

UNCLASS  
N  
420  
F88  
1971  
no. 8

# Naval War College Newport, R. I.

390  
C6



RETURN TO CLASSIFIED LIBRARY

# THE FUTURE OF THE RESTRICTED UNRESTRICTED LINE OFFICER

by

Beth Frances Coye  
Lieutenant Commander  
U. S. Navy

24/6/2018 2063

RETURN TO CLASSIFIED LIBRARY

UNCLASSIFIED

Naval War College Library



1000514776

NAVAL WAR COLLEGE  
Newport, R.I.



AN EXAMINATION OF U.S. NAVY POLICY OPTIONS TOWARD  
WOMEN LINE OFFICERS, IN LIGHT OF THE STATUS OF  
AMERICAN WOMEN

or

THE FUTURE OF THE RESTRICTED UNRESTRICTED LINE OFFICER

by

Beth Frances Coye

Lieutenant Commander, U.S. Navy

The contents of this paper reflect my own personal views and are not necessarily endorsed by the Naval War College or the Department of the Navy.

Signed

Date

9 August 1971

UNCLASSIFIED

## PREFACE

... But, between our Nation's Capital and the state of California, there are vast numbers of people and many, many places that remain relatively untouched by these new ideas of what women can and want to do.\*

The Honorable James E. Johnson  
Assistant Secretary of the Navy  
for Manpower and Reserve  
Affairs

During the ensuing decades the U.S. Navy will face many stresses and strains generated by national security requirements, budgetary constraints, and the attitudinal sets of the American public concerning the military services and those who choose to serve. Public attitudes will be reflected in our own personnel and will form a vital consideration in the Navy's ability to attract and retain quality individuals.

That women are not merely extraneous but an integral portion of the overall personnel picture is a basic assumption underlying this study; hence, it becomes crucial that the Navy be fully alert to current public attitudes and other factors influencing American women. This study is intended to be a first step toward understanding the

---

\*From an address delivered June 1969 to the 1969 Federal Women's Program Review Seminar, U.S. Civil Service Commission.

dominant trends affecting young American women today and the specific interrelationships of these trends with Navy environmental and policy factors relative to the woman line officer. It focuses upon the individual woman officer and her potential needs and desires, rather than primarily emphasizing institutional requirements and goals of the Navy.

Rather trying personal experiences in developing the study and its concepts have established clearly that the subject matter often evokes fierce emotions from all sides--male, female, traditionalist, moderate, and avant garde. As John Stuart Mill, the nineteenth century philosopher, stated:

The difficulty is that which exists in all cases in which there is a mass of feeling to be contended against . . . the worse it fares in argumentative contest, the more persuaded its adherents are that their feeling must have some deeper ground, which the arguments do not reach. . . .

#### On the Subjection of Women

I have attempted to present the various points of view relating to the role of women, the significant trends in theory and factual evidence related to a changing status for American women generally, and the special considerations which circumscribe the Navy's woman line officer program. This preliminary groundwork was necessary to place the several policy options presented in Chapter V in proper perspective.

Believing that the women in the Navy have a major responsibility for defining their role, I wrote this study to assist the women in the Navy and the organization in toto in undertaking this task. From personal observation, however, I must conclude that the tenor of some of the chapters would have support of only a minority of women line officers, most of whom are junior officers. There is an analogy here: In the feminist movement of today the women who most need reforms are powerless to achieve them and the women most able to work for reform are slow to recognize that times have changed. In the highly structured organization of the Navy, the junior women officers who most need new policy criteria and guidelines are helpless to enact them. And, the senior women officers who are most able to work for new policies either do not need them, or fail to recognize the desires and goals of the junior women officers.

In order best to utilize its manpower, or womanpower in this instance, the findings of the study point up a critical requirement for the Navy to reevaluate rationally the role and status of the woman line officer with a view toward eliminating problem areas and ambivalences wherever possible.

Special acknowledgments should be given to those men and women in the Bureau of Naval Personnel and the Naval War College who helped make an idea into an actual study

and who opened the necessary doors. There are several individuals who should be singled out: Lieutenant James Dolian, USNR-R, helped in the initial stages of the study. Ensign Kathleen A. Mullen, USNR, of the Naval War College staff and Lieutenant Commander Mary L. Adams, USNR-R, were the statisticians who compiled and analyzed most of the appendices. I am very much in debt to them for this effort. Ensign Mullen also assisted in editing the text. Professor Carol Hills, a faculty member at Boston University and the Naval War College, contributed expertise with regard to social change in the seventies and its effect on the military. Mrs. Franklin Hart extended considerable effort in the nature of competent guidance in the area of the feminist movement and also contributed in the editorial stages of parts of the study.

To those women who consented to personal interviews, thank you. And, finally many thanks to my colleagues at the Naval War College, in particular the secretarial staff at the Center for Continuing Education (especially Miss Katherine A. Noto and Mrs. Anna E. Smyth) who provided outstanding administrative support, and my fellow officers at the Center, who gave me continued moral support.

BFC

## TABLE OF CONTENTS

CHAPTER	PAGE
PREFACE . . . . .	ii
LIST OF TABLES . . . . .	viii
LIST OF ILLUSTRATIONS . . . . .	ix
I           INTRODUCTION . . . . .	1
II           WHERE IS WOMAN'S PLACE or DOES WOMAN HAVE A PLACE? . . . . .	5
III          TRENDS RELATED TO A CHANGING STATUS FOR AMERICAN WOMEN . . . . .	23
IV          THE RESTRICTED UNRESTRICTED LINE OFFICER . . . . .	42
Introduction . . . . .	42
Interviews of Thirty Four Women Line Officers . . . . .	45
Analysis of Statistical Data on Women Line Officer Community . . . . .	59
The Restricted Unrestricted Line Officer . . . . .	66
V          U.S. NAVY POLICY OPTIONS REGARDING THE WOMAN LINE OFFICER IN THE SEVENTIES . . . . .	79
Introduction . . . . .	79
Policy #1: Continuation of Present Policy . . . . .	84
Policies #2 through #4 . . . . .	88
Policy #2: Unrestricted Line Officers, 1100 Designator . . . . .	92
Policy #3: Restricted Line Officers-- Own Designator . . . . .	95
Policy #4: Unrestricted Line Officers, in New Designator, e.g., 1200 Series . . . . .	100
Policy #5: Equality of the Sexes . . . . .	106
VI          CONCLUSIONS AND RECOMMENDATIONS . . . . .	111
NOTES . . . . .	122
SELECTED BIBLIOGRAPHY . . . . .	125

CHAPTER		PAGE
APPENDIX	I--AMERICAN ASSOCIATION OF UNIVERSITY WOMEN OPINIONNAIRE . . . . .	I-1
	II--QUESTIONS ASKED OF INTERVIEWEES . . . . .	II-1
	III--COMPARISON OF WOMEN LINE OFFICER ASSIGNMENTS BY OCCUPATIONAL GROUPINGS . . . . .	III-1
	IV--CURRENT DISTRIBUTION OF WOMEN LINE OFFICERS . . . . .	IV-1
	V--CAREER DISTRIBUTION OF WOMEN LINE OFFICERS . . . . .	V-1
	VI--NOBC ASSIGNMENT FREQUENCY DATA . . . . .	VI-1
	VII--CURRENT WOMEN LINE OFFICER SUB-SPECIALTY CODES . . . . .	VII-1
	VIII--EDUCATIONAL LEVEL OF WOMAN LINE OFFICER COMMUNITY . . . . .	VIII-1
	IX--BILLET GRADE VS OFFICER GRADE . . . . .	IX-1

## LIST OF TABLES

TABLE	PAGE
1. Comparison of Women Line Officer Assignments by Occupational Groupings . . . . .	III-7
2. Current Distribution of Women Line Officers .	IV-2
3. Career Distribution of Women Line Officers .	V-3
4. Career Frequency of NOBC Assignment . . . .	VI-2
5. Current Assignment by Individual NOBC . . . .	VI-2
6. Current Women Line Officer Subspecialty Codes . . . . .	VII-2
7. Educational Level of Woman Line Officer Community . . . . .	VIII-3
8. Billet Grade vs Officer Grade (Woman Line Officer Community) . . . . .	IX-2
9. Analysis of Billet Grade vs Officer Grade (Woman Line Officer Community) . . . . .	IX-3

## LIST OF ILLUSTRATIONS

FIGURE	PAGE
4.1 Breakdown of Responses to Question #2, "What do you think are the Navy's reasons for maintaining women officers?" . . . . .	47
4.2 Breakdown of Responses to Question #5, "What designator do you feel best fits the present women line officer community?" . . .	53
4.3 Breakdown of Responses to Question #4 regarding the future role of women line officers . . . . . . . . . . . . . . . . .	58
4.4 Breakdown of Administrator Grouping . . . . .	61
4.5 Comparison of Women Line Officer Distribu- tion . . . . . . . . . . . . . . . . .	63
4.6 Summary of Tables 2 and 3 . . . . . . . . .	65

AN EXAMINATION OF U.S. NAVY POLICY OPTIONS TOWARD  
WOMEN LINE OFFICERS, IN LIGHT OF THE STATUS OF  
AMERICAN WOMEN

or

THE FUTURE OF THE RESTRICTED UNRESTRICTED LINE OFFICER

CHAPTER I

INTRODUCTION

The U.S. Navy as an institution is making wide-ranging changes in its personnel policies in response to societal values and needs. But is it responding to the crescive trend in society toward creating a different status for the American woman? Within the past year extensive personnel innovations have been effected in the Navy toward humanizing the organization and moving with the changing tides of culture and society. Few policy changes or innovations reflect appreciation of the gathering momentum of the resurgent women's movement across the last decade.

Society in general is increasingly attempting to understand and resolve the role dissonances between the feminine ideal as traditionally understood and the role reality of the American woman in the working environment. Navy personnel generally, however, have dismissed this new movement as ridiculous or amusing, believing that the Navy is

containing the implications of, and can remain aloof from, the resurgent feminist movement. This study questions such containment and points up the need for Navy management to be more responsive to the meaning of a changing image for the American woman.

The primary principle applied in the study is that any future Navy policy decisions regarding women officers must be based in part upon knowledge of the status of the American woman: In order to project feasible policies regarding utilization of the woman officer, the Navy must study the status of American women and relate this analysis to any future work roles assigned to the woman officer.

The study uses sociological constructs to develop the overall parameters of the status and personality of the American woman generally and the female unrestricted line officer\* specifically. Inasmuch as the study discusses the present and future state of the woman line officer in the context of social changes occurring in American society and its institutions, it considers three variables: (1) woman and her changing role and status in the American society; (2) the individual woman line officer and her changing needs

---

\*For purposes of this study woman line officer will be used in lieu of woman unrestricted line officer.

and values; and (3) the Navy, its changing patterns of personnel needs, human behavior and values.

In Chapters II and III the study overviews the differing viewpoints on the nature of woman and looks at some of the trends on the American scene with respect to sex role differentiation, including the impact of the revived feminist movement upon the American woman and its implications for the services. The last section presents some of the solutions put forth by various authorities with regard to the current "woman question." Chapter IV concentrates on the woman line officer and the policies within which she presently functions. Personal interviews of 34 women line officers help to outline the woman line officer's own role perceptions concerning her status within the organization and existing barriers against her full participation in the Navy hierarchy. Statistical data substantiate the premise that the woman line officer is a pseudo line officer.

Chapter V offers for consideration five alternative policy options that the U.S. Navy might adopt toward the woman line officer in the next decade. There is critical discussion of the advantages and disadvantages of each option primarily in personnel terms. The requirements of the Navy organization in the next decade are only indirectly addressed and would necessarily be significant inputs into any final policy decisions. The last chapter,

Chapter VI, contains the conclusions of the study and proposes recommendations for future studies regarding women in the Navy.

## CHAPTER II

### WHERE IS WOMAN'S PLACE

or

### DOES WOMAN HAVE A PLACE?

All elements of our American culture are undergoing considerable and accelerating change. The sex roles are no exception. Today the rules, standards, and assigned roles of the sexes are in a transitional state best described as confused and confusing. Jessie Bernard, a renowned sociologist, describes the situation as of the late sixties:

This is where we find the sexes today . . . . caught up in a revolution they don't entirely understand, uncertain themselves of how much of their difficulties--at home, at work, at play, in social life--is intrinsic and inevitable and how much of it they can do something about, engaged with desperate earnestness in an effort to find the modus operandi that fits the kind of people they are, the kind this day and age produces.<sup>1</sup>

Perhaps the clearest means toward an understanding of the variances in opinion, sometimes very subtle but nonetheless significant, regarding the different roles which might be assigned to the female sex is to examine the assumptions of those speaking out on the subject. What do they believe concerning the nature of woman? What underlying assumptions may eventually lead to differing judgments and in some instances misunderstandings regarding

woman's place in the society? Such basic social constructs concerning woman's role are germane to the question of woman's place in the Navy; i.e., the general culture's rationales and attitudes will impact upon the future work role of women in the Navy profession, providing an underpinning for Navy policies with respect to both its enlisted women and women officers.

These rationales also involve thoughts as to the nature of mankind and his relationship to society. Is man's goal to develop his potential to its fullest extent, as provided in the theory of self-actualization? Or, is it to play certain roles in the society for society's sake more than that of the individual? Another cardinal point to bear in mind is that the general controversy continues to rage over which predominates: biological or cultural determinants of sex differences; i.e., nature versus nurture. Vance Packard, after an exhaustive research effort on the subject reaches the conclusion held by many authorities:

The sum of the evidence would seem to indicate that much that we consider to be male and female in personality patterns has a biological basis, but that the way children are reared also has much to do with shaping personality.<sup>2</sup>

The following discussion is intended to provide a conceptual framework for categorization of rationales concerning woman's place. This lays the foundation for policy options developed in Chapter V.

THE TRADITIONALIST or "old masculinist" is the viewpoint which basically posits that woman's place is in the home. The male is responsible for supporting and protecting women and the family; the female carries responsibility for nurturing children and maintaining households. Woman's work is prescribed by her anatomy. Women are the subordinate sex as observed in biological, physiological, and mental differences. These innate differences cause women to be more compassionate and empathetic than men, more concerned with human relationships than the completion of worldly schemes. Woman's sphere is inner-space oriented toward domestic and interpersonal affairs. The Women's Liberation Movement is attempting to disrupt the natural order. The male should be the primary breadwinner whereas the female should regard the home and children as her dominant concern. A wife's occupational commitments are secondary to her husband's career and, if anything, detrimental to her domestic responsibilities.

This outlook in various forms is represented by the ideas of men such as Aristotle, Augustine, Frederich Nietzsche, Billy Graham, Sigmund Freud, and more recently the psychoanalyst Erik Erikson. These authorities support the traditional sex divisions of role and status in society.

Aristotle firmly believed in the differentiation of the sexes:

In all genera in which the distinction of male and female is found, Nature makes a similar differentiation in the mental characteristics of the two sexes. This differentiation is the most obvious in the case of human kind . . . the female is softer in character, . . . less spirited than the male . . . softer in disposition . . . more mischievous, less simple, more impulsive, and more attentive to the nurture of the young . . . these differentiated characteristics are more or less visible everywhere, but . . . most of all in man.

The fact is, the nature of man is the most rounded off and complete, and consequently in man the qualities or capacities above referred to are found in their perfection. Hence woman is more compassionate than man, more easily moved to tears, at the same time is more jealous, more querulous, more apt to scold and to strike. She is, furthermore, more prone to despondency and less hopeful . . . more void of shame or self-respect, more false of speech, more deceptive . . . the male is more courageous than the female, and more sympathetic in the way of standing by to help.

Aristotle, History of Animals

Relative to differences in the sexes, Aristotle developed the following propositions:<sup>3</sup>

- (1) In nature there is a distinction between the sexes that lends itself to the creation of a masculinity-femininity index;
- (2) The connotation of activity versus passivity equates to maleness versus femaleness; and
- (3) There is an inherent mental superiority in males, whereas females tend toward greater emotionality.

Aristotle was perhaps the first to expand on spheres of influence as related to the sexes. He envisioned the family structure as the basis of society. This involved the

subordination of women, women as creatures properly limited to specific spheres of activity rather than the whole range of human endeavor, and women who relate to the state through membership in a family rather than as autonomous individuals.<sup>4</sup>

There is a long line of authors who represent this Aristotelian philosophy. Freud's contribution, capsulized in the phrase "anatomy is destiny," should not be underestimated as a force prevalent in society today. From this observation Freud developed the theory of woman's innate inferiority to man. The position that Billy Graham has taken on the subject of woman's role is also directly related to the Aristotelian. In a recent article, for example, Mr. Graham rejects the notion that the female as a human being can be complete within herself and proclaims the traditional role for woman:

Wife, mother, homemaker--this is the appointed destiny of real womanhood. . . . After talking with hundreds of American women I am convinced that the overwhelming majority want to remain feminine . . . and be what they were meant to be . . . women cannot abdicate the greatest power of all--the power of shaping the world through the influence of a Godly home. . . . God frees us to be what we are created to be. . . . That is true liberation.<sup>5</sup>

The viewpoint of sociologist Lionel Tiger has become a popular philosophy of those who espouse the traditional view. Tiger updates the Aristotelian sphere of influence concept, and Freud's anatomy is destiny. In his book, Men in Groups, Tiger says,

Males dominate females in occupational and political spheres. This is a species-specific pattern and is associated with my other proposition: that males bond in a variety of situations involving power, force, crucial or dangerous work . . . they consciously and emotionally exclude females from these bonds. The significant notion here is that these broad patterns are biologically based. . . . To use Count's terms, male dominance and bonding are features of the human "biogram."<sup>6</sup>

In his essay "Womanhood and Inner Space," Erik Erikson develops the theory that woman has a disposition toward an inner spacial sense which is influenced by the experience of the growing body's build and function. He develops the ideas that personality is destiny, and that woman's personality is related to her inner body space. In a recent interview Erikson put it this way:

. . . I submit that in women, the sexual and procreative experience of an "inner bodily space" is central both in personality development and social role. So, my interpretation (based, of course, on clinical and anthropological as well as developmental observations) seems to fit right into Freud's now much-maligned dictum that "anatomy is destiny."<sup>7</sup>

Erikson is somewhere between the traditionalist and neotraditionalist in his attitude toward the woman's role in society.

Not far from this sphere/space differentiation of the sexes are the current rules of our society by which a majority would explain the sex boundaries. Caroline Bird says there are three of these basic rules:

- (1) Women should work inside; men outside.

Service work is for women; profit-making work, for men.

(3) Work with machinery, as well as that involving the top jobs and prestige, is reserved for men.<sup>8</sup>

The traditionalist sees a difference in temperament of the sexes, either because of anatomy or personality. These differences include those which authorities such as David C. McClelland of Harvard has set forth. Through his studies, McClelland has concluded that there are differences between the sexes in physical durability, assertiveness, the kind of situation that absorbs their interest, natural skills, sensory perception, speed of maturity, and concern for stable, predictable environment.<sup>9</sup>

THE NEOTRADITIONALIST or "new masculinist" perceives that society must update woman's traditional role and expand and open her horizons of opportunity. But this process should not upset or change the male role and traditional family relationships. Rather, society should emancipate women from the strict confines of the home in order to benefit from their special talents and proclivities. Higher status for women is not a prerequisite of this emancipation because the neotraditionalist continues to support most of the basic traditionalist assumptions regarding women's different temperament.

In that the tenets of this school are logically contradictory it is difficult to delineate the position. Basically women should be given an education equal to that of men and also greater opportunities than at present to develop her talents. Neotraditionalists then waver as to how women can professionally utilize education and skills. There is an assertion that the development of women's skills will complement the male contributions to society, but also an assumption that woman's self-actualization will not generally involve the same needs and goals as her male counterparts.

Work is not the sole avenue wherein human dignity and worth may be found, according to this school of thought. The middle class woman has a vested interest in the status quo and should recognize that under the present social structure her status includes many advantages and prerogatives. Further, the family as it exists today should not and cannot be replaced by an organization of experts, professionals, and salaried employees, or by what sociologists refer to as the "surrogate family."

The neotraditionalist contends that women should not try to be like men because the result as Ashley Montagu states, is the "psychic masculinization" of woman. Instead women should realize and establish themselves as persons and as women and not try to identify with male functions:

Women have so much more to contribute to the world as women than they could ever have as spurious men . . . if women must, to any extent, still compete with men, it is not as imitation men <sup>10</sup> that they should do so, but as genuine women.

And what is woman's major function in society? Montagu, as a representative of the neotraditionalist school says:

It is the function of women to humanize, and this by nature endows them with the most important of all adaptive traits, namely, the capacity to love-- and this is their principal function to teach men.<sup>11</sup>

This is an updating of the traditionalist approach that the woman is the guardian of the spiritual values of the home and in line with the nineteenth century feminists who fiercely maintained that once women with their more pure nature received the vote, child labor, bossism, spoils and corruption generally would be cleansed from the political system and the national scene.

Equality of the sexes is not the motto of the neotraditionalist for that conjures up the masculine woman. Equality of opportunity is viewed as relating only to education and other strictly overt parts of society because the neotraditionalists often hesitate to question the status quo.

THE NEW FEMINISTS OR EGALITARIANS. The views encompassed within the resurgent woman's movement are more wide-ranging in their proclamations than the previous two views. There is a significant difference in philosophy and in methodology between the Women's Liberation radicals and the

moderates of the movement as to how to achieve a new equality for women and for what purpose.

Fundamentally the egalitarians believe that the differences in the sex roles should be reduced to the absolute minimum in all areas. If married, the significance of a spouse's biological sex role should be reduced; both should be equally involved in the world of work; both should share equally in the care of the home and the raising of children. Women should be able to pursue both career and family roles without having societal pressures and actual obstacles placed in their way.

Differences in temperament and interests between men and women, according to the egalitarian, are largely or even entirely due to socialization by our culture. Society should cease encouraging the sharp distinction between what is acceptable as "masculine" and what attributes are to be regarded as "feminine." Similarities should be emphasized between men and women so that each individual, regardless of sex, has the opportunity to develop all facets of his/her personality. The egalitarian stresses the importance of the dynamics of continuing development and challenge as necessary to the individual's happiness and self-fulfillment and personal expressiveness.

The militants holding the egalitarian view believe that males have deliberately confined females to the domestic

sphere in order to maintain male ascendancy in all segments of society. They postulate that the ultimate in life for an individual is that person's happiness and self-enhancement. The family as presently constituted is and has been a major barrier to the full emancipation of women. As such, it should be abolished in order to free persons from the commitments entailed in marriage and parenthood, thus releasing the individual to pursue self-actualization as the ultimate norm.

The radicals tend to be more ideological than moderate feminists which has the consequence of rendering them more dogmatic. Secondly, the radicals are out to revolutionize society rather than to moderate and shape our basic cultural matrix to accommodate men and women within a more androgynous life style. The radicals attack the economic base of society, marriage and the family, our political institutions generally, and the military specifically. Related to this revolutionary and ideological approach is the rejection of the normal political modes as an efficacious means of bringing change; this rejection is a direct repudiation of the earlier feminist movement and in distinct contrast to the moderates. Their confrontation tactics generate an enormous amount of publicity and tend to obscure the more moderate aspect of the current women's movement.

The moderates do not assert full autonomy for the individual as the ultimate goal. Instead they desire an accommodation of traditional institutions and norms which will enable the modern woman to fulfill her individual potential as well as fulfill the responsibilities that civic and familial relationships entail. The moderates desire an opening out of opportunities for multidimensional commitment and achievement rather than an autarkic freedom from constraints.

Extreme egalitarianism is represented philosophically by the logic of Plato who argued in the Republic that for society's good the sexes should share equally and fully in their responsibilities. He denied that women have special spheres of interest or a special functional role and demanded that any individual with talents ought develop these gifts or skills to best serve society.<sup>12</sup> Plato reasoned that there is no occupation or profession that is exclusively the province of a single sex:

The only difference appears to be that the male begets and the female brings forth . . . there is no occupation concerned with the management of social affairs which belongs either to woman or to man, as such.<sup>13</sup>

Other concepts which Plato developed and which represent today's egalitarian school include the dominant fact that if women are to be educated equally with men and participate equally in performing society's tasks, to include

assuming their full share of military duties, then the care and raising of children becomes a responsibility of the state and one in which males as well as females will take full share. Plato recognized that the woman alone could not bear the full responsibility of care and education of the young and also participate on an equal basis with the men of society in performance of military duty and ruling of the state (the ideal state postulated in his Republic).

Plato stressed equal training and development of women's skills in order to benefit his ideal society; John Stuart Mill argued for equality for women for the sake of the individual. Moderates of today tend to be little concerned with ideology and focus instead upon the fact that we live in a changing world where traditional role expectations for women create unrealistic patterns of preparation and expectation concerning a girl's probable future. In this vein, one of the major concerns of the moderate feminists, along with the Radical Women's Liberation groups, is to educate the general public and young women to the actualities of work in a woman's life in today's environment.

Moderate feminists, including members of the President's Task Force on Women's Rights and Responsibilities 1970 and policy makers such as Mrs. Elizabeth Koontz, Director of the Women's Bureau, U.S. Department of Labor, desire freedom from sex-stereotyping of women's interests and jobs. They

envision a new freedom for the female to develop herself and to work at all levels on problems of national scope. These moderates all agree there are institutional levers which can be used to implement sexual equality and opportunity, especially in the areas of equal pay for equal work, child care, abortion, and education.

PRESCRIPTIONS proposed by various authorities as to what should be done about the status of the American female range from the very conservative to the very radical. Acceptance in various degrees of rationales and assumptions of one of the three basic viewpoints underlies each prescription. Few would support the traditionalist's solution; the dispute is between the neotraditionalist and the egalitarian.

The neotraditionalist, who is all for emancipation of women up to a certain point, believes that the barriers and discrimination should be eliminated but not at the expense of loss of womanliness, femininity or of damage to the male ego . . . or to the institution of the family. For too long American women have been held back--underutilized, underrated and underpaid. Let them do their own thing, which will be different from men for they have different interests and talents. The solution is not a question of equality of the sexes, which has to some the connotation of competition; rather it is one of equality of opportunity. This is an important difference between the neotraditionalist and

egalitarian, the latter supporting full emancipation and equality of the sexes.

The neotraditionalist believes that there are definite roadblocks to any radical reorganization of society: the family base upon which all societies rest and the differences of woman preclude total equality. Woman should instead especially concentrate on developing her potentialities in work areas which use those talents unique to her sex.

The egalitarian, not satisfied with different but equal status for woman, believes that emancipation must be total. The more moderate egalitarian proposes full participation in American life by the females toward development of their own potential as individuals and urges that individual potential replace the stereotype of what it is to be feminine or masculine. Mrs. Elizabeth Koontz, Director, Women's Bureau, Department of Labor, summarized this principle as it applies to the working situation: ". . . As far as jobs go, that means not classifying--not even thinking--about work in terms of what is suitable for men or women."

The egalitarian asks that woman be given the right to concentrate on whatever role or combination of roles she as an individual desires, and fully supports the Equal Rights Amendment (ERA). Women do not need any special protection; they should accept full responsibility which parallels full equality. Historian Gerda Lerner articulates the egalitarian solution:

It women's emancipation is freedom from oppressive restrictions imposed by sex . . . being free to determine one's own social role. Autonomy means earning one's own status, not being born to it or marrying it. . . . In order for women to have autonomy, the handicap of male orientation and male domination in social institutions must first be removed.<sup>14</sup>

The egalitarian solution includes social change in the area of self-expectations, psychological orientation of the sexes, and the cultural values which sustain a sex-dominated division of labor. Where the radical egalitarian parts company with the moderate is in the means toward achieving equality. The radical, as observed in many of the Women's Liberation groups, sees revolution as the only way to overcome discrimination and barriers to equality which the "patriarchal system" has engendered. Society must throw out the patriarchal family system and find a new system that allows autonomy and equality for man and woman.

In summary, the more moderate recommendations such as those articulated in the 1970 President's Task Force on Women's Rights and Responsibilities, fall far short of the revolutionary dictums of the extreme militants but move creatively toward adjusting conflicts and mediating present problems in our society in ways that seem inherently unconventional to the archetypal traditionalists.

One general comment is offered in concluding remarks relative to fundamental viewpoints. Unfortunately the public and the mass media fail to discriminate between the

moderate feminists who seek to change and adapt our institutions to present day realities and trends and the extremists who generate publicity and enunciate goals and philosophies far removed from the mainstream of American life. This is a particular misfortune because there is a great deal of common ground from which the neotraditionalists and moderate feminists might begin to resolve the issues of equal pay, equal opportunities in the work world, protection for the family and the children particularly, and work toward a moderate and measured approach to government policy planning in many areas.

We have seen that each of the viewpoints makes certain fundamental assumptions concerning the nature and role of women. Chapter IV discusses at length the woman line officer program in the context of these assumptions. At this juncture, while these rationales are fresh in the mind, it is appropriate to raise certain points relating to the woman line officer program and fundamental assumptions concerning woman's nature and role. In the coming decades, if either the traditionalist or neotraditionalist viewpoint is adopted by Navy decision makers, several questions arise:

- How does the single career woman fit into the neotraditional's picture?
- Should there continue to be channelization of billets to accommodate women's "innate tendencies"?

