United States Navy Fire Control Women of the 1980s: Integrated Tribulations

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UNITED STATES NAVY FIRE CONTROL WOMEN OF THE 1980S: INTEGRATED TRIBULATIONS

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ABSTRACT

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The Women’s Armed Service Act of 1948 limited women primarily to socially acceptable ratings in the clerical, medical and training fields.  With the repeal of the Combat Exclusion Rule for women in 2013 and the opening of all ratings to any qualified person in 2016, today’s military women have opportunities unequal to those of the past.  Between 1948 and 2016, policies regarding women fluctuated, opening and closing various nontraditional ratings and leaving women caught in the crossfire.

The Navy’s Fire Controlman was one of those ratings, opening to women in 1972 and closing again in 1983.  Approximately thirty women enlisted as Fire Controlmen during that time.  I was one of those women.  I conducted an auto ethnography based on my own experiences as a Navy Fire Controlman, alongside open-ended interviews with five other women who served in this role.  I examine our experiences within the masculine military structure, how our service impacted our lives, and our perception of how our service has contributed to today’s military.
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I. INTRODUCTION

“Integrate: 1. to become whole or complete 2. to bring together into a whole 3a. to remove barriers imposing segregation upon b. to abolish segregation in.”\(^2\)

- Webster’s New World Dictionary

The Women’s Armed Services Integration Act became Public Law when signed on June 12, 1948 by President Harry Truman, authorizing the integration of women into all branches of the military. No longer having a separate entity within the services, women officially became regular and permanent members of the Armed Forces. However, the Act limited women primarily to socially gendered and acceptable ratings within the clerical, medical, and training fields, while prohibiting their participation in combat. The Act also limited the number of women permitted to serve, placing women on separate promotion lists, and did not provide benefits equal to those of men. In her book, *Women in the Military: An Unfinished Revolution*, retired Air Force Major General Jeanne Holm notes “[e]ven a cursory examination of these provisions [within the Act], from the vantage point of the 1980s, reveals barriers to full integration and the accomplishment of the Act’s objective.”\(^3\) The Act failed to accomplish its goal of complete integration.

Since the passage of the Act of 1948, various nontraditional ratings have opened and closed to women as the military’s definition of combat has blurred along the changing lines of combat and with evolving technology. The results have caught women in the crossfire of arguments about their role, ultimately limiting their assignments and
advancement opportunities. Highly trained, qualified women have at times been forced to requalify in less technical fields with attendant cuts in pay or to leave the military on the completion of their contract. Military efficiency has been the casualty as these quality resources have been wasted.

The Combat Exclusion Rule for women was repealed in January 2013 by the Secretary of Defense Leon Panetta, followed in 2016 with the opening of all billets within the Department of Defense to any person qualifying. This finally allowed for full integration of women into all branches of the Armed Forces. Previous barriers to equality have been removed, providing military women of today with opportunities unequal to those of the past. To continue moving toward, it is important to engage in open discussions with veterans, especially women veterans who have previously served in nontraditional ratings, focusing on both their positive and negative military experiences. These women offer top military officials unique insights and perspectives as policies and procedures are adjusted to integrate women professionals and realize their fullest potential.

This project examines, through interviews and my own auto ethnography, the lived experiences and specific perspectives of six women who trained and served in the 1980s as Navy Fire Controlmen (FC), a nontraditional rating, opened temporarily to women between 1972 and 1983. When the rating closed, these women were forced into alternate career paths. The objective of this project is to gain insight into the lived experiences of these women within the military’s masculine structure, examine the impact of those experiences on their lives, and explore how they believe their service has impacted the future of all women in the Navy, including those in combat roles. It is my
hope that this study becomes a benchmark to measure progress as the Navy moves toward full gender equality.

On paper, gender inequality is now in the military’s past as barriers against women serving in all roles are eliminated. As this transition progresses, a strong supportive leadership is essential, as the command climate is often influenced by their leaders.

**EARLY HISTORY**

The history of the United States remains incomplete without the inclusion of women who have served alongside men since the nation’s formative years. Women served and came under fire during the Revolutionary War as part of the Continental Army in traditional male and female roles. They served as medics attached to field hospitals and with artillery units, carrying buckets of water to the field to cool the cannon barrels. Using their own names, some of these women were listed on the muster sheets and pay rolls. There were women that disguised themselves as men to serve, but historian Linda De Pauw notes that not all women dressed in men’s clothing attempted to hide their sex. Women found that the men’s clothing was simply more practical for their assignments.⁶

With the onset of the Spanish-American War in 1898 and the typhoid epidemic, the Army needed to increase the number of personnel for patient care in their camps. Recalling the success of the women during the Civil War, the Army recruited women to fill these positions. More than fifteen hundred women served as nurses between 1898 and 1901 throughout the United States, overseas, and on board the Army hospital ship, USAHS RELIEF.⁷ The success of these women resulted in the creation of the Army
Nurse Corps in 1901 and the Navy Nurse Corps in 1908. Although these women did not receive the same pay or benefits as men, nor did they hold any military rank, they were officially accepted as an essential and permanent addition to the services.  

**WWI NAVY WOMEN**

During the early years of World War I and with its growing potential involvement, the United States took preliminary steps in building its Navy with the passage of the Naval Militia Act in 1914. The Act authorized a significant increase in the size of the Navy’s fleet, which grew from 331 to 752 vessels between 1916 and 1919. To meet the needs for an increase in shipboard personnel, the Naval Appropriations Act of 1916 established the U.S. Naval Reserve Force (USNRF). As written, the Act did not restrict service to men. Citizens and persons of the United States took an oath of enlistment to serve four years. Women were enlisted temporarily into the ranks as Yeoman (F), clearing the path for generations of women to follow. Most of these women were assigned as clerks, nurses, and teachers, socially acceptable professions for women of the era, and became standard roles for future military women. The women enlisted with the full knowledge that the Navy positions were temporary and received equal pay for equal work. Navy women served at units throughout the United States as well as in Europe and other overseas locations with thirty-four women serving as nurses on board Navy transports.

The opportunity for women to serve in the Navy was short-lived. Congress seemingly corrected this perceived error in the Naval Appropriations Act of 1916 with the Naval Reserves Act of 1925, by limiting service to male citizens, thereby excluding women from serving.
WWII NAVY WAVES

The beginning of World War II again saw an increased need for personnel. The military used some civilians, but their service was limited. Civilians could not deploy or be disciplined under military regulations and could quit at any time. This was problematic for the Navy who again turned to using women to free men for duties at sea. The Navy established a women’s branch of the Naval Reserve in 1942 known as Women Accepted for Voluntary Emergency Service (WAVES). Women were authorized to volunteer as WAVES for the duration of the war plus six months, but prohibited from serving on ships or combatant aircraft and had no command authority outside their own branch of the Naval Reserves. Although the women joined the WAVES for various reasons, patriotism was the most dominant. They took pride in their own branch of the Navy Reserve with their own chain of command. More than 100,000 women had served in the Navy WAVES by the end of World War II.

The Women’s Armed Services Integration Act of 1948 integrated women as regular and permanent members into all branches of the Armed Forces, eliminating their previous status as a separate entity. With this Act, select ratings were opened to women while still excluding them from combat. Concerned that women, lacking the strength and skills of men, would inundate and weaken the military, the Act of 1948 limited the total number of military women in each branch of the services to two percent. But with the military’s masculine structure and low pay, until the late 1960s, the percentage of women entering the service never exceeded one percent. The two percent limitation was removed in 1967.
ALL-VOLUNTEER FORCE (AVF)

Two primary factors in the 1970s led to the expansion of the military role of women. The end of the Vietnam War brought an end to the draft and the beginning of the All-Volunteer Force (AFV). In addition, with the recent passage of the Equal Rights Amendment (ERA) by Congress, a quick ratification by the states was anticipated. However, the ERA failed to meet the extended ratification deadline of June 30, 1982. One point of contention was the conflict over whether or not women would be included in conscription.\textsuperscript{19}

The military faced a decline in the number of available men enlisting at the start of the AVF and needed a way to maintain their strength. As during WWII, some non-essential positions were civilianized. However, as discussed earlier, the use of civilians was problematic and a gap remained. The military, for the first time, enlisted women, not to replace men heading off to war, but to fill vacant billets.\textsuperscript{20}

With more women volunteering than billets available to them, the services were more selective of enlisted women than men.\textsuperscript{21} This resulted in higher enlistment standards for women. For example, as defined in the August 1, 1983 \textit{Navy Recruiting Manual: Enlisted}, (as cited in report by Janice H. Laurence, “Education Standards for Military Enlistment and the Search for Successful Recruits”) women enlisting were required to have higher Armed Services Vocational Aptitude Battery (ASVAB) scores than men at least for a time prior to 1983.\textsuperscript{22}

ZUMWALT’S Z-116

Admiral Elmo Zumwalt assumed the duties as Chief of Naval Operations on July 1, 1970. With the potential ratification of the ERA by the states, in 1972, Zumwalt issued
a message, known as Z-116, which increased opportunities for Navy women by opening several previously closed ratings to women, including the FC rating (see Appendix A).\textsuperscript{23}

With Public Law and Navy policy restricting women from serving on the Navy’s combatant ships, the Navy used quotas to further limit the actual number of women in the various sea-intensive and nontraditional ratings. Quotas on ratings such as FC were used to maintain adequate shore duty opportunities for men rotating off sea duty.\textsuperscript{24} These quotas remained in effect even after the two percent restriction had been lifted in 1967. Despite the fact that these women were limited in numbers, the men frequently complained and accused the women of filling all the shore billets.\textsuperscript{25}

In 1976, Navy Second Class Internal Communicationman Yona Owens, along with other women, filed a class action suit in the District Courts of Washington D.C. They requested that the federal regulations preventing women from serving onboard most Navy ships, Title 10 U.S. Code 6015, be ruled as unconstitutional. On July 27, 1978, District Court Judge John Sirica ruled in favor of Owens. As a result, Navy women became eligible for sea duty on board non-combatant ships.\textsuperscript{26}

In 1977, the Coast Guard (under the Department of Transportation and not bound by the restrictions of the Department of Defense or the Navy) as an experiment, opened two of its cutters to twelve women on each. This was a success and the Coast Guard lifted all previous restrictions on women in August 1978, making all ratings and billets open to anyone qualified.\textsuperscript{27}

The early 1980s with a poor economy brought high unemployment. President Ronald Reagan aimed to strengthen the nation’s military following a decline after the Vietnam War. He envisioned an increase of the Navy’s fleet to six hundred ships,
requiring an increase in personnel to crew the ships. As an incentive to attract the needed recruits, military pay and benefits were increased.

**US NAVY FIRE CONTROLMAN**

The United States Navy’s FCs are trained to maintain and operate technically complex weapon systems found primarily on combatant ships. This intense training generally requires six months of basic FC A school, where the fundamentals of the rating are taught, followed by about another six months of advanced FC C school to gain the required skills on a specific weapon system. Although the FC rating was one of thirty-seven occupational fields recommended for opening to women on the signing of the Act of 1948, it is unknown if the rating was at any time opened to women prior to 1972. The FC rating was one of several nontraditional career fields opened to women after 1972. Robert Radloff, a retired Senior Chief FC and senior instructor at the FC A school in 1974, recalled the first woman entering training that year. He stated that this particular woman switched to Electronics Technician (ET) A school around week eight of the basic FC A school course. Although ETs work with similar equipment to the FCs, ETs do not work on components involved in firing weapon systems. The ET rating was open to women, but as with other ratings, the Navy maintained quotas for women in each rating.

The FC rating closed to women in 1983, with the last FC woman of the era leaving the rating by the end of 1989. With an average of about twenty students in each FC A School class, and fifty classes a year, approximately one thousand FCs graduated each year. It is estimated that about thirty of the ten thousand FC graduates between 1972 and 1983 were women, which equates to less than one-half of a percent during this
approximate ten year period. With Public Law and Navy policy restricting women from serving on combatant ships, most of these FC women remained as instructors at the various FC C schools. When the rating closed to women, these women were provided the option of selecting another Navy career path or accepting a discharge upon the completion of their obligated enlisted Navy service.

