



Inclusive Histories on Historic Naval Ships

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Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.

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# **Using the Toolkit**

# **About the Project**

Many people joined the U.S. Navy for the opportunities it offered. Yet during the period between the start of World War II and the present, Navy policies and practices limited the participation of certain individuals based on their race, gender, sexuality, and citizenship. Members of these groups served in the Navy and pressed for greater opportunity, moving the Navy and the United States forward to meet the American ideal of equality. These lessons and activities allow audiences to learn more about the experiences of Navy officers and sailors who served our country. Their stories and memories provide context for the policies and practices that impacted their experience.

Full Muster: Inclusive Histories on Historic Ships has been made possible in part by the National Endowment for the Humanities: Democracy demands wisdom. The Intrepid Sea, Air & Space Museum worked alongside Battleship Cove, Battleship Missouri, Battleship New Jersey, Battleship North Carolina, Patriots Point Naval & Maritime Museum, and the USS Hornet Sea, Air & Space Museum to amplify stories of women, Black, Asian American, Latino, Indigenous American and LGBTQ+ service members in our collections. This toolkit includes resources and activities highlighting these stories in hope of expanding the capacity of museums across the U.S. to explore the contributions and complexities surrounding military service.



# How to use Materials in the Toolkit

# **Adapt for your Audience**

These materials can be used as is or adapted to meet the needs of your audience. Suggested grade levels are listed for each lesson. However, materials can be adapted for older or younger participants. Look through the titles and themes of each lesson to determine how the content can connect to your collections or a particular audience.

# **Use Relevant Collections Objects**

Relevant collections objects will be included with each lesson. Facilitators can supplement or replace objects with collections from their institutions. In addition, a timeline, glossary, and collection of oral history transcripts can be found at the end of the toolkit.

### Select Sections from Lessons:

Use the entirety of the lesson or lead smaller sections with your audiences. Lessons can be taught as is or modified to meet particular audience needs. Each lesson is broken up into the following categories:



Overview and Objectives: Establish the goals and summary of the lesson activities



**Materials and Setup:** Identify the materials needed to carry out the activities in each lesson. If your institution has access to materials that connect to the theme of the lesson, your materials can replace or supplement those in the toolkit. Lessons that require more setup will have suggestions for how to prepare for delivery.



**Inquiry:** Engage prior knowledge and help audiences make connections to what they already know about a topic or challenge preconceived notions



**Investigation:** Explore primary or secondary sources and answer questions as audiences interact with the material



**Activity:** Further explore lesson themes by creating work inspired by, discussing, and engaging with the content.



Lesson Connection: Connect to the themes of this lesson to another lesson in this toolkit



**Background:** Build content knowledge around the lesson theme and identify key themes that you would like your audiences to learn.



Additional Resources and References: Explore the content further through links provided

\_\_\_\_\_



# **Essential Questions**

Use the five Essential Questions below to connect the themes of these materials to your exhibits and collections.

# EQ: Who serves in the U.S Navy?

Navy demographics have changed significantly over time, primarily dependent on fluctuating recruiting and enlistment policies. Navy recruitment policies fluctuate depending on military needs and those sought after reflect the priorities and biases of American culture at large. These policies and practices are constantly changing due to shifting attitudes and beliefs present in the United States. Even today, policy legacy and practices can make it so that a service member's identity is correlated to how they are recruited, the job they receive and their rank or rate.

# EQ: Why do people join the Navy?

Each individual joining the Navy also has their own goals and expectations for their service. These reasons include but are not limited to interest in seeing the world, career advancement, educational opportunities, pathways to citizenship through naturalization, access to military benefits, continuing family legacy, patriotism, and preference over other military branches.

# EQ: How might opportunity be limited by policy and practice?

Many people joined the Navy because it offered opportunities, such as skills and training, citizenship status, military benefits and advancement options. Yet various factors, ranging from official Navy policy to personal biases, could hinder access to these opportunities, especially for marginalized communities. No one group faced the same barriers and many factors could influence how an individual is impacted. Hearing from the individuals who served can provide insight on what limits, if any, they experienced during their service and what their service was like.

### EQ: What leads to change in the U.S Navy?

The U.S. Navy reflects the attitudes and beliefs of the broader United States. As attitudes and beliefs about race, gender and sexuality shift, so do the policies and practices seen in the Navy. These policies often reflect similar changes taking place in policies impacting the citizens of the United States as a whole.

Many individuals and groups throughout the century were advocating for a more equitable Navy, some from outside and some from within the service. Advocacy organizations could be proponents of change by writing letters, organizing protests, communicating with government officials, supporting individuals in lawsuits, and changing perceptions in media. Change could also take the form of top-down measures from government officials, President appointed committees, and senior officials in the Navy.

### EQ: How do we learn more about the experience of those who served?

Information in this toolkit is drawn from the collections of the Intrepid Sea, Air & Space Museum, Battleship Cove, Battleship Missouri, Battleship New Jersey, Battleship North Carolina, Patriots Point Naval & Maritime Museum, and the USS Hornet Sea, Air & Space Museum. In addition,





information and primary sources were collected from the National Archives, Naval History and Heritage Command, Department of Defense, and more. Many objects in the shared museum collection are sources created by crew members themselves, including artifacts, cartoons, photographs, oral histories and written materials. Historians analyze and interpret oral histories to learn about the past and share this information with audiences.

# **Our Approach**

The methods in this toolkit align with an inquiry-based approach. An inquiry-based approach reflects the practice of social studies as experienced in the real world, in which questions arise and an individual can search for evidence that supports potential answers to that question. An inquiry based approach is in line with **The College, Career, and Civic Life (C3) Framework for Social Studies State Standards**.

When encountering a primary source, facilitators are encouraged to ask participants what they notice and provide time for a close look at the source. Participants should share their interpretations and the evidence that supports their thinking. The facilitator should acknowledge and validate participant contributions and encourage participants to find more information from the source. This allows participant responses to drive the discussion.

Visit https://vtshome.org/ for more information on similar practices.

# **General Content Warning**

The following curriculum utilizes primary source images, photographs, documents and oral histories to preserve historical accuracy and promote the analysis of original source material. This material reflects individual views and includes the recounting of personal stories. Sensitive topics and historical language will be discussed and may be referenced uncensored.



# **Discussing Sensitive Topics**

# Why teach this content?

This toolkit addresses inequities, discrimination and divisive policies in and out of the U.S. Navy, along with the changes that occurred over time. Research shows that engaging with the topics listed above leads to increased interest in politics, knowledge and tolerance. These conversations are intimidating, but they are important to developing motivation to empathize with others, work across differences and participate in civic life.

# **Preparation**

# **Establish Trust and Respect**

Many of the resources in the Inclusive Histories on Historic Naval Ships Toolkit will be conducted in museum spaces with visiting groups. Because there is rarely a preexisting relationship between the educator and participants in these cases, it is vital for the educator to quickly establish an atmosphere of respect and trust. Collectively deciding on group norms at the beginning of the program is helpful to build trust. Affirming participants' ideas, working collaboratively and using humor when appropriate can help create bonds and prepare participants for difficult conversations.

# **Understanding Your Audience**

The way a learning environment looks and feels is important to how the educator approaches delivering programming to participants. Educators must consider how the racial and social demographics of the program's participants compare to their own. This does not mean ignoring race, gender and sexuality. This toolkit addresses sensitive materials with intention and does not shy away from participants, exploring problematic and divisive policy.

### **Materials**

Every resource in the Inclusive Histories on Historic Naval Ships Toolkit is accompanied by photos, objects or other materials to supplement its activities. Educators should review the materials and assess whether any materials from their collection or elsewhere would work better for the group's needs. Many of the materials concern discrimination on the basis of race, gender or sexuality. All of the resources also have a suggested age range for their use. It is the responsibility of the educator to make sure that the materials they use are appropriate for their group and will create productive conversation.

# **Facilitating Discussions**

# **Clear Communication**

Facilitating any of the resources in this toolkit, but particularly those concerning more sensitive topics, requires an educator who is able to communicate clearly and confidently with participants. The educator must think through their own stance on the issue and determine their role in the



conversation before it begins. It is important for the educator to create space for participants to process their emotions in a respectful way and move the conversation forward.

Proactive facilitation is vital for an effective conversation. Educators should be clear about the objectives and goals for the lesson and remind participants why the topics at hand are important. Asking participants to add detail to responses to questions and reaffirming answers encourages audiences to participate. Many of the resources in this toolkit allow for exploration of issues in different formats - small and whole group discussion, writing and drawing, among others. Using varied mediums allows participants with different learning styles to engage in the discussion.

# **Steering the Conversation**

Each resource lists a main objective that educators should be seeking to achieve in their activities. The questions provided in each section of the resource are there to steer the conversation toward that objective. While disagreements are effective ways for participants to learn their peers' perspectives and engage with different sides of an issue, it is the role of the educator to guide participants toward the main idea. The activities, questions and materials available in the toolkit are there to provide a structure for the group to explore the issue, leaving room for disagreement. The educator is responsible for facilitating these activities and communicating important background information to participants.

# **Dealing with Pushback**

Some participants will resist the themes in this toolkit. In an article for Faculty Focus, Tasha Souza outlines a guide for dealing with microaggressions when delivering programs focused on sensitive material. (Microaggressions are instances of indirect or unintentional discrimination against members of a marginalized group.) If a microaggression occurs during a program, Dr. Souza recommends the acronym ACTION. ACTION stands for:

- Ask clarifying questions to assist with understanding intentions
- Come from curiosity not judgment
- **T**ell what you observed as problematic in a factual manner
- Impact exploration: ask for, and/or state, the potential impact of such a statement or action on others
- Own your own thoughts and feelings around the impact
- **N**ext steps by requesting appropriate action be taken.

For more information about taking ACTION:

https://www.facultyfocus.com/articles/effective-classroom-management/responding-to-microaggressions-in-the-classroom/





# Reflection

Reflection is important for participants to process what they have learned and heard from others. Many of the sensitive topics in this toolkit provide prompts for written or verbal reflection, so that participants can further consider the content in the lesson. It is the responsibility of the educator to summarize the main points in the discussion and facilitate any extension activities they feel necessary for their group.



# **LESSONS**

# Who Serves in the U.S Navy?

# **Overview**

Navy demographics have changed significantly over time, primarily dependent on fluctuating recruiting and enlistment policies. Navy recruitment policies fluctuate depending on military needs and those sought after reflect the priorities and biases of American culture at large. These policies and practices are constantly changing due to shifting attitudes and beliefs present in the United States. Even today, policy legacy and practices can make it so that a service member's identity is correlated to how they are recruited, the job they receive and their rank or rate.

# **Contents**

What is the Navy?

Jobs in the U.S. Navy

Rank, Rating & Rate

What Qualities does the Navy Value?

Who Serves in the U.S. Navy?



# What is the U.S. Navy?

**GRADES 3-8** 



This activity is geared toward participants in grades 3-8. The estimated amount of time to deliver this lesson is 45 minutes.

What do participants already know about the United States Navy? Why does the Navy exist? What does the Navy do? In this lesson, participants will share their prior knowledge about the Navy and learn about the origins of the Navy and how its role has changed over time. The lesson will culminate with participants matching different Navy resources to challenges the Navy might have to respond to and adding new information to their list of what they know about the Navy.



Participants will be able to identify the purpose of the U.S. Navy and some of the resources used to carry out their mission.



- Chart Paper
  Markers
  Sticky Notes
  Pens/pencils
  Photographs of Naval Vessels Optional:
  - "How Should We Respond?"
     Worksheet
  - Relevant objects in touch collection





Write each of the following questions on a separate piece of chart paper:

- What is the Navy?
- What does the Navy do?
- Why does the Navy exist?

Ask participants to write some answers to each question on a sticky note and add their sticky notes to the corresponding chart paper. Use this chart paper as a reference to what the group already knows about the Navy and what questions they have.

Compare and contrast the different responses:

- What are the similarities and differences between our responses?
- What are the common ideas that our group has come up with?

# Investigation

Share some background information about the history of the U.S. Navy's formation and their modern day mission statement.

• What might the Navy need to achieve its mission?

Have participants look at photographs of various vessels and try to determine what the Navy may do with them. They can work all together, in small groups, or individually:

- What do you notice in these photographs?
- Compare and contrast the size, shape, and configuration of the different vessels. What might this tell you about their possible function?





After participants have made initial observations and drawn conclusions about the possible function of the different vessels, provide additional background information on each one.

- Why might the Navy need these types of vessels?
- Why might the Navy need submarines? Aircraft? Support ships? A force for special operations?

Have participants consider potential challenges the Navy might face and identify methods for the Navy to tackle each challenge.

# Meeting the Challenge (Suggested for grades 3-5):

Identify a challenge for the group and have them select the image that shows the best solution to that situation.

# "How Should We Respond?" (Suggested for grades 6-8):

Participants can go through the "How Should We Respond?" worksheet all together, in small groups, or individually.

Have groups write down any new thoughts on sticky notes and add it to the chart paper from the beginning of the lesson. They can also remove any answers they no longer agree with:

- Has your perception of the Navy or its mission changed? If so, how?
- What role do different people play in these Navy operations?



# **Lesson Connection**

Learn more about the people who make up the Navy in our lesson: Who serves in the Navy?





# **Background**

America's Navy was founded as the Continental Navy on Oct. 13, 1775, and the Department of the Navy was established on April 30, 1798. Navy ships were used during the Revolutionary War to protect American water, stopping enemy ships from bringing supplies to British soldiers on American land. The Navy expanded to protect American merchant vessels and interests in international waters. The Navy continued to expand as the country grew and technology advanced, with more than 250 active vessels, 332,000 active-duty service members and nearly 104,000 members of the Navy Reserve as of 2019.

The mission statement (2022) of the United States Navy states, "The United States is a maritime nation, and the U.S. Navy protects America at sea. Alongside our allies and partners, we defend freedom, preserve economic prosperity, and keep the seas open and free. Our nation is engaged in long-term competition. To defend American interests around the globe, the U.S. Navy must remain prepared to execute our timeless role, as directed by Congress and the President."

- Surface fleet This consists of vessels of all sizes. Types of ships include:
  - Aircraft Carriers: Carry aircraft and have runways for aircraft to take off and land.
  - o Guided Missile Cruisers: Defend against enemy aircraft and missiles.
  - Destroyers: Capable of attacking land and defending from air, water surface and submarine attack.
  - Frigates: Used to escort other ships or execute counterdrug operations.
  - Littoral Combat Ships: Multi-mission capability including mine hunting, reconnaissance, and special operations. Designed to use a minimum amount of crew.
  - Amphibious Assault Ships: Capable of transporting Marines onshore using helicopters and landing craft.
  - Amphibious Transport Dock Ships: Carry Marines and landing craft for land assaults.
  - Dock Landing Ships: A variation of amphibious transport dock ships that carry landing craft.
  - Miscellaneous Navy Ships: Various ships with a special purpose, such as command ships, coastal patrol boats, mine countermeasures ships, submarine tenders, joint high-speed vessels, Sea Fighters, semi-submersible naval vessels, oceanographic survey ships, surveillance ships and the sailing frigate USS Constitution (the oldest ship in the U.S Navy).
  - Small boats: Patrol boats, special operations craft, survey boats, landing craft, special operations craft and rigid hull inflatable boats.
  - Support ships: Provide services that keep the Navy running. This can include hospital ships, supply ships, tankers for refueling, rescue and salvage ships and tugboats.



- Submarine fleet Known as the "Silent Service," submarines have played a number of roles including attack, surveillance, commando insertion, research and nuclear deterrent.
- Naval aviation wing In addition to the surface and submarine warfare capabilities, the Navy can provide firepower and support from the air as well. The Navy's aviation contingent consists of helicopters, fighter/attack aircraft, surveillance, transport and cargo aircraft and unmanned aerial vehicles (UAV).
- Shore "support" establishment The shore establishment provides support to the operating forces or fleet. This support can be in the form of medical facilities, resupplying, refueling, ship and aircraft repair, machinery repair, training areas, air bases, weather support, construction and communications centers.
- Navy Reserve The Navy Reserve is made up of citizens that serve on a part-time basis, training near home until called to Active Duty.
- Naval Special Warfare Command Conducts covert operations, capturing high value enemy personnel and terrorists, reconnaissance missions and small unit direct action against military targets.



# Additional Resources/References

Origins of the Navy:

https://www.history.navy.mil/browse-by-topic/heritage/origins-of-the-navy.html



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# **Documents and Images**



**Aircraft Carrier -** The U.S. Navy aircraft carrier USS *Hornet* (CVS-12) underway on August 9, 1968, shortly before her final Seventh Fleet deployment from September 30, 1968 to May 12, 1969 to the Western Pacific and Vietnam. On deck are various aircraft of Carrier Anti-Submarine Air Group 57 (CVSG-57).

Credit: Official U.S. Navy photograph USN 1116887 from the U.S. Navy Naval History and Heritage Command.





**Battleship -** The USS *Battleship Missouri* sailing underneath the Golden Gate Bridge.

Credit: Battleship Missouri Memorial



Submarine - USS Lionfish Balao, launched November 7, 1973.

Credit: Historic Naval Ships Association





**Destroyer -** The USS Laffey Destroyer USS *Laffey* (DD-724) is an Allen M. Sumner-class destroyer, which was constructed during World War II, laid down and launched in 1943, and commissioned in February 1944.

 ${\it Credit: Collection\ of\ the\ Patriots\ Point\ Naval\ and\ Maritime\ Museum,\ Mount\ Pleasant,\ SC}$ 





**Landing Craft Mechanized -** LCM(6) Landing Craft from USS *Magoffin* (APA-199) beaches to unload U.S. Marines, British Commandos and Australian infantrymen during the SEATO Exercise Pony Express on May 1, 1961.

Credit: Official U.S. Navy Photograph. Catalog #: USN 1054472, Naval History and Heritage Command





**Supply/Refueling Ship -** *Intrepid* being refueled by an oiler.

Credit: Collection of the Intrepid Museum. Gift of Stuart Gelband. P2017.41.57



**Destroyer -** 1 Gulf of Aden: the Arleigh Burke-class guided missile destroyer USS *Farragut* (DDG 99) passes by the smoke from a suspected pirate skiff it had just disabled. USS *Farragut* is part of Combined Task Force 151, a multinational task force established to conduct anti-piracy operations in the Gulf of Aden. Pirates on the high seas, particularly near the Gulf of Aden, have increased their attacks on oil tankers, jeopardizing supply lines between the Middle East and the rest of the world. In order to provide greater security for these supplies, naval vessels from several countries have been deployed to provide additional security, but with limited success.

Credit: U.S. Navy Photo by Mass Communication Specialist 1st Class Cassandra Thompson



**Hospital Ship -** Hospital ship USNS *Comfort* (T-AH 20) departs New York Harbor after treating patients in New York and New Jersey. The Navy, along with other U.S. Northern Command, dedicated forces in support of the COVID-19 response.

Credit: U.S. Navy photo by Mass Communication Specialist 3rd Class Brendan Fitzgerald



**Research Vessel -** Carol Armstrong, ship's sponsor for the Auxiliary General Oceanographic Research (AGOR) research vessel (R/V) *Neil Armstrong* (AGOR 27), breaks a bottle across bow during a 2014 christening ceremony at Dakota Creek Industries, Inc., shipyard in Anacortes, Washington.

Credit: U.S. Navy photo





**Helicopter -** Japanese citizens unload humanitarian assistance supplies from an SH-60F Sea Hawk helicopter assigned to the Black Knights of Helicopter Anti-Submarine Squadron (HS). 4 embarked aboard the aircraft carrier USS *Ronald Reagan* (CVN 76) at a landing zone in northern Japan March 22, 2011. *Ronald Reagan* was off the northeastern coast of Japan conducting humanitarian assistance operations as part of Operation Tomodachi.

Credit: U.S. Navy photo by Mass Communication Specialist 3rd Class Alexander Tidd



# **ACTIVITY 1: HOW SHOULD WE RESPOND?**

Scenario: You are the Chief of Naval Operations and you have received word of different challenges taking place around the world that you need to use certain equipment for. Below are eight options of what you can send out.

Your task is to match each situation with the equipment you believe would be best for that response and share your rationale for why you chose that equipment. You cannot use the same equipment twice.

Aircraft Carrier	Landing Craft	
Submarine Hospital Ship	Destroyer Supply Ship	
Helicopter	Research Vessel	

Situation	Equipment	Rationale	Limitations of Equipment
Natural disaster			
Pirates raiding local ships			
Collect information on other country			
Rescue downed pilots			
Protection from enemy			
Collect data off ocean floor			
Ship needs supplies			



# Jobs in the U.S. Navy

GRADES 3-8



This activity is geared toward participants in grades 3-8. The estimated amount of time to deliver this lesson is 45 minutes.

In this lesson, participants will make connections between roles aboard U.S. Navy ships and their own lives.

Participants will discover that ships often functioned like cities at sea, where crew members had duties that contributed to the overall workings of the ship and carried out their mission. Participants will look through different departments in the Navy and discuss jobs related to each department. They will then determine how these duties fit into a larger department structure aboard a Navy ship.

The program will culminate with participants finding objects or spaces connected to these different jobs or identifying the differences between a Navy version of a job and a similar job as a civilian.



Participants will be able to identify several roles and jobs found aboard a U.S. Navy ship and understand how they contribute to the overall function of the ship.



# **Materials**

- □ Department Descriptions
   □ Job Description Statements Paper Strips
   □ Cruise books or ship newspaper
   clippings showing jobs
   □ Chart Paper
   □ Markers
   □ Tape
   □ Navy Job Questionnaire
   □ Navy Job Scavenger Hunt
   Worksheet
   Optional:
  - Relevant objects in touch collection
  - "Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship"



Print Job Description Statements one-sided; cut along dotted lines into paper strips.





Have participants consider the places and jobs that exist in their community. Working together, in small groups or individually, write out the responses on chart paper.

- Create two columns: one column for places in the community and another for the people who work in those places.
- Ask participants to put a check mark next to the places and jobs that might exist on a Navy vessel, like an aircraft carrier, and cross out the places/jobs that they don't think would exist.

Suggested questions for grades 3-5:

- Why would these be important jobs aboard a ship? Why would other jobs not be needed aboard a ship?
- What are jobs that aren't on this list that would be important on a ship?

Suggested questions for grades 6-8:

- If you were a crew member aboard a ship sailing around the world and were not able to return to land for several months, what facilities or jobs would you want to have while on board?
- What challenges would sailors have serving these positions on a ship rather than on land?

Explain that the Navy would have had most (if not all) of the jobs/places the participants listed. The Navy would provide anything its personnel need or desire in their day-to-day lives.



Share "Navy Department Descriptions" and images of people carrying out different jobs on a Navy ship. Supplement with ship newspapers and cruise books in the touch collection to show people working in these jobs.

- Why is each department crucial to the operation of a ship?
- How might these different departments depend on each other?

Post chart paper on the wall, each listing a different department that operates on a Navy vessel. Share the simpler description for each department:

- Air Department (Flight, aircraft, aviation, pilots, etc.)
- Communications Department (Messages, talking, information, etc.)



- Engineering Department (Engines, propulsion, basic needs of the ship)
- Dental and Medical Departments (Doctors, hygiene, cleanliness)
- Deck Divisions (Floors aboard an aircraft carrier, maintaining ship structure, etc.)
- Weapons Department (Guns, ammunition, etc.)
- Operations Department (Carrying out missions -- Photographic intelligence, CIC, carrier air traffic control, weather analysis, etc.)
- Supply Department (Food service, spare parts, disbursement of pay, laundry, etc.)
- Administration (Post office, legal, personnel, support to the Commanding Officer and Executive Officer XO)
- Navigation Department (Direction, position, movement)

Hand out paper strips each with an individual statement about departments from the Job Description Statements document. Working together, in small groups or individually, read the statements and determine what department the responsibility would be categorized under. Have participants tape the paper strip statement on the corresponding chart paper.



# **Scavenger Hunt**

Have participants take part in a scavenger hunt in which they have to find objects or spaces related to the job they were handed.

# Navy of the Future (Suggested for grades 3-5):

- How have jobs in the Navy changed over time? What jobs have been added and what jobs have been eliminated?
- Imagine what the Navy will look like in 50 years. Draw or share jobs we might see as technological advances. What about in 100 years? 500 years?

# Access to Navy Jobs (Suggested for grades 6-8):

Who had access to these different jobs has changed over time. Not all jobs in the Navy were open to everyone throughout the Navy's service.

Break participants into groups and have each group look at a separate time period in "Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship." Have each group identify what jobs became open to certain groups of people within that time period.





Explore how Navy policy over time determined what type of job a servicemember had access to in our lesson: **What is a Steward?** 



# **Administrative Department**

The Administrative Department was responsible for maintaining all administrative data and paperwork necessary for the ship to function properly. These functions included data processing, as well as recreational, police and postal services. This department was also responsible for operation of the ship's Public Affairs Office as well as the onboard television and radio stations.

# **Operations Department**

The Operations Department was responsible for planning and coordinating the operations of the ship and the aircraft. Heading this very important department is the ship's Operations Officer, or "Ops." This individual was one of the busiest men on the ship. Intelligence, photographic intelligence, local air traffic control and weather forecasting were types of services provided by this department. The ship's intelligence officer and the CIC spaces were part of this department on an aircraft carrier.

# **Supply Department**

The Supply Department was responsible for feeding and paying the ship's crew, including the running of the ship's wardroom(s) and mess spaces. This department was responsible for the laundry and dry cleaning services, stores, barbershops and recreation services. This department also stocked spare parts for underway ship and/or aircraft repairs.



Job statements associated with the Administrative Department, Operations Department and Supply Department for students to categorize:

- Members of my department are responsible for the laundry and dry cleaning services, stores, barbershops and recreation services.
- Members of my department are responsible for feeding and paying the ship's crew, including the running of the ship's wardroom(s) and mess spaces.
- Members of my department are responsible for maintaining all administrative data and paperwork necessary for the ship to function properly.
- Members of my department are responsible for data processing, as well as recreational, police and postal services.
- Members of my department are responsible for operating the ship's public affairs office as well as the onboard television and radio stations.
- Members of my department are responsible for intelligence, photographic intelligence, local air traffic control and weather forecasting.

# **Air Department**

The Air Department gave direct support to the embarked air wing. The Air Department was in charge of launching and landing aircraft, as well as fueling, moving and maintaining aircraft. It was also responsible for the routine handling of aircraft on the flight deck and in the hangar bays.

Job statements associated with the Air Department for students to categorize:

- Members of my department are responsible for the routine handling of aircraft of the flight deck and in the hangar bays.
- Members of my department are responsible for supporting the pilots and all things having to do with flight operations.
- Members of my department are responsible for launching and landing aircraft, fueling, moving and maintaining aircraft.

# **Communications Department**

The Communications Department sent and received messages to and from other ships, aircraft, and shore facilities by way of various electronic equipment, as well with as visual methods like signal flags and lights.

Job statements associated with the Communications Department for students to categorize:

- Members of my department are responsible for sending and receiving messages to and from other ships, aircraft and shore facilities.
- Members of my department are responsible for using electronic equipment as well as visual methods like signal flags and lights to communicate.



# **Engineering Department**

The Engineering Department maintained the ship's power plants, which provided steam for propulsion and aircraft catapults. It also operated and maintained all life support systems, including fresh water, heating, air conditioning, ventilation, hot water, electrical power, telephone service and sewage.

Job statements associated with the Engineering Department for students to categorize:

Members of my department are responsible for operating and maintaining all life support systems, including fresh water, heating, air conditioning, ventilation, hot water, electrical power, telephone service and sewage.

# **Dental Department**

The Dental Department provided dental care, encompassing simple care, such as dental check-ups, through emergency dental care for all crew members. Only large ships, such as aircraft carriers and amphibious warfare ships, had Dental Departments.

# **Medical Department**

The Medical Department was responsible for maintaining the health of the crew, the treatment of sick and injured ship's personnel, disease prevention and the promotion of good health ship-wide. Additionally, the Medical Officer also advised the ship's Commanding Officer on the ship's hygiene and sanitation conditions.

Job statements associated with the Dental and Medical Departments for students to categorize:

- Members of my department are responsible for providing dental care to crew members, both routine and emergency care.
- Members of my department are responsible for maintaining the health of the crew, and the treatment of sick and injured ship's personnel.
- Members of my department advise the ship's Commanding Officer on the ship's hygiene and sanitation conditions.
- Members of my department are responsible for disease prevention and the promotion of good health ship-wide.

### **Deck Divisions**

The Deck Divisions were responsible for maintaining the anchor, mooring the ship and maintaining the exterior of the ship. They also maintained the rescue and assistance lifeboats. On *Intrepid*, the ship's deck divisions were part of the Weapons department.



Job statements associated with the Deck Divisions for students to categorize:

- Members of my division are responsible for maintaining the anchor, mooring the ship, and maintaining the exterior of the ship.
- Members of my division are responsible for maintaining the rescue and assistance lifeboats.

# **Weapons Department**

The Weapons Department maintained and operated the ship's weapons systems. Men who worked in the Weapons Department also assembled, tested, and maintained bombs, missiles, torpedoes and small weapons ammunition. On *Intrepid*, the ship's deck divisions were also part of this department.

Job statements associated with the Weapons Department for students to categorize:

- Members of my department are responsible for assembling, testing and maintaining bombs, missiles, torpedoes and small weapons ammunition.
- Members of my department are responsible for maintaining and operating the ship's weapon's systems.

# **Navigation Department**

The Navigation Department was responsible for knowing at all times the position of the ship, the direction of travel and the safest sea lanes to traverse. Computations were made using celestial navigation, electronic machinery and visual reports. The Navigation Department was also responsible for executing all military traditions, customs and honors onboard the ship.

# Job statements associated with the Navigation Department for students to categorize:

- Members of my department are responsible for knowing at all times the position of the ship, the direction of travel and the safest sea lands to traverse.
- Members of my department are responsible for making computations using celestial navigation, electronic machinery and visual reports.





# Additional Resources/References

Origins of the Navy:

https://www.history.navv.mil/browse-by-topic/heritage/origins-of-the-navv.html



Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



# **Documents and Images**

# **Navy Department Descriptions**

The departments responsible for maintaining a **SHIP** include:

# **Engineering Department**

- Ship's electrical power and phone service
- Propulsion and catapults
- Fresh water, heat, air conditioning and sewage

### **Navigation Department**

- Navigation and safest route of the ship
- Directionality computed via celestial navigation, visual information and electronic data
- Carries out all military traditions, customs and honors

# **Deck Department**

- Maintenance of anchor and lifeboats
- Mooring of ship
- Rescue missions

# **Operations Department**

- Intelligence and photograph intelligence
- Local air traffic control
- Weather forecasting

#### Safety Department (on Aircraft Carriers)

Provides ongoing training on potential hazards and accident prevention

#### **Training Department**

Coordinates enlisted advancement exams, reenlistments and specialized training

#### **Weapons Department**

- Operates weapons systems
- Assembles, tests, and maintains bombs, missiles, torpedos and ammunition

The departments responsible for maintaining **AIR OPERATIONS** include:

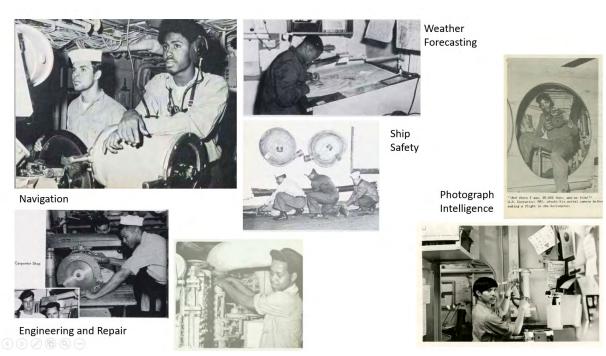
# The Air Department

- In charge of launching and landing aircraft
- Responsible for fueling, moving and maintenance of aircraft
- Routine handling of aircraft on flight deck & hangar bay

# Aircraft Intermediate Maintenance Department

• Industrial-level maintenance for air wing and a ship's ground support equipment





Credit: Collection of the Intrepid Museum. 1971, 1956, 1955, USS *Intrepid* cruise book. Gift of printed material and photo, produced in Intrepid Print Shop – Donated by Richard Maxwell LI-3, USS Intrepid 1958-60. A2013.168. Gift of PH-1 Gofrido Garcia USNR (Ret). P2021.11





Fueling & Maintaining Aircraft



Credit: Collection of the Intrepid Museum

The departments responsible for supporting a **COMMUNITY** of people include:

# **Administrative Department**

- Maintains data and paperwork including personnel records
- Recreational, police and postal services
- Responsible for ship newspaper and onboard television and radio stations

# **Communications Department**

 Sends and receives messages to and from ships, aircraft and shore facilities, using electronic equipment, signal flags and lights

# **Chaplain Department**

- Leads religious services, provides counseling and directly operates a ship's library
- Coordinates personal emergency communications from American Red Cross

#### **Dental Department**

- Dental check-ups for all crew members
- Administers emergency dental care

#### **Medical Department**

- Maintains health of all crew; treats sick and injured personnel
- Disease prevention
- Medical Officer advised ship's Commanding Officer on hygiene and sanitation conditions

# **Supply Department**

- Responsible for feeding and paying ship's crew
- Runs ship's wardroom and maintaining mess spaces
- Responsible for laundry and dry cleaning, stores, barbershop and recreation services



Bakers and Cooks











Ship Newspaper



Communications

Credit: Collection of the Intrepid Museum



# **Job Description Statements**

Members of my division are responsible for maintaining the rescue and assistance lifeboats.
Members of my department are responsible for maintaining all administrative data and paperwork necessary for the ship to function properly.
Members of my department are responsible for data processing, as well as recreational, police and postal services.
Members of my department are responsible for operating the ship's Public Affairs Office as well as the onboard television and radio stations.
Members of my department are responsible for feeding and paying the ship's crew, including the running of the ship's wardroom(s) and mess spaces.
The chief officer in my department advises the ship's Commanding Officer on the ship's hygiene and sanitation conditions.
Members of my department are responsible for maintaining and operating the ship's weapons systems.
Members of my department are responsible for assembling, testing, and maintaining bombs, missiles, torpedoes and small weapons ammunition.



Members of my department are responsible for disease prevention and the promotion of good health ship-wide.

Members of my division are responsible for maintaining the anchor, mooring the ship and maintaining the exterior of the ship.

Members of my department are responsible for intelligence, photographic intelligence, local air traffic control and weather forecasting.

Members of my department are responsible for supporting the pilots and all things having to do with flight operations.

Members of my department are responsible for maintaining the health of the crew and the treatment of sick and injured ship's personnel.

Members of my department are responsible for providing dental care to crew members, both routine and emergency care.

Members of my department are responsible for operating and maintaining all life support systems, including fresh water, heating, air conditioning, ventilation, hot water, electrical power, telephone service and sewage.

Members of my department are responsible for launching and landing aircraft, fueling, moving and maintaining aircraft.

Members of my department are responsible for the routine handling of aircraft on the flight deck and in the hangar bays.



Members of my department are responsible for using electronic equipment as well as
visual methods like signal flags and lights to communicate.

Members of my department are responsible for the laundry and dry cleaning services, stores, barbershops and recreation services.

Members of my department are responsible for sending and receiving messages to and from other ships, aircraft and shore facilities.



# **ACTIVITY 1: Navy Job Questionnaire**

<u>Directions:</u> What would be the best job for you on a Navy vessel? Put your score in the colored box. Tally your score at the end to find out which job you might enjoy on a Navy vessel!

Score the questions: 0=don't like at all, 1=like a little, 2=like a lot, 3=love it.

#	Question	1	2	3	4	5	6	7
1	Do you like assembling kits or building with Legos?							
2	Do you like learning about biology?							
3	Do you like planning parties?							
4	Do you like doing favors for people?							
5	Do you like teaching people new things?							
6	Do you like to read and write?							
7	Do you like reading signs on long car trips?							
#	Question	1	2	3	4	5	6	7
8	Question  Do you like to take things apart and put them together?	1	2	3	4	5	6	7
	Do you like to take things apart and	1	2	3	4	5	6	7
8	Do you like to take things apart and put them together?  Do you like TV shows about doctors	1	2	3	4	5	6	7
8	Do you like to take things apart and put them together?  Do you like TV shows about doctors and nurses?  Do you like multitasking and being	1	2	3	4	5	6	7
8 9 10	Do you like to take things apart and put them together?  Do you like TV shows about doctors and nurses?  Do you like multitasking and being organized?	1	2	3	4	5	6	7
8 9 10	Do you like to take things apart and put them together? Do you like TV shows about doctors and nurses? Do you like multitasking and being organized? Do you like making art or music?	1	2	3	4	5	6	7

#	Question	1 2 3		4	5	6	7	
15	Do you like fixing broken things?							
16	Do you like helping sick or hurt people get better?							
17	Do you like to cook?							
18	Do you like making people smile?							
19	Do you like being the team captain in sports?							
20	Do you like texting or passing notes to friends?							
21	Do you like looking at the stars at night?							



M/hat would	d ha the heet ich ferveu en a Nevervessel?
	d be the best job for you on a Navy vessel?
1	tal score for each color on the column in the left. The highest score is the
best job for	
	gineering Department: You make the ship move and provide it with
ele	ectricity. You might work with the boilers and turbines in the engine room, or
you	u might roam the ship to fix problems with wiring, steam pipes, lights or
ele	ectric motors.
Me	edical Department: Your job is to keep the rest of the crew healthy. Doctors,
de	ntists, nurses, pharmacists, and X-ray technicians all work on a battleship. In
bat	ttle, you'll help sailors who get hurt. You will also help sailors from the smaller
shi	ips that sail with the battleship.
Foo	od Service Department: Everybody needs to eat, and providing three meals a
day	y for hundreds or thousands of hungry sailors and Marines is your job. The
foc	od has to be healthy, it has to be hot, and it has to taste good. You play a very
	g role in keeping the crew happy and healthy.
Sh	ip's Services: There are lots of little jobs that need to be done to keep the
	lors happy and ready to fight. Ship's Services might mean you're a barber, a
	lor, the editor of the ship's newspaper or the ship's photographer. There's
	enty to do, and it's all important.
	mmand: This means you're an officer and a leader. As a young ensign, you'll
	in charge of one big gun turret, one engine room, or some other group of
	lors who work together. As you get older, you'll be in charge of more and
	ore, until you get to be the captain of the ship!
Co	mmunications: You'll be working with radios, secret codes, and everything
	se that helps the ship send messages and receive them. That also includes
	inal flags, sending Morse code messages by searchlight and making sure the
	ptain can give orders to the engine room.
Ca	plant can give orders to the engine room.
Na	vigation: You're in charge of knowing where the ship is, where it needs to go,
	d the best way to get there. If the ship runs aground or hits a rock, it's your
fau	ult; don't let that happen. If the ship needs to shoot at an island, it's your job
to	find the island.



# **ACTIVITY 2: JOB SCAVENGER HUNT**

<u>Directions:</u> Explore a U.S. Navy vessel using this worksheet and find objects connected to different jobs and departments that existed during the time of that vessel's service.

Object or Space	What job does it connect to? How?

How might these objects and spaces differ from what is used on Navy vessels today?

# Rank, Rating & Rate

**GRADES 3-8** 



# **Overview**

This activity is geared toward participants in grades 3-8. The estimated amount of time to deliver this lesson is 45 minutes.

The Navy consists of crew members of several ranks, rates and ratings. In this lesson, participants will investigate different markings signifying ranks and rates to learn about various positions in the Navy. Navy personnel would have to learn the different markings to be able to identify who to report to at any given time.

Photos of rank markings and touch collections can be set out for participants to explore and determine how different ranks can be identified. The program will culminate with a game where participants will put their knowledge to the test.



# **Objective**

Participants will be able to identify considerations one should take when analyzing artifacts to learn about the past.



# **Materials**

Optional:

Four photographs showing a mixture
of different ranks and rates
Navy Rank and Rate Chart
The Bluejacket's Manual Excerpt:
"Saluting Correctly"
Rank Marking Cards
Bowl

 Rank/rating markings in touch collection, attached or detached from a uniform



- Have touch objects and/or photographs of materials laid out on table or cart for participant investigation.
- Print Rank Marking Cards one-sided; cut along dotted lines and fold on solid lines. Folded cards can be glued shut.





Have participants look at four different photographs and identify the person in charge.

- How can you tell who is in charge in each photo?
- Why might it be important in the Navy to tell who is in charge?
- What about a uniform makes someone look more in charge?

Answers can include how others are interacting with those in the photos or by what someone is wearing. Share that you will be investigating different positions in the Navy for both enlisted personnel and commissioned officers.



Have participants investigate images of rating badges and shoulder boards. Define the difference between rank, rating and rate for participants.

Have participants investigate different markings on the Rank Marking Cards and attempt to put them in order of lowest rank to highest rank. If using touch objects, please make sure to note the rank connected to each marking for the program facilitator. The facilitator can use the Rank and Rate Chart as reference or have participants look through the chart as they look through different rank markings.

- What makes you think one rank might be higher than the other just by looking at their marking?
- What colors do you associate with a higher rank? What symbols do you associate with a higher rank?

Uniforms can be divided into working, service and dress uniforms. Have participants compare dress uniforms to identify differences between Navy positions.