• How does the new, more humanized Navy plan to use woman's intrinsic humanizing talents attributed to her sex by these schools so that the Navy as an organization derives the most direct benefits from its woman officer program?

• In the seventies and eighties, will the single woman in the Navy, whose primary commitment is to a work role rather than a family role, continue to be satisfied with a different status from her male fellow workers?

• Lastly, in view of the traditional concept of wife and mother as the feminine ideal in our society and the fact that so many women in our society do marry, what significant personality attributes do career women officers possess that have enabled them to opt for an alternative life style? What is their value system? What consequences flow therefrom for our recruitment and training policies in the short run as well as across the coming decades?

## CHAPTER III

### TRENDS RELATED TO A CHANGING STATUS FOR AMERICAN WOMEN

Trends on the American scene related to the status of women in the seventies might be divided into four large categories: first, the split of authorities regarding the nature of the women's role; second, the resurgence of the feminist movement; third, the cultural lag in norms as reflected in polls and in situations stemming from the socialization of American girls and women; and fourth, the opening up of opportunities for women.

A decided trend is the split of authorities regarding the nature of the female and her role in society. For every sociologist who believes in equality in the sexes as a goal there is one who supports the neotraditionalists. For every psychologist who scientifically documents differences in sex characteristics, there is the authority who supports the egalitarian viewpoint. There appears, however, to be a general trend whereby the sociologists lean more toward equality of the sexes and the psychologists toward sex differentiation. The sociologist asserts that society can make things right; the psychologist sees innate female personality differences that preclude equality. Sex differences according to the psychologists, such as Freud

and Erikson, are exceedingly valuable and promote human contentment and effectiveness.

Psychologist Eleanor Maccoby, on the other hand, although recognizing differences in the sexes suggests that social values relating to femininity often cause conflict for the woman who is assertive, intelligent, and independent:

I wonder whether our current social definition of the feminine woman and girl would not undergo some revisions without any damage to the essential functions of woman. Could we not accept and encourage the active, dominant, independent qualities of the intellectual girl without labeling her as masculine, and encourage in her whatever aspects of femininity<sup>1</sup> are compatible with an analytic quality of mind.

Related to the above is a particular movement in this country which is sponsoring a changed male role in which boys and men are not socialized to fulfill an image of masculinity. This movement, the "Human Lib Movement," decries the present set of success values that are encouraged by society for the American male. Warren Farrell, a political scientist at Rutgers University, commenting on the potential of this trend writes:

Perhaps the most important political change which a change in the man's role portends is a balance between the value of power and the value of cooperation.<sup>2</sup>

Quite obvious to the general public is the second trend pertaining to the status of the American woman, the resurgence

of the U.S. feminist movement in the form of the Women's Liberation Movement. The maturity of this latest phase of the feminist movement is significant in comprehending these women's activities and the national spilloff therefrom: They are asking for something beyond legal rights; it is the issue of status which has become one of the fundamental concerns of the new feminist movement.

This time women want it all--every opportunity men have to make lives of choice rather than necessity. Nothing less than absolute equality with men will do.<sup>3</sup>

Notwithstanding the general attitude within the Navy regarding the Women's Liberation Movement, it is the author's opinion that there are decided implications of the Movement which the Navy will necessarily have to take into account in any restructuring of personnel policies regarding its women's programs. Following are some of the more immediate implications for the services in general and the Navy in particular.

• College Women's Exposure. College women nationwide are being exposed to the philosophy of the Movement and are reevaluating their expectations regarding self-image and self-fulfillment. Eleanor Norton, New York City Commissioner on Human Rights, recognizes this and writes:

The issue *Women's Movement* is too plain, too ripe for it not to catch on. . . . And as it receives more exposure, it's going to dawn on

more women with greater acceleration. You're going to find that no girl who goes to college is going to come out free of this issue as a primary concern. Young women are really going to turn on this thing.<sup>4</sup>

Unlike their fellow alumnae of the fifties and early sixties, today's college women and graduates, the Navy's potential officer candidates and the junior officers already in the ranks, are attuned not only to the spirit of the Women's Liberation Movement, but also to that of other social trends in the country. There are many indicators of this changed attitude on the part of young women college graduates. Interviews in a recent New York Times article with some of Wellesley College Class of '66 pointed up marked change in their perspectives since their graduation in 1966. As examined in Chapter IV, present Navy policies do not offer equal opportunity for women except in their function as administrators. If present Navy policies continue, will the organization be able to attract and retain young college graduates who have greater self-expectations than those in previous decades?

. Misinformation regarding the military. Over a period of time, the distribution of misinformation by the leaders of Women's Liberation Groups may be damaging to the Navy's woman officer recruiting effort. A lecture by Gloria Steinem, one of the militant egalitarians, 2 December 1970 at Salve Regina College is a case in point. Miss Steinem,

who was well received by her audience which consisted largely of college women, was highly critical of the military relative to its treatment of wives and uniformed women. Her sweeping generalizations about the military and military women were supported by only vague ideas of military life. But lack of knowledge did not stop her from being very critical of the military for not offering "more than secretarial positions" to women. Miss Steinem advocated equality for the women across-the-board, including eligibility for the draft and shipboard duty.

Services--leader in equal opportunity? If there is a lasting impact made by the several ongoing social movements within the country on job opportunities in non-military sectors available to women, the services will no longer be ahead of industry in offering opportunities for women equal to those of men. For example, in 1971 approximately 76% of the women line officers in the Navy are assigned in the field of administration and another 14% in that of communications.\* In general these women are precluded from career patterns that would develop officers qualified for top managerial positions. It is to some extent

---

\*For detailed analysis of these percentages, see page 59.

ironic: While they are given equal pay and rank opportunities, women line officers are not given the opportunity to attain qualifications that lead to the top billets. This is in some respects at odds with industry and academia wherein women are in the positions and performing the jobs but are not given the pay and title. Relative to the working woman, if present trends in American society and in Navy personnel policies continue, the Navy is bound to lose its leadership in equal opportunity as pertaining to opportunities in the woman officer program.

• Appraisal of attitudes and prejudices. In response to a changing value orientation in society regarding work roles, the services may soon be forced to critically appraise their general attitudes regarding utilization of women. Although equal pay is not a consideration in the services, equal job opportunity is a bone of contention with some of the women. The U.S. military services have been in the forefront regarding equal job opportunity, but as a general rule only in the jobs that are labeled "women's kind of work"; e.g., personnel, administration, communications and data processing. The present attitude of the services on utilization of women is expressed by the U.S. Army in the 1970 Project PROVIDE Report:

... Women tend to shy away from occupations that encroach on their femininity. Aside from highlighting the numerous benefits of military

service, women must be shown that their true value to the Army is not that they are capable of replacing men (an unfeminine connotation), but that they are women and the feminine touch is required to do a better job.<sup>5</sup>

The attitude as expressed in these remarks will be distasteful to young college women who respond positively to societal pressures for change relating to sex role stereotyping. They may, for example, resent being for the most part channeled into an administrative corps. And, from general observations and interviews, a sense of dissatisfaction regarding the types of billets offered to women line officers already exists among many junior women officers.

The resurgent feminist movement at the very least will undoubtedly effect changed attitudes by Navy men and women which will in turn create new types of billets, new "career patterns," new challenges for women officers. The changing role of American women must be fully appreciated in any reassessment by the Navy of the utilization of its women, both enlisted and officers. While it is unlikely that disregard for 29 years of experience will occur, there must be a meaningful response to an increasing requirement for a more definitive official view of how the Navy plans to utilize its women.

. The wife and mother--a naval officer? As a result in part of the resurgent feminist movement the services have had to initiate a position on woman and her many

roles, including mother, wife and careerist. In formalizing these initial steps, all sides of this concept must be considered, for the implications of a naval officer combining both job and motherhood are vast.

Continued consideration of women's status in society. To prevent social isolation in formulating and expounding an official position on women in the Navy, the Navy must continually appraise the status of women in the total society. This has been relatively easy in the past for the Wave organization has grown up in the historical framework of mother/wife/homemaker as the single socially acceptable role of women (a framework which has caused the services to have a recruiting problem, insofar as quality, in their women's program). Changed norms that are emerging from the new feminist movement and other social movements in the country are likely to create acceptable options other than the mother/wife role. Not to appreciate the meaning of these new norms would be no small tragedy for the Navy, with a tremendous source of skilled human talent and energy forgotten. That changing social values in the country may well be an effective kind of recruiting aid to the services illustrates the requirement for continuing evaluation by the Navy of the status of women. Changed values in this instance are seen as a recruiting

aid in the sense that in the future college women will be more apt to seek jobs that offer lasting career potential.\*

Reform measures as inspired by women's leadership in the Navy. From personal observations and interviews, it appears that the Navy's present woman officer complement, a relatively conservative group in a relatively conservative organization, is satisfied on the whole with the career opportunities offered to them, and that the new feminist movement has had little effect on their outlook. For reasons discussed in the next chapter, the current generation of women officers seems willing to live with the status quo.

These women seem to recognize that,

. . . the penalties meted out to headstrong women who follow their own bent have carried the message that those who follow the rules are better off.<sup>6</sup>

They were raised and educated under the protective umbrella of the homemaker female sex rôle concept and have learned the meaning of flexibility, rationalizing their role in the Navy as a significant but secondary one in an organization that is "a man's world." There would seem to be only slight possibility that these women will do more than attempt to

---

\*In a recent National Institute of Student Opinion Poll, which was conducted by Scholastic Magazine in 1,600 schools, 11% of the girls said they planned to serve in the military. (Fifty-four percent of the total said they expected to continue their education after high school.)

continue to gradually improve the opportunities for women in the Navy. To wit: No capability exists in the women's leadership for presentation of a radical nature regarding the women's programs. On the other hand, the leadership in the women's line in the immediate future will consist of a post-Korea vintage. This group has a distinctively different impression of woman's role in the Navy from those who served during World War II. Although radical proposals would be highly unlikely, reform measures structured with innovative, forward thinking should be anticipated. Will the coming new generation of women officers, some of whom will be steeped in the philosophy of the feminist movement, be satisfied and willing to adjust to the present and even future policies which will be modified by new attitudes? The degree of effectiveness of the movement and of changes in Navy policies will provide the answer.

. Passage of Equal Rights Amendment (ERA). There would be obvious implications for the uniformed women with innumerable areas to be researched were the ERA, an attendant product of the feminist movement, to pass. Perhaps the All-Volunteer Force would negate this implication.

Although opportunities for women have "opened up" in the last decade, cultural norms related to the sex role, as reflected in polls and surveys and actual situations relative to American women, are lagging behind technology

and science. This cultural lag, a third trend, is a natural phenomenon in any advanced society. Equal rights do not guarantee equal opportunities . . . "crescive" norms still prevail. The work world for the American woman is at best neotraditionalist in attitude and opportunity, and while rationally one may be an egalitarian, emotionally he/she is likely to be a neotraditionalist. An examination of polls and surveys pertaining to attitudes concerning the role of American woman supports these conclusions:

A college survey of students enrolled in 19 U.S. colleges and universities conducted by Vance Packard in the late sixties revealed the student attitude regarding the sex roles. When asked, "Do you support the idea that the individual in society functions best if male and female roles in life remain essentially different even though equal?", four-fifths of the students replied "yes."

A second question to the students: "Or do you feel that progress lies in the direction of minimizing sex role differences in life as far as anatomically feasible?" Less than one-fifth responded "yes." In general, says Packard, the women students indicated they felt strongly they should have equal opportunity to perform jobs within their physical competence but seemed content that women's and men's roles in life be viewed as essentially different.<sup>7</sup> Relating the student reactions to the constructs developed

in Chapter II, we find an attitude close to the neotraditionalist. This same outlook, which fundamentally perceives women to be different but equal, was expressed by the majority of the 34 women line officers interviewed for this study in describing their ideal work role (refer p. 56).

In the past year many polls and surveys on the subject of male/female relationships and the female role have been conducted in the United States.\* One of the better constructed ones was administered by the American Association of University Women (AAUW) to 4,065 women and 2,940 men in the winter of 1970. It revealed the following attitudinal directions.

- A majority of both males and females agreed that,
  - Women experience discrimination in the working world.
  - Women do not want full job equality if it means loss of femininity.
  - Women perform well in competitive situations.
  - A successful woman is not less attractive to men.
  - Men resent a female boss.
  - Women are often bypassed for promotion.
  - Women tend to think of employment as a job rather than a long-term career.

---

\* The list includes: Gallup Opinion Poll of September 1970, Good Housekeeping poll of March 1971, and McCalls of March 1971.

- A majority of women agreed with the following statements, while men did not.
  - A woman's first responsibility is not to be a feminine companion of men and a mother.
  - Women do not have less need to achieve than men in the working world.
  - Intellectual achievement of women is viewed as competitively aggressive behavior.
  - Women who wish to develop their potential do not have adequate opportunity to do so.
- Trends in the AAUW questionnaire include:
  - Women in general report significantly stronger responses than men in support of women's equality.
  - The greatest agreement between men and women was obtained in the category of woman's role as wife and mother, such as joint family decision making, accessibility of abortion, etc.

For the complete report of this questionnaire, see Appendix I.

As products of our present social structures, certain circumstances pertaining to the American woman also reflect a cultural lag in values. These include limitation of self-concept, channelization of motivations and sex-typing of jobs, minority group attributes, nonachievement in intellectual careers, role ambiguity or sociological ambivalence, and barriers to full participation in society. These situations are discussed below:

(a) Limitation of self-concept and self-expectations. American women in general do not seek to use potential talents to their fullest. Rather they anticipate the

consequences and accept the limitations, or defeat, which may not in fact be inevitable. Reflecting on her unsuccessful senatorial campaign this past year, Lenore Romney noted this phenomenon:

I was especially discouraged by women themselves saying that women don't know enough to be public officials. . . . They want equal pay with men, equal jobs, but women are not willing to help one another get elected to deal with the problems of the day.<sup>8</sup>

Mrs. Romney suggests that women suffer from lack of confidence, and "they therefore lack stature, status and any feeling that they can be just as effective as men."<sup>9</sup>

(b) Channelization of motivations and sex-typing of jobs. Due to society's current image of femininity women's motivations and alternatives have been channeled. Related to this is the sex-typing of jobs. The question asked is often "Is it fitting and proper?" rather than, "Is she qualified?"<sup>10</sup> As Caroline Bird has said, people have fixed ideas about whether a job should be done by a man or a woman, but their reasons are as arbitrary as a Frenchman's attempt to explain what is so feminine about "la table."

(c) Minority group attributes. Singled out from others in the work world for differential and unequal treatment, women as a group possess many of the attributes of a minority group in relation to status. The Swedish sociologist Gunnar Myrdal spelled out the parallel between the position

of blacks and the position of women back in the early forties and explained the link between abolitionism and women's rights, both of which attacked the social paternalism of white males.<sup>11</sup>

(d) Nonachievement in intellectual careers. In that the qualities of womanliness and femininity as traditionally defined are not conducive to intellectual achievement, there has been general nonachievement in intellectual careers by American women.

(e) Role ambiguity or sociological ambivalence. One of the most apparent and damaging results of extreme differentiation of the sex roles in the country has been ambiguity and ambivalence in the American woman's perception of her roles in the society. Sociologist Cynthia Epstein speaks of this in terms of contradictory and ambiguous sources of personal strain which are rooted in the social structure. Stresses emanate from a complex of role and value conflicts, and are manifestations of a complicated relationship involving conflict experienced between the ideology of equality and egalitarianism versus the social role of woman.<sup>12</sup>

As suggested earlier, in referring to the sex roles, when the philosophy of "vive la difference" is superimposed upon the goal of equality, contradiction is created. Psychologist Matina Horner is among the several authorities who have researched this problem. Mrs. Horner, expanding the

Thematic Apperception Test (TAT) which measures a need to achieve to include measurement of a motive to avoid success, supports her hypothesis that consciously or unconsciously a girl equates intellectual achievement with loss of femininity with startling findings: A bright woman is caught in a double bind. In achievement-oriented situations she worries not only about failure but also about success. If she succeeds she is not living up to societal expectations about the female role:

These findings suggest that most women will fully explore their intellectual potential only when they do not need to compete and least of all when they are competing with men. . . . We can see from this small study that achievement motivation in women is much more complex than the same drive in men.<sup>13</sup>

Role ambiguity is thus directly relevant to the career woman who is cognizant of the conflict between society's definition of femininity and her own self-image of success. As long as society through its institutions and attitudinal sets continues to proclaim the neotraditionalist viewpoint, women who seek fulfillment by means of a career which is labeled "for men mostly," will continue to be forced to cope with role ambiguity. Epstein has developed an analysis of the professional woman which illustrates this situation. In a recent issue of American Journal of Sociology and in her book Woman's Place, Option and Limits in Professional Careers, she describes the structure and processes of professions in

the United States in general. The professions, she says, tend to limit women's participation and achievement within them:

Because women don't "fit" well into the professional structure . . . their appearance in the collegial networks as legitimate coprofessionals often causes a considerable amount of role confusion and male colleagues typically are unable to engage in the normal collegial relationship with them and instead fall back on the traditional norms governing male-female interaction.<sup>14</sup>

(f) Barriers to full participation in society. Discrimination caused by any number of factors exists for American women. In the working world discrimination comes in many forms, all representing barriers to full participation in organization: overt discrimination by those acting in official capacities, practical institutional barriers, and, ingrained assumptions and inhibitions on the part of both men and women. Although there is recognition by the general public of this fact, what is less appreciated, especially by men, is the degree of discrimination and the many forms it can take, beginning much earlier in the life cycle than at the point of looking for a job.

A recent Stanford University Report on Higher Education documents the barriers to women which block their educational progress and the discrimination against women in academic and professional life. The report points up the downward trend in opportunities for American women: The share of

advanced degrees earned by women was higher in the 1920s and 1930s than the last decade; women's median salary income as a percent of men's decreased by 5.7% from 1955 to 1968 (from 63.9% to 58.2%); the plight of women in education and the job market has not improved, but worsened; fewer women are elected to public office at all levels today. In sum, ". . . we get an overall view that the American woman is not only failing on her own, but is losing."<sup>15</sup>

A fourth trend on the American scene is more optimistic. Opportunities for women are opening up. Despite the forboding overview, there are other more encouraging signs. A recent assessment of the status of women by the Census Bureau, for example, revealed significant changes toward greater horizons for women. The following trends were documented: Of the 13.8 million new jobs in the sixties, women took 8.4 million, nearly two-thirds (by 1970 more than 45% of all adult women were in the labor force); the number of white women with at least four years of high school climbed from 65% to 80; women with some college education rose 160%, against 100% for men; in 1960, among the wives of professional men, only 30% worked, whereas, in 1970 the figure rose to 41%. Analysts are quick to add that most statistical evidence does not validly reflect discrimination that women are continuing to encounter.<sup>16</sup>

Each of us can document broader horizons that are developing for women. "Women's Studies" are now being offered at

many U.S. college campuses. The Supreme Court has issued several rulings on sex bias under Title VII of the 1964 Civil Rights Act. The first women's rights organization, the Women's Action Program in the Department of Health, Education and Welfare, has been sanctioned by the government. Five women in the U.S. Army and U.S. Air Force have recently been promoted to the rank of brigadier general. The U.S. Military Academy broke a tradition of 166 years and appointed its first woman to the faculty in 1968. For the first time the Naval War College accepted women officers as students in 1969. And, the list is growing. Traditions in male domains are being broken every day.

Throughout American history, relative to the status of the sexes there have been shifts between two philosophies, between the androgynous and masculinist periods. We appear to be moving into an androgynous period in which women will be paralleling men rather than complementing them. Similarities between men and women will be emphasized rather than their differences.

Using the first three chapters as a base, the next chapter examines the milieu surrounding the woman line officer and includes analysis of personal interviews of women line officers and of statistical data relative to this officer community.

## CHAPTER IV

### THE RESTRICTED UNRESTRICTED LINE OFFICER

. . . Moreover, the position of women in military organization is almost completely unresearched.

Charles C. Moskos, Jr.  
"Minority Groups in Military Organization," A Survey of Military Institutions

Introduction. Used in the sense of a kind of social identification tag, the status of the woman unrestricted line officer is that of a woman naval officer rather than a line officer. In every manner she is treated as a part of a corps--the "Wave Corps." The reasons for this status are multifaceted. First, she is a female in a male-dominated profession.\* Her salient status inevitably is her sex. Second, the women are in large measure a corps by the function they are performing, and have been filling billets that, while designated unrestricted line officer billets, are for the most part administrative in nature. For purposes of comparison, in the U.S. Army these billets would fall into the Adjutant General Branch which encompasses the Army's administrative specialists. The assignments and

---

\*There are approximately 2,876 women officers on active duty out of a total of 76,486 officers. (Source: NAVPERS 15658, Navy and Marine Corps Military Personnel Statistics dated 31 March 1971.)

career patterns of the women line officers have been confined to a very small percentage of the specialty areas within the unrestricted line billet structure. And, third, the unrestricted line officer designators connote sea duty, command at sea, and flying status. Article 1820100 of the BuPers Manual states that women shall not be assigned to duty in aircraft engaged in combat missions or aboard naval vessels except hospital ships and naval transports. Under the present working definition of the unrestricted line officer, how can women be considered unrestricted line officers if they do not qualify for naval warfare?

The pseudo line officer status of the women line officers becomes apparent when one asks himself, "What male officer community does the female line officer community most resemble?" The most logical response is the Supply Corps, which has separate but equal attributes and consists of a pool of specialists or subspecialists within their numbers. Personnel policies reflecting a quasi-corps status for the women line officers as an officer community include:

- separate recruitment and training for women,
- separate detailing,
- separate quasi-chain of command for the administration of women (Women's Representative/Assistant for Women/Pers K concept) and,
- discriminatory or different policies, such as,

(a) Women have separate laws which apply to them and do not compete with the male line officer in promotion. Related to this, there few women in top managerial positions.

(b) Women cannot command at sea and they cannot succeed to command, except in the administration of women (Articles 0602 and 1383, Navy Regulations).

(c) Women cannot go to sea.

(d) Women cannot fly.

(e) The numbers of women in the Navy are kept to a minimal number. Women are not interchangeable with men in shore billets due to career pattern restrictions. At the same time, women do not have the opportunity for seagoing experience. Therefore, they are considered detailing problems in that they are less assignable than the male line officers, and, hence, their numbers contributing toward the end strength are restricted.

(f) The careers of women line officers are confined to the nontechnical fields of the unrestricted line officer program, in particular administration and management.

If women line officers are imagined as a corps or a separate officer community and not line officers, these "discriminatory," different policies disappear with the exception of being limited to small numbers and restricted in career patterns to only a few subspecialties. And if the

community is seen as limited to an administrative function, the latter disappears. Thus, discrimination is seen as not necessarily caused by sex, but by functional application.

The following analyses of personal interviews with women officers and of statistical data describe some of the significant issues relative to this officer community.

Interviews of Thirty Four Women Line Officers. During the fall and winter months of 1970-71 personal interviews were conducted by the author with 34 women line officers.

The instrument is shown in Appendix II. Interviews by grade included two captains, four commanders, six lieutenant commanders, eight lieutenants, three lieutenants (junior grade) and eleven ensigns. Admittedly this group does not represent a random sample of the woman line officer community; a majority of those interviewed were stationed in the Newport area. The interviews were not conducted in the sophisticated manner of taped records of the interviews, but in the form of handwritten notes which were later typed.

In that the interviews provided a framework within which women officers could express themselves on issues which are addressed in this study, they were especially useful. From personal observation and analysis of the interviews, it is fair to state that there is no "consensus" on many of the critical issues concerning the status of women, a trend in

the larger society noted in the previous chapter. That the results of these interviews cannot be scientifically tested and measured is stressed. Further, it should be understood that these responses were first impressions and not considered judgments. Responses to questions #2, #5, #13 and #14 in particular illustrate a trend toward status ambiguity in this sampling of women line officers.

Question #2 was phrased as follows: "What do you think are the Navy's reasons for maintaining women officers today?" The responses break down as shown in Figure 4.1, with more than one response in many instances. For analytical purposes the responses can be broken down into seven categories:

(1) The Nucleus Theory response. The rationale of these respondents is that the active duty women (officers and enlisted) provide a trained nucleus in event of mobilization. Related is the conviction that all women officers have a responsibility to the administration and training of enlisted women, and that the only real specialty of a woman line officer is the administration of women. The limitations of women in the military must be recognized--it is a man's organization, with sea/shore rotation an all-important personnel factor. Because women cannot (and should not) go to sea, they must recognize that they are less assignable. They should feel privileged to be able to serve in the Navy, which revolves around the fleet.

(1) Nucleus Theory. Women provide trained nucleus in event of mobilization.  
"Provide a cadre of trained personnel which would be an adequate base for mobilization in case of war or national emergency . . .".\*

Number of respondents: 2

1 CDR  
1 LTJG

(4) Constitutional and legislative authority. The law provides a legal basis for women in the service. The Navy is stuck with its women, like it or not, not knowing how to dissolve the Wave organization.

Number of respondents: 7

1 LCDR      1 LTJG  
3 LTs      1 ENS

(7) Women fill the shore jobs so that men can go to sea.

Number of respondents: 2

2 ENSs

(2) Resource Base. Women provide general and special skills; they are a large portion of the working force. Their talents should be used by the Navy. The Navy should explore new possibilities for utilization of its women in concert with the changing role of women in the American society.

Number of respondents: 16

2 CDRs      5 ENSs  
2 LCDRs      1 LTJG  
6 LTs

(3) Combination of (1) and (2), with little emphasis on the trained nucleus, which is an outdated concept. Women have proven their worth to the service.

Number of respondents: 10

2 CAPTs      1 LTJG  
1 CDR      3 ENSs  
3 LCDRs

(6) The feminine touch. Women provide a different viewpoint. They are a plus morale factor, they do the "feminine-type" kinds of jobs.

Number of respondents: 7

3 LTs      3 ENSs  
1 LTJG

Figure 4.1

Breakdown of Responses to Question #2, "What do you think are the Navy's reasons for maintaining women officers?" (Some of the respondents gave more than one reason.)

\*Report of the Committee on Federal Employment to the President's Commission on the Status of Women, October 1963, p. 5.

(2) Resource Base. Women are a big portion of the working force and should be utilized. Women are a viable part of the Navy organization and have proved their worth and competence. Women officers like to think that there is no difference between male and female officers and that their contributions today are accepted as such by the leadership . . . but "this is not so at the present." As one of the ensign respondents stated, "Women officers can be just as competent as men but, before this is accepted (by the male officers), the image of women in the country must change." As this change occurs, the careers of men and women in the Navy will be more parallel.

This group, representing the neotraditionalists, sees a changing role for women in all segments of society. The times are changing and the Navy should explore new possibilities for utilization of women's talents. If women are qualified why should they not be able to fill the jobs?

(3) Combination of (1) and (2). This view combines the trained nucleus and the skilled talent, as the raison d'etre for active duty women officers, with very little emphasis on the former. The nucleus theory is seen as a concept that is an anomaly and in a state of limbo as is its parent concept, mobilization. The Navy wants women for their general and special talents, and, at the same time, offers young women the opportunity to serve their country. The administration

of women is seen not as an absolute requirement for all officers, but this type of duty does give women something partially equivalent to sea duty. Women are different and the Navy has faced this reality through the "W" concept. Women have proven themselves useful and have become an integral part of the Navy. The quality of women officers has been steadily improving--there have been times when there was a demand for personnel, and the women did the job and were accepted. The trained nucleus is only a small part of why women have been maintained, but as long as there are reserves the nucleus is a viable concept.

(4) Constitutional and legislative authority. The Waves are in the Navy by law, and therefore the Navy is "stuck with us." We are a vestige of tradition and "the Navy doesn't know how to dissolve the Wave7 organization."

(5) I don't know, or I never thought about it. This was a first reaction from four of the women officers (1 LCDR, 2 LTs and 1 LTJG).

(6) The feminine touch. The women provide a different viewpoint; they are a plus morale factor; they produce quality work in the administrative field; they "do completed staff work." Waves "do a better job" than the men; the women are dedicated volunteers and "do the paper work jobs that men don't care to be bothered to do and that we are supposed to enjoy." "We are the Navy's secretaries and

paper pushers in jobs affiliated with woman-type work."

Among the women who gave this response there was both satisfaction and dissatisfaction as to this status. Five out of the seven were dissatisfied.

(7) Women fill the jobs ashore so that the men can go to sea.

Relating these responses to the overview within society, advocates of the nucleus theory (1) are very close to those who support the traditional role of the woman, that of a homemaker and companion of men, a prevalent viewpoint in the United States until the sixties. Related to this attitude is (6), the feminine touch: women are different, and can best be used doing "feminine work"; e.g., detailed jobs such as communications and administration, and jobs requiring interpersonal talents such as personnel officers.

The respondents with an attitude as expressed in categories (2) and (3) would be comfortable with the assumptions of the neotraditionalist, and, they would very likely hope to see the uniformed women move forward cautiously toward equality as defined by the Presidential Task Force Report on Women's Rights and Responsibilities of April 1970:

Women do not seek special privileges. They do seek equal rights. They do wish to assume their full responsibilities.