Due to the shortage of FCs, men were not afforded the same option of choosing another rating at the end of their enlistments. Men had the choice to either reenlist as an FC or leave the Navy. Men choosing to reenlist as an FC were eligible for a bonus of up to $30,000 (see Appendix B). During this time, men often received involuntary sea duty extensions, to fill the increased number of openings at sea, while many shore duty positions remained vacant. Captain William Cooper, the Navy’s Director of Military Correspondence and Congressional Liaison Office, explained in a letter to Ohio’s Senator Howard Metzenbaum in 1988 that the FC rating closed to women because the combatant ship restriction prevented women from meeting the intense sea/shore duty rotation required for a competitive career with upward advancement (see Appendix C). Because of the legal bindings of 10 USC 6015, the sea/shore duty rotation was different for women than men. The sea/shore duty rotation for women in the FC rating was identified as CONUS/OUTUS (see Appendix D). These women were only eligible for CONUS/OUTUS duty rotation.

By 1988, most FC women remaining had advanced to Second or First Class Petty Officers at a time when a Second Class Petty Officer could retire on the completion of a twenty year career. In addition, by the end of 1988, four CIMARRON Class ships were open to women. Each ship was armed with two Close In Weapon Systems (CIWS)
requiring three FCs to operate and maintain each system (see Appendix E). One of this project’s participants requested to reenlist as a First Class FC CIWS technician for any one of these ships, but her request was denied (see Appendix F and G). She was verbally offered any of the CIMARRON Class ships as a Second Class Master-At-Arms (MA), which meant not only a change in rating, but a reduction in rank and no reenlistment bonus.

II. METHODS

Interview participation for this project was voluntary with participants recruited from women I was able to locate and who served as United States Navy FCs during the 1980s. Approximately thirty women enlisted for FC A School between the opening of the rating to women in 1972 and its closing to women in 1983, although it is believed that not all women started or completed the training. The last FC woman had left the rating by the end of 1989, either by selecting another Navy career path, or through a Navy discharge. There were normally no more than two women in any one class over the approximately ten-year span of the program, so they remained isolated from one another. Given this isolation from each other, close relationships between the women FC trainees were not the norm and made locating participants difficult.

Four participants were located through social media. A fifth participant was located through the Internet based on a lead from Radloff and I am included as the sixth participant. I included myself as a participant because I wanted to compare my experiences to those of others. A Freedom of Information Act (FOIA) request was submitted to the Department of the Navy for information pertaining to the 1980s FC rating, including a list of women. The Navy’s response concluded that if any records still
exist, they were no longer in their possession and I was referred to the National Archives (see Appendix H). However, even with a list of names, deterrents persisted. More than three decades have passed since the women attended FC school and many may have changed their names. The six of us represent a participation rate of approximately twenty percent of the women accepted into the FC School between 1972 and 1983.\(^{38}\)

Approval through the Institutional Research Board (IRB) was not required for this study (see Appendix I). Consent forms were signed with mental health resources provided prior to conducting the interviews. All the participants, including myself, were given fictitious names to protect our identities. With so few FC women during the 1980s, anonymity could not be guaranteed. I believe that in assigning myself a fictitious name, an added layer of identity protection is provided for these volunteers.

I approached this qualitative research project as an insider, having served as a Navy FC woman during the 1980s. As an insider, I am familiar with the language and terminology as well as the masculine structure in which the participants lived and worked. I believe this familiarity created a bond with the participants, placing them at ease and permitting them to be open about their experiences. Face-to-face interviews were conducted with each participant at their current home location, requiring travel to five different states. Face-to-face interviews were more personable, allowing for immediate clarification and further questions as well as, at times, a conversation. It also allowed for personal time following the interviews as we reminisced about our Navy days. The interviews were conducted either at their home, place of employment, or my hotel. I used the same questions asked of the interviewees in completing my own auto ethnography.
Through the use of unstructured ethnographic interviews and my own autoethnography, the experiences and perspectives of Navy FC women that served in the 1980s within a masculine military structure were explored. I examined how we lived our lives within that structure, the impact our experiences had on our lives, and our perspectives on the impact we made on today’s military, Navy, and FC women. The interviews consisted of approximately forty semi-structured, open-ended questions, with each interview lasting approximately one hour.  

Two primary themes emerged through the analysis of my auto ethnography and the interviews. (1) The barriers to full equality created through the various policies and regulations often resulted in tension between the men and women. Women serving alongside other women seemed to encounter fewer conflicts with the men overall than those women who were the only woman at their unit. (2) The command climate was a reflection of the command leadership. Commands where women felt comfortable and accepted by their coworkers as part of the team were commands where the leaders did not condone harassment and treated women as equals to the men.

III. THE INTERVIEWS

ENLISTING

All the participants voluntarily enlisted into the Delayed Entry Program (DEP) for guaranteed FC A School in the early 1980s. They willingly waited between five and twelve months to start basic training with the guarantee of follow-on FC training. Three of the participants (Caryl, Clare and Pat) held Bachelor Degrees when enlisting, while the other three (Alex, Leslie, and Robyn) were high school graduates. Thinking she had enough credits to graduate, Leslie left high school prior to graduation. She did not realize
she was actually one credit short until she went to enlist. The Navy would not accept a General Equivalency Diploma (GED) from her, so she worked with her school to complete and receive her diploma. While Leslie believed this requirement was for her to enlist, it was more likely required for the FC program.40 The educational enlistment requirements for both men and women are defined under “Education Level Definitions for Enlistment Purposes (Non-Prior Service)” in the Navy Recruiting Manual: Enlisted, dated August 1, 1983 (appendix B of Janice H. Laurence’s report, “Educational Standards for Military Enlistment and the Search for Successful Recruits,” prepared for the Office of the Secretary of Defense). In her report, Laurence notes the Navy’s acknowledgement of an error in the printing of the 1983 edition of this manual. As written, the manual indicates that women required an ASVAB score above 30 to enlist in addition to holding either a GED or high school diploma. Men required a high school diploma only if their ASVAB scores were below 30. The manual also indicates that certain programs could require higher ASVAB scores or high school diplomas.41

The participants had multiple reasons for enlisting, but the economy was the major factor for Caryl, Clare, and Pat; although Caryl stated it was “the biggest joke she ever played on herself,” as the military was incompatible with her character.42 Clare and Caryl could not find employment in their chosen fields and Pat was looking for a career change as well as career stability.43 Alex was a bit rebellious. She was set to attend college outside her home state when her parents pulled their support, insisting she attend a local university. After some research, Alex chose to enlist in the Navy for guaranteed FC training. She planned to serve four years to earn the GI Bill to pay for college.44 With no rules growing up, Leslie enlisted for the discipline that was lacking in her life.45
Robyn followed in her father’s footsteps by enlisting in the Navy as she sought a better paying job. Caryl, Clare, and Pat were over the age of twenty-five on enlistment, while Leslie, Robyn, and Alex were between nineteen and twenty-two.

With college degrees, Caryl, Clare, and Pat were eligible to apply for Officer Candidate School (OCS). However, Clare and Caryl believed they would receive more technical training by enlisting. Pat was encouraged to apply for OCS, but while taking her physical, headquarters notified her recruiter that the OCS quota for women was filled, closing that option. Rather than waiting another year to reapply, Pat proceeded with her original plan to enlist as an FC.

All the participants scored extremely high on the ASVAB. The FC rating had one of the highest ASVAB score requirements outside of the Nuclear programs, which were closed to women. Caryl chose the FC rating because it required the highest score following the Nuclear programs, noting that her recruiter was an FC. When the rating appeared open to women, her recruiter argued that it was a mistake. Caryl insisted that since the rating was listed, it was what she wanted.

Radloff noted that the women attending FC A School in the 1980s “seemed to be more intelligent than the average FC,” a sentiment also noted by Alex. At least one of the participants graduated as a “Distinguished Graduate” or “Honor Graduate” from A and C Schools. Alex expressed pride in having been selected as Junior Sailor of the Quarter for FC School and for Combat System’s Third Regiment while on staff at Great Lakes. As instructors, three of the participants received certification as Master Training Specialists while a fourth participant at a different command was nominated, but then denied by the course supervisor for lack of sea duty. This same participant recalled being
nominated by a coworker for Sailor of the Quarter and Instructor of the Quarter, but was again blocked by the course supervisor for lack of sea duty. The women strived to be the best and proved successful as FCs.

The participants were attracted to the FC rating because of the amount of electronic and technical training offered. A few also understood they would be working with guns, but most did not have a full understanding of the rating until they were in school. Leslie did not realize the rating involved weapon systems until the lesson topics on trajectory and ballistics. She silently questioned her decision, but accepted her fate. Pat had seen a video clip of the CIWS prior to enlisting. Fascinated by the automation, similar to numeric controlled (NC) machines she programmed as a civilian, Pat was determined to become an FC to learn more about this automated system.

**TRAINING**

Prior to the Integration Act of 1948, women served in their own branch of the military services, separate from the men. The women trained together and then often served together at their duty assignments. The Act of 1948 integrated women into the regular military services. Following basic training, women no longer served with one another, but often found themselves as the only woman at their assigned unit. The strong bonds and networks women had established prior to the Integration Act were lost as they integrated into the male-dominated services. The women became unknown to each other, with their networks and bonds gone. Author Judith Hicks Stiehm describes this loss in stating “Enlisted women are ‘unknowns’ – even to each other.” This was true for the 1980s FC women as well, as they normally did not know one another and were often the only woman in their class or work space.
Of the three Recruit Training Commands, Orlando, Florida was the only one open to women in the 1980s. Companies consisted of approximately eighty same-sex recruits. For each company of women, there was an assigned “brother” company of men. Although training was considered integrated, the only time a woman’s company trained with their brother company were in classroom settings. In the classroom, the two companies sat on their respective sides of the room, not permitted to intermix, look, or communicate with one another. The women’s barracks as well as all other training were segregated from the men. Recruits bonded and learned to work with each other, as a team or shipmates, within their respective companies. None of this project’s participants were in the same basic training company. Following basic training, all of this project’s participants attended Basic Electronics Electricity (BE/E) School at Orlando’s Naval Training Center. BE/E was a self-paced course, but generally took about two months to complete. They lived in a company of approximately two hundred women attending BE/E. None of the participants were roommates with one another. They may have known of each other at this point, but may not have known who was to attend FC School.

FC A School was located at Service School Command (SSC), on the Naval Training Center, at Great Lakes, Illinois. It was the Navy’s largest training command in the 1980s and included one of two all-male Recruit Training Centers. The ratio of men to women on base was huge, with women as an obvious minority. SSC consisted of three regiments, with several companies within each regiment. FC A School was located in Third Regiment and the men attending the school lived in company barracks within Third Regiment, located across the street from the school. Their roommates attended the same school, but not necessarily the same class. The women attending FC A School stood out
and to the men immediately became known as “others.”

With so few women attending Third Regiment schools, the women arriving at Great Lakes for FC A School lived in Second Regiment, on the top floor of a barracks approximately two blocks from the school, in a company of approximately two hundred women. The company’s women attended primarily ET A School in addition to a scattering few other schools for other ratings. All the participants’ roommates attended ET A School, further isolating these women from each other. The first two floors of the barracks were companies of men attending ET A School. The women attending FC A School also quickly became “others” within the company in which they lived for their twenty-six weeks of FC A School training.

The women were in classes averaging approximately twenty trainees. Three of the participants had at least one other woman in their class. The women were in classes several weeks apart and during FC A School, they seldom interacted with each other. One woman interviewed did recall studying with the other woman in her class, but the others did not. The women tended to recognize each other, but any interaction during the twenty-six weeks of FC A School was extremely limited, if at all. All the interviewees seemed to agree that the training was extremely difficult and much of their time was devoted to their studies, as they were determined to be the best. With other women in her class, Clare stated that she was driven to be even better than the other women.\footnote{55}

Although these women were isolated from each other and their male classmates, none of the participants expressed a feeling of isolation. Alex stated she had grown up in an isolated area of the United States, where she was often the only woman or only white person.\footnote{56} Pat recognized the isolation, but described herself as a loner and was not
disturbed by the fact. The other women recalled socializing with some of their male classmates and with some of the other women in the company while in training. Isolation did not seem to be a factor affecting these women.