• What makes you say a uniform fits into a certain category? What is your equivalent to a working uniform? A service uniform? A dress uniform?

Have participants look at The Bluejacket's Manual page on saluting higher rank.





Have participants play "Who's in Charge Here?" Have up to six participants sit or stand in a circle, and select one Rank Marking Card out of a bowl at random. Once a player selects a card, have them glance at the card without letting anyone else see their card. On the count of three, have each player display the rank title in front of them for all to see. The person who thinks they have the highest position has to say "I'm in charge!"

If the person claiming they are in charge is incorrect or someone else identifies them as the highest rank by pointing and saying, "You're in charge," they do not make it to the next round. If someone incorrectly identifies someone as being in charge, they also do not make it to the next round. The highest title each round is removed once identified. This is played until there is one player left standing!



# Lesson Connection

Explore how the different ratings, or jobs are seen in the Navy and how that has changed over time in our lesson: **Jobs in the Navy.** 



# Background

A sailor's letter and number represent their rank (for officers) or rate (for enlisted), title and pay grade. Sailors wear markings on their uniforms in different locations that designates their rank, rate or rating. The location of these markings depend on the uniforms the sailors are wearing or the sailor's position in the Navy.

 Pay grade: Pay grades are administrative classifications used primarily to standardize compensation across the military services. The "E" in E-1 stands for "enlisted" while the "1"



indicates the pay grade for that position. The other pay categories are "W" for warrant officers and "O" for commissioned officers.

- Rate: A sailor's rate, or grade, signifies the pay grade of that sailor, meaning the level of compensation (or how much they get paid) one receives for the work they do. Rate can be thought of as rank for enlisted personnel. A sailor's rate can be identified by the chevrons on their rating badge.
- Rating: A sailor's rating identifies one's job specialty. A sailor's rating can be identified by the symbol above the chevrons.
- Rank: Ranks identify commissioned officers and warrant officers. Commissioned officers do not enlist. Instead, they have a minimum four-year college or university degree and have gone through Officer Training. Warrant officer positions require applying technical and leadership skills instead of primarily management roles. The Warrant Officer Program is open to all enlisted Navy people with the rank of chief petty officer or above and have completed at least 12 years of naval service. Warrant officers are senior to all enlisted chief petty officers and junior to all ensign. Warrant officers are not eligible for command at sea.

#### Types of uniforms:

- Working Uniforms: For use when clothing is likely to get dirty or other uniforms may not function well for whatever task a sailor needs to perform.
- Service Uniforms: For use in office environments, when interacting with the public, and when on watch.
- Dress Uniforms: For formal occasions such as formal dinners, meeting officials, etc.
- Markings for enlisted personnel: A rating badge can be seen on the left upper sleeve of all
  uniforms of Petty Officer Third Class to Petty Officer First Class. Instead of a rating badge,
  Seaman Recruit to Seaman, has color-coded group rate marks based on their occupation.
  Group rate marks can be found on dress uniforms only, while Seaman recruits do not wear
  group rate marks. Chief Petty Officers (E-7 through E-9) wear collar devices on their white
  and khaki uniforms, and rate badges on their service dress blues.
- Markings for commissioned officers: Navy officers wear markings of their rank on different parts of their uniform depending on which uniform they are wearing. For their working uniform (khakis), rank is shown on pins on their collar and garrison cap. For their whites, bridge coats, and reefer jackets, stripes on shoulder boards show their rank. On their dress blues, rank can be identified by stripes sewn on their sleeves. Line officers wear a star above the stripes of the shoulder boards and sleeves, while staff and warrant officers wear specialty insignia instead of stars.

Enlisted sailors who want to be officers have to apply to programs or schools to make the switch. Personnel who started as enlisted but later join the officer ranks are called mustangs. All commissioned officers outrank enlisted personnel.

Enlisted personnel in the Navy are members of the Navy or Navy Reserve who serve in an
occupational specialty that requires a high school diploma (or GED) as a minimum
educational requirement. Their responsibilities range from entry-level roles to supervisory
roles.



Commissioned officers are members of the Navy or Navy Reserve who have a degree from a four-year college or university as a minimum educational requirement and have gone through Officer Training. There are exceptions to the degree requirement depending on the service experience of the applicant. Officer responsibilities range from low-level management to the highest levels of command. Commissioned officers include flag officers, which are officers senior enough that a flag marks their position when they are in command.



# Additional Resources/References

More information on rank and rate:

https://www.defense.gov/Resources/Insignia/



Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

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Rank, Rating & Rate

# **Documents and Images**



Credit: Collection of the Intrepid Museum



Credit: Collection of the Intrepid Museum, 1971, USS *Intrepid* cruise book.



Credit: Collection of the Intrepid Museum. Gift of Olga Clark in memory of Admiral Joseph James "Jocko" Clark. P00.2011.046.41



Credit: Collection of the Intrepid Museum. Gift of Olga Clark in memory of Admiral Joseph James "Jocko" Clark. P00.2011.046.09

#### **Answer Key**

Top left: Man on right of photo with rank of petty officer third class

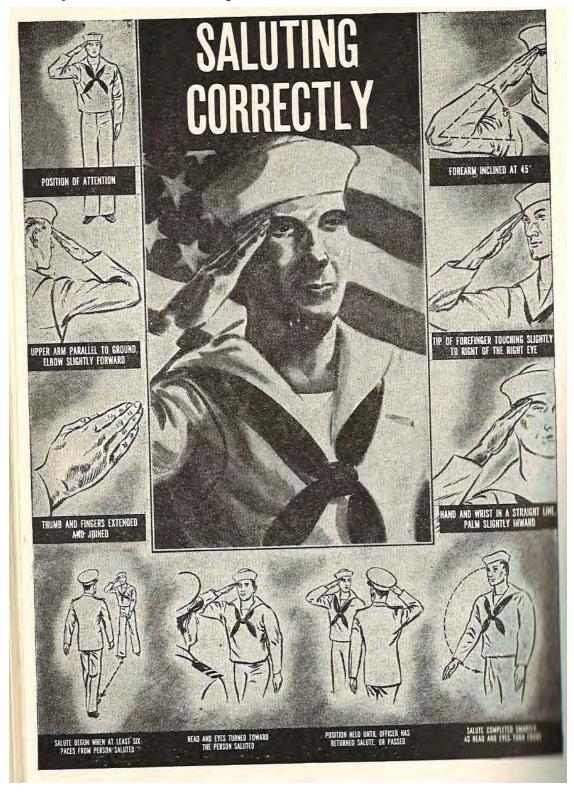
Top right: Man second to the left

Bottom left: Man in center of photograph with rank of four star admiral

Bottom right: Man on left with rank of admiral. Man fourth from the left has the rank of captain.



# Excerpt From The Bluejacket's Manual, 1944



Credit: Naval Institute Press (U.S. Naval Institute)



Pay Grade	Rate	What does work look like?	How do you move up?
E-1	Seaman Recruit	This is the entry level rate in the U.S. Navy.	Six months in service.
E-2	Seaman Apprentice	Applying and developing the skills learned in basic training and beginning training for your future career in the Navy.	Commanding officer's approval, 12 months in service and nine months in rate. Some units require exams or qualifications.
E-3	Seaman	Duties include operation and maintenance of equipment, participating in naval ceremonies and carrying out tasks ordered by superiors.	Promotions to the rates of Petty Officer Third Class (E-4) through Chief Petty Officer (E-7) are based on a limited number of vacancies. Commanding officer
E-4	Petty Officer Third Class	Shifts from being led to leading others, from one who has been	recommendation, time in rate and results in the Navy-wide Advancement-in-Rate
E-5	Petty Officer Second Class	led, to one who must lead. As one moves up to higher ranks, they become responsible for	Competition are all factors.
E-6	Petty Officer First Class	managing more resources and personnel.	
E-7	Chief Petty Officer	Accountable for developing and leading enlisted and junior officer sailors in accordance with Navy values.	Commanding officer's approval, 11 years in service, three years in rate, completion of various courses, Navy-wide Final Multiple Score (FMS) and a promotions board.
E-8	Senior Chief Petty Officer	Supervising and training enlisted personnel rather than individual unit work.	Commanding officer's approval, 16 years of service, three years in rate and the approval of a selection board.
E-9	Master Chief Petty Officer	Help forming and executing policy within one's occupational field or across the entire Navy.	Commanding officer's approval, 19 years of service, three years in rate and the approval of a selection board.
E-9	Master Chief Petty Officer of the Navy	Serve as a spokesperson for enlisted personnel to communicate needs of enlisted personnel to the highest positions in the Navy.	Appointed by the chief of naval operations.



Rank an	Rank and Rating Chart: Restricted Line Officers				
Pay Grade	Rank	What does work look like?	How do you move up?		
W-1	Warrant Officer	Serving as specialists and experts in certain military technologies or capabilities.			
W-2 to W-5	Chief Warrant Officer	Performing knowledge and skills of a specific occupational field at a level beyond what is normally expected of a Master Chief Petty Officer.	Most often promoted from Master Chief Petty Officer Of The Navy, although promotion from lower pay grades may occur with sufficient display of leadership and experience. One can then be chosen for promotion after showing exceptional service and experience.		

Rank an	Rank and Rating Chart: Navy Commissioned Officers				
Pay Grade	Rank	What does work look like?	How do you move up?		
O-1	Ensign	Most ensigns are in various schools training for their respective warfare or staff specialties. Those serving in the fleet are division officers. Can serve as platoon leaders on SEAL teams.	Promotion occurs approximately two years after commissioning as an ensign.		
O-2	Lieutenant Junior Grade	Can serve as platoon leaders on SEAL teams.	Promotion occurs approximately after two years in service at that rank.		
O-3	Lieutenant	Division officers on ships, in aircraft squadrons, submarines, and ships. In some commands, senior lieutenants are department heads. Can serve as platoon leaders on SEAL teams.	Promotion occurs approximately 11 years in service and three years in grade.		



O-4	Lieutenant Commander	Department heads or executive officer on a ship, aircraft squadron or submarine. Can serve as executive officers on SEAL teams. Some officers serve as a commanding officer of a minesweeper or a patrol craft.	Promotion occurs approximately 15-17 years in service and three years in grade.
O-5	Commander	May command a frigate, destroyer, fast-attack submarine, smaller amphibious ship, aviation squadron, SEAL team or shore installation.	Officer promotions based on vacancies in advanced officer rates.
O-6	Captain	Commanding officers of major commands such as aircraft carriers, amphibious assault ships, cruisers, destroyer squadrons, carrier air wings, ballistic missile submarines, submarine squadrons, SEAL groups and major shore installations.	Commanding officer's approval, 19 years of service, 36 months in rate, and the approval of a selection board.
O-7	Rear Admiral (Lower Half)	Commands an amphibious group, carrier-cruiser group, carrier or expeditionary strike group. May be assigned as deputies to larger commands.	The Navy can have only 160 active-duty flag officers at any given time. Placed on a list by a selection board, which is then approved by the Secretary of
O-8	Rear Admiral (Upper Half)	Commands an amphibious group, carrier-cruiser group, carrier or expeditionary strike group. May be assigned as deputies to larger commands.	the Navy, the Joint Chiefs of Staff, and the Secretary of Defense before the final nomination is made by the President of the United States and approved by Congress.
0-9	Vice Admiral	Commands numbered fleets and holds positions as deputies for regional commands.	
O-10	Admiral	Commanders of regional commands, joint commands, chief of naval operations and chairman of the Joint Chiefs of Staff.	



Rank, Rating & Rate



GROUP RATE MARK

# **Enlisted Personnel**

From Seaman Recruit to Seaman, enlisted personnel have color coded group rate marks based on their occupation. These group rate marks can be found on dress uniforms. Seaman recruits do not wear group rate marks.



RATING BADGE

A rating badge can be seen on the left upper sleeve of all uniforms of Petty Officer Third Class to Petty Officer First Class.

Chief petty officers (E-7 through E-9) wear collar devices on their white and khaki uniforms, and rate badges on their service dress blues.



# **Commissioned Officers**

Commissioned officers wear markings of their rank on different parts of their uniform depending on which uniform they are wearing.

For their working uniform (khakis), rank is shown on pins worn on their collar and garrison cap.

For their whites, bridge coats, and reefer jackets, stripes on shoulder boards show their rank.

On their dress blues, rank can be identified by stripes sewn on their sleeve.



# **RANK MARKING CARDS**

Ensign



Lieutenant Junior Grade



Lieutenant



Lieutenant Commander



# Captain



# Rear Admiral (Lower Half)



# Rear Admiral (Upper Half)



Vice Admiral



# Commander



# Seaman Apprentice



# Petty Officer Third Class



Chief Petty
Officer



# **Admiral**



# Petty Officer First Class



# Master Chief Petty Officer



# Warrant Officer



Credit: U.S. Department of Defense



# **HOW TO PLAY: "WHO'S IN CHARGE HERE?"**

Recommended # of Players: 3-6

Goal: Say "I'm in charge," if you have the highest rank or identify the person with the highest rank by pointing and saying, "You're in charge!" Be the last one standing!

# **How to Play:**

- 1. Jumble the Rank Cards in a bowl.
- 2. The youngest person gets to draw the first rank card. The next person to draw will be on the left. Continue until everyone has a card.
- 3. Once a player selects a card, glance at the card without letting anyone else see your card.
- 4. On the count of three, have each player display the rank title in front of them for all to see. The person who thinks they have the highest position has to say, "I'm in charge!"
- 5. If the person claiming they are in charge is incorrect, they do not make it to the next round. If someone else identifies them as the highest rank before they say "I'm in charge" by pointing and saying, "You're in charge," they do not make it to the next round.
- 6. If someone incorrectly identifies someone as being in charge, they also do not make it to the next round.
- 7. Place the highest rank identified each round in a discard pile separate from the bowl.
- 8. Play until there is one player left standing!
- 9. Once the game is over, groups can play again by adding the discarded cards back to the bowl.



<sup>\*</sup>Increased Difficulty: Play the game by only showing the insignia, not the title\*

# What Qualities Does the U.S. Navy value?

**GRADES 5-12** 



This activity is geared toward participants in grades 5-12. The estimated amount of time to deliver this lesson is 60 minutes.

The U.S. Navy, along with other branches of the armed forces, has a strict code of ethics and values. In this lesson, participants will discuss *The Bluejacket's Manual* from 1944 and the ideal sailor it describes. The Navy's idea of an ideal sailor in 1944 was very different from who we understand to be an ideal service member today. Participants will use a modern list of values to compare the two ideas and understand the changes over time.



Participants will be able to identify the expectations set for a U.S. Navy sailor during World War II and in the present day.



# **Materials**

The Bluejacket's Manual (1944), pg. 3-4
"Signature Behaviors of the 21st
Century Sailor"
Chart Paper
Markers
Paper
Writing Utensils





Encourage participants to think of qualities they associate with a perfect Navy sailor. These may be personality traits, physical attributes, or any other descriptors they suggest. Write these in a place where the entire group can see them:

- Who is the perfect Navy sailor? What qualities do they possess?
- Why did you choose these qualities?
- What kinds of people might the Navy be looking for?



# **Investigation**

Introduce *The Bluejacket's Manual* to participants. *The Bluejacket's Manual* is a handbook for all Navy sailors, containing information on a wide range of Navy topics. It has been published since 1902, and is currently on its 25th edition. Students will be reading excerpts from the twelfth edition, published in 1944 in the middle of World War II. You may also use a copy of *The Bluejacket's Manual* in your collection from that time period if it has a similar list of values.

As a group, read the sections "Entering the Service," "The Navy's Job," and "The Nature of Duty."

- Who was the intended audience for this edition of *The Bluejacket's Manual?*
- What was the role of that audience within the Navy?
- Does the language used in these introductory paragraphs exclude anyone?

Read the third section, titled "Qualities of a Good Navy Man." Discuss how these qualities compare to the list made at the start of the lesson:

Suggested questions for grades 5-8:

- How is *The Bluejacket's Manual* list similar to or different from your list of the attributes for the perfect Navy sailor?
- Why did the Navy value these qualities?

Suggested questions for grades 9-12:

- What could impact a sailor's desire to show the qualities in the "Good Navy Man" section?
- How might a sailor's desire to show these qualities be impacted if they were limited in their ability to serve in the Navy?

Review page 4 of "Signature Behaviors of the 21st Century Sailor." This page features the Navy Core Values, Navy Ethos, Culture of Excellence Core Themes, Core Attributes and "10 Signature Behaviors of the 21st Century Sailor." Read the signature behaviors:



- What is a "signature behavior?"
- How does this list compare to the one from 1944?
- Do any of these behaviors surprise you?
- What do you predict about the Navy today after reading these behaviors?



# Signature Behaviors (Suggested for grades 5-8):

Have participants share what quality or "signature behavior" they think is most important for their school, community or city. Share the answers, write them out on a chart paper, and vote on the ten most important behaviors.

- Why did you choose these behaviors as most important?
- o Are there any behaviors that the Navy values that you do as well?
- How is being in the Navy like being a student or community member?

# "Nature of Duty" (Suggested activity for grades 9-12):

In the 1944 edition of *The Bluejacket's Manual*, the "Nature of Duty" is as follows:

"Every Navy man has two jobs: he is a fighting man and a specialist. His fighting duty at his battle station comes first; his daily work and his special jobs are important, too. Each man's job may seem small, but it is part of the fighting efficiency of his ship. Every man's job is small compared to the ship as a whole, but if one man falls down on his job, the ship may be lost."

This edition of *The Bluejacket's Manual* was written in 1944, when there were limits on who was permitted to serve in the Navy and in what capacities. You have read the qualities of a "Good Navy Man" that the Navy desired in 1944 and thought about them critically. You have also read the Navy ethos, core values, core attributes and new "signature behaviors."

• Rewrite the "Nature of Duty" section from a modern perspective to reflect the people and qualities valued in the 21st century.





# **Lesson Connection**

Explore the qualities that the Navy wanted to cultivate in their sailors in our lesson: **Educational Opportunities.** 



# **Background**

The Bluejacket's Manual is a handbook for all Navy sailors, containing information on a wide range of Navy topics. It has been published since 1902, and is currently on its 25th edition. Students will be reading excerpts from the twelfth edition, published in 1944 in the middle of World War II. You may also use a copy of *The Bluejacket's Manual* in your collection from that time period if it has a similar list of values.

While *The Bluejacket's Manual* only explicitly excludes women, other groups were limited in their ability to serve in the Navy during World War II. Women could generally only serve as nurses or in the WAVES (Women Accepted for Volunteer Emergency Service), a temporary women's reserve. Members of the LGBTQ+ community were banned from serving in the U.S. Military until 1993, and could not serve openly until 2010.

Black sailors were restricted to the steward's branch, serving and cleaning for officers, until 1942. Even after 1942, they only served out of the steward's branch on land, not on combat ships. The first Black officers were not commissioned until 1944 and the military was segregated until 1948. Other racial minorities, like Filipino sailors, were often kept in menial roles with low pay throughout the 20th century.

Throughout the 20th century, the Navy moved toward equal opportunity for everyone who wanted to serve. Black sailors slowly found improved status in the Navy. Women could officially join on a permanent basis in 1948, and almost 50 years later were able to serve on combat ships. In 1971, Filipino sailors were finally able to serve outside the steward's branch. Today, anyone is eligible for any Navy rating.

The Navy continually updated *The Bluejacket's Manual* as well as other instructions to its sailors. Released in 2020, "Signature Behaviors of the 21st Century Sailor" is intended to describe the way an ideal sailor is to act. It describes the core values, attributes, and ethos of the Navy. The "signature behaviors" were developed in conjunction with the Secretary of the Navy's "21st



Century Sailor" initiative, which is focused on promoting wellness, resilience, and collaboration among Navy sailors.



# **Additional Resources/References**

https://www.mynavyhr.navy.mil/Support-Services/21st-Century-Sailor/

https://www.mynavyhr.navy.mil/Portals/55/Support/21stCenturySailor/COE/signature-behaviors.pdf?ver=XTdBCqpOMsUeIFAH39kOVA%3D%3D



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# **Documents and Images**

# Excerpt from The Bluejacket's Manual, 1944

#### CHAPTER 1

# Entering the Service

You are now a member of the largest and strongest Navy in the world. The change from civilian life to Navy life will probably be confusing for awhile, but soon you will feel at home. In peacetime there were 110,000 men in the Navy; now there are over 2,500,000, and each of these men was once in the same spot where you now find yourself. You cannot know everything about the Navy, or life at sea, regardless of your previous experience. It is a part of your job to learn as much and as quickly as you can while you are at a training station. This manual will help you in your recruit training and will be useful as a reference throughout your Naval career. It tells you what the Navy is, what it does and how it works.

# THE NAVY'S JOB

Our Navy is fighting on every ocean in the world in the toughest war of all history. American bluejackets must fight and sweat together to protect our shores and ships from attack, to track down the enemy on the seas and to finish the fight on his own shores. As loyal Americans, each of us must do his share of this tough job and do it to the best of his ability.

# THE NATURE OF DUTY

Every Navy man has two jobs: he is a fighting man and a specialist. His fighting duty at his battle station comes first; his daily work and his special jobs are important, too. Each man's job may seem small, but it is part of the fighting efficiency of his ship. Every man's job is small compared to the ship as a whole, but if one man falls down on his job, the ship may be lost.

# QUALITIES OF A GOOD NAVY MAN

The Navy has fine schools to train you, and has the best food and medical service available. Nothing will be spared to make you the best trained, best equipped fighting man in the world. Do your part. Learn to work with others. Obey orders promptly, without question.

3

Credit: U.S. Naval Institute



Transcript:

CHAPTER 1

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You are now a member of the largest and strongest Navy in the world. The change from civilian life to Navy life will probably be confusing for awhile, but soon you will feel at home. In peacetime there were 110,000 men in the Navy; now there are over 2,500,000, and each of these men was once in the same spot where you now find yourself. You cannot know everything about the Navy, or life at sea, regardless of your previous experience. It is a part of your job to learn as much and as quickly as you can while you are at a training station. This manual will help you in your recruit training and will be useful as a reference throughout your Naval career. It tells you what the Navy is, what it does and how it works.

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# INTRODUCTION TO THE NAVY

Be loyal. Stand up for your ship, officers and crew;

show your loyalty.

Obey orders. Carry out orders willingly, cheerfully and

promptly.

Show initiative. Look ahead; watch for things that need doing.

Show that you can be trusted to do the right

thing in an emergency.

Be a fighter. Stay with a hard job. Never say "I can't."

Be reliable. Do your job thoroughly; don't be satisfied

with less than your best.

Keep a clean record. Uphold the standards of the Navy; this is a

big part of Navy teamwork and the first re-

quirement for promotion.

Be fair. Be square with others and expect the same in

return.

Be honest. Tell the truth, even if it hurts.

Be cheerful. Keep your chin up when the going is tough.

Don't lose your temper over little things.

Be neat. Be proud of your uniform; keep it in good

condition.

Credit: U.S. Naval Institute



### Transcript:

Be loyal: Stand up for your ship, officers and crew; show your loyalty.

Obey orders: Carry out orders willingly, cheerfully and promptly.

Show initiative: Look ahead; watch for things that need doing. Show that you can be trusted to do the right thing in an emergency.

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Be reliable: Do your job thoroughly; don't be satisfied with less than your best.

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Be cheerful: Keep your chin up when the going is tough. Don't lose your temper over little things.

Be neat: Be proud of your uniform; keep it in good condition.



# Signature Behaviors of the 21st Century Sailor (2020)

# WE DEMONSTRATE WHAT WE STAND FOR THROUGH:

Navy Core Values: Honor, Courage, Commitment Navy Ethos: Integrity, Discipline, Teamwork

Culture of Excellence Core Themes: Toughness, Trust, Connectedness

Core Attributes: Integrity, Accountability, Initiative, Toughness

# OUR VISION:

To continue to be the best and most capable Naval force in the world and in the history of the world.

# OUR MISSION:

Maintain, train and equip the most effective combatready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas.

# 10 SIGNATURE BEHAVIORS

- Ol. Treat every person with respect
- 02. Take responsibility for my actions
- 03. Hold others accountable for their actions
- 04. Intervene when necessary
- 05. Be a leader and encourage leadership in others
- 06. Grow personally and professionally every day
- 07. Embrace the diversity of ideas, experiences, and backgrounds of individuals
- 08. Uphold the highest degree of integrity in professional and personal life
- 09. Exercise discipline in conduct and performance
- 10. Contribute to team success through actions and attitudes

# SIGNATURE BEHAVIORS OF THE 21ST CENTURY SAILOR

4

Credit: U.S. Naval Institute



#### Transcript:

#### WE DEMONSTRATE WHAT WE STAND FOR THROUGH:

Navy Core Values: Honor, Courage, Commitment

Navy Ethos: Integrity, Discipline, Teamwork

Culture of Excellence Core Themes: Toughness, Trust, Connectedness

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# Who Serves in the U.S. Navy?

GRADES 5-12



This activity is geared toward participants in grades 5-12. The estimated amount of time to deliver this lesson is 75 minutes.

U.S. Navy demographics have changed significantly over time, primarily dependent on fluctuating recruiting and enlistment policies. In this lesson, participants will explore who was serving in the Navy at two times in history: the World War II era and the 21st century.

Changing policies and loosened restrictions on who can serve in what roles have massively changed what the Navy looks like between these two time periods. Participants will draw conclusions about the Navy using demographic data of naval personnel and the broader United States, and discuss change over time by comparing the two data sets.



Participants will be able to identify the change over time in the demographic makeup of the U.S. Navy between World War II and the 21st century.



#### **Materials**

- □ Origin Stories Oral History Compilation
   □ Navy Demographics 1945, Census 1940
   □ Navy Demographics 2020, Census 2019
   □ Copies of Worksheet 1
   □ Copies of Worksheet 2
   Optional:
  - Copies of Navy Pie Chart Activity Sheet
  - Protractors





Have participants consider the following discussion questions:

- Who do you believe serves in the Navy?
- Where do you think they may come from? What languages might they speak? What are their backgrounds?
- Do you believe that the types of people that serve in the Navy have always been the same over time?



#### Investigation

Show participants the oral history compilation video *Origin Stories*. *Origin Stories* includes crew members from USS *Intrepid* and USS *Growler* discussing their backgrounds and hometowns. People serving in the Navy come from all corners of the United States and its territories. Watch the video and discuss the following questions:

- What stands out to you about the Navy personnel's origin stories?
- Who do you not see represented in this compilation?



Compare and contrast the Navy and U.S. census demographic data from today and from World War II. You can have participants look at and discuss these data all together, in small groups, or individually.

Worksheet 1 - WWII & Today:

- What do these tables represent?
- What is the relationship between the two tables?
- What categories are used in the tables? Why are these categories used?
- Was the Navy representative of the broader U.S. at this time?

Worksheet 2 - WWII vs Today:

What changed in the data from World War II to 2019?



- What is the difference between the categories used in the two time periods? Why might these categories have changed?
- In which time period is the Navy more representative of the broader United States?

#### Suggested questions for grades 5-8:

- What is the relationship between the population of men and women in the Navy today? What might explain this relationship?
- Is any group overrepresented in the Navy today? What could explain this?
- Is any group underrepresented in the Navy today? What could explain this?

#### Suggested questions for grades 9-12:

- Comparing the different categories of race identified in the two sets of demographic data, what changes do you notice? Why do you think these changes have been made?
- How does the change in categories alter your perception of who serves in the Navy? What questions would you ask to understand more about who serves in the Navy?

#### Navy Pie Chart (Suggested for grades 9-12):

Create a pie chart to show the demographic data of either the U.S. Navy in WWII or in 2020.

- 1. Calculate the percentage of the total Navy represented by each racial category by dividing the number of sailors in each racial group by the total number of sailors.
- 2. Multiply each percent by 360° to calculate the degrees of each pie chart segment.
- 3. Place your protractor with its origin hole at the center of the circle on the Pie Chart Activity Sheet. Make a mark at the 0° line and at the degree line of your first angle. Draw lines through each of these points to the center of the circle. This is your first pie chart segment. Label this segment with the first group.
- 4. Adjust your protractor so that the 0° line is over the edge of the previous segment. Make a mark at the degree line of your second angle and draw a line through this mark to the center of the circle. Label your second segment.
- 5. Repeat this process until all of the segments are finished and labeled. You can label each segment with their percentages. If you want to get creative, color code each segment and create a key on your worksheet.
- 6. Respond to the following questions:
  - Does the pie chart give you any information that the table did not?
  - How does the pie chart enhance your understanding of who is serving in the Navy today?





#### **Lesson Connection**

Learn more about the challenges faced by Black service members in our lesson: **Limits on Black** Sailors in World War II.



### Background

Navy admission policies and recruitment practices are constantly changing due to shifting attitudes and beliefs present in the United States. Women, for example, never served on *Intrepid* or *Growler*. Although women have been serving in the Navy in varying capacities since at least the Civil War, there were bans against women on combat ships until 1993. Women could not serve on submarines until 2010. The first major recruitment of women was not until World War II, when the WAVES (Women Accepted for Volunteer Emergency Service) were created. In 1948, women were permitted to serve in the peacetime military, but with restrictions.

From 1919 to 1939, Black Americans were banned from enlisting in the Navy. In 1939, when Black sailors were permitted to enlist, they could only enlist in the steward's branch. In 1942, Black Navy personnel could serve in roles outside of the steward's branch in shore positions, but not on combat ships. Throughout World War II, Black men in the Navy averaged about 5% of the total force. In 1948, the Navy, along with the rest of the armed forces, was integrated. The number of Black sailors grew, although their role in the Navy was slow to catch up to that of white sailors. While there was a women's reserve created in 1942, only about 77 of the 80,000 women who served in World War II were Black. Black women faced both restrictions on women's and Black service.

During World War II, there were very few distinctions made between races other than white and Black. Some forms listed the terms "oriental" or "indian," but these groups were largely lumped in with white sailors on population estimates. These groups were also permitted to access rates other than steward, which made them equivalent to the "white" group in status.





## Additional Resources/References

Demographics of the U.S. Military: <a href="https://www.cfr.org/backgrounder/demographics-us-military">https://www.cfr.org/backgrounder/demographics-us-military</a>



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#### **ACTIVITY: WORKSHEET 1**

1.	What	do	these	tables	represent?
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3. What categories are used in the tables? Why are these categories used?

4. Was the Navy representative of the broader United States at this time?



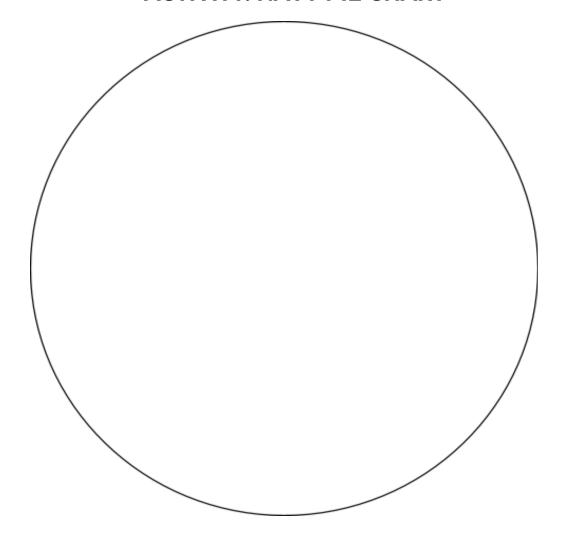
#### **ACTIVITY: WORKSHEET 2**

<ol> <li>What changed in the data from World War II to 2</li> </ol>	2019?	201	to	Ш	War	World	from	data	the	in	nanded	What ch	1.
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2.	What is the difference between the categories used in the two time periods? Why r	might
	these categories have changed?	

3. In which time period is the Navy more representative of the broader United States?

#### **ACTIVITY: NAVY PIE CHART**



### **Modern Demographic Data**

# U.S. Navy Demographic Data as of 31 December 2020

		White	Black	Asian	AIAN*	NHPI*	Multiple Races	Decline to Answer	Total
Male	Officers	33715	2812	2269	415	1310	1909	194	42624
	Enlisted	141022	39388	13402	4835	10551	15127	2864	227189
	Total	174737	42200	15671	5250	11861	17036	3058	269613
Female	Officers	7592	1129	799	129	450	726	83	10908
	Enlisted	29436	16206	3363	1125	3067	4309	866	58372
	Total	37028	17335	4162	1254	3517	5035	949	69280
Total	la a l la ita al Cta	211765	59535	19833	6504	15378	22071	4007	338893

Data from the United States Navy

# United States Demographic Data Estimate 2019

	White	Black	Asian	AIAN*	NHPI**	Total
Male	128,225,442	23,143,558	10,987,079	3,455,822	809,488	166,621,389
Female	130,421,046	25,077,581	11,874,906	3,489,730	802,936	171,666,199
Total	258,646,488	48,221,139	22,861,985	6,945,552	1,612,424	338,287,588

\*AIAN: American Indian or Alaskan Native \*\*NHPI: Native Hawaiian/Pacific Islander

Data from United States Census Bureau



### **World War II Demographic Data**

#### U.S. Navy Demographic Data August 1945

	White	Negro	Total
Officers	335,989	53	336,042
Enlisted	2,837,499	166,897	3,004,396
Total	3.173,488	166,950	3,340,438

Data from the National Archives and Records Administration

#### United States Demographic Data 1940 Census

	White	Negro	Other Races	Total
Men	59,448,548	6,269,038	344,006	66,061,592
Women	58,766,322	6,596,480	244,881	65,607,683
Total	118,214,870	12,865,518	588,887	131,669,275

Data from the National Archives and Records Administration



### **LESSONS**

# Why Do People Join the Navy?

#### **Overview**

Each individual joining the Navy also has their own goals and expectations for their service. These reasons include but are not limited to interest in seeing the world, career advancement, educational opportunities, pathways to citizenship through naturalization, access to military benefits, continuing family legacy, patriotism, and preference over other military branches.

#### **Contents**

Hearing from Crew Members: Why Join the Navy?

**Exploring Benefits of Naval Service** 

Naturalization and Military Service

Debunking Stereotypes of Native American Military Service

**Exploring Recruiting Posters** 



# Hearing from Crew Members: Why Join the Navy?

GRADES 5-12



This activity is geared toward participants in grades 5-12. The estimated amount of time to deliver this lesson is 45 minutes.

The U.S. Navy is full of personnel from several different backgrounds and experiences, but what led them to serve in this branch of the military? In this lesson, participants will look through several responses from Navy veterans in which they share some of the reasons they joined the Navy.

Participants will sort the responses into different categories and try to determine major reasons why people joined the Navy.



Participants will be able to identify major reasons why people joined the military, the Navy in particular.



- □ "Reasons for joining the Navy" Responses□ Bowl
- ☐ Chart Paper☐ Marker



Cut "Reasons for joining the Navy" into strips and place the strips into a bowl.





Ask participants the following and record their answers on chart paper:

- What are some activities you take part in outside of the classroom?
- What are some reasons you enjoy those activities?

Have participants find the commonalities in the different reasons that are shared. Share those themes with the whole group. Pose the following questions to the group:

- What do you already know about the Navy?
- Why do you think people might join the Navy?



# Investigation

Each participant will select a "Reasons for joining the Navy" strip from the bowl and move around the room, comparing their reason to their peers'. If a participant believes the reason stated on their strip is similar to the reason written on their peer's strip, they should stay together. If they believe their reason is different from the reason written on their peer's strip, they should walk away and try to find a peer with a similar reason.

Participants will repeat this process until they have formed groups of three or four with similar reasons. If there is a group of participants left over, have them stay together as a group and identify why their statements stand out.

Each group will use chart paper to label why their service members joined the Navy (e.g, education, community, benefits) and share what each of their responses have in common. Groups can also be encouraged to draw a visual representation of their reason.

Each group will present the reason their service members joined. As different groups present, have other groups share if their reason has anything in common with another group's reason. (Potential categories: adventure, avoiding something, family legacy, education, economic opportunity, etc.)

Do all of these reasons have something in common?

Discuss the many reasons service members shared why they joined the Navy and how much thought might have been put into these decisions.

- What expectations might these service members have had when they were joining the Navy?
- What could prevent their expectations from being met?
- What would you want to know before joining the Navy?



• Imagine visiting a Navy recruiter. What questions would you ask?



#### **Create a Recruitment Poster**

Using chart paper and markers, have each group create a recruitment poster for the Navy highlighting the reason they discussed in their small group. The poster should contain imagery and a slogan that might convince someone to join.

#### Talk to a Veteran or Active Service Member

Have participants speak with active service members or veterans to find out why they joined the Navy. Are their reasons similar to those mentioned in the list generated for this lesson? If not, add a new category!



#### Lesson Connection

To discuss the nuanced history behind Native American service members in particular and their choice to join the military, please see our lesson: **Debunking Stereotypes of Native American Military Service.** 



# Additional Resources/References

For more on formal U.S. Navy benefits today: <a href="https://www.navy.com/what-to-expect/military-pay-and-benefits">https://www.navy.com/what-to-expect/military-pay-and-benefits</a>





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#### **Documents and Images**

Crew Member Quotes

"I joined the Navy primarily to, to travel and to see the world." - Antonio Nibbs, served 1961-1966

"Well, my uncle was in the Navy. And my mother's brothers were all fishermen in Virginia. So, it was in my blood, I guess (laughs). So that's why I chose the Navy, rather than the Army or the others. And I never regretted it." - Richard Johnson, served 1951-1959

"The reason I joined the Navy was to get away from that cold weather there in my hometown...I worked in the steel mills, and I just got tired of all that snow, shoveling that snow. And that cold weather. I said – I want to get away from home to see what the other part of the world was like, you know?" - Edward Bell, served 1957-1984

"Well I tried to get deferred, but my mother had three of us boys. . . I went to the Draft Board to try to get a deferral. And they said no, they couldn't defer me because they had already deferred two of my brothers. And that's how I went in, you know?"- Henry Mouzon, served 1943-December 1945

"Well... my family was a large family, and I figured that if I go into the Navy, I would be helping my family out because I would be able to make it so that money goes back to my family to take care of my other brothers and sisters."- Eugene Smith, Jr, served 1942-1945

"I must have been around nine or ten years old that I made the decision that that's what I wanted. I wanted to be on submarines, and follow the example of these guys that served during World War II. So that's how I ended up joining the Navy and volunteering for submarine duty."-Cornelius Brown, served 1955-1995

"I had a junior high school teacher – home room teacher – Mr. Robinson. . . in homeroom when we were sitting and had time, he would talk about his days on an aircraft carrier. . . and I sat there in that classroom and it just piqued my interest. I said, I know where I want to go, I know I want to go Navy, and I know I want to be on a carrier."- Errol Kellum, served 1966-1969

"My father was – my parents are Filipino, and my father joined the Navy during World War II... So to carry on the tradition, I joined the Navy right after City College of San Francisco, which I was a photography major." - Gofrido Garcia, served 1971-1975; Reserve 1985-2008



"I was tired of school, was tired of going. I wanted to see the world, you know, have an adventure, and I joined the Navy which was something new in our family." - Jose Morales, served 1979-1983

"I joined the Navy because I was in college at the time of the Korean War... some of my classmates who were similarly where they should be were drafted. So I figured I should secure my position by joining the ROTC... I have hay fever and sensitivities and I always liked the water so I thought I'd join the Navy... I had to transfer to Penn State because Penn State was one of the 52 universities at the time that offered the Naval ROTC program."- Louis Ivey, served 1953-1958

"I had an uncle that was in the Navy and I'd seen him when I was smaller and he had on the cracker jacks and I said I really wanna be a sailor. Plus some of the guys I knew from my neighborhood, older guys, enlisted in the Army and the Marines and a couple of them got killed and it wasn't for me."- Tommy Grant, served 1969-2001

"I used to watch the Army recruits...and I just made up my mind that I'll do anything to keep from going in the Army. So then I got a thing to enlist in the Navy. And I was fortunate to get exactly what I wanted. In order to duck the draft, I got a chance to enlist for the duration."-Horace Banks, served 1943-1945

"Graham Jackson, when the war started, got a job as a Chief Petty Officer recruiting Black people into the Navy. So, cutting his grass when I wasn't quite 17 years old, he approached me cutting one day and he said "I want you to join the Navy"... So anyway I went down to the Federal Building at that time to his office and he gave me all the paperwork and signed me up."-John Seagraves, served June 1943-Dec 1945

"If they'd have drafted me, they would've put me where they wanted me, so I volunteered to go into the Navy. . .the Navy just had more things that I liked. I liked the ocean, I liked ships, and I didn't have to be crawling around on the ground."- Levi Murray, served 1943-1945

I always wanted to join the service, it was just what branch. I actually wanted to join the Army first, but they didn't have the job I wanted...so I went down to the Navy recruiter...he says you can leave in about four days!"- Lance Cobb, served 1989-1995

"Well, I had a choice to go Army or the Navy, and I decided Navy. It was very simple and didn't take very long - they were looking for men."- Theodore Jackson, served October 1943-1945



"[My brother] went off to the Navy, and that just bothered me... I constantly had my brother on my mind, so I said to one of my friends, "let's join the Navy!"... the three of us went in to check it out." - Veronica Cotariu, served 1944-1950

"Mayor Gibson is how I got to OCS... it was through a program to get inner city kids to the military... I excelled in engineering... the Marines wanted me, the Air Force, and I finally chose the Navy because I wanted to travel."- Joseph LaPaix, served 1985-2011

"When I grew up I wanted to see the world. My instinct for continued study wasn't there but I wanted to continue growing up and seeing the world and the best thing was the Navy. Back then, the Navy wasn't just a job, it was an adventure."- George Gelada, served 1980-2000

"After completing nursing school in Rocky Mountain, NC, I went to the VA hospital in Richmond, VA. . . When I reported in 1953, the Vietnam Army Nurses had been called back and reported back in with me, so I was accustomed to talking to military nurses. So after 3 and a half years we all decided, three of us, that we needed to go into the Navy."- Doris Pearce, served 1956-1976

"It was just my friend saying, 'Hey, let's join the Navy, there's a buddy program.' And I was like, alright, I get to be with my best friend through boot camp. That was my inspiration, you know."-Jose Orta, served 1984-1989

"I was visiting with friends at the American embassy in Manila and somehow ran into the American consulate there and he advised me when I turned 18 to come for my draft card... for some time I had wanted to leave the islands and just see what the world was like... The Navy was so attractive... family history as well, with my uncles. So that summer I just went and joined the Navy."- Martin Bravo, served 1961-1967

"Oh, it was not exactly an exciting thing to be doing what I was and the recruiter was talking about how could you could go into the service and you could choose whatever you wanted to do and get all kinds of training and that sounded exciting and I would be helping the war effort too. And I thought I would like to be involved in aircraft in effort too; and I thought I would like to be involved in aircraft some way." - Mildred Evans, served 1943-1945

"I come from a family of service. My great uncle was Navy. He was, I believe, an engineer on an aircraft. My father was a machinist mate, and after he got out he became a seabee in the reserves. My brother was Air Force, retired. And so I followed the family footsteps." - Rebecca Lillie, served 1983-1989



"I don't think I gave the war much thought when I went and joined. I think, like I said, we were pretty much on our way out of Vietnam. At the time, again like I said, women just didn't do that sort of thing. So I never felt for any fear for my safety or anything like that. I joined the service because I needed to grow up and try to get an education. . . I thought that it is an honor to serve your country, I believe." - Margaret Grissinger, served 1973-1978

"I became an RN in '53, and then in '57, I decided that I was going to apply for the three branches of service. It was either going to be Navy, Air Force, or Army. And I wrote a letter and sent them all at the same time. And I decided that the one who responded first, is the one that I would select, and the Navy responded first." - Marion L. Birkhimer, served 1958-1985

"I had looked at the other services and I felt that the Navy had the best as far as it provided ground troops; it had an aviation portion, it had a sea service portion. And it just seemed to be an accumulation of all the other services wrapped up into one place." - Karen Gruber Trueblood, served 1977-2003

"Well, I thought I would like to travel and I hoped to be able to work in a hospital setting taking care of people, and that's why." - Marjorie Burten Van Wert, served 1949-1952

"I ended up joining the Navy partly because my grandfather had served in the Navy, and I remembered hearing his stories about the Navy, him talking about his service. And I liked the idea of being able to travel, see a lot of the world, and I figured maybe the Navy would give me the best opportunity to do that. Also because, I think partly because of who the Navy recruiter was. He was very up-forward and straight with me, where it seemed like a lot of the recruiters were, you know, just trying to get me in the service." - Dana Kapp, served 1977-1997



# **Exploring Benefits of Naval Service**

GRADES 5-12



This activity is geared toward participants in grades 5-8. The estimated amount of time to deliver this lesson is 45 minutes.