Equality for women is unalterably linked to many broader questions of social justice. Inequities within our society serve to restrict the contribution of both sexes. . . .

What this Task Force recommends is a national commitment to basic changes that will bring women into the mainstream of American life. Such a commitment, we believe, is necessary to healthy psychological, social, and economic growth of our society.

Unfortunately the interview sampling is insufficient to prove conclusively that there is status ambiguity in the line women officer community, but the trend as observed in the responses to question #2 is apparent.

The responses to question #5 of the instrument also suggest some degree of ambiguity in the minds of women officers as to their status in the Navy. The question relates to the 1100 officer designator and its applicability to women: "The majority of line women officers at present are in the field of administration or management. What designator do you feel best fits this present woman officer complement?" The replies break down as follows:

(1) No question about it--1100. A large group of respondents, fifteen officers, had no doubts about being "unrestricted line officers" and were not willing to think about any other category. They did not feel it a misnomer for the women, at least not under the present designator structure.

(2) Some five officers said that the 1100 designator presents a problem in their minds but that it is the best solution under the present designator structure. Reasons

for this position included: being 1100 officers gives women flexibility and mobility in job opportunities which they would not accrue as a corps, or as restricted line officers; no 1100 is "unrestricted" anymore, therefore that women line officers are in fact restricted is not much different than the male officers; the label is secondary to doing the job--don't fret about semantics; changing to a separate designator for women would be a step backward.

(3) New designator needs to be devised. Four of the respondents said that they cannot honestly consider themselves 1100, and that it is inconsistent for women to carry an 1100 designator. If women continue to be restricted from sea duty, then they should be restricted line officers. A table of equivalency was suggested, as well as an officer designator for administrators, similar to Adjutant General concept of U.S. Army.

(4) More like a corps. Two of the officers suggested that the women be what they are rather than try to fit into the male 1100 program. The respondents both would rather this not come about, but felt it would be more realistic.

(5) Three officers stated a philosophy of either/or. Either give the women their own designator, recognizing the myth of integration; or, completely diffuse the women throughout the shore establishment.

(6) No real feel for the question. Five of the ensigns said they had insufficient knowledge to respond.

The total breakdown is as follows:

(1) All right as is--1100 2 CAPTs 2 CDRs 3 LCDRs 5 LTs 1 LTJG 2 ENSs <u>15</u>	(2) A problem, but no solution 1 CDR 1 LCDR 1 LT 1 LTJG 1 ENS <u>5</u>	(3) New designator needs to be devised 1 LCDR 2 LTs 1 ENS <u>4</u>
Number of respondents: 15	5	4
(4) Corps 1 LCDR 1 LTJG <u>2</u>	(5) Did not know 5 ENSs 2	(6) Either new designator recognizing myth, or completely diffuse the women throughout the shore establishment 1 CDR 2 ENSs <u>3</u>
	5	3

Figure 4.2. Breakdown of Responses to Question #5.

"What designator do you feel best fits the present women line officer complement?"

The responses show the wide variances of opinion on a question that has been raised throughout the history of the Waves. A large percentage, recognizing the problems involved in creating another designator, and believing in the advantages and flexibility through women remaining in the 1100 designator, opted for the status quo. This option for status quo may reflect a general tendency among the more senior officers in particular to be more comfortable with the status quo. At the same time, those who responded with (2) through (4) would appear to reveal an uncertainty regarding their status as unrestricted line officers which by definition represents sea or flying status. Those responding with either/or believe that the opportunities of the present woman officer program are incompatible with the 1100 designator.

Analysis of questions #13 and #14, which are two wind-up questions of the instrument, continues to illustrate the trend of status ambiguity in the woman line officer, ambiguity in the sense of Epstein's thesis of woman trying to define her role(s) in a profession.

Question #13, "What role do women officers now play in support of the Navy's requirements?" is similar to #2. It was intended not only as a repeat but also as a summary of the interview. Responses indicate that this was a poor question as it is too all-encompassing for the respondent

and pat, short cliches resulted. The role of line women officers as understood by the respondents includes:

- fulfill a role in each billet, wherever they are assigned.
- perform well in jobs the Navy needs to have done.
- form an integrated part of the shore establishment and support the fleet.
- fill shore billets which permits the men to go to sea.
- act as managers and administrators.
- play a vital part in the Navy.
- handle certain types of jobs better than men.
- work.
- sign papers.
- be a "superofficer." Because we are women, we must appear not to be aggressive, must be extremely tactful and maintain a sense of balance.

Only three officers expressed attitudes which indicated dissatisfaction with their role in response to #13. Remarks included: "we are high paid officer managers doing the Navy's paper work." . . . "We still get scruffy billets that the men don't want" . . . "we are performing well, but are kept down in how we perform, we are restricted."

Question #14 concerns the future role of women officers: "In light of changes occurring in the Navy and in society as

a whole today, what in your estimation should be the role of women officers in the future? What will it be?" Analysis of the responses correlates with question #2, with all of the respondents asking for a changed role of the woman line officer. The responses, reflecting more of an attitude than a definite statement of role, can be divided into five categories:

(1) Remain integrated with the men (vice corps concept). This does not mean equal with the men (women are different); the Navy can afford to discriminate, in the sense of distinguishing and discern, regarding its women. Women should share responsibilities equally with the men, and should become more accepted as a part of the Navy. The women should be seen as a part of the all-volunteer force, with less antipathy and prejudice expressed toward them. Give the women more responsibilities and opportunity to succeed to command. The women should stop acting like a corps and stress similarities rather than differences. Many expressed the belief that this integration should start at the training level (Officer Candidate School). This response aptly reveals the problem of status ambiguity for the woman in the Navy--she wants to be equal yet not equal. This, incidentally, coincides with the American woman's point of view in general.

(2) Opportunity to work in new areas. A number of the officers see the need for new areas opening up for women officers--in both the line and restricted line programs. In that very few of the respondents in this category were in favor of going to sea personally, one infers from this response that the respondents feel that a number of areas and types of billets not requiring operational experience, are now in fact closed to women and should be opened.

(3) Opportunity for specialization. The need for more opportunity to specialize, if the woman line officer so desires, was a common response (and is related to the assumptions of (2)). The caveat of option was consistently attached; i.e., don't force all women line officers to specialize. (One respondent, a LCDR, stated that there should be no unrestricted women line officers, for women do not qualify for the program.)

(4) Greater use as source of quality manpower. In view of the projected All-Volunteer Force, women should be considered as providing quality human talent . . . the future role of women in the Navy may increase considerably.

(5) Exact equality with men. Many of the ensigns expressed the attitude that the women officers should be given the same opportunities and responsibilities as the male officers, and expressed a strong sense of the egalitarian rationale. They felt that sea duty and flying status should

be opened up to women.. The issue of whether women go to sea was part of question #3 of the instrument. It is significant that 10 (1 CDR, 1 LT, 8 ENSs) of the 34 said that they would personally like to serve at sea; another 4 (1 LCDR, 1 LT, 1 LTJG, and 1 ENS) said that they would not personally enjoy it but that it should be an opportunity for women.

The breakdown of categories is as follows:

(1) Remain integrated. This does not mean equal work in new areas. to men, but more a part of the Navy than at present. "We are not equal now."  Number of respondents:  1 CAPT 2 CDRs 4 LCDRs 3 LTs 1 LTJG 11	(2) Opportunity to work in new areas.  2 LTs 2 LTJGs 2 ENSs 1 CDR 7	(3) Opportunity for specialization, but not as a primary or sole function of majority of URL women officers.  2 LCDRs 4 LTs 1 LTJG 3 ENSs 10
(4) Greater use as national source of manpower.  1 CAPT 1 CDR 3 LTs 1 ENS 6	(5) Exact equality with the men; e.g., URL women officers should be sea-going.  5 ENSs 5	

Figure 4.3. Breakdown of Responses to Question #14. Future role of Women Line Officers (some of the respondents gave more than one category).

## Analysis of Statistical Data on Women Line Officer

Community. Appendices III through V were developed for use specifically in this study in order to illustrate the distribution of women line officers presently on active duty by occupational groupings and by Naval Officer Billet Classification Codes (NOBCs).

Appendix III is a comparison of 1966, 1971 and "career" assignments by nine occupational groupings. In this appendix a comparison of current assignments with those of five years ago shows a marked trend toward reducing the number of assignments given to women officers in the supply, intelligence and professional field, and returning these officers to the traditional areas of administration and communications. Between 1966 and 1971 the numbers of women officers in communications have almost doubled. Adding the 1971 percentage of the communications subgroup (.14%) to the administrator group (76%), it may be seen that approximately 90% of the women presently on active duty (excluding those unassigned, in student status or on foreign exchange duty) are in the areas of administration or communications.

Career figures in the third column are based on assignments made to these same women over a period ranging from 1949 to the present. A comparison of current figures with the career figures points to a downward trend in the scientists and professionals grouping (4 1/3% career; 2%, 1971)

and a steady trend in the intelligence and administrator groupings. Intelligence has been consistently 2%, while the administrator grouping is currently 76%, with 70% career. The number of women in the supply grouping has been minimal over the duration of many years.

While the differences between the 1966 and 1971 categorization of NOBCs may account for some of the marked change in percentages, the validity of the comparison cannot be entirely discounted. These trends are heavily substantiated by the career figures.

Within each of the two major occupational groups (administrator and engineering and maintenance) in which women officers are being most frequently assigned are subgroups, which show an even narrower pattern of channelization: 98% of the engineering and maintenance billets are in communications alone. Over four-fifths of the total billets in the administrator grouping fall into three areas: General Administration, Training Administration, and Manpower and Personnel Administration. Within these subgroups there exist NOBCs which in themselves are major factors in the channelization pattern. These have become in effect the typical woman line officer billets. In the current General Administration subcategory these NOBCs are #2605 (Administrative Assistant) and #2615 (Administrative Officer) which account for 20% and 49% respectively. In the Manpower and Personnel category one NOBC alone #3965 (Personnel

Officer) overshadows 18 others and represents 61% of the subgroup's total. A breakdown of the Administrator grouping is provided in Figure 4.4:

	1966	1971	Career
Admin, General	96 (28%)	112 (26%)	336 (26%)
Training Admin	20 (6%)	62 (15%)	192 (15%)
Manpower	127 (36%)	155 (36%)	508 (40%)
Comp and Fiscal	17 (5%)	2 (1/2%)	9 (2/3%)
Data Processing	30 (9%)	33 (8%)	80 (6%)
Pictorial	1 (1/2%)	1 (1/2%)	4 (1/3%)
Information	48 (14%)	45 (10%)	104 (8%)
Police	4 (1%)	4 (1%)	18 (1 1/2%)
Safety	0	0	0
Inspector General	0	0	0
Medical	0	0	0
Other	1 (1/2%)	12 (3%)	38 (3%)
Based on	344 (100%)	426 (100%)	1289 (100%)

Figure 4.4. Breakdown of Administrator Group.

Source: 1966 DACOWITS Report on Utilization of Women, and BuPers Computer PRINTOUT dated 29 April 1971.

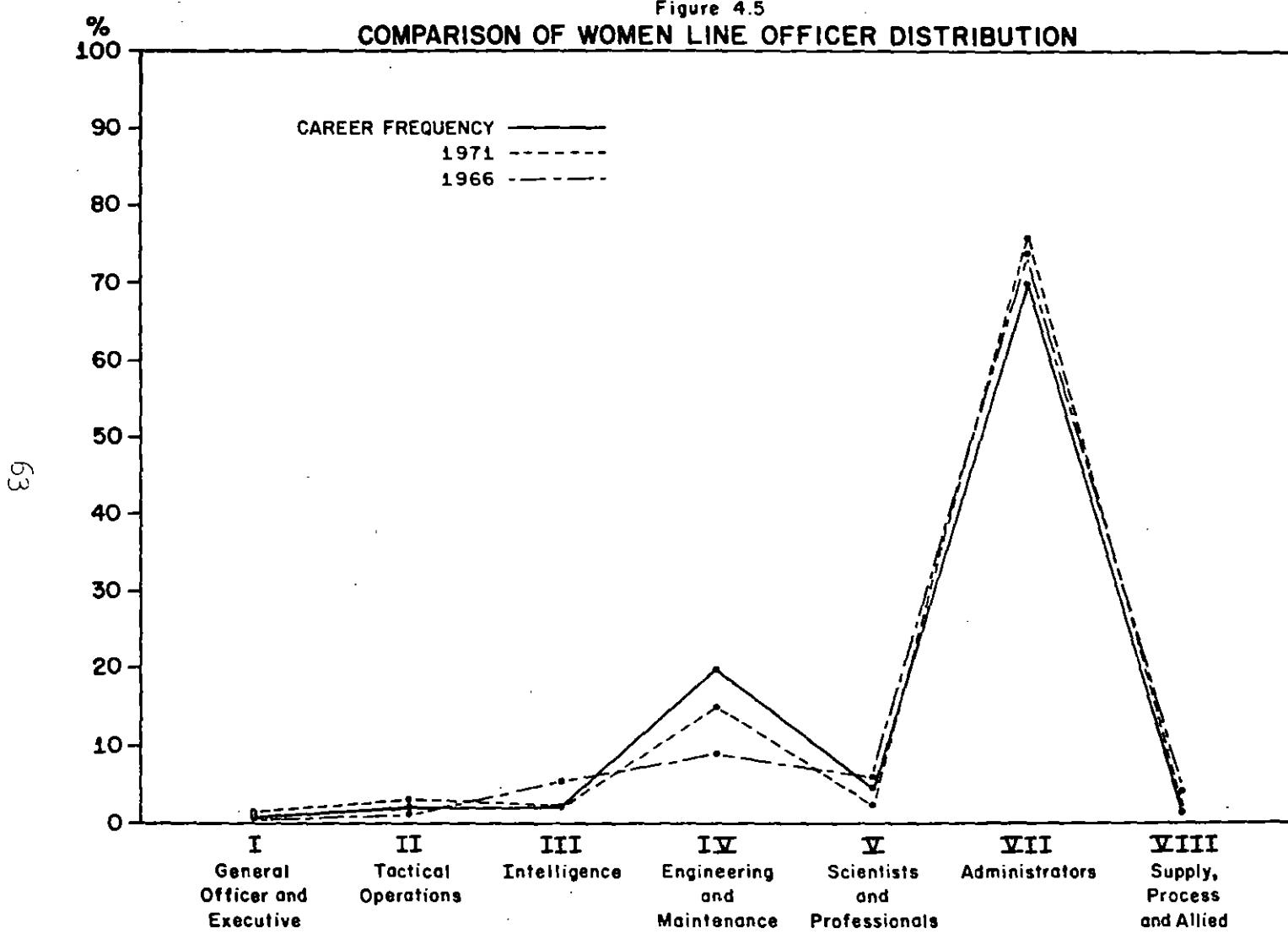
Figure 4.5 on the next page in graphic form illustrates the trends within Appendix III.

Table 2, Current Distribution of Women Line Officers, Appendix IV, shows that the woman line officer community currently includes in its numbers a nuclear physicist (NOBC 2071), a naval hull engineering development officer (NOBC 7120) and a launching, recovery, and landing aids engineering officer (NOBC 8050). All of these billets are assigned to ensigns and represent a departure from the traditional woman officer assignments. On the other hand, the fields to which women officers customarily have been detailed continue to show heavy concentrations of women, as indicated in the previous discussion of Appendix III.

The many areas in which women could be serving are not indicated in Table 2. Without mind-stretching, areas in the unrestricted line designators in the shore establishment in which women might serve include: logistics, transportation, international affairs, and command.

Table 3, Career Distribution of Women Line Officers, Appendix V, shows the distribution of women line officers by NOBCs over an extended period and serves to illustrate those specific areas, in naval terms, where opportunities for women have opened up, as well as those areas where women were formerly being assigned and are no longer serving.

Figure 4.5



Sources: 1966 DACOWITS Report on Utilization of Women, and Bupers Computer PRINTOUT dated 29 April 1971

An example of the opportunities which have recently been opened to women is the Navy's aviation field. The fourth and fifth pages of Table 3 show an increasing number of assignments being made to junior officers in this field, particularly in the ground operations group. The question immediately arises: Are they headed down a dead-end road? There is presently no viable career pattern for women within the aviation field. The aviation field also contains an example of an area of specialization to which women officers were formerly but are no longer being assigned. This is the meteorology group in which women who are presently commanders and lieutenant commanders were at one time serving. A glance at Table 2 will show that these kinds of billets are no longer being filled by women officers.

Other areas into which women have occasionally been detailed are the facilities engineering field and weapons engineering field. There are at present no women officers serving in these fields; the women who held these billets have remained on active duty without developing these fields as subspecialty areas.

Figure 4.6, Summary of Tables 2 and 3, below gives in summary form the numbers of billets and percentages represented by individual fields in Tables 2 and 3.

In addition to Tables 1 through 3, several other charts reflect the kinds of billets in which women line

<u>Field</u>	<u>Number of Billets</u>		<u>% by Field</u>	
	<u>1971</u>	<u>Career</u>	<u>1971</u>	<u>Career</u>
Medical and Dental	0	1	0	.05
Supply and Fiscal	2	14	.3	.8
Sciences and Services	148	425	26.3	23
Personnel	248	807	44	44
Facilities Engineering	0	1	0	.05
Electrical Engineering	0	0	0	0
Weapons Engineering	0	2	0	.1
Naval Engineering	1	1	.2	.05
Aviation	16	41	2.9	2
Naval Operations	148	546	26.3	30

Figure 4.6 Summary of Tables 2 and 3

Source: BuPers Computer Printout of 29 April 1971.

officers have served. Using the data of Table 3, the following frequency percentages for career distribution, based on 1839 billets, may be established:

SCIENCES AND SERVICES FIELD

2400 Group - Public Affairs - 5.4%

2600 Group - Management and Administrative Services - 15.3%

PERSONNEL FIELD

3000 Group - Recruitment and Selection - 4.7%

3100 Group - Classification and Distribution - 3%

3200 Group - General Training - 13%

3900 Group - General (Personnel) - 19.4%

NAVAL OPERATIONS FIELD

9000 Group - Staff and Fleet Command - 4.5%

9500 Group - Communications - 18.3%

9700 Group - Automatic Data Processing - 4%

The individual NOBCs in which women presently on active duty most frequently have served, based upon those NOBCs on their Officer Data Cards, are presented in Appendix VI. Of the top 10, 4 of them are in the field of communications.

The top 4 are in the general field of administration. Public Affairs Officer is number 8. Numbers 7 and 11 are billets pertaining to the recruitment and indoctrination of women officers, respectively.

The Restricted Unrestricted Line Officer. As in any of the professions, the woman line officer in her career experiences and constantly lives with a different status in her organization. She represents the combination of a woman, a professional and a restricted unrestricted line officer. The

milieu stemming from this status is complex and crammed with subtleties and nuances of prejudice and bias, similar to those circumstances surrounding the woman professional generally.

Following is a description of some of the inputs to this milieu including (1) channelization of billets, (2) a conservative leadership, (3) minority attributes, (4) paternalistic attitude of male officers, and (5) status ambiguity.

(1) Channelization of job opportunity is derived from a perception of status and role (different from that of the male) for the female. Similarly to women professionals in general, women line officers have been channeled, by both the men and women of the Navy, into a conventional pattern of jobs. Analysis of the statistical data as presented in this chapter substantiates this fact.

The unspoken rationale for a narrow selection of fields made available to the women line officers, particularly in the senior ranks, includes the ideas that women should be used in female-type work and they should not deprive a male line officer of "solid," first line billets ashore. Besides, continues the rationale, the myths concerning intellectual, emotional and physiological characteristics undoubtedly have some truths behind them.

(2) It is hypothesized that throughout history there has been a tendency in policy making by the women concerning the Wave program to be reactive rather than proactive, with

the low-keyed approach, the low profile as the net effect. The reasons for this are postulated below, yet admittedly their validity cannot be measured.

. The ad hoc nature of the organization. Notwithstanding its birthdate of 1942, the Wave organization has always had a temporariness unto itself, and until 1967 there were legal barriers which would support this contention. The Navy has always been proud of its women, but at the same time they have been seen in the context of a wartime phenomenon rather than as a permanent component. Dean Virginia Gildersleeve, in speaking of the creation of the Waves, said, "If the Navy could possibly have used dogs, ducks or monkeys, certain of the elder admirals would probably have greatly preferred them to women."

From this general organizational attitude of ad hococracy a posture on the part of the women's leadership has been accepted wherein a low profile is maintained, so that the men will not reconsider the Wave component out of its existence--particularly in times of cutbacks and retrenchment of the military.

. The minority in the naval establishment. In addition to the comments below regarding minority status, a type of psychological discrimination toward the "Wave Corps" exists, similar to that which is experienced by all professional women. The overall effect, which may have influenced the women's

leadership style, has been that the minority are continuously conditioned to believe that they were never meant to aspire very high and that inequality of opportunity is part of the natural state of affairs.

. Apprehension about feminine leadership. Leadership by its nature must be aggressive. To be successful operating within our societal norms female leadership must be both aggressive and feminine. Yet in view of our society's image of femininity and "feminine" traits, there is an inherent contradiction in these two terms; e.g. how can the Director of the Waves, and women officers in managerial positions involving supervisory and advisory responsibilities, be both feminine and aggressive, serving both their male and female audiences? One of the reasons for lag in the progress in career planning for women (officers and enlisted) is very likely a decided concern for how to resolve this issue, an issue centered around role and status ambiguity.

. Lack of status. It is continually asserted to women officers that qualification at sea is required for top management billets, and therefore this avenue is for all practical purposes closed to women. Evidence of this is the Navy regulation cited previously that reads that women can neither succeed to command or--under a proposed change--command.

In the corporate structure of an organization the element of status inevitably reverts to the question of power, including authority and discretion. Without resolution of status, the women in the Navy will continue to have no political (power) base as such. In essence Wave leadership is forced to a low profile, with no alternative.

(3) As stated earlier, the American woman can be described as the only nonminority group, with attributes of self-abasement and self-rejection in the extreme instance. She has an inferiority complex, if you will, about being a woman vice a man. As an overlay to this situation, the woman naval officer must be recognized as a woman in a profession which is predominantly male. Using numbers as a criteria, as opposed to an attitude of a minority group, the Waves are quite definitely a minority group. Just how this minority idea affects the individual has not been empirically quantified. Personal observation suggests, however, that the women officers generally have rejected themselves as women officers and as a separate officer community in that they have created a myth among themselves that they are integrated into the Navy, notwithstanding continuance of separateness as manifested in official policies and, perhaps more importantly, in the eyes of the male officers. The women prefer to consider themselves as naval officers rather than as women officers. Accompanying this is a general realization among women

officers that esprit de corps is necessary for morale purposes and operative in the Wave organization.

Another attribute of a minority group, identification of survival with the prosperity of those who feed them, is too harsh to apply to the women in the Navy. There is in the women officer community, however, a prevailing attitude of privilege, honor, service to the fleet, as reflected by statements such as, "It's a man's Navy"; "We should feel privileged to be able to be a part of the naval profession." The motto of the Women Officers School (which includes both Nurse Corps and Wave officers) is, "It is our honor to serve the fleet."

(4) Related to channelization of billets is the paternalistic attitude of the male officer which is very often akin to what Caroline Bird refers to as "new masculinism": It is all right for the women to do their thing, as long as it does not impose upon the male and his role/status. It would appear that as long as this attitude is ascendant it will be atypical for a female line officer to be filling what is considered to be a first line unrestricted line officer billet. "Let the women be administrative officers, communications officers, and even computer programmers, but they are not qualified to be in key OpNav or CNM line officer billets." Recently a woman line officer was assigned for the first time to the 61 division (Politico-military Affairs) in the OpNav arena.

Discussing this assignment, one of the officers in the 61 division said, "It must have taken a lot of politicking." When asked whether this could portend more openings in Op 60 for women, he said that the 61 division couldn't possibly take two women at one time, no matter how well qualified they were. This is typical of the new masculinist attitude.

The notion seems to persist within the military organization that women are nothing but defective men:

There is no question but that women could do a lot of things in the military service. So could men in wheelchairs. But you couldn't expect the services to want a whole company of people in wheelchairs.

General Hershey

(5) Status ambiguity as discussed in Chapter III is sublimated by a large percent of women officers, if for no other reason than emotional stability. Several factors contribute to ambiguity of status for these women, including the different-but-equal syndrome, no definitive career progression, uncertainty of qualification, and role ambiguity.

. Different-but-Equal. On the one hand the woman officer is informed that she is an unrestricted line officer and that overall personnel management policies that apply to men are equally applicable to her. On the other, she is very likely to have been recruited by a woman officer, trained and indoctrinated mostly by women officers, and detailed by a woman officer. She is not in competition with her male line officer

peers for promotion purposes and is never quite certain which personnel policies apply to her.

No definitive guidelines for career progression toward a predictable objective. Each woman officer has an individualistic career pattern except that a large proportion are in the field of administration. This leads to something not unlike the following: Line women officers in the ranks of senior lieutenant and above are encouraged to develop a "subspecialty" in that through specialization women officers can provide depth and continuity. But at the same time women are excluded from restricted line, Special Duty and Engineering Duty ("specialist") designators, and policy for the woman line officer prescribes alternating tours in and out of one's subspecialty, in accordance with a general policy for all line officers. The male line officer normally is rotated to sea duty or flying status on the out tour, whereas the woman line officer is rotated to a billet in the field of administration/management. Has administration in the larger context of the field become the specialty of the woman officer, just as naval warfare has been that of the male officer? Over an extended duration 70% of the billets filled by women officers have been in administrative assignments and presently the administrative field represents 76% of the billets being filled by women officers. Therefore, the posture may well be specious that one of the benefits of the

woman line officer program is its contribution to depth and continuity in the subspecialties, except in the field of administration. Of the women line officers on active duty, 67 have P or S codes; approximately one-half of these codes are in either personnel administration or computer programming. For a detailed breakdown of the subspecialties, see Appendix VII.

A recent change in policy regarding assignment of unrestricted line officers with subspecialties illustrates the confusion of policy guidelines for women. It is now required that if an officer with subspecialty qualifications is to be assigned to shore duty out of his subspecialty approval must come from several layers of management. The applicability of this policy to women, who are always assigned ashore, is a moot question.

Hence, although the male line officer career patterns and policies are alleged to be a reference base for the female line officer, the modus operandi of the female program is more similar to a corps with its inherent restrictions--restrictions which are much more basic than those of the male line officer program. The net effect is that there are no career patterns for the woman line officer. And as a consequence a high degree of flexibility in attitude toward her "career" is required of the woman line officer. Are personnel management policies which apply to the male line officer suitable for the female line officer? This is the nub of it all.

• Uncertainty as to qualifications for either billet assignment or promotion. A deep-rooted uncertainty exists among some women officers as to the qualifications for the senior ranks. Many questions are not answered: Is performance the overriding, or perhaps only criterion? How much weight is placed on qualification in the administration of women type billets? Such billets are considered "sea duty" for women officers. Yet for lieutenant commanders and above there are very, very small numbers of these billets. Promotion to the senior ranks is supposedly tied to one or more tours of duty which involve the administration of women, a concept which presumably is based upon the original World War II idea that active duty women would provide a nucleus in case of mobilization. Personal interviews with 34 women line officers indicate that they are in disagreement regarding the validity of the nucleus theory (refer p. 48).

• Role ambiguity. Used in the sense of expected and appropriate patterns of behavior, rather than position, role concerns the matter of being a lady in a gentleman's organization. She must "look like a girl, act like a lady, think like a man, and work like a dog." (A quote from a highly successful business woman, expressing her philosophy of success.) For the line officer who also happens to be a woman, this ambiguity is evidenced in many facets of her daily routine. Who opens the door? When do I wear my hat?

Do they think the task is suitable for me? How do I wear stripes and at the same time be feminine?

The effect of this dual behavior--womanly and officer-like (which may not be different in nature, but is so conceptualized by many, particularly the traditionalist)--is that a high degree of flexibility in attitude is essential to the woman officer's stability. As Epstein notes, it is extremely important that a woman be secure in her own understanding of herself as a female.

In conclusion, from analysis of laws and policies relating to the woman line officer in the context of the status of the woman professional in general, today's woman line officer can at best be described as a pseudo line officer within an officer community that has many of the trappings of a corps.

Certain situations have developed over the years relative to this officer community: Channelization of types of billets to which women are assigned, a low profile of the Wave leadership, some attributes of a minority group, a paternalistic attitude on the part of male officers toward the "Wave Corps," and status ambiguity as experienced by the woman officer herself. A number of factors contribute to this last situation including a different-but-equal syndrome, no definitive career progression, uncertainty of qualification, and role ambiguity. Evaluation of three of the questions asked in personal interviews

to 34 women line officers discloses a decided trend toward status ambiguity within this sampling.