Since FC A School was located in Third Regiment, and the women lived in Second Regiment, the women attending FC A School had two separate chains of command. In addition, each regiment had their own set of rules and regulations that students were expected to follow. The participants expressed the frustration and confusion created with this expectation in that the regiments regulations were often in conflict with each other.

**PERCEIVED DISADVANTAGES, STRUGGLES, ADVANTAGES**

Without air conditioning in the FC School building, students were permitted to strip down to their crew neck t-shirts that were worn under their uniform shirts. However, this style of t-shirt was not permitted to be worn by women in Second Regiment. Steel-toed boots were also required at FC School, but not permitted to be worn in Second Regiment. These and similar rules caused some confusion and frustration for at least one of the participants, but Second Regiment finally conceded and allowed the FC women to wear the crew neck t-shirts and steel-toed boots.

Most A School students at Great Lakes were required to march as a company or in class formation to and from school. This was the case with the ET trainees in the company housing the FC women. However, with so few women attending FC School, there were not enough women to form up and march, so these women “straggled.” By straggling, the women were not required to march and could leisurely walk to school on their own. It was a point of contention with the Company Commander and Second
Regiment, who would rather have seen the women march as a group, but a win for the FC women.

Every other FC A School class was placed on night shift for six weeks during the radar block of training for logistic reasons. However, an existing policy restricted women from attending night classes, even though night self-study at the school was strongly encouraged when not mandated. Pat’s class was scheduled for night shift and she was told she would be set back a week and kept on days. Being set back was also considered a remedial action for those who failed a week. Pat pled her case to the Senior Chief in charge of the radar block, noting the self-study attended at night by the FC women and the remedial implications of being set back a week. The policy was changed providing women the option of staying with the class or being set back. Pat remained with her class and later discovered that two of her classmates had also approached the Senior Chief in efforts to keep her with the class by offering to serve as escorts.58

Men saw the fact that women were prohibited by law and Navy policy from assignment to combatant ships as an advantage for them. However, it was a distinct drawback for the women as they were prevented from fully applying their skills on board ships. In addition, they were economically disadvantaged in being denied sea duty in that they lost out on the incentives that were attached with the assignment, such as sea pay, family separation pay, and hazardous duty pay. The women also became ineligible for the FCs reenlistment bonus when denied reenlistment in the rating.

With her primary focus on the Army, researcher Erin Solaro writes about the struggle of the American military women. Solaro discusses how the new man at a unit is tested to prove his worthiness. Once the new man has proved himself, he is accepted as
part of the unit. Women at the same unit may receive chronic harassment and continual testing to the point that the women were willing to do anything possible to get away from their assigned unit.\textsuperscript{59} Pat, the only woman instructor assigned to her unit, not only felt challenged to prove herself as a new instructor but also to each new male arriving for instructor duty.\textsuperscript{60} This sentiment was not shared by the other participants who served as instructors at units along with other women. At the other units and like the men, once the women proved they knew their job, they were accepted and not challenged by incoming men.\textsuperscript{61} The differences in the participants’ experiences may be explained in that Pat was the only woman at her unit while the others served with other women.

Leslie recalled being pregnant while serving as an FC C School instructor when an advertising crew came into her classroom to take pictures for recruiting. They were supposedly trying to promote various opportunities for women in the Navy. She was humiliated when the crew, seeing she was pregnant, replaced her with one of her male students. With pregnancy a natural part of life, she internally questioned why they would not want a pregnant woman in a recruiting advertisement for women.\textsuperscript{62} Leslie was pregnant twice while on active duty. She stated that each time, the male chaplain along with male counselors discussed with her the option of getting out of the Navy because of her pregnancy. She quietly questioned whether their objective was to simply let her know her options or to get her out of the Navy.\textsuperscript{63}

Until 1975, women becoming pregnant, whether single or married were involuntarily discharged from the military. In 1975, a discharge due to pregnancy became an option for the woman. The courts decided in the \textit{Crawford v. Cushman} case of 1976 that the Marine regulation requiring pregnant women to be discharged as soon as
the pregnancy was discovered was in violation of the Fifth Amendment. The regulation punished pregnant women unlike others with temporary disabilities. It failed to take into account that a woman’s readiness would be limited only in the relatively short period at the end of a pregnancy and not after the birth of the child.

Alex was selected for staff duty following A School, which she considered an advantage. While on staff duty awaiting C School, she was provided information on the Naval Academy. Had the FC rating remained open to women, Alex may not have been selected for staff duty and may not have received the information or opportunity to seek a commission.

Pat believes her career would not have been as successful or fulfilling had she been permitted to reenlist as a Navy FC. Although disappointed by the Navy, she believes the rating closure opened a career opportunity she would not have otherwise considered or pursued.

**SHIPMATES**

During the interviews, the FC women discussed times they perceived being protected by their classmates, coworkers, or supervisors. Although not all male classmates, coworkers, or supervisors were outwardly supportive of women in the FC rating, several were described by the interviewees as “brothers looking out for their sister,” or what is often described as a shipmate. Whether female or male, looking out for and relying on each other, your shipmates, is a concept taught to all recruits in basic training. One does not let others talk bad about their shipmates or do them wrong. The men in the following examples were either classmates or had positional authority over the women, and their actions were those expected of persons in those positions. The men
were responding, not because the individuals were women needing protection, but because they were shipmates.

While in C School, Clare purchased a vehicle from another student. She felt scammed when the car turned out to be inoperable and the student refused to return her money. Clare’s Class Leader, senior in rank to her, noticed she was upset and learned of her troubles. The Class Leader, along with another senior classmate, contacted the car’s seller and Clare was refunded her money.69

As discussed earlier, two of Pat’s classmates acted as shipmates by approaching the radar block’s Senior Chief, offering to act as escorts to keep Pat with the class as it moved to nights. They did this in efforts to keep their shipmate with them.70

As an instructor, one woman described a course supervisor that would call her into his office where he would make advances. The Lead Petty Officer (LPO) noticed her troubled demeanor and confronted her. She confided that she wanted the advances to stop, but rejected the idea of reporting the incidents up the chain of command as she believed such efforts were futile. The men enforcing any harassment policy were part of her chain of command, including the course supervisor. She believed her claims would likely not have been taken seriously, placed her at risk for retaliation, or labeled her as a troublemaker. She notified the LPO the next time the supervisor beckoned her to his office. Soon after entering the office, the LPO with several male coworkers entered, telling her to leave. She does not know what happened behind closed doors, but the harassment ceased.

DEFINING SEXUAL HARASSMENT

Although the participants were not specifically questioned about sexual
harassment or sexual assault, three of the women admitted to being sexually harassed at their assigned unit following FC training. None of them indicated they had been sexually assaulted. What exactly was considered sexual harassment and sexual assault in the 1980s? Was it the sexually explicit posters, jokes, gestures, or men changing clothes in the office? Or were behaviors as such simply considered offensive? The definition of sexual harassment in the 1980s was not clear and was subject to interpretation. Authors Jean Ebbert and Marie-Beth Hall note that the problem with handling the issues surrounding sexual harassment “lies in defining it: It means different things to different people.”

The term sexual harassment was nonexistent until 1975 when coined by a group of Cornell University women. Sexual harassment was identified as either (1) creating a “hostile work environment” or (2) “quid pro quo,” offering career opportunities in exchange for sex.

Ebbert and Hall continue as they explain that the Navy did not have a sexual harassment policy until 1980, and sexual harassment did not become a formal offense until 1990, under Article 1166 of the Navy Regulations.

The Uniform Code of Military Justice (UCMJ) is the Federal Law that defines the military justice system and contains the criminal offenses that fall under military law. Individuals in violation of the UCMJ may be subject to court-martial. In the 1980s, there was no specific article for sexual harassment or sexual assault under the UCMJ. Such charges made would fall within any number of various articles, such as Article 134: General or Article 133: Conduct unbecoming of an officer or a gentleman. The Military Authorization Act of fiscal year 2006 finally replaced the former Article 120: Rape and Carnal Knowledge, with a new Article 120: Rape, Sexual Assault, and Sexual Misconduct, to include thirty-six offenses.
Witch-hunts could also be considered a form of sexual harassment, as they were often the result of women rejecting the advances of men. Witch-hunts can negatively impact all servicewomen, not just lesbians.\textsuperscript{75} It pits women against women, creating fear and mistrust amongst the women and the crew, as described as experienced on the USS YELLOWSTONE in their 1988 witch-hunt. The newly assigned Commanding Officer purposely waited until the vessel had departed homeport on deployment to gather all the women to the mess decks. They were informed by the command of lesbians on board the vessel. Away from civilian lawyers and support networks of family and friends, the women were directed to immediately report anything suspicious to their superior officers. This was followed with women being awakened at various times during the night and then forced to endure long grueling interviews. Names were requested for women thought to be lesbians. Names provided, for example, included women perceived as sitting too close to one another, leaving the ship with each other, or participating in sports. Locker searches were conducted with personal items, such as diaries and letters, collected in efforts to uncover homosexual women. The investigation resulted in eleven of 340 women from the crew of 1,100 admitting to homosexuality and receiving discharges on arrival at their next port. The women discharged were taken to the foreign airport where they were required to pay their own airfare back to the United States.\textsuperscript{76} None of the men in the crew were investigated.

**WHORES, LESBIANS, AND WITCH-HUNTS**

One of Caryl’s classmates in “A” school stated to her “You must be a ho, because you are in the military.” Caryl was not immediately familiar with the term, but after learning the classmate’s implication, she confronted him, retorting and setting him
straight. She had no further incidents with him.\textsuperscript{77}

Clare seemed amused at how she was questioned once on homosexuality and then later accused of having an affair with one of her male students. Both times she had the support of her command and the accusations were found unsubstantiated and dismissed.\textsuperscript{78}

One of the other participants recalled being asked by a Company Commander following basic training if she was a whore or a lesbian. Not considering herself either and afraid to say anything, she nervously stared at her watch until the Company Commander asked again. She then replied that on even days she was a whore and on odd days a lesbian. The Company Commander laughed and walked away.

As staff, Pat was appointed as Company Commander over approximately seventy women attending a Third Regiment A School other than FC A School. She believes she was selected as a neutral person to monitor suspected inappropriate behavior between the male A School instructors and their female students. She believes the supervisors of this particular A School resented her assignment, as they had expressed disapproval of her selection over one of their male instructors. Pat believes this resulted in the delegation of her supervisor to question her about her sexual “preference.”\textsuperscript{79} Her supervisor stopped short of completing the questioning, apologized, and promised any witch-hunts would be over his dead body.

A few of the participants discussed how men’s egos would get in the way when women rejected their advances, often resulting in accusations of the women of being lesbians. Witch-hunts would also be launched on women who were active in sports, did not wear feminine clothing on liberty, or associated primarily with other women.\textsuperscript{80}
RESENTMENT

Women in a male-dominated work environment are often unwelcomed and often resented. Author Molly Merryman contends that Women Airforce Service Pilots (WASPs) were resented by male pilots during World War II for flying newer, faster, and heavier planes than the men. The WASPs received adverse treatment including teasing, being ignored, and their planes being sabotaged. Author Susan Godson adds that a slander campaign in 1943, increased by media attention, implied that military women were promiscuous. Such implications stalled the recruitment of women. An FBI investigation found that the rumors were initiated by servicemen, who resented women for relieving men of desk jobs, sending the men to the battlefields. The servicemen believed that an attack on their morals would discourage women from seeking employment in a man’s world.