Serving in the military can be dangerous, difficult, and physically and mentally challenging. Joining the U.S. Navy in particular can mean many long months away from family and friends. However, many veterans describe the lessons they learned and experiences they enjoyed while on their naval vessels.

In this lesson, participants will listen to oral history excerpts of a variety of Navy sailors discussing what they gained or enjoyed most during their service. Participants will explore what benefits the Navy provides and how different aspects of the job made the experience rewarding.



Participants will understand the formal and informal benefits of serving in the Navy.



- ☐ Oral history excerpts, including clips by Errol Kellum, Richard Johnson, Herman Nascimento, Cornelius Brown, Veronica Cotariu, Theodore Freeman, Jose Orta, Eugene Smith Jr, Samuel Higa, Howard Hitsman, David Benedict, Agustin Ramos, Lance Cobb, Raul Gonzalez and Antonio Nibbs
- ☐ Chart paper





Ask participants the following questions:

- What job do you want to have when you get older?
- Why do you want to have that job?
- What advantages and disadvantages does that job have?

Ask participants to share the reasons they want to work the jobs they chose. Record them on chart paper and discuss what the reasons have in common.

- Why might people want to join the Navy?
- What is different about the Navy than a normal job?



Split the participants into groups of 2-3 people. Each group will read a transcript of an oral history by a Navy veteran discussing what they gained or enjoyed most about being in the Navy. These sailors served at varied times throughout the 20th century. They worked in a range of occupations and served on board various types of vessels, including surface craft, submarines and shore duty.

The <u>oral histories</u> include Errol Kellum, Richard Johnson, Herman Nascimento, Cornelius Brown, Veronica Cotariu, Theodore Freeman, Jose Orta, Eugene Smith Jr, Samuel Higa, Howard Hitsman, David Benedict, Agustin Ramos, Lance Cobb, Raul Gonzalez and Antonio Nibbs.

After reading the oral history transcripts, ask groups to share how their veteran benefitted from naval service. Record these responses on chart paper and discuss the following questions:

- What kinds of formal benefits did the Navy offer sailors? Informal?
- What do these benefits have in common?
- How did the Navy help sailors feel fulfilled personally and professionally?
- What role did the other sailors on board play in the experience of each service member?
- How did the individual jobs of service members play a role in their Navy experience?





Discuss the following questions:

- What do you enjoy most about being at school or your afterschool program?
- What downsides are there to being at school?
- In this lesson, we heard veterans discussing advantages to being in the Navy. What disadvantages might there be to being in the Navy?



#### **Lesson Connection**

Have participants hear from Navy veterans on why they joined the Navy and discuss expectations for the Navy. Please see our lesson **Hearing from Crew Members: Why join the Navy?** 



# Additional Resources/References

For more on formal U.S. Navy benefits today:

https://www.navy.com/what-to-expect/military-pay-and-benefits

For more on the Servicemen's Readjustment Act (GI Bill):

https://www.archives.gov/milestone-documents/servicemens-readjustment-act



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#### **Documents and Images**

#### **Oral History Transcripts**

**Errol Kellum**: Well it was, it was like anything, as my father always said, "Traveling broadens you." So you always learn something new, it was a new, new way of life and all so you just made the best of it and learned, yeah, it was always a learning experience, yeah.

Most sailors you talk to about the Intrepid was, even with our little stripes here and there and our differences and, some people slower than others to adjust to life as it changed, we all worked as a good unit, and I was proud of that, and sometimes when I come back to the ship from liberty, I look up and see that 11, and I was proud of that, and then I see the "E" for efficiency on the side of the ship and I say, boy, yeah, those things you are proud of and it makes you feel good that you're a part of a tight unit that does a good job, yeah.

**Richard Johnson**: Oh. Oh, the food was just – in fact, we won a contest; a couple contests, food contests. Here, even in New York, we came here one time, we had a contest, during Fleet Week, (laughs) and we won. But, I don't recall the year, but we did win. We had some good, dynamite cooks. And they can really make some good things. I still remember some of the things they used to make that were very, very good.

It's good for you, because when I went in, I was shy, and I was a shy person, but I learned, and I became, out, and I was – and you meet people from all over, different backgrounds. And you learn to know people and to love people. And, it's good that you, you know, it's a good experience. You come back seasoned, you know? You have a different outlook on life. You won't be shy. And you just carry these qualities with you that you learn, and you respect people. Respect – you learn that. And that's what it is.

**Herman Nascimento**: Well, I think there was no particular moment that made me prouder than anything else except that, being part of the, the family of the Growler. Being proud of the missions we carried out. And that, the knowledge that, knowing that we were part of keeping the peace, keeping the guys at bay. And I think that was the proudest thing that I think I have accomplished in life is to help protect our country.



**Howard Hitsman**: Well there's a lot of things that I was proud of. I think that the way that the ship was received. I seen the way that the Randolph was received in different ports overseas. Back in those days, it was like people looked at the United States as being a war type people, and, you wasn't necessarily, welcomed. They loved your money and that kind of stuff, but I seen that that changed a lot with Intrepid on the last cruise. And again, that's after the Cold War, that's after the Cuban Missile Crisis, so everybody's gained a lot more respect for the United States and our military, not just the Navy but all branches. So when we went through the Mediterranean as an example, people received us a little bit better.

**David Benedict**: One of the best things I liked, uh, while I was on here was – all the training we did. Uh, commanding officers that came here were very good skippers. They stressed training, cleanliness and just, on and on. At one point, uh, when you come out of a shipyard you get a lot of new crew members. So they all got to be trained on what they gotta, what they have to do during General Quarters. And they're assigned, uh, a General Quarters station. And, uh, initially when the bell rings and, uh, you, "man your battle stations" was announced, we were very slow. Fifteen, twenty minutes to secure the ship, to be battle-ready. And you keep this going almost every day, while you're at sea. Sometimes twice a day, and you get better at it and better and better.

A lot of fun, a lot of boxing matches. Entertainment. I have some pictures in, uh, one of my cruise books; you see the commanding officer and the executive officer just busting their gut watching these guys perform, uh. So, it's, uh, it's a great big city. Young guys from everywhere bring their talent here. Hard working kids. I learned a lot here.

**Agustin Ramos**: Actually, I was more or less looking – I didn't want to stay in the Navy more than necessary, so I was really looking forward to getting out. And I knew that I didn't want to be a boatswain's mate, even if I stayed here. So, I mean, I did the studies and all of that, but I did a lot of mail order courses. I got my GED and I took some art courses through the mail here. And I was looking, more or less, for what I was going to do when I got out of here. And it was very, very helpful because, what I had learned, it was interesting doing the homework in the mail order courses because, on the art course, I remember there were a couple of guys that were artists, or knew, so they helped me with the – said, Well, yeah, so you're drawing a Marlboro cigarette – I remember this particular guy. He was teaching me how to look at the Marlboro cigarette pack from a different angle, and where the lines would go, and the shadows and all of that. So, it was an experience of having somebody else who knew how to do this, and the encouragement.



Antonio Nibbs: I was a top computer guy at every job that I went to and they all tried to steal me from... So, that training, because of Commander Black, what he did for me, it enabled me to be very successful in my after military experiences (Eric Boehm, "Did you ever thank him?"). I never got to thank him. Because once I got off the ship I didn't know how I could get in contact with him. I was like nineteen years old. But he knew, and you know the relationship between me and, and Captain Black was really [a benefit], he told me things that, but he didn't... I was an enlisted man, he's a commanding officer of the ship (uses hands to indicate the great disparity in rank). I had no military experience.

And they said, if you wanna stick around you gotta, so I went and got it. Uh, I went through the VA, the VA paid, uh, the school bill. They paid, paid me, you know some money and the company... If I got a, at least a B they, they paid a certain percentage of the... So I went and got my degree.

There's, uh, there was just one thing I didn't mention, uh, well, I loved cruising on the ship, I loved that. I mean I really loved cruising and one of the most important activities that I loved was when they had swim calls. They had swim calls, they would you know, anchor the ship, drop the anchor and basically everybody would jump off the flight deck, not the, the hangar bay, into the, into the, uh, water and swim. And then they had a rope ladder you climbed up and I mean I loved that most of all. And, as I said, the fantail was my favorite part of the ship. Uh, I'm very, very proud of, you know, my ship. I'm glad that that was my ship. Especially, I never dreamt it would become a museum.

**Cornelius Brown**: And you'd patrol from one end to the other for four hours, and the same thing for the guy up top, you know? And I never could understand why they had one inside. But when I used to get that assignment, I used to particularly have a good time, because during the construction, at one of the phases, all of the radio equipment was installed in the radio shack.

So my pastime when I used to stand watches down there was, I'd go in, and I figured out, even though I was an engineman, had nothing to do with radios, or communication, I figured out how to patch the antennas for the ship's radios into the entertainment system in the galley, and I set up a reel-to-reel tape recorder. And I'd spend like four hours when I was on duty down there, recording music on these old reel-to-reel tapes, and that's what we used to play underway, because of course when you're underway you don't have any, you know, reception for, this is—they didn't even have TVs. I don't even think we had a TV on there. But they had like a entertainment system where you could play the tapes.

**Eugene Smith, Jr**: And, but I enjoyed the Navy, I learned a lot from the Navy. I learned how to carry myself, I learned how to walk around trouble, because when you get where the trouble is, you got troubles, so I learned not to get involved in that. And all of the officers always liked me because I would do my work, and I tried to do a good job too, you know.



**Jose Orta**: I just kind of did a few things and then I was like, 'this is just not getting me anywhere.' So that's when I decided to enroll at Miami-Dade Community College. While I was in the Navy they had the VEAP program, the Veterans Education Administration Program, so for every \$2, or no, I think it was for every dollar that I contributed, the Navy would contribute \$2. The only thing was that that program maxed out my contribution at \$2700. So the total I ended up with was probably around 7 or 8 thousand dollars. I maxed it out, which really helped me for those first two years of community college. Helped pay the bills, helped pay for junior college.

**Veronica Cotariu**: You learned to share, you learned to give, and you learned to take. One of the best things, I think, about boot camp was that you became not only more accurate in what you did yourself but you became more understanding of other people. Because you know how hard it was for you to be able to get that done properly.

All in all, I would say it was a wonderful life. It was a wonderful experience. It was something that you could never have if you were not in the military. And when you talk to people and tell them, you know, 'Oh, I hated to do that.' But I didn't. They'd say 'Oh, I would've hated that life.' But you couldn't hate it. Because you liked it so much. It was just - you knew you were doing some good. And you had so many opportunities to do things, to learn things, to go places, to meet people that you'd never meet otherwise. I've never regretted that I went in. I've never regretted that I was in as long as I was.

**Theodore Freeman**: I would say, it's to have the privilege of going places, seeing things, meeting people and enjoying life. This way you had a chance to meet people, go different places, and enjoy life as it come along. Even though some place you weren't supposed to go.

Lance Cobb: Greatest decision I ever made. No Regrets. Still got friends in. Met some crazy people. Funny people. It's taught me to, you know, always see the silver lining. I'm rarely ever down. And I tell people all the time, y'all don't know what down is. Down is being out to sea for 88 days straight. You know, so nothing really bothers me. And I attribute that to my time serving in the military. You go with it. You go with it. You don't whine, you don't complain. You know, if this is what you have to do, this is what we're doing right now. Don't worry about tomorrow. Right now is what we're doing right now. And that's what I would say. It has taught me to focus on what you're doing right now.



**Raul Gonzalez**: Problem solving became part of the scenario, and also becoming more focused and team-oriented. I guess in a way, for myself, I developed an attitude that you can do anything you want. You can change and take charge of your life. And that's really what I looked at.

So those early stages were more like taking charge and direction of your life and then moving forward. And so on board the New Jersey you become more confident and you get involved with problem solving and working under pressure and under extreme conditions sometimes. And then coming into the low periods, you take charge of your life. And as for myself, it was take charge of your situation. I was in the Navy less than 3 years because I decided to go back to college.



# Naturalization and Military Service

GRADES 9-12



This activity is geared toward participants in grades 9-12. The estimated amount of time to deliver this lesson is 75 minutes.

The laws concerning naturalization and the military in the United States have fluctuated for more than two centuries. Certain groups, most significantly Puerto Ricans, Filipinos, and Guamanians, have had unique statuses within United States naturalization law, especially in the early 20th century. Changing military agreements meant shifting laws for these groups for many years.

In this lesson, participants will use a series of court cases to draw conclusions about U.S. naturalization policy and understand the discriminatory policies established to keep certain groups from becoming citizens.



Participants will be able to discuss the way that the government's fluctuating naturalization policies affected certain groups' access to United States citizenship.



#### **Materials**

Copies of "Significant Naturalization Court Cases"
Copies of "Timeline of Naturalization Laws"
LdWS

- ☐ Copies of "INVESTIGATION: Naturalization Worksheet"
- ☐ Chart Paper
- □ Markers





Discuss the following questions with participants:

- What does it mean to be a *citizen*?
- What rights and responsibilities come with being a citizen of the United States?
- Why would someone want to become a citizen of the United States?
- Do you know anyone who has gone through (or is going through) the process to become a citizen of the United States? What was it like?

Share background content on the rights and responsibilities of a citizen and ways to become naturalized. Pose the following question:

• Why is military service one of the ways to become a citizen?



Participants will work in seven different groups. Each group will receive a copy of the Significant Naturalization Court Cases and Timeline of Naturalization Laws. Assign each group one court case. Tell participants that some people may have assumed that military service would qualify them for naturalization, but it was often more complicated, especially for certain ethnic and racial groups. The groups will use the Naturalization Worksheet to respond to the following questions:

- Who was the petitioner in your case? What was their background?
- What did the court decide?
- What legislation did the court base their decision on?

Present court cases in chronological order (*In re Knight, In re Bessho. . .*). Record the verdict of each case on chart paper. Discuss the following questions as a group:

- Which court case represented the biggest shift in naturalization policy? What legislation did the judge base his ruling on in this case?
- What legislation had the greatest effect on the naturalization eligibility of Puerto Ricans? Filipinos? Other Asian immigrants?
- What relationship did the military have to naturalization during this time period?





#### **Timeline Analysis**

Participants will use the Timeline of Naturalization Laws to discuss the United States' immigration and naturalization policy in the pre and postwar years.

- In 1935, on the eve of World War II, which groups were eligible for naturalization? What processes did they need to use?
- In the years after World War II ended in 1945, what was being done to alleviate racial restrictions on immigration and naturalization?
- How might the changes to immigration law after World War II have affected the enlistment of foreign nationals, such as Filipinos, into the military?

#### **Military Naturalization Today**

Ask participants to research the current military naturalization process and respond to the following questions:

- Who is eligible for naturalization through military service?
- What steps does a person need to take to become naturalized through military service?
- Why would someone today want to use military service to access the naturalization process?



#### Lesson Connection

To engage further with our Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship, see our lesson: **Analyzing Timeline**.





#### **Rights and Responsibilities of a United States Citizen**

Citizens of the United States must obey federal, state and local laws. They must pay taxes, including federal, state, local, Social Security, property and sales taxes. Citizens also must serve on a jury when summoned. Almost all male citizens must register for the selective service, also known as the draft. The draft can lead to involuntary military service.

While it is not mandatory, citizens of the United States have the right to vote, run for office and apply for a passport. Citizens also have the right to a fair, speedy trial, the freedom of expression and worship and the ability to extend citizenship to family members living abroad.

#### How to Become a Citizen

There are two ways to become a citizen of the United States: by birth or through naturalization. To be a citizen at birth, you must be born in the United States or in a territory of the U.S. or have a parent who was a citizen at the time of your birth. *Naturalization* is the process by which a citizen of a foreign country becomes a citizen of a new country.

To become a citizen of the United States through naturalization, you must meet certain criteria. The most common are to be married to a U.S. citizen, reside permanently in the U.S. for at least five years, or serve in the U.S. military. However, there are additional criteria for who is eligible to be naturalized through military service. These criteria have changed throughout the years.



# Additional Resources/References

Current Policies on Naturalization through Military Service:

https://www.uscis.gov/military/naturalization-through-military-service

Major United States Naturalization Policies:

https://www.archives.gov/files/research/naturalization/420-major-immigration-laws.pdf

Early U.S. Naturalization Policies:

https://socialwelfare.library.vcu.edu/federal/naturalization-process-in-u-s-early-history/





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#### **Documents and Images**

#### **Significant Naturalization Court Cases**

#### In re Knight (1909)

• Knight was born on a British ship to a white, English father and a Chinese-Japanese mother. He enlisted in the U.S. Navy in 1882 and fought in the Spanish-American War, winning a medal for his service at the Battle of Manila Bay. He was living in China when he enlisted, and first came to the United States in August 1892. He petitioned for citizenship in the United States when he was 43 years old, and met all of the qualifications laid out by the original Naturalization Act in 1894: he served in the Navy for over five years and was honorably discharged. The decision in his case read as follows:

"...He had served honorably since his enlistment until his application for citizenship, when he was 43 years old. Held, that petitioner was not a free "white person," and was therefore not entitled to naturalization, under [amendment of 1875], providing that the act shall apply to aliens being free white persons and those of African nativity and descent, and [the Chinese Exclusion Act], prohibiting the admission of Chinese to citizenship."

#### In re Bessho (1910)

 Namyo Bessho was a Japanese national who served in the U.S. Navy and received an honorable discharge. He argued that he satisfied all of the stipulations required by the naturalization act on July 28, 1894: he was over 21, served in the Navy for over five years, and was honorably discharged. The decision in his case read as follows:

"In view of the provision of Immigration Act [establishing the Bureau of Immigration and Naturalization], repealing related sections, but omitting from such repeal, as amended [in 1875], which limits the privilege of naturalization to free white persons and persons of African nativity or descent, such section must be held to limit and control [1894 Act], authorizing the naturalization of "any alien" 21 years or more of age who has served in the United States navy or marine corps as therein provided, and an alien of the Japanese race is not entitled to naturalization thereunder."

#### In re Rallos (1917)

Penaro Rallos was half Spanish and half Filipino and was a Filipino national. He had resided
in the United States for more than two years when he petitioned for citizenship. He had
received an honorable discharge from the military. The decision in his case was as follows:

"Though [Naturalization Act of 1906] provides that the applicable provisions of the naturalization laws shall apply to and be held to authorize the admission to citizenship of "all persons," not citizens, who owe permanent allegiance to the United States and become residents of any state or organized territory, it is limited by [Immigration Act of 1917], and



[Chinese Exclusion Act], restricting naturalization to free white persons and persons of African nativity or descent, these being 'applicable provisions of the naturalization laws."

#### In re Bautista (1917)

• Engracio Bautista was born on the island of Luzon in the Philippines in 1888, and was of half Spanish, half Filipino descent. The Philippines became a territory of the United States in 1898, but no laws had been passed regarding the citizenship status of Filipino nationals. Bautista enlisted in the U.S. Navy in December 1908, received an honorable discharge in 1912, and reenlisted in March 1913. When he petitioned for citizenship, Bautista was serving his third enlistment, having resided in the United States for more than eight years. He argued that he had the right to naturalize due to the 1906 Naturalization Act. The decision in his case was as follows:

"Under [Naturalization Act of 1906], providing that all the applicable provisions of the naturalization laws shall apply to and authorize the admission to citizenship of all persons not citizens who owe permanent allegiance to the United States and who may become residents of any state or organized territory with certain modifications, when read in the light of the debates in Congress showing that it was for the declared benefit of the inhabitants of Porto Rico and the Philippine Islands, a native Filipino of the Malay race is entitled to naturalization notwithstanding [1875 amendment], providing that the provisions of that title respecting naturalization shall apply to free white persons and aliens of African nativity or descent, as [1875 amendment] is to that extent amended by the Act of 1906."

#### In re Para (1919)

This case involved two petitioners. One was Zasuechi Narasaki, a Japanese man, and the
other was Gerónimo Para, an Indigenous South American. They argued that their service in
the Navy qualified them for naturalization. The decision in the case was as follows:

"[Naturalization Act of 1906], as amended by [Alien Naturalization Act], relative to tie naturalization of "any alien," Porto Rican, or Filipino, serving in the army, navy, etc., merely provides more expeditious and favorable terms of admission for such persons than before existed and does not extend the right of naturalization to aliens other than free white persons, aliens of African nativity, and persons of African descent, specified in [1875 amendment]. . .providing that nothing therein shall repeal or enlarge [1875 amendment], except as specified in [Alien Naturalization Act] and under the limitations therein defined."

#### In re En Sk Song (1921)

• This case concerned two petitioners, En Sk Song and Simeon Ogbac Mascarenas. En Sk Song was Korean-born and a Japanese national, but served in the U.S. Army during World War I. He received an honorable discharge. Mascarenas was born in the Philippines and had served three years in the Navy when he submitted his petition for naturalization, although he was still in the service. The decision was as follows:



"The use of the term "any alien" in the several provisions of naturalization in [Naturalization Act of 1906] as added by [Alien Naturalization Act of 1918], is not intended to enlarge the right to naturalization, as restricted by [1875 amendment], to "free white persons" and persons of African nativity or descent, except in the specific cases of native-born Filipinos and Porto Ricans therein mentioned, and a native Korean is not eligible for naturalization, even though he served in the army during the recent World War."

#### Toyota v United States (1925)

• Hidemitsu Toyota was a Japanese national who enlisted in the U.S. Coast Guard in November 1913. In May 1923, he was honorably discharged from the Coast Guard for the last time, but had several honorable discharges and recommendations for reenlistment throughout his ten years in the service. On May 14, 1921, he filed a petition for naturalization in Massachusetts and was granted a certificate of naturalization. However, this case was brought on the grounds that the certificate was illegally procured. The decision was as follows:

"A person of the Japanese race, born in Japan, may not legally be naturalized under the seventh subdivision of [Naturalization Act of 1906], as amended by [Alien Naturalization Act]."



#### **Timeline of Naturalization Laws**

#### 1790

• The Naturalization Act of 1790 states that any free white person who has lived in the United States for two years may become a citizen, along with any of their children under the age of 21.

#### 1875

• Shortly after the end of the Civil War, Congress expands the right to become a naturalized citizen from only "free white persons" to include "aliens of African nativity, and to persons of African descent."

#### 1887

• The Dawes Act grants American citizenship only to those Native Americans who agreed to divide reservation land into individual plots.

#### 1888

• The Chinese Exclusion Act bans almost all migration to the U.S. from China. Chinese nationals had served as stewards in the Asiatic fleet of the U.S. Navy in the 19th century.

#### 1894

• Statute 124 states that those who serve in the Navy or Marines and are honorably discharged do not have to submit a declaration and need only one year of residency to naturalize.

#### 1898

- In the Treaty of Paris, the United States acquires the territory of the Philippines from Spain for \$20 million, along with Guam and Puerto Rico.
- In United States v. Wong Kim Ark, the Supreme Court upholds birthright citizenship for Americans of Asian descent born in the United States. There was no policy that limited their service in the U.S. Navy.

#### 1899

President McKinley gives the island of Guam to the Navy. From this point until 1950,
 Guamanians live under a military dictatorship. The complete legislative, executive and judicial life of the island is controlled by Naval Governors.

#### 1900

• The Foraker Act ended the Spanish citizenship of island-born Puerto Ricans, but did not give them American citizenship.



#### 1901

 By Executive Order, President William McKinley allows 500 Filipino nationals to serve, primarily as stewards and messmen in the Navy. Prior to this, it was common for other Asian sailors (Chinese and Japanese) to serve in these ratings.

#### 1906

• The Naturalization Act of 1906 states that any alien over the age of 21 who has received an honorable discharge from the U.S. military may apply to be a citizen. The 1875 restrictions on citizenship hold. The act also creates the Bureau of Immigration and Naturalization Act, which gives Puerto Ricans a path to naturalization.

#### 1914

 The Naval Service Appropriations Act allows Puerto Rican sailors to use their time in service in the Navy, Coast Guard, or Marines to count towards residency in the naturalization process.

#### 1917

- Congress establishes an "Asiatic Barred Zone", preventing people from the majority of Asian countries from migrating to or becoming a citizen of the United States. It also added a literacy test to bar immigrants from Mexico and the Mediterranean from naturalizing.
- Jones-Shafroth Act collectively naturalizes Puerto Ricans residing on the island (and gave them the opportunity to decline U.S. citizenship). However, the law maintained the island's unincorporated territorial status.

#### 1918

• The Alien Naturalization Act of 1918 permits aliens in the U.S. military to file for citizenship after three years of service -- it explicitly references Filipinos and Puerto Ricans. Other immigrants of Asian descent are still prohibited by previous legislation and precedent. Filipinos can only serve in the Navy, Marines, or Navy Auxiliary to naturalize.

#### 1919

- H.R. 5007 offers citizenship to Indigenous World War I veterans, but their applications are often held up by a confusing bureaucratic process.
- The Navy suspended the enlistment of Black sailors amid high racial tension throughout the country, despite their service in World War I. The Navy increases recruitment of Filipinos and other East Asians as stewards.

#### 1924

- The Immigration Act of 1924, aka the Johnson Reed Act, created a quota system favoring immigration from Northwestern Europe and permanently excluding all aliens ineligible for citizenship. Japanese immigration is banned altogether.
- Congress passes the Indian Citizenship Act, extending American citizenship to all indigenous people.



#### 1932

• The Navy resumes recruiting Black Americans to serve as stewards. This is largely driven by changing political conditions in the Philippines.

#### 1935

• The Alien Veteran Naturalization Act of 1935 grants immigrant veterans of World War I not already permitted to naturalize -- namely Asian immigrants -- the opportunity to apply for citizenship.

#### 1940

• The Nationality Act of 1940 provides clarification of what groups are eligible for birthright and naturalized citizenship. Birthright citizenship is extended to all people born in a state or Alaska, Hawaii, the U.S. Virgin Islands, or Puerto Rico. Naturalization is limited to people of European, African, and Native American descent, as well as Filipinos who have served in the military for three years with a discharge under honorable conditions.

#### 1943

• The Chinese Exclusion Act is repealed. A quota of about 105 Chinese visas a year is put into place.

#### 1946

• The Luce-Celler Bill of 1946 lifts barriers to immigration for South Asians and Filipinos (even without military service).

#### 1950

• The Organic Act of Guam grants American citizenship to all current residents of Guam and their children.

#### 1952

• The Immigration and Nationality Act of 1952 ends racial barriers to citizenship, allowing Asians to immigrate and naturalize, but keeps their quotas very low.

#### 1965

 The Immigration and Nationality Act of 1965 ends the existing quota system that favored immigration from Northwestern Europe in favor of a preference system for relatives of U.S. citizens and permanent residents, people with special skills and refugees.

#### 1968

 H.R. 15147 amended the Immigration and Naturalization Act of 1952 to provide for naturalization of those who served active-duty service in the Armed Services of the U.S. during the Vietnam and Korean hostilities designated by executive order by the President.



## **INVESTIGATION: Naturalization Worksheet**

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3. What legislation did the court base their decision on?



# Debunking Stereotypes of Native American Military Service

GRADES 9-12



This activity is geared toward participants in grades 9-12. The estimated amount of time to deliver this lesson is 60 minutes.

Native Americans have been involved in every U.S. military campaign since the Revolutionary War. However, the relationship between European settlers and native communities has led to deeply entrenched stereotypes that characterize native people as innate warriors, born to go to war.

In this lesson, participants will use artwork and oral histories to explore the definition of the word *stereotype* and how stereotypes are applied to Native Americans serving in the U.S. military.



Participants will be able to identify the social, economic, and political factors that have driven Native Americans to join the service.



- ☐ Chart paper
- ☐ "Joseph "Jocko" Clark" Comic
- "Freedom's Warrior -American Indian"
- Oral history clips of Keith Little, Jesse Running Deer Smith, Virgil George England and Steven L. Bobb





#### Ask participants:

- What are some movies and TV shows in which you've seen Native Americans represented?
- How are Native Americans usually portrayed in movies and on TV shows?
- What is a stereotype?

Share the "Joseph "Jocko" Clark" comic with participants. The comic was part of Jocko's personal collection. Its creator and exact creation year are unknown, but his materials were donated posthumously by his wife. Discuss the following questions:

- What people do you see in the cartoon? Who are they portraying? What are they doing?
- What stereotypes are represented in the cartoon? How are these stereotypes harmful?
- What is the effect of the caption in the cartoon? The signs?
- What does this cartoon tell us about how the Navy viewed Native American service members at the time? What about service members from Japan and the Pacific Islands?

# Investigation

Participants will listen to or read transcripts of **four** oral history clips and identify a reason in each one that the speaker gives for joining the U.S. military.

- The <u>oral history clip</u> of **Steven L. Bobb**, a member of the Umpqua tribe, which is one of five tribes in the larger Grand Ronde Community. He served in the Marine Corps during the Vietnam War from 1968 to 1971.
- The <u>oral history clips</u> of **Virgil George England** and **Keith Little**. England was a member of the Cherokee Nation, and attended Chilocco Indian School in Oklahoma before joining the military. He served during the Cold War from 1955 to 1958.
- The <u>oral history clip</u> of **Jesse Running Deer Smith.** Jesse Running Deer Smith was born in West Virginia and was a member of the Cherokee Nation. He lived with his parents in his childhood, but his father died when he was 16. He served in the Navy from 1956 to 1958, and later in the Air Force from 1958 to 1975.
- The second <u>oral history clip</u> from **Keith Little**. Little was a member of the Navajo Nation and served as a Navajo Code Talker during World War II after attending a mission school in Arizona.





Share "Freedom's Warrior - American Indian" by Charles Wilson. Discuss the following questions:

- What is the effect of the people in the background on your understanding of the person in the foreground?
- What does this artwork tell the viewer about Native American service members?

Compare "Freedom's Warrior - American Indian" to the comic featuring "Jocko" Clark.

- How do the themes of the two pieces compare to each other?
- How does the depiction of traditional native dress vary between the two pieces?



### Lesson Connection

For more first-person accounts describing why crew members chose to join the Navy, see our lesson, **Hearing from Crew Members: Why Join the Navy?** 



# Background

#### **Stereotypes**

Stereotypes are a type of story that we tell about individuals based on our beliefs about a group to which they belong. They are generalized beliefs and can be about the group's personality, appearance, abilities, or any other aspects of their identity. Stereotypes are often inaccurate and overgeneralized and can be the basis for prejudice against a group.

#### "Jocko" Clark

Joseph "Jocko" Clark was a member of the Cherokee Nation and an admiral in the U.S. Navy. He was the first Native American to graduate from the United States Naval Academy and later commanded aircraft carriers during World War II. Throughout his career, Jocko earned a Navy



Cross, Navy Distinguished Service Medal, Silver Star, Legion of Merit with Combat "V" and Navy Commendation Medal, among many other awards. Explain to participants that the comic depicts Jocko Clark during World War II. Jocko was known for his aggression and willingness to take his sailors into battle.

#### **Stereotype of Native Americans in the Military**

Native Americans have a long history of being characterized as warriors: violent, vicious and ruthless. This idea originates from the centuries of battles fought between European settlers and the Native people whose land the Europeans were encroaching on in the United States. Many Native American Army veterans report being given scouting duties because of the widespread idea that all Native Americans have natural tracking abilities.

The image of Native Americans as ruthless warriors is a *stereotype*, and many people use that stereotype to explain Native Americans' presence in the U.S. Military. However, Native Americans' notion of warriorhood and reasons for joining the military are very different from the usual generalization.

Another stereotype that feeds Native Americans' reputation in the military is related to the number of Native people who maintain their ancestral ways of life. Many Americans are unfamiliar with Native traditions, and there exists a common perception that this way of life is unsophisticated. Many Native Americans today straddle a line between tradition and assimilation, maintaining their ancestral practices while still being a part of American society.

It is true that Native Americans have high rates of service. Up to 10 percent of the entire Native American population served in World War II. In the Vietnam War, a quarter of eligible Native Americans served, compared to one in twelve non-Native people. Many of them volunteered. Today, although the United States is 1.4% Native Americans, the military is approximately 1.7% Native.

#### **Debunking the Stereotype**

The stereotype developed about Native Americans serving in the military is based on the idea of intense warfare waged by tribal warriors against European settlers trying to make a home in the United States. European settlers arrived in Jamestown, Virginia in 1607, and conflict with Native Americans began almost immediately.

The Native people were willing to trade with the settlers, but when the settlers began seizing their land, they attacked. The American Indian wars were waged from the early 1600s to the late 19th century. Many of these battles were extremely violent, resulting in hundreds of lives lost on all sides. Native Americans were frequently left out of peace talks and lost land whether they won the battle or not.

By the late 1800s, tens of thousands of Native and non-Native lives had been lost to war. Europeans grew to view Native Americans primarily as a threat. Conflict between the groups developed into the war-hungry stereotype that exists about Native Americans today. This has



been exacerbated by a century of television and film portraying noble white men saving American towns from ruthless Native Americans.

In reality, the majority of Native communities attempt to balance war and peace. For example, many Plains Indian communities in the 1800s practiced *honorable warfare*, a nonlethal way of engaging with traditional enemies and testing abilities. Honorable warfare involved invading or touching an enemy without killing them. It was waged for revenge, to gain spiritual power, or in some cases for economic gain, by ways such as stealing horses. Successful warriors were honored with eagle feathers and status, but no honor was awarded for killing or scalping.

In contrast to the Anglo-American notion of warfare as a means of territorial conquest, political subjugation, and economic success, Plains warfare was waged for honor and the maintenance of tribal identity. Native Americans may have still seen service in the U.S. military as a way to gain honor, but not as a means to fight and kill, as the stereotype propagated throughout the 20th century.

#### Steven L. Bobb Oral History Clip

Native Americans have the highest per capita enlistment among racial groups in the United States. This is due to a number of factors; not least among them is a continued cultural emphasis on the honorable warrior. Although traditional Native American warfare may have been very different from the conflict carried out by the United States military, serving in the military has become a proxy for carrying out the traditional practice of honorable warfare.

One veteran, Joseph Medicine Crow, describes achieving all of the requirements needed to become a Plains tribal war chief while serving in World War II. He invaded an enemy town, touched an enemy and disarmed them without killing them, and stole an enemy's horses. When he returned, he was declared a war chief.

Many Native Americans live in an ambiguous state of allegiance to two nations, their tribal community and the United States. They have had to reinvent their cultural practices over and over to adapt to their status on the fringes of the United States. Thus, serving in the U.S. military is a way of showing patriotism to the U.S., but it also allows individuals to maintain their cultural identity by carrying out a centuries-old practice.

Steven Bobb references the treaties held by few Native American tribes with the United States government that were supposed to restrict the selective service from calling members of that tribe. However, the United States did not generally honor the treaties they held with these tribes and drafted their members anyway. Many Native Americans volunteered for World War II and the Vietnam War to avoid being drafted, and therefore avoid being subject to a broken treaty.

#### Virgil George England & Keith Little Oral History Clips

Patriotism was a large driving force for Native Americans joining the military in the 20th century. 44,000 native men joined the U.S. Military after the Japanese attack on Pearl Harbor, many citing protecting the United States, meaning their ancestral homelands, from enemy invaders.



#### Jesse Running Deer Smith Oral History Clip

The military was also a way to escape the poverty experienced by many Native Americans living on reservations. It provided steady employment, a salary, room and board, and other necessities. Many Native American women joined the WAVES (Women Accepted for Volunteer Emergency Service) and other military auxiliary corps during World War II as a way of moving out of poverty.

#### **Keith Little Oral History Clip**

In the early 20th century, another influence on Native people was the acculturative and assimilationist force from the U.S. government attempting to get them all to blend into the white majority. Federally-funded, off-reservation boarding schools were formed as places to force Native American children and teens to adapt to the Anglo American way of life. During World War I, many Native teens were able to leave their boarding schools by enlisting in the military.

#### Freedom's Warrior - American Indian

This artwork was created by Charles Banks Wilson for the Office of War Information in 1943. Part of the Office's job was to draw a connection between those at the battlefront and civilian communities. The man in the front was a code-talker, a name given to a group of Native Americans during World War II who used their traditional languages to communicate secretly. Behind the code-talker are six important Native American figures, including Chief Joseph, Sitting Bull, Tecumseh, Geronimo, Black Hawk and Pontiac. These leaders came from varied backgrounds, but represent Native American strength and history.



# **Additional Resources/References**

National Museum of the American Indian, Why We Serve: Native Americans in the United States Armed Forces <a href="https://americanindian.si.edu/static/why-we-serve/">https://americanindian.si.edu/static/why-we-serve/</a>

Smithsonian, The Remarkable and Complex Legacy of Native American Military Service <a href="https://www.smithsonianmag.com/smithsonian-institution/remarkable-and-complex-legacy-native-american-military-service-180976264/">https://www.smithsonianmag.com/smithsonian-institution/remarkable-and-complex-legacy-native-american-military-service-180976264/</a>





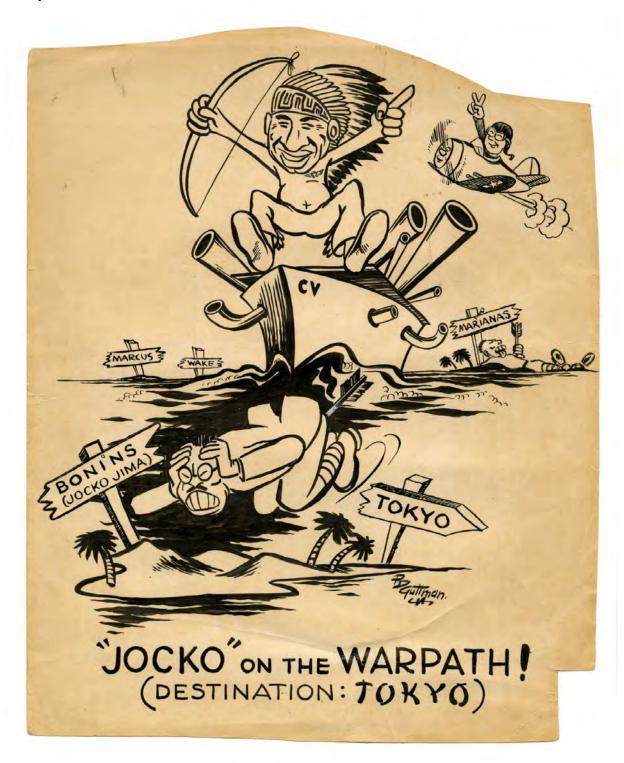
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Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



#### **Documents and Images**

Joseph "Jocko" Clark Cartoon



Credit: Collection of the Intrepid Museum. Gift of Olga Clark in memory of Admiral Joseph James Clark. A00.2011.046.23



#### Freedom's Warrior - American Indian



Credit: Library of Congress, [LC-USZ62-87996]

# **Exploring Recruiting Posters**

GRADES 6-12



This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 75 minutes.