Just as we are seeing in society the rumblings of women expressing discontent with their position in the working world, evaluation of these interviews suggests that some of the women in the Navy are dissatisfied. They are asking, "Why should we continue to be separate?" "Why are we not diffused throughout the shore establishment in fact, rather than in theory?" "Why must subtle barriers to success as women in the Navy be overcome as individuals rather than as a group?"

By the same token, it would appear that since the 1967 legislation regarding women officers, the woman officer, especially in the senior ranks, more readily accepts her status and has convinced herself of equal opportunities. This observation should be tempered with an appreciation that any woman officer is extremely hesitant to speak out regarding so-called discriminatory practices. The reasons behind this hesitancy are complex and involve a realization that she and her primary group have no status in the long run and therefore no power except through groups of male officers. It also is caused by recognition by the woman officer that she is in reasonable shape economically, as compared with civilian job opportunities, the limitations of her own self-fulfillment image, the ad hoc nature of the Wave organization,

her relatively conservative life style, the socialization process itself by which she has been socialized into acceptance of obstacles for women in any career, and lastly, the adverse impact which her vocal criticism would have upon fitness reports and hence upon promotion opportunities; i.e., rocking the boat might quickly be rewarded with strong negative sanctions.

As manifested in personal interviews, the present group of active duty women officers have in their numbers representatives of all three viewpoints regarding the role of women in society. Navy policies tend to support the traditional view, and in the long term have appealed to women of this same viewpoint. Yet it is very unlikely in the coming decade of rising expectations of American women that the service can continue to accommodate women of all three viewpoints--the Navy is overdue for a reappraisal of policies relative to its women's programs.

## CHAPTER V

### U.S. NAVY POLICY OPTIONS REGARDING THE WOMAN LINE OFFICER IN THE SEVENTIES

Introduction. In determining the future of any officer community, the Navy's total requirements must be evaluated. While this study focuses primarily on the needs and interests of the individual rather than the organization, as an introduction to policy options in the next decade regarding the woman line officer some general considerations relative to the requirements of the unrestricted line officer programs are briefly examined. Then five distinct policies are set forth including their advantages and disadvantages.

To cope with the technological revolution, the Navy's line officer program has moved rapidly toward subspecialization and specialization. In the process the "unrestricted" line officer has become an anachronistic concept, with general line officer a more appropriate term for today's unrestricted line officer. Necessity has demanded that the junior officer be channeled into various naval warfare specialties at an early date. On the other hand there continues to be the fallacious assumption that a line officer can fill any billet not specifically designed for restricted line or staff officer,<sup>1</sup> especially in view of urgent "needs of the Navy."

In the assignment process relative to the unrestricted line officer, a major consideration would appear to be the breaking point of flexibility within the individual officers and how to create career patterns that will satisfy the requirements of the large organization without going beyond that point. For many reasons flexibility and generality do not always coincide with trained, experienced skills and specialization. This Navy-wide problem, the obsolescence of the unrestricted line officer concept and the accompanying lag in personnel policies which meet the needs of both the individual and the Navy, has adversely affected the woman line officer program.

The general philosophy of the line officer program in addition to subspecialty requirements will be paramount in decision making regarding the future of the woman line officer program. Also the aptness of the objectives of the male line program to that of the women should be studied. In general terms the broad objectives of the male unrestricted line officer program are to plan and conduct naval warfare and to manage the ancillary systems which affect the combat readiness of the Navy.

In the context of general philosophy, specialty requirements and objectives of the unrestricted line officer programs, the following issues should be fully evaluated in future studies relating to the woman officer program:

• Present policy relative to the program encourages the generalist and discourages the specialist. Today there is an accepted maxim in military organization that there is a definitive need for specialists and yet present Navy policy encourages the young woman officer to be a generalist, particularly in administration. Yet herein is a major contradiction: the women are so channelized in administration that they are in effect specialists in administration. Are organizational needs sufficient to alter existing policy and expand the numbers of women in fields other than administration?

• There are at the present time no career progression models for the woman subspecialist to follow. The majority of today's senior women consider themselves managers and leaders, and they enjoy their self-image; i.e., they do not desire specialization. At the same time at the mid-career and junior officer level a trend is developing toward specialization and subspecialization capability in consonance with the male line officer program. These women have no career flow development patterns to follow, unless those of the male subspecialists are used. But the new career development charts of the male subspecialists do not particularly lend themselves to a completely dry line officer.

• Related to the above, there are Navy-wide shortages in the subspecialty arena some of which might be filled by women. The major cause of shortage seems to be the basic requirement for seagoing proficiency:

The inventory of educationally qualified officers is generally inadequate to support these billets /P-coded/. . . . The effect of the . . . shortages is to require either an intense degree of specialization of professionally educated officers or a decision to gap the educational requirements of billets. The former alternative conflicts with the attainment of proficiency in sea-going billets by URL officers.<sup>2</sup>

Proficiency in seagoing billets is not a consideration for women officers. Therefore the rationale that due to sea-going needs an officer cannot serve continually in the subspecialties does not apply to the woman line officer community. Nonetheless there are two considerations regarding subspecialization which pertain to this community. Any unrestricted line officer can ill-afford to become too narrow-based in his or her career through overspecialization. (This rationale would not apply if the female line officer were considered a member of the "Wave Corps," or if she were a restricted line officer with Wave designated billets.) And, secondly, under present policy there are allegedly "sea duty" billets for women in the form of billets relating to the administration and training of women.

- Under present policy there is opportunity equal to that of the male officer for the female to specialize in very few of the subspecialties.
- The objectives of the female line officer program are unclear to the line officer community, male and female.

. The extent and degree to which women officers should be encouraged to specialize, the kinds of expertise the Navy desires in its senior women, and the different professional development patterns which the individual women officers should be given as options into the senior ranks need to be projected. This would require as a solid foundation an appreciation of the overall Navy line officer requirements in the 70s. Such an overview has recently been under revision and the balance of career factors which leads to the various routes of command and flag has been reevaluated. The relationship of the tiny woman line officer program to the overview must be clearly delineated.

A changing scene in male unrestricted line career patterns in some measure delimits analysis of professional development patterns for women officers. Still if the objectives of the woman line officer program are clearly defined, patterns for this community should fall out irrespective of the male program. This is true particularly if the neotraditionalist's philosophy prevails. Further, due to a dissimilarity in part in the objectives of the male and female programs some of the personnel policy guidelines for the male program may not apply to the female line officer; e.g., it may not be prudent to rotate a woman officer out of her subspecialty every other tour to a generalist/managerial billet.

The five options presented below are offered within this general framework and in the time frame of the decade of the seventies, with discussion of the philosophical base, the description of each policy, the action required, and the advantages and disadvantages of the policy. The options have been developed without extensive analysis of the needs of the Navy, including billets available or critical shortages of officers. Rather, it seemed to the author that philosophical assumptions regarding the status of women officers in the future must first be redeclared for this particular officer community.

There are some historic dates for the Waves--1942, 1948, and 1967. But we are now into the seventies and the guidelines for the women in the Navy must be set in tune with the social changes that will be with Americans throughout the next decade. Navy managers must address themselves to the changing role of the American woman, a societal trend which, as discussed in Chapter II, has implications in determining future utilization of the women in the Navy.

Policy #1: Continuation of Present Policy.

Philosophical Base. The basic assumptions of the traditionalist would be applied to the woman line officer community. Women are different, and by and large they lack the talents and skills to contribute to the line functions of a military organization. Their special talents in interpersonal relations, however, can be useful in the role of

personnel and administrative officers. Women's "difference" absolutely precludes women serving in a combat environment. The numbers of women must be minimized because they do not rotate to sea and are not as assignable as men.

Description of Policy. If this policy were adopted, present Navy policies with respect to the female line officer, and which are described in Chapter IV, would continue. In sum, the Navy would take a different-but-equal rights (not opportunities) position relative to its women's programs. The women would have most of the trappings of a separate community and would be considered by the majority of male officers as the "Wave Corps." Since 1967 there has been a quiet movement within the Navy toward equal rights for the women; e.g., in the areas of equal benefits, including dependent care, BAQ, etc. This would continue. Equal opportunity in the areas of command opportunity, service school selection and flag selection would continue to be denied. There would be no specific billets assigned to women officers except those relating to the administration of women.

Action Required. Very little action would be required because this is a continuation of the status quo. The only real action requirement would be to ensure that equal benefits become a reality in the near future.

Advantages and Disadvantages of Policy #1.

Advantages: (1) The traditions and personal values of

the Navy's officer corps in general would tend to engender ready acceptance of the continuation of the present status of women in the Navy. From personal observations and discussions with officers, both men and women, there is a high degree of support for traditional values concerning women in the officer corps. A male dominated profession, the Navy is relatively comfortable with its current policies which "keep women in their place."

(2) Maintenance of the status quo is perhaps the easiest course to follow. To accept it is to recognize that to bring about any major changes regarding women officers would be a most difficult task. The Navy is almost entirely a male profession, and, as Epstein writes:

The more nearly a profession is made up entirely of members of one sex, the less likely it is that it will change its sex composition in the future and the more affected will be the performance of those who are not in that sex.<sup>3</sup>

(3) A continuation of the low profile approach would fit in not only with the conservatism of the institution and its male members, but also with the personal philosophy of the majority of women officers now serving.

(4) The question of how far American society has moved attitudinally from the traditionalist's and neotraditionalist's concept of women's capabilities and potentialities is unanswered; i.e., the effect of the present phase of the feminist movement on social structures is uncertain.

This policy plays the wait-and-see game. The women in the Navy relative to most civilian executives have tremendous opportunities, particularly in regard to educational development, salary, and executive status.

Disadvantages: (1) All the arguments supporting either policy #2 or #3 would be disadvantages of #1: In sum, in light of societal changes and institutional (Navy) changes, maintenance of the status quo is unacceptable. If women are truly line officers the status quo fails to provide equal opportunity in several realms, including command opportunity, and career progression in other than administrative positions. On the other hand, if the woman line officer community is considered as contributing in purely a staff function the opportunities are relatively unlimited.

(2) A major disadvantage of the status quo is the issue of career progression. There are no career patterns for women officers who desire to work outside the general area of administration. Both the individual and the organization suffer.

(3) Related to the lack of any clear career pattern is the critical matter of models for the younger officer. An individual woman officer has no one to emulate and no career pattern to which to aspire. She can only hope to achieve the next grade in rank order. This problem, one which is psychologically unhealthy for the young officer, will be overcome

only by a concerted effort to develop and clearly state several career development flow patterns. Such cannot occur under a continuation of present policy.

Policies #2 through #4: Different, but Equal Opportunity.

Philosophical Base. These three policies all would have the same philosophical base which would adhere to the premise that women are different, but they should have equal opportunity, in addition to the equal rights as delineated in policy #1. The administration of women would essentially remain as it is--separate detailing, separate promotion, and a separate quasi-chain of command from the Women's Representative to the Director of the Waves. Each of these policies would strive, not for equality of the sexes but rather, for equality of opportunity for women to use their talents in the shore establishment. This includes talents as managers, planners, intellectuals, scientists and technicians. They would all go beyond the concept of usable talents of women officers as manifested in present billeting of the women unrestricted line officers.

The major difference in policies #2, #3, and #4 is in the means of personnel control:

- Under Policy #2 all women officers would continue to be carried in the 1100 designator.
- Under Policy #3 women officers would all be carried in one officer designator, as Restricted Line Officers.

- Under Policy #4 women officers would be carried as Unrestricted Line Officers, but in their own unrestricted line designator.

The changes of philosophy from present policy occurring under all three of these would include:

a. Attitudinal. Through support from top management, the raison d'etre of women in the Navy would be clarified. There would be an effort to educate both men and women as to the role of women in the Navy. The role would be that derived from the neotraditionalist's philosophy: women are different but should be given equal opportunity to contribute. Greater number of women officers would be serving on the staffs of training commands so that large numbers of men would see women as a part of the Navy from the beginnings of their career. In respect to effecting an increased awareness of the American public concerning the role of women in the Navy, greater resources of the Navy Recruiting Command would have to be devoted to the Wave program.

b. Equal Opportunity. To implement the goal of equal opportunity several policy changes would be necessary. The major change would be instituting viable career development flow patterns for female officers through the rank of admiral. These would include equal opportunity for post-graduate education and training, service schools and command. Career development flow patterns would be structured to their sex; i.e., potentials, limitations, and personality. Just

as tokenism for the blacks has been rejected by the Navy, however, so it must be for the women.

c. Equal Rights. Efforts and changes would continue toward equal rights and benefits. Equality of sexuality would be reflected in Navy policies.

Description of Policies and Actions Required.

These sections are discussed under the respective policies.

Advantages and Disadvantages of Policies #2 through #4.

Advantages: (1) The time is ripe for change regarding the status of women in the Navy. There is a general relaxation of status definition in times of social change.

(2) Through clarification of the woman's role in the Navy of the seventies and eighties much of the role ambiguity which women presently experience would be dispelled, although other sources of ambiguity would inevitably remain.

(3) Greater visibility should have a favorable effect for the women's programs, but at the same time will not cause a jolt to the total organization.

(4) There is some evidence that the female personality, under the present socialization in the United States, would best be served through a different-but-equal opportunity policy particularly within an organization which is so extreme in its male orientation (refer Horner thesis, p. 38, motive to avoid competition and success).

(5) Several viable career development flow patterns would provide the women more than one route to the senior ranks. It would allow greater utilization of women as specialists, although not exclusively. There are benefits to the organization and the individual in permitting women to become specialists.

(6) The current problem of where to place female senior line officers in the long run would be resolved.

Disadvantages: (1) No one of these policies would satisfy those individuals who are egalitarian in philosophy. Nor would they please the traditionalists, who believe that women are not leaders and that they are risks in the job world.

(2) The women have proven their usefulness as administrators; the Navy may well need them as a continuity base in administration. In general the male officer does not particularly care for these kinds of billets and seems to prefer not to bother with them. If the number of women officers is kept the same, and some of them are allowed to stray farther away from administration and into specialization in other fields, this will deprive the Navy of some portion of its talent base of personnel administrators. For example, of the unrestricted line officer billets ashore, 28% of the personnel officers and over 50% of the educational services officers are women.

(3) The promotion procedures for women officers may become difficult as the nonspecialist and specialist become less similar in experience and represent differing capabilities for the Navy's utilization. In the distant future, particularly under #4, the woman unrestricted line officer would probably have to be considered in direct competition with the men for promotion purposes.

Policy #2: Unrestricted Line Officers, 1100 Designator.

Description of Policy. If this policy were adopted, women would remain in the 1100 designator, continuing to fill billets designated for unrestricted line officers (1100 or 1300). Several career development flow patterns especially designed for women line officers would be adhered to in their assignment, permitting a woman officer to opt for either a nonspecialist or a subspecialist career by the time she had attained the rank of lieutenant commander. The former would be a career unique to the woman officer and concentrating in the general field of administration; the latter would follow essentially the same career patterns as male line subspecialists, except sea duty would be excluded and these women would (probably) be required to be qualified in more than one subspecialty.

No specific billets would be assigned to women officers except those relating to the administration of women; however, the woman officer detailer would be subject to

functioning within fairly definitive guidelines as to career progression. In addition she would be provided, on an annual basis, a listing of all unrestricted line officer billets in the Navy in which women could serve; i.e., no operational experience required.

Action Required.

(1) Clarify raison d'etre of women line officers--  
Cog office: Director of the Waves, with support from top management.

(2) Publish annual list of officer billets in the 1100, 1300, and 1000 series in which women 1100 officers are eligible to serve. Cog office: BuPers and Op 01.

(3) Develop career development flow patterns for women line officers as nonspecialists and subspecialists.  
Cog office: BuPers Career Planning Board, with support from Director of the Waves.

(4) Insure that women are assigned to staffs where there are large numbers of men. Cog office: Officer Distribution Division, BuPers.

(5) As soon as there are qualified women available, assign several women officers into top management positions in both the nonspecialist and specialist routes. Cog office: Officer Distribution Division, BuPers.

(6) Reevaluate the requirements of the recruitment and training of women line officers in light of their changed

role. Cog office: Director of the Waves, with support of BuPers, the Navy Recruiting Command, and Schools Command (Newport).

Pros and Cons of Policy #2.

Pros. (1) It would be simpler administratively to retain the same designator than to establish another designator system for women line officers.

(2) Flexibility of detailing would be maintained; i.e., the woman officer detailer would have many more billets to work with than under either policy #3 or #4. Also, flexibility of reassignment within individual commands would be upheld.

(3) Theoretically the women would be given the same opportunity ashore as the male 1100. For those who preach equality, in theory this gives the women the "most opportunity."

Cons. (1) The women would continue to be subject to the personnel policies and programs of the 1100 male officer, many of which do not apply to the female officer. Any career development flow patterns for women for example would have to be designed for an unrestricted line officer who has been dry from commissioning.

(2) Women would not be qualified to fill many 1100 billets ashore because of the lack of operational experience. Therefore, the end strength of 1100 officers would be somewhat misleading to the planner.

(3) If women remain 1100, they would be given special consideration in the eyes of the male line officer. They would be dry unrestricted line officers, an opportunity not available to men.

(4) The 1100 designator represents a specialist in surface naval warfare. The woman 1100 would not be so qualified within this policy.

(5) From the viewpoint of those women officers sensitive to the question, their status would still be most ambiguous.

(6) The success of this policy toward providing equal opportunity would rest very heavily on the shoulders of one person, that of the woman officer detailer. And, as discussed in Chapter IV, as long as women are considered pseudo line officers and members of the "Wave Corps" the woman officer detailer has little status in bargaining for billets which in her opinion respond to general criteria in the established career patterns or progressions. In other words, equal opportunity is unattainable as long as the traditionalist attitude were to prevail.

Policy #3: Restricted Line Officers--Own Designator.

Description of Policy. If this policy were adopted, women would no longer be unrestricted line officers. They would become restricted line officers with their own officer designator. Several career patterns especially designed for

women would be developed, permitting a woman officer to opt for either a nonspecialist or subspecialist/specialist career by the time she has attained the rank of lieutenant commander. The former would be a career unique to the woman officer and concentrating in the general field of administration/management. The latter would follow the same career patterns as male unrestricted (and restricted) line specialists except sea duty would be excluded and these women would (probably) be required to be qualified in more than one subspecialty.

Specific billets would be given to this restricted line officer community. These billets would be in many fields from the rank of ensign to captain. The concentration would be in administrative positions; however, there would be opportunity to serve in other fields such as public relations, intelligence, data processing and communications. (In order to achieve equal opportunity both the generalist and specialist routes should be made available.)

The possibility for command and flag, however, would probably have to be limited to the administration of women. There would be minimal interchange of these restricted line billets with those in the male restricted and unrestricted line once the process of phasing this officer community from the unrestricted to the restricted line had been accomplished.

Action Required.

(1) Clarify raison d'etre of women restricted line officers. Cog office: Director of the Waves, with support from top management.

(2) Prepare and present legislation which would be required to effect this policy. Cog office: Director of the Waves.

(3) Assign billets to this new officer community. In the assignment of these billets it should be ensured that (a) women are assigned to staffs where there are large numbers of men and (b) senior women are programmed so that they eventually, in the long term, become qualified for billets in the category of "top management." Cog office: Op 01, with support of Career Planning Board and Director of the Waves.

(4) Develop career patterns for women restricted line officers as nonspecialists and specialists. Cog office: Career Planning Board, BuPers, with support of Director of the Waves.

(5) Reevaluate the recruitment and training of women officers in light of their changed role. Cog office: Director of the Waves, with support of BuPers, the Navy Recruiting Command, and Schools Command (Newport).

Pros and Cons of Policy #3.

Pros. (1) This would be realistic in that it would sanction what is already modus operandi. As indicated in Chapter IV, the woman line officer program has de facto many of the characteristics of a separate officer community.

(2) Women are not unrestricted line officers in the sense of being qualified in naval warfare and have been eligible

for the 1100 designator only because no one knew what else to do in World War II when the Wave organization was founded.

(3) A separate designator would blunt some of the male criticism regarding the woman officer program.

(4) A majority of the men think of the Waves as a corps, a separate community, and would possibly support this more fully than continuing to consider women as 1100s.

(5) A separate officer community would give the women a sense of identity and status they will not achieve as long as they remain only 600 or 800 members of a large officer community. The individual who is responsible for a restricted line community with control of billets and people would have status other than social in nature. She would have the power to define with authority the role of women in the Navy, something she lacks under the present structure. If real equality of opportunity is to come to pass, special protection is required in the form of a leader with political power.

(6) Controlled billets would enable women to see the available routes to the senior ranks; i.e., the models of success in several fields.

(7) A separate restricted line community would not preclude integration of officers in the areas of recruitment, selection, and training. Yet it would permit separate policies in promotion and career progression.

(8) It would be unnecessary to open up the present restricted line designators to women in that they would have the opportunity to serve in these fields within their own designator.

Cons. (1) There would not be the flexibility and diversity of billets that are presently possible for the 1100 female in many different fields. Even though there are no career patterns established for the female 1100, she does have the opportunity to serve in many different types of jobs. Unless the numbers were considerably increased, a restricted line designator with women in billets controlled as restricted line would inevitably restrict the opportunities. For example, the new programs of the unrestricted line, such as CARS/CARSO, would not be available to women; the 1000 series would not be open to women, etc.

(2) There would be a horrendous problem of detailing certain numbers of women to certain types of billets, juggling individual qualifications with a limited number of billets.

(3) The direction of society is toward a more androgynous life style for young people. This option would appear to emphasize the differences of the sexes.

(4) There would be an initial problem of determining the optimum overall qualifications of this officer community. The exact proportion of generalists, administrators

and subspecialists would be difficult to determine. The goal of equal opportunity would be unattainable without larger numbers of women.

(5) The women themselves would not be in favor of this policy. They do not want a special identity; they want to be an integrated part of the Navy. They do not want to be separated out. Unlike the naval lawyers, who were striving for identification as lawyers and therefore for a corps, the women do not appear to want status as women, but rather as naval officers. Most women seem to feel that a separate designator would be "a step backward." On the other hand, the restricted line designated officers are no less integrated into the organization than the unrestricted line officers.

(6) Congressional legislation would be required regarding change in officer designator to restricted line.

(7) This designator would be somewhat out of step with the purpose of other restricted line programs; i.e., it would become the unrestricted restricted line officer program.

Policy #4: Unrestricted Line Officers, in New Designator; e.g., 1200 series.

Description of Policy. If this policy were adopted, women would continue to be considered unrestricted line officers but would be given their own designator (e.g., 1200). Several career patterns especially designed for them would be developed, and billets would be assigned specifically to this

officer community from the ranks of ensign through admiral. Those officer billets assigned to women would be in the NOBCs in which women have traditionally been serving in the last 15 to 20 years. The career pattern created in the more senior ranks would be that of the nonspecialist with no subspecialty qualification. In the senior ranks the 1200 non-specialist would serve either in 1200 or 1000 series billets.

For those women who wished to develop subspecialties, career patterns would be developed for them in several fields. These would be similar to the male subspecialists' careers except operational tours would be omitted, and in the early years all women line officers would be assigned to 1200 billets. In the years subsequent to their education and/or experience in a subspecialty these women would be assigned in 1100, 1300, or 1000 series billets which required their subspecialty expertise.

Specific billets would be given to the 1200 community. In the junior ranks these would include billets in the fields in which women have been serving for some time. In the senior ranks 1200 billets would be only in the general field of administration and management, including the administration of women. The only subspecialty area in which 1200 billets would be assigned would be in the administration of women. Thus, one of the potential peaks for the career of a woman who had served exclusively in 1200 billets would be the Assistant Chief

of Naval Personnel for Women (Director of the Waves). This position also could be filled by a specialist, most especially the management subspecialist.

The woman officer detailer would be subject to functioning within definitive guidelines as to career progression for both the nonspecialist and the specialist. In addition she would be provided, on an annual basis, a listing of all unrestricted line officer billets in the Navy in which women could serve; i.e., no operational experience required. This list would be used (a) in the change of all unrestricted line designators from one to another and (b) in assigning 1200 officers with subspecialist qualifications.

Action Required.

(1) Clarify raison d'etre of women line officers.

Cog office: Director of the Waves, with support from top management.

(2) Assign billets to the 1200 officer community.

In the assignment of these billets it should be ensured that women are assigned to staffs where there are large numbers of men and that senior women are programmed so that they eventually, in the long term, become qualified for billets in the category of "top management." The planning of assignments should be staged so that billets in the 1200 series should ultimately include some of those command billets ashore that are designated for the 1100 and 1300 officer communities.

Cog office: Op 01, with support of Career Planning Board, BuPers, and Director of the Waves.

(3) Publish annual list of officer billets in the 1100, 1300 and 1000 series in which women officers with a 1200 designator are eligible to serve. Cog office: BuPers and Op 01.

(4) Develop career development flow patterns for women line officers as nonspecialists and specialists. Middle and advanced careers should include the possibility for command and the opportunities for education afforded male line officers. The top should include the possibility for flag. Cog office: Career Planning Board, BuPers.

(5) Restate the definition of an unrestricted line officer. The definition would be in the context of the managerial/operational patterns available for unrestricted line officers and include the point that women officers (1200) are considered URLOs, with potential for command and flag rank. Cog office: BuPers.

(6) Assure that subspecialty desk officers in the Bureau of Naval Personnel are aware of the change of policy for women line officers. Subspecialty desk officers would be a part of the process of assignment of 1200 officers with subspecialty qualifications. Cog office: Woman line officer detailer.

(7) Reevaluate the requirements of recruitment and training of women officers in light of their changed role. Cog office: Director of the Waves, with support of BuPers, the Navy Recruiting Command, and Schools Command (Newport).

Pros and Cons of Policy #4.

Pros. (1) This policy would combine some of the advantages of policies #2 and #3: It would give the women the flexibility of remaining unrestricted line officers who fill shore billets and in addition it would give them controlled billets, with several general paths to the senior ranks.

(2) This policy would best support the philosophy of different-but-equal opportunity: Careers which are specifically structured to the woman line officer would be developed, with specific billets designated to be filled by women line officers. The women would have their own designator, recognizing that women are not specialists in naval warfare (1100 designator).

(3) The women would remain as unrestricted line officers, thus they would continue to be able to fill the many types of unrestricted line billets that they have been in for many years. As unrestricted line officers they could eventually fill the billets designated in the new 1000 series. This opportunity as well as others would give women flexibility in their detailing process such that they would not be boxed into tight billeting.

(4) This would be realistic in that a different designator would sanction what is already modus operandi.

(5) There would be recognition that although women are not unrestricted line officers in the sense of being qualified in naval warfare, they can be utilized as unrestricted line officers in the traditional sense of line--as managers and leaders.

(6) To provide the women several career routes as managers in the shore establishment would be most relevant to the new managerial/operational approach to career planning for the unrestricted line officer.

(7) If women remain unrestricted line officers there would be no requirement for legislation.

(8) A separate officer community would be established and, as in policy #3, the women would achieve status. There would be strong substance for the Director of the Waves becoming a flag billet.

(9) A separate designator would blunt some of the male criticism regarding the woman officer program.

(10) A majority of the men think of the Waves as a corps, a separate community, and would possibly support this more fully than continuing to consider women as 1100s.

Cons. (1) Several career patterns would have to be carefully designed so that equal opportunity would not be just a myth. Implementation would force the Navy to offer viable

careers for women line officers including the potential for command and flag. Evidence suggests that there is strong opposition to permitting women to serve in command status.

(2) If women were to remain in an unrestricted line officer designator, some would object that these women are given special consideration; i.e., women are given the opportunity to be dry unrestricted line officers. On the other hand, if the program and its philosophy and objectives are clearly defined, few should object.

(3) Unless the reasons for the policy change were clearly explained, many women officers would believe that a change from the 1100 designator is a step backward, away from "integration."

Policy #5: Equality of the Sexes.

Philosophical Base. The basic assumptions in this policy would support the egalitarian: Women should be emancipated in toto and be able to participate fully in whatever life style they so choose. The moderate egalitarian would opt for complete integration of women officers into the shore establishment, within a reasonable period of time. No longer would there be separation and differentiation in philosophy about the sex roles. The more extreme egalitarian would support complete integration, sometime in the future, into the Navy for the women at sea as well as ashore.

Description of Policy. If this policy were adopted major changes would occur: women would be diffused ashore throughout the majority of the officer communities. Over a phased period of time, policies, programs and laws pertaining to women as a sex would be abolished including numbers, recruitment, training, detailing, promotion and the quasi-chain of command. The office of the Director of the Waves would eventually become an anachronistic concept. There would be equal opportunity for women to serve in the shore establishment, including command opportunity, educational experiences, and management positions. Men would very likely have to be given the opportunity of a career pattern equal to the women unrestricted line officer; i.e., to serve only ashore. If the extreme egalitarian approach to this option were selected, women would be considered eligible for sea duty and flying status.

Action Required.

- (1) Clarify raison d'etre of women line officers.  
Cog office: Director of the Waves, with support from top management.
- (2) Develop career development flow patterns for women line officers as nonspecialists and specialists. Middle and advanced careers should include the possibility for command and the opportunities for education afforded the male line officers. The top should include the possibility for flag. Cog office: Career Planning Board, BuPers.

(3) Restate the definition of an unrestricted line officer. Cog office: BuPers.