The male FCs of the 1980s also resented the FC women. While Public Law and Navy policy prevented women from assignment to combatant ships, the men perceived that the FC women were filling all the shore billets, causing them to remain on extended periods of sea duty. As stated earlier, this was the men’s concern with the implementation of the Act of 1948, a perception that was not factually true. The number of women in the FC rating was limited to prevent an impact on the sea shore rotation of men.

By the end of 1988, Pat remained the only FC woman at Great Lakes. Through some research, she discovered there were between thirty and forty unfilled FC billets at Great Lakes. While they may not have been the most prestigious positions as C school instructors, they were still shore billets. The billets at sea increased, as the number of
ships increased under Reagan’s policy. Filling those sea duty billets took priority over shore duty, leaving many shore billets vacant, even with women filling some of them. Although men frequently scorned the FC women for taking up all the shore billets, empathy was expressed during the interviews with Alex and Clare seeing the situation from the men’s perspective. The men were frustrated that they had long sea tours while adjusting to having women in their rating. The women were equally frustrated in being limited exclusively to shore duty.

**SURVIVAL**

The participants appear to have entered the Navy and the FC rating with the expectation and acceptance of working in a predominantly-male environment. In high school, Leslie had been the only woman in shop and auto mechanics, and Alex, living in a remote area, was often the only woman in places she would go. Pat had worked with all men on ground maintenance and in factories. Entering a potentially all-male environment did not curtail any of the women from pursuing the FC rating.

Within the predominantly-male environment, author Stiehm discusses three ways military women tend to cope with harassment: (1) Avoiding areas of public gathering on base, such as the chow hall or club, where large groups of men may be located. (2) Ignoring the men’s verbal comments, visual props or gestures. (3) Retorting, challenging, or scorning as a counterattack. Although not specifically questioned about harassment, the women were questioned about challenges, struggles, and disadvantages they may have experienced. Caryl’s answer of “the usual” said it all.

They faced “the usual,” consisting of covert micro aggressions and harassment such as inappropriate jokes, language, discussions, calendars, and photos. The women
carefully chose their battles, while considering much of it as “white noise,” and tried to fit in with the guys.\textsuperscript{90} The women seemed to understand on enlistment that they were entering a masculine domain and overlooked, or ignored, much of what they experienced. This is how they lived and survived. They believed that incidents of harassment or sexual harassment reported at that time would have been ignored, leaving them labeled as troublemakers and subject to retaliation.\textsuperscript{91}

Pat recalled the women’s rating patch for the uniform being smaller than the men’s to fit the women’s uniforms. However, the men would often say it was because men were worth more than women.\textsuperscript{92}

A few of the women commented that they were frequently told to “make way for the real Navy,” a reference to the fact that the FC women could not go to sea so they were not in part of the real Navy. One of Pat’s course supervisors regularly reminded her “you are interrupting my locker room atmosphere with my boys.”\textsuperscript{93} Caryl recalled a sign over the women’s desks in the office stating “hen house” when she arrived for instructor duty. Although she silently questioned the presence of the sign, she said nothing, not wanting to cause problems. The sign eventually disappeared.\textsuperscript{94} Men arriving at their commands from sea duty would taunt the FC women, “you are the reason I can’t get shore duty.”\textsuperscript{95} Caryl defended herself from verbal attacks by retorting, or as she said, “becoming a witch.”\textsuperscript{96} When attacked, she was quick to put the offender in his place.

Pat stood duty with a ceremonial unit at Great Lakes and received an allowance for meals to be used on or off base, since many meals were missed due to practice and performances. Although certain to have used the chow hall at times, Pat recalled avoiding the facility, as well as the Enlisted Club, both of which were overpopulated with
Through the use of focus group discussions, researchers Ann Cheney et al., framed the various strategies military women used to minimize their exposure to violence and protect themselves from sexual harassment and sexual assault during their military service. Strategies used included using the buddy system, where women would not go anywhere without another woman or by wearing unfeminine or baggy clothing. Authors Ebbert and Hall suggest that up until the late 1960s, the Navy women’s defense against sexual harassment was to maintain a “ladylike demeanor and the common sense to stay away from potentially difficult situations.” Alex used another strategy. She stated that she would borrow her roommate’s wedding ring to go to the chow hall to keep from being bothered by the men, emphasizing that the ratio of men to women at Great Lakes was “insane!”

The assessment of Ebbert and Hall, as well as Stiehm’s strategies of avoidance and ignoring, reinforce the claim of Cheney et al., in that intentional strategies used by women to combat harassment and assault actually serve as a backlash to preserve the victim-blaming culture. Reactions often were “she should have not been alone, she should not have been at the club, or she dressed like she wanted the attention.” Three of the participants acknowledged being sexually harassed at their permanently assigned commands following completion of FC training. These incidents again were not reported because the women feared the outcome would be worse than the harassment itself.

MENTORS / MENTEES

With the FC rating opening to a limited number of women in 1972, the rating lacked women role models. The women recalled seeing a civilian woman instructor at
FC A School, but none of them had her as an instructor or interacted with her. With a few exceptions, the civilian and military instructors in A and C school were supportive and helpful to the women. They were willing to mentor, providing guidance and advice to the women. Two of the participants recalled some of the more senior military instructors asserting that women did not belong in their rating, an attitude that would sometimes be adopted by male students.

Returning as Director of Student Affairs for the FC Schools in the 1980s and responsible for assigning students to classes, Radloff was mentioned by several of the participants as always looking out for the women and ensuring they were treated fairly. Students awaiting classes, whether A or C School, often worked for him or his staff. On completion of A School, Alex was assigned to his staff and recalled Radloff reprimanding a male FC for making a derogatory remark about FC women. Pat recalled Radloff encouraging her to extend by two years for C school including advancement in rank. He could not guarantee her assignment to CIWS school, but stayed true to his word by holding her extension paperwork until the desired orders arrived. Caryl collapsed in the Student Affairs Office shortly after reporting from Orlando with a recent medical misdiagnosis of an ear infection. Radloff was a coach for a women’s softball team and several of his players worked at the base hospital. With a call to the hospital, he ensured Caryl received proper medical attention when she arrived. It was discovered that she had pneumonia. Many good memories evolved around softball at Great Lakes, as Pat and Clare actually played on Radloff’s team and Caryl kept score.

Alex credits Command Master Chief Martin at the FC School for the change in her career direction. While working in the Student Affairs Office following A School,
Alex thought she was in trouble when called into the Master Chief’s office. However, Martin simply told her to “make something of your life” and handed her information on the Naval Academy. With the closing of the FC rating, Alex took his advice. She applied and was accepted into the Naval Academy. After submitting her application, Alex was invited to dinner at the home of Service School Command’s Commanding Officer, Captain Richard Wyttenbach, who had endorsed her recommendation. She stated Wyttenbach was very supportive of her career endeavor and even attended an Academy dinner in recognition of her class’s individual mentors.\textsuperscript{105}

Pat credits Senior Chief FC Mark Snedeker, as a mentor. He taught her to “know the facts,” research answers to her own questions, and to give others the benefit of doubt. The first senior woman she saw was Rear Admiral Roberta Hazzard, when the Admiral assumed command of the Great Lakes Naval Training Center. Pat recalled the Admiral’s impeccable presence. Admired from afar, this left a lasting impression for Pat to emulate.\textsuperscript{106}

Clare stated she learned much about the ways of the Navy from her first Gunner at Dam Neck. He could joke around, but when it came to business, he was all about business. Although working outside her rating, she also credits the Chief Master-At-Arms, her supervisor during this period, and Senior Chief Radloff, as an early mentors.\textsuperscript{107} All of these men looked out for her as they would for any one of their crew.

The four women serving as instructors recalled receiving guidance from their male peers on situations that one would only encounter on ships. For example, they learned that most system casualties were usually the result of ship vibration, corrosion from exposure to sea spray and weather, or electrical brown-outs. This was of great
assistance to them as instructors, as they were able to incorporate such information into their lessons.

As instructors, the women also took turns serving as class counselors for the various classes that came through their schools. As class counselors, the women mentored men on typical issues that developed during training, whether academic, financial, or personal. As a company commander, Pat recalled mentoring women assigned to her company. Leslie suggested that the mere presence of competent FC women as instructors had a positive effect on the male students.

Caryl vividly recalled the USS STARK being hit by a missile while in the Persian Gulf in 1987. It hit her hard, because several of the fifty-eight men that died or were injured in the attack had been her classmates or students.

**PREMATURE SEPARATIONS**

Researchers Melissa Dichter and Gala True coined the term “premature separation” based on their study of thirty-five military women. Dichter et al., discovered that harassment, interpersonal violence, and their responsibilities as a care provider were the main reasons why women separated from the military prematurely.

Navy women during World War II served in the Women Accepted for Voluntary Emergency Service (WAVES), the women’s branch of the Naval Reserve that was established 1942 by President Franklin Roosevelt. When the war ended, these trained professionals were released for the needs of the service and sent home. Author Merryman suggests that the Women Airforce Service Pilots (WASPs) were not disbanded due to the end of World War II, but because the culturally gendered work they performed was socially unacceptable. Both examples can also be considered forms of
premature separation.

I met Sister Marguerite McHugh through our mutual membership in The Greater Cincinnati Women’s American Legion Post 644. I discovered McHugh served in the WAVES during World War II as a Specialist Gunnery Instructor. Stationed in Norfolk, Virginia, she was one of several women trained to instruct men on the use of shipboard weapon systems. She once explained to me how she taught the men to use the range-finder. Earlier gun crews would visually spot the target in order to determine the threat, range and projected path. The range-finder was fairly new and definitely more accurate than the naked eye. The men were reluctant to listen to the women, but became more attentive with reports of the success of the Japanese suicide pilots. These World War II women were instructing male FCs. At the end of World War II, these women were released and sent home, prematurely separated.

Although the FC women of the 1980s were offered the opportunity to retrain and continue their Navy careers in another rating at the end of their enlistments, the option was not afforded the men. These women could not remain in their chosen fields or at their current ranks and were not eligible for reenlistment bonuses offered to FCs (see Appendix B). All the participants indicated they would have reenlisted as an FC, had it been an option. As Robyn stated, “as FCs, we would not have had the choice to switch ratings.” It was considered a critical rating because of the high sea duty requirement and the shortage of FCs. All the participants were prematurely separated and received honorable discharges. One changed ratings after four years, and was later discharged just shy of six years. Three served their six-years as Navy FCs and then left the military. One woman applied, was accepted, and attended the Naval Academy and one transferred
to the Coast Guard as an FC, with no loss of rank and without any bonus.

**FC RATING CLOSED TO WOMEN**

The FC rating closed to women in May 1983. However, the participants recalled learning of its closure at various points during their enlistment. Pat was awaiting the start of FC A School and Clare was half-way through A School. Both had similar thoughts in that “If they [the Navy] can close it this quick, they can open it this quick.” They believed there was a chance the rating would reopen. Pat thought the FC rating would follow the direction she had observed with the ET rating. She recalled the ET rating opening and closing to women, keeping a quota of women, as a way to maintain enough shore billets for men rotating from sea to shore duty. Although closed to additional women, women already in the ET rating were permitted to remain. When the number of women fell below the quota, the ET rating would again open to women. Pat and Clare remained optimistic and were disappointed when the rating did not reopen. If it had reopened, both would have definitely reenlisted as FCs.

Pat and Clare were equally disappointed they were not eligible for sea duty. As a youngster, Clare remembered tales told by her Navy uncle on his return from deployments. It is what she had looked forward to as a Navy FC. The recruiter’s promise of “a career at sea” had been the final selling point for the FC rating for Pat. She was looking forward to extensive sea duty and was crushed by the reality of being limited to shore.