The U.S. Navy's need for personnel constantly changes. In the 20th century, certain groups traditionally excluded from the U.S. Navy were included in times of need for military personnel/support. In this lesson, participants will explore Navy recruitment posters targeting different audiences and discuss tactics used to get these groups on board.



Participants will be able to describe the use of posters in Navy recruitment practice and their relationship to different audiences.



Ш	Recruiting African Americans in the
	1970s Packet
	Recruiting Women in World War II
	Packet
	Recruiting African Americans and
	Mexican Americans in World War II
	Packet
	Legal or Ledger Size Paper
	Coloring Materials





Ask participants the following:

- What is an advertisement you have seen lately that stands out to you?
- What about that advertisement is effective?
- Why does a company or person create an advertisement? What might their goals be?



#### **Navy Personnel Strength**

Throughout its history, Navy policies and practices limited the participation of individuals of certain groups or identities. However, during war time, the need for personnel, both in the armed forces and support roles on the home front, led the Navy to recruit more individuals from groups they excluded in the past.

Have participants look through Navy Personnel Strength 1938-1995. Discuss the following questions:

Suggested questions for grades 6-8:

- When is the demand for Navy personnel the highest?
- What reasons might people have to join the Navy during this time?
- What could potentially convince them to join?

Suggested questions for grades 9-12:

- Who might the Navy have been looking for to fill these positions at that time?
- Why might people be reluctant to join the Navy during this time?
- What could potentially convince them to join?

#### **Poster Exploration**

Participants will look at various posters produced by the United States government in order to encourage audiences to enlist in the Navy and Navy Reserve to meet demands for personnel.

Share "Honored as a Navy Nurse" poster from 1965 or "American Traditions U.S. Navy" from 1974. In 1965, the U.S. was ramping up its involvement in the Vietnam War. By 1974, the U.S. was in the process of winding down its involvement. During this period, the Navy was also looking at its



history of discrimination and working toward equal opportunity for sailors. Model how you might look through the poster to answer the questions below:

- What do you notice?
- Who is the intended audience? How would they have seen it?
- Why might the Navy need this audience at this time?
- Who is distributing this poster? What might their goal for the image be?
- How does the image wield credibility, argument and/or emotion?
- What is persuasive about this poster?

Separate participants into small groups. Hand each group a packet of posters (Recruiting African Americans in the 1970s, Recruiting Women in World War II, Recruiting African Americans and Mexican Americans in World War II). Have them answer the questions on their "Analyzing Recruitment Posters" worksheet.

Have participants share what persuasive tactics are being used in the posters.

- What did you notice looking at the posters?
- What persuasive tactics were being used? How could they be effective at the time the poster was released?



#### **Create a Persuasive Poster**

Have participants share an action they would like to see more participants in their school do more of. (Potential actions: Recycle, eat healthier, end bullying, etc.)

Participants will create their own posters to convince their peers to do the action. Place posters around the room and have participants take part in a gallery walk in which they can look at all the posters made by their peers.

- What posters stood out to you?
- What persuasive tactics were effective?

#### Create a Recruitment Poster

Have each group create a recruitment poster for the Navy highlighting the reason they discussed in their small group. The poster should contain imagery and a slogan that might convince someone to join.





#### **Lesson Connection**

For first hand accounts on why sailors chose to join the Navy, please see our lesson: **Hearing from Crew Members: Why Join the Navy?** 



# **Additional Resources/References**

U.S Navy Personnel Strength over Time

https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/u/usn-personnel-strength.html

Recruiting Posters for African Americans in the Navy

https://www.history.navy.mil/our-collections/art/exhibits/communities/artwork-of-african-americans-in-the-us-navy0/recruiting-posters-for-african-americans-in-the-navy.html

Recruiting Posters for Women in World War II

https://www.history.navy.mil/our-collections/art/exhibits/conflicts-and-operations/wwii/recruiting-posters-for-women.html

Navy Recruiting Posters of the Atomic Age

https://www.history.navy.mil/our-collections/art/exhibits/conflicts-and-operations/navy-recruiting-posters-of-the-atomic-age.html

Powers of Persuasion: Poster Art of World War II

https://www.archives.gov/exhibits/powers\_of\_persuasion/united\_we\_win/united\_we\_win.html



Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

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### **Documents and Images**

#### **Navy Personnel Strength 1938-1995**

Navy Personnel Strength 1938-1995						
Year	Officers	Nurses	Enlisted	Officer Candidates	Total	
1938	10,312	427	105,599	2,750	119,088	
1939	11,585	438	110,872	2,307	125,202	
1940	17,723	504	192,173	4,873	215,273	
1941	38,601	823	332,274	1,452	383,150	
1942	118,038	2,907	1,102,218	6,004	1,259,167	
1943	219,279	7,022	2,034,343	120,472	2,381,116	
1944	300,101	8,893	2,808,134	84,627	3,201,755	
1945	323,755	11,025	3,005,534	65,211	3,405,525	
1946	233,035	9,077	1,832,896	30,459	2,105,467	
1947	58,689	2,263	464,501	4,166	529,619	
1948	45,298	2,008	396,204	5,722	449,232	
1949	46,158	1,975	397,655	5,488	451,276	
1950	54,423	2,426	498,954	4,951	560,754	
1951	72,157	3,333	705,997	5,962	787,449	
1952	79,166	3,081	735,753	6,265	824,265	
1953	78,574	2,724	721,638	6,452	809,388	
1954	77,889	2,403	674,580	6,514	761,386	
1955	72,444	2,165	617,296	6,599	698,504	
1956	70,419	2,065	596,741	8,512	677,737	
1957	71,775	2,077	604,804	6,883	685,539	
1958	71,144	6,181	569,890	6,181	647,215	
1959	70,221	2,045	558,750	6,236	635,207	
1960	68,587	2,140	555,946	5,778	630,311	
1961	71,703	2,076	582,305	6,880	660,888	
1962	71,593	2,098	577,677	6,694	655,964	
1963	74,033	2,084	582,866	6,657	663,556	
1964	75,371	2,028	583,218	6,717	665,306	
1965	77,196	1,936	584,683	6,929	668,808	
1966	78,100	1,943	630,767	6,725	715,592	
1967	80,683	2,238	660,795	6,387	748,045	
1968	81,961	2,225	663,797	6,589	752,347	
1969	85,687	2,408	666,700	6,605	758,992	
1970	82,565	2,283	643,164	6,048	731,777	
1971	77,442	2,202	572,338	5,843	655,623	
1972	74,208	2,254	524,205	5,774	604,187	
1973	71,448	2,197	502,777	5,407	579,672	



1974	68,250	2,527	483,257	5,021	556,528
1975	66,036	2,668	474,596	5,093	545,725
1976	64,110	2,570	460,161	4,938	529,209
1977	63,337	2,633	459,780	4,616	527,733
1978	62,890	2,606	458,710	4,915	526,515
1979	62,161	2,542	458,431	4,863	525,455
1980	62,648	2,640	457,459	4,989	525,096
1981	64,580	2,713	466,388	5,541	536,509
1982	66,579	2,661	475,147	5,582	547,308
1983	68,764	2,744	489,495	5,361	563,620
1984	70,382	2,896	497,837	5,298	573,517
1985	71,079	2,951	503,072	5,443	579,594
1986	72,890	3,029	510,713	5,662	589,265
1987	74,064	3,078	523,071	5,608	602,743
1988	74,115	3,055	523,106	5,395	602,616
1989	74,374	2,989	526,018	5,410	605,802
1990	74,557	3,020	525,159	5,707	605,423
1991	74,001	3,108	525,130	5,425	604,556
1992	72,126	3,205	498,769	5,152	576,047
1993	66,346	3,341	469,420	4,922	540,688
1994	61,750	3,251	402,626	4,286	480,224
1995	58,778	3,319	371,670	4,159	437,926

Credit: Naval History and Heritage Command





#### "Honored as a Navy Nurse," 1965

Credit: Accession #: 69-274-S, Naval History and Heritage Command





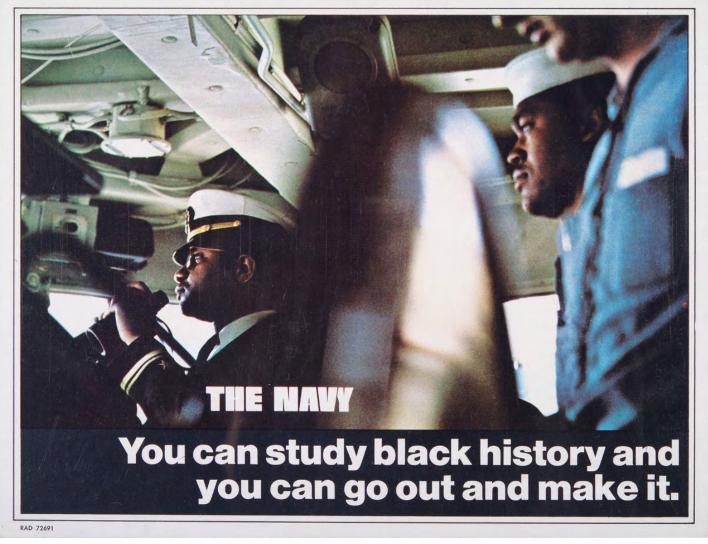
"American Traditions U.S. Navy," 1974

Credit: Naval History and Heritage Command



#### Packet 1: Recruiting African Americans in the 1970s

The last draft call of the Vietnam War was on December 7, 1972. The end of the draft, alongside negative public opinion of the Vietnam War, led to fewer people enlisting in the Navy. This created a need to recruit more personnel, including those whom the Navy did not traditionally recruit in the past. The Navy faced challenges recruiting Black service members due to the history of Black personnel being categorically put into positions of servitude in the 1940s and beyond. During this period, the Navy was also working on policies and practices to eliminate discrimination and provide equal opportunity for all sailors.



Credit: Accession #: 72-014-C, Naval History and Heritage Command



Credit: Naval History and Heritage Command



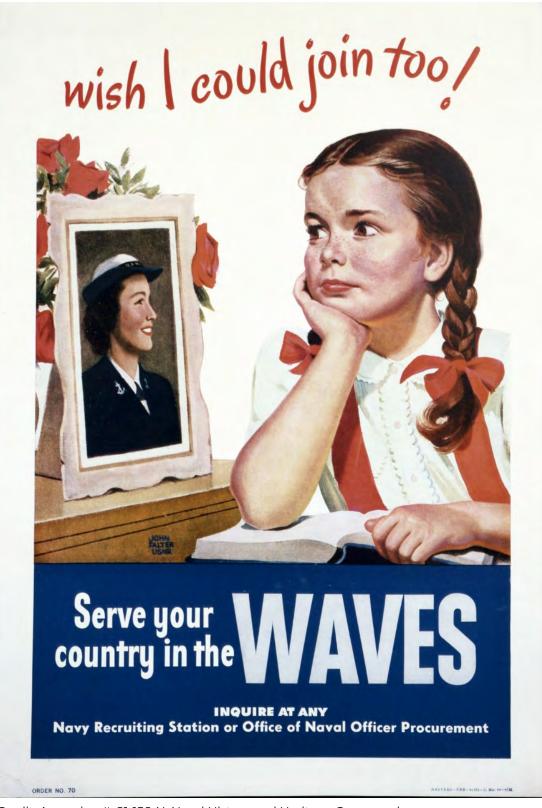


Credit: Accession #: 2014-012-01, Naval History and Heritage Command

#### Packet 2: Recruiting Women in World War II

The high demand for workers across a range of roles in World War II led to the need for women to fill jobs previously held by men on the home front. In the military, more men were needed to fill combat roles, leaving a need for support roles and non-combat positions in the military. The United States military created military volunteer reserves for women, such as WACs, WAVES, and SPARS, to fill these roles.





Credit: Accession #: 81-156-N, Naval History and Heritage Command

Approximately 40,000 posters and 45,000 window cards were created of this image to encourage women to join the WAVES.

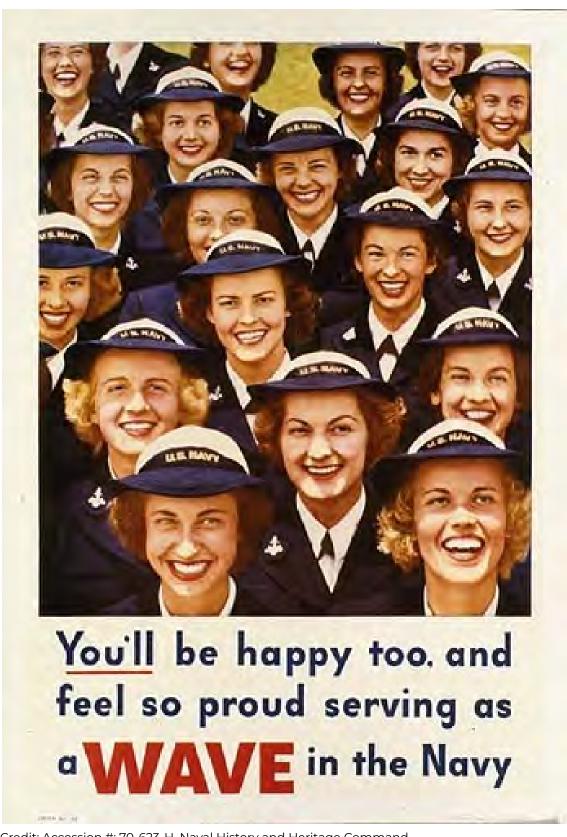




Credit: Accession #: 81-156-AR, Naval History and Heritage Command



Credit: Accession #: 81-156-AB, Naval History and Heritage Command



Credit: Accession #: 70-623-H, Naval History and Heritage Command



#### Packet 3: Recruiting African Americans and Mexican Americans In World War II

Prior to World War II, the Navy periodically barred the recruitment of African Americans. Due to the need for personnel in World War II, the Navy had to actively recruit Black sailors despite segregation and racial discrimination existing both at home and within the Navy. This need for personnel can also be seen in the defense industries, which needed a more qualified workforce to continue swift production of supplies for the war effort. In 1942, the United States wanted to gain the support and cooperation of neighbors in the Western Hemisphere, leading the Office of War Information (OWI) and the Office of the Coordinator of Inter-American Affairs (CIAA) to commission work from artists, including Leon Helguera, with the goal of gaining support from Latino Americans. While these posters were not made specifically for the Navy, they were used to recruit people into all military branches.





**United We Win** 

Photograph by Alexander Liberman, 1943, Printed by the Government, Printing Office for the War Manpower Commission

Credit: NARA Still Picture Branch (NWDNS-44-PA-370)





Above and Beyond the Call of Duty by David Stone Martin

Printed by the Government, Printing Office for the Office of War Information

Credit: NARA Still Picture Branch (NWDNS-208-PMP-68)



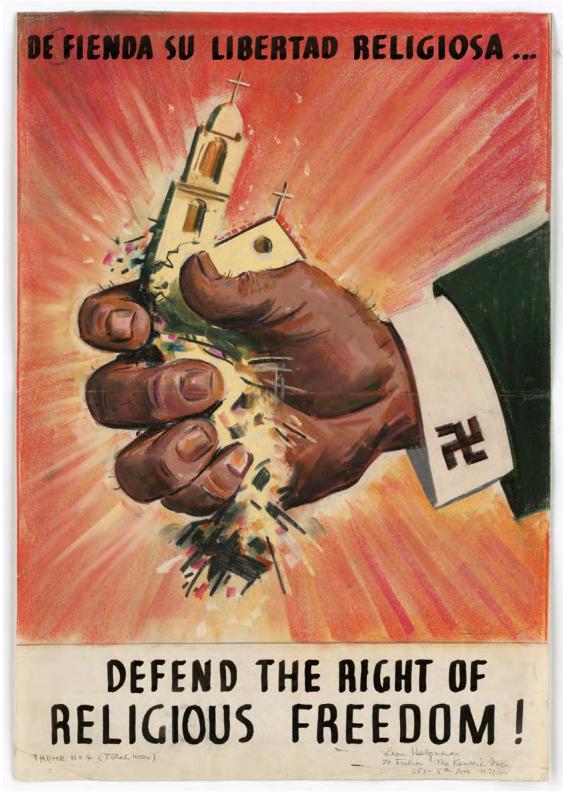


Credit: NARA Still Picture Branch (NWDNS-44-PA-87)

Joe Louis was a famous heavyweight boxing champion who was the reigning world champion from 1937 to 1949. At the start of World War II, Joe Louis enlisted in the Army. At a Navy charity dinner in 1942, Louis stated "We're going to do our part . . . and we'll win because we're on God's side." The U.S. Office of War Information (OWI) later created this poster to encourage African American enlistment in all branches of the military.



Credit: National Archives and Records Administration



Credit: National Archives and Records Administration; Record Group 208: Records of the Office of War Information, 1926 - 1951

# **LESSONS**

# How might opportunity be limited by policy and practice?

#### **Overview**

Many people joined the Navy because it offered opportunities, such as skills and training, citizenship status, military benefits and advancement options. Yet various factors, ranging from official Navy policy to personal biases, could hinder access to these opportunities, especially for marginalized communities. No one group faced the same barriers and many factors could influence how an individual is impacted. Hearing from the individuals who served can provide insight on what limits, if any, they experienced during their service and what their service was like.

#### **Contents**

What is a Steward?

Limits on Black Sailors in World War II

Should I Sacrifice to Live Half-American?

On Board USS Mason

Consequences of the GI Bill

Women's Uniforms of World War II

Winnie the Welder

The Shipyard Experience

Black Officers in the U.S. Navy

Latino Sailors Finding Community on Board

**Educational Opportunities** 

Ports of Call

Life on a Submarine

Silenced Stories

Recognition Delayed



# What is a Steward?

**GRADES 5-8** 



This activity is geared toward participants in grades 3-8. The estimated amount of time to deliver this lesson is 60 minutes.

The Steward's Branch of the Navy was tasked with serving officers in a variety of ways, from cleaning their living quarters to serving three meals a day. Before, during and after World War II, stewards were almost exclusively Black, Filipino and Guamanian.

Steward's Mates, the entry-level sailors in the Steward's branch, were generally assigned the lowest pay grade on board. Before and during World War II, Steward was the only job available to Black sailors on combat vessels. On some ships, stewards received training to serve as gunners in times of emergency.

Participants will use oral histories and other primary sources to explore the experiences of stewards and steward's mates.



Participants will be able to make connections between the duties of a steward, individuals who generally served in this position, and the wider societal attitudes toward people of color.



#### **Materials**

- "Chapter 2: Steward's Mate's Rates" from the Steward's Mates Navy Training Course
- Oral history compilation of Eugene Smith Jr, Samuel Hayward, and Levi Murray
- ☐ Images of steward's branch from USS Sangamon, USS Intrepid and USS North Carolina





Participants will read the selected pages from "Chapter 2: Steward's Mate's Rates" from the Steward's Mates Navy Training Course of 1946. This chapter describes the day-to-day life of steward's mates and their main jobs aboard ship. Discuss the following questions:

- What is a steward's mate? What kind of work were steward's mates assigned to on board a Navy vessel?
- Why were these duties necessary on board such a vessel?
- Who is depicted in the photos of steward's mates modeling the department's uniforms and duties?
- How might a steward's mate reading this training booklet feel about the instructions and language used inside?



Listen to or read transcripts of the <u>oral histories</u> from three men who served as stewards in the U.S. Navy during World War II: Eugene Smith Jr, Levi Murray and Samuel Hayward. Discuss the following questions:

- What duties did Eugene, Levi and Sam have on board their vessels?
- What was similar about each man's experience? Different?
- How did the men feel about their status as a steward?
- From the oral histories, what can you conclude about how sailors became part of the steward's branch?



#### **Demographics of the Steward's Branch**

Provide oral history transcripts and images of the steward's branch. Pose the following questions:

• Who do you see in these photos?



- Who is sitting? Who is standing?
- What activities is each person performing?
- What demographic of people made up the steward's branch during World War II?

Provide background content on the steward's branch and its demographics. Discuss the following questions:

- Why did the Navy keep Black and Filipino Americans in the steward's branch during World War II?
- What was going on socially in the United States during the 1930s and 1940s? How could this have affected the opportunities for non-white sailors during World War II?



# Lesson Connection

Have participants listen to the oral histories of other Black sailors who served in the Navy during World War II, such as: John Seagraves, Henry Mouzon and Theodore Jackson. Please see our lesson: **Limits on Black Sailors in World War II**.



# **Background**

#### **Stewards**

Stewards and steward's mates were in charge of cleaning and organizing officers' living quarters, serving food in the officers' wardroom, assisting the cooks in the galley and other similar duties. Steward's mates were ranked lower than Stewards. Stewards oversaw officers' mealtimes and had authority over steward's mates. During wartime, stewards could be trained as gunners and placed in a gun tub as a group in case of an emergency.

#### **Roles of a Steward's Mate**

A "stateroom boy" was the steward's mate tasked with cleaning an officer's stateroom, including taking out their laundry, dusting, and changing the sheets.



A "wardroom boy" served meals in the officers' wardroom, or large dining room. They set tables, served food and reset the room after the meal.

A "watch" or "relief boy" answered calls in the wardroom and pantry, made sure the wardroom was always in order, and took care of other small duties like serving soft drinks as requested.

A "pantry/galley boy" brought out the necessary food for the day's meals, cleaned refrigerators and dishware, helped prepare food and took out the trash.

A "cigar mess boy" handled the stock and distribution of convenience items kept for officers, like tobacco, cigarettes, cigars, candy and toilet articles. This was separate from the ship store and was only on some vessels.

#### **Demographics of Stewards**

During World War II, stewards were almost exclusively Black and Filipino. The changing statuses of Black and Filipino sailors in the Navy meant that the demographics of the branch was ever-changing throughout the twentieth century. From 1919 to 1932, Black sailors were not able to enlist in the Navy at all. A succession of agreements between the U.S. and the Philippines brought Filipino nationals in and out of the Navy, ending with the Military Bases Agreement in 1947, which allowed the US to actively recruit and enlist Filipino nationals. However, Filipino sailors served exclusively as stewards until 1971.

At the beginning of the war, Black sailors could only enlist in the Messman Branch, later called the Stewards Branch. Although the Navy began to permit Black personnel to enlist in the general service in June 1942, it wasn't until 1948 that Executive Order 9981 abolished racial discrimination in the armed forces. However, Black sailors were still frequently restricted to menial jobs until the Zumwalt era in the 1970s.

In 1975, the Navy combined the steward rating with commissaryman. Commissarymen prepared and served meals for enlisted sailors. The new rating was called mess management specialist. Job responsibilities focused on menu planning and food preparation for enlisted sailors as well as officers. A pool of enlisted sailors took over some of the cleaning duties formerly done by stewards.



# **Additional Resources/References**

For more information on stewards and Black Navy sailors in the early 20th century: <a href="https://www.history.navy.mil/browse-by-topic/diversity/african-americans.html">https://www.history.navy.mil/browse-by-topic/diversity/african-americans.html</a>

https://www.navyhistory.org/2022/02/doris-miller-messboy-steward-cook-hero/





Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

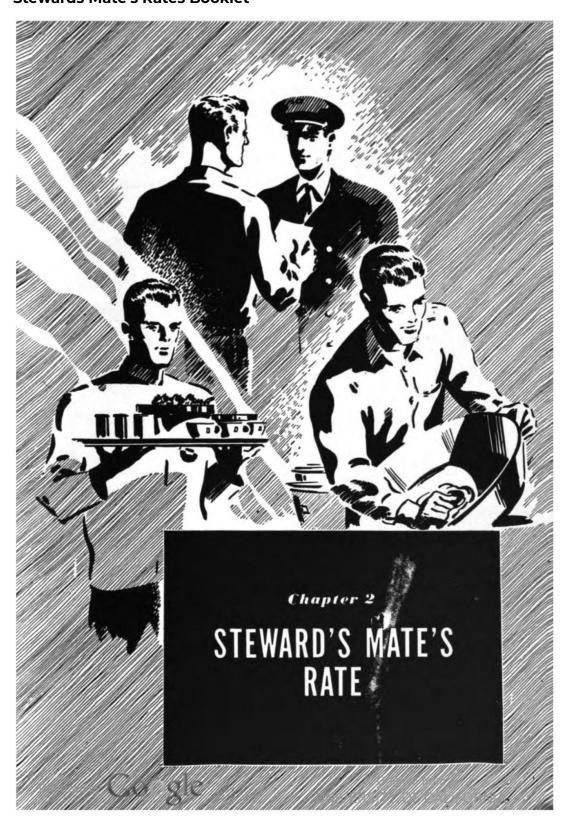
Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



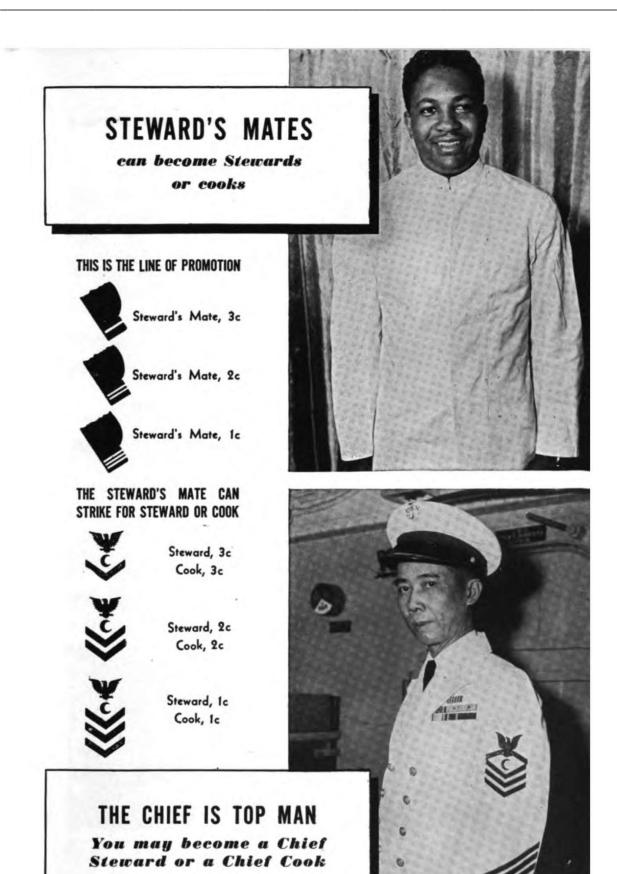
What is a Steward?

## **Documents and Images**

**Stewards Mate's Rates Booklet** 









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# STEWARD'S BRANCH wears these uniforms

#### STEWARD'S MATES







STEWARDS AND COOKS







Three- or four-button blue coats may be worn.



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# WHERE DOES THE STEWARD'S MATE WORK?



#### IN ADMIRAL'S COUNTRY.

On a flag ship, you may be selected to serve the flag officer. Only a topnotch Steward's Mate can qualify.



#### IN CAPTAIN'S COUNTRY.

If you do an outstanding job, you may be chosen to work with the commanding officer. You can try for this job.



IN EXECUTIVE OFFICER'S
QUARTERS. A Steward's Mate, usually the Head
Boy, serves with the executive officer. You can
try for this job.

#### IN OFFICERS' STATEROOMS.

Each Steward's Mate will be assigned to clean certain staterooms. You will do such things as make the bed, sweep the deck, and dust desks and shelves.



IN WARDROOM AND WARRANT OFFICERS' MESS. Most Steward's Mates work in the wardroom and the W.O.'s mess. Here you will wait on tables, set and clear tables and keep the room shipshape.



#### IN PANTRY AND GALLEY.

Steward's Mates also work in the pantry and galley. Preparing and serving food properly is important to the good health of your officers.





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# DUTIES OF THE STEWARD'S MATE

The work of your division has been split up to give every Steward's Mate a fair share of the job. You will take your turn at these jobs.











**BATTLE STATION** 

STATEROOM BOY

WARDROOM BOY







PANTRY BOY GALLEY BOY



CIGAR MESS BOY

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# SAMPLE WEEKLY CLEANING SCHEDULE

Your work schedule may be like this . . .



#### MONDAY

Scrub the deck and all the bulkheads in the officers' rooms. Shine shoes for the officer



#### TUESDAY

Change linens and towels in the morning. Count the dirty linen and take to Head Boy.



#### WEDNESDAY

Scrub the deck and all bulkheads. Take officers' dirty clothes to laundry. Shine shoes.



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#### THURSDAY

Field Day in the galley. Begin Field Day in wardroom. Return officers' laundry to staterooms.



#### FRIDAY

Field Day in the wardroom and in the pantry. Change all towels in the officers' staterooms.



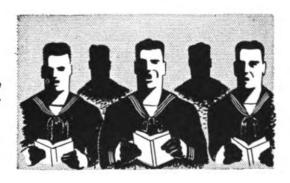
#### SATURDAY

Polish silver. Scrub decks and all the bulkheads in officers' rooms. Shine the officers' shoes.



#### SUNDAY

Sunday is your light day. Make up officers' beds. Tidy up rooms. Attend the church services.



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# A STEWARD'S MATE'S DAY

when not on watch or special duty

#### MORNING

0530-0630	REVEILLE	Trice up your bunk. Clean up and get dressed.
0600-0630	YOUR BREAKFAST	You will eat breakfast before the of- ficers do.
0630-0700	SET TABLES	Report to wardroom in clean jacket. Have tables set up before 0700.
0700-0830	BREAKFAST	All Steward's Mates serve the break- fast meal.
0830-1030	CLEAN ROOMS	Make up officers' rooms as soon as breakfast is finished.
1030-1130	YOUR LUNCH	You will eat your lunch before the officers eat.
1130-1200	SET TABLES	Tidy the wardroom and set tables for lunch.

#### **AFTERNOON**

1200-1300	LUNCH	All Steward's Mates serve the noon- day meal.
1300-1310	QUARTERS	All hands fall in at your quarters for muster.
1310-1530	CLEAN ROOMS	Finish cleaning officers' rooms and clean your own quarters.
1530-1700	HAPPY HOUR	Rest, haircuts, visit ship's store and fountain.
1700-1730	YOUR DINNER	You will eat your dinner before the officers eat.
1730-1830	SET TABLES	Tidy wardroom and set tables for the evening meal.

#### NIGHT

1830—1930 DINNER 1930—2100 RECREATION 2100 TAPS

All Steward's Mates serve dinner. Movies. Lights out.

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Original from UNIVERSITY OF CALIFORNIA

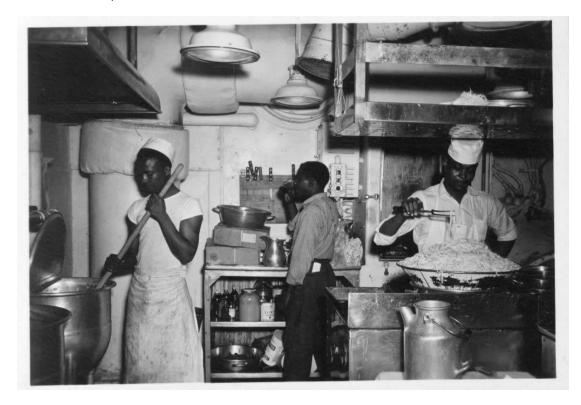
Credit: Bureau of Naval Personnel



#### **Images of the Steward's Branch**



Photo of the Steward's Branch on USS *North Carolina*, 1945 Credit: Battleship NORTH CAROLINA



Men working in the Officer's Galley on board USS *North Carolina*, 1945 Credit: Battleship NORTH CAROLINA





Thomas Sprague in Wardroom, 1944 [Possibly on USS Sangamon]

Credit: Collection of the Intrepid Museum. Gift of Paul I. Lyness. P2015.62.40





Captain Kelley's Anniversary Cake, USS Intrepid

Credit: Collection of the Intrepid Museum. Gift of Joan Huffman Kelley. P00.2009.27.03.44





Cutting the 7,000th Landing Cake, USS Intrepid

Credit: Collection of the Intrepid Museum. P00.2012.01.76

# Limits on Black Sailors in World War II

**GRADES 9-12** 



This activity is geared toward participants in grades 9-12. The estimated amount of time to deliver this lesson is 75 minutes.

When the United States entered World War II, Americans of all kinds were eager to join the armed forces. However, Black sailors were met with menial jobs. It was not until 1942 that they were able to serve at any rate besides steward, and until 1948 that the armed forces were desegregated. Participants will use the oral histories of three Black stewards and demographic information to analyze the experiences of Black sailors.

Content Warning: In this lesson, the term "negro" is used to describe Black Americans. At the time, this term was not considered offensive; however today it is considered inappropriate.

In Theodore Jackson's oral history clip, a racial slur is used to describe Black Americans. It is censored. At the time, this term was offensive, and continues to be inappropriate. Please preview the lesson materials and discuss with your students in advance.



Participants will be able to discuss the structural and social barriers that prevented Black sailors from accessing the full opportunities afforded the white Navy.



#### **Materials**

- ☐ Copy of Doris Miller propaganda poster after attack on Pearl Harbor, 1943, National Archives
- Oral history compilation of John Seagraves, Henry Mouzon and Theodore Jackson
- ☐ Chart "Negroes Serving in Steward Branch and Other Rating Branches"
- ☐ Black Manpower, US Navy, Integration of the Armed Forces 1940-1965
- Percent of Black Sailors Serving as Steward's Mates during World War II; data from *The Negro in the Navy* (1945)





Share the Navy's recruitment poster featuring Doris Miller. Explain that this was a propaganda poster used by the Navy during World War II. Discuss the following questions:

- What is this poster trying to convey or tell the viewer?
- Who is the intended audience of the poster?
- What specific information do you gain from this poster? What are you still missing?

Provide background information on Doris Miller and the context of the poster. Discuss the following questions:

- Knowing who and what it depicts, what is the message of the poster?
- Why might the Navy have chosen Miller as the face of a recruitment poster?



Share the charts, "Percent of Black Sailors Serving as Steward's Mates during World War II" and "Negroes Serving in Steward Branch and Other Rating Branches." Provide background information about the status of Black sailors in the Navy during World War II, their duties and the policy change in 1942. Discuss the following questions:

- What do these charts tell us about the status of Black sailors during and after the war?
- Was the change in 1942 successful in getting Black sailors at other rates?
- When does the biggest change in the charts occur?

Listen to or read transcripts of <u>oral histories</u> from John Seagraves, Henry Mouzon and Theodore Jackson. All three men served as stewards on board Navy vessels during World War II. Discuss the following questions:

- How did serving as a steward impact each man's ability to achieve the things they wanted to during and after their naval service?
- What kinds of discrimination did these men face while serving in the Navy? How did it compare to discrimination that Black Americans were facing in the country as a whole?
- All three of these sailors served after 1942, when Black sailors could formally serve at any rate. What, if any, effect did this have on their experiences in the Navy?
- How did John, Henry and Theodore feel about being stewards?





#### **Executive Order 9981**

Share oral history transcripts and charts used in the Inquiry activity. Provide background information on Executive Order 9981 and its provisions. Display the chart, "Black Manpower, US Navy." Discuss the following question:

• Was Executive Order 9981 successful at moving Black sailors into occupations other than stewards?

Have participants respond to the following prompt:

Pretend you were selected to be the Navy representative on the Committee on Equality of
Treatment and Opportunity in the Armed Services. Think about what John, Henry and
Theodore expressed in their oral histories, as well as what you have learned about the status
of Black sailors in the Navy. Write a report to present to the committee at your first meeting,
including your suggestions for specific changes that need to be made to improve the lives
of Black sailors.



#### Lesson Connection

See our lesson, **Fight for Desegregation**, for more content on the advocacy groups and work done that led to Executive Order 9981.



# **Background**

#### **Dorie Miller**

Doris "Dorie" Miller was a messman aboard USS West Virginia, which was in port in Pearl Harbor on December 7, 1941. After the Japanese attack, Miller assisted with carrying wounded men, including the commanding officer. Miller then took over an anti-aircraft machine gun, even though he—like other Black sailors—had no training in gunnery. He fired at incoming airplanes



until he ran out of ammunition. Miller was awarded the Navy Cross by Admiral Chester Nimitz, following a months-long campaign by the NAACP and other organizations to recognize Miller's bravery. He was the first Black sailor to be awarded the Navy Cross and quickly became a symbol for civil rights.

After the attack on Pearl Harbor and his eventual recognition, Miller continued to serve during World War II. Despite being a war hero, Miller was kept at the messman rating, eventually called steward's mates. Before 1942, in fact, Black sailors could only serve in the Messmen Branch. His highest rate was cook third class, which he was promoted to shortly before being killed when his carrier was struck by a Japanese torpedo.

#### **Regulations on Black Sailors**

Black sailors sometimes joined the Navy with expectations to be engaged in battle and to be equal to their white peers. Many joined after hearing of Dorie Miller's story, inspired to fight for their country. However, disappointment met them when they were kept only as stewards and only allowed to perform duties such as serving food, cleaning officers' bunks and doing laundry.

Navy regulations reflected broader social inequities back at home. The racial segregation laws and practices known as Jim Crow were in effect all across the United States, but most obviously in the South. The military enforced white supremacy by making it easier for white service members to choose a particular branch of service, to become an officer, to be promoted, to win medals, to be discharged honorably and to access the GI Bill. The Navy enforced segregation, especially prior to 1942.

Black sailors, for example, were forced to sit in the "colored" car on train rides while being sent to their training camps. Once there, the Navy kept Black trainees in separate facilities or required them to use certain spaces at different times. Black recruits also faced hostility from civilians in the towns they were stationed in, being barred from restaurants, theaters and other places of business.

Once past training, the Navy assigned Black sailors to the least desirable jobs, although they were often rebranded to make the jobs seem more meaningful. The Messmen Branch was renamed the Steward's Branch, for example, and the insignia was updated to match that of other Navy rates.

The duties, however, which included cleaning and serving officers, remained the same. White officers and enlisted men used racial slurs and the word "boy" to refer to Black sailors as a way of asserting their racial superiority. Physical separation existed on ships as well, with Black sailors being kept on lower decks and using less desirable facilities. Many Black sailors described only being treated equally when they were abroad in places like Ireland and Japan. Black sailors with heroic wartime accomplishments often went unrecognized, or waited several decades for recognition.

U.S. entry into World War II made the activism around Black participation in the military even more pressing. When the war started, the military needed more people. Several groups worked to integrate the armed services and increase opportunity for Black service members within them.



Despite Black sailors being permitted to move into other rates, the Navy remained segregated throughout the war. At the end of the war, the Navy had only sixty-four African American officers, and Black sailors comprised 5.5% of the total naval force, or 187,000. Half of the Black sailors served as messmen, cooks, or stevedores. Groups such as the NAACP and the March on Washington Movement made efforts to encourage integration, but they were not successful until after the war.

#### **Executive Order 9981**

On July 26, 1948, President Harry S. Truman's Executive Order 9981 integrated the armed forces shortly after World War II, a major advance in civil rights. Using the Executive Order meant that Truman could bypass Congress.

The order stated that "there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin." It also stated that there was to be the creation of a Committee on Equality of Treatment and Opportunity in the Armed Services, which would make sure that the order was carried out. All members and departments of the government were to work with the committee to ensure that their work was carried out to its full extent.



