provide more information on women in the Army and their opportunities for advancement.
4. The most informed group among the sample on the status of the Women's Army Corps and the Army were the direct commissioned officers. This source of commissioning will be eliminated and the primary source of commissions will then be ROTC. The Army should consider using the direct commission route for men as well as women before eliminating the program. This source of talent will probably be lost to the Army

because OCS will be the only means of commissioning for these young women in the future who have not participated in ROTC in college. They may not be willing to enlist and go through OCS in order to obtain a commission.

5. More research is needed on the possibility of women participating in combat. Scientific studies should be conducted to determine which combat positions can be filled by women. Brigadier General (Retired) Theodore C. Mataxis was quoted in Chapter II stating that deciding on suitable training to prepare women for the jobs they can do effectively and efficiently is too important to be decided by local commanders on an ad hoc basis.

A Pentagon study group decided to close 13 MOS' to women (reference in Chapter III) because of "rotation and career progression problems." If deciding on suitable training for women is too important a decision to be made by local commanders without scientific data it should also be too important to be decided by a Pentagon study group on the same basis.

6. Finally, more research is needed to determine how women make occupation choices and the role of women in occupations and professions. The society must face the reality that not all women are suited for motherhood. Not all women want to get married and many who do will not be able to since women outnumber men. The society should not condition women to feel that they must make a choice between a career and becoming a wife and mother. Men are not asked to make the choice between a career and fatherhood. Many married women work out of necessity

because their husbands do not make enough money to support the family. In order for the American society and the all-volunteer force to survive it is necessary to use all human resources to the fullest. Women cannot be utilized fully until they are provided equal opportunity and treatment.

APPENDIX A
SURVEY OF FEMALE OFFICER STUDENTS

QUESTIONNAIRE

INTRODUCTION

I. Currently I am a student attending the Command and General Staff College, Fort Leavenworth, Kansas. I am enrolled in the Master of Military Arts and Science Program authoring a thesis on "Discrimination versus Differentiation."

II. This questionnaire is in two parts. Part One deals with the question: How women in general focus on occupational choices? Part Two concerns: How did sample population choose the profession of arms as an occupation?

III. The data collected from the survey will be evaluated along with other research material to determine if the Army differentiates between male and female officers in their career development, resulting in institutional discrimination against female officers. It is not to be used for individual identification, therefore, DO NOT PLACE YOUR NAME, SOCIAL SECURITY NUMBER, OR SCHOOL ON THIS QUESTIONNAIRE.

IV. If you are interested in the results of the survey you may obtain this information from your school. Your school will be provided the results of the survey along with a copy of my thesis.

V. Instructions on making responses are included with each question. Please read the instructions carefully before making your response.

PART I

1. What is your age? _____
2. What is the highest grade that you have completed?
 - a. High School
 - b. 1 year of college
 - c. 2 years of college
 - d. 3 years of college
 - e. 4 years of college
 - f. Master's degree
 - g. Other (explain) _____

The choice of an occupation is one of the most important decisions made by an individual in his or her lifetime. In choosing an occupation there are three broad factors involved: (1) A clear understanding of yourself, your abilities, interests, ambitions, resources, limitations and their causes. (2) A knowledge of the requirements and conditions of success, advantages and disadvantages, compensations, opportunities and prospects in different lines of work. (3) True reasoning on the relationship between one and two. Consider the information given above on the meaning of occupational choice as you complete the remainder of this questionnaire.

3. What was the main source of your occupational information? (Circle one)
 - a. School Counselor
 - b. Teachers
 - c. Mother

- d. Father
- e. Brother(s)
- f. Sister(s)
- g. News Media (radio, TV, newspapers, magazines)
- h. Other (write source in space provided) _____

4. The following list contains possible occupational choices. Of these occupations which ones did the main source of your occupational information encourage you to enter. (Circle one or more)

- a. Teaching
- b. Medical (Doctor)
- c. Medical (Nurse)
- d. Engineer
- e. Armed Forces
- f. Domestic service
- g. Factory and shop work
- i. Ministry
- j. Law
- k. Dressmaking
- l. Journalism
- m. Secretary
- n. Social work
- o. Civil Service
- p. Agriculture
- q. Transportation
- r. Mining
- s. Engineering

- t. Owners, managers, heads of departments
 - u. Commerce: wholesale and retail, buying and selling
 - v. Finance, banking, investment, etc.
 - w. Statesmanship (politics)
 - x. Music
 - y. Art
 - z. Sculpture
 - 1. Airplane Pilot
 - 2. Other (write occupation in space provided) _____
5. Did any of the sources of your information on occupational choice encourage you to choose the traditional role of wife and mother as opposed to a career? (Circle one)
- a. Yes
 - b. No

If your answer to 5 above was yes, then answer the following question.