(4) Open up restricted line designators to women officers and develop career development flow patterns for them. Cog office: BuPers.

(5) Reevaluate the recruitment and training of women officers in light of their changed role. Cog office: Director of the Waves, with support of BuPers, the Navy Recruiting Command, and Schools Command (Newport).

(6) In the more extreme approach women would be permitted to serve aboard ship as 1100 officers and to pilot airplanes as 1310 officers. An extensive planning effort to facilitate this program would be required. Cog office: BuPers.

Advantages and Disadvantages of Policy #5.

Advantages: (1) This policy theoretically represents the best utilization of women as human resources in that their skills and talents would be channeled into many officer designators. The Navy would be able to recruit and utilize women with many potentialities. Sex stereotyping of billets would eventually be eliminated.

(2) It would be in line with the Chief of Naval Operation's humanizing-of-the-Navy philosophy. Women would be treated as humans, as people, rather than as women who are "different."

(3) There would be maximum socialization of the two sexes.

(4) It would put the Navy in the forefront of giving women more equal treatment and would reflect re-evaluation by the Navy of the role and status of women in society and in the military organization. As Senator Birch Bayh has said: "Now is the time to stop pretending that we are in favor of women, widows and children and to actually give them equal treatment."

(5) It would alleviate a dissatisfaction among a minority of younger women officers regarding unequal treatment and unequal opportunity.

(6) Arguments relative to the high cost of training and recruiting women officers under present policy would be negated.

Disadvantages: (1) There is one major disadvantage: Unless the extreme egalitarian policy were selected and as long as there is no wet/dry Navy, women would still be unequal. A policy which enables males and females to compete for promotion purposes, with women having no sea duty experience, would have to be phased in very carefully, and at best the women would very likely get the "short end" of the promotion stick.

(2) A wet/dry Navy is not in line with present thinking; a mixture of the two is the preferred officer product.

(3) The institution is very probably not ready for such a major shift in policy. Just as American cultural

norms have not progressed to the egalitarian, so too the institutional norms have not changed sufficiently to move forward beyond different-but-equal opportunity. Custom and tradition are the obstacles toward equality rather than the abilities of women.

(4) There would be real concern as to whether American women are psychologically ready for such a policy. A significant attitude change in the women in the Navy and American women in general would be necessary. This includes the issue of the image of femininity and its related consequences and effects on the individual. Horner's work regarding the motive to avoid success (p. 38) is relevant. Women as a whole do not want to compete with men.

(5) There are many, perhaps a majority, who believe that women need protective, discriminatory mechanisms. The same rationale that has kept the Equal Rights Amendment from being law applies to discouraging this option. Related to this belief is the position that women still need their own leadership to define their role in an institution.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions.

1. Regarding the "woman question," the more moderate recommendations such as those articulated in the 1970 President's Task Force on Women's Rights and Responsibilities, fall far short of the revolutionary dictums of the extreme militants, but move creatively toward adjusting conflicts and mediating present problems in our society in ways that seem inherently unconventional to the archetypal traditionalists.  
(p. 20)

2. The public and the mass media fail to discriminate between the moderate feminists who seek to change and adapt our institutions to present day realities and trends and the extremists in the resurgent feminist movement who generate publicity and enunciate goals and philosophies far removed from the mainstream of American life. There is a great deal of common ground from which the neotraditionalists and moderate feminists might begin to resolve critical issues of the day.  
(p. 21-22).

3. In the coming decades if either the traditionalist or neotraditionalist viewpoint regarding the status of women is adopted by the Navy, many questions with respect to the status of the woman officer in the Navy will need to be resolved.

4. Based upon an examination of trends within the United States relative to the changing status of American women, it is concluded that there are decided implications of the resurgent feminist movement in the United States which the Navy will necessarily have to take into account in any restructuring of personnel policies regarding its women's program. This conclusion represents a major finding in the study. (p. 25-33)

5. As products of our present social structures, certain circumstances pertaining to the American woman reflect a cultural lag in values. These include limitation of self-concept, channelization of motivations and sex-typing of jobs, minority group attributes, nonachievement in intellectual careers, role ambiguity or social ambivalence and barriers to full participation in society. (p. 35-39)

6. Opportunities for women in the working world are opening up and widening. (p. 40-41)

7. The following is based on an analysis of statistical data on the woman line officer community.

. A comparison of current assignments with those of five years ago shows a marked trend toward reducing the number of assignments given to women officers in supply, intelligence and professional fields, and returning these officers to the traditional areas of administration and communications.

Between 1966 and 1971 the number of women officers in communications has almost doubled. Adding the 1971 percentage of women in the communications subgroup (14%) to the administrator group (76%), it may be seen that approximately 90% of the women presently on active duty (excluding those "unassigned," in student status or on foreign exchange duty) are in the areas of administration and communications.

A comparison of 1971 figures with career figures, the latter being based on assignments made to the same women over a period ranging from 1949 to the present, points to a downward trend in the scientists and professionals occupational groupings (4% career versus 2% in 1971) and a steady trend in the intelligence and administrator occupational groupings (intelligence has been consistently at approximately 2%, while the administrator grouping is currently 76%, with 70% career). The number of women line officers in the supply grouping has been minimal over the duration of many years.

Within each of the two major occupational groupings in which women officers are being most frequently assigned (administrator and engineering and maintenance) are subgroups and within them are individual NOBCs which show a narrow pattern of channelization. Of the top ten NOBCs in which women presently on active duty most frequently have served, for example, the top four are in the general field of administration. Public Affairs Officer is number eight. Numbers

seven and eleven are billets pertaining to the recruitment and indoctrination of women officers, respectively. (p. 59-66)

8. From analysis of laws and policies relating to the woman line officer in the context of the status of the woman professional in general, today's woman line officer can at best be described as a pseudo line officer within an officer community that has many of the trappings of a corps. (p. 76)

9. Particular situations have developed over the years relative to the woman line officer community: Channelization of types of billets to which women are assigned, a low profile of the Wave leadership, some attributes of a minority group, a paternalistic attitude on the part of male officers toward the "Wave Corps," and status ambiguity felt by the woman officer herself. (p. 67-76)

10. A number of factors contribute to status ambiguity for the woman line officer including a different-but-equal syndrome, no definitive career progression, uncertainty of qualifications for either billet assignment or promotion, and role ambiguity. (p. 72-76)

11. Evaluation of three of the questions asked in personal interviews to 34 woman line officers in the fall and winter 1970-71 discloses a decided trend toward status ambiguity within this sampling (p. 45-58)

12. The obsolescence of the unrestricted line officer concept and the accompanying lag in personnel policies which meet the

needs of both the individual and the Navy has adversely affected the woman line officer program. (p. 80)

13. In the context of general philosophy, specialty requirements, and objectives of the unrestricted line officer programs, the following issues should be fully evaluated in future studies relating to the woman officer program.

- Present policy relative to the program encourages the generalist and discourages the specialist.
- There are presently no career progression models for the woman subspecialist to follow.
- Related to the above, there are Navy-wide shortages in the subspecialty arena, some of which might be filled by women.
- Under present policy there is opportunity equal to that of the male officer for the female to specialize in very few of the subspecialties.
- The objectives of the female line officer program are unclear to the line officer community, male and female.
- The extent and degree to which women officers should be encouraged to specialize, the kinds of expertise the Navy desires in its senior women, and the different professional development patterns which the individual women officers should be given as options into the senior ranks need to be projected. In this process the relationship of the small woman line officer program to the Navy of the future must be clearly delineated. (p. 80-83)

14. Within the study five policy options which the Navy might adopt relative to utilization of the woman line officer in the seventies are presented. Under each policy there is discussion of the philosophical base of the policy, a description of the policy, action which would be required, and its advantages and disadvantages. The following is a brief description of each policy:

Policy #1: Continuation of Present Policy.

In this option the basic assumptions of the traditionalist would be applied to the woman line officer community. The Navy would take a different-but-equal-rights (not opportunities) position relative to its women's programs. Women would have most of the trappings of a separate community and would continue to be considered as "the Wave Corps." Equal opportunity in the areas of command opportunity, service school selection and flag selection would continue to be denied.

Policy #2: Unrestricted Line Officer, 1100 Designator.

The philosophical basis of this policy would adhere to the premise that women are different but they should have equal opportunity. Women would remain in the 1100 designator, continuing to fill billets designated for unrestricted line officers. Several career development flow patterns especially designed for women line officers would be followed in the assignment of women, permitting a woman officer to opt for either a nonspecialist or a subspecialist career at the rank of lieutenant commander and above. No specific billets would be assigned to women officers except those in relation to the administration of women.

Policy #3: Restricted Line Officers--Own Designator.

The same philosophical base as #2 would apply. The present women unrestricted line officers would become restricted line officers with their own officer designator. Several career patterns especially

designed for women would be developed, permitting a woman officer to opt for either a nonspecialist or subspecialist career in the rank of lieutenant commander and above. Specific billets would be given to this restricted line officer community.

Policy #4: Unrestricted Line Officers, in New Designator, e.g. 1200 series.

The same philosophical base as #2 would apply. Women would be given their own designator and would remain unrestricted line officers. Several career patterns especially designed for them would be developed, and billets would be assigned specifically to this officer community from the ranks of ensign through admiral. The career pattern created in the more senior ranks would be that of a nonspecialist with no subspecialty qualification. In the senior ranks the 1200 nonspecialist would serve either in 1200 or 1000 series billets. For the women subspecialists career patterns would be developed in several fields. In the years subsequent to their education and/or experience in a subspecialty, these women would be assigned in 1100, 1300 or 1000 series billets which required their subspecialty expertise. The only subspecialty area in which 1200 billets would be assigned would be in the administration of women.

Policy #5: Equality of the Sexes.

The basic assumptions of this policy would support the egalitarian philosophy. Women would be diffused ashore throughout the majority of the officer communities. Over a phased period of time, policies, programs and laws pertaining to women as a sex would be abolished, including numbers, recruitment, detailing, promotion and the quasi-chain of command. There would be equal opportunity for women to serve in the shore establishment, including command opportunity, educational experiences and management positions. If the extreme egalitarian approach were selected women would be considered eligible for sea duty and flying status.

(p. 84-110)

## Recommendations.

While at the outset of the study it was recognized that this project would be but the first steps in a long-range effort, nonetheless, based upon knowledge and experience acquired from this study the author has three recommendations. All of these recommendations assume that women will continue to be a part of the Navy organization.

. That a study be initiated in the immediate future, under the sponsorship of the Bureau of Naval Personnel and with the involvement and support of the Office of the Chief of Naval Operations, toward the goal of recommending Navy policy regarding the utilization of both women officers and enlisted women. Since in the last decade there has been little accomplished in the Navy pertaining to career planning for women in the Navy, the task at hand is most important. Objectives of the study should include:

1. Reformulation of the raison d'etre of women in the Navy in light of social changes in society and in the Navy.
2. Establishment of guidelines and criteria for the futures of the women officers and enlisted women including objectives of the program; i.e., definition of the role of women in the organization.
3. Delineation of the philosophic base from which the Navy's program for women should be developed such that there

will be minimal inconsistencies in policies relating to women; e.g. is the goal equality of the sexes or equality of opportunity?

4. Projection of viable career patterns for women officers, based upon the parameters of Policy #4 in this study; and, projection of the same for the enlisted women.

5. Recommendation with respect to specific actions regarding the publicity of the women's programs including responsibilities therefor.

6. Determination of the cost effectiveness of the programs in the Navy pertaining to the women in relation to similar programs offered to men.

In the past one of the major obstacles toward such an effort seems to have been the very small staffing of the office of the Assistant Chief of Naval Personnel for Women. This factor may be directly related to the piecemeal effort of the Navy vis-a-vis its women's programs and a lack of long-range planning relative to this part of the naval community in the past decade. In creating a Study Group, if this obstacle cannot be overcome, it is recommended that studies pertaining to the utilization of women be contracted out to the Center for Naval Analyses or some similar organization. Any future studies should have both men and women involved in the process of developing guidelines and criteria.

That Policy #4 as developed in this study (in which women officers would continue to be considered unrestricted line officers but would be given their own designator, e.g. 1200) be adopted. Several career patterns especially designed for them would be developed, and billets would be assigned specifically to this officer community from the ranks of ensign through admiral. (Refer p. 100) Separation of the women line officers into their own designator, with assigned billets, would provide the opportunity for them to be considered as potential performers and commanders. A development within the organization that is germane to the future of its women officers is the evolution of the NFOs in aviation from their original status of second-class citizens and the current situation wherein they are getting command, and executive and operations officer billets. The Navy has given the NFO a recognized designator, created a separate pipeline, and developed a career pattern which was initially restricted but has expanded as NFOs have demonstrated competent performance.

That no policy decisions be made concerning the future career patterns of women line officers without an examination of the various options, similar to that provided in Chapter V of this study. The examination should incorporate discussion of the needs of the individual officer, and women officers as a group, in addition to the needs of the service. A precautionary measure is offered: Any future career patterns

which are developed should have very basic assumptions regarding the status of women at their foundations. Planners should clearly articulate the basic assumptions from which they proceed in order to assure the best utilization of women officers in the coming decades.

Obviously all the foregoing remarks concerning the Wave program must be construed in the context of the overall personnel structure and requirements of the Navy. Both interim and long-range policy planning need to be instituted to determine woman's role in the Navy of the future.

## NOTES

### Chapter II

1. Jessie Bernard, The Sex Game (Englewood Cliffs, N.J.: Prentice Hall, 1968), p. 69.
2. Vance Packard, The Sexual Wilderness (New York: David McKay, 1968), p. 350.
3. Elizabeth Hart, "Plato Was a Feminist or Is Man the Measure of All Things?", p. 5.
4. Ibid., p. 6.
5. Billy Graham, "Jesus and the Liberated Woman," Ladies' Home Journal, December 1970, p. 114.
6. Lionel Tiger, Men in Groups (New York: Random House), p. 112.
7. Erik Erikson, "The Quest for Identity," Time, 21 December 1970, p. 87.
8. Caroline Bird, Born Female, the High Cost of Keeping Women Down (New York: David McKay, 1968), p. 90.
9. Vance Packard, op cit., p. 338-345.
10. Ashley Montagu, The Humanization of Man (Cleveland & New York: World Publishing, 1962), p. 186.
11. Ibid.
12. Elizabeth Hart, op cit., p. 11.
13. Ibid., p. 12.
14. Gerda Lerner, "Women's Rights and American Feminism," The American Scholar, Spring 1971, p. 237.

### Chapter III

1. Eleanor Maccoby, "Woman's Intellect," The Potential of Woman, Seymour M. Farber and Roger H.L. Wilson, eds. (New York: McGraw-Hill, 1963), p. 38.

2. Warren T. Farrell, "The Human Lib Movement-II," The New York Times, 18 June 1971, p. 37.
3. Margot and Nat Hentoff, "Women's Liberation," Parent's Magazine, December 1970, p. 66.
4. Eleanor Norton, reprint from DUN's, Notes and Quotes, June 1970, Dun and Bradstreet Publications Corporation.
5. U.S. Army Project PROVIDE Report and Executive Summary, p. 16.
6. Margaret Mead, "Women's Movement," Redbook, p. 64.
7. Vance Packard, op cit., p. 358.
8. Lenore Romney, "Men, Women--and Politics," Look Magazine, 6 April 1971, p. 11.
9. Ibid.
10. Suelzle, Marijean, "Women In Labor," Transaction, November 1970, p. 53.
11. Gunnar Myrdal, Appendix 5, "A Parallel to the Negro Problem," An American Dilemma (New York: Harper, 1944).
12. Cynthia Epstein, Woman's Place, Options and Limits in Professional Careers (New York: David McKay, 1968), p. 34.
13. Matina Horner, "Woman's Will to Fail," Psychology Today, November 1969, p. 62.
14. Cynthia Epstein, "Encountering the Male Establishment: Sex-Status Limits on Women's Careers in the Professions," American Journal of Sociology, May 1970, p. 71.
15. Frank Newman Committee on Higher Education, Report on Higher Education, Stanford University, 1970.
16. Jack Rosenthal, "For Women, a Decade of Widening Horizons," The New York Times, 11 April 1971, p. 60.

## Chapter V

1. Captain R.A. Bowling, U.S. Navy, "Naval Warfare Specialists," U.S. Naval Institute Proceedings, August 1970, p. 53.

2. U.S. Office of Naval Operations (OP-96), Future Professional Manpower Requirements Study, Draft Report.  
Washington: 25 May 1969, p. 45.

3. Cynthia Epstein, Woman's Place, Options and Limits in Professional Careers, p. 165.

SELECTED BIBLIOGRAPHY

Books

Bedarik, Karl. The Male in Crisis. New York: Alfred Knopf, 1970.

Bernard, Jessie. Academic Women. Pennsylvania State University Press, 1964.

\_\_\_\_\_. The Sex Game. Englewood Cliffs, N.J.: Prentice Hall, 1968.

Bird, Caroline. Born Female, the High Cost of Keeping Women Down. New York: David McKay Co., 1968.

Business and Professional Women's Foundation. A selected Annotated Bibliography. Sex Role Concepts. 1969.

Cassara, Beverly Benner, ed. American Women: The Changing Image. Boston: Beacon Press, 1962.

Chinoy, Ely. Sociological Perspective. New York: Random House, 1968.

Coates, Charles H. and Pellegrin, Roland J. Military Sociology, A Study of American Military Institutions and Military Life. University Park: The Social Science Press, 1965.

deBeauvoir, Simone. The Second Sex. New York: Alfred Knopf, 1953.

Farber, Seymour M. and Wilson, Roger H.L., ed. The Potential of Woman, a Symposium. New York: McGraw-Hill Book Co., 1963.

Friedan, Betty. The Feminine Mystique. New York: W.W. Norton, 1963.

Encyclopaedia Britannica. The Great Ideas Today, 1966, "The Difference of Woman and the Difference it Makes - A Symposium." New York: Praeger, 1966.

Epstein, Cynthia Fuchs. Woman's Place, Options and Limits in Professional Careers. Berkeley: University of California Press, 1970.

Ginzberg, Eli, et al., ed. Life Styles of Educated Women. New York: Columbia University Press, 1966.

Janowitz, Morris and Little, Roger W., eds. Sociology and the Military Establishment. New York: Russell Sage Foundation, 1965.

Lamson, Peggy. Few Are Chosen. American Women in Political Life Today. Boston: Houghton Mifflin, 1968.

Little, Roger W., ed. A Survey of Military Institutions, Vol. I. The Inter-University Seminar on Armed Forces and Society, Inc., 1969.

Mead, Margaret. Male and Female. A Study of the Sexes in a Changing World. New York: Dell Publications, 1949.

Merriam, Eve. Man and Woman: The Human Condition. Denver: The Research Center on Woman, Loretto Heights College, 1968.

Millett, Kate. Sexual Politics. New York: Doubleday, 1970.

Montagu, Ashley. The Humanization of Man. New York: World Publishing, 1962.

Morgan, Robin, ed. Sisterhood is Powerful. An Anthology of Writings from the Women's Liberation Movement. New York: Random House, 1970.

Packard, Vance. The Sexual Wilderness. The Contemporary Upheaval in Male-Female Relationships. New York: David McKay Co., 1968.

Roszak, Betty and Roszak, Theodore, eds. Masculine/Feminine. Readings in Sexual Mythology and the Liberation of Women. New York: Harper Colophon Books, 1969.

Stambler, Sookie, ed. Women's Liberation. Blueprint for the Future. New York: Ace Books, 1970.

Thompson, Mary Lou, ed. Voices of the New Feminism. Boston: Beacon Press, 1970.

Tiger, Lionel. Men in Groups. New York: Random House, 1969.

#### Newspaper and Magazine Articles

AAUW Journal, November 1970. Special Issue on Women and their Changing Role.

Bernard, Jessie. "The Status of Women in Modern Patterns of Culture." The Annals (Women Around the World), January 1968, p. 3-14.

Bird, Caroline. "Let's Draft Women." Saturday Evening Post, 18 June 1966.

Boston Globe, Sunday Magazine, 4 April 1971. Special Issue: This Time of Change.

Bowling, Charles R., Captain, U.S. Navy. "Naval Warfare Specialists." United States Naval Institute Proceedings, August 1970, p. 52-59.

Bowers, Faubion. "The Sexes: Getting It All Together." Saturday Review, 9 January 1971, p. 16-19.

Bowman, Garda W., Worthy, N. Beatrice and Greyser, Stephen A. "Are Women Executives People?" Harvard Business Review, July 1965, p. 14-28, 164-178.

"Controversy Over the 'Equal Rights for Women' Amendment: Pro and Con." Congressional Digest, January 1971.

Culligan, Glendy. "Born Free but not Liberated." Saturday Review, 5 June 1971, p. 25-28, 41.

"Draft Evaders Unpopular with Teen Poll." The Providence Journal, 29 March 1971, p. 21.

Epstein, Cynthia. "Encountering the Male Establishment: Sex-Status Limits on Women's Careers in the Professions." American Journal of Sociology, May 1970, p. 965-982.

"Erik Erikson: The Quest for Identity." Newsweek, 21 December 1970, p. 84-89.

Erikson, Erik H. "Inner and Outer Space: Reflections on Womanhood." Daedalus, Spring 1964, p. 582-606.

Farrell, Warren T. "The Human Lib Movement: I." The New York Times, 11 June 1971, p. 41.

\_\_\_\_\_. "The Human Lib Movement: II." The New York Times, 18 June 1971, p. 37.

Foster, George. "Poll Shows WAF 'Satisfied'." Air Force Times, January 1971.

Fraser, Arvonnie S. "Woman, the New Image." Vital Speeches, 15 July 1971, p. 599-604.

Gilman, Richard. "The FemLib Case Against Sigmund Freud." New York Times Magazine, 31 January 1971, p. 10, 12, 42-47.

Goodman, Ellen. "Can Women Manage in Man's World?" Boston Globe, 15 November 1970, p. 1.

\_\_\_\_\_. "She's Puncturing Anti-feminist Windbags." Boston Globe, 21 February 1971, p. 59, 63.

Gottlieb, Annie. "Female Human Beings." The New York Times Book Review, 21 February 1971, p. 1, 26-27.

Graham, Patricia Albjerg. "Women in Academe." Science, 25 September 1970, p. 1284-1290.

Greer, Germaine. "The Female Eunuch." Redbook, March 1971, p. 92, 144-147.

Gwertzman, Bernard. "Women's Role in Society is Troubling Soviets, Too." The New York Times, p. 1.

Haynes, Muriel. "Fettered and Stunted by Patriarchy." Saturday Review, p. 22, 23, 28, 29.

Hentoff, Margot and Nat. "Women's Liberation." Parent's Magazine, December 1970, p. 44, 45, 66, 68, 70.

Hopkins, Lorraine. "Suffrage, then what? They Answer 'nothing'." Providence Sunday Journal, 1 November 1970, p. W-1.

Horner, Matina S. "Women's Will to Fail." Psychology Today, November 1969, p. 36, 38, 62.

Howe, Irving. "The Middle Class Mind of Kate Millett." Harper's, December 1970, p. 110-122.

Janeway, Elizabeth. "The Subordinate Sex." Saturday Review, 11 October 1969, p. 27-29, 57-58.

Karp, Walter. "The Feminine Utopia." Horizon, Spring 1971, p. 5-13.

Kay, M. Jane. "Career Women." The Journal of the Navy Civilian Manpower Management, Spring 1971, p. 15-18.

Klemesrud, Judy. "After Wellesley Came Women's Lib." The New York Times, 7 June 1971.

Lerner, Gerda. "Women's Rights and American Feminism." The American Scholar, Spring 1971, p. 235-248.

Look, 26 January 1971. Special Issue: The American Family.

Lowry, Ritchie P. "To Arms: Changing Military Roles and the Military-Industrial Complex." Social Problems, Summer 1970, p. 3-16.

Mannes, Marya. "Some of My Best Friends are Men." The Rhode Islander, Providence Journal, 6 December 1970.

McClelland, David. "Wanted: A New Self-Image for Women." Cosmopolitan, May 1965, p. 67, 68-75.

McCune, Shirley. "Thousands Reply to Opinionnaire: Many Document Cases of Sex Discrimination." AAUW Journal, May 1970.

Mead, Margaret. "The Case for Drafting All Boys--and Girls." Redbook, September 1966, p. 40, 42, 44.

\_\_\_\_\_. "Women's Movement." Redbook, March 1970, p. 60-61, 64, 67.

Park, Clara. "A Cool Brief for Women's Liberation." Book World, 24 May 1970 (review of Epstein's Woman's Place).

Parks, Michael. "In the Army, it's tougher to be a woman than a Black." Boston Sunday Globe, 18 April 1971, p. 66.

Ramey, Estelle. "Well, Fellows, What Did Happen at the Bay of Pigs? And Who Was in Control?" McCall's, January 1971, p. 26, 81-83.

Reid, Patricia. "Employers Urged to Equate Sexes." Christian Science Monitor, 23 February 1971, p. 1.

Rollin, Betty. "Backlash Against Women's Lib. 'They're a Bunch of Frustrated Hags!'" Look, March 1971, p. 15-19.

\_\_\_\_\_. "Motherhood, Who Needs It?" Look, September 1970, p. 15-17.

Romney, Lenore. "Men, Women--And Politics." Look, April 1971, p. 11.

Rosenthal, Jack. "For Women, a Decade of Widening Horizons." The New York Times, 11 April 1971, p. 1, 60.

Rossi, Alice. "Equality between the Sexes: An Immodest Proposal." Daedalus, Spring 1964, p. 607-652.

Saikowski, Charlotte. "Soviet Women: The Cry is for 'liberation' from household toil." Christian Science Monitor, 10 June 1971, p. 9.

Samuels, Gertrude. "Do Women Really Want the Freedom They've Won?" Redbook, May 1967.

Shaffer, Helen B. "'You've Come a Long Way, Baby'--But You're Not There Yet." Providence Sunday Journal, 16 August 1970, N-47, N-50.

Smith, Charles and Smith, Carol H. "Why Don't Women Succeed." New Society, 1 October 1970, p. 577-79.

"Special Report on the Attitudes of Women Toward Their Role in Life." Gallop Opinion Index, Report No. 63, September, 1970.

Springen, Phyllis J. "The Dimensions of the Oppression of Women." Vital Speeches, 15 February 1971, p. 265-267.

"The American Woman." Transaction, November-December 1970, Special Issue.

"The Motherhood Myth." Look, senior editor, 22 September 1970.

Trilling, Diana. "Female Biology in a Male Culture." Saturday Review, 10 October 1970, p. 16-18, 40.

Tucker, Sylvia. "Humanness and the Sexes." Adult Leadership May 1969.

Weisberger, Bernard. "Women: more light." Boston Sunday Globe, 22 November 1970, Book review of Daughters of the Promised Land: Women in American History by Page Smith.

Wolf, John H., Lieutenant, JAGC, USNR. "Public Law 90-130: The Act Relating to Promotion and Tenure of Women Officers." JAG Journal, May-June 1968, p. 117-121.

"Woman Captain in Swedish Merchant Fleet may be first in Western world." Boston Sunday Globe, 13 December 1970, p. 10.

"Women Against Men--A Special Issue." The Atlantic, March 1970.

"Women's Changing Role in America." U.S. News and World Report, 8 September 1969, p. 44-46.

"Women in Liberation: A Mother's Day Special." The Rhode Islander, Providence Sunday Journal, 9 May 1971.

"Women Profs Fight Back." Newsweek, 17 May 1971, p. 99, 100, 102.

"Women's Work." Chase Manhattan Bank, Business in Brief, October 1970.

#### Government Documents

Center for Naval Analyses. CNA Institute of Naval Studies Study 13, Navy Manpower Considerations 1970-1980, Summary, 27 January 1967.

Committee on Federal Employment Policies and Practices. Report of the Committee. 1963.

Defense Advisory Committee for Women in the Armed Services. Report of the Inter-Service Working Group on Utilization of Women in the Armed Services. 31 August 1966.

Interdepartmental Committee and Citizens' Advisory Council on the Status of Women. Report on Progress in 1966 on the Status of Women, Third Annual Report, 31 December 1966.

Koontz, Elizabeth Duncan. "American Women at the Crossroads." Keynote address by Mrs. Koontz, Director, Women's Bureau, U.S. Department of Labor, 12 June 1970.

Naval Personnel Research and Development Laboratory. Navy Officer Personnel System, Refinement of the Navy Officer Classification System, WRM-71-12. J.M. Pugh, August 1970.

\_\_\_\_\_. Total Officer Personnel System (TOPS), Improvement of the Navy Officer Classification Coding System, WRM 70-10, J.M. Pugh, H.A. Parrack, and H. Linsert, Jr., July 1969.

Office of the Assistant Secretary of Defense (Installations and Logistics). Defense Management Journal. Special Issue on Women in the Service, Winter 1970.

Stanford University. Frank Newman Committee on Higher Education. Report on Higher Education, Chapter II, "Barriers to Women." 1970.

U.S. Army. Provide, Project Volunteer in Defense of the Nation, Volume I, Executive Summary, 1970.