# Additional Resources/References

For more primary sources on Jim Crow and segregation: <a href="https://www.loc.gov/classroom-materials/jim-crow-segregation/">https://www.loc.gov/classroom-materials/jim-crow-segregation/</a>

https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/great-depression-and-world-war-ii-1929-1945/race-relations-in-1930s-and-1940s/

https://www.archives.gov/milestone-documents/executive-order-9981#:~:text=Executive%20Order%209981%20stated%20that,Services%20to%20recommend%20revisions%20to



Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



## **Documents and Images**



Recruitment poster featuring Dorie Miller

Credit: Library of Congress, [LC-DIG-ppmsca-40819]

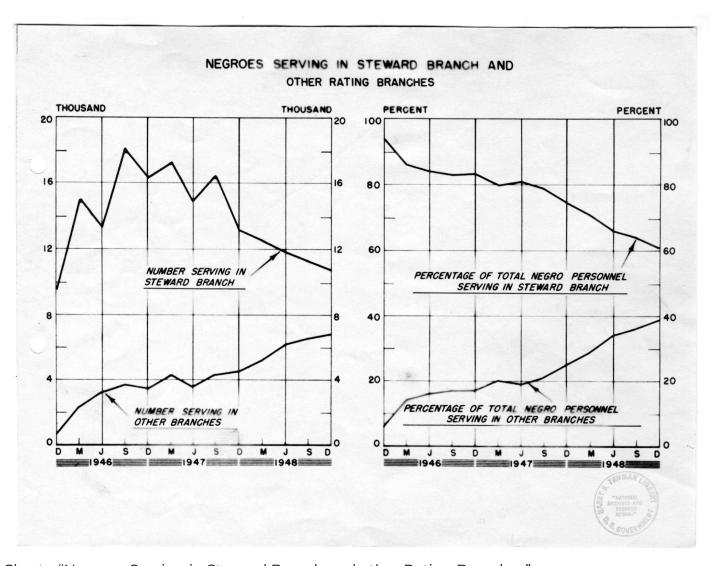


# Percent of Black Sailors Serving as Steward's Mates during World War II

Date	Total Black Strength	Black Steward's Mates	Black Sailors in Other Rates	Percent of Black Sailors Serving as Steward's Mates
Jun-42	5026	5026	0	100
Feb-43	26909	18227	8682	67
Dec-43	101573	37981	63592	36
Jun-44	142306	48524	93782	33
Dec-44	153199	52994	100205	34
Jun-45	165500	75500	90000	45

Data from The Negro in the Navy (1945)





Charts: "Negroes Serving in Steward Branch and other Rating Branches"

Credit: National Archives and Records Administration



TABLE 8—BLACK MANPOWER, U.S. NAVY							
A. Enlisted Strength			Percent				
Year	Total Strength	Black Strength	Black				
1949	363,622	17,051	4.5				
1950	329,114	14.858	3.7				
1951	656,371	17.604	2.7				
1952	728,511	23,010	3.2				
1953	698,367	24,734	3.5				
1954	635,103	24,236	3.8				
1955	574.157	30,623	5.3				
1956	586,782	37,308	6.3				
1957	593,022	38,222	6.4				
1958	558,955	30.978	5.7				
1959	547,236	30.098	5.5				
1960	544,323	26,760	4.9				
B. Percentage of Blacks Enlisted in Steward	s and Other Branches						
Year	Steward's Branch		Other Branches				
1949	65.12		34.88				
950	57.07		42.93				
1951	55.27		44.73				
952	54.95		45.05				
953	51.73		48.27				
954	53.43		48.57				
1955	51.19		48.81				
1956	25.38		74.62				
1957	21.66		78.34				
1958	23.35		76.65				
C. Officer Strength (Selected Years)							
Year	Black Officers on Active Duty		Total Officers				
1949	19		45,464				
1951	23		66,323				
1953	53						
1955	81		78,095 71,591				
1960	149		10166				

Source: BuPers, Personnel Statistics Branch. See especially BuPers, "Memo on Discrimination of the Negro." 24 Jan 59, BAF2-014. BuPers Technical Library. All figures represent yearly averages.

Chart: "Black Manpower U.S. Navy"

 $Credit: Defense\ Studies:\ Integration\ of\ the\ Armed\ Forces,\ 1940-1945;\ 2001.\ U.S.\ Army\ Center\ of\ Military\ History.$ 



# "Should I Sacrifice to Live 'Half-American?"

GRADES 9-12



This activity is geared toward participants in grades 9-12. The estimated amount of time to deliver this lesson is 75 minutes.

Throughout the twentieth century, Black service members were asked to fight in the U.S. military despite simultaneously waging a war against systemic racism at home.

Disenfranchisement, discrimination in employment and property ownership and segregated schools were just some of the systems in place relegating Black Americans to second-class citizen status. The military promised an escape from poverty, GI Bill benefits and a place to work side-by-side equally with other races.

In this lesson, however, participants will use primary sources to understand how systemic inequality keeps many groups in the United States from accessing all of the rights afforded to them as citizens.



Participants will be able to analyze the ways that systemic inequality in the United States affected Black Americans who were expected to fight for a country who did not afford them full citizenship rights.



#### **Materials**

- "Should I Sacrifice to Live Half-American?" by James G Thompson
- Chart paper and markers/sticky notes
- ☐ Oral history compilation of Henry Mouzon





Pose the following questions:

- What are the rights and responsibilities of a citizen of the United States?
- Can you think of a time in United States history when a group of people have been denied all of the rights of a citizen?

Share James Thompson's letter, "Should I Sacrifice to Live 'Half-American?" Share context of the letter and its author. Discuss the following questions:

- What does Thompson mean by the phrase "Half-American?"
- What are the "full citizenship rights" that Thompson is referencing?
- What would it mean to Thompson to be fully American? What would need to change in the lives of Black Americans?

Provide background content on the Double V Campaign.



Listen to or read transcripts of the <u>oral history</u> from Henry Mouzon. Mouzon served in the US Navy as a steward during World War II. He served on USS *Intrepid*, and because of the restrictions at the time, was only allowed to work in the steward's branch. However, when *Intrepid* was under attack, Mouzon and several other Black stewards were asked to train as gunners. Ask participants to respond to the following questions:

- How did Mouzon feel about his status in the Navy?
- How did the social climate of the United States outside of the Navy affect Mouzon's experience in the Navy?

Share James Thompson's letter, "Should I Sacrifice to live 'Half-American'?"

• How did Mouzon's experience in the Navy exemplify Thompson's notion of living "Half-American?"





#### **Silent Discussion**

Write each of the following questions on a piece of chart paper and hang them up in different spots in the room. Hold a silent discussion: give participants time to walk around the room, silently, and respond to the questions.

- What structures exist that allow for a 'half-American' status?
- Why do barriers to being fully American exist?
- What group(s) of people are still facing barriers to being full Americans?

When the time is finished, review the answers and discuss each question. Allow participants to discuss who they believe is still fighting for civil rights, why they are fighting, and what it would take for all people to be fully American in the United States.



# **Lesson Connection**

For more primary sources, oral histories, and content on systemic inequality during before and during the civil rights movement, see our lesson: **Consequences of the GI Bill.** 



# Background

#### Citizenship

Black Americans were granted full citizenship in the United States well before World War II. The military had also established a process by which foreign nationals serving in the military could obtain US citizenship after a certain amount of time. All citizens in the 1940s had the right to vote, to a fair trial, to run for office and to attend school. They were also obligated to serve on a jury, pay taxes, and, at times, serve in the military. Despite being promised these rights and obligations,



among many others, Black Americans were stuck in a second-class citizenship status. The Civil Rights Movement in the United States was a campaign against second-class citizenship.

A second class citizen is a person who is systematically discriminated against within a nation despite technically being a citizen. It is not a legal status, but an informal category of people within a state. Black Americans technically had all of the rights listed above, and many more. However, they fought disenfranchisement, restrictions on marriage, housing, education and limits on employment. Jim Crow laws, which legalized racial segregation, discriminatory voting practices, and overt racism, prevented Black Americans from accessing public services, loans, schools and many other institutions.

#### "Should I Sacrifice to Live 'Half-American?"

The Pittsburgh Courier newspaper, founded in 1907, had long used its voice to champion the rights of Black Americans. The newspaper toned down its content on racial discrimination for a while, but on January 31, 1942, just weeks after the U.S. declared war on Japan and Germany after the attack on Pearl Harbor, the Courier published a letter from 26-year-old James G. Thompson, a defense worker in Wichita, Kansas. Like most Black war workers at the time, Thompson could not work on the factory floor of the aircraft manufacturing company where he was employed. He was confined to working in the factory cafeteria.

Thompson's letter, "Should I Sacrifice to Live 'Half-American?" challenged the lofty rhetoric of U.S. War aims, contrasting them to the actual treatment of one tenth of its population, the African Americans. At the end of his letter, Thompson reminded his readers that the V for victory sign was being displayed prominently across the U.S. and among its allies, calling for victory over tyranny, slavery and aggression as represented by the aims of the Axis Powers: Germany, Italy and Japan.

Thompson called for adopting the "double VV for a double victory" sign, with the first V standing for victory of enemies from without and the second V for victory over enemies within, meaning those in the United States who limit the freedoms of Black Americans. Even with the military's need for more people, military policies toward Black service members were a misuse of human resources. There existed a persistent racist idea in the military that Black sailors were less capable.



# Additional Resources/References

For information on Double Victory and the Civil Rights Movement:

https://www.blackpast.org/african-american-history/events-african-american-history/the-double-v-campaign-1942-1945/

https://www.adl.org/resources/backgrounder/civil-rights-movement https://www.history.com/news/gi-bill-black-wwii-veterans-benefits





Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

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#### **Documents and Images**

Should I Sacrifice To Live 'Half-American?'

Suggest Double VV for Double Victory Against Axis Forces and Ugly Prejudices on the Home Front.

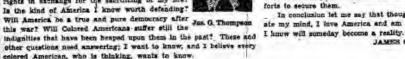
ISDITOR'S NOTE: A young man, confused and befudded by all of this double talk about democratry and the defense of our way of Mrs. is asking, like other young Negroes, some very pertinent questions. We reprint this letter in full because it is aymbolic.)

DEAR MEDITOR: Like all true Americans, my greatest desire at this time, this crucial point of our history; is a desire for a complete victory over the forces of evil, which threaten our existence today. Behind that desire le also a desire to serve, this, my country, in the most advan-

Most of our landers are suggesting that we sacrifice every other ambilion to the paramount one, victory. With this I agree, but I also wonder if another victory could not be achieved

at the same time. After all the things that h the world now are basically the same things which upset the equilibrium of nations internally, states, counties, cities, homes and even the individual.

Being an American of dark complexion and some 25 years, these questions fissh through my mind: "Should I sacrifics my life to live half American?" "Will things be better for the next gen-eration in the peace to follow?" "Would it be de-manding too much to demand full citizenship rights in exchange for the sacrificing of my life? In the kind of America I know worth defending?



This may be the wrong time to breach such subjects, but haven't all good things obtained by men been secured through sacrifics during just ruch times of sirife.

I suggest that while we keep defense and vistory in the forefront.

that we don't lose sight of our fight for true democracy at home.

The V for victory sign is being displayed prominently in all so-called democratic countries which are fighting for victory over aggresion, slavery and tyranny. If this V sign means that to those now engaged in this great conflict then let we colored Americans adopt the double VV for a double victory. The first V for victory over our enemies from without, the second V for victory over our enemies from within. For surely those who perpetrate these ugly prejudices here are seeking to destroy our democratic form of government just as surely as the Axis forces.

This should not and would not leasen our efforts to bring this conflict to a successful conclusion; but should and would make us stronger to resist these evil forces which threaten us. America could become united as never before and become truly the home of democ-

In way of an answer to the foregoing questions in a preceding paragraph I might say that there is no doubt that this country is worth defending; things will be different for the next generation; colored Americans will come into their own, and America will eventually become the true democracy it was designed to be. These things will become a reality in time; but not through any relaxation of the efforts to secure them.

In conclusion let me my that though these questions often perme-ate my mind, I live America and am willing to die for the America

JAMES G. THOMPSON

#### "Should I Sacrifice to Live 'Half-American?"

Credit: Pittsburgh Courier

Transcript:

"Should I Sacrifice to Live ThitleAmerican?" Firtuburgh Course, January II., 1942

Should I Sacrifice to Live 'Half American?'

Suggest Double VV for Double Victory Against Axis Forces and Ugly Prejudices on the Home Front

(Editor's Note: A young man, confused and befuddled by all of the double talk about democracy and the defense of our way of life, is asking, like other young Negroes, some very pertinent questions. We reprint this letter in full because it is symbolic.)

#### Dear Editor:

Like all true Americans, my greatest desire at this time, this crucial point of our history, is a desire for a complete victory over the forces of evil, which threaten our existence today. Behind that desire is also a desire to serve, this, my country, in the most advantageous way.

Most of our leaders are suggesting that we sacrifice every other ambition to the paramount one, victory. With this I agree; but I also wonder if another victory could not be achieved at the same time. After all the things that beset the world now are basically the same things which upset the equilibrium of nations internally, states, counties, cities, homes, and even the individual.

Being an American of dark complexion and some 26 years, these questions flash through my mind: 'Should I sacrifice my life to live half American?' 'Will things be better for the next generation in the peace to follow?' 'Would it be demanding too much to demand full citizenship rights in exchange for the sacrificing of my life? Is the kind of America I know worth defending? Will America be a true and pure democracy after this war? Will Colored Americans suffer still the indignities that have been heaped upon them in the past? These and other questions need answering; I want to know, and I believe every colored American, who is thinking, wants to know.

This may be the wrong time to broach such subjects, but haven't all good things obtained by men been secured through sacrifice during just such times of strife.

I suggest that while we keep defense and victory in the forefront that we don't lose sight of our fight for democracy at home.

The V for victory sign is being displayed prominently in all so-called democratic countries which are fighting for victory over aggression, slavery and tyranny. If this V sign means that to those now engaged in this great conflict then let we colored Americans adopt the double VV for a double victory. The first V for victory over our enemies from without, the second V for victory over our enemies from within. For surely those who perpetrate these ugly prejudices here are seeking to destroy our democratic form of government just as surely as the Axis forces.

This should not and would not lessen our efforts to bring this conflict to a successful conclusion: but should and would make us stronger to resist these evil forces which threaten us. America could become united as never before and become truly the home of democracy.

In way of an answer to the foregoing questions in a preceding paragraph I might say that there is no doubt that this country is worth defending; things will be different for the next generation; colored Americans will come into their own, and America will eventually become the true democracy it was designed to be. These things will become a reality in time; but not through any relaxation of the efforts to secure them.

In conclusion let me say that though these questions often permeate my mind, I love America and am willing to die for the America I know will someday become a reality.

James G. Thompson



On Board USS *Mason* 

# On Board USS Mason

GRADES 6-12



#### **Overview**

This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 60 minutes.

The destroyer USS Mason was one of two U.S. Navy ships during World War II with a predominantly Black crew. It was only in service for one year, but on it, Black sailors were able to perform duties on a combat vessel outside of the normal Steward's Branch. However, almost all of the officers on Mason were white, so the power dynamic between Black sailors and their white superior officers still existed on board. Participants will use the oral histories of two Mason crew members to further their understanding of the experience on board a ship like Mason.

Content Warning: In this lesson, the term "negro" is used to describe Black Americans. At the time, this term was not considered offensive, however today is considered inappropriate. Please preview the lesson materials and discuss with your students in advance.



### **Objective**

Participants will be able to evaluate the experiences of Black sailors in new roles and assess the true definition of *integration*.



#### **Materials**

- ☐ Guide to the Command of Negro Naval Personnel, "Problems of Command," February 1944
- Oral history compilation of Horace Banks and Winfrey Roberts
- ☐ USS *Mason* photos



On Board USS Mason Grades 6-12



Introduce participants to the "Guide to the Command of Negro Naval Personnel." This document was for white officers, providing them with instructions on how to command Black sailors, now that Black sailors could serve in a wider range of ratings, or occupations. It was released in 1944.

Provide background information on the status of Black sailors in the Navy before and during World War II. Have participants read the provided section, "Problems of Command." Discuss the following questions:

- Describe the tone of this pamphlet. Who are the author and audience?
- What does the language used in this pamphlet tell you about the relationship between Black sailors and their white superior officers?
- When this pamphlet was released, the Navy had recently allowed Black sailors to access any rate. What kinds of experiences do you predict Black sailors had as they moved into roles outside the steward's branch?



Distribute or have available photos of sailors on USS *Mason*. Provide background information on the ship and its crew. Before listening to the oral histories, discuss the following questions:

- Why might the Navy, with entirely white leadership, have agreed to allow Black sailors to crew a combat vessel?
- After reading the "Guide to the Command of Negro Naval Personnel," what do you predict the experience might have been on board USS *Mason* for Black sailors?

Listen to or read <u>oral history excerpts</u> from Horace Banks and Winfrey Roberts. Discuss the following questions:

- How did being on a ship where Black sailors served outside the Steward Branch impact Horace and Winfrey's experiences?
- What were the sailors' relationships to the officers on *Mason*?



On Board USS Mason Grades 6-12



#### **Integration**

Review content on the USS *Mason* and share oral history transcripts. Pose the following question for participants to write or present a response to:

• What does it mean to be integrated? Was Mason truly an integrated ship?



# **Lesson Connection**

Have participants listen to the oral histories of Black stewards serving in the Navy during World War II, such as Eugene Smith Jr, Samuel Hayward and Levi Murray. Please see our lesson: **What is a Steward?** 



## **Background**

#### **Navy Policy**

Navy regulations reflected broader social inequities back at home. The racial segregation laws and practices known as Jim Crow were in effect all across the United States, but most obviously in the South. In the Navy, Black sailors could only serve as stewards until June 1942. They faced discrimination and hostility by superiors and white enlisted sailors on board their vessels, and often had to fight for recognition when they achieved great successes.

The Navy enforced segregation, especially prior to 1942. Black sailors, for example, were forced to sit in the "colored" car on train rides while being sent to their training camps. Once there, the Navy kept Black trainees in separate facilities or required them to use certain spaces at different times. Black recruits also faced hostility from civilians in the towns they were stationed in, being barred from restaurants, theaters and other places of business.



Once past training, the Navy assigned Black sailors to the least desirable jobs. Stewards and steward's mates were in charge of cleaning and organizing officers' living quarters, serving food in the officers' wardroom, assisting the cooks in the galley and other similar duties. During wartime, stewards could be trained as gunners and placed in a gun tub as a group in case of an emergency.

#### **USS Mason**

USS *Mason* was laid down in October 1943, and named after Ensign Newton Henry Mason, a decorated aviator who died in combat the previous year. It was one of only two ships during World War II to be crewed by a predominantly Black crew, the other being a submarine chaser.

At the time, Black sailors were limited to shore service or to the Steward's Branch, performing menial duties like serving and cleaning for officers. On *Mason*, however, Black sailors filled a wide variety of enlisted duties. 160 of the 204 crew members on board were Black. For almost all of its service, all of the officers were white. *Mason* served as a convoy escort. After several trips back and forth across the Atlantic, *Mason* was decommissioned in October 1945.

The decision to designate *Mason* as an all-Black crew was influenced by a number of factors. In the 1930s, civil rights leaders, including the NAACP, were more willing to accept segregated units in all branches of the military. In the 1940s, however, they held a firmer position pushing for integrated units. In 1944, Secretary of the Navy Frank Knox died and was replaced by James Forrestal. Forrestal questioned the stereotypes associated with Black sailors, and authorized *Mason* and USS PC-1264, the other World War II-era all-Black crew.

In September 1944, *Mason* was part of a convoy of slow-moving craft in treacherous, stormy weather. The convoy took four weeks to cross the Atlantic and the ship and crew survived a 70 degree roll. For the crew's heroism, the commanding officer put *Mason* up for a commendation. However, the commendation was lost. It was not until the 1990s that the Secretary of the Navy, John Dalton, and President Bill Clinton honored the ship's surviving veterans.



# **Additional Resources/References**

USS Mason: First in its Class:

https://www.nationalww2museum.org/war/articles/uss-mason-us-navy#:~:text=The%20USS%20Mason%20





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On Board USS Mason

## **Documents and Images**

Guide to the Command of Negro Naval Personnel, "Problems of Command," February 1944

# SECTION III: PROBLEMS OF COMMAND

The same command techniques are effective for Negro and for white enlisted personnel. In addition to thorough knowledge of his technical duties, the basic requirements of command are that the officer know his men and hold their confidence.

In the case of the Negro, this means that the officer must be keenly aware that special questions growing out of the Negro's history in the United States will be encountered. At the same time, he must never assume that all Negroes are any more alike with regard to a particular characteristic than, for example, all men born in New York City.

#### ATTITUDES TOWARDS SERVICE IN THE NAVY

The Negro has long resented his period of exclusion from general service in the Navy. Now that he has been accepted other than for commissary duties he remains conscious of the fact that his admission was not without reluctance and is doubtful about the possibility of participation in accordance with ability.

Assignment to the Steward's Branch and as Cooks and Bakers is looked on generally with suspicion as reflecting a belief that he is fit only to do the traditional work of food handling. Work at NAD's and other heavy labor also brings up the idea that he is to be kept as much as possible in the less attractive types of work.

Such sensitivity may seem unreasonable to officers who are doing their best to utilize manpower in accordance with their considered judgment of war needs, individual abilities and other circumstances over which they have no control. It is, however, a natural reaction for a group which has had generations of experience with occupational restriction.

#### ATTITUDES CAN BE IMPROVED

Although colored, like white enlisted men, frequently are unwilling or unable to admit personal shortcomings as adequate reason for failure to receive desired assignments and promotions, alertness on the part of officers in the recognition of individual merit is quickly recognized by the men, and avoids giving any basis for discontent.

Knowledge that white enlisted men of comparable ability are assigned to tasks similar to those being performed by Negroes is also of great benefit to Negro morale. Indoctrination in the military importance of arduous duties without glamor is helpful. Finally, it is a good principle that the less satisfaction and prestige men can get out of their work, the more effort should be made to provide off-duty recreational facilities and to encourage their use.

The Negro's skepticism about his role in the Navy has been stressed because it is an important factor in his effective utilization. It may also be mentioned that this skepticism has probably been costly to the Navy in another way, for there is reason to believe that a goodly number of more capable and skilled Negroes have avoided induction into the Navy because they did not believe they would have the opportunity to

8

make their best contribution. In view of the need for leadership among the men, the loss of even a few such men has been serious.



#### EVEN COMPLIMENTS MAY BE MISUNDERSTOOD

It is easy to understand why Negroes do not like words or humor symbolizing supposed racial traits or their traditional restricted role in the American community. It is more difficult to appreciate the fact that even well-intentioned and admiring emphasis on supposed advantageous qualities similarly may be cause for annoyance.

The annoyance of this type most likely to occur in the Naval Establishment is the entirely friendly insistence that Negroes contribute to both formal and informal entertainments by showing off their alleged superior abilities in singing, dancing, boxing, or burlesque theatricals.

Although individual Negroes have been outstanding in these forms of entertainment, there is no scientific evidence of inherited racial qualities giving Negroes an advantage in these activities over other races. Perhaps their comparative success in athletics and entertainment has resulted from their being permitted a more normal participation in these fields. They have been pushed forward to do their popularly ascribed specialties so often that in many instances they have become suspicious that tap dancing, guitar playing, the singing of spirituals, and the like, may now be symbols of their special racial status.

Some Negroes can, and would like the chance to put on performances not characterized as Negro. It is a good rule to let all volunteer entertainers decide for themselves what to offer the audience. Under

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#### RACIAL SEPARATION

The idea of compulsory racial segregation is disliked by almost all Negroes, and literally hated by many. This antagonism is in part a result of the fact that as a principle it embodies a doctrine of racial inferiority. It is also a result of the lesson taught the Negro by experience that in spite of the legal formula of "separate but equal facilities," the facilities open to him under segregation are in fact usually inferior as to location or quality to those available to others.

The accomplishment of the assigned mission through the harmonious and efficient use of existing equipment and facilities should always be the objective of the commanding officer. Joint use of facilities is frequently possible and desirable, particularly where the ratio of Negro to white personnel is not high. Signs restricting the use of facilities to one or the other of the races are especially offensive to Negroes and under no circumstances should they be used in the Naval Establishment. Difficulties may be minimized if it is realized that in most instances objections voiced by white personnel emanate from a small minority and are usually in the nature of a test of the commanding officer's mettle. If the policy laid down by the commanding officer is impartial, fair, and reasonable, the men, white and Negro alike, are quick to realize it and to accept the situation providing it is clear that the policy will be enforced.

A policy of careful experimentation on the part of commanding officers, with emphasis away from compulsory separation, will usually enable them to arrive at the proper solution when faced with a problem of race relations. Final decisions as to the course to be followed within the broader pattern of Naval regulations are best left to the individual command.

Credit: Navy History and Heritage Command



#### Transcript:

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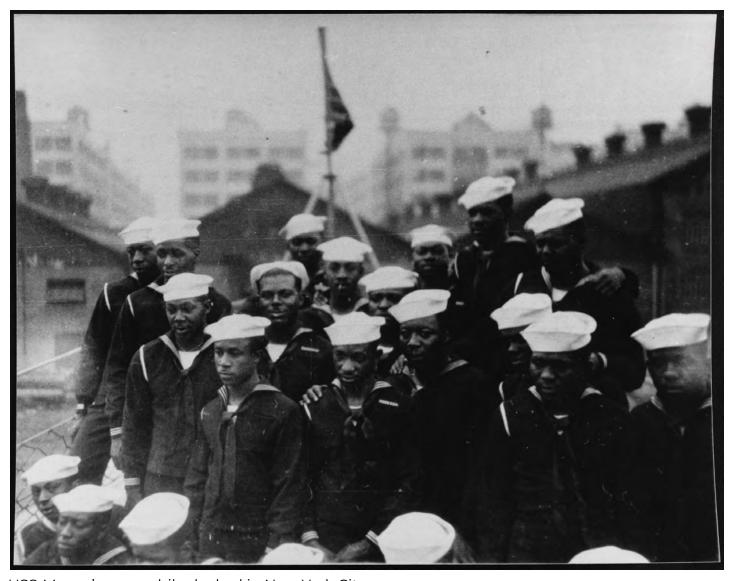
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A policy of careful experimentation on the part of commanding officers, with emphasis away from compulsory separation, will usually enable them to arrive at the proper solution when faced with a problem of race relations. Final decisions as to the course to be followed within the broader pattern of Naval regulations are best left to the individual command.





Two sailors standing before the newly-commissioned USS Mason



USS Mason's crew while docked in New York City

Credit: Naval History and Heritage Command





USS Mason sailor posing with guns on board





Lt. Commander William M. Blackford assumes command of USS *Mason* at the commissioning ceremony





Lt. A. Boyd Turner at the microphone during USS Mason's commissioning ceremony



Sailors of the USS Mason look at their newly commissioned ship

# Consequences of the GI Bill

GRADES 6-12



This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 45 minutes.

In 1944, President Franklin Roosevelt signed the Servicemen's Readjustment Act, which promised extensive benefits for veterans of World War II. It was intended to support veterans accessing education, loans, employment and housing after their service. However, Jim Crow laws and other structural inequalities in place during the 1940s prevented many veterans from actually using the benefits that were supposed to support them. Participants will use several primary sources, including oral histories, to explore the impact of the GI Bill on Black Americans.

In this lesson, the term "negro" is used to describe Black Americans. At the time, this term was not considered offensive; however, today it is considered inappropriate. Please preview the lesson materials and discuss with your students in advance.



Participants will be able to discuss the ways that systemic racism prevented Black veterans from accessing opportunities that were supposed to be available to all World War II veterans.



## **Materials**

Letter	to Doro	thy	Park	кer	fr	om	the
Vetera	ns Adm	ninist	rati	on			
	_		_				

Eleanor Roosevelt fundraising letter
from the National Committee for
Justice in Columbia, Tennessee

Supreme Court Report: Shelley v
Kraemer

Supreme Court Report: Sipuel v Board
of Regents

- ☐ Untitled photo of President Franklin D. Roosevelt in his study with members of the Office of Personnel Management, Fair Employment Practice Committee
- Oral history compilation of Charles Schlag, John Kiselak and Alonzo Swann





# **Inquiry**

Introduce participants to the Veteran Administration's letter to Dorothy Parker. Dorothy served in the WAVES during World War II, from 1944 to 1946. She received an honorable discharge. The letter describes the benefits provided by the World War II Servicemen's Readjustment Bill. Discuss the following questions:

- Who could access GI Bill benefits?
- What areas of veterans' lives was the government targeting with the GI Bill?
- Was there anything that could have stood in the way of all veterans accessing the rights that the letter describes?



# **Investigation**

Listen to or read transcripts of <u>oral histories</u> from Charles Schlag, John Kiselak and Alonzo Swann. All three men served during World War II. Charles Schlag was a Lieutenant Commander, John Kiselak was an Aviation Radioman and Alonzo Swann served as a steward on *Intrepid*, except when the ship was under attack and needed extra gunners. When necessary, Swann and several other Black stewards would be called to fill a gun tub. Provide background content on the GI Bill of Rights. Discuss the following questions:

- What benefits of the GI Bill do these veterans describe?
- How did the GI Bill shape their lives after service?
- The GI Bill was passed in 1944, and World War II ended in 1945. Can you anticipate any problems some veterans might have faced in accessing all of the benefits described in the GI Bill?





## **Primary Source Exploration**

Distribute the collection of primary sources to participants along with the Primary Source Worksheet. Share background content on the restrictions Black veterans faced when attempting to access their GI benefits. The worksheet will ask participants to describe how the problem identified in each source hindered veterans from accessing the benefits promised in the GI Bill. They will look at the following primary sources:

- Eleanor Roosevelt's fundraising letter from the National Committee for Justice in Columbia, Tennessee
- Supreme Court Report: Shelley v Kraemer
- Supreme Court Report: Sipuel v Board of Regents
- Untitled photo of President Franklin D. Roosevelt in his study with members of the Office of Personnel Management, Fair Employment Practice Committee

Discuss the following questions:

- How might the problem identified in each source hinder a veteran from accessing the benefits promised in the GI Bill?
- Do any of these problems still exist today?



# **Lesson Connection**

See our lesson, **Fight for Desegregation**, for more content on the advocacy groups and work done that led to Executive Order 9981.





# Servicemen's Readjustment Act

The Servicemen's Readjustment Act, which would come to be known as the GI Bill, provided loan, education, disability and unemployment support to veterans of World War II. The federal government provided low-interest loans for purchasing homes, farms or farming equipment, or business property. It supported technical school or college up to a monetary limit and provided vocational rehabilitation for up to four years.

Unemployment and disability allowances were promised on varying scales, as well as some money immediately after discharge. The GI Bill also offered access to Veterans Administration (VA) hospitals, prosthetics, allowances for dependents and inexpensive life insurance. The initial GI Bill expired in 1956 but was extended several times and eventually replaced by newer Veterans' benefits bills.

## **Challenges to Access**

The GI Bill was purposely written with race-neutral language, purporting to be written for all veterans. However, numerous roadblocks stood in the way of Black veterans attempting to access benefits. During World War II, much of the United States was still under Jim Crow laws, especially in the South. This affected the day-to-day life of every Black American.

Despite the Bill guaranteeing home loans, for example, Black veterans were denied them because certain areas were closed to Black residents. Even when capitalizing on education benefits, Black veterans had to attend segregated schools that often lacked critical courses and equipment. Universities in the North and South barred Black enrollment or were slow to admit them. Others were physically and verbally intimidated when they attempted to move into new housing developments. Black disabled veterans struggled to be awarded appropriate disability ratings from the VA, which they needed to receive disability payments.

It wasn't until Civil Rights victories across the nation that later GI bills were able to function for all veterans. Brown v. Board of Education was the landmark Supreme Court case that integrated schools across the nation in 1954. The Civil Rights Act of 1964 outlawed discrimination based on race, color, religion, sex, and national origin. The Voting Rights Act of 1965 prohibited racial discrimination in voting and outlawed specific devices used to keep Black Americans from voting, like literacy tests. These achievements opened pathways for Black veterans to access the benefits they deserved.





# Additional Resources/References

For more on the Jim Crow Era: <a href="https://www.blackpast.org/african-american-history/jim-crow/">https://www.blackpast.org/african-american-history/jim-crow/</a>
For more on the Civil Rights Act of 1964: <a href="https://www.nps.gov/articles/civil-rights-act.htm">https://www.nps.gov/articles/civil-rights-act.htm</a>



Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



## **Documents and Images**



VETERANS AFFAIRS

VETERANS ADMINISTRATION WASHINGTON 25, D. C.

#### DEAR FELLOW VETERAN:

I congratulate you upon completion of your service in the armed forces and for your part in bringing to a conclusion a two-front war which resulted in the unconditional surrender of the Axis Powers.

Having been appointed by the President as Administrator of Veterans Affairs, I want to state generally the provisions made by our Government for you and other veterans.

Among the benefits that you may be entitled to are compensation for disabilities, hospitalization, home, farm and business loan guarantee, readjustment allowances, insurance, rehabilitation and vocational training, educational courses, assistance in obtaining employment and provision for your dependents

Eligibility for each one is dependent upon the facts in the individual case.

If you are interested in any of these provisions, you should write or contact the Veterans Administration office nearest your home. For your convenience, there is, on the reverse of this letter, a list of the Regional Offices with the address of each office.

I feel I should warn you the last deduction for your Government insurance premiums has been made from your service pay. This means from now on you must make these premium payments directly to the Collections division, Veterans Administration, Washington 25, D. C.

> DON'T LET YOUR INSURANCE LAPSE! OWE THIS TO YOURSELF AND YOUR FAMILY

I assure you that the Veterans Administration stands ready to serve you.

Sincerely yours,

Omar M. Bradley

OMAR N. BRADLEY, General, U. S. Army, Administrator.

#### Letter received by Dorothy Parker from the Veterans Administration

Credit: USS Massachusetts Memorial Committee Inc. (Battleship Cove)



Transcript:

Veterans Administration Washington 25. D.C.

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OMAR N. BRADLEY, General, U.S. Army, Administrator.



To Davidsor

Hon. Wayne Carl Murphy

Carl Murphy
Philip Murray
James G. Patton
Clarence E. Pickett
A. Philip Randolph
Bishop William Scarlett
David O. Selznick
Bishop Bernard J. Sheil
Frank P. Stanley
Nathan Straus

Nathan Straus Herbert Bayard Swope Dr. Stephen S. Wise

#### NATIONAL COMMITTEE FOR JUSTICE IN COLUMBIA, TENNESSEE 20 WEST 40th STREET New York 18, N. Y. LONGACRE 3-6890 Co-Chairmen May 29, 1946 Eleanor Roosevelt Channing H. Tobias Dear Friends Treasurer John Hammond Thirty-one Negro citizens of Columbia, Tennessee are under arrest, Secretary charged with crimes ranging from attempted murder in the first degree Walter White to carrying concealed weapons. Two other Negro prisoners have been Assistant Secretary killed, shot down in the Columbia jail by officers of the law. Marian Wynn Perry Executive Committee These men, more than half of their number recently discharged Arthur B. Spingarn servicemen, have been the innocent victims of race hatred and violence. MEMBERS The events which took place in Columbia on February 25th and 26th rose (Partial Titet) out of a dispute between a white shopkeeper and a Negro customer. They Roger N. Baldwin Mary McLeod Bethune culminated in lynch threats, an armed invasion of the Negro district, Charles G. Bolte Colonel Evans F. Carlson Rev. Allan Knight Chalmers wanton destruction of Negro property and wholesale arrests and beatings of Negro citizens. The enclosed pamphlet, "Terror in Tennessee," Bartley Crum Russell W. Davenport adequately describes this series of outrages. Hon. William L. Dawson Hon. Helen Gahagan Douglas Our Committee was formed to provide every possible safeguard to Roscoe Duniee those Negroes unjustly charged with crimes and to assure them the jus-Albert L. Einstein Marshall Field tice denied them by sworn officers of the law in Tennessee. We shall work with the legal staff of the National Association for the Advancement of Colored People in providing adequate legal defense to the vic-William L. Green Hon, William H. Hastie tims. We will work to assure that those responsible for this bloodshed Hon. William H. Hastie Helen Hayes Dr. George E. Haynes Sidney Hillman Rev. John Haynes Holmes Robert M. Hutchins Harold L. Ickes Dr. D. V. Jemison Fiorello H. LaGuardia Hon. Charles M. LaFollette Hog. Hebrer H. Jebbert and mockery of the law be tried for the real crimes committed. We shall attempt, so far as it lies within our power, to provide reparations for the damage occasioned Negro businessmen and householders by brutal mob action. Finally and above all, we will tell the people this story of injustice and race hatred at Columbia so that Americans may take measures to guard against a repetition of this tragic situation in their Hon. Charles M. LaPoliette Hon. Herbert H. Lehman Ira F. Lewis Henry R. Luce George Marshall Hon. Wayne L. Morse own communities.

Please help us to win these objectives through your generous contribution. Every dollar you give will help to assure simple justice to humble men who today stand charged with crime while the real criminals are free. We want an America where every man, Negro or white, may stand on the same footing before the law. Help us to achieve that.

Sincerely yours,

P.S. This Committee represents a joint effort on the part of all organizations and individuals working to secure justice for the defendants in Columbia. If you have received and responded to a previous appeal in connection with this case, please pass this letter on to a friend.

AG NO.

Fundraising Letter from the National Committee for Justice in Columbia, Tennessee

Credit: Tennessee State Library and Archives



Transcript:

Dear Friend:

Thirty-one Negro citizens of Columbia, Tennessee are under arrest, charged with crimes ranging from attempted murder in the first degree to carrying concealed weapons. Two other Negro prisoners have been killed, shot down in Columbia jail by officers of the law.

These men, more than half of their number recently discharged servicemen, have been the innocent victims of race hatred and violence. The events which took place in Columbia on February 25th and 26th rose out of a dispute between a white shopkeeper and Negro customer. They culminated in lynch threats, an armed invasion of the Negro district, wanton destruction of Negro property and wholesale arrests and beatings of Negro citizens. The enclosed pamphlet, "Terror in Tennessee," adequately describes this series of outrages.

Our Committee was formed to provide every possible safeguard to those Negroes unjustly charged with crimes and to assure them the justice denied them by sworn officers of the law in Tennessee. We shall work with the legal staff of the National Association for the Advancement of Colored People in providing adequate legal defense to the victims. We will work to assure that those responsible for this bloodshed and mockery of the law be tried for the real crimes committed. We shall attempt, so far as it lies within our power, to provide reparations for the damage occasioned Negro businessmen and householders by brutal mob action. Finally and absolve all, we will tell the people this story of injustice and race hatred at Columbia so that Americans may take measures to guard against a repetition of this tragic situation in their own communities.

Please help us to win these objectives through your generous contribution. Every dollar you give will help to assure simple justice to humble men who today stand charged with crime while the real criminals are free. We want an America where every man, Negro or white, may stand on the same footing before the law. Help us to achieve that.

Sincerely yours,
Eleanor Roosevelt Channing H. Tobias

P.S. This Committee represents a joint effort on the part of all organizations and individuals working to secure justice for the defendants in Columbia. If you have received and responded to a previous appeal in connection with this case, please pass this letter on to a friend.



#### CASES ADJUDGED

IN THE

#### SUPREME COURT OF THE UNITED STATES

AT

OCTOBER TERM, 1947.

#### SHELLEY ET UX. v. KRAEMER ET UX.

#### NO. 72. CERTIORARI TO THE SUPREME COURT OF MISSOURI.\*

Argued January 15-16, 1948.—Decided May 3, 1948.

Private agreements to exclude persons of designated race or color from the use or occupancy of real estate for residential purposes do not violate the Fourteenth Amendment; but it is violative of the equal protection clause of the Fourteenth Amendment for state courts to enforce them. Corrigan v. Buckley, 271 U. S. 323, distinguished. Pp. 8-23.

- (a) Such private agreements standing alone do not violate any rights guaranteed by the Fourteenth Amendment. Pp. 12-13.
- (b) The actions of state courts and judicial officers in their official capacities are actions of the states within the meaning of the Fourteenth Amendment. Pp. 14-18.
- (c) In granting judicial enforcement of such private agreements in these cases, the states acted to deny petitioners the equal protection of the laws, contrary to the Fourteenth Amendment. Pp. 18-23.
- (d) The fact that state courts stand ready to enforce restrictive covenants excluding white persons from the ownership or occupancy of property covered by them does not prevent the enforcement of covenants excluding colored persons from constituting a denial of equal protection of the laws, since the rights created by § 1 of the Fourteenth Amendment are guaranteed to the individual. Pp. 21-22.

1

#### Shelley v Kraemer

Credit: U.S. Reports: Volume 334 via Library of Congress



<sup>\*</sup>Together with No. 87, McGhee et ux. v. Sipes et al., on certiorari to the Supreme Court of Michigan.

#### Transcript:

CASES ADJUDGED IN THE SUPREME COURT OF THE UNITED STATES AT OCTOBER TERM, 1947 SHELLEY v. KRAEMER

CERTIORARI TO THE SUPREME COURT OF MISSOURI

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- (a) Such private agreements standing alone do not violate any rights guaranteed by the Fourteenth Amendment.
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  - \*Together with No. 87, McGhee et ux. V. Sipes et al., on certiorari to the Supreme Court of Michigan.



#### SIPUEL v. BOARD OF REGENTS OF THE UNIVER-SITY OF OKLAHOMA ET AL.

CERTIORARI TO THE SUPREME COURT OF OKLAHOMA.

No. 369. Argued January 7-8, 1948.—Decided January 12, 1948.

PER CURIAM.

On January 14, 1946, the petitioner, a Negro, concededly qualified to receive the professional legal education offered by the State, applied for admission to the School of Law of the University of Oklahoma, the only institution for legal education supported and maintained by the taxpayers of the State of Oklahoma. Petitioner's application for admission was denied, solely because of her color.

Petitioner then made application for a writ of mandamus in the District Court of Cleveland County, Oklahoma. The writ of mandamus was refused, and the Supreme Court of the State of Oklahoma affirmed the judgment of the District Court. 199 Okla. 36, 180 P. 2d 135. We brought the case here for review.

The petitioner is entitled to secure legal education afforded by a state institution. To this time, it has been denied her although during the same period many

631 Syllabus.

white applicants have been afforded legal education by the State. The State must provide it for her in conformity with the equal protection clause of the Fourteenth Amendment and provide it as soon as it does for applicants of any other group. *Missouri ex rel. Gaines* v. *Canada*, 305 U.S. 337 (1938).

The judgment of the Supreme Court of Oklahoma is reversed and the cause is remanded to that court for proceedings not inconsistent with this opinion.