On completion of her obligated service, Clare was only interested in the ET rating. On discovering she would have to attend another six month school in addition to a cut in rank with no reenlistment bonus, Clare left the Navy as a First Class FC.
Pat was frustrated as well as disappointed. She fought to remain as a Navy FC, but in the end, enlisted in the Coast Guard as a First Class FC on completion of her Navy obligations. Once in the Coast Guard, Pat was soon stationed on board Coast Guard cutters, getting her desired sea duty, while maintaining and operating multiple weapon systems.122

Clare discussed how her command had supported the FC women in their request to receive the FC reenlistment bonus they were being denied because of policies forcing them out of the FC rating. Clare stated that she and the other women received a letter from the Chief of Naval Operations, Admiral Carlisle Trost, denying their request.123

Pat also attempted to receive the FC reenlistment bonus as she transferred to the Coast Guard from the Navy. She had hired a lawyer, but when she was requested by her lawyer to go public, she ended her pursuit in favor of her military career.124

Alex and Leslie were also still in A School when they learned the rating had closed. Alex started FC A School well after the rating closed to women, but her enlistment contract guaranteed the training. While puzzled as to why the Navy was utilizing its funds to train her in a rating that was closed to her, Alex also questioned why she continued to put forth any effort. Her intention was to serve four years to gain GI Bill eligibility, and then get out. She was surprised that she actually enjoyed the Navy and the training, especially the computer and radar blocks of training. Had the rating remained open to women, she stated she probably would have reenlisted. On the other hand, if the FC rating had remained open, she possibly would not have had the opportunity to attend the Naval Academy.125

On learning she could not reenlist as an FC, Leslie was frustrated and angry.
It brought back memories of her youth when she would be told she could not do something because of her sex. She stated she would have reenlisted as an FC if it had been an option. However, being married with two young children, rather than change ratings, Leslie chose to leave the Navy.\textsuperscript{126}

Robyn discovered the rating closure when she went to reenlist after four years as an FC. She was not ready to leave the Navy and reenlisted in another rating where she enjoyed her assignment at sea. Robyn had mixed feelings on the closing of the rating to women. She stated she was a little “pissed” that the rating was closed to women, but at the same time, she saw the closing as a “lifesaver.” She explained that being on the deck of a ship in the heat of a battle was intense. In retrospect, Robyn did not really want to be on a ship firing a weapon system or being fired upon.\textsuperscript{127}

Caryl was upset to discover she could not reenlist as a FC after serving six years. She was surprised that she actually enjoyed her job. She was offered another rating, as an Intelligence Specialist, but since the Navy could not guarantee she would be stationed near her Navy husband, she decided to leave the Navy.\textsuperscript{128}

**IMPACT ON LIFE**

Although the participants experienced some negativity during their time as Navy FCs, they expressed their positive experiences far outweighed the negative. The technical skills, training, and experiences acquired in the Navy as FCs have provided all with quality employment and careers whether in the military or civilian sector.

Having experienced an enlisted life prior to attending the Naval Academy, Alex believes that those experiences made her “a better leader of enlisted people.” She entered the Naval Academy knowing first-hand the rather harsh treatment of the enlisted,
especially women, during basic training. Alex stated that the treatment received as a recruit in boot camp would stay with her forever, noting the night and day difference to her experiences at the Naval Academy.\textsuperscript{129}

In addition to the skills acquired for gainful civilian employment, her Navy experiences helped Robyn to become more outgoing and assertive. Robyn was negatively impacted as she was forced to “out” herself as a homosexual to her parents on the Navy’s terms and not her own, following a witch-hunt on board her ship after changing ratings. She admitted to the allegations and received an honorable discharge.\textsuperscript{130}

The Navy was Pat’s intended career when she enlisted. But with the rating closing to women, she was fortunate to have the opportunity to enlist directly into the Coast Guard as an FC without any loss of rank. Her skills and knowledge of rating and CIWS were a perfect fit for the Coast Guard. She made a career of the Coast Guard, retiring after thirty years of total military service. She maintains a strong bond with her military friends, to whom she refers to as her shipmates, a relationship that is different from friendships she has with others. She remains true to the Coast Guard core values of “Honor, Respect, and Devotion to Duty.”\textsuperscript{131}

Caryl stated that the Navy gave her “the technical experience that allowed me to get the quality job that I got when my boys got into school. It was the technical experience from there [the Navy] that I work in [a] quality field now.”\textsuperscript{132} Caryl also described a time when a civilian coworker, lacking military experience, was upset with his inability to relate to his Army son returning from Iraq. The coworker turned to Caryl for advice. She recommended that he encourage his son to seek out others that had gone through similar experiences as an outlet. Up to the time he retired, the coworker thanked
Caryl many times and credited her advice for saving his son.\textsuperscript{133}

Clare credits the Navy for making her the person she is today and giving her lifelong friends. She described her bond with her military friends as one unlike that of her college friends. The Navy turned her into a mature adult with respect for others. She believes she learned more about being a responsible adult than she would have without the military experience. She had a teaching degree prior to enlisting in the Navy, but the Navy gave her the technical training and experience to teach electronics in a community college as well as to mentor others. The Navy also taught her accountability, a quality she sees as lacking in the civilian world. She stated that this lack of accountability affects her relationships with civilians.\textsuperscript{134}

The Navy provided Leslie with the discipline she had sought. Leslie described how she conducted military room inspections on her young daughters. Years later, Leslie learned that while she had viewed this procedure as a game, it had put her daughters in quite a frenzy as they stood at parade rest witnessing the white glove treatment. (A treatment where white gloves were worn when checking surfaces for dirt and dust.) Leslie has used her electronics and teaching experiences to her advantage in the civilian sector as an instructor, facilitator, and quality control monitor. In addition, she credits her troubleshooting skills in aiding her with problem solving life skills.\textsuperscript{135}

**PERCEIVED IMPACT ON REOPENING OF THE FC RATING**

With minimal time as an FC and no actual hands-on experience in the rating, Alex personally believes she had minimal impact on the Navy’s FC rating as it reopened to women in the 1990s (see Appendix J).\textsuperscript{136} Robyn contended that she never really served as an FC because she did not have the opportunity to serve as an FC on board ships,
although she did maintain CIWS at a training facility. Although Robyn did not see herself as a contributor, the other participants were in agreement that the overall success of all the 1980s FC women contributed to the reopening of the rating in the 1990s. They were a strong group of women that proved they were physically and mentally capable of meeting and exceeding the expectations of the rating. Just as they walked in the paths of women before them, these women believe they have broadened the path for future women to follow.

Leslie made the point that as instructors and class counselors, the men attending the various schools saw the women doing the job, which left a lasting impression on them. Several of the women interviewed mentioned how former students have found them on social media, remembering the women in a positive manner, and often thanking them. Although these women proved they were fully capable of meeting the expectations of the rating, Alex pointed out that the women, with the exception of Pat, never received the full opportunity to prove they could do the job on board a ship.

Pat was the only participant to work on shipboard weapon systems after enlisting in the Coast Guard with her assignment to cutters. She was also the only participant contacted by the Navy when the rating reopened. The Navy contacted her through her lawyer, offering to take her back into the Navy as an FC Second Class, since she had been out for several years. Pat relayed the message back to the Navy through her lawyer that she would be advancing to Chief in a few months and that her loyalty was now with the Coast Guard.

**PERCEIVED IMPACT ON REPEAL OF COMBAT EXCLUSION**

The interviewees saw themselves as part of a long line of women that had fought
for inclusion. Alex believes the lifting of the combat exclusion rule was more of a political move, with the FC women as a small part in the action.\textsuperscript{140} Clare stated, “No matter how small we were, we were huge.”\textsuperscript{141} The women that served as FCs during the 1980s proved they were fully capable, both physically and mentally, of performing and often out performing their male FC counterparts. As military women who had served before them, these FC women were role models, setting a standard for others to follow. These women placed themselves in positions to be the best and excelled in their endeavors, even with the knowledge that the rating was a dead end for them.

\textbf{IV. CONCLUSION}

The participants’ primary focus through this project was on their positive experiences and the impact of those experiences on their lives. They suggested that the positive outweighed any negative. They discussed the technical training that provided for quality civilian careers, the values they incorporated into their lives outside the military, and their lifelong friendships with their shipmates. Although not discussed in detail by the women, negative consequences from being blocked by military policies and regulations were experienced by the FC women as well as the Navy.

The women enlisted in the military essentially for economic reasons and were willing to wait for up to a year for the nontraditional and guaranteed FC rating with its technical training. All six participants indicated that they likely would have reenlisted as FCs had the rating been open to women at the time. With the rating closed to women, they were forced into a career change. Whether they chose to continue in another Navy rating, seek a commission, or leave the Navy, the women faced starting over within a new career.
The FC women were economically affected by policies and restrictions barring them from shipboard assignments where they could fully utilize their skills. Shipboard assignments bring additional pay incentives, such as sea pay, that increases based on the number of years served on ships, and hazardous duty pay, that is received when ships sailed in waters identified as hazardous. Finally, because the women were denied re-enlistment as FCs, they were ineligible for the bonus of up to $30,000 associated with reenlisting in the rating. The Navy provided the FC women with the opportunity to reenlist in another rating, but doing so meant no bonus in addition to a pay cut with the automatic reduction in rank for most of the participants. Men did not have the choice of another rating if they wanted to reenlist in the Navy. Either they reenlisted as FCs, receiving a bonus of up to $30,000, or simply left the Navy at the end of their contract.

The Navy lost highly trained and competent FCs at a time when the FC rating was critically short of personnel needed to crew an increased fleet of ships. With more than a year of intense technical training for each participant, the Navy went through great expense to train FC women only to restrict them from combatant ships and eliminate them from the rating when it came time for their reenlistments. Furthermore, the Navy had to train replacements for these women they released, expending additional Navy funds.

Although the participants were not specifically questioned about sexual harassment or sexual assault, three of the women admitted to being sexually harassed. None of the women suggested having been sexually assaulted within today’s definition. However, sexual harassment was a relatively new phrase in the 1980s and defining the term varied from person to person. A formalized Navy regulation was not in place until
1990. Sexual assault and other sexual misconduct were not specifically listed as punitive within the UCMJ until the 21st century.

Witch-hunts were also a form of sexual harassment in that they were often initiated after women rejected dates with men. Two of the participants acknowledged being questioned at least once about their sexual orientation. Although occurring after she left the FC rating, Robyn received an honorable discharge for homosexuality following a witch-hunt on the ship to which she was assigned. Admitting to the allegations, she stated she was tired of fighting and hiding. In my opinion, by receiving an honorable rather than any other kind of discharge, there probably was not enough evidence to convict her had she fought the accusations. Witch-hunts for homosexuals have faded with time through the era of Don’t Ask Don’t Tell and its repeal, allowing homosexuals to openly serve today.

The participants of this project were of strong character and determined to succeed. They see themselves as continuing the tradition of standing on the shoulders of those women that served before them. While they view their efforts as small, they believe the cumulative impact of this continuing tradition has had a huge impact on the Navy’s future for women, as the military continues to move toward complete integration. They believe their success is demonstrated by the 1993 reopening of the FC rating to women. The success of all military women is apparent through the repeal of the Combat Exclusion Rule.

The intention of the Act of 1948 was to integrate women into the military, but the constraints within the Act along with the continuous policy and regulation changes caused confusion, frustration, and resentment between the military men and women. The
2016 opening of all ratings to any qualified person, is a positive step forward in the elimination of all barriers that created conflict between service men and women as the military moves toward complete equality.

Sound leadership from the top of the command on down is essential as the military moves toward complete equality, as the command climate is a reflection of its leadership. The witch-hunts on board the USS YELLOWSTONE demonstrated poor leadership resulting in fear and distrust, increased harassment, and low morale of the entire crew.

Future research should include women that served in other nontraditional ratings that have also open and closed to women at various times and the men that served with those women, collecting their first hand experiences and perceptions. It would also be beneficial to include in further research, today’s men and women serving in those same nontraditional ratings, to examine how their experiences compare to those of the participants of this study. Military policies and regulations should be frequently reviewed and examined for their effectiveness as the military continues to move toward full integration with equality for all.
Endnotes

1. In the early 1980s, women were eligible to enlist in the United States Navy rating of Fire Control Technician Guns. There were two similar ratings of Fire Control Technician Missiles and Fire Control Technician Ballistics (for submariners) for which women were not eligible. In the mid-1980s, the Guns and Missiles ratings were combined to form the new rating of Fire Controlman (FC) and the submariners were renamed as Fire Control Technicians (FT).