U.S. Civil Service Commission. Manpower Sources Division. Bureau of Recruiting and Examining. Changing Patterns, A Report on the Federal Women's Program Review Seminar, June 1969.

U.S. Department of Labor. Wage and Labor Standards Administration, Women's Bureau. Background Facts on Women Workers in the United States. 1970.

..... "Fact Sheet on the Earnings Gap." February 1970.

U.S. Naval Postgraduate School, Monterey, California. Educational Programs for Unrestricted Line Officers. 15 April 1966.

U.S. President's Commission on the Status of Women. American Women, 1963.

U.S. President's Commission on an All-Volunteer Armed Force. The Report of the President's Commission on an All-Volunteer Armed Force. 1970.

U.S. President's Task Force on Women's Rights and Responsibilities. A Matter of Simple Justice. Report of the Committee. April 1970.

#### Military Documents

Department of the Navy. Bureau of Naval Personnel. Annual Officer Billet Summary. NAVPERS 15993. 15 March 1971. CONFIDENTIAL

..... Bureau of Navy Personnel Manual, NAVPERS 15791B of 1 July 1969.

..... Pers N. Report #HOBL-1275-71. Computer Printout of 29 April 1971. Subj: Women Line Officer Community.

Department of the Navy. Bureau of Naval Personnel. Pers N.  
Report #HOBL-1131-71 of 15 and 16 April 1971. Subj:  
Education by Grade (On women line officers).

Report #HOBL-1126-71 of  
16 April 1971. Subj: Officer Grade vs. AMC (On  
women line officers).

Report #HOBL-1127-71 of  
16 April 1971. Subj: Officer grade vs. billet grade  
(On women line officers).

Manual of Navy Officer Classifications,  
NAVPERS 15839B of 19 September 1968.

Naval Officer Education, Language and  
Service Schools Code Manual, NAVPERS 15824D of September  
1968.

Navy and Marine Corps Military Personnel  
Statistics. NAVPERS 15658 of 31 January 1971 and 31  
March 1971.

Letter from Lieutenant Commander Richard Hunter, USN, (Pers  
Balb) to Lieutenant Commander Beth Coyle, USN, with  
enclosures. Washington: 2 June 1971.

Memorandum from Assistant Secretary of the Air Force, Manpower  
and Reserve Affairs to General Carpenter DCS/P.  
"Improved Women in the Air Force Program." Washington:  
21 January 1969.

Memoranda from Assistant Chief of Naval Personnel for Women  
(Pers K) to all women officers. 1967 to present.

Memorandum from Assistant for Women, Fifth Naval District to  
Assistant Chief of Naval Personnel for Women. "Recom-  
mendations concerning women in the Navy." Norfolk:  
10 February 1971.

U.S. Office of Naval Operations. "Identification of Officer  
Subspecialty billets requiring doctoral or master's  
level education, or specialized experience/training or  
level of education less than the master's level. OPNAV-  
INST 1211.6C. Washington: 8 December 1970.

WAVE Retention Study Group. Report of Study Group which  
convened in Washington, 1 March through 5 March 1971.

Unpublished Materials

Garland, Neal T. "The Better Half? The Male in the Dual Profession Family." Presented at Annual Meetings of the American Sociological Association, 31 August-3 September 1970.

Hart, Elizabeth Kirkpatrick. "Plato Was a Feminist or Is Man the Measure of All Things." Parts I and II. Spring 1971.

\_\_\_\_\_. "Education and the American Woman." Educational Psychology paper. January 1965.

Hart, Franklin, Lieutenant Colonel, U.S. Army, et al. The Long-Range Future of the Navy. Naval War College Group Research Project, 15 April 1971.

Reid, C.F., Lieutenant Commander, U.S. Coast Guard. Bridging the Military Generation Gap. Naval War College student thesis, 1971.

Sarkesian, Sam. "The Military Image: Myths and Realities, A Political Perspective." Prepared for delivery at the Sixty-sixth Annual Meeting of the American Political Science Association, 8-12 September 1970.

Youth Culture, a class presentation for Naval War College Winter Term Research Seminar, "Problems of Contemporary Social Change."

Other Sources

Naval War College 1970-71 Winter Term Research Seminar. "Problems in Contemporary Social Change." Faculty Research Advisor: Professor Carol Hills. (Author was a seminar participant)

Personal interviews with 34 women line officers, conducted by the author during the fall and winter months 1970-71.

Speeches by Gloria Steinem and Dorothy Putnam. 2 December 1970. Salve Regina College. (Attended by author)

# Thousands Reply to Opinionnaire; Many Document Cases of Sex Discrimination

Shirley McCune  
Associate Director

A forty-five question opinionnaire, highlighting issues of the "Alternatives for Women—The Right to Choose" program of AAUW appeared in the January Journal. Male and female responses were solicited on two separate forms. The return has been most gratifying—4,065 women and 2,940 men completed the opinionnaires by the February 23rd deadline. Since then, many other responses have arrived at the Educational Center and will be included in a final report to be completed this summer.

The following represents the first analysis, and reports only the comparison between male and female responses. Further study will examine the relationships of age, marital status, geographical residence and household income with the replies to the opinionnaire.

## CHARACTERISTICS OF THOSE RETURNING OPINIONNAIRES

The female sample returning the opinionnaire does not represent the general population, but the membership of AAUW; therefore, generalizations cannot be made outside this frame of reference. The present knowledge of the characteristics of AAUW membership is limited but some impressionistic observations can be made.

It appears the women most interested in the opinionnaire were younger women and the group 60 years or older because the percentages of return for these age groups were higher than estimates of these groups within AAUW membership. The reasons for this are not clear. A possible explanation is that those most concerned about women's opportunities today are the younger women, while the older group related to the opinionnaire on the basis of their experience in the suffragette movement.

A second characteristic of the female sample was the higher percentage of single women returning the opinionnaire than is characteristic of estimates of AAUW membership. This may be explained by the fact that job discrimination items formed a major part of the opinionnaire and single women may be more involved in these concerns than married women.

As would be expected by the nature of AAUW membership, the annual income of the respondent and the annual household income were considerably above the national average. The differential income level between female and male respondents was considerable, although it is difficult to make any generalizations since there was no way to separate students, retired persons and non-employed persons in this portion of the analysis.

One-fourth of the female sample reported personally experiencing sex discrimination and a similar proportion of males had observed discrimination against females. Another similarity between females and males was in answer to the question—"If all jobs were open to me, I would be doing the same thing I am now doing." Approximately one-fourth of the men and women answered no to that question. These responses would seem to indicate that the females answering the opinionnaire were not unusually bitter or biased because of personal experience.

## RESPONSES

A five-point Likert scale (1—Strongly Disagree to 5—Strongly Agree, with 3 being the No Opinion category) was provided for responses. To simplify reporting the results, the agree categories (4 and 5) and the disagree categories (1 and 2) were grouped together. The respondents who checked "no opinion" or who did not answer the question were omitted from the tables of responses.

## EMPLOYMENT ISSUES

A striking result was the degree of agreement on many of the major issues. Although there were statistically significant differences between women and men on most questions, a majority of both females and males agreed on the following items:

- Women experience discrimination in the working world.
- Women do not want full job equality if it means loss of femininity.
- Women perform well in competitive situations.

I-1

Permission to use reprint granted by AAUW.

- A successful woman is not less attractive to men.
- Women prefer working for a man.
- Men resent a female boss.
- Women are often bypassed for promotion.
- Women are not paid the same salary as men doing the same job.
- Women can be aggressive and competitive in situations that demand it.
- Women tend to think of employment as a job rather than a long-term career.
- Women are kept from careers or further education due to lack of adequate day care facilities.
- Women should be paid at the same rate as men.
- Women work because they need the money.

In the general category of employment issues, a majority of women agreed with the following statements while men did not:

- A woman's first responsibility is not to be a feminine companion of men and a mother.
- Women do not have less need to achieve than men in the working world.
- Intellectual achievement of women is viewed as competitively aggressive behavior.
- Women who wish to develop their potential do not have adequate opportunity to do so.
- Employed women do not have higher rates of sick leave than men.

A majority of men agreed with the following statements while women did not:

- The turnover rate of employed women is higher than that of men.
- Women in supervisory jobs have difficulty dealing with males in subordinate positions.

Examination of these responses shows the multi-dimensional aspects of the non-utilization of women in employment. Men basically believe that the woman's first responsibility is to be a feminine companion of men and a mother, that women have less need to

(continued on page 204)

achieve in the working world, that they have adequate opportunity to develop their potential, that the job turnover rate of women is higher than that of men, that women have difficulty dealing with males in subordinate positions. If males bring this mind set to employment situations, it undoubtedly affects their behavior toward females. On the other hand, a majority of females indicated agreement that intellectual achievement is viewed as competitively aggressive behavior, whereas males did not. Thus, women may set up negative expectations to be confirmed that are not always valid.

#### WOMAN AS WIFE AND MOTHER

A second category of items was based on woman's role as a wife and mother. A majority of female and male respondents agreed that:

- Employed women are not less likely to have successful marriages.
- More women would work if their husbands would encourage it.
- Abortion should be legally accessible upon demand by any woman.
- Family planning information and contraceptives and methods should be available to all.
- Women should share equally with husbands in making family decisions.
- Husbands of employed women should share in housework and child care.
- In view of the population explosion, couples should limit their number of children to two.

In all cases except the question of family planning information, there were statistically significant differences between male and female responses although a majority of both women and men were in agreement with the items. The highest degree of agreement was achieved on the questions of women sharing equally with husbands in family decisions, family planning information should be available to all, husbands of employed women should share in housework and child care, and abortion should be legally accessible upon demand by any woman. It is interesting to note that although a majority of both men and women were in agreement on the abortion question, only a few states have repealed the abortion law.

In this category, a majority of females agreed and males did not agree with the following statements:

- Children of non-working mothers are not better adjusted than those of working mothers.
- Husbands who feel threatened by a careerist wife are unsure of their masculinity.

A majority of males agreed that women receive equal treatment in legal

matters, whereas women were divided nearly equally in their responses.

The most controversial item was:

- Single women should have the choice to bear and/or adopt children.

This was agreed to by 49 percent of the women and 37 percent of the men. Several comments from respondents indicated that if the question had been broken into two separate issues, the choice to bear a child or the choice to adopt a child, a more conclusive picture would have been obtained.

#### RELATED ISSUES

A category of related issues was included in the opinionnaire. A majority of women and a majority of men agreed on a substantial number of items:

- Women's attainment of rights and freedom will not be at the expense of males.
  - Most women would like to further their education and training.
  - Women's image in mass media overly emphasizes beauty, fashions and homemaking virtues.
  - Women enjoy sex as much as men.
  - Women prefer male company to female company.
  - Educational barriers to female achievement have been removed.
- There was mutual disagreement with the item "Few women are in politics because they are not tough enough for political activity."

To only one question, "Neither men nor women take women's rights seriously," did a majority of women agree and a majority of men disagree.

A majority of women agreed with the following, whereas there was no majority of male responses:

- Women do want full equality even if it does mean equal responsibility.
- Militant efforts for women's rights will do more harm than good.
- Women are conditioned not to show their intelligence.
- Career women do not play down feminine appearance in order to be taken seriously.

On the other hand, a majority of men agreed with the following whereas there was no majority of female responses:

- Women do not handle conflict better than men.
- Women are not by nature more mediating and cooperative than men.

#### TRENDS

Throughout the opinionnaire, several trends seem evident:

1. There is considerable agreement between men and women on many issues of inequality of opportunity for women.
2. Women in general report significantly stronger responses than men in sup-

port of women's equality.

3. Greatest agreement between men and women was obtained in the category of woman's role as wife and mother, such as joint family decision-making, availability of family planning information, accessibility of abortion, etc.

At this time, it is not possible to draw more generalized conclusions. Additional analysis of the material and comparison with other studies which utilize the opinionnaire should help to clarify the results.

#### CASE HISTORIES

The last question asked women to document personal discrimination and men to report discrimination against women they had observed. More than 500 respondents wrote in answer to this question. A majority of these reported cases of job discrimination. Examples of their comments were:

... I can't say that I have met a great deal of overt discrimination, but prejudice and discrimination are insidious. They are the ripple of laughter across the audience when the speaker smiles and says, "there are even some girls in the—training program." It is having to prove yourself every time you make a new business contact, acquire a new supervisor. It is lowered expectation (overhearing your manager say in surprise while reading a report of yours, "Why she writes like a man.") ... It is feeling that your words do not have the same impact on management as your male counterpart. It is not having frequent raises (who can prove merit versus prejudice?). And the worst result is a lack of confidence in your own competence as the "world" continually questions your ability.

... When it came time to choose the chief resident for an internal medicine program at a private hospital, I was informed that I was not considered for Chief Resident because I was a woman. There are also a number of physicians who do not refer patients, including female patients, to female doctors, either because they feel that the patients would not accept the female doctor, or because they, themselves, cannot accept female doctors.

... In the first few months as a member of the Board of Education in our city, the other members of the Board, all men, decided to differentiate the salaries of the men and women teachers by about \$400. I strongly objected, gave my arguments again and again to no avail, and the measure finally passed over my objections.

...When my husband and I (both experienced teachers with Ph.D.'s from good universities) applied for teaching jobs at the college level in 1966-67, about twenty institutions responded to our inquiry—"Sorry, nepotism rules prevent our considering you." We did secure a position at a university congenial to husband and wife teams (about 45 when we came, some in the same department as we are). The new President of the university has now decided no more couples and I know of two instances at least where eminently qualified applicants were not offered positions because they were married.

... I was so worn out with the artificial obstacles placed in the way of women graduate students in the U.S. that I eventually did a Ph.D. at the University of London, and because of the discrimination against the employment of women in college teaching, I am currently out of a job.

... As a supervisor of professional personnel in the engineering community, I have refrained from hiring female applicants in favor of male applicants of equal academic standing. My main concern was that females might not be "hard nosed" enough to "slug it out" in the rough and tumble design world.

... When I worked at \*\*\*\* Personnel Employment Agency last year, I found that in all its hundreds of offices over the country the following to be true: Only men were allowed to have the men clients so that the men, getting a third of the commission, were paid much more than the women workers because an average male client's annual salary was about \$10,000 while a woman client's annual salary averaged between \$4,000 and \$5,000. There also may have been more male clients.

One respondent elaborated on women's responsibility for job discrimination:

... The inferior work performance of women, which was alluded to in questions one to twenty, is too often true and too often the result of a culturally determined "self-fulfilling" prophecy. The unspoken predisposition exists that women, or blacks, will fail eventually and, when they do, the feeling is "I told you so." Women, from their earliest years, have been cautioned against behavior which shows initiative or aggressiveness. It is little wonder that their intelligence and insight falter when they are called upon to use them. Education and environment do not normally sanction independence and thought in women. When the situation calls for the demonstration of such qualities, women

"Sorry, nepotism rules prevent our considering you."

often become nervous and defensive and act as "everybody" knew they would.

Unfortunately, I believe I have seen such actions in my own field, which is urban planning. Several college girls have worked in the temporary capacity of researchers. Each was bright, but each claimed to be capable only of following directions. They had their own ideas, which they often expressed in conversation, but they were afraid to initiate any project. They shunned the responsibility with the observation that they did only what they were told. They were interested in what was going on about them yet they were afraid to join in.

Legal concerns were often mentioned:

... In my opinion, Oregon's gift inheritance tax discriminates against women against women. Under present law all belongings (except homestead) and including joint savings and checking accounts are assumed to belong to the husband as a result of his earnings. To avoid paying inheritance tax, the widow must prove that she earned or inherited a part or all of these funds.

... I was unable to obtain an abortion in the U. S. and had to go to Mexico. (After five children, and at the time had severe hernia and could not carry another child safely.) Yet could not have this done legally in California.

... My first marriage eliminated many of my rights ... had to live where my husband wished, he could cash my pay checks, etc. One is quite surprised when one actually experiences the legal prostitution of marriage—laws do vary according to the state. I found Texas and Illinois to almost eliminate all rights of married women.

... Another instance of discrimination is the Social Security withholding tax for married women. Although women are taxed fully at the regular rate, a married couple can only collect the higher of the two Social Security benefits. This is unfair. If women cannot collect their benefits, they should not be taxed.

Many personal forms of discrimination were also included:

... On many boards, both appointive and elective, I find that 1) A woman is always expected to serve the refreshments although the chairman is usually a man, the secretary is nearly always a woman—if there is a female on the committee, 2) when coffee or refreshments are to be served, a woman is al-

ways expected to do that (or maybe the president's personal secretary will do it if necessary—but never a man), 3) when social functions are indicated in the committee work, the females are expected to plan and execute the occasions. . . . I really don't consider myself a feminist but I am appalled at how many times I have been honored by a committee appointment (even by a Governor) only to find that the men regard me with complete dismay if I politely decline the "honor" of the secretary's job or the "kitchen duty." It seems to be utterly inconceivable to men, particularly if I am the only woman in the group, that I am there because I am interested in solving the problem posed or in helping to make policy!

... Reluctance of many department stores to issue a charge card to a married woman in her name even though she works full time.

... I inherited stock. Under California law it is separate property. The brokerage house wanted my husband's permission for me to dictate how the stock was to be sold or otherwise dealt with. I refused to deal with the brokerage house until they changed the requirement. If it had been my husband's private property, I would not have had to sign.

If we had been men or a couple, we would have been treated differently

... We (two single women) were discriminated against in one of the better restaurants in town. We had reservations; however we were seated in a small cafe type room next to the kitchen, rather than the dining room. When we questioned this, we were told that there were no tables for two. However, immediately afterward, several couples were seated at tables for two. One of the couples were our neighbors and did not have reservations. We did handle it afterward with the manager. We were very much aware that if we had been men or a couple we would have been treated differently. The discriminator was a woman.

... Early in the summer of 1967, I tried to borrow money for a trip to the South Pacific from the State Teachers' Credit Union. For years they had periodically deluged me with requests to please use their services. When I finally decided to succumb to their desire, I was told that I would have to have my husband's signature on the note, although we were living apart and had been for two years, and during this time, I paid all my own bills. Yet, he could borrow all the money he wanted to on his signature alone, and without my knowledge!

# RESPONSES TO "THE RIGHT TO CHOOSE" OPINIONNAIRE

QUESTIONS	AGREE		DISAGREE	
	Women (N=4,065)	Men (N=2,940)	Women (N=4,065)	Men (N=2,940)
1. Women do not experience discrimination in the working world. *	14	20	84	77
2. Women do not want full job equality if it means loss of femininity. *	56	61	34	25
3. A woman's first responsibility is to be a feminine companion of men and a mother. **	42	60	52	30
4. Women have less need to achieve than men in the working world. **	37	53	60	41
5. Intellectual achievement of women is viewed as competitively aggressive behavior. **	51	29	44	62
6. A successful woman is less attractive to men. **	27	21	66	72
7. Women perform well in competitive situations. **	75	61	16	24
8. Women who wish to develop their potential have adequate opportunities to do so. **	44	57	54	39
9. Employed women have higher rates of sick leave than men. **	26	48	51	24
10. The turnover rate of employed women is higher than that of men. **	48	60	33	18
11. Women should not be paid at the same rate as men. **	4	11	95	83
12. Women prefer working for a male boss. *	66	71	18	5
13. Women in supervisory jobs have difficulty dealing with males in subordinate positions. **	42	57	38	22
14. Males resent a female boss.	67	68	16	18
15. Women are often bypassed for promotion. **	76	63	10	16
16. Women are paid the same salary as men doing the same job. **	15	24	78	68
17. Women cannot be aggressive and competitive in situations that demand it. **	11	17	85	74
18. Women think of employment as a job rather than a long term career. **	55	65	38	20
19. Women are kept from careers or further education due to lack of adequate day care facilities. **	71	55	18	26
20. Women work because they need the money.	58	60	34	26
21. Husbands who feel threatened by a careerist wife are unsure of their masculinity.**	68	47	18	31
22. Employed women are less likely to have successful marriages. **	11	23	79	60
23. Children of non-working mothers are better adjusted than those of working mothers. **	30	48	57	33
24. More women would work if their husbands would encourage it. *	64	59	15	18
25. Single women should have the choice to bear and/or adopt children. **	49	37	40	51
26. Abortion should be legally accessible upon demand by any woman. *	70	65	26	30
27. Family planning information and contraceptives and devices should be available to all.	93	93	5	5
28. Women should share equally with husbands in making family decisions. *	97	92	2	6
29. Husbands of employed women should share in housework and child care. **	89	82	7	12
30. Women receive equal treatment in legal matters. **	38	55	41	29
31. In view of population explosion, couples should limit their number of children to two. **	66	57	23	30
32. Women do not want full equality if it means equal responsibility. **	20	37	73	45
33. Women's attainment of rights and freedom will be at the expense of males. *	17	22	78	68
34. Militant efforts for women's rights will do more harm than good.	51	49	38	35
35. Women handle conflict better than men. **	32	13	35	61
36. Women are conditioned not to show their intelligence. **	64	41	32	47
37. Career women play down feminine appearance in order to be taken seriously.	26	29	60	49
38. Most women would like to further their education and training. **	75	61	15	18
39. Women are by nature more mediating and cooperative than men. **	44	25	33	54
40. Women prefer male company to female company.	52	51	26	17
41. Educational barriers to female achievement have been removed. **	50	69	46	25
42. Few women are in politics because they are not tough enough for political activity.	27	29	63	57
43. Women's image in mass media overly emphasizes beauty, fashions and home-making virtues. **	82	68	14	21
44. Women do not enjoy sex as much as men. *	23	28	64	54
45. Neither men nor women take women's rights seriously. **	53	36	39	51

NOTE: \*\* Difference between men and women statistically significant at .01 level of confidence.

\* Difference statistically significant at .05 level of confidence.

## PROFILE OF RESPONDENTS

CHARACTERISTIC	WOMEN (N=4,065)			MEN (N=2,940)			TOTAL (N=7,005)			CHARACTERISTIC	WOMEN (N=4,065)			MEN (N=2,940)			TOTAL (N=7,005)		
	%	%	%	%	%	%	%	%	%		%	%	%	%	%	%			
<b>Age of Respondent</b>										<b>Residence of Respondent</b>									
29 or under	15	12	14							West	24	24	24						
30-39	29	34	31							SW and Mountain States	9	8	8						
40-49	21	25	22							Midwest	33	31	32						
50-59	16	16	16							South	7	7	7						
60 or older	19	13	16							New England and Mid. Atl. Sts.	27	27	27						
<b>Marital Status</b>										<b>Level of Education</b>									
Single	14	3	10							College Graduate	33	13	25						
Married	76	93	83							Some Graduate Work	28	35	31						
Separated	.4	.6	1							Master Degree	30	25	28						
Divorced	3	1	2							PhD-MD or other advanced Deg.	6	22	13						
Widowed	6	1	4							Post-Doctoral Work	1	4	2						
<b>Number of Children</b>										<b>Annual Income of Respondent</b>									
None	28	16	23							Less than \$5,000	42	3	25						
One	14	16	15							\$5,001-\$7,500	12	4	9						
Two or three	46	55	50							\$7,501-\$10,000	14	12	9						
Four or five	9	11	10							\$10,001-\$15,000	15	32	22						
Six or more	1	2	1							\$15,001-\$25,000	5	34	17						
										More than \$25,000	1	12	6						

THE RIGHT TO CHOOSE — ALTERNATIVES FOR WOMEN  
OPINIONNAIRE

A fundamental purpose of the AAUW is the promotion of the status of women. We are calling on you to reaffirm this purpose by assisting us in obtaining a sample of the attitudes, opinions and experiences of women. Listed below you will find a questionnaire which solicits your opinions, personal background and experience. Complete it without discussing it with anyone. The second copy is provided as a means of obtaining the opinions of males. You may wish to ask your husband or a male friend or colleague to complete the second copy. After both copies have been completed, compare your responses and discuss the implications. Please return both to: The Right To Choose, AAUW Educational Center, 2401 Virginia Avenue, N. W., Washington, D. C. 20037. A report of the returned opinionnaires will be published in a future issue of the Journal.

The first 45 questions ask for **your opinion**. There are no "right" or "wrong" answers. Please be as frank as possible in answering. After you read the question, circle the number in the reply form (right) which most closely represents your opinion.

Strongly disagree 1	Generally disagree 2	No opinion 3	Generally agree 4	Strongly agree 5
------------------------	-------------------------	-----------------	----------------------	---------------------

**Woman as Worker**

1. Women do not experience discrimination in the working world.
2. Women do not want full job equality if it means loss of femininity.
3. A woman's first responsibility is to be a feminine companion of men and a mother.
4. Women have less need to achieve than men in the working world.
5. Intellectual achievement of women is viewed as competitively aggressive behavior.
6. A successful woman is less attractive to men.
7. Women perform well in competitive situations.
8. Women who wish to develop their potential have adequate opportunities to do so.
9. Employed women have higher rates of sick leave than men.
10. The turnover rate of employed women is higher than that of men.
11. Women should not be paid at the same rate as men.
12. Women prefer working for a male boss.
13. Women in supervisory positions have difficulty dealing with males in subordinate positions.
14. Males resent a female supervisor.
15. Women are often bypassed for promotion.
16. Women are paid the same salary

as men doing the same job.

17. Women cannot be aggressive and competitive in situations that demand it.
18. Women think of employment as a job rather than a long-term career.
19. Women are deterred from careers or continuing education due to a lack of adequate day care facilities.
20. Women work because they need the money.

**Woman as Wife and Mother**

21. Husbands who feel threatened by a careerist wife are unsure of their masculinity.
22. Employed women are less likely to have successful marriages.
23. Children raised by non-working mothers are better adjusted than those of working mothers.
24. More women would work if their husbands would encourage it.
25. Single women should have the choice to bear and/or adopt children.
26. Abortion should be legally accessible upon demand by any woman.
27. Family planning information and contraceptive techniques and devices should be available to any woman.
28. Women should share equally with husbands in making family decisions.

Clip and mail as soon as possible; final deadline is February 23, 1970.

Send to:

The Right To Choose  
AAUW Educational Center  
2401 Virginia Ave., N.W.  
Washington, D.C. 20037

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5
17.	1	2	3	4	5
18.	1	2	3	4	5
19.	1	2	3	4	5
20.	1	2	3	4	5
21.	1	2	3	4	5
22.	1	2	3	4	5
23.	1	2	3	4	5
24.	1	2	3	4	5
25.	1	2	3	4	5
26.	1	2	3	4	5
27.	1	2	3	4	5
28.	1	2	3	4	5

29.	1	2	3	4	5
30.	1	2	3	4	5
31.	1	2	3	4	5
32.	1	2	3	4	5
33.	1	2	3	4	5
34.	1	2	3	4	5
35.	1	2	3	4	5
36.	1	2	3	4	5
37.	1	2	3	4	5
38.	1	2	3	4	5
39.	1	2	3	4	5
40.	1	2	3	4	5
41.	1	2	3	4	5
42.	1	2	3	4	5
43.	1	2	3	4	5
44.	1	2	3	4	5
45.	1	2	3	4	5
46.	1	2	3	4	5
47.	1	2	3	4	5
48.	1	2	3	4	5
49.	1	2	3	4	5
50.	1	2	3	4	5
51.	1	2	3	4	5
52.	1	2	3	4	5
53.	1	2	3	4	5
54.	_____	_____	_____	_____	_____
55.	_____	1. Yes	_____	2. No	
56.	_____	1. Yes	_____	2. No	
	1	2	3	4	5
	6	7			
8.					

29. Husbands of employed women should share in housework and child care.

30. Women receive equal treatment in legal matters.

31. In view of the population explosion, couples should limit their number of children to two.

#### Related Issues

32. Women do not want full equality if it means equal responsibility.

33. Women's attainment of rights and freedom will be at the expense of males.

34. Militant efforts for women's rights will do more harm than good.

35. Women handle conflict better than men.

36. Women are conditioned not to show their intelligence.

37. Career women deliberately play down feminine appearance in order to be taken seriously.

38. Most women would like to further their education and training.

39. Women are by nature more mediating and cooperative than men.

40. Women prefer male company to female company.

41. Educational barriers to female achievement have been removed.

42. Few women are in politics because most women are not tough enough for political activity.

43. Women's image in the mass media overly emphasizes beauty, fashions and homemaking virtues.

44. Women do not enjoy sex as much as men.

45. Neither men nor women take women's rights seriously.

#### Personal Data

46. My age is:

- 1. 29 or under
- 2. 30 - 39
- 3. 40 - 49
- 4. 50 - 59
- 5. 60 or older

47. My marital status is:

- 1. Single
- 2. Married
- 3. Separated
- 4. Divorced
- 5. Widowed

48. The number of children I have is:

- 1. none
- 2. one
- 3. 2 or 3
- 4. 4 or 5
- 5. 6 or more

49. I am employed:

- 1. not at present

- 2. never have been
- 3. yes, full-time
- 4. yes, part-time
- 5. yes, only seasonally

50. The area of the country which I call my home is:

- 1. West
- 2. Southwest and mountain states
- 3. Midwest
- 4. South
- 5. New England and middle Atlantic states

51. I have completed the following level of education:

- 1. College graduate
- 2. Some graduate work
- 3. Master's degree
- 4. Ph.D., M.D. or other advanced degree
- 5. Post doctoral work

52. My approximate annual income is:

- 1. Less than \$5,000
- 2. From \$5,000-\$7,500
- 3. From \$7,501-\$10,000
- 4. From \$10,001-\$15,000
- 5. \$15,001-\$25,000
- 6. More than \$25,000

53. The approximate annual income of my household is:

- 1. Less than \$5,000
- 2. From \$5,001 to \$10,000
- 3. \$10,001 to \$15,000
- 4. From \$15,001 to \$25,000
- 5. From \$25,001 to \$40,000
- 6. \$40,001 or more

54. My occupation is: (Please give a full description)

55. If all occupations were open to me, I would be doing the same thing I am now doing.

56. I have personally experienced discrimination as a woman:

If yes, in what way:

(Circle all applicable)

- 1. college or graduate school admissions
- 2. scholarship, fellowships or assistantships
- 3. employment in the university setting
- 4. employment in government or private industry
- 5. promotion on the job
- 6. legal (divorce, abortion, taxes, etc.)
- 7. political
- 8. other (please specify)

We are interested in compiling case histories of discrimination related to women. If you answered Question 56 affirmatively, would you please explain on a separate sheet the circumstances and document the situation as much as possible?