The mandate shall issue forthwith.

Reversed.

#### Shelley v Board of Regents of the University of Oklahoma

Credit: U.S. Reports: Volume 332 via Library of Congress



#### Transcript:

SIPUEL v. BOARD OF REGENTS OF THE UNIVERSITY OF OKLAHOMA CERTIORARI TO THE SUPREME COURT OF OKLAHOMA ARGUED JANUARY 7-8, 1948--DECIDED JANUARY 12, 1948 PER CURIAM

On January 14, 1946, the petitioner, a Negro, concededly qualified to receive the professional legal education offered by the State, applied for admission to the School of Law of the University of Oklahoma, the only institution for legal education supported and maintained by the taxpayers of the State of Oklahoma. Petitioner's application for admission was denied, solely because of her color.

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The petitioner is entitled to secure legal education afforded by a state institution. To this time, it has been denied her although during the same period many white applicants have been afforded legal education by the State. The State must provide it for her in conformity with the equal protection clause of the Fourteenth Amendment and provide it as soon as it does for the applicants of any other group. *Missouri ex. rel. Gaines v. Canada*, 305 U.S. 337 (1938).

The judgment of the Supreme Court of Oklahoma is reversed and the cause is remanded to that court for proceedings not inconsistent with this opinion.

The mandate shall issue forthwith.

Reversed.





Untitled photo of President Franklin D. Roosevelt in his study with members of the Office of Personnel Management, Fair Employment Practice Committee

Credit: George Skadding, photographer. Library of Congress, [LC-USF34-007962-ZE]

#### Transcript:

FDR's Fair Employment Practice Committee asked him yesterday to issue specific orders to government agencies not to discriminate against Negroes when hiring people. It has received "scattered complaints" of such discrimination. Left to right are Chairman Mark Ethridge, Earl B. Dickerson, John Brophy, Milton P. Webster and David Sarnoff.

Photo by Wide World



### **ACTIVITY: PRIMARY SOURCE EXPLORATION**

Read each primary source and describe how the problem identified in it hindered veterans from accessing the benefits promised in the GI Bill.

-			
	Letter from	ı Eleanor	ROOSEVAIT

2. Shelley v Kraemer

3. Sipuel v Board of Regents

4. FDR's Fair Employment Practice Committee

# Women's Uniforms of World War II

**GRADES 5-12** 



This activity is geared toward participants in grades 5-12. The estimated amount of time to deliver this lesson is 45 minutes.

Before World War II, women could already serve with the Navy as part of the Navy Nurse Corps and the American Red Cross Motor Corps. After the United States entered the war, the WAVES (Women Accepted for Volunteer Emergency Service) was created for women to serve in noncombat shore positions.

Participants will examine women's Navy uniforms and draw conclusions on the types of roles women were playing in the war. They will then listen to the oral histories of three women who served in the Navy, in the WAVES, Nurse Corps and Motor Corps.



Participants will be able to identify the roles and responsibilities of women in the Navy during and after World War II, analyze the relationship between men and women in each naval corps accessible to them and evaluate the way that women's uniforms illustrated their unique place in the Navy during this time.



- Doris Pearce, Veronica Cotariu, Thayer Boswell Oral Histories
   Images of uniforms worn by WAVES,
  - Navy Nurses, American Red Cross and Hospital Corps
- Possible materials to design uniforms: felt in assorted colors, tulle, cotton, fabric markers, scissors, glue, tape





Ask participants to describe what they picture when they think of Navy uniforms.

- What colors/patterns/textures are you picturing?
- What functions do these uniforms need to perform?

For grades 5-8: Draw what you imagine a Navy uniform looks like.

Distribute attached images of women's uniforms (or physical uniforms from the Museum's collection). Look at each part of the uniform and discuss the following questions:

- What do the types of uniforms women wore tell you about the kinds of jobs they might have done during World War II?
- What are the differences between the uniforms? What might have been the functions of each piece?

Provide background content on the WAVES, Navy Nurse Corps and American Red Cross Motor Corps throughout the uniform exploration.

After viewing all uniforms, discuss the following questions:

- What do the uniforms for women designed during World War II tell us about how women were viewed at the time?
- What do the uniforms for men tell us about how men were viewed at the time?
- What was the focus of women's uniforms? Why?



Listen to or read selected <u>oral histories</u> of Doris Pearce, Veronica Cotariu and Thayer Boswell. As a member of the Navy Nurse Corps, Doris Pearce served from the early 1950s until the Vietnam War, primarily in Japan and eventually on the USS *Sanctuary*. Veronica Cotariu served in the WAVES and continued to serve in the Navy as a link trainer instructor until well after World War II was over. Thayer Boswell transported Navy officers to and from the Navy yard and their living quarters every day during her service in the Motor Corps during World War II. Discuss the following questions:

Suggested questions for grades 5-8:

- What jobs did Doris, Veronica and Thayer have in the Navy?
- What jobs were men doing in the Navy during the times that these women served?
- Do these types of jobs exist today? What kinds of uniforms do people wear for them?



Suggested questions for grades 9-12:

- Women could not join the regular Navy during World War II. What reasons did they have for joining the reserve, motor and nurse corps?
- What kind of work was each woman doing?
- Does the work these women did still exist today? What kinds of uniforms do people wear for them?

For participants who have completed the *Inquiry*, more guiding questions:

- What functions did women's uniforms need to serve during World War II?
- Did the uniforms serve that function?



# **Design Time**

Share oral history transcripts and images of women's uniforms with participants. Participants will design a modern uniform for Doris, Veronica, or Thayer, taking into account their responsibilities, station and individual naval corps. Encourage participants to design functional uniforms over the fashionable ones women wore during World War II. Use assorted fabrics, fabric markers, scissors and glue to put together the uniforms. Participants should consider the following questions:

- Where in the world is your sailor located? What is the weather like where they are?
- What job functions is your sailor performing?
- Who is your sailor interacting with every day?
- What colors and designs might be important to people serving in the Navy?



### **Lesson Connection**

Explore comics featuring stereotypes of men and women in the Navy in our lesson: **Analyzing Cartoons**.





During World War II, all branches of the military recruited women for the first time. Over 80,000 women joined the WAVES (Women Accepted for Volunteer Emergency Service), the women's branch of the Naval Reserve. Another 11,000 served in the Navy Nurse Corps, and many more supported the Navy with supplies in the American Red Cross Motor Corps.

Women continued serving in the Navy after the war ended. The Women's Armed Service Integration Act was passed in 1948, allowing women to continue serving in the regular and reserve Army and Navy permanently. While the WAVES and Motor Corps were demobilized after World War II, women continued to serve in the Navy in shore positions and on hospital ships.

Women were not allowed to serve in the permanent regular and reserve Navy until 1948, with the Women's Armed Services Integration Act. Before, during, and even after this act, women's uniforms varied greatly from men's. Men's uniforms were designed to meet crew members' environmental and daily needs. They were supposed to be simple and not interfere with everyday tasks. Women's uniforms were designed to meet the fashion trends of the day. The WAVES uniforms, for example, were designed by famous New York fashion label Mainbocher.

The WAVES were established in July 1942 when President Roosevelt signed Public Law 689. Women ages 20-35 with a high school degree could join the enlisted ranks and women 20-49 with a college degree could become officers. WAVES could not have children under 18 or be married to servicemen. These WAVES worked as yeomen, parachute riggers, aviation machinists, mathematicians, translators, codebreakers and more.

After World War II ended, over 30,000 WAVES were discharged. However, once the Women's Armed Services Integration Act was passed, women's status in the Navy was solidified. Even though the WAVES were demobilized and women were made a permanent part of the Navy, the acronym remained in popular usage for the next few decades.

The Navy Nurse Corps was established in 1908 and nurses continued to serve in all of the wars throughout the twentieth century, many of them in the Philippines and other islands in the Pacific. Not only were they stationed on bases around the world, but also on hospital ships such as USS *Sanctuary*, which could hold hundreds of evacuated patients at once. Navy nurses were exclusively women until 1965.

Also functioning during World War II was the American Red Cross Motor Corps. Established in World War I, the Motor Corps provided aid to the Army and Navy, primarily dealing with transportation of servicemen and supplies. Navy motor corps volunteers would often transport wounded sailors from ships to hospitals and homes. Around 45,000 women joined the Motor



Corps during World War II, and their role included transportation, providing a messenger service and helping run blood donor centers.



# **Additional Resources/References**

For more information about women in the Navy and Red Cross: <a href="https://www.redcross.org/about-us/news-and-events/news/2021/women-an-important-part-of-american-red-cross-history.html">https://www.redcross.org/about-us/news-and-events/news/2021/women-an-important-part-of-american-red-cross-history.html</a>

https://www.history.navy.mil/browse-by-topic/diversity/women-in-the-navy.html



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## **Documents and Images**



#### A clipping from the scrapbook of Katherine Keough, a WAVE

Courtesy of the Battleship New Jersey Museum and Memorial Collection, 2020.003.0264.

#### Transcript:

NO FRENCH INFLUENCE HERE!-- Navy gals pose prettily in their sleek new modified uniforms especially designed for women of the Naval Service at a recent Pentagon showing. Left, summer gray working uniform worn by lieutenant in the Nurse Corps. Center, white dress uniform of Wave commander and right, blue uniform worn by Hospital Corpsman.





**U.S. Navy WAVES Officer Blue Service Jacket** 

Credit: Collection of the Intrepid Museum. Gift of Mr. and Mrs. William Pickens III. 2008.41.01.



**U.S. Navy WAVES Hatband** 

Credit: Collection of the Intrepid Museum. Gift of Mr. and Mrs. William Pickens III. 2008.41.02







**Blue Seersucker Women's Uniform** 

Credit: Collection of the Intrepid Museum. 00.2011.322.01 and 00.2011.322.02



**WAVES Captain's Uniform** 

Credit: Collection of the Intrepid Museum, 00.2011.327.01 and 00.2011.327.02





Bild-A-Set paper uniforms: Nurse's uniform with cape, worker's suit

Courtesy of Battleship NORTH CAROLINA





Bild-A-Set paper uniforms: Navy blue nurse uniform, Nurse's summer dress uniform, Dark blue winter dress nurse's uniform, Nurse's overseas field uniform

Courtesy of Battleship NORTH CAROLINA





Bild-A-Set paper uniforms: Navy jersey indoor dress, Flyer's Dress Uniform

Courtesy of Battleship NORTH CAROLINA

## Winnie the Welder

**GRADES 3-8** 



This activity is geared toward participants in grades 3-8. The estimated amount of time to deliver this lesson is 45 minutes.

Participants will learn about women's contribution to the war effort in shipyards, especially as welders. As many men were sent to serve in the U.S. military during World War II, women were hired for a variety of roles at home, including building Navy ships.

Participants will look at some major news headlines concerning women's roles in shipyards and draw conclusions about when and why they were permitted into the workforce.



Participants will be able to describe the importance of women in the shipbuilding industry and develop an understanding of the ways that newspaper headlines present important events.



#### **Materials**

- ☐ Headlines from the Norfolk New Journal and Guide
  - Facilitators may choose to use the provided headlines worksheet or printable large versions of headlines
- ☐ Oral history clips from Lillian Carson, Mabel McCray and Rose Abbonizio





Ask participants to consider the news headlines from the *New Journal and Guide* and either use the worksheet to number them in chronological order or cut out the images and place them in order on a large, flat surface. Discuss the following questions:

- Why did you put the headlines in this order?
- What might these articles be about?

After providing the correct order, discuss the following questions (grades 6-8):

- Why might women have been needed to work in shipyards during WWII?
- What other kinds of jobs might women have been hired for during wartime?

The correct order and dates for the articles is as follows:

- "Shipyard Boom Means Jobs for Many" (July 1, 1933)
- "Shipyard Planning for the Employment of Women" (October 17, 1942)
- "Role of Woman in Nation's War is Opportunity Story" (March 20, 1943)
- "Women Hold One in Every 3 War Jobs in the Nation" (April 29, 1944)
- "Over Two Million Negro Women Cited for Jobs in War Industry" (July 21, 1945)
- "Giant Shipyard Closed, 9500 Jobless" (May 4, 1946)



Listen to clips from the <u>oral histories</u> of Lillian Carson, Rose Abbonizio and Mabel McCray. All three women worked in the Philadelphia Navy Yard and were involved in the building of Battleship New Jersey. Lillian Carson was a welder in the yard from 1941 to 1946, Rose Abbonizio worked in optics repair from 1943 to 1945, and Mabel McCray was also a welder from 1942 to 1945. Discuss the following questions:

Suggested questions for 3-5:

- How did Lillian, Rose and Mabel contribute to the war effort?
- What kinds of training did the women receive before going to the navy yard?
- How did the women in these oral histories feel about their experiences as shipyard workers?



#### Suggested questions for 6-8:

- What are the similarities between the experiences of Lillian, Rose and Mabel?
- How did working in a shipyard impact their quality of life?
- What was it like for these women to work so closely with men?



#### Alliteration Name Game (suggested for grades K-2)

During World War II, women working in factories and shipyards were given nicknames such as "Rosie the Riveter," "Winnie the Welder," and "Susie the Steelworker."

Move around the room and have each participant give themselves a nickname, stating their name and an occupation or activity, mirroring the structure of "Winnie the Welder." Each participant will add a movement to the nickname, acting out the activity.

#### Write a Headline (suggested for grades 3-8)

Share oral history transcripts and news headlines with participants. These headlines describe several events during World War II, when women were hired by the thousands to work in shipyards. Participants will create their own news headlines inspired by the experiences of Lillian, Rose and Mabel. Encourage participants to include language like that of headlines they've read in newspapers before. Ask them to share their headlines and explain their thought processes. Discuss the following questions:

- Who is the subject of your article?
- What event(s) does your article discuss?

If your group completed the *Inquiry* activity,

Where in the timeline would your headline fall?





#### Lesson Connection

Have participants listen to the oral histories of other women participating in the war effort during World War II, such as: Veronica Cotariu, Thayer Boswell and Doris Pearce. Please see our lesson:

Women's Uniforms of World War II.



#### Background

Many women were hired for traditionally male-dominated roles during World War II, when millions of men joined the service. The War Manpower Commission was established early on in the war to balance the personnel needs of the armed forces and industry jobs. Part of their job was to recruit women into the workforce.

They often used propaganda posters of women hard at work to encourage other women to move into the manufacturing and construction industries. Participants may be familiar with the image of Rosie the Riveter, who represented many of the six million women working in factories and shipyards during the war. However, women worked a multitude of roles beyond riveter, especially in shipyards, where "Winnie the Welder" was much more common.

Rosie the Riveter's name possibly originated from a woman working as a riveter building fighter planes in Connecticut. It became popular when Redd Evans and John Jacob Loeb released a song in early 1943 called "Rosie the Riveter."

Later that year, an image of a fictitious Rosie painted by Norman Rockwell was on the cover of the Saturday Evening Post. Soon, "Rosie" inspired a multitude of other personifications around the country. "Susie the Steelworker," "Elsie, the Electrician," "Typewriting Tess," "Aircraft Annie," "Ronnie, the Bren Gun Girl," and "Winnie the Welder" may not have stuck as well as "Rosie," but they represented the variety of jobs performed by women during the war.

"Winnie" may have first appeared in a comedy routine performed by musician Jack Marshall in New York City. It soon came to refer to women workers primarily in shipyards located in Philadelphia, Charleston, Newport News, Pittsburgh and other cities around the United States.





## Additional Resources/References

For more information on Winnie the Welder:

https://www.heinzhistorycenter.org/blog/women-forging-the-way/meet-winnie-the-welder



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#### **Documents and Images**

# Role Of Woman In Nation's War Is Opportunity Story

THE SET PERSON NO.

Use of articles permitted complimentary of New Journal and Guide

# Women Hold One In Every 3 War Jobs In The Nation

Use of articles permitted complimentary of New Journal and Guide

# Shipyard Planning For The Employment Of Women

Use of articles permitted complimentary of New Journal and Guide

# SHIPYARD BOOM MEANS JOBS FOR MANY

Use of articles permitted complimentary of New Journal and Guide

## Giant Shipyard Closed, 9,500 Jobless

Credit: The Chicago Defender

Over Two Million Negro Women Cited For Jobs In War Industry

Credit: Atlanta Daily World



#### **INQUIRY: HEADLINES**

#### **Directions**:

Read the headlines below and number them from 1-6 in chronological order.

"Role of Woman in Nation's War is Opportunity Story"
"Over Two Million Negro Women Cited for Jobs in War Industry"
"Giant Shipyard Closed, 9500 Jobless"
"Shipyard Planning for the Employment of Women"
"Women Hold One in Every 3 War Jobs in the Nation"
"Shipyard Boom Means Jobs for Many"



#### **ACTIVITY: WRITE YOUR OWN HEADLINE**

<u>Directions:</u> Consider the experiences of the three women welders you heard from. Write a news headline for an article on their experiences. Use the headlines from *Inquiry* as inspiration.



# The Shipyard Experience

GRADES 6-12



#### **Overview**

This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 45 minutes.

Navy Shipyards were crucial to the success of the U.S. Navy during World War II. Private companies ran some shipyards. The U.S. Navy also operated a number of shipyards, known as navy yards. The men and women working in the yards built massive aircraft carriers, battleships and destroyers. They repaired ships damaged by enemy fire and maintained many others.

During the war, shipyards across the United States employed over a million people. Some shipyards already hired women in office positions and limited numbers of Black laborers, but the rise of World War II meant that shipyards began to open their hiring processes.



Participants will be able to discuss how the war effort on the home front gave opportunities to women, immigrants and people of color.



#### **Materials**

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- Oral history compilation of Charles Chuand Rose Abbonizio
- ☐ Chart paper
- Drawing materials





Provide participants with photos of shipyards. The photos included in this activity guide have a variety of people, locations and jobs represented in them. They feature the Brooklyn Navy Yard, the Bethlehem-Fairfield Shipyard in Baltimore, Maryland, the Puget Sound Navy Yard, and the Kaiser Shipyard in Richmond, California. Allow participants to look through the photos and discuss the following questions:

- What jobs do you see represented in the photos?
- What kinds of people do you see represented in the photos? What jobs are they doing?
- Who is not represented in the photos?
- What is the function of a navy yard/shipyard? What kind of work is done there?

Provide background information on the function of a Navy Yard and its different major parts.

• Can you see any of the parts in these photos? (i.e. dry dock, subassembly shop, slipway)



#### Investigation

Listen to or read the transcript of the <u>oral histories</u> from Charles Chu and Rose Abbonizio. Charles Chu worked in the Pearl Harbor Navy Yard, while Rose Abbonizio worked in the Philadelphia Navy Yard. Discuss the following questions:

- What jobs did Charles and Rose have? How did they get those jobs?
- How did shipyards support the Navy during World War II?
- Why did Japan target Pearl Harbor (where a shipyard was located) as a way to attack the United States?
- How did Rose's gender impact her experiences in the shipyard?





#### **Design Your Own**

Share oral history transcripts and photos of shipyards from around the United States. Participants will design a map of their own shipyard. Distribute large paper and drawing utensils and include the following list of things to incorporate in the map:

- Dry dock
- Crane
- Slipway
- Classification Yard
- Subassembly Shop
- Factory
- Train tracks

Discuss the choices participants made in their maps.

- How does your shipyard support the Navy?
- How many ships can your shipyard support at one time?
- What jobs are available at your shipyard?



#### **Lesson Connection**

Hear from more women working in the Philadelphia Shipyard and explore the many industry roles played by women during World War II with our lesson, **Winnie the Welder**.





#### **Navy Yards**

A navy yard is a hub for shipbuilding and ship repair. The Brooklyn Navy Yard, which participants can see in some of these photos, was one of the many active Navy Yards throughout the 20th century. The Brooklyn Navy Yard was the birthplace of such famous ships as the battleship USS *Missouri*, the battleship *North Carolina*, and the aircraft carrier USS *Franklin D Roosevelt*. Other ships would come to the yard for repairs when they were damaged during service. The Yard was established in 1801, and would repair 5,000 ships before it closed in 1966.

The Brooklyn Navy Yard had 70 buildings, and grew in area by 50% during World War II to accommodate the increased need for ships. New piers, dry docks and buildings were built to expand the yard, and land had to be acquired from the city to fit all of the new structures. The Yard had its own railroad tracks for a train that transported pieces of ships around the yard for assembly.

The Bethlehem-Fairfield Navy Yard was an emergency shipyard, only active from 1941 to 1945 when the Navy needed support during World War II. The yard was primarily used to build cargo ships, including Liberty and Victory ships, as well as LSTs (tank landing ships). The Kaiser Shipyards were also active only during World War II, and the four yards in Richmond, California built hundreds of ships during the war. The Puget Sound Navy Yard was primarily used during World War II to repair battle damage to ships in the U.S. fleet and those of its allies. Later, it was used to modernize aircraft carriers and build smaller warships called frigates.

#### **Shipyard Components**

Most shipyards have the components listed below:

**Dry docks** are large basins in a navy yard used for the construction, repair and maintenance of ships. Water can be pumped in to allow ships to float in or out of the basin or drained so that the ship can be worked on.

A **subassembly shop** is an area of a shipyard where a piece of a ship is built. Many Navy ships are built in pieces in subassembly shops and then assembled at a separate location.

A **slipway** is a ramp on supports where a ship is assembled or repaired. After the ship is completed, it is slid off the ramp into the water.

A **classification yard** is an area at the edge of the water in a shipyard. Railcars filled with materials would be sent on barges across a waterway and then arrive at the navy yard and placed



immediately on railroad tracks. In the classification yard, they would be sent to whatever location their materials were destined for.

A **crane** in a shipyard is used for moving and assembling sections of ships. They are also used to move around heavy materials on board vessels.

#### **Philadelphia Naval Shipyard**

The Philadelphia Naval Shipyard was the first Navy Yard established by the new United States in 1776. It has changed locations since, but remained in service until 1996. The yard was especially busy during the World Wars, reaching its peak production during World War II, employing around 50,000 people. Navy Yard workers built 53 warships and repaired 1,218 during World War II, including the battleship *New Jersey*. The Yard during this time had its own sports leagues, bands and newspaper.

#### **Brooklyn Navy Yard**

In the summer of 1942, the Brooklyn Navy Yard brought in its first women as production workers. The 120 women were not the first women to work in the yard, as many women had worked as seamstresses and in other typically feminine roles. However, they were the first women in production roles. Women were not allowed to go on ships, but did welding and other production in factory spaces. This was because the ships were considered more dangerous and physically demanding. They were also staffed with many young men, and the administrators of the yard considered it inappropriate for young women to work side by side on ships with the men.

Until 1944, women in the yard had different titles and a different pay scale. Pressure from unions eventually changed this and women were given equal pay in the yard. However, women continued to be given menial and often repetitive jobs, inspecting small pieces and doing the same things over and over.

There was a small population of Black workers in the yard, especially during World War II. During this time, the need for labor increased dramatically. Before the war the Brooklyn Navy Yard employed around 18,000 people. This number grew to 72,000 people at the peak of the war. However, much of the labor in the yard was highly skilled. Black workers often could not access the training necessary to do highly skilled work, so they were kept in menial roles and could not advance. This also meant that after the war, when the need for labor decreased again, many Black men and women were fired. This policy was called RIF (reduction in force).

#### **Pearl Harbor Naval Shipyard**

Unlike the Brooklyn Navy Yard, the Pearl Harbor Naval Shipyard is still active. It is physically a part of the United States Pearl Harbor military base in Hawai'i. Before World War II, it was staffed largely by locals of the islands. As the war approached, new dry docks were built and the supply depot was expanded rapidly. On December 7, 1941, the Pearl Harbor Naval Base was attacked by Japanese forces looking to prevent the United States from interfering in its military actions in Southeast Asia. The shipyard was mostly unharmed, but 21 ships were damaged and 2,400 people died in the attack, including civilians as well as military personnel. It was then that hundreds of



shipyard workers from the mainland flooded to Pearl Harbor to bring their skills and support the war effort in Hawai'i. They wanted to help where the United States had been hit, and brought extensive experience from the many mainland shipyards. The Pearl Harbor shipyard took up the role of repairing many of the 21 ships that were damaged in the attack, and would repair thousands of ships over the course of World War II.



#### **Additional Resources/References**

Pearl Harbor Shipyard Factsheet:

https://www.navalshipyards-nhpa.com/Documents/PHNSY\_Fact\_Sheet.pdf

For more on race in shipyards during World War II: https://www.ferris.edu/HTMLS/news/jimcrow/links/misclink/shipyards.htm



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#### **Documents and Images**

#### **Collection of Shipyard Photos**



Credit: National Archives and Records Administration



Credit: National Archives and Records Administration



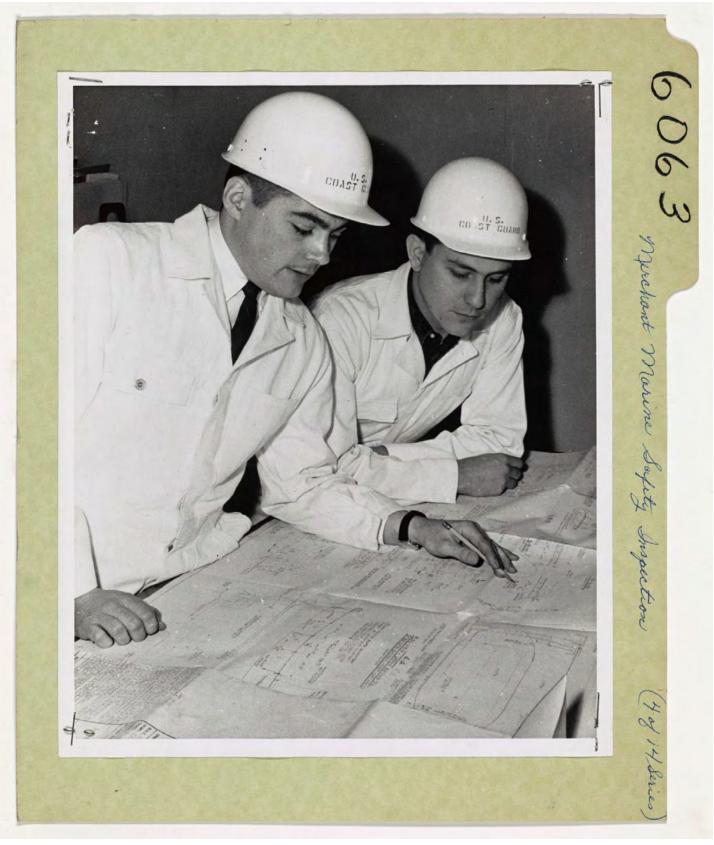
Credit: National Archives and Records Administration





Credit: National Archives and Records Administration





Credit: National Archives and Records Administration





Credit: National Archives and Records Administration





Credit: National Archives and Records Administration





Credit: National Archives and Records Administration



Credit: National Archives and Records Administration



# Black Officers in the U.S. Navy

**GRADES 6-8** 



This activity is geared toward participants in grades 6-8. The estimated amount of time to deliver this lesson is 45 minutes.

Black sailors have served in the U.S. Navy since its inception, but could only become officers as recently as World War II. The first group of Black officers was later known as the "Golden Thirteen," and many have followed in their footsteps. However, many Black officers have had to navigate the challenging racial politics of commanding white subordinates.

Participants will use the story of the Golden Thirteen and oral histories to explore the experiences of Black officers in the U.S. Navy.



Participants will be able to evaluate the way that racism in the Navy created a unique position for Black officers working with white peers and commanding Black subordinates.



#### **Materials**

- ☐ Golden Thirteen photos
- ☐ Oral history compilation of Louis Ivey and Tommy Grant





Distribute or display photos of the Golden Thirteen to participants. Ask participants to share their observations.

- Who do you see in these photos?
- What role do you think these people play in the Navy?
- When do you think these photos were taken?

Provide background information on the Golden Thirteen. Discuss the following questions:

- What is the significance of the nickname "Golden Thirteen?"
- Can you think of any problems that might arise with Black sailors being promoted to officer status during the 1940s?



Provide background information on the history of Black sailors serving as officers in the Navy. Then, listen to or read <u>oral history</u> transcripts from Louis Ivey and Tommy Grant. Discuss the following questions:

- What was similar about Louis and Tommy's experiences?
- How did race impact Louis and Tommy's abilities to be successful officers?
- What did it mean to these men to be officers in the Navy? Why was it important to them?
- What did it mean to Black enlisted men to serve under a Black officer?
- Why is it important to have diversity in leadership?



#### Re-Do

Share oral history transcripts with participants. In Tommy Grant's oral history, he tells a story about being asked by a superior officer to tell him about one of his subordinates. Grant could only tell the officer about the man's work ethic and job in the Navy. The officer told Grant that he needed



to know everything about his subordinates: their family life, hobbies and interests out of the Navy. Grant says that "something clicked," and he decided then that he would get to know all of his men from then on out. He says, "I took time with every one who came in the division, and talked to them like they were men." Ask participants to respond to the following question:

• Think about a time when you interacted with someone or a group of people and you were not as kind or respectful as you could have been. If you could go back and re-do the interaction, what would you do instead?

#### **Extension:** Female Officers in the Navy

Share oral history transcripts with participants and provide background information on Black officers and female officers in the Navy. Discuss this information with participants and pose the following questions:

- Why did it take so long for women to become officers in the Navy?
- What do you think it was like for the first women who were put in a position of authority over men? What challenges might they have faced?
- What similarities exist between Louis and Tommy's experiences and what female officers may have experienced?



## **Lesson Connection**

For more content on Black sailors moving out of the steward role, see our lesson: **On Board USS Mason.** 



#### The Golden Thirteen

By late 1943, there were over 100,000 Black sailors in the Navy. However, none of them were officers. Until June 1942, Black sailors could only serve in the Messman Branch, serving officers and cleaning staterooms. In that year, the Navy permitted Black recruits to enlist in the General Service. However, many Black sailors continued to serve as stewards, which was the only job



available to Black sailors on combat ships. Many other Black personnel are assigned to work in shore facilities as laborers.

As the war progressed, the Navy faced increasing pressure to accept Black officers. In January 1944, the Navy chose sixteen Black enlisted men for a segregated officer's training course at the Great Lakes training station in Illinois. The Navy compressed what was normally a 16-week training course into just 8 weeks, but the men still had the highest average on their final exams of any class in history.

Despite all 16 passing the course, the Navy chose only 12 men to become officers, and one to be a chief warrant officer. The other three went back to the enlisted ranks without explanation. The thirteen men selected were commissioned into the Navy Reserve and became the "Golden Thirteen," a nickname given to them by Captain Edward Sechrest in the 1970s when the group had their first reunion.

#### After the Thirteen

Although the Golden Thirteen marked a big change in Navy policy, it would take time until Black sailors were a significant presence in the officer corps. Harriet Ida Pickens and Frances Wills became the first Black female officers in the Navy when they were commissioned into the WAVES in 1944. The first Black sailor to be commissioned into the regular Navy (not the reserves) was Ensign John Wesley Lee Jr. in 1947.

In 1949, Black sailors began to graduate from the U.S. Naval Academy, the first being Ensign Wesley Brown. The first Black commander of a ship was Samuel L. Gravely Jr., who became the commanding officer of the destroyer USS *Theodore E. Chandler* in 1961. When Admiral Elmo Zumwalt became Chief of Naval Operations in 1970, he put a special emphasis on recruiting Black sailors into the officer corps. Although these changes were taking place throughout the twentieth century, it was still challenging for Black sailors to make their way into the officer corps, and often even more challenging to earn the respect of their white subordinates.

#### **Female Officers in the Navy**

Women were granted officer status in the Navy as early as 1942, although they had been serving formally since 1908. The earliest female officers were part of the Navy Nurse Corps and the WAVES (Women Accepted for Volunteer Emergency Service) during World War II. In 1944, the Navy Nurse Corps was designated full military rank. In both of these cases, women worked only among other women.

In 1948, women were allowed to serve in the regular Navy and Navy Reserve on a permanent basis, but they could not serve on combat ships. There were also limits on the number of women who could be in each rating. In 1972, Admiral Zumwalt released a Z-gram titled, "Equal Rights and Opportunities for Women," which slowly led to training groups being combined, women being permitted to remain in the service while pregnant, and eventually being allowed to serve on combat ships.





## Additional Resources/References

For more information on the Golden Thirteen:

https://www.history.navy.mil/content/history/nhhc/browse-by-topic/diversity/african-americans/golden-thirteen.html#arbor



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#### **Documents and Images**



The twelve commissioned officers of the Golden Thirteen

Credit: National Archives and Records Administration



The Golden Thirteen in 1944

Credit: Naval History and Heritage Command



# Latino Sailors Finding Community on Board

GRADES 6-12



## **Overview**

This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 60 minutes.

Latino sailors have a long and successful history in the US Navy. They fought valiantly in all of the wars in the 20th century. A defining characteristic of the experience of Latino sailors was their tendency to form social groups with fellow sailors with similar backgrounds.

Although Latino sailors were never formally segregated in the Navy or in civilian life, they would spend time together on board and on liberty. In this lesson, participants will discuss the history of Latinos serving in the U.S. Navy and the ways that they were able to find community on board.

Through the oral histories of two Latino Navy veterans, participants will understand the ways that racial discrimination in the Navy and broader Nation facilitated the development of tight bonds and connections formed between Latino service members.



Participants will analyze the ways that discrimination in the Navy and broader Nation affected Latino sailors.



# **Materials**

- Oral history compilation of Agustin Ramos and Jose Morales
- "Americanos Todos Luchemos Por La Victoria!" Propaganda Poster, National Archives
- ☐ Agustin Ramos' Puerto Rico liberty cuff





Display the World War II propaganda poster: "Americanos Todos Luchemos Por La Victoria!" The poster was designed by artist Leon Helguera during World War II, who was hired by the Office of War Information to create posters in order to appeal to Latinos, especially those of Mexican descent. Discuss the following questions:

Suggested questions for all participants:

- What symbolism does Helguera use to appeal to Latinos?
- What is the significance of the phrase, "Americans All?" What is it conveying to readers of the poster?
- Why might the U.S. Military have wanted to recruit more Latinos?

Suggested questions for grades 9-12:

- Why did the Office of War Information want to design recruitment materials aimed at specific groups of people?
- What was the political and social climate of the United States like for Mexican Americans and other Latinos in the years leading up to World War II?



Listen to or read selected <u>oral histories</u> of Agustin Ramos and Jose Morales. Agustin Ramos enlisted in the Navy in 1962. Ramos was not able to graduate from high school due to his language skills, so his options were to join the service or go to work. He chose to join the Navy. Jose Morales enlisted in 1981. Morales' experience was in the post-Vietnam era, but he describes his experiences with racism and community on board his navy vessels. Discuss the following questions:

Suggested questions for grades 6-8:

- What was similar about the experiences of Agustin and Jose? Different?
- How did Agustin and Jose's backgrounds impact their social time and other experiences in the Navy?

Suggested questions for grades 9-12:

- How did Latinos distinguish themselves on board Navy vessels such as *Intrepid* and *New Jersev*?
- What was the relationship between Latinos and other racial minorities in the Navy?



Agustin and Jose served at different times during the twentieth century. What was going
on in the United States during the 1960s and 1980s that may have impacted their
experiences?



# **Liberty Cuff**

Introduce participants to liberty cuffs. Provide background information on the origin of the cuffs and show images of them or examples from your collection. Share oral history transcripts and Agustin Ramos' liberty cuff featuring the Puerto Rican flag.

Participants will design their own liberty cuffs using the Liberty Cuff worksheet. These should be rectangular strips and represent something important to the participants that they would want to show off on their few days of free time. The worksheet also has space for participants to explain their design.



## **Lesson Connection**

Explore Navy recruitment posters and their use in times of high personnel need with our lesson **Exploring Demand**.



# Background

# Latinos in the U.S. Navy

Latinos served in the military in large numbers during World War II, including 350,000 Mexican Americans and 53,000 Puerto Ricans. In the Navy, hundreds of Latina women joined the WAVES and nurse corps. Latino service members were especially valued in the Pacific Theater for their Spanish skills, as they could communicate with Spanish speaking Filipinos.

Latinos faced discrimination in the service and at home. Despite the valiant service records of many Latinos, and the thirteen Latino medal of honor recipients, many veterans came home to



the same state of *de facto* segregation as before. Although most Latinos were considered "white" in the legal segregation system, their skin color, class, and language skills led to discrimination in all parts of daily life. In the service, Puerto Ricans in particular were kept in non-combat roles.

Latinos continued to serve in the Navy and broader military throughout the 20th century. They served in the Korean War, continuing to be classified as "White" on official documents but facing discrimination from other service members and the general public. Many Latinos, especially Mexican Americans, served in the Marines. Mexican Americans have a tradition of patriotism and warriorhood that may have led to this decision.

In the Vietnam War era, Latinos made up approximately 10% of the US population, but about 20% of Vietnam deaths. This can be blamed on a few factors. A person could defer the draft if they were still in high school or had pursued college. Many Latinos at the time, however, did not finish high school or go to college. Unlike members of other racial groups, the majority of Latinos would not be able to defer the draft.

# **Liberty Cuffs**

"Liberty Cuffs" were strips of fabric that would be sewn on the inside of the cuffs of uniforms. When sailors were on liberty, or had free time in port for a few days, they could roll up their sleeves and show off their cuffs. Many sailors chose a flag or design as a way of representing their heritage and family. Agustin Ramos chose the Puerto Rican flag to represent his Puerto Rican culture.



# Additional Resources/References

Latinos in World War II: Fighting on Two Fronts: <a href="https://www.nps.gov/articles/latinoww2.htm">https://www.nps.gov/articles/latinoww2.htm</a>

Los Veteranos Fact Sheet:

https://www.nationalww2museum.org/sites/default/files/2017-07/los-veteranos-fact-sheet.pdf

Hispanic Americans in the Korean War and Vietnam War:

https://www.history.navy.mil/content/history/museums/nmusn/explore/photography/diversity/hispanic-americans/korea-vietnam-1970s.html





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# **Documents and Images**



"Americans All: Let's Fight for Victory" by Leon Helguera

Credit: National Archives and Records Administration





## **Liberty Cuff used by Agustin Ramos**

Credit: Collection of the Intrepid Museum. Gift of Agustin Ramos, Jr. 2018.81.02



## **ACTIVITY: LIBERTY CUFF**

Directions: "Liberty Cuffs" were strips of fabric that would be sewn on the inside of the cuffs of uniforms. When sailors were on liberty, or had free time in port for a few days, they could roll up their sleeves and show off their cuffs. Design your own in the space provided below!

Why did you choose this design for your liberty cuff?



# **Educational Opportunities**

GRADES 6-12



This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 60 minutes.

During their time in the U.S. Navy, sailors have a multitude of opportunities for advancing their education. From taking mail-order classes to studying for a higher rate, sailors are able to learn a variety of skills while on board their vessels.

After leaving the military, veterans are able to use their benefits to pursue higher education for little to no cost. Participants will use the lens of two sailors of color, disadvantaged when they entered the service to explore the Navy's educational offerings.



Participants will be able to identify the Navy's education programs for sailors, while they are on duty and after they have retired.



## **Materials**

- ☐ Training manual excerpts from Steward 3&2, Radarman 3&2, Human Behavior and Leadership
- ☐ Oral history compilation of Agustin Ramos and Antonio Nibbs
- ☐ Paper and writing utensils





Split the participants into three groups. Distribute the selected sections from the *Steward 3&2*, *Radarman 3 and 2* and *Human Behavior and Leadership* training manuals, one to each group. Give the groups a few minutes to look over the table of contents and excerpt and respond to the following questions:

- Who is the audience for this training manual?
- What kinds of things is this manual teaching?
- How are these topics important to the overall success of the Navy?

More suggested questions for grades 9-12:

- What level of education do you imagine sailors completing before taking on this role?
- How might this training manual support the day-to-day needs of a sailor?

These training manuals are from the 1960s and include a leadership handbook, a manual for advancement to Steward 3rd and 2nd class and a manual for advancement to Radarman 3rd and 2nd class. Distribute chart paper to each group and ask them to write down the question pertaining to their handbook:

- What skills were important to be a steward?
- What skills were important to be a radarman?
- What skills were important to be an effective leader?

Ask groups to share their responses. Together, discuss the following questions:

- How are these training manuals related?
- Why might the Navy have developed these training manuals for their sailors? What was their importance?



Provide background information on educational policy and opportunity in the Navy during the mid-20th century. Listen or read transcripts of <u>oral histories</u> from Agustin Ramos and Antonio Nibbs.

Agustin Ramos used correspondence courses on board *Intrepid* to get his high school equivalency diploma, or GED. He also took art classes and learned from fellow sailors who were artists in their civilian lives. When he retired from the Navy, Ramos continued to use the art skills



he learned in his correspondence courses. Antonio Nibbs was an aviation electronics technician in the Navy and went through extensive training in the service.

After retiring, he used the GI Bill for college tuition support and advanced his electronics knowledge even further. He continued to use his electronics skills for the rest of his career. Discuss the following questions:

Suggested questions for grades 6-8:

- How did Agustin and Antonio take advantage of the Navy's education benefits?
- How was education in the Navy different from traditional school?

Suggested questions for grades 9-12:

- What kinds of educational support did the Navy offer while sailors were in the Navy versus after leaving the Navy?
- How did the Navy's education policies support Agustin and Antonio later in life?