- 5A. Which source of your occupational information encouraged you to enter the traditional role of wife and mother? (Circle one)
- a. School Counselor
 - b. Teachers
 - c. Mother
 - d. Father
 - e. Brother(s)
 - f. Sister(s)

- g. News Media (radio, TV, newspapers, magazines)
 - h. Other (write source in space provided) _____
6. How do you feel that the information that you received concerning occupational choice was different than that given to males? (Circle one or more).
- a. I received more information on traditional female occupations than on non-traditional female occupations.
 - b. Males were given a wider variety of occupational choices.
 - c. There was no difference between the occupational information that I received and that given to males.
7. How valuable was the occupational information that you received from your school counselor in making your occupational choice? (Circle one)
- a. *Very valuable*
 - b. Somewhat valuable
 - c. Of no value
8. How valuable was the occupational information that you received from your teachers in making your occupational choice? (Circle one)
- a. *Very valuable*
 - b. Somewhat valuable
 - c. Of no value
9. How valuable was the occupational information that you received from your mother in making your occupational choice? (Circle one)
- a. *Very valuable*
 - b. Somewhat valuable
 - c. Of no value

10. How valuable was the occupational information that you received from your father in making your occupational choice? (Circle one)
- a. Very valuable
 - b. Somewhat valuable
 - c. Of no value
11. How valuable was the occupational information that you received from your brother(s) in making your occupational choice? (Circle one)
- a. Very valuable
 - b. Somewhat valuable
 - c. Of no value
12. How valuable was the occupational information that you received from your sister(s) in making your occupational choice? (Circle one)
- a. Very valuable
 - b. Somewhat valuable
 - c. Of no value
13. How valuable was the occupational information that you received from the news media (radio, TV, newspapers, magazines) in making your occupational choice? (Circle one)
- a. Very valuable
 - b. Somewhat valuable
 - c. Of no value
14. How valuable was the occupational information that you received from sources, other than the ones listed above, in making your occupational choice? (Circle one)
- a. Very valuable
 - b. Somewhat valuable
 - c. Of no value

15. Do you feel that enough high school class time was scheduled for the discussion of occupational choices? (Circle one)
- a. Yes, the time was adequate.
 - b. No, the time was not adequate.
16. If choosing an occupation were discussed in your high school, when did you receive the information? (Circle one or more)
- a. 10th grade
 - b. 11th grade
 - c. 12th grade
17. In high school did you spend any of your own time (non-scheduled class time) reading about occupational choices? (Circle one)
- a. Yes
 - b. No

If you are a college graduate or have attended college, answer the following questions:

18. Do you feel that enough scheduled class time, in college, was devoted to the discussion of occupational choice? (Circle one)
- a. Yes, the time was adequate.
 - b. No, the time was not adequate.
19. If choosing an occupation was discussed in your college, when did you receive this information? (Circle one or more)
- a. Freshman year
 - b. Sophomore year
 - c. Junior year
 - d. Senior year

20. In college did you spend any of your own time (non-scheduled class time) reading about occupational choices (circle one).

a. Yes

b. No

21. When you made your occupational choice how did the choice relate to the information that you received from your sources of occupational information? (Circle one)

a. My choice was greatly influenced by the main source of my occupational information.

b. My choice was influenced by a combination of my sources of occupational information.

c. I was not influenced by the sources of my occupational information in making my choice.

22. Which statement best describes how you felt about your knowledge of various occupational choices that you received from your school counselor? (Circle One)

a. The information I received was adequate.

b. I needed more information

23. Which statement best describes how you felt about your knowledge of various occupational choices that you received from your teachers? (Circle one)

a. The information I received was adequate.

b. I needed more information.

24. Which statement best describes how you felt about your knowledge of various occupational choices that you received from your mother? (Circle one)

- a. The information I received was adequate.
- b. I needed more information.

25. Which statement best describes how you felt about your knowledge of various occupational choices that you received from your father?
(Circle one)

- a. The information I received was adequate.
- b. I needed more information.

26. Which statement best describes how you felt about your knowledge of various occupational choices that you received from your brother(s)?
(Circle one)

- a. The information I received was adequate.
- b. I needed more information.

27. Which statement best describes how you felt about your knowledge of various occupational choices that you received from your sister(s)?
(Circle one)

- a. The information I received was adequate.
- b. I needed more information.

28. Which statement best describes how you felt about your knowledge of various occupational choices that you received from news media (radio, TV, newspapers, magazines)? (Circle one)

- a. The information I received was adequate.
- b. I needed more information.