4. The Armed Forces consist of the Army, Marines, Navy, Air Force, and Coast Guard. The first four services listed fall under the Department of Defense, while the Coast Guard currently falls under the Department of Homeland Security. In 1978, the Coast Guard, then under the Department of Transportation, eliminated any and all restrictions on women, opening all occupations to any person that qualifying.

5. I define the military masculine structure as a predominantly-male environment with socially defined traits of courage, strength, physical endurance, and aggressiveness valued. Gendered language of socially defined femininity are used in a way to humiliate men failing to display the valued masculine traits. These men are referred to as girls, in efforts to shame the men into developing the desired traits, while implying girls are weak. The sexist language and behavior, demeaning to women, is also often used in a way of bonding with other men in the unit.


7. Holm, 8; Steven W. Hill, “U.S. Army Hospital Ship ‘RELIEF,’” Military Medicine 180, no. 1 (2015):118. The hospital ship, USAHS RELIEF, was purchased and renamed by the Army at the start of the Spanish American War in 1898 and transferred to the Navy in 1902.

8. Holm, 8-9.


10. Ibid, 60-61.
11. A Navy rating designated with “(F)” indicated the rating was for females.

12. Godson, 73-79.


15. Ibid, 116.


17. Ibid, 167-168; Holm, 118.


22. Janice H. Laurence, “Education Standards for Military Enlistment and the Search for Successful Recruits,” Human Resources Research Organization, Final Report 84-4, February 1984, 54-58. Appendix B of the report contains the “Education Level Definitions for Enlistment in the Navy,” from the Department of the Navy’s Navy Recruiting Manual-Enlisted (COMNAVRECRUITCOMINST 1130.88 CH-19), dated August 1, 1983. Laurence indicates on page 58, and within Appendix B, under Eligibility (1-1-7b. (1)) that the aptitude standard (ASVAB) was changed for females in 1982 to correspond to those of males and is shown in this 1983 edition in error. In studying this eligibility and without the actual 1982 or 1983 required aptitude standards, it appears that women prior to the reported change were required to have a higher ASVAB score than men to enlist in the Navy. This is based on the fact that non-prior service male applicants with scores of 30 and below were required high school diplomas. However, it also appears that women with aptitude scores below 30 could not enlist with either a high school diploma or GED. It is also noted that certain programs required high school diplomas, but is unknown as to which ratings required the diplomas.

23. Elmo R. Zumwalt, Equal Rights and Opportunities for Women in the Navy, CNO (Z-116), August 7, 1972. As Chief of Naval Operations, E.R. Zumwalt distributed many policy changes that became known as “Z-Grams.” Z-116’s topic was on equal rights for Navy women. Z-116 increased opportunities and authorized the limited entry of women into all enlisted ratings.

24. Ibid.


27. Ibid, 333-334.

28. The length of FC C school depends on the weapon system school the individual is attending. Some of the schools are less than six months, but some are more. In this case, six months was used as an average.


30. Zumwalt.


33. William P. Cooper, letter to Howard M. Metzenbaum indicates that the Fire Controlman rating closed to women, effective May 11, 1983.

34. Radloff.

35. The estimate of thirty women accepted into FC training during the period of 1972-1983 is based on conversations with this project’s participants, former male FC instructors and students during that time frame, and a review of numerous class photographs that were located on social media. A Freedom of Information Act (FOIA) request was submitted to the Navy requesting information about the FC rating including a request for names of women that were trained as FCs during the period of 1972 to 1985. The reply indicated that if such records still existed, they were no longer held by the Navy and I was referred to the National Archives (Appendix H).

36. Cooper. Although Cooper states that women could not meet the [men’s] required sea/shore duty rotation requirements for upward advancement, there were no written requirements for this rotation in order to advance. All the FC women participants in this project had advanced to at least Second Class Petty Officer prior to the completion of their enlisted contract. At the time, Second Class Petty Officers were eligible to retired following a twenty-year career. Although there was no written requirement to meet the sea/shore duty rotation for advancement to Chief Petty Officer, there were Advancement Boards that would review individual records and make advancement recommendations from these record reviews. It would be possible to be eliminated at
that time for lack of sea duty based on the weight placed on sea duty by each Advancement Board. Lack of sea duty may or may not have been a determining factor for each Advancement Board.

37. The Close In Weapon System (CIWS) is a self-contained, fully automated weapon system. The system includes radars, electronics, computer, hydraulics/pneumatics, and six-barrel gun components. It is designed for “last chance self-defense.” When CIWS is placed in automatic mode, CIWS will automatically fire on contacts meeting the predetermined and programmed criteria of a threat.

38. Radloff.

39. The interviews were recorded and commercially transcribed for analysis. The initial plan was to use a computer-aided program to assist in the data analysis. The program selected was fairly easy to use and compatible with any computer with internet access. However, with the limited number of interviews, the use of the program proved challenging and inefficient. The analysis of the transcripts was manually completed by reading through each transcript looking for common themes and unusual comments or comments that stood out within the basic topic structure of the interviews.


41. Laurence, 52-58; Godson, 227-228; Holm, 386.

42. Caryl, interview with author, November 15, 2017.

43. Ibid; Clare, interview with author, December 5, 2017; Pat, interview with author, undated.

44. Alex, interview with author, February 1, 2018.

45. Leslie.


47. Caryl; Clare.

48. Pat.

49. Caryl.

50. Radloff; Alex.

51. Alex.

52. Leslie.
53. Pat.
54. Stiehm, 12.
55. Clare.
56. Alex.
57. Pat.
58. Ibid.
60. Pat.
61. Caryl; Clare; Leslie.
62. Leslie.
63. Ibid.
64. Holm, 300-302.
65. Ibid, 303.
66. Alex.
67. Pat.
68. Clare.
69. Ibid.
70. Pat.
71. Ebbert, 186.
73. Ebbert, 186.


77. Caryl.

78. Clare.

79. Although the current term is sexual “orientation,” which emphasizes that one’s sexual attraction is not a choice, Pat specified “preference.” She discussed how her supervisor was attempting to determine her sexual orientation, but he asked if she “preferred” boys, before ending the questioning. For accuracy, I used Pat’s words.

80. Pat; Clare.

81. Merryman, 22.

82. Godson, 115.

83. Zumwalt.

84. Pat.

85. Clare; Alex.

86. Robyn; Clare; Alex; Pat.

87. Leslie; Alex; Pat.

88. Stiehm, 18.

89. Caryl.

90. Robyn; Alex; Pat.

91. Caryl; Clare; Leslie; Alex; Pat.

92. Pat.
93. Ibid.

94. Caryl.

95. Ibid; Clare; Leslie; Alex; Pat.

96. Caryl.

97. Pat.


100. Alex.


102. Alex.

103. Pat.

104. Caryl.

105. Alex.

106. Pat.

107. Clare.

108. Ibid; Caryl; Leslie; Pat.

109. Pat.

110. Leslie.

111. Caryl.


114. A range-finder device is used to determine the distance to a vessel or aircraft. During World War II, range finders were located on and read from the gun turrets. Using timed intervals, the readings from the device would be communicated to the crews below deck and plotted to determine the contact’s speed and course. This improved the accuracy of gunfire.


116. Robyn.

117. Clare.

118. Ibid; Pat.

119. Clare.

120. Pat.

121. Clare.

122. Pat.

123. Clare.

124. Pat

125. Alex.

126. Leslie.

127. Robyn.

128. Caryl.

129. Alex.

130. Robyn.

131. Pat.

132. Caryl.

133. Ibid.
134. Clare.
135. Leslie.
136. Alex.
137. Robyn.
138. Leslie.
139. Alex.
140. Ibid.
141. Clare.
Definitions:

A School:     Initial school for learning basics of a rating.
ASVAB:       Armed Services Vocational Aptitude Battery; Tests knowledge in four areas: Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, and Mathematics Knowledge. It is used to determine enlistment qualification, military occupation options, and any enlistment bonus.
BARRACKS:    Housing for single members, similar to college dormitories.
BE/E:        Basic Electronic/Electricity School
BILLET:      Military assigned position or job
CIWS:        Close In Weapon System: A self-contained, fully automated weapon system designed for “last chance self-defense.” Includes radars, electronics, computer, hydraulics/pneumatics, and six-barrel gun components. In automatic mode, CIWS will automatically fire on contacts meeting the predetermined and programmed criteria of a threat. First installed on ships in 1980.
CLASS COUNSELOR:  An instructor assigned to a class of students, a liaison between students and staff.
CLASS LEADER:  A senior student in each class responsible for student conduct during class and clean-up assignments.
CONUS:       Continental United States
C School:     Advanced training for a rating.
CUTTER:      Armed government vessel; ship carrying passengers or stores
DEP:         Delayed Entry Program; Contracts to enlist at a later date for various reasons, such as: on completion of high school or for a guaranteed program.
ELECTRONICS TECHNICIAN:  Similar rating to FC, without guns. Works primarily on electrical, radar, and communication equipment.
FIRE CONTROL TECHNICIAN (GUNS/MISSLES/BALLISTIC) / FIRE CONTROLMAN: Similar rating to ET, but maintains and operates weapon systems on board ships.
GFCS:        Gun Fire Control System: Allows for remote and automatic targeting of guns against surface, air, or shore targets with either optical or radar sighting.
MASTER AT ARMS (MAA):  Enforces the military regulations, oversees unit cleanliness, maintains order
MESS DECK:   Cafeteria, location where crew members ate meals.
MK68:        A GFCS consisting of several systems working together against air and surface targets. Developed in the early 1950s.
OCS:         Officer Candidate School
OUTUS:       Outside Continental United States
PARADE REST: Military position, where feet are placed shoulders width apart and hands open and crossed in the small of one’s back; less formal position than attention.
RANGE FINDER:  A device used to determine the distance of a vessel or aircraft. Using timed intervals, the distance, speed, path of the vessel or aircraft, and time of meeting can be accurately estimated.
**RANK** (Navy / Coast Guard): E: Enlisted; W: Chief Warrant Officer; O: Officer
- E1: Seaman Recruit
- E2: Seaman Apprentice
- E3: Seaman
- E4: Petty Officer Third Class
- E5: Petty Officer Second Class
- E6: Petty Officer First Class
- E7: Chief Petty Officer
- E8: Senior Chief Petty Officer
- E9: Master Chief Petty Officer
- W2 – W4: Chief Warrant Officer: usually commissioned through the enlisted ranks.
- O1: Ensign
- O2: Lieutenant Junior Grade
- O3: Lieutenant
- O4: Lieutenant Commander
- O5: Commander
- O6: Captain
- O7-09: Admiral

**RATING**: Enlisted occupational fields

**REGIMENT**: A military unit that can vary in size. Typically consists of several companies with a total regiment size of about 2000-3000 personnel.

**WAVES**: Women Accepted for Voluntary Emergency Service

**WITCH-HUNT**: A search with subsequent persecution of persons believed to be disloyal or risk to security. Prior to “Don’t Ask Don’t Tell,” the military investigated allegations, often unreliable or unfounded, of members suspected of homosexuality. Women were frequently targeted for refusing dates with men, playing sports, wearing unfeminine clothing, or for socializing with other women.
Z-gram #116; dated 7 August 1972

Equal Rights and Opportunities for Women

CHC (Z-116)

TO: NAVPER (U)

UNCLASSIFIED

07/11/72

EQUAL RIGHTS AND OPPORTUNITIES FOR WOMEN IN THE NAVY

1. THERE HAS BEEN MUCH DISCUSSION AND DEBATE WITH RESPECT TO EQUAL OPPORTUNITY FOR WOMEN IN OUR COUNTRY OVER THE PAST FEW YEARS. MY POSITION WITH RESPECT TO WOMEN IN THE NAVY IS THAT THEY HAVE HISTORICALLY PLAYED A SIGNIFICANT ROLE IN THE ACCOMPLISHMENT OF OUR NAVAL MISSION. HOWEVER, I BELIEVE WE CAN DO MORE THAN WE HAVE IN THE PAST IN ACCORDING WOMEN EQUAL OPPORTUNITY TO CONTRIBUTE THEIR EXTENSIVE TALENTS AND TO ACHIEVE FULL PROFESSIONAL STATUS.