## APPENDIX II

### QUESTIONS ASKED OF INTERVIEWEES

1. For what reasons did you join the Navy? Are they the same reasons that have kept you in the Navy?
2. What do you think are the Navy's reasons for maintaining women officers in the Navy today? Are they the same reasons as those that apply to enlisted women?
3. The 1967 legislation opened up the promotion opportunities for military women. What restrictions, if any, remain in this legislation and/or regulations pertaining to the women in the Navy? If you see restrictions, which ones should be lifted? Which should not be lifted?
4. What kind of a career pattern would you prefer ideally for yourself through the rank of captain? Do you feel that this is possible under present policies and opportunities?
5. The majority of line women officers at present are in the field of administration or management. What designator do you feel best fits this present woman officer complement?
6. In what field, if any, do you consider yourself to be qualified as a subspecialist or specialist?
7. In view of increasing overall Navy requirements for specialization and subspecialization, what should be done, if anything, to align the woman officer program with this trend toward specialization?
8. The restricted line designators are closed to women. Which of these programs do you feel should be open to women?
9. What specific woman officer personnel policies should be reevaluated, if any? Do you feel that you really know what these policies are?
10. What procedures and policies regarding the administration of women in your opinion need revision, if any? (e.g. WR/Barracks Officer/Asst (W)) What changes would you make?
11. What in your estimation is the key to promotion for women officers?

- P
12. What recommendations do you have on the recruitment of women officers (3 year obligation, NROTC, etc.)?
13. What role do women officers now play in support of the Navy's requirements?
14. In light of changes occurring in the Navy and in society as a whole today, what in your estimation should be the role of women officers in the future? What will it be?

## APPENDIX III

### COMPARISON OF WOMEN LINE OFFICER ASSIGNMENTS BY OCCUPATIONAL GROUPINGS

The primary source of statistical data pertaining to the woman line officer community in this study is an automated data printout supplied by the Bureau of Naval Personnel (Pers N). The printout is a listing according to current grade of women unrestricted line officers on active duty as of 29 April 1971. The printout gives the following information for each officer:

Education. The two highest degrees awarded and the corresponding major field of study are shown. Postgraduate work not resulting in a degree is included and an indication is given if the education was obtained under Navy sponsorship.

Subspecialties. Primary and/or secondary subspecialty codes are listed for those officers so designated. No more than two codes were shown per officer.

Duty Stations. Up to seven duty stations are listed for each officer excluding temporary duty, temporary additional duty, and duty stations at which the individual served less than five months. Information on duty under instruction is furnished only for those officers who were under instruction on 29 April 1971. Duty stations appear on the printout in reverse chronological order with the dates of reporting and

detachment given for each. For some officers duty stations as far back as 1949 are listed with the exception of those noted above.

Primary Duties. These are shown as Naval Officer Billet Classification Codes (NOBCs). Each officer's listing is limited to seven NOBCs, no more than three per duty station. The NOBCs appear in chronological order beginning with the most recent. An alpha-numerical suffic is provided to indicate the duty station at which each has been assigned and the number of months served in it. In some cases duty stations are listed without corresponding NOBCs.

Special Qualification/Special Designations. SQ/SD codes are three digit codes assigned to personnel after having been certified by competent authority. The classifications are limited to those for which there is a current requirement in BUPERS automated data reports and are not intended to include all special data which enhance career and promotion potential.

Service Schools Attended. A maximum of five officer service schools attended as an officer are listed in chronological order with the most recent listed first. If more than five were attended, the least significant are deleted.

Activity Mission Code. This two letter code is given only for an individual's current duty station. It identifies the type of activity to which the officer is assigned.

The method for extracting statistics from the printout was designed to facilitate identification of individual officers for the purpose of cross checking figures. Each officer was assigned a number within her current grade in the order in which listed on the printout.\* In this manner the total personnel given for each grade was verified with the following results recorded:

CAPT	9
CDR	44
LCDR	83
LT	146
LTJG	187
ENS	<u>164</u>
Total	633

These figures became the basis upon which all statistics were compiled.

Lists were made of all degrees held, NOBCs, subspecialty and SQ/SD codes assigned, and service schools attended by women officers using the individual identification numbers to record the results. A master list of NOBCs was compiled revealing the following information:

- a. a listing by number and title of all NOBCs in which women have served over the years covered by the printout,

---

\*No pattern of the order in which the listings appeared was found to exist; no clue was provided as to the identification by name of the individual officers.

b. the number of times women were assigned each NOBC,  
and

c. by whom each assignment was held in terms of the  
officer's current grade and identification number.

Thus it could be determined, for example, that three lieutenants (#75, 123 & 130) have each been a general supply officer (NOBC #1918) once in their careers and that they are the only officers to have been assigned that NOBC.

A by-product of this list is a table showing those NOBCs assigned to women officers most frequently with respect to other NOBCs which women officers have held.

A second master list was drawn up containing only those NOBCs in which women officers are presently serving. This list shows the current distribution of women unrestricted line officers by grade.

In the same manner, master lists of degrees held, sub-specialty and SQ/SD codes assigned, and service schools attended by women officers were compiled.

The format used in Table 1, Comparison of Women Line Officer Assignments by Occupational Groupings, is based on that of the 1966 Report of the Inter-Service Working Group on the Utilization of Women in the Armed Services which was prepared by the Defense Advisory Committee for Women in the Services (hereafter known as the DACOWITS Report). This Report includes a table which shows the distribution of women in all the armed services by eight occupational headings.

The occupational groups are: General Officers and Executives, Tactical Operations, Intelligence, Engineering and Maintenance, Scientists and Professionals, Administrators, and Supply.

In order to deal with the current distribution of women officers, in Table 1 a ninth group, Miscellaneous, is added to the original eight groupings. There is no Group VI.

For the purpose of comparing current figures with those of the 1966 DACOWITS report, the Naval Officer Billet Classification Codes (NOBCs), which appear under each occupational heading, were added to the format. The NOBCs are intended to relate as closely as possible to the occupational headings. It must be cautioned, however, that this categorization does not necessarily correspond to that used in determining the Navy figures in the 1966 report.

Table 1 compares the 1966 figures on the utilization of women officers with current figures, as well as with an average computed on the basis of assignments of all women presently on active duty recorded on the individuals' Officer Data Cards. (Source: 29 April printout) Because the total number of billets under discussion in each column differs widely, percentage figures based on the total number of assignments are shown in parenthesis for ready comparison. In the case of the 1971 figures, it was necessary to compute the percentage on the numbers of billets which fall into the eight original DACOWITS groupings in order to make valid comparisons. Thus, those 70 current billet assignments which

fall into the Miscellaneous group were subtracted from the total of 633, leaving a figure of 563 upon which the percentages for 1971 are based.

Within each occupational grouping and subgrouping total numbers are shown for 1966, 1971 and career, respectively. Below these numbers in the 1971 and career columns, figures for the individual NOBCs within these same groupings are provided.

In summary the format is as follows:

I. Occupational Group

A. Major sub-group  
NOBC # - NOBC title

TABLE 1

## COMPARISON OF WOMEN LINE OFFICER ASSIGNMENTS BY OCCUPATIONAL GROUPINGS

OCCUPATIONAL GROUPINGS, SUBGROUPINGS, AND NOBCs	1966	1971	CAREER
I. GEN OFF & EXECs	2 0 2	(1%) 0 5	12 0 12
A. Gen Off	0	0	1
B. Execs	2	5	12
3980 - Personnel Plans and Policy Chief			1
9420 - Officer In Charge, Naval Shore Activity			1
9421 - Commanding Officer, Naval Shore Activity			2
9436 - Executive Officer, Naval Shore Activity			4
		1	5
II. TACTICAL OPERATIONS	5 0 5	(1%) 0 18	42 0 42
A. through F. Air Crews	0	0	0
G. Operations Staff	5	18	42
2342 - Oceanographic Research Operations Officer			1
2343 - Oceanographic Research Operations Watch Officer			3
2365 - Staff Oceanographic Officer			1
8666 - Operations Log Officer			4
8680 - Squadron Operations Officer			1
8685 - Staff Air Operations and Planning Officer			1
9059 - Staff Liaison Officer			2
9065 - Staff Operations and Plans Officer			9
9085 - Operations Analyst			7
9087 - Staff Plans Officer			11
9485 - Ship Plot Officer			2
III. INTELLIGENCE	26 5	(5%) 10	45 23
A. Military Intelligence	5	10	23
9620 - Geographic Area Intelligence Officer			1
9630 - Intelligence Liaison Officer			3
9640 - Operational Intelligence Officer			10
9660 - Technical Intelligence Officer			1

Sources: 1966 figures are taken from the Report of the Inter-Service Working Group on the Utilization of Women in the Armed Services. The 1971 and Career figures represent data from a Bureau of Naval Personnel computer print-out as of 29 April 1971.

OCCUPATIONAL GROUPINGS, SUBGROUPINGS, AND NOBCS		1966	1971	CAREER
III. A. (Cont'd)				
9670 - Intelligence Plans and Coordination Officer		2	4	
9680 - Air Intelligence Officer (General)		1	3	
9682 - Air Intelligence Officer (Briefing and SERE)		0	1	
B. Communications Intelligence	15	2	13	
9520 - Naval Security Group Special Operations Officer		2	13	
C. Counterintelligence	6	0	2	
9616 - Counterintelligence Officer		0	2	
D. Other	0	0	7	
9615 - Domestic Intelligence Officer (General)		0	2	
9617 - Intelligence Investigations Officer		0	4	
9635 - Naval Attache (Assistant, Observer)		0	1	
IV. ENGINEERING & MAINTENANCE	43 (9%)	86 (15%)	346 (20%)	
A. Construction & Utility	0	0	0	
B. Electrical/Electronics	1	0	0	
C. Communications and Radar	40	84	339	
8682 - Squadron Communications Officer		8	13	
9478 - Movement Reporting Officer		1	3	
9510 - Communication Officer Ashore		15	62	
9517 - Communication Security Officer		0	3	
9525 - Communication Watch Officer		20	89	
9528 - Cryptosecurity Officer		3	7	
9530 - Cryptoboard Officer		8	46	
9535 - Custodian of RPS Publications		20	78	
9537 - Frequency Plans and Assignment Officer		1	1	
9565 - Radio Officer		0	2	
9580 - Registered Publication Issuing Officer		7	20	
9582 - Communication Officer Afloat		0	1	
9590 - Staff Communications Officer		0	4	
9595 - Communications Traffic Officer		1	10	
D. Aviation Maintenance	1	0	1	
8190 - Aircraft Organizational Maintenance Officer (General)		0	1	

OCCUPATIONAL GROUPINGS, SUBGROUPINGS, AND NOBCs	1966	1971	CAREER
IV. E. Ordnance	1	0	2
6705 - Weapons Maintenance Officer (Ordnance)		0	1
8035 - Aircraft/Guided Missile Engine Project Officer		0	1
F. Missile Maintenance	0	0	0
G. Ship Construction and Maintenance	0	1	1
7120 - Naval Engineering Hull Development Officer		1	1
H. Ship Machinery	0	0	0
K. Chemical	0	0	0
L. Auto & Allied	0	0	0
M. Surveying & Mapping	0	0	0
N. Other	0	1	3
4330 - Company Officer, Naval Construction Forces		0	1
8050 - Launching, Recovery, and Landing Aids Engineering Officer		1	2
V. SCIENTISTS & PROFESSIONALS	28 6	(6%) 13 1	(2%) 71 1
A. Phys & Math Scientists	2	1	1
2071 - Physicist, Nuclear		1	1
B. Meteorologists	4	0	7
8715 - Meteorological Officer (Meteorological)		0	1
8720 - Meteorological Watch Officer		0	5
8730 - Staff Meteorological Officer		0	1
C. Biological Scientists	0	0	0
D. Social Scientists	3	0	0
E. Psychologists	0	0	0
F. Lawyers & Legal Officers	7	1	9
2530 - Legislative Counsel		0	7
2557 - Trial and Defense Counsel		1	2
G. Chaplains	0	0	0
H. Social Workers	0	0	0
K. Educ & Instructors	12	9	58
3242 - Indoctrination Training Officer		5	42
3250 - Instructor, Technical		2	4
3251 - Instructor, Academic (General)		0	2
3265 - Instructor, Advanced Command and Staff School		1	1

## OCCUPATIONAL GROUPINGS, SUBGROUPINGS, AND NOBCs

		1966	1971	CAREER
V.	K. (Cont'd)			
	3270 - Instructor, Naval Science		0	1
	3274 - Physical Training Officer		1	8
L.	Rcs & Dev Coord	0	2	4
	2125 - Amphibious Warfare Research Officer		2	2
	2176 - Undersea Warfare Research Officer (Anti-submarine)		0	1
	6917 - Nuclear Weapons Research and Development Officer		0	1
M.	Other		0	2
	0855 - Occupational Therapist		0	1
	9972 - International Affairs Officer		0	1
VII.	ADMINISTRATORS	314 (74%)	426 (76%)	1287 (70%)
A.	Administrators, Cen	96	112	336
	2605 - Administrative Assistant		23	93
	2615 - Administrative Officer		55	145
	3415 - Discipline, Administration and Review Officer		5	7
	3510 - Family Services Officer		9	10
	3525 - Personal Affairs Officer		5	21
	8684 - Squadron Schedule Officer		3	4
	9021 - Aide and Flag Lieutenant		4	13
	9034 - Staff Administration Officer		5	24
	9082 - Aide and Flag Secretary or Staff Secretary		3	17
	9930 - Executive Assistant/Senior Aide		0	2
B.	Tng Admin	20	62	192
	3215 - Training, Planning and Program Officer (General)		6	14
	3219 - Training, Planning and Program Officer (Aviation, Ground)		1	2
	3227 - Educational Facilities Officer		1	1
	3230 - Educational Services Officer		34	97
	3283 - School Administrator		5	31
	3290 - Training Officer		12	40
	3293 - Training Aids Officer		1	2
	3298 - Training Publications and Curriculum Officer		2	5

OCCUPATIONAL GROUPINGS, SUBGROUPINGS, AND NOBCS		1966	1971	CAREER
VII. C. Manpower & Pers		127	155	508
3005 - Appointment Officer			2	8
3015 - Mobilization and Selection Officer			2	9
3020 - Procurement and Recruiting Officer			16	69
3035 - Induction and Enlistment Officer			1	1
3120 - Personnel Classification Officer			0	11
3125 - Personnel Distribution Officer (General)			2	5
3126 - Personnel Distribution Officer (Officer)			6	29
3127 - Personnel Distribution Officer (Enlisted)			2	10
3420 - Personnel Performance Officer (General)			1	5
3421 - Personnel Performance Officer (Officer)			1	5
3905 - Assistant for Women in the Navy			3	18
3910 - Casual Unit Personnel Officer			3	10
3925 - Allowance and Complement Control Officer			1	1
3935 - Civilian Manpower Management Officer			1	1
3943 - Manpower Planning Officer			1	1
3955 - Personnel Evaluation and Measurements Officer			2	4
3965 - Personnel Officer (Personnel)			94	258
3970 - Personnel Planning Officer (Personnel Plan)			6	29
3981 - Personnel Plans and Policy Director			4	10
3985 - Staff Personnel Officer			5	18
3990 - Leadership Development/Enlisted Retention Officer			2	6
D. Comp & Fiscal		17	2	9
1010 - Accounting Systems Officer			1	1
1025 - Budget Officer			0	1
1045 - Disbursing Officer			0	2
1050 - Comptroller			1	3
1105 - Mess Treasurer			0	1
1984 - Supply Plans Officer			0	1
E. Data Proc & Stat		30	33	80
2085 - Statistical Data Analyst			3	5
9705 - ADP System Director			1	7
9710 - ADP Programs Officer			1	2
9715 - ADP Production Officer			1	1
9720 - ADP Plans Officer			1	1

## OCCUPATIONAL GROUPINGS, SUBGROUPINGS, AND NOBCs

		1966	1971	CAREER
VII. E.	(Cont'd)			
	9725 - Documentation and Program Control Officer		1	1
	9730 - Data Base Management Officer		2	4
	9735 - Computer Systems Analyst		7	20
	9740 - Digital Computer System Programmer		16	39
F.	Pictorial	1	1	4
	8808 - Film Control Officer		1	4
G.	Information	48	45	104
	2410 - Intragovernmental Inquiries Officer		7	18
	2412 - Public Affairs Officer		31	64
	2415 - Historical Officer		3	7
	2430 - Press Officer		0	1
	2445 - Radio-Television Program Officer		1	4
	2455 - Special Events Officer		2	6
	2614 - Management Information Center Officer		1	3
	2820 - Printing and Publications Officer		0	1
H.	Police	4	4	18
	2750 - Security Director		1	3
	2770 - Security Control Officer		2	11
	2775 - Security Officer, Shore Activity		1	4
K.	Safety	0	0	0
L.	Inspector Gen	0	0	0
M.	Med Admin	0	0	0
N.	Other	1	12	38
	2160 - Designated Project Manager		1	2
	2165 - Assistant Designated Project Manager		1	1
	2610 - Management Analysis and Control Officer		5	7
	2617 - Postal Officer		2	4
	2625 - General Services Officer		0	1
	2660 - Publications Distribution Officer		0	3
	2670 - Records Management Officer		1	12
	2680 - Technical Librarian		2	6
	8725 - Naval Weather Activity Administrator		0	1
	9555 - Armed Forces Courier Service Officer		0	1

## OCCUPATIONAL GROUPINGS, SUBGROUPINGS, AND NOBCs

	1966	1971	CAREER
VIII. SUPPLY, PROC & ALLIED	16 (4%)	3 (1%)	24 (1%)
A. Logistics, Gen	1	0	0
B. Supply	5	0	6
1530 - Stock Control Officer		0	1
1918 - General Supply Officer		0	3
8925 - Aircraft Material Control and Allocation Officer		0	2
C. Transportation	3	0	1
1242 - Passenger Transportation Officer		0	1
D. Proc & Production	4	0	0
E. Food Service	2	0	0
F. Exchange	1	0	0
G. Other	0	3	17
2650 - Naval Housing Officer		1	7
3515 - Housing Referral Officer		0	1
3535 - Special Services Officer		2	9
IX. MISCELLANEOUS		70	
A. Students		19	
B. Foreign Exchange		3	
C. Hospital Patient		1	
D. Unassigned		47	

TOTALS

464

663  
633 known

1839

## APPENDIX IV

### CURRENT DISTRIBUTION OF WOMEN LINE OFFICERS

Table 2, Current Distribution of Women Line Officers, is a listing by field and group, as defined by the Manual of Navy Officer Classification, of the billets held by women officers as of 29 April 1971.

Within each Field and its subfield (called Group), current assignments by individual NOBCs of women officers presently on active duty are shown by officer grade. The total column shows the number of women in each Field and Group. The last two percentage columns on the table indicate (1) the percentage of the total billets (563) by each field and (2) the percentage of billets within each field. The total does not include the Miscellaneous numbers. The second percentage points up that oftentimes the bulk of the numbers within a field is represented by only one or two groups; e.g., in the Sciences and Services Field, 90% of the women in the field fall into the Public Affairs or Management and Administrative Services Group.

Table 2 is a more thorough description of column 2 of Table 1 and is part of the foundation for the trends which were highlighted in the discussion of Table 1. This table serves to point up those NOBCs which stand out either as current breakthroughs for women officers or as the types of billets traditionally assigned to women officers.

TABLE 2  
CURRENT DISTRIBUTION OF WOMEN LINE OFFICERS

FIELDS, GROUPS, and NORCs	Assignments by Grade						Total	Percent
	CAPT	CDR	LCDR	LT	LTJG	ENS		
MEDICAL AND DENTAL FIELD (0000-0999)							0	0
Medical Services Group (0800-0899)								
0855 - Occupational Therapist								
SUPPLY AND FISCAL FIELD (1000-1999)							2	.3
Fiscal Group (1000-1099)								100
1010 - Accounting Systems Officer				1			1	
1025 - Budget Officer								
1045 - Disbursing Officer								
1050 - Comptroller			1				1	
Subsistence and Food Service Group (1100-1199)								
1105 - Mess Treasurer								
Transportation Group (1200-1299)								
1242 - Passenger Transportation Officer								
Inventory Control Group (1500-1599)								
1530 - Stock Control Officer								
Supply and Fiscal Field (1900-1999)								
1918 - General Supply Officer								
1984 - Supply Plans Officer								
SCIENCES AND SERVICES FIELD (2000-2999)							148	26.3
Physical and Natural Sciences Group (2000-2099)								
2071 - Physicist, Nuclear							1	1
2085 - Statistical Data Analyst							3	
Naval Science Group (2100-2199)								
2125 - Amphibious Warfare Research Officer							2	2
2160 - Designated Project Manager				1			1	

Source: Bureau of Naval Personnel computer print-out dated 29 April 1971.



FIELDS, GROUPS, and NOBCs PERSONNEL FIELD (3000-3999)	Assignments by Grade						Total	Percent
	CAPT	CDR	LCDR	LT	LTJG	ENS	In Field & Group	By Field
Recruitment and Selection Group (3000-3099)							248	44
3005 - Appointment Officer			1	1			2	
3015 - Mobilization and Selection Officer			1	1			2	
3020 - Procurement and Recruiting Officer				14	2		16	
3035 - Induction and Enlistment Officer					1		1	
Classification and Distribution Group (3100-3199)								4
3120 - Personnel Classification Officer								
3125 - Personnel Distribution Officer (General)				1	1		2	
3126 - Personnel Distribution Officer (Officer)	2		1	1		2	6	
3127 - Personnel Distribution Officer (Enlisted)			2				2	
General Training Group (3200-3299)								28
3215 - Training, Planning and Program Officer (General)	2		1	1	1	1	6	
3219 - Training, Planning and Program Officer (Aviation, Ground)				1			1	
3227 - Educational Facilities Officer				1			1	
3230 - Educational Services Officer			1	3	12	18	34	
3242 - Indoctrination Training Officer				4	1		5	
3250 - Instructor, Technical				1	1		2	
3251 - Instructor, Academic (General)								
3265 - Instructor, Advanced Command and Staff School				1			1	
3270 - Instructor, Naval Science								
3274 - Physical Training Officer				1			1	
3283 - School Administrator	1		3	1			5	
3290 - Training Officer			4	4	1	3	12	
3293 - Training Aids Officer					1		1	
3298 - Training Publications and Curriculum Officer	1				1		2	
Performance Group (3400-3499)								3
3415 - Discipline, Administration and Review Officer					3	2	5	
3420 - Personnel Performance Officer (General)				1			1	
3421 - Personnel Performance Officer (Officer)	1						1	
Welfare Group (3500-3599)								6
3510 - Family Services Officer			1	2	2	4	9	
3515 - Housing Referral Officer								
3525 - Personal Affairs Officer					2	3	5	
3535 - Special Services Officer			1	1			2	

	Assignments by Grade						Total	Percent	
	CAPT	CDR	LCDR	LT	LTJG	ENS	In Field & Group	By Field	Within Field
<u>FIELDS, GROUPS, and NOBCS</u>									
General Group (Personnel Field) (3900-3999)									
3905 - Assistant for Women in the Navy		1		1	1		3		
3910 - Casual Unit Personnel Officer			1	2			3		
3925 - Allowance and Complement Control Officer				1			1		
3935 - Civilian Manpower Management Officer	1						1		
3943 - Manpower Planning Officer	1						1		
3955 - Personnel Evaluation and Measurements Officer	1				1		2		
3965 - Personnel Officer (Personnel)		3	13	31	26	21	94		
3970 - Personnel Planning Officer (Personnel Plan)	1	1		3		1	6		
3980 - Personnel Plans and Policy Chief	1						1		
3981 - Personnel Plans and Policy Director	2	2					4		
3985 - Staff Personnel Officer	5						5		
3990 - Leadership Development/Enlisted Retention Officer			1			1	2		
<u>FACILITIES ENGINEERING FIELD (4000-4999)</u>								0	0
Naval Construction Forces Group (4300-4399)									
4330 - Company Officer, Naval Construction Forces									
<u>WEAPONS ENGINEERING FIELD (6000-6999)</u>								0	0
Weapons Material and Programs Group (6700-6799)									
6705 - Weapons Maintenance Officer (Ordnance)									
General Group (Weapons Engineering Field) (6900-6999)									
6917 - Nuclear Weapons Research and Development Officer									
<u>NAVAL ENGINEERING FIELD (7000-7999)</u>								1	.2
Hull Group (7100-7199)									
7120 - Naval Engineering Hull Development Officer							1	1	
<u>AVIATION FIELD (8000-8999)</u>							16	2.9	
Aviation Engineering (Design and Acceptance) Group (8000-8099)									6½
8035 - Aircraft/Guided Missile Engine Project Officer									
8050 - Launching, Recovery, and Landing Aids Engineering Officer							1	1	

FIELDS, GROUPS, and NOBCs	Assignments by Grade						Total in Field & Group	Percent By Field	Percent Within Field
	CAPT	CDR	LCDR	LT	LTJG	ENS			
Aviation Engineering (Maintenance and Rework) Group (8100-8199)									0
8190 - Aircraft Organizational Maintenance Officer (General)									
Ground Operations Group (8600-8699)									87½
8666 - Operations Log Officer				1		1	2		
8680 - Squadron Operations Officer				1			1		
8682 - Squadron Communications Officer				6		2	8		
8684 - Squadron Schedule Officer				2		1	3		
8685 - Staff Air Operations and Planning Officer									
Meteorology Group (8700-8799)									0
8715 - Meteorological Officer (Meteorological)									
8720 - Meteorological Watch Officer									
8725 - Naval Weather Activity Administrator									
8730 - Staff Meteorological Officer									
Photography Group (8800-8899)									6
8808 - Film Control Officer				1		1			
General Group (Aviation Field)									0
8925 - Aircraft Material Control and Allocation Officer									
NAVAL OPERATIONS FIELD (9000-9999)							148	26.2	
Staff and Fleet Command Group (9000-9099)									18
9021 - Aide and Flag Lieutenant				4			4		
9034 - Staff Administration Officer	2		1	1		1	5		
9059 - Staff Liaison Officer						1	1		
9065 - Staff Operations and Plans Officer	3	1					4		
9082 - Aide and Flag Secretary or Staff Secretary	2	1					3		
9085 - Operations Analyst	1	2					3		
9087 - Staff Plans Officer	3	1		1	1	6			
Shore Operations Group (9400-9499)									3
9420 - Officer in Charge, Naval Shore Activity	1						1		
9421 - Commanding Officer, Naval Shore Activity	1	1					2		
9436 - Executive Officer, Naval Shore Activity	1						1		
9478 - Movement Reporting Officer				1			1		
9485 - Ship Plot Officer									

	Assignments by Grade						Total in Field & Group	By Field	Percent Within Field
	CAPT	CDR	LCDR	LT	LTJG	ENS			
<b>FIELDS, GROUPS, and NOBCs</b>									
Communications Group (9500-9599)									52%
9510 - Communication Officer Ashore			1	4	8	2	15		
9517 - Communication Security Officer									
9520 - Naval Security Group Special Operations Officer					1	1	2		
9525 - Communication Watch Officer					9	11	20		
9528 - Cryptosecurity Officer					2	1	3		
9530 - Cryptoboard Officer					6	2	8		
9535 - Custodian of RPS Publications				4	6	10	20		
9537 - Frequency Plans and Assignment Officer				1			1		
9555 - Armed Forces Courier Service Officer									
9565 - Radio Officer									
9580 - Registered Publication Issuing Officer						3	4	7	
9582 - Communication Officer Afloat									
9590 - Staff Communications Officer									
9595 - Communications Traffic Officer			1					1	
Intelligence Group (9600-9699)									7
9615 - Domestic Intelligence Officer (General)									
9616 - Counterintelligence Officer									
9617 - Intelligence Investigations Officer									
9620 - Geographic Area Intelligence Officer					1			1	
9630 - Intelligence Liaison Officer					1	1		2	
9635 - Naval Attache (Assistant, Observer)									
9640 - Operational Intelligence Officer					1		3	4	
9660 - Technical Intelligence Officer									
9670 - Intelligence Plans and Coordination Officer			1		1			2	
9680 - Air Intelligence Officer (General)						1		1	
9682 - Air Intelligence Officer (Briefing and SERE)									
Automatic Data Processing (9700-9799)									20
9705 - ADP System Director			1					1	
9710 - ADP Programs Officer					1			1	
9715 - ADP Production Officer				1				1	
9720 - ADP Plans Officer					1			1	
9725 - Documentation and Program Control Officer						1		1	

	Assignments by Grade						Total in Field & Group	Percent By Field	Percent Within Field
	CAPT	CDR	LCDR	LT	LTJG	ENS			
<b>FIELDS, GROUPS, and NOBCs</b>									
9730 - Data Base Management Officer					1	1	2		
9735 - Computer Systems Analyst			1	2	1	3	7		
9740 - Digital Computer System Programmer				1	8	7	16		
General Group (Naval Operations Field) (9900-9999)								0	
9930 - Executive Assistant/Senior Aide									
9942 - International Affairs Officer									
<b>MISCELLANEOUS</b>									
Students	1	4	6	4	4	19			
Exchange (Foreign)		1	1	1			3		
Hospital (Patient)					1	1			
Unassigned	3	6	6	10	22	47			
TOTAL	9	44	83	146	187	264	633	100	

## APPENDIX V

### CAREER DISTRIBUTION OF WOMEN LINE OFFICERS

Table 3, Appendix V, shows billets reflected on the Officer Data Cards of women in the line officer community who are presently on active duty. These billets are derived from the information contained in the computer printout dated 29 April 1971, described in Appendix III. The figures given indicate (1) the number of assignments made, and (2) the personnel to whom the billets were assigned in terms of the officer's present grade. The NOBCs are listed within the fields and groups defined by the Manual of Navy Officer Classification. For example, the first page of the table shows that NOBC #1918 (General Supply Officer) was held three times by three officers who are presently lieutenants; these billets were not necessarily held in the rank of lieutenant. The "total" column shows that over the years this NOBC has been assigned a total of 3 times to a total of 3 officers. The figures in the "total" column which are located across from the titles of the fields denote the total number of billets assigned and the number of officers to whom they were assigned, respectively.