# **Create a Training Manual**

Share oral history transcripts and training manuals with participants. Review the purpose of training manuals and the ways that Navy sailors advanced and learned new skills. Participants will create their own training manuals for their peers. Instruct participants to do the following:

Choose a skill or activity that you enjoy doing and know well. Create a training manual for that activity, describing the materials and preparation necessary, then step-by-step instructions. Write the manual for your peers, incorporating all information necessary for one of them to be able to carry out the activity. Design a cover for your manual and present it to the group.

# **Trying a New Skill**

Collect participants' training manuals and redistribute them to the group. Ask participants to attempt to carry out the activity described in their handbook, following their peer's step-by-step instructions. Go around the room showing off each activity.





# Lesson Connection

Hear more from Agustin Ramos in our lesson, **Latino Sailors Finding Community On Board**, which explores the bonds formed between Latino sailors in the face of adversity and also features the oral history of Jose Morales.



# Background

## **Education in the Navy**

The Navy offers many ways for sailors to advance their education while in the service and after they leave. Recruits who have been to college are eligible for Officer Candidate School to learn skills required to be an officer. Enlisted recruits may be sent to "A School" to learn a specialty, or straight to their duty station. Once in the service, there are more opportunities for education. There are opportunities to advance within a specialty through study and examinations. To learn more about their occupation, recruits may be sent to C School, which offers more advanced training.

## Vietnam Era

In the 1960s, sailors who did not have a high school or college degree had the opportunity to take mail-order classes on board their ships. These were called correspondence courses and could be degree-oriented or electives. The post-World War II GI Bill, which was extended and recreated several times in the Korean and Vietnam War eras, covered portions of former sailors' college or technical education once they had left the service.

# **Today**

Today, there are two programs for sailors to access outside education opportunities while on active duty. The Tuition Assistance program pays for classroom and distance learning courses that meet semester hour criteria. The Navy College Program for Afloat College Education pays for stand-alone courses that do not require ongoing internet access. This program benefits sailors who may be at sea for long periods of time. Both programs fund courses working toward high school, certificate, associate, bachelor's and master's degrees.



The current GI Bill, often referred to as the post-9/11 GI Bill, funds traditional undergraduate and graduate degrees, foreign programs, distance learning programs, correspondence courses, non-degree programs and other educational support.



# Additional Resources/References

For more on current Navy Education Benefits: <a href="https://veteran.com/navy-education-benefits/">https://veteran.com/navy-education-benefits/</a>
For more on the World War II era GI Bill: <a href="https://www.history.com/topics/world-war-ii/gi-bill">https://www.history.com/topics/world-war-ii/gi-bill</a>

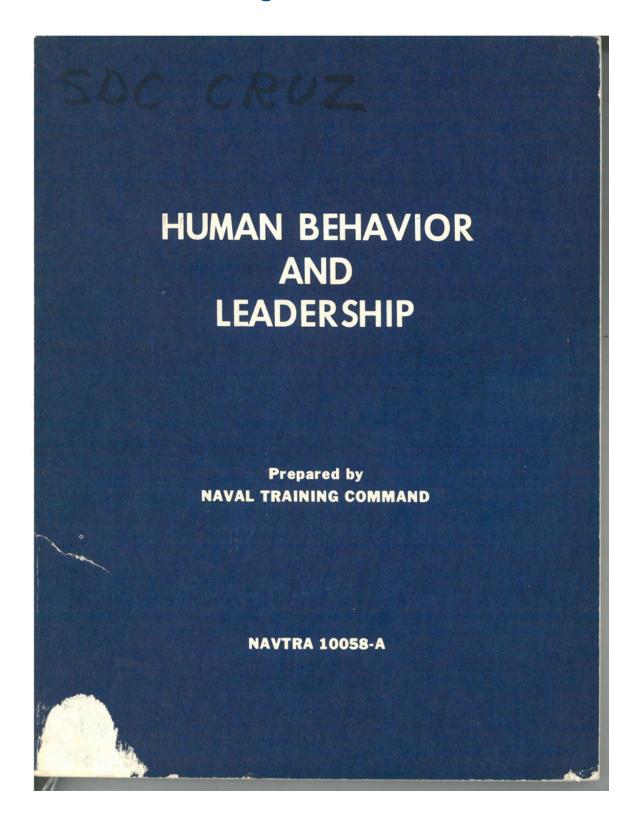


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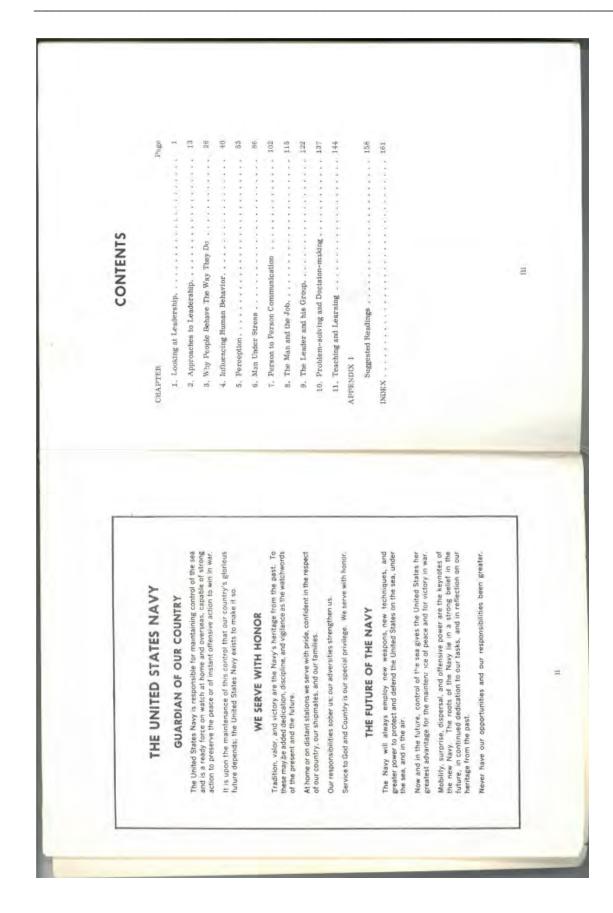
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# **Documents and Images**









#### CHAPTER 10

# PROBLEM-SOLVING AND DECISION-MAKING

Solving a problem and making a wise decision challenge a leader's abilities to analyze the problem and to apply sound judgment to satisfactorily resolve the situation. Often there is more than one solution to the problem. The leader must select the decision that will most likely produce the desired results and with the minimum undesirable side effects. This is what management, supervision, and leadership are all about. They are specialized skills that demand the best you have to give.

Making a decision is closely related to solving a problem. Each of us constantly faces choices between alternative actions. Each day we decide what to do and how to do it. Most decisions that we make each day are routine and may have no real significance in our lives. However, some of the decisions we make affect our lives for days, weeks, or even a lifetime. The skill and intelligence with which we decide the situations that we routinely face each day may well determine the outcome of our personal and professional lives. In this chapter, we discuss the problem-solving and decision-making process that contributes to effective leadership.

#### UNDERSTANDING THE PROBLEM

A problem becomes intelligible when it is thuroughly analyzed and, when possible, put into words. The manager who lays out his problem in an orderly way stands a better hance of reaching the right outcome than the who relies on snap judgments.

As you explore the problem, you need to illerentiate between tasks that demand only the application of known techniques and those that two unusual conditions that require ingenuity and imagination. For example, the mail dispatching that is faced with an unusual spate of ivelopes knows that extra effort and perhaps tra time will get the job done; but if there

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A problem can generally be solved if the person responsible grasps its nature, gauges its true dimensions, decides what to do about it, and takes immediate steps to cope with it. He breaks a big problem down into small, easily-tackled units, changing a vague difficulty into a specific concrete matter.

#### MAKING THE DECISION

The ability to make sound decisions pertains to all phases of leadership. Sound decisions, made and carried out on both major and minor matters, help determine long-term success both for you and your associates.



#### HUMAN BEHAVIOR AND LEADERSHIP

Begin by asking yourself the following questions:

- Is decision-making a process? Can it be analyzed and broken down into steps?
- Is it a skill that you can learn and improve with use?
- Can you teach others how to make sound decisions?

"Yes" is the answer to each of these questions. However, successful decision-making is neither an easy nor a routine task. The lengthy, complex process of exploring and analyzing that precedes the decision itself is one of a leader's most challenging responsibilities.

Decision-making has four phases:

- Analyzing the situation
- Finding possible courses of action
- Evaluating possible courses of action
- · Choosing the optimum course of action

This sequence is, however, far more complex than it first appears. Each phase for any particular decision is in itself a complex decision-making process. There are wheels within wheels within wheels. Nevertheless, these four broad categories appear again and again when you observe the decision-making process in operation. These are closely related to stages in problem solving first described by John Dewey, the educator:

- · What is the problem?
- · What are the alternatives?
- Which alternative is best?

To reach a rational decision, you go through mental gymnastics that approach the following sequence. You ask yourself:

- Is there a need for a decision?
- · What is the situation?
- What is the nature of the problem situation? Must I set priorities if the problem has more than one facet?
- What are the possible courses of action?
- What will be the consequences for each course of action?

- Which alternative is the best in terms of both long-term and short-term results?
- What is the plan of action and schedule for carrying out the decision?
- What alternative plan of action is to be taken if the original decision fails?

In each of these eight steps several decisions may need to be made. Therefore, the process becomes a logical, systematic, step-by-step procedure. It starts with the identification of the problem and progresses to the determination of its cause. Then it goes on to the development and selection of a solution which is finally and fully safe-guarded by sound control procedures.

When broken down this way, decision-making sounds complex. However, if this process is studied, the techniques understood and seriously used the next few months, each time you are up against a tough decision, it should become a natural part of your subconscious process.

Sometimes decisions can be made without following this detailed process. The process should be utilized only to the degree needed, A cardinal rule is that your decision must be adequate to the solution of the problem. There is no use in attacking a tank with a pea-shooter, and it is equally undesirable to shoot sparrows with a cannon.

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#### THE EIGHT STEPS OF DECISION-MAKING

The bulk of most people's work and live upon composed of routine matters which can be subfactorily disposed of by snap judgment or routing procedures. Be alert, nevertheless, to recognize the exception, the situation that calls for applied the following process to a wise decision. Lat's examine this process in detail.

FIRST, THE NEED FOR A DECISION-IS THERE A PROBLEM?

Poor decisions often result because we like to recognize the problem and act on impute the first step in sound decision-making is

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#### **Human Behavior and Leadership Training Manual**

Credit: Battleship Missouri Memorial



Transcript:

**HUMAN BEHAVIOR AND LEADERSHIP** 

Prepared by NAVAL TRAINING COMMAND

**NAVTRA 10058-A** 

THE UNITED STATES NAVY

**GUARDIAN OF OUR COUNTRY** 

The United States Navy is responsible for maintaining control of the sea and is a ready force on watch at home and overseas, capable of strong action to preserve the peace or of instant offensive action to win in war.

It is upon the maintenance of this control that our country's glorious future depends; the United States Navy exists to make it so.

WE SERVE WITH HONOR

Tradition, valor, and victory are the Navy's heritage from the past. To these may be added dedication, discipline, and vigilance as the watchwords of the present and the future.

At home or on distant stations we serve with pride, confident in the respect of our country, our shipmates, and our families.

Our responsibilities sober us; our adversities strengthen us.

Service to God and Country is our special privilege. We serve with honor.

THE FUTURE OF THE NAVY

The Navy will always employ new weapons, new techniques, and greater power to protect and defend the United States on the sea, under the sea, and in the air.

Now and in the future, control of the sea gives the United States her greatest advantage for the maintenance of peace and for victory in war.

Mobility, surprise, dispersal, and offensive power are the keynotes of the new Navy. The roots of the Navy lie in a strong belief in the future, in continued dedication to our tasks, and in reflection on our heritage from the past.

Never have our opportunities and our responsibilities been greater.



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- 2. Approaches to Leadership
- 3. Why People Behave the Way They Do
- 4. Influencing Human Behavior
- 5. Perception
- 6. Man Under Stress
- 7. Person to Person Communication
- 8. The Man and the Job
- 9. The Leader and his Group
- 10. Problem-Solving and Decision-making
- 11. Teaching and Learning

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CHAPTER 10
PROBLEM-SOLVING AND DECISION MAKING

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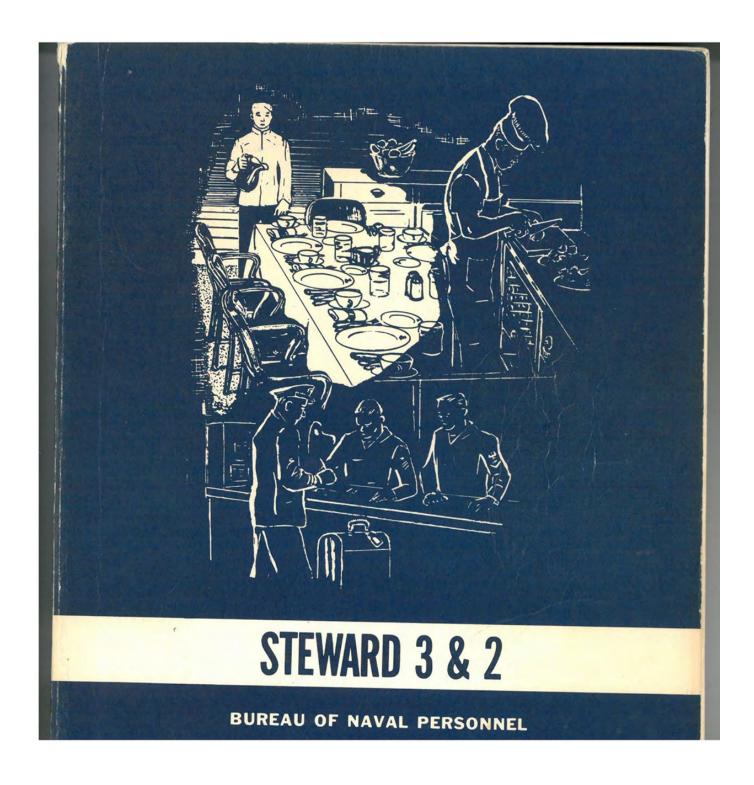
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### 22 87 107 129 152 159 168 174 Nutrition and menu planning...... Procurement and storage of subsistence items Common food and food service terms used in international cookery Sample menus ...... Operation and care of galley equipment The Navy steward ...... Officers' mess organization . . . . . . . Sanitation in the galley and wardroom Training film list..... CONTENTS Wardroom and stateroom duties Meat, poultry, and seafood Food preparation . . . . . . . . Baking ..... ij Mess management CHAPTER APPENDIX INDEX . . . H H. The United States Navy is responsible for maintaining control of the sea and is a ready force on watch at home and overseas, capable of strong Tradition, valor, and victory are the Navy's heritage from the past. To these may be added dedication, discipline, and vigilance as the watchwords It is upon the maintenance of this control that our country's glorious future depends; the United States Navy exists to make it so. Now and in the future, control of the sea gives the United States her greatest advantage for the maintenance of peace and for victory in war. Mobility, surprise, dispersal, and offensive power are the keynotes of the new Navy. The roots of the Navy lie in a strong belief in the future, in continued dedication to our tasks, and in reflection on our The Navy will always employ new weapons, new techniques, and action to preserve the peace or of instant offensive action to win in war At home or on distant stations we serve with pride, confident in the respect Service to God and Country is our special privilege. We serve with honor greater power to protect and defend the United States on the sea, under Never have our opportunities and our responsibilities been greater THE UNITED STATES NAVY GUARDIAN OF OUR COUNTRY Our responsibilities sober us; our adversities strengthen us. THE FUTURE OF THE NAVY WE SERVE WITH HONOR of our country, our shipmates, and our families. # of the present and the future. heritage from the past. the sea, and in the air.



# CHAPTER 1 THE NAVY STEWARD

This training course has been prepared for men of the Navy and Naval Reserve who are studying for advancement to Steward 3 and 2. The Steward qualifications that were used as a guide in the preparation of this training course are those contained in revision A of the Manual of Qualifications for Advancement in Rating, NavPers 18068. Changes in the qualifications occurring after revision A may not be reflected in this training course.

Chapter 2 of this training course deals with the organization in which Stewards work. It discusses officers' messes, mess officers, and mess activities, and also the relationship of Stewards with the supply department.

Succeeding chapters discuss sanitation in the galley and wardroom; equipment used in food preparation; inspection, procurement, and storage of foods; nutrition and menu planning; meat, poultry, and seafood; general instructions for food preparation and baking; wardroom and stateroom duties; and general information on mess management.

The remainder of this chapter gives information on the enlisted rating structure, the Steward rating, requirements and procedures for advancement in rating, and references that will help you both in working for advancement and in performing your duties as a Steward. This chapter includes information on how to make the best use of Navy Training Courses. Therefore, it is strongly recommended that you study this chapter carefully before beginning intensive study of the remainder of this training course.

#### THE ENLISTED RATING STRUCTURE

The present enlisted rating structure, established in 1957, includes three types of ratings—general ratings, service ratings, and emergency ratings.

GENERAL RATINGS identify broad occupational fields of related duties and functions. Some general ratings include service ratings; others do not. Both Regular Navy and Naval Reserve personnel may hold general ratings. SERVICE RATINGS identify subdivisions or specialties within a general rating. Although service ratings can exist at any petty officer level, they are most common at the P03 and P02 levels. Both Regular Navy and Naval Reserve personnel may hold service ratings.

EMERGENCY RATINGS generally identify civilian occupational fields. Emergency ratings do not need to be identified as ratings in the peacetime Navy, but their identification is required in time of war.

#### THE STEWARD RATING

The Steward rating is a general rating; there are no service ratings. The Steward rating requires the skills and knowledge necessary for purchasing, stowing, preparing, and serving food for officers' messes on ships and at shore stations. It also includes those duties and responsibilities relating to the operation and maintenance of officers' quarters.

Stewards may serve in the galley, wardroom pantry, wardroom, officers' quarters, or other assigned spaces. Each of these billets requires certain skills. For example, as a galley watch captain, your duties would include cooking, baking, and maintaining equipment and spaces, and supervising others in these tasks. To perform these duties you must have a broad knowledge of the methods of food preparation and the sanitary and safety precautions to be observed, including the causes of food poisoning and spoilage, the methods and materials used in insect and rodent control, and the precautions to be observed in the use of galley and pantry equipment.

As a wardroom Steward, you will supervise food service. This requires knowledge of seating arrangements, types of table settings and services, and precedence accorded to members and guests. You will be responsible for ensuring that prompt, courteous, and efficient service is the rule at all meals.

Ashore, you may be assigned to work in the mess office, where you would assist in preparing records and reports; at the front desk,

#### STEWARD 3 & 2

where you would register and check-out guests; or in officers' quarters, where you would supervise cleaning and maintenance.

Whatever your billet, it will involve a certain amount of personal service and contact with officers. Your actions, manners, and appearance will be observed closely. You must set high standards of quality and of personal integrity, for your attitudes will influence the behavior and performance of those you supervise.

To perform your duties effectively, you must develop your ability as a leader. You must know how to make a job assignment and follow it through until the job is completed.

General Order 21 defines naval leadership and explains its requirements. For information on the practical application of leadership and supervision, study Military Requirements for Petty Officers 3 & 2, NavPers 10056-A.

#### ADVANCEMENT IN RATING

Some of the rewards of advancement in rating are easy to see. You get more pay. Your job assignments become more interesting and more challenging. You are regarded with greater respect by officers and enlisted personnel. You enjoy the satisfaction of getting ahead in your chosen Navy career.

But the advantages of advancing in rating are not yours alone. The Navy also profits. Highly trained personnel are essential to the functioning of the Navy. By each advancement in rating, you increase your value to the Navy in two ways. First, you become more valuable as a technical specialist in your own rating. And second, you become more valuable as a person who can train others and thus make far-reaching contributions to the entire Navy.

#### HOW TO QUALIFY FOR ADVANCEMENT

What must you do to qualify for advancement in rating? The requirements may change from time to time, but usually you must:

 Have a certain amount of time in your present grade.

Complete the required military and professional training courses.

 Demonstrate your ability to perform all the PRACTICAL requirements for advancement by completing the Record of Practical Factors, NavPers 760.

4. Be recommended by your commanding officer, after the petty officers and officers

supervising your work have indicated that they consider you capable of performing the duties of the next higher rate.

Demonstrate your KNOWLEDGE by passing a written examination on (a) military requirements and (b) professional qualifications.

Some of these general requirements may be modified in certain ways. Figure 1-1 gives a more detailed view of the requirements for advancement of active duty personnel; figure 1-2 gives this information for inactive duty personnel.

Remember that the requirements for advancement can change. Check with your division officer or training officer to be sure that you know the most recent requirements.

Advancement in rating is not automatic. After you have met all the requirements, you are ELIGIBLE for advancement. You will actually be advanced in rating only if you meet all the requirements (including making a high enough score on the written examination) and if the quotas for your rating permit your advancement.

#### HOW TO PREPARE FOR ADVANCEMENT

What must you do to prepare for advancement in rating? You must study the qualifications for advancement, work on the practical factors, study the required Navy Training Courses, and study other material that is required for advancement in your rating. To prepare for advancement, you will need to be familiar with (1) the Quals Manual, (2) the Record of Practical Factors, NavPers 760, (3) a NavPers publication called Training Publications for Advancement in Rating, NavPers 10052, and (4) applicable Navy Training Courses. Figure 1-3 illustrates these materials; the following sections describe them and give you some practical suggestions on how to use them in preparing for advancement.

#### The Quals Manual

The Manual of Qualifications for Advancement in Rating, NavPers 18068A(with changes), gives the minimum requirements for advancement to each rate within each rating. This manual is usually called the "Quals Manual," and the qualifications themselves are often called "quals." The qualifications are of two general types: (1) military requirements, and (2) professional or technical qualifications.

2

## **Steward 3&2 Training Manual**

Credit: Battleship Missouri Memorial



Transcript:

STEWARD 3&2
BUREAU OF NAVAL PERSONNEL

THE UNITED STATES NAVY

**GUARDIAN OF OUR COUNTRY** 

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#### **CHAPTER**

- 1. The Navy Steward
- 2. Officers' mess organization
- 3. Sanitation in the galley and wardroom
- 4. Operation and care of galley equipment
- 5. Procurement and storage of subsistence items
- 6. Nutrition and menu planning
- 7. Meat, poultry, and seafood
- 8. Food preparation
- 9. Baking
- 10. Wardroom and stateroom duties
- 11. Mess management

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- I. Training film list
- II. Sample menus
- III. Common food and food service terms used in international cookery

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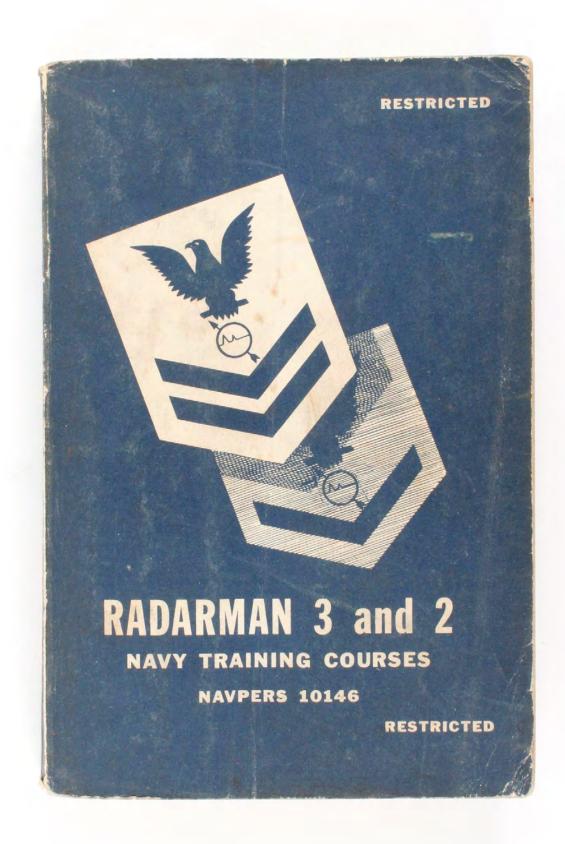
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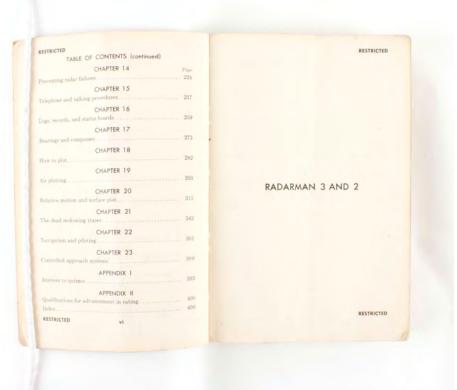
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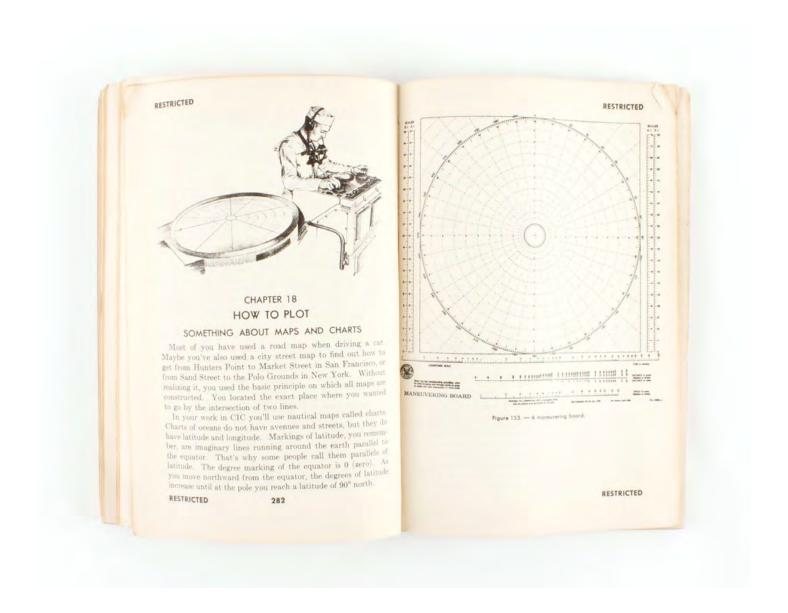
















#### **Radarman 3&2 Training Manual**

Credit: Collection of the Intrepid Museum. Museum purchase. A2014.08

Transcript:

RADARMAN 3 AND 2 NAVY TRAINING COURSES NAVPERS 10146 TABLE OF CONTENTS

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CHAPTER 18
HOW TO PLOT
SOMETHING ABOUT MAPS AND CHARTS

Most of you have used a road map when driving a car. Maybe you've also used a city street map to find out how to get from Hunters Point to Market Street in San Francisco, or from Sand Street to the Polo Grounds in New York. Without realizing it, you used the basic principle on which all maps are constructed. You located the exact place where you wanted to go by the intersection of two lines.

In your work in CIC you'll use nautical maps called charts. Charts of oceans do not have avenues and streets, but they do have latitude and longitude. Markings of latitude, you remember, are imaginary lines running around the earth parallel to the equator. That's why some people call them parallels of latitude. The degree marking of the equator is 0 (zero). As you move northward from the equator, the degrees of latitude increase until at the pole you reach a latitude of 90° north.

Degrees of longitude are imaginary lines extending from the north to south pole. The zero or prime meridian passes through Greenwich, England (outskirts of London). Other lines of longitude stretching from north to south poles, are at equal spaces east and west of the prime meridian and eventually meet at the International Date line, in the middle of the Pacific Ocean. Thus, you may go east 180° or west 180°.

Just as you located buildings and places in a city by the intersection of two streets, you can locate points on the surface of the earth by the intersection of the lines of latitude and longitude.

You'll find Hawaii at the intersection of 21° north latitude, and 160° west longitude. New York is at 41° north latitude, and 74° west longitude, and so on for every spot on earth.

In the Navy you are most interested in the area immediately surrounding your ship, and are not concerned about targets several hundred miles away. You do want to know the location of all targets near you and where they are going. To follow the movement of enemy ships, you use a slightly different type of chart.



Ports of Call Grades 3-12

# **Ports of Call**

GRADES 3-12



This activity is geared toward participants in grades 3-12. The estimated amount of time to deliver this lesson is 60 minutes.

U.S. Navy vessels travel all over the world when they are away from their home port, but that is not to say they stay at sea for their entire 6-9 month journeys. Ships will frequently stop at "ports of call," where they can resupply and sailors can take a few days off.

In this lesson, participants will explore the concepts of liberty and ports of call all over the world. They will investigate these concepts through the lens of Black sailors, using the oral histories of three Black veterans. Participants will understand that Navy sailors, particularly Black sailors, faced varied receptions around the world, but the Navy attempted to prepare sailors for the experiences they would have.



Participants will understand the varied experiences of Navy sailors traveling abroad, and apply that understanding to a creative project.



# **Materials**

□ Port of Call booklets/images	
☐ Blank maps of the world	
☐ Writing and coloring materia	ls
☐ Oral history compilation of Er	
Kellum, Richard Johnson and	Horace
Banks	



Ports of Call Grades 3-12



Display images of sailors at ports of call and port of call booklets on desks or tables. Use the images attached or booklets in your collection. Ask participants to act as a Navy vessel and move around the room and color in their map with each country they come across. If they don't know where it is, tell them to write the place on the back of their map and which continent they think it may be on.

Explain to participants that Navy vessels would make stops at countries all around the world, which are referred to as "ports of call." Discuss maps as a group. Participants can color in the countries they did not know as you review the answers.

Introduce participants to the concept of "liberty" and the purpose of the port of call booklets. Discuss the following questions:

#### Suggested questions for grades 3-5:

- Have you ever been to another country, state, or city? What did you do while you were there? How was the new place different from where you live?
- What information might have been important to include in the booklets?
- What kinds of things do you think sailors did on liberty while abroad?

#### Suggested questions for grades 6-8:

- What was the purpose of liberty for sailors? How did it benefit them while at sea?
- How do you think communities felt about having groups of American sailors arriving in their towns?

#### Suggested questions for grades 9-12:

- Many of these port of call booklets are from the Vietnam War era, meaning the 1960s and 1970s. Considering the political and social climate in the United States and abroad during this time, how might race have factored into the liberty experience for some sailors?
- How might American sailors on liberty have affected the communities and Nations they entered?





## **Investigation**

Listen to or read selected <u>oral histories</u> of Errol Kellum, Richard Johnson and Horace Banks. The three men served at different periods during the 20th century, but all experienced liberty in different places around the world. Discuss the following questions:

Suggested questions for grades 3-5:

- What kinds of things did the sailors do while on liberty?
- How were the sailors' experiences different in different parts of the world?

Suggested questions for grades 6-8:

- What was the difference between how Black sailors were treated in Europe and Japan versus at home in the United States?
- How did the sailors feel about their experiences abroad?

Suggested questions for grades 9-12:

- What did the Norwegian café employee mean when they told Richard Johnson, "this isn't Little Rock?"
- Errol and Horace served at very different times in the Navy. What things were going on in the world that might have impacted their individual abroad experiences?



## A Postcard Home (suggested for grades 3-8)

Distribute photos of sailors on liberty at different ports of call around the world. Assign or allow participants to choose a certain country or city. Tell participants they will be writing a postcard home from the perspective of a sailor who has been on their naval vessel for 6 months. They are on liberty in their country of choice and are telling a family member about their experience. Encourage participants to use the CIA world factbook as a reference for the kinds of languages spoken, food eaten, clothing worn and other cultural activities done in their country. Use the attached postcard template. If they need more room, participants can also write a letter to their family member.

## Design Your Own Port of Call Booklet (suggested for grades 6-8)

Distribute example photos of a port of call booklet. These booklets often include a brief history of the place, an overview of the culture, and advice on shopping, activities and restaurants. Have



participants create their own port of call booklets using an 8.5x11" piece of paper and the provided examples.

Fold the piece of paper in half "hamburger style." The front cover generally has an illustration or photo and sometimes a catchy title. Inside the book, the information is organized by headers. Have participants use the CIA World Factbook to find information about the history, culture and daily life of their country of choice. If the participants want to include more information than will fit on one sheet, they can fold a second piece of paper and insert it inside the first, making a booklet.

### South African Apartheid (suggested for grades 9-12)

Errol Kellum describes the Intrepid not stopping in South Africa because the Black sailors on board would not have been able to disembark. Kellum served in the late 1960s, when South Africa was under the apartheid system. Explain to participants that apartheid was a system of institutionalized racial oppression that existed in South Africa until the 1990s. It restricted the rights, including voting, housing, employment and education, of all non-white South Africans. Discuss the following questions with participants:

- Does it surprise you that other countries had a system of segregation similar to that in the United States?
- How do you think the Black sailors on board *Intrepid* felt about not being able to disembark in South Africa?



# **Lesson Connection**

Have participants listen to the oral histories of sailors serving on USS *Mason*, such as Horace Banks and Winfrey Roberts. Please see our lesson: **On Board USS** *Mason*.



# **Background**

Many sailors identified traveling the world and getting out of their hometowns as their primary reason for joining the Navy. Some had never traveled outside their home states, let alone to foreign countries. When a Navy vessel arrived at a port of call, the sailors were given time off, called liberty, to explore. They were often provided with a port of call booklet, which contained



information on where to eat, what to see and local etiquette. However, cultural norms varied and Black sailors faced varied reactions to their arrival.



## **Additional Resources/References**

CIA World Factbook: <a href="https://www.cia.gov/the-world-factbook/">https://www.cia.gov/the-world-factbook/</a>

For more on Apartheid: https://www.sahistory.org.za/article/history-apartheid-south-africa

For more on Little Rock:

https://www.history.com/topics/black-history/central-high-school-integration



Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



## **Documents and Images**



#### CADIZ, SPAIN

Cadiz, an important seaport and naval base, is located in southwest Spain on the Atlantic Ocean. It is picturesquely situated on a low, five-mile long peninsula projecting northwest from the mainland. The Straits of Gibraltar are about fifty miles southeast. Cadiz is connected with Seville, 95 miles to the northeast, by both paved highway and railroad. Latest census places the population at 103,000, preponderantly Spanish, and nearly 100% Roman Catholic. There are no places of worship other than Catholic, although there is a Protestant cemetery. Some sources state that Cadiz is one of Spain's most handsome cities. Certainly there are evidences of past beauty in her Cathedral, churches, monuments and statues. Many buildings are of Toman and Moorish architecture.

The origin of Cadiz is lost in legend. Earliest records indicate that the Phoenicians founded a town here on the site of an Iberian settlement about 1100 P.C. Its name was Gadir, meaning fortress. This town prospered, becoming strategically important and commercially wealthy. The Greeks subsequently colonized southwest Spain and the area passed by conquest into the hands of the Carthaginians in 238 D.C. Hannibal, Hamilcar Darca and Hasdrubel are said to have sailed from Cadiz on conquests. Following an appeal by the Greek colonists for relief from the Carthaginians, the Romans took Cadiz in 237 D.C., and Spain became a Poman province. As the Roman Empire disintegrated, Southern Spain became subject to the Vandals who bestowed their name, Vandalusia, (now Andalusia) upon the province of which Cadiz is the capital.

The Vandals were driven into Africa by the Visigoths who in turn were forced out of Southern Spain by the Moors. Cadiz was captured in 1262 A.D. by Alphonso I (Alphonso the Wise) of Castile, after nearly seven hundred years of Moorish occupation. Construction of the present cathedral was started in 1265 A.D. in honor of release from the Moors, and somewhat later, Ferdinand V and Isabella the Cathelic, made Cadiz an integral part of the Spanish crown.

Although Christopher Columbus sailed from Pales on his epic voyage, he also departed from Cadiz and nearby Puerto Santa Maria on several occasions in the course of his explorations.

Following the discovery of America, Cadiz reached its peak of prominence and prosperity. It enjoyed a virtual monopoly of trade with Spanish America; was headquarters for the Spanish treasure fleet and armadas; and was the wealth-iest port in Western Europe. Upon the loss of Spanish colonies, the trade of Cadiz was ruined and it has never regained its former importance.

Sir Francis Drake destroyed a portion of the Spanish Fleet off Cadiz Day in 1587. The town itself was plundered nine years later by the Earl of Essex. A disastrous earthquake and flood almost leveled the city in 1755. Lord Nelson bombarded Cadiz in 1779 and in 1800 the English besieged the city. The French blockaded the city for two years from 1809 to 1811. It was freed following the Dattle of Salamanca. Upon recognition by Cadiz of King Alphonse XIII, the history of the city merges with that of the rest of Spain.

Presend day Cadiz is an important outlet for the production of southwestern Spain. The combination of fishing and fish processing is the city's major industry. Salt making, shipbuilding, preparation of tobacco products and an airplane factory constitute the remainder of its leading manufactures.



Cadiz is characterized by narrow, but straight streets, none of which permit two-way automotive traffic, and many are limited to pedestrians only. There are a number of plazas and parks which are tree shaded and flower lined. The Cathedral, the three towers of which dominate the skyline, should be visited. Some of the walls which once surrounded old Cadiz may still be seen.

The business of the Port is administered by the Spanish Government through a Maval Officer, the Captain of the Port. The city of Cadiz is governed by a mayor, and the city is also headquarters of the Civil Governor of the Province of Andalusia.

### P. FORT FACILITIES

- 1. <u>Pailroads:</u> The port of Cadiz is served with one wide guage railroad. About fifty miles from Cadiz this railroad branches, the northwest section leading to Seville and the northeast to Madrid via Coroloba. The Cadiz railroad serves to West Dasin and Cadiz shippard areas.
- 2. Roads: The city and Cormercial Port of Cadiz is served with one highway. This highway is of hard surfaced, soft shouldered construction with a width of 18 to 22 feet. After reaching the mainland, this highway branches with the northern or main branch serving Seville and northern Spain and the southern branch serving Tarifa and southern Spain. The road from Cadiz and the main branch serving Seville and northern Spain appear capable of withstanding heavy traffic. The dock area of the Commercial Port of Cadiz is served by the highway.
- 3. Telephones: The port area of Cadiz is serviced with adequate local phone installations, however there is only one long distance line out of Cadiz. Local calls are dialed. Long distance service is possible, but it is expensive. Worldwide radio, telephone, talegraph and cable service is available by calling at the offices of "Servicio Nacional de Telegrafos" or "Transradic Espanola."
- 4. Fresh Water: Fresh water is obtainable both from shore mains and by water barge. The port of Cadiz is supplied from the city water system which receives water from Jerez de la Frontera, about 25 miles northeast of Cadiz, through an underground aqueduct.

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#### RECPEATIONAL FACILITIES:

1. <u>Liberty: Normal liberty may be granted in accordance with current Sixth Fleet Regulations. Cadiz observes the siesta period, with most shops closed between the hours 1 and 4 P.M.</u>

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- 2. Shore Patrol: Shore Patrol should be landed in accordance with Sixth Fleet Regulations. The police station at 20 Benjumeda St. offers the best location for shore patrol headquarters.
- 3. <u>Police Station:</u> "Comisaria de Policia", 20 Benjumeda St., telephone 2830.
- 4. Boats and Boat Landing: The most convenient landing can be established in the south corner of West Basin.
- 5. Transportation: Taxi, bus, trolley and carriage serve urban Cadiz. Interurban transportation service is furnished by bus, train, ferry, and taxi. Plaza San Juan Pe Dics is the hub of the trolley and bus system, with all runs originating there. Ferriers leave every hour on the hour from the West Basin for Puerto Santa Maria. The railroad station is loated across from the customs office at the southern corner of West Basin. The trains make connections with all points in Spain, but because of their slow speed, bus in a more desirable medium of transportation.
- 6. <u>Vehicular Regulations:</u> Navy vehicles may be landed with the permission of the Captain of the Port. No special licenses are required by the Spanish authorities. The speed limit within Cadiz is 20 kilometers (a kilometer is 3/5 of a mile) per hour. In Spain traffic proceeds on the right hand side of the read.
  - 7. Restaurants: Some of the better restaurants are:

Trocadero - Avda. de Seville
El Telescopio - 14 Zorrilla
El Anteojo - Alameda de Apodaca
El Cantabrico - La Laguna
La Providencia - 1 Gaspar del Pino

The Spanish dinner hour is from 9 P.M. to 10 P.M. American foods can be found in all of the above restaurants. Wime is, of course, the usual drink, and the visitor to Cadiz should avail himself of the opportunity to try the various types produced in the surrounding area. It is not recommended to partake of dairy products.

- 8. Churches: All churches in Cadiz are Catholic. The Cathedral is located in Plaza de La Catedral. Mass is said on the hour from 7 A.M. to 11 A.M. on Sundays.
- 9. Athletic Facilities: Tennis courts are available in Parque Genoves. The Spanish football (Soccer) season extends from 15 September to 15 April. Bull fights are held in Cadiz in the spring, but some fights are staged in the nearby town of Jerez de La Frontera in the summer months. No fields are available for baseball.
- 10. Tours and Points of Interest: There are no organized tours originating in Cadiz. Tours may be arranged at the Oficina de Informacion del Turismo, 1 Calderon de la Barca, telephone 1313. Cadiz has a museum of Fine Arts and an Archeological museum. Many of the local Churches house art treasures as well. On the other side of the bay from Cadiz are situated the Puerto Santa Maria wineries, located in underground caves. Jerez de la Frontera is a nearby town of interest.