Moreover, the imminent of an all volunteer force has heightened the importance of women as a vital personnel resource. I foresee that in the near future we may very well have authority to utilize officer and enlisted women on board ships. In view of this possibility we must be in a position to utilize women’s talents to help us achieve the size navy we need under an all volunteer force environment and still maintain the sea environment rotation goals for all naval personnel towards which we have been working. To this end the secretary of the navy and I have established a task force to look at all laws, regulations and policies that must be changed in order to eliminate any disadvantages to women resulting from either legal or attitudinal restrictions.

2. AS ANOTHER STEP TOWARD ENSURING THAT WOMEN IN THE NAVY WILL HAVE EQUAL OPPORTUNITY TO CONTRIBUTE THEIR TALENTS AND BACKGROUND TO ACCOMPLISHMENT OF OUR MISSIONS, WE ARE TAKING THE FOLLOWING ACTIONS:

A. IN ADDITION TO THE ENLISTED RANKS THAT HAVE RECENTLY BEEN OPENED, AUTHORIZE LIMITED ENTRY OF ENLISTED WOMEN INTO ALL RANKS.

B. THE ULTIMATE GOAL, ASSIGNMENT OF WOMEN TO SHIPS AT SEA, WILL BE TIMED TO COINCIDE WITH FULL IMPLEMENTATION OF PENDING LEGISLATION.

AS AN IMMEDIATE STEP, A LIMITED NUMBER OF OFFICER AND ENLISTED WOMEN ARE BEING ASSIGNED TO THE SHIPS’ COMPANY OF USS SANCTUARY AS A PILOT PROGRAM. THIS PROGRAM WILL PROVIDE VALUABLE PLANNING INFORMATION REGARDING THE PROSPECTIVE INCREASED UTILIZATION OF WOMEN AT SEA.

C. PENDING FORMAL CHANGES TO NAVY REGULATIONS SUSPEND RESTRICTIONS REGARDING WOMEN SUCCEEDING TO COMMAND ASHORE AND ASSIGN THEM ACCORDINGLY.

D. ACCEPT APPLICATIONS FROM WOMEN OFFICERS FOR THE CHAPLAIN AND CIVIL ENGINEER CORPS, THEREBY OPENING ALL STAFF CORPS TO WOMEN.

E. EXPAND ASSIGNMENT OF TECHNICALLY QUALIFIED UNRESTRICTED LINE WOMEN TO RESTRICTED LINE BILLETS AND, AT THE TIME OF LEGISLATIVE

Appendix A

55
AUTHORIZATION, PERMIT THEM TO REQUEST DESIGNATOR CHANGES
F. OFFER VARIOUS PATHS OF PROGRESSION TO FLAG RANK WITHIN THE
TECHNICAL, MANAGERIAL SPECTRUM IN ESSENTIALLY THE SAME MANNER AS
WE ARE CONTEMPLATING FOR MALE OFFICERS.
G. ASSIGN THE DETAILING OF UNRESTRICTED WOMEN OFFICERS TO THEIR
COGNIZANT GRADE DETAILERS.
H. INCREASE OPPORTUNITY FOR WOMEN'S PROFESSIONAL GROWTH BY:
   (1) ELIMINATING THE PATTERN OF ASSIGNING WOMEN EXCLUSIVELY TO
       CERTAIN BILLETS, AND
   (2) ASSIGNING QUALIFIED WOMEN TO THE FULL SPECTRUM OF CHALLENGING
       BILLETS, INCLUDING THOSE OF BRIEFERS, AIDES, DETAILERS,
       PLACEMENT/RATING CONTROL OFFICERS, ATTACHES, SERVICE COLLEGE
       FACULTY MEMBERS, EXECUTIVE ASSISTANTS, SPECIAL ASSISTANTS TO CNO,
       MAAGS/MISISSIONS, SENIOR ENLISTED ADVISORS, PEP, ETC.
I. EQUALIZE SELECTION CRITERIA FOR NAVAL TRAINING BY:
   (1) OPENING MIDSHIPMEN PROGRAMS TO WOMEN AT ALL NROTC CAMPUSES
       EFFECTIVE IN FY-74, AND
   (2) CONSIDERING WOMEN FOR SELECTION TO JOINT CAMPUS (NATIONAL WAR
       COLLEGE/INDUSTRIAL COLLEGE OF THE ARMY FORCES).
3. FINALLY, I ENJOIN ALL COMMANDING OFFICERS AND OTHERS IN POSITIONS OF
   AUTHORITY TO ACTIVELY REFLECT THE SPIRIT AND INTENT OF THIS MESSAGE
   IN THEIR OWN COMMAND REGULATIONS, POLICIES AND ACTIONS.
   SPECIFICALLY, I EXPECT EACH COMMANDING OFFICER TO:
A. INITIATE SIMILAR EQUALIZATION ACTIONS IN MATTERS WITHIN THEIR
   PURVIEW TO ENSURE THAT WOMEN ARE ACCOURED FULL TRUST AND
   RESPONSIBILITY TO FUNCTION IN THEIR ASSIGNED POSITION OR SPECIALTY,
B. BE GUIDED BY STANDARDS OF DUTY, PERFORMANCE AND DISCIPLINE WHICH
   ARE TRULY EQUITABLE FOR BOTH WOMEN AND MEN.
4. IN SUMMARY, WE MUST ACTIVELY WORK TOGETHER IN ORDER THAT WE
   MAY MORE EQUITABLY INCLUDE WOMEN IN OUR ONE-NAVY CONCEPT.
   E. H. ZUMWALT, JR., ADMIRAL, U. S. NAVY,
   CHIEF OF NAVAL OPERATIONS.

[END]
Transitions

Review leads to more bonuses, money for sailors

By Brian Mitchell

WASHINGTON — The results of a “zero-based” review of the Navy’s selective reenlistment bonuses mean more and bigger bonuses for sailors.

The Navy has increased many existing bonuses and added bonuses for many additional ratings and skills.

Sailors in 18 new ratings are eligible for bonuses, regardless of their Navy Enlisted Classification Code. The new ratings are: AEK, ASMB, ASMN, ATU, CT, DO, EM, FC, HT, Intelligence, MB, OPFA, RO, SI, SN, and WM.

Additionally, the Navy has added 95 separate NECs to the list. Among the new NECs are five operations specialty (OS) NECs, four aviation NECs, three construction NECs, and three submarine fire controlmen’s ratings.

Bonuses have been increased for sailors in more than 69 NECs, while bonuses for 28 NECs will suffer modest reductions.

Six NECs have been deleted from the bonus list. These are aviation NECs 6961, 6969, 6979, 6981, and 6991, and construction electrician (CE) NEC 6961.

Award levels for 12 bonuses have been raised to $60,000. Higher award levels are now permitted for all fire controlman (FC) NECs, four additional fire controlman NECs, and five NECs for submarine fire control technicians (PTO).

Award levels for six bonuses have been lowered to $30,000. The affected skills are cryptologic maintenance technician (CMT) NEC 6964 and cryptologic navigation technician (CUT) NECs 9936, 9940, 9942, and 9946.

Award levels are ceilings on the amount that may be awarded as a bonus.

The increased cost from a hike in funding for the SRB program and a thorough review of the bonuses. Funding for SRBs increased from $143.3 million for fiscal 1988 to $163.3 million for fiscal 1989.

“We started at a zero-base and looked at all the NECs and ratings and created a new plan from that start, rather than adjusting the old one,” said Cmdr. Leslie Jacevski, chief bonus program manager. The Navy also is concerned that reenlistment has slipped in the past year, though the drop was not the cause for the revision of the bonus levels, said Jacevski.

The Navy was forced to cut SRBs at the beginning of 1988 because Congress authorized less money than the Navy had requested. The Navy increased bonuses dramatically in May 1988 and then again in June.

Jacevski said about 10 percent of all sailors eligible for reenlistment are eligible for SRBs.

Zone A, B, and C rely on the length of time a sailor has in service at the time of reenlistment. Zone A is 21 months to 2 years; B is 9 to 10 years, and C is 10 to 14 years.

Bonus amounts are figured by multiplying the number of years for which a sailor reenlists by his monthly basic pay, then multiplying the product by the zone multiple set for the sailor’s skill. Bonuses may not exceed the sailor’s entire award level.

Sailors receive 60 percent of their bonuses when they reenlist. They then receive six equal, annual installments of the remainder on the anniversary of their reenlistment.

To be eligible for bonuses, sailors must remain within four months of their rigidly specified retention period (RAS). The Naval Military Personnel Command must approve reenlistments more than four months in advance.

Reenlistment bonuses are adjusted semiannually to respond to changes in retention trends among Navy enlisted sailors. Increases are effective immediately. Decreases take effect April 17, 1989.
The Honorable Howard M. Metzenbaum  
United States Senate  
Attn: Sherri Levy  
Washington, DC 20510

Dear Senator Metzenbaum:

I am responding to your inquiry to the Chief of Legislative Affairs on behalf of Petty Officer First Class [redacted] United States Navy, regarding Title 10 restrictions and Assignment of Women in the Department of the Navy.

Title 10 restrictions forced us to close the Fire Controlman rating to women effective 11 May 1983. Our directive implementing this policy required those women in the rating to convert to a new rating at the end of their obligated service [BAOS].

As Petty Officer [redacted] stated in her letter, Title 10, U.S. Code prevents assigning women to units engaged in a combat mission. The Fire Control mission is performed on units whose primary mission is combat. Because of the requirement for extensive sea duty in combat related ratings, women in these ratings would not be able to pursue a viable career path similar to their male counterparts. This would result in women not being competitive nor able to advance.

Petty Officer [redacted] has been offered the alternative of converting to another technical rating. We have a number of technical ratings available which include: Electronics Technician, Interior Communications Technician, Intelligence Specialist, Data Systems Technician and Electricians Mate.

In response to the question posed by Petty Officer [redacted] the U.S. Coast Guard is not subject to Title 10 restrictions unless actually assigned to the Navy (wartime). We regret that we cannot retain her as a Fire Controlman and that she could not find another rate for conversion. Petty Officer [redacted] has an impressive record and she is absolutely correct when she states, “the Navy’s loss will be the Coast Guard’s gain”.

Appendix C
I hope this information will be of help to you in replying to your constituent.

Sincerely,

WILLIAM P. COOMBR
Captain, U.S. Navy
Director, Military Correspondence and Congressional Liaison Office
By direction of the Commander
3.17 EARLY DUTY CURTAILMENT.

Personnel serving on a NSP who desire to return to sea duty may submit a request, utilizing an Enlisted Personnel Action Request (NAPERS) 1106/7, to CMCHQ/ALPERSCOM via their Commanding Officer for shore duty curtailment. Favorable consideration will be given such requests provided:

- Member is not serving in a critical billet, i.e. Recruiting, Company Commander, etc.
- Member is serving on type duty classified as Sea/Shore Code 1.
- Non-career member agrees to collocate for at least 12 months from date of reporting on board new command.
- Such transfer is in the best interest of the Navy.
- Requirement of achieving adequate current shore duty for one year will be waived on a case-by-case basis. Factors that will affect a waiver of the one year onshore requirement are:
  - Correct manning at present duty station.
  - Sea-to-shore manning of member's rating.
  - Whether or not a SCNAVYEC is required.

Members whose approved early reassignment would create a vacancy at current activity will normally be reassigned after four months subsequent to approved request unless by command endorsement, a gapping of billet will be acceptable. This is in order to ensure a requirement for a qualified relief is collected in the Enlisted Personnel Disposition System. Members who voluntarily terminate their tour of shore duty by executing the option to return to sea as specified in this Article, will commence a new NSP on reporting to their new sea command.