The last two percentage columns on the table indicate (1) the percentage of the total billets (1839) by each field and, (2) the percentage of billets within each field. This second percentage is based upon the respective field as

equaling 100%. For example, the Fiscal Group represents 50% of the total numbers of women who have served in the Supply and Fiscal Field.

Table 3 may be used to amplify the trends discussed in the comparison of the Navy's 1966 figures on the distribution of its women officers with the 1971 figures (Table 1). A proper understanding of this table, however, must be tempered with the realization that the fields and groups under discussion here do not correspond with the occupational groups used in Table 1. The fields and groups used in Table 3 are the Navy's own. The NOBCs in any one field include a variety of types of billets, varying from executive to technical, professional, or administrative positions. The occupational groups of Table 1 refer only to the nature of the billets and hence include under one grouping NOBCs from several of the Navy's fields.

TABLE 3  
CAREER DISTRIBUTION OF WOMEN LINE OFFICERS

FIELDS, GROUPS, and NOBCs	Assignments by Grade						Total in Field & Group by Billet & Officer	Percent By Field
	CAPT	CDR	LCDR	LT	LTJG	ENS		
<b>TOTAL</b>								
<b>MEDICAL AND DENTAL FIELD (0000-0999)</b>							1-1	.05
Medical Services Group (0800-0899)								
0855 - Occupational Therapist				1-1			1-1	
<b>SUPPLY AND FISCAL FIELD (1000-1999)</b>							14-12	.8
Fiscal Group (1000-1099)								50
1010 - Accounting Systems Officer				1-1			1-1	
1025 - Budget Officer			1-1				1-1	
1045 - Disbursing Officer					2-2		2-2	
1050 - Comptroller			3-1				3-1	
Subsistence and Food Service Group (1100-1199)								6 2/3
1105 - Mess Treasurer			1-1				1-1	
Transportation Group (1200-1299)								6 2/3
1242 - Passenger Transportation Officer			1-1				1-1	
Inventory Control Group (1500-1599)								6 2/3
1530 - Stock Control Officer				1-1			1-1	
Supply and Fiscal Field (1900-1999)								30
1918 - General Supply Officer				3-3			3-3	
1984 - Supply Plans Officer				1-1			1-1	
<b>SCIENCES AND SERVICES FIELD (2000-2999)</b>							425-389	23
Physical and Natural Sciences Group (2000-2099)								1.4
2071 - Physicist, Nuclear							1-1	1-1
2085 - Statistical Data Analyst			2-2		3-3		5-5	
Naval Science Group (2100-2199)								1.4
2125 - Amphibious Warfare Research Officer							2-2	2-2
2160 - Designated Project Manager	1-1	1-1					2-2	

Source: Bureau of Naval Personnel computer print-out as of 29 April 1971.

FIELDS, GROUPS, and NOBCs	Assignments by Grade						Total in Field & Group by	Percent	
	CAPT	CDR	LCDR	LT	LTJG	ENS	Billet & Officer	By Field	Within Field
2165 - Assistant Designated Project Manager					1-1		1-1		
2176 - Undersea Warfare Research Officer (Anti-submarine)				1-1			1-1		
Oceanography/Hydrography Group (2300-2399)									1
2342 - Oceanographic Research Operations Officer				1-1			1-1		
2343 - Oceanographic Research Operations Watch Officer				3-3			3-3		
2365 - Staff Oceanographic Officer				1-1			1-1		
Public Affairs Group (2400-2499)									24
2410 - Intragovernmental Inquiries Officer	2-2	2-2	10-9	3-3	1-1		18-17		
2412 - Public Affairs Officer		5-4	9-8	17-14	22-20	11-11	64-57		
2415 - Historical Officer	2-2		1-1	3-3	1-1		7-7		
2430 - Press Officer						1-1	1-1		
2445 - Radio-Television Program Officer		2-2		1-1			1-1	4-4	
2455 - Special Events Officer		3-3	3-2				6-5		
Legal Group (2500-2599)									3
2530 - Legislative Counsel		3-3	3-3	1-1			7-7		
2557 - Trial and Defense Counsel				1-1		1-1	2-2		
Management and Administrative Services Group (2600-2699)									66
2605 - Administrative Assistant	2-2	13-13	32-28	33-29	11-11	2-2	93-85		
2610 - Management Analysis and Control Officer	1-1	4-4	1-1	1-1			7-7		
2614 - Management Information Center Officer				1-1	1-1	1-1		3-3	
2615 - Administrative Officer	6-4	28-22	45-38	37-33	20-20	9-9	145-126		
2617 - Postal Officer		1-1		2-2		1-1	4-4		
2625 - General Services Officer					1-1		1-1		
2650 - Naval Housing Officer		1-1	2-2	4-4			7-7		
2660 - Publications Distribution Officer				2-2	1-1		3-3		
2670 - Records Management Officer		5-5	4-4	2-2	1-1		12-12		
2680 - Technical Librarian	1-1			2-2	2-2	1-1	6-6		
Security and Police Group (2700-2799)									4
2750 - Security Director	1-1		1-1	1-1			3-3		
2770 - Security Control Officer		2-2	3-3	4-4	1-1	1-1	11-11		
2775 - Security Officer, Shore Activity		1-1	2-2	1-1			4-4		
Graphic Arts Group (2800-2899)									2
2820 - Printing and Publications Officer	1-1						1-1		

FIELDS, GROUPS, and NOBCs	Assignments by Grade						Total in Field& Group by	Percent	
	CAPT	CDR	LCDR	LT	LTJG	ENS	Billet& officer	By Field	Within Field
PERSONNEL FIELD (3000-3999)							807-728	44	
Recruitment and Selection Group (3000-3099)									11
3005 - Appointment Officer	2-2	2-2	2-2	2-2				8-8	
3015 - Mobilization and Selection Officer		5-5	2-2	2-2				9-9	
3020 - Procurement and Recruiting Officer	1-1	14-14	24-23	28-24	2-2			69-64	
3035 - Induction and Enlistment Officer					1-1			1-1	
Classification and Distribution Group (3100-3199)									7
3120 - Personnel Classification Officer	1-1	5-5	2-2	3-3				11-11	
3125 - Personnel Distribution Officer (General)			2-2	2-2	1-1			5-5	
3126 - Personnel Distribution Officer (Officer)	3-3	10-9	10-9	3-3	1-1	2-2		29-27	
3127 - Personnel Distribution Officer (Enlisted)		6-5	4-4					10-9	
General Training Group (3200-3299)									31
3215 - Training, Planning and Program Officer (General)	1-1	5-5	4-4	7-2	1-1	1-1		14-14	
3219 - Training, Planning and Program Officer (Aviation, Ground)			2-2					2-2	
3227 - Educational Facilities Officer				1-1				1-1	
3230 - Educational Services Officer		7-7	25-22	22-21	24-24	19-19		97-93	
3242 - Indoctrination Training Officer	1-1	12-12	18-18	10-10	1-1			42-42	
3250 - Instructor, Technical		1-1		2-2	1-1			4-4	
3251 - Instructor, Academic (General)		1-1		1-1				2-2	
3265 - Instructor, Advanced Command and Staff School			1-1					1-1	
3270 - Instructor, Naval Science	1-1							1-1	
3274 - Physical Training Officer		1-1	3-3	4-4				8-8	
3283 - School Administrator	6-4	9-6	14-14	2-2				31-26	
3290 - Training Officer		7-6	12-10	11-11	6-6	4-4		40-37	
3293 - Training Aids Officer			1-1	1-1				2-2	
3298 - Training Publications and Curriculum Officer	1-1		1-1	1-1	2-1			5-4	
Performance Group (3400-3499)									2
3415 - Discipline, Administration and Review Officer			2-2		3-3	2-2		7-7	
3420 - Personnel Performance Officer (General)		3-3	2-2					5-5	
3421 - Personnel Performance Officer (Officer)	1-1	2-2	1-1		1-1			5-5	
Welfare Group (3500-3599)									5
3510 - Family Services Officer		1-1	1-1	2-2	2-2	4-4		10-10	
3515 - Housing Referral Officer				1-1				1-1	
3525 - Personal Affairs Officer		2-2	6-6	8-8	2-2	3-3		21-21	
3535 - Special Services Officer		3-3	5-5	1-1				9-9	

	Assignments by Grade						Tdals in Field& Group by	Percent	
	CAPT	CDR	LCDR	LT	LTJC	ENS	Billet& Officer	By Field	Within Field
<b>FIELDS, GROUPS, and NOBCs</b>									
General Group (Personnel Field) (3900-3999)									44
3905 - Assistant for Women in the Navy	3-2	5-5	5-5	4-4	1-1		18-17		
3910 - Casual Unit Personnel Officer			5-4	5-5			10-9		
3925 - Allowance and Complement Control Officer			1-1				1-1		
3935 - Civilian Manpower Management Officer		1-1					1-1		
3943 - Manpower Planning Officer		1-1					1-1		
3955 - Personnel Evaluation and Measurements Officer		1-1	1-1	1-1	1-1		4-4		
3965 - Personnel Officer (Personnel)	4-4	30-23	70-49	88-67	43-40	23-23	28-206		
3970 - Personnel Planning Officer (Personnel Plan)	6-4	12-12	6-6	3-3	1-1	1-1	29-27		
3980 - Personnel Plans and Policy Chief	1-1						1-1		
3981 - Personnel Plans and Policy Director	1-1	4-3	2-2	3-3			10-9		
3985 - Staff Personnel Officer		13-12	14-4		1-1		18-17		
3990 - Leadership Development/Enlisted Retention Officer		2-2	2-2	1-1		1-1	6-6		
<b>FACILITIES ENGINEERING FIELD (4000-4999)</b>								1-1	.05
Naval Construction Forces Group (4300-4399)									
4330 - Company Officer, Naval Construction Forces					1-1		1-1		
<b>WEAPONS ENGINEERING FIELD (6000-6999)</b>								2-2	.1
Weapons Material and Programs Group (6700-6799)									
6705 - Weapons Maintenance Officer (Ordnance)				1-1			1-1		
General Group (Weapons Engineering Field) (6900-6999)									
6917 - Nuclear Weapons Research and Development Officer					1-1		1-1		
<b>NAVAL ENGINEERING FIELD (7000-7999)</b>								1-1	.05
Hull Group (7100-7199)									
7120 - Naval Engineering Hull Development Officer						1-1	1-1		
<b>AVIATION FIELD (8000-8999)</b>								41-40	2
Aviation Engineering (Design and Acceptance) Group (8000-8099)									
8035 - Aircraft/Guided Missile Engine Project Officer						1-1	1-1		
8050 - Launching, Recovery, and Landing Aids Engineering Officer						1-1	1-1		

FIELDS, GROUPS, and NOBCs	Assignments by Grade						Total in Field & Group by	Percent
	CAPT	CDR	LCDR	LT	LTJG	ENS	Billet & Officer By	Within Field
Aviation Engineering (Maintenance and Rework) Group (8100-8199)								2½
8190 - Aircraft Organizational Maintenance Officer (General)		1-1					1-1	
Ground Operations Group (8600-8699)								56
8666 - Operations Log Officer			1-1	1-1	2-2	4-4		
8680 - Squadron Operations Officer				1-1			1-1	
8682 - Squadron Communications Officer			3-3	8-8	2-2	13-13		
8684 - Squadron Schedule Officer				3-3	1-1	4-4		
8685 - Staff Air Operations and Planning Officer				1-1		1-1		
Meteorology Group (8700-8799)								20
8715 - Meteorological Officer (Meteorological)		1-1					1-1	
8720 - Meteorological Watch Officer	3-2	2-2					5-4	
8725 - Naval Weather Activity Administrator	1-1						1-1	
8730 - Staff Meteorological Officer		1-1					1-1	
Photography Group (8800-8899)								10
8808 - Film Control Officer			2-2	2-2		4-4		
General Group (Aviation Field)								4.5
8925 - Aircraft Material Control and Allocation Officer			1-1	1-1		2-2		
NAVAL OPERATIONS FIELD (9000-9999)							26-504	30
Staff and Fleet Command Group (9000-9099)								15
9021 - Aide and Flag Lieutenant	2-1		2-2	5-4	4-4		13-11	
9034 - Staff Administration Officer	1-1	9-9	4-4	6-6	3-3	1-1	24-24	
9059 - Staff Liaison Officer				1-1		1-1	2-2	
9065 - Staff Operations and Plans Officer	1-1	5-4	2-2		1-1		9-8	
9082 - Aide and Flag Secretary or Staff Secretary		4-4	3-3	8-8	2-2		17-17	
9085 - Operations Analyst			3-3	3-3		1-1	7-7	
9087 - Staff Plans Officer	3-3	3-2	4-4		1-1		11-10	
Shore Operations Group (9400-9499)								3
9420 - Officer In Charge, Naval Shore Activity	1-1	1-1					2-2	
9421 - Commanding Officer, Naval Shore Activity	2-2	1-1	1-1				4-4	
943b - Executive Officer, Naval Shore Activity		2-2	3-3				5-5	
9478 - Movement Reporting Officer			2-2	1-1			3-3	
9485 - Ship Plot Officer				2-2			2-2	

FIELDS, GROUPS, and NOBCs	Assignments by Grade						Total in Field & Group by Billet & Officer	Percent	
	CAPT	CDR	LCDR	LT	LTJC	ENS		By Field	Within Field
Communications Group (9500-9599)									61.
9510 - Communication Officer Ashore	7-6	20-17	21-17	12-12	2-2	62-54			
9517 - Communication Security Officer	1-1	1-1	1-1			3-3			
9520 - Naval Security Group Special Operations Officer			3-2	2-2	7-6	1-1	13-11		
9525 - Communication Watch Officer	1-1	24-20	33-30	20-20	11-11	89-82			
9528 - Cryptosecurity Officer			3-3	3-3	1-1	7-7			
9530 - Cryptoboard Officer	3-3	17-15	17-17	7-7	2-2	46-44			
9535 - Custodian of RPS Publications		15-13	36-32	17-15	10-10	78-70			
9537 - Frequency Plans and Assignment Officer			1-1				1-1		
9555 - Armed Forces Courier Service Officer		1-1					1-1		
9565 - Radio Officer			2-2				2-2		
9580 - Registered Publication Issuing Officer	3-3	7-6	2-2	4-4	4-4	20-19			
9582 - Communication Officer Afloat		1-1					1-1		
9590 - Staff Communications Officer		4-4					4-4		
9595 - Communications Traffic Officer	3-3	5-5	2-2				10-10		
Intelligence Group (9600-9699)									6
9615 - Domestic Intelligence Officer (General)	1-1	1-1					2-2		
9616 - Counterintelligence Officer	1-1	1-1					2-2		
9617 - Intelligence Investigations Officer		2-2	2-2				4-4		
9620 - Geographic Area Intelligence Officer			1-1				1-1		
9630 - Intelligence Liaison Officer			2-2	1-1			3-3		
9635 - Naval Attache (Assistant, Observer)	1-1						1-1		
9640 - Operational Intelligence Officer		2-1	3-3	2-2	3-3	10-9			
9660 - Technical Intelligence Officer			1-1				1-1		
9670 - Intelligence Plans and Coordination Officer		3-3		1-1		4-4			
9680 - Air Intelligence Officer (General)				3-2		3-2			
9682 - Air Intelligence Officer (Briefing and SERE )				1-1		1-1			
Automatic Data Processing (9700-9799)									14
9705 - ADP System Director	1-1	3-3	2-2	1-1		7-7			
9710 - ADP Programs Officer				1-1	1-1		2-2		
9715 - ADP Production Officer		1-1					1-1		
9720 - ADP Plans Officer			1-1				1-1		
9725 - Documentation and Program Control Officer					1-1		1-1		

A-6

FIELDS, GROUPS, and NOBCs	Assignments by Grade						Total in Field & Group by	Present	
	CAPT	CDR	LCDR	LT	LTJG	ENS		Billet & Officer	
9730 - Data Base Management Officer				1-1	2-1	1-1	4-3		
9735 - Computer Systems Analyst				5-3	10-9	2-2	3-3	20-17	
9740 - Digital Computer System Programmer				6-5	16-13	10-10	7-7	39-35	
General Group (Naval Operations Field) (9900-9999)									½
9930 - Executive Assistant/Senior Aide				1-1	1-1			2-2	
9942 - International Affairs Officer				1-1			1-1		
TOTAL:	1839-1679								100.05

Table 4 - Career Frequency of NOBC Assignment

<u>NOBC</u>	<u>Title</u>	# of Times	% of Total Billets (1839)
1. 3965	Personnel Officer	258	14.0
2. 2615	Administrative Officer	145	7.8
3. 3230	Educational Services Officer	97	5.2
4. 2605	Administrative Assistant	93	5.0
5. 9525	Communications Watch Officer	89	4.8
6. 9535	Custodian of RPS Publications	78	4.2
7. 3020	Procurement and Recruiting Officer	69	3.7
8. 2412	Public Affairs Officer	64	3.4
9. 9510	Communications Officer - Ashore	62	3.3
10. 9530	Crypto Board Officer	46	2.5
11. 3242	Indoctrination Training Instructor	42	2.2
12. 3290	Training Officer	40	2.1
13. 9740	Digital Computer System Programmer	39	2.1
14. 3283	School Administration Officer	31	1.6
15. 3126	Personnel Distribution Officer-Officer	29	1.5
	3970 Personnel Planning Officer	29	1.5

Source: BuPers computer printout of 29 April 1971

Table 5 - Current Assignment by Individual NOBC

<u>NOBC</u>	<u>Title</u>	# of Assigned Times	% of Total Billets (563)
1. 3965	Personnel Officer	94	16.7
2. 2615	Administrative Officer	55	9.7
3. 3230	Educational Services Officer	34	6.0
4. 2412	Public Affairs Officer	31	5.5
5. 2605	Administrative Assistant	23	4.0
6. 9525	Communications Watch Officer	20	3.5
	9535 Custodian of RPS Publications	20	3.5
8. 9740	Digital Computer System Programmer	16	2.8
	3020 Procurement and Recruiting Officer	16	2.8
10. 9510	Communications Officer - Ashore	15	2.6
11. 3290	Training Officer	12	2.1
	3510 Family Services Officer	9	1.6

Source: BuPers computer printout of 29 April 1971

## APPENDIX VI

### NOBC ASSIGNMENT FREQUENCY DATA

Appendix VI contains two tables of assignment frequency data: Table 4, Career Frequency of NOBC Assignment, shows in order of frequency of assignment the NOBCs in which women line officers have most often served over the span of their careers. The data is derived from Table 3 of Appendix V and is based on the total of 1839 billets. Of the NOBCs shown, 12 represent the Administrator Occupational Grouping defined by the DACOWITS report; the other four fall into the communications subcategory of the Engineering and Maintenance Group.

Table 5, Current Assignment by Individual NOBC, uses data on current women officer assignments to show those NOBCs in which the heaviest concentrations of personnel are found at present. Statistics are based on the total of 563 billets. Those NOBCs which have been most frequently assigned over the years continue to appear at the top of the list. In order of frequency of assignment the top three NOBCs remain unchanged, the current figures showing a tendency toward increasing the percentage of women officers detailed to these billets. Of those NOBCs which appear in Table 5, only one fails to appear as well in the career figures in Table 4.

## APPENDIX VII

### CURRENT WOMEN LINE OFFICER SUBSPECIALTY CODES

Table 6, Appendix VII, lists by officer grade those primary and secondary subspecialty codes currently held within the woman line officer community (total based on 633). Although the list totals 16 codes, over half the codes are in personnel management and computer sciences. Approximately 10% of the women officers hold subspecialty codes.

Table 6 - Current Women Line Officer Subspecialty Codes

A P code denotes master's level education; an S code, experience in the field.

		CAPT	CDR	LCDR	LT	LTJG	ENS	Total Codes
6110S	Medical Allied Sciences			2				2
7120P	International Relations	1	2	2				5
7210S	Intelligence			4	2			6
7310P	Mass Communications		1	2				3
7330S	Radio/TV			1				1
8410P	Applied Math			1				1
8510P	Operations/Systems Analysis			1				1
8610P	Meteorology	3		1				4
8710P	Oceanography			1	1			2
9111P	Business Admin.	2		3				5
9210P	Information Systems			2	2			4
9220S	Computer Science		1	4	6	2	1	14
9310P	Communications Mgmt,			1				1
9411P	Business Admin. (Financial)		1	2				3
9610P	Personnel Mgmt,	2	10	7	1			20
9610S	Personnel Mgmt.		3		1			4
Total Codes		3	23	34	13	2	1	76
Total People		3	20	28	13	2	1	67

Source: BuPers computer printout of 29 April 1971

## APPENDIX VIII

### EDUCATIONAL LEVEL OF WOMAN LINE OFFICER COMMUNITY

Table 7, Educational Level of Woman Line Officer Community, provides the level of education within this community. Figures are based on the total of 633 and indicate only the highest level of education of an individual. The only descriptive breakdown is in terms of whether the college degree is in the Arts or Sciences. The following list was developed from the major fields of education of the women officers, and shows the categorization of majors under the headings, Liberal Arts and Sciences, used in the table.

#### Liberal Arts

Foreign Affairs	Physical Education
Government	Education
Public Administration	Journalism
History	Library Sciences
Industrial Management	Statistics
Personnel Administration	Social Work
Psychology	Social Sciences
Anthropology	Fine Arts
Economics	English
Accounting	Classical Studies
Geography	Language
Business Economics	Theology
Business Administration	Philosophy

#### Sciences

Science	Operational Research
Biological Sciences	Chemistry
Botany	Meteorology
Bacteriology	Biochemistry
Zoology	Mathematics
Parasitology	Physics
Miscellaneous Biology	Physical Sciences
Miscellaneous Medical	Food Technology
Nautical Sciences	

Further analysis of the educational data on the woman line officer community shows that there are large concentrations of women line officers in certain fields of education (figures are based on the highest level of education):

<u>B.A.</u>	<u>M.A.</u>	<u>Major</u>
84	3	English
51	7	Education
52	1	History
47	5	Social Sciences
46	1	Language
40		Physical Education
30	1	Fine Arts
28		Psychology
26	4	Government/Foreign Affairs
18	1	Mathematics
18		Biology
	14	Business Administration
	6	Personnel Administration

Source: BuPers computer printout of 15 April 1971.  
Based on total of 637.

Table 7 - Educational Level of Woman Line Officer Community

1. Bachelor's Degree

	<u>CAPT</u>	<u>CDR</u>	<u>LCDR</u>	<u>LT</u>	<u>LTJG</u>	<u>ENS</u>
<u>Liberal</u>						
<u>Arts</u>	3/33%	25/56.8%	52/62.6%	115/78.8%	158/80.0%	135/82.3%
<u>Sciences</u>		2/ 4.5%	8/ 9.7%	14/ 9.6%	23/12.4%	22/13.4%

2. Some Postgraduate Work

<u>Liberal</u>					
<u>Arts</u>	1/11%	5/11.4%	3/ 3.6%	5/ 3.4%	4/ 5.1%
<u>Sciences</u>				1/ 0.7%	

3. Master's Degree

<u>Liberal</u>					
<u>Arts</u>	5/56%	12/27.3%	17/21.4%	4/ 2.7%	2/ 2.5%
<u>Sciences</u>			2/ 2.5%		3/ 1.8%
					1/ .7%

9/100%	44/100%	82/99.8%	76/95.2%	187/100%	161/98.2%
--------	---------	----------	----------	----------	-----------

4. Other

LCDRs - 1 = 2 yrs. college = .2%  
 LTS - 3 = 3 yrs. college  
 3 = less than 2 yrs. college } = 4.8%  
 1 = high school  
 ENSs - 3 = no code given = 1.8%

Source: BuPers computer printout of 29 April 1971.

## APPENDIX IX

### BILLET GRADE VS. OFFICER GRADE

#### (Woman Line Officer Community)

Table 8, Billet Grade vs. Officer Grade (Woman Line Officer Community), shows the woman line officer community by the two variables, billet grade and officer grade. Reading the grade of captain, for example, there are 6 captains serving in billets of that rank; 2 captains are in commander billets and 1 captain is unassigned.

The source of this table is different from the previous tables and therefore the total count is 640 vice 633 and the total unassigned is 156 vice 47.

Table 9, Analysis of Billet Grade vs. Officer Grade, breaks down the data in Table 8 and shows which women are in billets which are above, below or even with their officer grades. A significant result is the large percentage of women in the more senior grades (LCDR, CDR and CAPT) who are serving in billets which are a grade or more below their officer grade, e.g., 27% of the commanders are in billets which are a grade or more lower than commander. Added to this point is the fact that women officers have more time in grade in the ranks of LT and above than the male unrestricted line officers.

For purposes of this table only, the warrant officer grades are shown as one or more below the grade of ensign. In other words this is not completely a true equivalency table.

Table 8 - Billet Grade vs. Officer Grade  
 (Woman Line Officer Community)

BILLET GRADE

	OFFICER GRADE						
	CAPT (06)	CDR (05)	LCDR (04)	LT (03)	LTJG (02)	ENS (01)	TOTAL
UNASSIGNED	1	4	15	25	52	59	156*
CAPT	<u>6</u>			1			7
CDR	2	<u>28</u>	7	2	2		41
LCDR		11	<u>46</u>	29	7	9	102
LT			12	<u>64</u>	77	48	201
LTJG		1	1	18	<u>36</u>	34	90
ENS				2	8	<u>5</u>	15
CWO4				3	5		8
CWO3			1	1	1	3	6
CWO2				1	3	5	9
WO1	—	—	—	<u>2</u>	<u>2</u>	<u>1</u>	<u>5</u>
TOTAL	9	44	82	148	193	164	640

\*156 is 24.3% of total (640)

Source: BuPers computer printout of 16 April 1971

## Analysis of

Table 9 - Billet Grade vs. Officer Grade  
(Woman Line Officer Community)

OFFICER GRADE	BILLET GRADE										TOTAL TOS	TOTAL ABOVE GRADE	TOTAL BELOW GRADE	
	3	2	1	6	2	1	2	3	4	5				
CAPT				6	2						1	9	0	2
														(22.2%)
CDR				28	11	0	1				4	44	0	12
														(27.27%)
LCDR			7	46	12	1					15	82	7	14
														(8.53%) (17.07%)
LT	1	2	29	64	18	2	3	1	1	1	25	148	32	27
														(21.62%) (18.24%)
LTJG	2	7	77	36	8	5	1	3	2	0	52	193	86	19
														(39.37%) (9.83%)
ENS	9	48	34	5	0	3	5	1			59	164	91	8
														(55.48%) (4.88%)
Totals	12	57	147	185	51	11	10	5	4	2	156	640	216	82
Percent	1.88	8.91	22.96	28.29	7.66	1.89	1.56	0.78	0.68	0.32	24.40			

Source: BuPers computer printout of 16 April 1971.