29. Which statement best describes how you felt about your knowledge of various occupational choices that you received from sources other than the ones listed above? (Circle one)

- a. The information I received was adequate.
- b. I needed more information.

30. Do you feel that women have had as much occupational mobility in the American society as men? (Circle one)

- a. Yes
- b. No
- c. I don't know

31. Do you hope to be an employer yourself someday? (Circle one)

- a. Yes
- b. No
- c. I don't know

32. Do you feel that your opportunity for success would be greater than or equal to or less than a man in the medical profession (doctor, dentist)? (Circle one)

- a. greater than
- b. equal to
- c. less than

33. Do you feel that your opportunity for success would be greater than, equal to or less than that of a man in the law profession? (circle one)

- a. greater than
- b. equal to
- c. less than

34. Do you feel that your opportunity for success would be greater than, equal to or less than that of a man in the engineering profession? (Circle one)

- a. greater than
- b. equal to
- c. less than

35. Do you feel that your opportunity for success would be greater than, equal to or less than that of a man in politics? (Circle one)
- a. greater than
 - b. equal to
 - c. less than
36. Do you feel that your chances for success would be greater than, equal to or less than that of a man in the science profession? (Circle one)
- a. greater than
 - b. equal to
 - c. less than
37. Do you feel that a woman could be President of the United States? (Circle one)
- a. Yes
 - b. No
 - c. I don't know
38. Would you like to be President of the United States? (Circle one)
- a. Yes
 - b. No
 - c. I don't know
39. Would you like to work for a woman? (Circle one)
- a. Yes
 - b. No
 - c. I don't know

40. Do you feel that women should supervise men? (Circle one)
- a. Yes
 - b. No
 - c. I don't know
41. Do you feel that you would have difficulty supervising men?
(Circle one)
- a. Yes
 - b. No
 - c. I don't know
42. What degree of resentment do you feel that you would experience
from men as their supervisor? (Circle one)
- a. No resentment
 - b. Some resentment
 - c. Much resentment

PART II

43. When did you make your final decision to enter the profession of
arms? (Circle one)
- a. 4 years ago
 - b. 3 years ago
 - c. 2 years ago
 - d. 1 year ago
 - e. Less than one year ago
44. Did you come from a military family? (Circle one)
- a. Yes
 - b. No

49. Would you like to be assigned to a combat arms unit? (Circle one)
- a. Yes
 - b. No
 - c. I don't know
50. Would you be willing to go into combat? (Circle one)
- a. Yes
 - b. No
 - c. I don't know
51. To the best of your knowledge, which is the present status of the Women's Army Corps? (Circle one)
- a. It is in the process of being phased out.
 - b. Women are permanently detailed to all branches except infantry, armor, artillery and air defense.
 - c. The House of Representatives has already voted to eliminate the Women's Army Corps as a separate corps.
 - d. The Women's Army Corps will be eliminated as a separate corps within 90 days if the bill passed by the House of Representatives is approved by the Senate.
 - e. All of the above.
 - f. None of the above.
52. How many female general officers does the Army have on active duty today? (Circle one)
- a. One
 - b. Two
 - c. Three
 - d. More than three

- e. None
- f. I don't know

53. What is the rank of the Director of the Women's Army Corps?

(Circle one)

- a. Brigadier General (one star)
- b. Major General (two stars)
- c. Lieutenant General (three stars)
- d. Colonel
- e. Lieutenant Colonel
- f. I don't know

54. Under the present system what is the highest rank that a female officer can obtain unless she is the Director of the Women's Army Corps?

(Circle one)

- a. Lieutenant Colonel
- b. Colonel
- c. Brigadier General (one star)
- d. Major General (two stars)
- e. Lieutenant General (three stars)
- f. General (four stars)

55. Did the sources of your occupational information on the profession of arms give you adequate information about the following topics:

- a. Advancement opportunities (promotions) (circle one)
 - 1. Yes, the information was adequate.
 - 2. No, I needed more information.

- b. Assignments (circle one)
 - 1. Yes, the information was adequate.
 - 2. No, I needed more information.
 - c. Utilization (Circle one)
 - 1. Yes, the information was adequate
 - 2. No, I needed more information.
 - d. Schooling (circle one)
 - 1. Yes, the information was adequate
 - 2. No, I needed more information
56. Did the primary source of your occupational information give you adequate information concerning advancement opportunities (promotions) for women in the Army? (Circle one)
- a. Yes, the information was adequate
 - b. No, I needed more information
57. Did the primary source of your occupational information give you adequate information concerning assignments for women in the Army? (Circle one)
- a. Yes, the information was adequate
 - b. No, I needed more information
58. Did the primary source of your occupational information give you adequate information concerning utilization of women in the Army? (Circle one)
- a. Yes, the information was adequate
 - b. No, I needed more information

59. From your sources of occupational information on the profession of arms were you informed of general officer positions that may be filled by either male or female officers? (Circle one)

- a. Yes
- b. No

60. Do you feel that the occupational information that you received from your primary source on the profession of arms was adequate? (Circle one)

- a. The information I received was adequate.
- b. I needed more information.