3.18 NORMAL DUTY TOUR.

Due to the nature of employment, requirements for considerable periods of sea duty from homebase, etc., some Navy activities have been designated Neutral Duty (Type 5) for retention and personnel purposes. Neutral duty tours will normally be for a period of 24 - 36 months.

3.19 NOTATION FOR ENLISTED WOMEN.

The rotation patterns for enlisted women is identified as COMUS/OUTUS vice Sea/Shore due to limited availability of Equivalent billets for women within the legal constraints of 10 USC 8015.

- COMUS duty is defined as type duty code 1. A COMUS tour is defined as the Normal Shore Tour (NST) for an individual's rate/rating established by Article 3.15.
- OUTUS duty is defined as type duty codes 2, 3, 4, 5 and 6 (See Article 3.03). An OUTUS tour is defined as the absence tour for type duty codes 2, 3, 4 and 6 (See Article 3.09) for Naval Tour Lengths and 36 months for type duty codes 2 and 5. NST will be established for 400 "first timers" serving in type duty 2 to coincide with COMUS. (See Article 3.142). Enlisted women will serve at least two consecutive OUTUS tours (total time OUTUS not to exceed 96 months, including extensions) for every ten COMUS tour.

- All Navy enlisted women, like their male counterparts, are eligible for shore assignment. As with all Navy members, assignments will be in accordance with the needs of the service.

- See Article 3.091 for recording and determination of NSCD and Article 3.1514 for recording and determination of ONSCD.
Appendix D (2)

### Compensation, Rate and Pay

The compensation and pay for each rank is based on the following:

#### Compensation

- Basic pay
- Incentive pay
- Other allowances

#### Rate

- Basic pay rate
- Incentive pay rate
- Other allowance rate

#### Pay

- Basic pay amount
- Incentive pay amount
- Other allowance amount

### Notes

1. For enlisted women in COMUS/OD Tours (b), indicating the ODU T tours for every one COMUS tour, the ODU T tours will combine to a minimum of hours. A one-year (12-month) extension of shipboard duty may satisfy second ODU T Tours requirement.

2. Designate for which one of the ODU T tours will normally be shipboard duty. A one-year (12-month) extension of shipboard duty may satisfy second ODU T Tours requirement.

3. Rating where consensus of ODU T tours (see note (1)) will normally be required for pay grades E-5 and above. Pay rates E-6 and above will normally follow a COMUS/OD Tours or shore orientation rotation (a).

4. Rating where one of the ODU T tours will normally be shipboard duty. If shipboard duty is not available, consecutive type 3 tours will normally be required.

5. Request for a third consecutive ODU T tour will be considered on a case-by-case basis, requested in writing (using NAVFAC 1106/7) by the member.
FOR ALL COMBINED CAREER COUNSELORS THE FOLLOWING IS A LISTING OF ALL SHIPS CAPABLE OF MANNING WOMEN ORCHARD.

**LANDFIT**
- CABLE, FRANK (AS 40)
- CANOPUS (AS 40)
- GRAPPLE (ARS 53)
- GRASP (ARS 51)
- HOLLAND (AS 32)
- HURLEY (AS 31)
- LAND, EMORY S. (AS 39)
- LEXINGTON (AV 16)
- PUGET SOUND (AS 38)
- SHERMAN (AD 44)
- SIERRA (AD 18)
- SUMMOR (AS 33)
- VINDICATE (AR 5)
- YESSO (AD 41)
- YOSHO (AD 19)
- **PROHIBIT** (AO 179)
- **POMONA** (AO 184)

**USNS**
- KASSAYAMA (AO 145)
- KAMEISHI (AO 146)
- KILAUEA (AE 26)
- POCHEPAULI (AO 148)
- SPICA (APS 9)

**PACFIT**
- ACADIA (AD 42)
- CAPE COD (AD 42)
- DIXON (AD 37)
- GOMPERS, SAMUEL (AD 37)
- JASON (AR 8)
- ACKEE (AR 41)
- PRAIRIE (AD 15)
- SAFEGUARD (AR 50)
- SALVOR (ARS 52)
- WILLIAMETTE (AO 185)

**RECENT ASSIGNMENT**
- AF (PROVISIONS STORE SHIP)
- AO 82A
- AO 188, NORFOLK, VA
- AO 189
- USNS MISSISSIPPI (AO 144)
- USNS NEOSHO (AO 143)
- USNS PASCAGOULA (AO 108)
- USNS SIRIUS (APS 8)
- USNS WACAPONAH (AO 109)
FIRST ENDORSEMENT on 16 DEC 1988

From: Commanding Officer, Service School Command, Great Lakes
To: Commander, Naval Military Personnel Command (NMPC-242)

Subj: REQUEST FOR PERMISSION TO REENLIST AS A FIRE CONTROLMAN FIRST CLASS

1. Forwarded, most strongly recommending approval.

2. Petty Officer is a highly skilled technician and superb petty officer who can be beneficial to the Navy as a Fire Controlman. In view of the billets for the CIMARRON Class Ships, it is strongly recommended she be authorized to reenlist as a Fire Controlman and receive a future assignment to a CIMARRON Class Ship.

Copy to:

Appendix F
ADMINISTRATIVE MESSAGE

R: BL147Z JAN 89 J9A
FM: COMMNAVPERSCON WASHINGTON DC
TO: SERVICECOM GREAT LAKES IL
GT: UNCLASS /R31449//
SUBJ: FORCENY ICC FDI ........................... USN. ...........

A. CO. SERVICECOM GREAT LAKES LTR 1160 SER 30/05097 OF 22 DEC 88
B. OPNAVINST 1160.46

1. REF A ICC LTR IS DISAPPROVED. IAW REF B, ALL FEMALES IN THE FC RATING MUST CONVERT TO A NON-SEA INTENSIVE RATING. THERE ARE NO EXCEPTIONS.

2. CMD TO ASSIST MSR WITH SUBMITTING 3 RATING CHOICES WITHIN 20 DYS. OF RECEIPT OF THIS LTR OR SHE WILL BE CONVERTED BASED ON THE NEEDS OF THE NAVY.

3. WHEN REF THIS MSR ENSURE KARANO AND KABBE ARE INCL IN SUBJ LINE.

A-30

Appendix G

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DEPARTMENT OF THE NAVY
Office of the Chief of Naval Operations
2000 Navy Pentagon
Washington, DC 20350-2000

Sent via email to: [Redacted]

Mr. Jon K. Waldman

Dear Mr. Waldman,

This is in regards to your Freedom of Information Act (FOIA)/Privacy Act (PRA) request dated September 13, 2017. Your request was received in our office on October 19, 2017 and assigned the number DON-NAVY-2017-01056.

After consulting with the Naval Personnel Command (NPC), Commander, Naval Recruiting Command (CHNRC) and the Naval Education and Training Command (NETC) it has been determined that if the records you are seeking still exist, those records are no longer in the possession and control of the Department of the Navy, however, they may be maintained by the Director, National Archives and Records Administration (NARA).

Please be advised, you will need to submit your FOIA request to NARA. You can submit a FOIA request via email at FOIA.requester@nara.gov or via mail at:

National Archives and Records Administration
FOIA Requester Service Center
8601 Adelphi Road, Room 1110
College Park, MD 20740-6001
Telephone: (301) 437-8412

In this instance, the fees associated with processing your request were below the minimum threshold and have not been assessed. Please be advised however, that fees, fee categories, and fee waivers are determined on a case-by-case basis a previous determination had no influence on future determinations.

Questions regarding the action this office has taken during the initial processing of your request may be directed to our FOIA Service Center at (301) 437-8412.

Sincerely,

[Signature]

R. Strong
Deputy, DON FOIA/PA Program Office
Action

Appendix H
Oral History Project

Blackledge, Jodi
Tue 9/5/2017 10:14 AM

to Wildman, Ar Neil <wildman@wright.edu>

Jodi:

I have conferred with our compliance consultant regarding your project. She has made the determination that it is not human subject research. You are free to proceed with this project without further interaction with our department.

Thanks,

Jodi

Jodi Blackledge
IRB Program Facilitator

Research and Sponsored Programs
2011 University Hall
(537) 775-3534
(537) 775-3761 (fax)
jodi.blackledge@wright.edu
LINCLAS //N01200//
NAVAOMIN 083/93
MSGID/GENADMIN/CNOWasRINkTok DC/192350ZAPR93//
NARR/REF A IS NAVAOMIN 063/93 APR93 CREO/REGA UPDATE//
RMKS/1. THIS NAVAOMIN PROVIDES INFORMATION ON THE OPENING OF
SELECTED RATINGS TO WOMEN.
2. EFFECTIVE IMMEDIATELY THE AW, EW, FC, S, GSE AJID GSM RATINGS ARE
OPEN TO ENLISTED WOMEN. ADDITIONALLY, WOMEN ARE ELIGIBLE "TO FILL ALL
VP (P-3 ACFT) ENLISTED AIRCREW POSITIONS.
3. IF THE L!W BARRING WOMEN FROM SERVING ABOARD COMBAT SHIPS IS
REPE LEO, ADDITIONAL RATINGS WILL BE O EN TO wotlEN.
4. AS IS THE CASE WITH ME<, WOMEN WILL CONTINUE TO BE ASSIGNED TO
CAREER FIELDS (II) TO COMMAU/S BASED ON THE NEEDS OF THE NAVY,
INOVIIOAL OESIRES AHO PROFESSIONAL GROWTH REQUIREMENTS. THE NEXT
PAGE 02 RUENM11112 LINCLAS
UPDATE OF REF A WILL REFLECT ALL CHANGES MENTIONED IN THIS NAVADMIN.
5. RELEASED BY VAOM R. J. ZLI!.TOPER//
""
/1112
-
OLVR:NAVcRUITDIST JACKSONVILLE FL(l) ... ACT
OLVR:NAVSur'!LANT REAOSUP!GRD MAYP<IRT FL(S) ... ACT
OLVR:FLETRACEN 1'111YPORT FL(l) ... ACT
DLVR:MOTU TIIELVE(S) ... ACT
DLVR:NAVsta MAYPORT FL(4) ... ACT
DLVR:SUPSHIP JACKSONVILLE FL(5) ... ACT
DLVR:NAVJ;.L:EXCEN OET MAYP<IRT FL(l) ... ACT
OLVR:NAVLBGSCVCOFF MAYPORT FL(l) ... ACT
OLVR:PERSUFP OET KIYPORT FL(3) ... ACT
DLVR:NAESU DET FAYPORT FL(l) ... ACT
DLVR:FASOTRAGR/JLANT DET MAYPORT FL(l) ... ACT
OLVR:GENDIST RED FYA0RT(O) ... ACT
OLVR:NAVIHVSERVRA MAYPORT FL(l) ... ACT
DLVR:ISSOT MAYP<IRT FL(l) ... ACT
OLVR:BIUEIDCLINIC MAYPORT FL(l) ... ACT
DLVR:GFM MAYPORT FL(l) ... ACT
DLVR:HSI FOUR TIIO MAYPORT FL(S) ... ACT
DLVR:SIK/1 MAYPORT FL(5) ... ACT
DLVR:NAITRAGRJ DET MAYPORT FL(l) ... ACT
DLVR:NAVOICEANCOM DET KIYPORT FL(l) ... ACT
DLVR:AEGIS TRASUPGRU MAYF-ORT FL(l) ... ACT
DLVR:CBU FOUR TWO ZERO MAYPORT FL(l) ... ACT
OLVR:NAVSUFO NAVSTA MAYPORT FL(l) ... ACT
DLVR:DECA COMSY MAYPORT FL(l) ... ACT
RTD,000-000/COPIBS:
Page 1

Appendix J

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Bibliography


McHugh, Marguerite. Interview by Joshua A. Miller. WVXU.org, November 11, 2014.