61. Prior to making your decision to enter the profession of arms were you interested in the promotion system? (Circle one)

- a. Yes
- b. No

62. If you had been informed that the highest rank that you could obtain was Colonel would you have entered the profession of arms? (Circle one)

- a. Yes
- b. No

63. Since entering the profession of arms do you feel that enough class time has been devoted to the discussion of career opportunities for women in the Army? (Circle one)

- a. Yes, the time was adequate
- b. No, the time was not adequate

64. Since entering the profession of arms have you spent any of your own time (non-scheduled class time) reading about career opportunities for women in the Army? (Circle one)

- a. Yes
- b. no

65. Do you feel that female officers opportunity for advancement is equal to, less than or greater than that of a man? (Circle one)

- a. Equal to
- b. Less than
- c. Greater than

66. Do you feel that female officers opportunity for assignments is equal to, less than or greater than that of a man? (Circle one)

- a. Equal to
- b. Less than
- c. Greater than

67. Do you feel that female officers opportunity for utilization is equal to, less than or greater than that of a man? (Circle one)

- a. Equal to
- b. Less than
- c. Greater than

68. Do you feel that female officers opportunity for schooling is equal to, less than or greater than that of a man? (Circle one)

- a. Equal to
- b. Less than
- c. Greater than

69. Do you feel that the Army will provide you an equal opportunity along with your male counterpart to compete for the position of Chief of Staff of the Army? (Circle one)

- a. Yes
- b. No
- c. I don't know

70. Do you feel that your opportunity for success in the profession of arms is equal to, less than or greater than that of a man? (Circle one)

- a. Equal to
- b. Less than
- c. Greater than

71. If you had known before entering the profession of arms that your career development would be limited because of your sex would you have still entered the profession of arms? (Circle one)

- a. Yes
- b. No
- c. I don't know

72. If you had a choice, when would you have like to learn more about the profession of arms? (Circle one)

- a. During high school
- b. During college
- c. At a recruiting office
- d. During profession of arms training

APPENDIX B
MASTER CODE 1

Deck Number 1

- School Code A - South Dakota State University
- School Code B - Texas A&I University
- School Code 1 - Fort McClellan, Alabama
- School Code 2 - Fort Benning, Georgia
- School Code 3 - Arizona State University
- School Code 4 - Eastern Kentucky University
- School Code 5 - Florida State University
- School Code 6 - University of Hawaii
- School Code 7 - Louisiana State University
- School Code 8 - Pennsylvania State University
- School Code 9 - South Carolina State University

APPENDIX C
MASTER CODE 2

Deck Number I

School Code A
Respondent Number
01-24

School Code 1
Respondent Number
01-97

School Code 2
Respondent Number
01-07

School Code 3
Respondent Number
01-35

School Code 4
Respondent Number
01-9

School Code 5
Respondent Number
01-15

School Code B
Respondent Number
01-15

School Code 6
Respondent Number
01-27

School Code 7
Respondent Number
01-16

School Code 8
Respondent Number
01-27

School Code 9
Respondent Number
01-236

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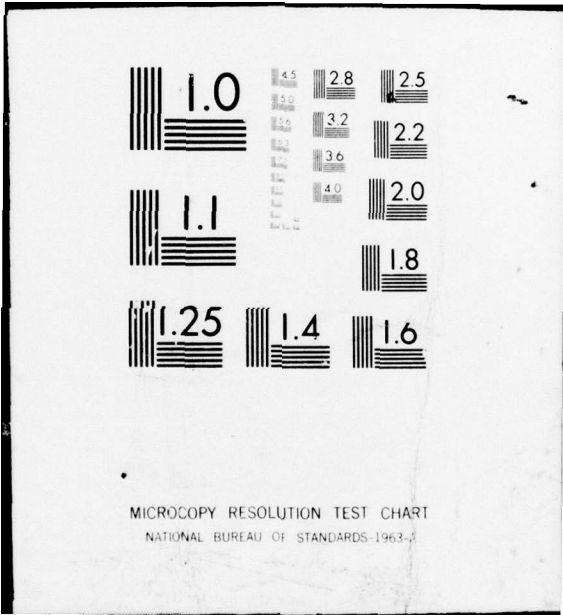
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