II. Clubs and Motels: The following are recommended as the better of the local hotels: Motel Atlantico, Motel Flaya, Motel Roma, Motel Defrancia, Motel Loreto. The Motel Atlantico and Motel Playa are situated on the Ocean and are of the resort type, while the others are more centrally located in the heart of Cadiz. Officers may expect invitations to the local yacht club, "Club Nautico", which features dining and dancing in a large outdoor plaza.

12. <u>Beaches:</u> The best beaches are located on the Avenida General Lopez Pinto, on the route from Cadiz to San Fernando. Of the 4 miles of beach, the Playa de la Victoria, near the Flaya Motel is the best.

#### Cadiz, Spain Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Thomas Adams. A2016.17

Transcript:

CADIZ. SPAIN

Cadiz, an important seaport and naval base, is located in southwest Spain on the Atlantic Ocean. It is picturesquely situated on a low, five-mile long peninsula projecting northwest from the mainland. The Straits of Gibraltar are about fifty miles southeast. Cadiz is connected with Seville, 95 miles to the northeast, by both paved highway and railroad. Latest census places the population at 103,000, preponderantly Spanish, and nearly 100% Roman Catholic. There are no places of worship other than Catholic, although there is a Protestant cemetery. Some sources state that Cadiz is one of Spain's most handsome cities. Certainly there are evidences of past beauty in her Cathedral, churches, monuments and statues. Many buildings are of Roman and Moorish architecture.

The origin of Cadiz is lost in legend. Earliest records indicate that the Phoenicians founded a town here on the site of an Iberian settlement about 1100 B.C. Its name was Gadir, meaning fortress. This town prospered, becoming strategically important and commercially wealthy. The Greeks subsequently colonized southwest Spain and the area passed by conquest into the hands of the Carthaginians in 238 B.C. Hannibal, Hamilcar Barca and Hasdrubel are said to have sailed from Cadiz on conquests. Following an appeal by the Greek colonists for relief from the Carthaginians,



the Romans took Cadiz in 237 B.C., and Spain became a Roman province. As the Roman Empire disintegrated, Southern Spain became subject to the Vandals who bestowed their name, Vadalusia, (now Andalusia) upon the province of which Cadiz is the capital.

The Vandals were driven into Africa by the Visigoths who in turn were forced out of Southern Spain by the Moors. Cadiz was captured in 1262 A.D. by Alphonso I (Alphonso the Wise) of Castile, after nearly seven hundred years of Moorish occupation. Construction of the present cathedral was started in 1265 A.D. in honor of release from the Moors, and somewhat later, Ferdinand V and Isabella the Catholic, made Cadiz an integral part of the Spanish crown.

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#### PORT FACILITIES

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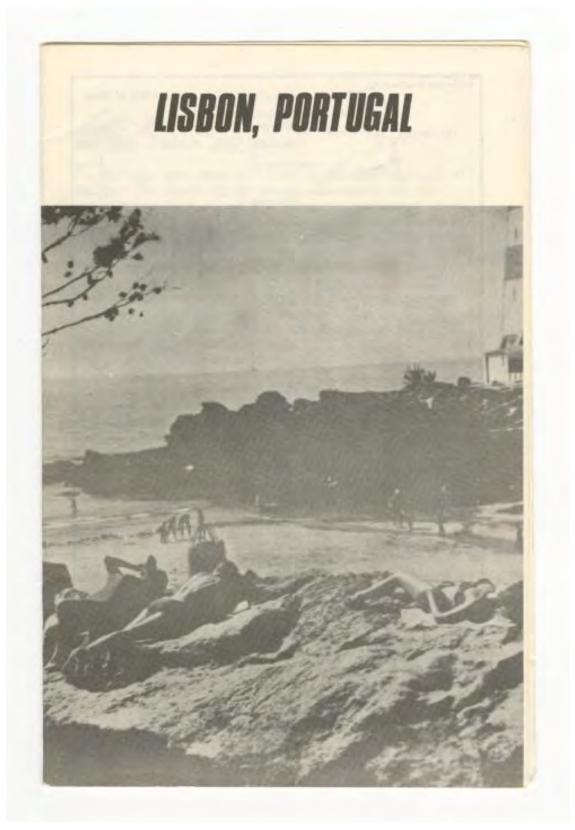
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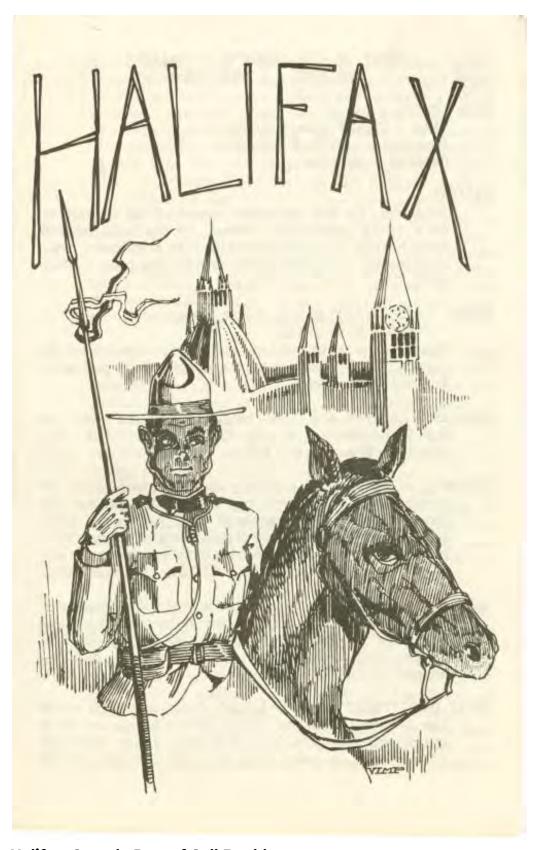




Lisbon, Portugal Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Stuart Gelband. A2020.27

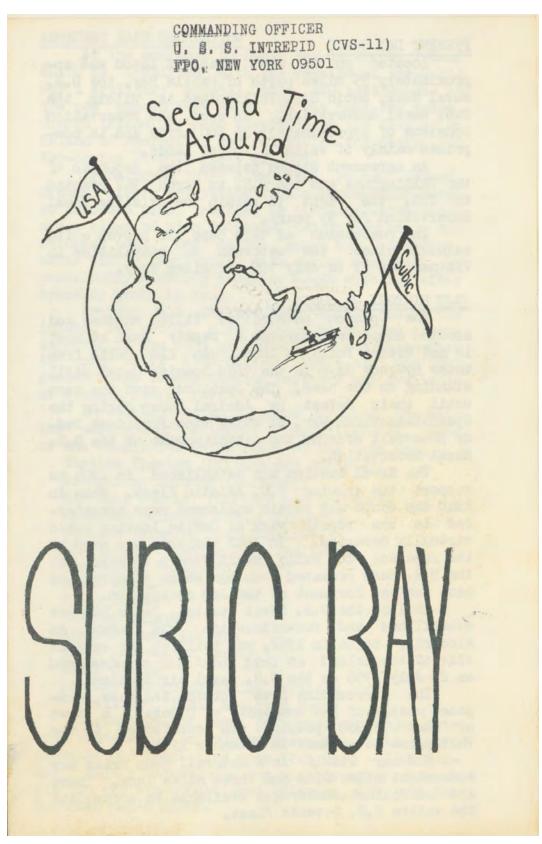




Halifax, Canada Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Lt. Robert Pino USNR & Mrs. Eloise S. Pino. A2016.79

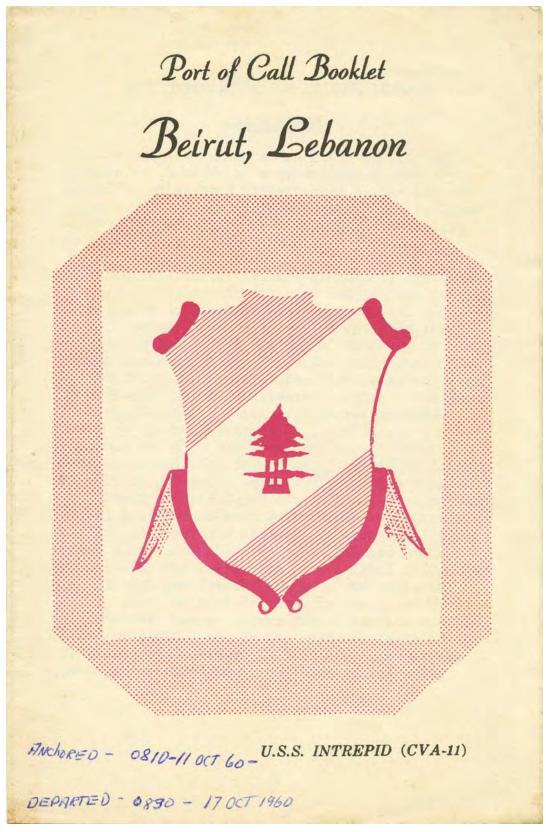




**Subic Bay, Philippines Port of Call Booklet** 

Credit: Collection of the Intrepid Museum. Gift of SN Danny Camp 1967-1968 Deployments to Vietnam. A2013.191

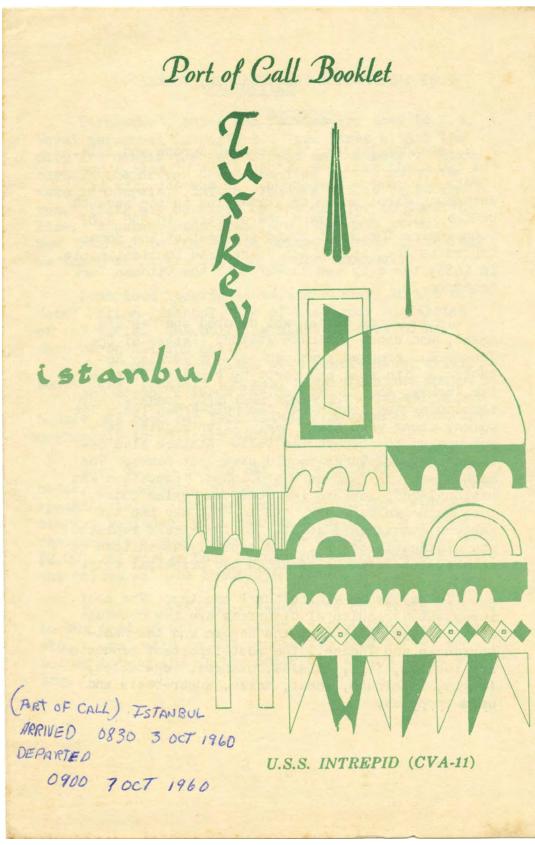




**Beirut, Lebanon Port of Call Booklet** 

Credit: Collection of the Intrepid Museum. Gift of Robert Wayne Osburn and Family. A2013.149





Istanbul, Turkey Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Robert Wayne Osburn and Family. A2013.149

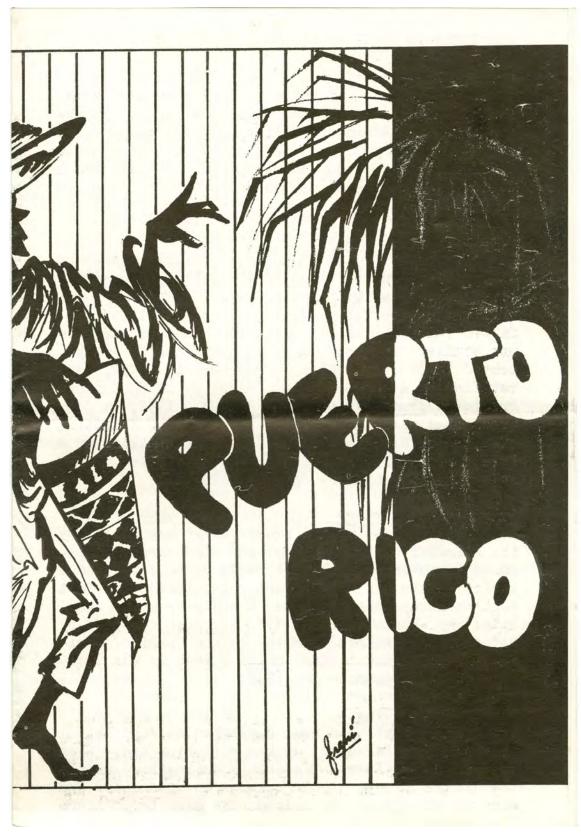




Jamaica Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Lt. Robert Pino USNR & Mrs. Eloise S. Pino. A2016.79





Puerto Rico Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Lt. Robert Pino USNR & Mrs. Eloise S. Pino. A2016.79

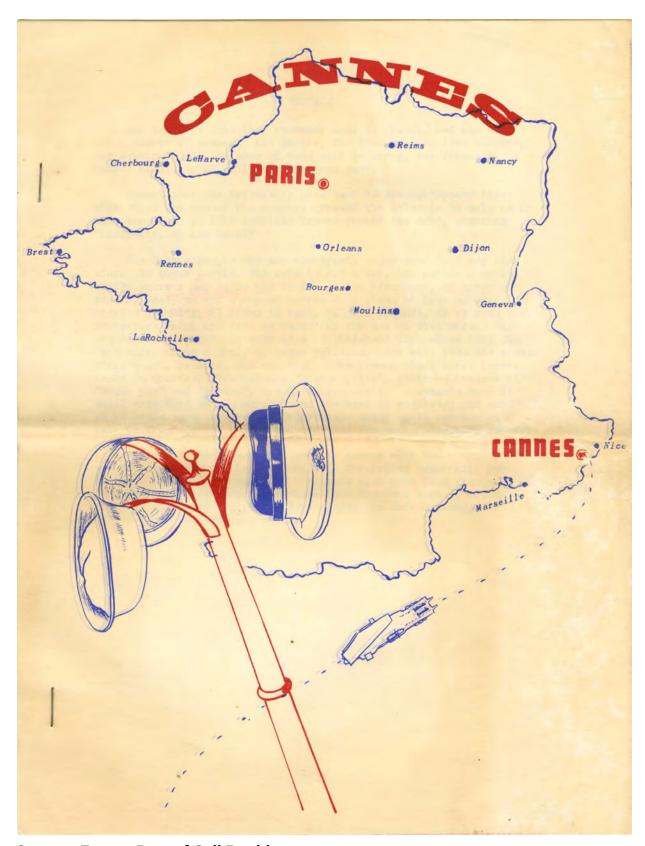




Oslo, Norway Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of the Matthews family. A2018.96





**Cannes, France Port of Call Booklet** 

Credit: Collection of the Intrepid Museum. Gift of the Matthews family. A2018.96





Plymouth, England Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Stuart Gelband. A2020.27  $\,$ 





Kiel & Hamburg, Germany Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of Stuart Gelband. A2020.27

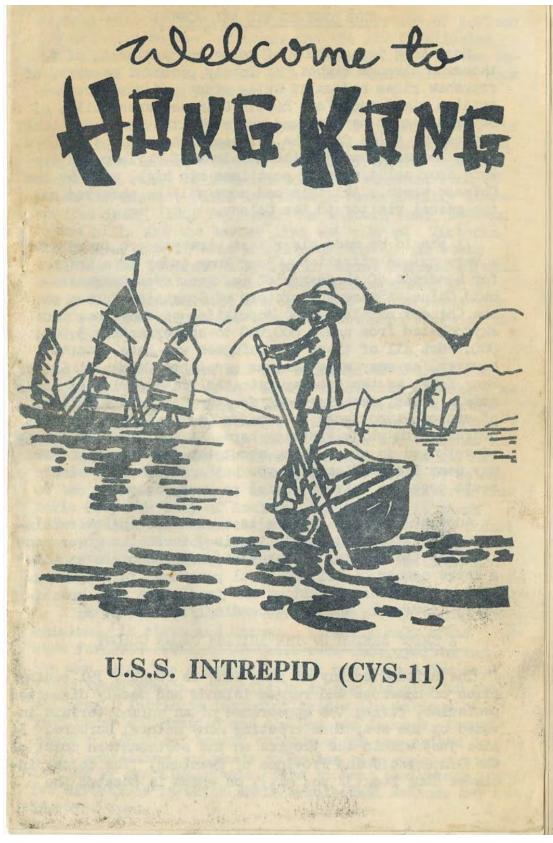




Rio de Janeiro, Brazil Port of Call Booklet

Credit: Collection of the Intrepid Museum. Gift of T.G. Williams. A2013.101

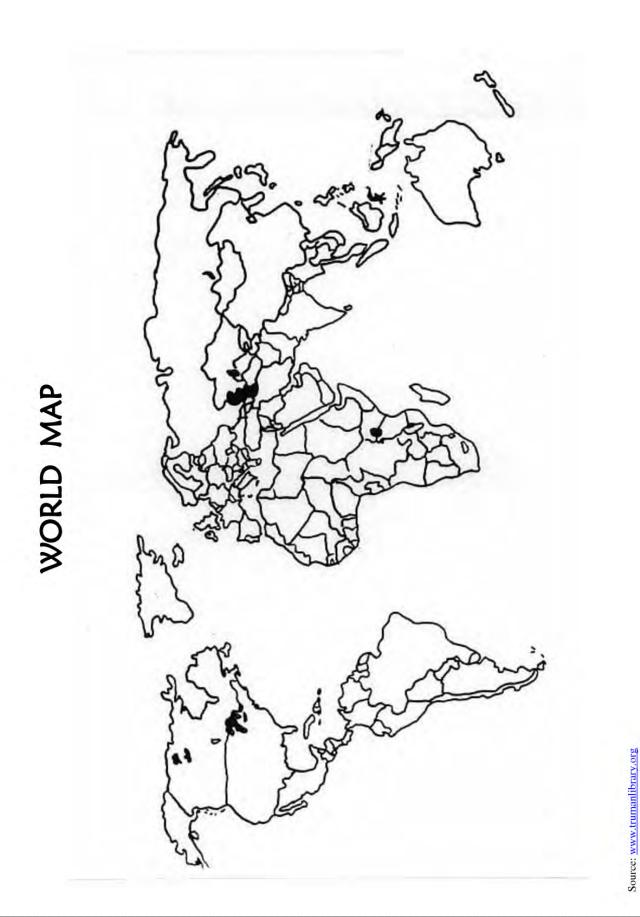




**Hong Kong Port of Call Booklet** 

Credit: Collection of the Intrepid Museum. Gift of James R. "Jim" Pelham. A2014.112







# Life on a Submarine

**GRADES 3-8** 



# Overview

This activity is geared toward participants in grades 3-8. The estimated amount of time to deliver this lesson is 60 minutes.

Submarine life is distinctly different from life on surface craft. Space is tight, and sailors must learn to live in close quarters. In this lesson, participants will use the perspectives of three submariners who served during the early 1960s to explore what life is like on a submarine.

They will understand the differences between serving on a surface craft versus a submarine, and how the experience affects crew members. Participants will also explore the nuanced experiences of people of color on submarines, and how the removal of structures present on surface craft affected life underwater for these submariners.

Content Warning: In the oral history compilation accompanying this lesson, Samuel Higa recalls the use of an ethnic slur to describe Japanese Americans. It is censored. At the time, this term was offensive and continues to be inappropriate.



Participants will be able to compare life on surface craft and on submarines, particularly for submariners of color.



## **Materials**

- ☐ Photo collection of spaces on USS Growler
- ☐ USS Growler flag
- ☐ Design A Submariners' Flag Worksheet
- ☐ Oral history compilation of Cornelius Brown, Edward Bell and Samuel Higa



Display for participants images of life on a submarine: the bedrooms, dining room/common space, bathroom and workspace. Some photographs are provided, but you can use images from the museum's collection or conduct this activity in a submarine space. Ask them to compare these images with the spaces they use in their own lives. Discuss the following questions:

Suggested questions for grades 3-5:

- Why is space so limited on a submarine?
- How do submariners make their small spaces work for them? What is done to fit all that they need in the spaces?
- Use one adjective to describe what it might be like to live on a submarine for six months at a time.

Suggested questions for grades 6-8:

- How might life on a submarine differ from life on a large ship?
- How do submariners make their small spaces work for them? How might this compare to spaces in your school or community?
- What might be the job of a submarine in the U.S. Navy?



Listen to or read selected <u>oral histories</u> of Cornelius Brown, Edward Bell and Samuel Higa. All three men served in the U.S. Navy in the mid-20th century, and all served on USS *Growler*, a guided missile submarine in service from 1958 to 1964. After listening to or reading the oral histories, provide background information on the sub service. Discuss the following questions:

Suggested questions for grades 3-5:

- What kinds of jobs did the three submariners do?
- What does it mean to be a non-qual? What was the significance of being qualified on a submarine?
- What was daily life like on board the submarine? What did they do for entertainment?

Suggested questions for grades 6-8:

- How was being on a submarine different from being on surface craft?
- How might the submarine service's policy of being all-volunteer shape who serves in it?



• Crew members on surface craft do not have to "qualify." How might this change their experience in the Navy?

 Many surface craft have an enormous amount of space. An aircraft carrier, for example, might have multiple gyms, ice cream parlors and libraries. What effect do you think the lack of space on submarines has on submariners?



## **Artifact Investigation**

Review content on the submarine service. Display the USS *Growler* flag for participants. You may also display a similar artifact from your museum's collection. Ask participants what the images on the flag may represent, and discuss their significance.

- Hula Dancer: Growler's home port was Pearl Harbor, Hawaii
- **Power Plant & Torpedo**: During an exercise, a *Growler* officer fired a torpedo that was set to the wrong speed. The torpedo went up on the beach and stopped near fuel storage tanks. The words "Standard Oil" are written in Japanese.
- Yen & Dollars: Crew members exchanged their American dollars for Japanese yen.
- Arch & Buddha: Crew members explored Japan.
- **Submarine Silhouette**: The Japanese text says "Well-Prepared Submarine" under a silhouette of *Growler*.
- Insignia: Growler's insignia shows a fist raising a Regulus I nuclear missile out of the ocean.
- **No Reliefs**: Polaris missile submarines, which would replace *Growler*, had two full crews designated blue and gold. When one crew was on patrol, the other was in port. *Growler* had just one crew, nicknamed "black-and-blue" because they had no relief crew.
- **Totem Pole**: A Navy-themed totem pole was a landmark at the Adak Naval Operating Base in Alaska and the focus of practical jokes. *Growler* crew members reportedly stole the totem pole and hid it in a torpedo tube.
- **Regulus Missile**: *Growler* carried four Regulus I nuclear missiles on patrol.
- **Stripes**: Each yellow stripe represents one of *Growler*'s patrols.
- **Gooney Birds**: *Growler* refueled at Midway Island. Sailors passed the time watching the resident albatrosses, nicknamed "gooney birds."

Participants will design their own flags for their families. They can choose to use the "Design a Submariners' Flag" worksheet to help them plan. These flags can represent a specific trip, like *Growler*'s, or for their family as a whole, more like a family crest. Ask participants to explain the symbolism on their flag.





#### Lesson Connection

Investigate more oral histories of Navy veterans who served on submarines and surface craft with our lesson: **Exploring Benefits of Naval Service.** 



# Background

#### The Sub Service

When a person joins the Navy, they may be assigned to any type of surface craft that needs personnel. However, the U.S. submarine service has always been for volunteers only. Given the challenges of living and working on board a submarine, the Navy wants to be sure that each crew member wants to be there. For this reason, there is a sense of pride among submariners that they all chose to be there and have a common goal in mind.

Since the crew of a submarine is relatively small, everyone on board depends on each other to work as a team. New submariners need to "qualify" in order to be considered a capable part of the crew. To qualify, crew members must have a basic knowledge of all systems on board, their uses, operations and interrelationships with other systems. They also need to show that they can operate effectively under pressure. Once a submariner becomes qualified, they are given more responsibility and treated with more respect. Qualification also contributes to the feeling of being an essential part of a team. Submariners know that qualified peers can be depended on and have an interest in getting along with one another. Some people of color have reported that there is less racial friction on board submarines than on surface craft, partially due to the respect built through the qualification process.

A submarine in the U.S. Navy during Cornelius, Samuel and Edward's service held about 90 submariners. Today, they can hold up to 130. However, crew members rotate their time so that they are eating, sleeping and working in shifts. While it is daytime for one group, it is nighttime for another. Nevertheless, space is extremely limited on board a submarine. Wardrooms, where officers dine, can double as operating rooms in an emergency. Some "non-quals" share beds when they have opposite rotating shifts.

Hallways are cramped and submariners must learn to duck and dodge each other. The dining area is also used as a common space for relaxation, such as watching movies and playing games.



In the *Growler* era, submariners played games like pinochle, poker and cribbage. When a submarine surfaced for oxygen in warm waters, crew members sometimes had opportunities to take advantage of being outdoors and swim in the ocean or lay out on top of the submarine.

#### **USS Growler**

USS *Growler* was a guided missile submarine. Its mission was to patrol near the Soviet Union armed with nuclear missiles in order to deter the Soviet Union from launching an attack against the United States. It was in commission from 1958 to 1964. In 1962, *Growler* made a trip to Japan. The crew wanted to commemorate their trip, as well as the rest of their cruise, so they created a flag with Images representing the experiences they had had and inside jokes developed on board.



# Additional Resources/References

For more on the Submarine service:

https://www.cnn.com/2016/05/06/politics/life-on-uss-missouri-nuclear-submarine/index.html https://www.history.navy.mil/browse-by-topic/communities/submarines.html



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## **Documents and Images**



Credit: Collection of the Intrepid Museum. Gift of Ronald E. Rousseau EM2 (SS). P2014.61.03





Credit: Collection of the Intrepid Museum. P00.2015.44



Credit: Collection of the Intrepid Museum. Gift of Bill Daack, crew member 1960–1963. P2018.13.06



Credit: Collection of the Intrepid Museum. Gift of Duane Heatwole. P2019.45.07



Credit: Collection of the Intrepid Museum. Gift of Bill Daack, crew member 1960-1963. P2016.45.06



Credit: Collection of the Intrepid Museum. Gift of Ronald E. Rousseau EM2 (SS). P2014.61.19



### **Growler Flag**

Credit: Collection of the Intrepid Museum. Gift of Duane Heatwole. 00.2011.286



## **ACTIVITY: DESIGN A SUBMARINERS' FLAG**

Answer the following questions about your family and use your responses as the symbols on your flag! Does your family have a special holiday tradition or dish? Is there a certain movie, song or TV show that makes you think of your family? Has your family gone on any amazing vacations? Is there a restaurant, park or other place in your hometown that is important to your family? Are there any colors, phrases or sayings that make you think of your family?



## **Silenced Stories**

GRADES 9-12



## **Overview**

This activity is geared toward participants in grades 9-12. The estimated amount of time to deliver this lesson is 60 minutes.

Military policy concerning LGBTQ+ service members has changed several times in the last 50 years. After an outright ban and an ill-fated compromise, gay and lesbian service members are now permitted to serve openly in all branches of the military. However, it has been a struggle to get here, and LGBTQ+ veterans still feel the effects.

In this lesson, participants will gain insight into the effects of changing policies on LGBTQ+ individuals who volunteered to serve the United States through Naval service.



## **Objective**

Participants will be able to compare different military policies regarding LGBTQ+ service and determine the importance of identity in their lives and the lives of service members.



## **Materials**

Photos of	sailors ir	n communa	l spaces
Identity V	Wheel wo	rkshoot	

Oral history compilation of Cristina
Frisby, Nathaniel Butler and Robert
Robledo





Display photos of groups of crew members spending time on board their vessels. They may be eating, playing cards, or hanging out. Ask participants: **what identities can you see in these photos?** List some identities you may be able to tell from the photos, such as race, age and gender. Next, ask participants: **what identities are** *not* **visible in these photos?** Discuss identities such as sexuality, religion and (dis)ability.

Provide an overview of the hostile military policy toward LGBTQ+ service members. Discuss the following questions with participants:

- What reasons could the U.S. military have for restricting the service of LGBTQ+ service members?
- How did it make members of the LGBTQ+ community feel to have their military service restricted?



Provide background information on the restrictions and policy surrounding LGBTQ+ service in the military. Listen to or read transcripts of the <u>oral histories</u> from Nat Butler, Robert Robledo and Cristina Frisby. Nat, Robert and Cristina are Navy veterans who served during the second half of the twentieth century, but at different times in policy. Discharge policies, "Don't Ask, Don't Tell," and the repeal of DADT impacted each person in different ways. Discuss or have participants write responses to the following questions:

- Nat Butler served from 1961–1975. Robert Robledo served from 1981–2005. Cristina Frisby entered the Naval Academy in summer 1987 and left in spring 1988. What policies around sexuality impacted each of them as they entered, served in, and left the Navy?
- Both Nat and Cristina mention marking "no" to questions about homosexuality on their initial paperwork when entering the Navy. Why was this a question on the forms? How might it have felt to have to lie in order to enter the service?
- Robert Robledo says that it took him a year after he left the Navy until he was no longer "looking over his shoulder" everywhere he went. Why was he constantly on high alert? What was the "monkey on his back?"
- Nat Butler describes "Don't Ask, Don't Tell" as "despicable." What were the negative consequences of DADT?



After 9/11, Cristina went on to serve in the California National Guard. She had heard that the California State Guard did not discriminate on the basis of sexual orientation, but had not realized that the State Guard was part of the National Guard, which was still under "Don't Ask, Don't Tell." She was discharged several years later as a sergeant.

- What assumptions does "Don't Ask, Don't Tell" make about LGBTQ+ service members?
- How was the experience different for LGBTQ+ service members throughout the three main policy time periods: pre-DADT, DADT, and post-DADT?



## **Identity Wheel**

Participants will complete the Identity Wheel, which includes identities such as race, ethnicity and sexual orientation. Make it clear to participants that any writing or sharing they do is voluntary, and they are not required to make any of their identities public. Allow them to fill out the wheel, and then discuss the following questions:

- Are there any identities not on this wheel that affect how you perceive yourself?
- What identities do you think about the most?
- What identities do you think about the least?
- What identities have the greatest effect on how you perceive yourself?
- What identities have the greatest effect on how others perceive you?

Review content on the "Don't Ask, Don't Tell" policy, and discuss the following question:

• What effect did "Don't Ask, Don't Tell" have on LGBTQ+ service members being able to express their identities?



## **Lesson Connection**

For more content on the fight for equal rights for LGBTQ+ service members, please see our lesson: **Fight to Serve Openly for LGBTQ+ Servicemembers.** 





During World War II, new military recruits underwent psychiatric screening for homosexuality. This was in an effort to exclude gay men, and eventually lesbians, from serving. They invented reasons to keep gay recruits out, calling them troublemakers and saying they would not adapt. The Navy in particular explicitly rejected anyone who was reported to be or confessed to being gay. "Habitual homosexuals," or people with "homosexual tendencies" and not just those who had committed a crime while in the service, were to be discharged without trial, and were required to sign a confession if they wanted to avoid a trial.

In the years following the war, the U.S. Congress established the Uniform Code of Military Justice (UCMJ), which united military law across all of the armed forces. The military used the UCMJ to court-martial gay and lesbian service members. These policies were based on the idea that gay people were physically and mentally unfit to serve in the military.

By 1981, any service members found to engage in homosexual acts faced a mandatory discharge. This policy was based on the belief that gay service members threatened military cohesion and effectiveness.

## "Don't Ask, Don't Tell"

In 1993, the Clinton Administration issued a policy known as "Don't Ask, Don't Tell." It was a compromise between Clinton's initial goal of ending discrimination on the basis of sexual orientation in the military and the resistance he faced from military leaders. Under "Don't Ask, Don't Tell," gay and lesbian people could serve in the military, but they could not be open about their sexuality. The "Don't Ask" provision stated that members of the military were not permitted to ask others about their sexuality. The "Don't Tell" provision stated that LGBTQ+ service members who disclosed their sexuality faced discharge. Many LGBTQ+ veterans were discharged under DADT, and many others suffered in silence. Ambiguous language in the policy also meant that there were many competing ideas on how to apply it.

During his 2008 campaign, President Barack Obama advocated for a repeal of all bans against gay and lesbian service members. This commitment, along with many years of pressure from activist groups, led to the repeal of "Don't Ask, Don't Tell" in 2010.





## **Additional Resources/References**

National Trends in Public Opinion on LGBT Rights in the United States: <a href="https://williamsinstitute.law.ucla.edu/wp-content/uploads/Public-Opinion-LGBT-US-Nov-2014.pdf">https://williamsinstitute.law.ucla.edu/wp-content/uploads/Public-Opinion-LGBT-US-Nov-2014.pdf</a>

The Repeal of "Don't Ask, Don't Tell":

https://www.hrc.org/our-work/stories/repeal-of-dont-ask-dont-tell

Naval Service of LGBTQ+ Personnel:

https://www.history.navy.mil/browse-by-topic/diversity/lgbt.html



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## **Documents and Images**

## Images of sailors on *Intrepid* spending time together



Credit: Collection of the Intrepid Museum, 1970 USS Intrepid cruise book





Credit: Collection of the Intrepid Museum, 1970 USS Intrepid cruise book



Credit: Collection of the Intrepid Museum, 1970 USS Intrepid cruise book





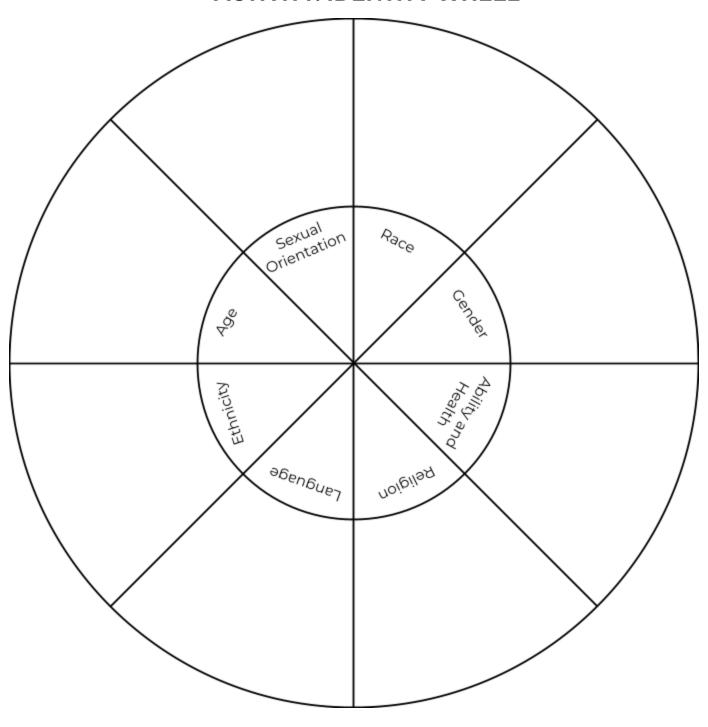
Credit: Collection of the Intrepid Museum. Gift of Robert M. Craig. 2015.24.02



Credit: Collection of the Intrepid Museum. P2012.01.14

Silenced Stories

## **ACTIVITY: IDENTITY WHEEL**



## **Recognition Delayed**

**GRADES 3-8** 



## **Overview**

This activity is geared toward participants in grades 3-8. The estimated amount of time to deliver this lesson is 45 minutes.

During World War II, over 100,000 Black sailors were serving in the U.S. Navy at any given time. By 1942, they were serving at a variety of ratings, and in 1944 there were two combat ships with all-Black crews. Black sailors fought valiantly and contributed to many of the Navy's victories.

However, the Navy rarely recognized Black sailors for their valor, and Black sailors did not receive recognition at the highest levels.

In this lesson, participants will explore two stories of heroic Black sailors who were denied recognition and had to wait almost fifty years to get the medals they deserved.



## **Objective**

Participants will evaluate how structural barriers delayed recognition of contributions to the Navy and our Nation for underrepresented sailors.



## **Materials**

Images of or physical Navy decorations
☐ An Award for Someone Special
worksheet

11	Col	loring	ISUD	nlies

Oral history compilation of Horace
Banks and Alonzo Swann





Provide participants with photos of Navy medals and ribbons. You may also use decorations in your physical collection, and vary on the list below depending on what is available to you. Ask participants to place the medals in order of importance. Review awards and what is required to receive each medal or ribbon.

- **Medal of Honor** For gallantry and intrepidity at the risk of life, above and beyond the call of duty, in action involving actual conflict with an opposing armed force.
- **Navy Cross** For extraordinary heroism in connection with military operation against an opposing armed force.
- Silver Star Medal For gallantry in action against an opposing armed force.
- **Bronze Star** For heroic or meritorious achievement of service, not involving aerial flight in connection with operations against an opposing armed force.
- **Purple Heart** Awarded for wounds or death as result of an act of any opposing armed force, as a result of an international terrorist attack or as a result of military operations while serving as part of a peacekeeping force.
- **Meritorious Service Medal** For outstanding non-combat meritorious achievement or service to the United States.

### Suggested questions for grades 3-5:

- What is the difference between these medals?
- Why are certain medals ranked higher than others?
- What do you think it feels like to receive some of these medals?

#### Suggested questions for grades 6-8:

- What kinds of people do you imagine receiving these awards?
- What actions might merit the presentation of the Navy Cross? The Bronze Star?



## Investigation

Listen to or read selected <u>oral histories</u> from two Navy veterans who served during World War II. Provide participants with background information on each man's accomplishments during the war and show images of Gun Tub 10 and USS *Mason*. Alonzo Swann served on USS *Intrepid* and was a member of Gun Tub 10, a group of anti-aircraft guns manned by a group of Black gunners.



Horace Banks served on USS *Mason*, one of the two ships with all-Black crews that served during World War II. Discuss the following questions:

Suggested questions for grades 3-5:

- What did Alonzo and Horace accomplish? Why did they receive medals?
- In Alonzo's story, what was the significance of one medal over another? Why did Alonzo fight so long when he had already received a medal?
- Why did it take so long for Horace's ship to be recognized?

#### Suggested questions for grades 6-8:

- Why did it take so long for Alonzo and Horace to receive their rightful recognition?
- What changed? Why did Alonzo eventually receive the Navy Cross? Why was *Mason* finally recognized by the US Government?
- How did it affect Alonzo and Horace emotionally and mentally to not receive their rightful awards after the war ended?



## **Stories of Delayed Recognition**

Listen to or read selected oral histories from two Navy veterans who served during World War II. Provide participants with background information on each man's accomplishments during the war and show images of Gun Tub 10 and USS *Mason*. Alonzo Swann served on USS *Intrepid* and was a member of Gun Tub 10, a group of anti-aircraft guns manned by a group of Black gunners. Horace Banks served on USS *Mason*, one of the two ships with all-Black crews that served during World War II. Discuss the following questions:

#### Suggested questions for grades 3-5:

- What did Alonzo and Horace accomplish? Why did they receive medals?
- In Alonzo's story, what was the significance of one medal over another? Why did Alonzo fight so long when he had already received a medal?
- Why did it take so long for Horace's ship to be recognized?

#### Suggested questions for grades 6-8:

- Why did it take so long for Alonzo and Horace to receive their rightful recognition?
- What changed? Why did Alonzo eventually receive the Navy Cross? Why was *Mason* finally recognized by the US Government?
- How did it affect Alonzo and Horace emotionally and mentally to not receive their rightful awards after the war ended?





## Lesson Connection

Have participants listen to the oral histories of Black sailors serving during World War II, such as John Seagraves, Henry Mouzon and Theodore Jackson. Please see our lesson: **Limits on Black Sailors in World War II**.



## Background

### **Alonzo Swann**

Alonzo Swann served on USS *Intrepid* and was a member of Gun Tub 10, a group of anti-aircraft guns manned by a group of Black gunners. In October 1944, a kamikaze airplane was coming toward *Intrepid*. The men in Gun Tub 10 stayed at their positions and shot down a wing of the kamikaze. The damaged plane crashed into the gun tub and killed 10 men, injuring many others. Swann, along with five other surviving sailors, were going to be given the Navy Cross, but it was taken away and replaced with the Bronze Star without warning from the Navy administration. After fifty years of fighting, Swann received the Navy Cross that he had initially been awarded.

### **Horace Banks**

Horace Banks served on USS *Mason*, one of the two ships with all-Black crews that served during World War II. *Mason* was a destroyer escort that had an all-Black crew but primarily white officers. In September 1944, *Mason* was part of a convoy of slow-moving craft in treacherous, stormy weather. The convoy took four weeks to cross the Atlantic. The ship and crew survived a 70 degree roll and proved themselves more than capable of handling their ship. For their tremendous contribution to the war effort, the commanding officer put *Mason* up for a commendation. However, the commendation was lost and it was not until the 1990s that the Secretary of the Navy John Dalton and President Bill Clinton honored the ship's surviving veterans. In 1994, the crew of *Mason* was finally awarded a commendation for meritorious service during the severe storm.

## **Recognition Delayed**

Over one million Black soldiers, sailors, and marines served in World War II. Not one received the medal of honor during the war. Decision makers downplayed or overlooked evidence of courage and sacrifice on the part of Black servicemen. In 1993, the U.S. Army commissioned a study to investigate a possible "racial disparity" in the awarding of medals of honor during World War II. As



a result of the study, in 1997, President Bill Clinton awarded the Medal of Honor to seven Black veterans of World War II. Only one honoree, Vernon Baker, was still alive to receive his medal.

This disparity was true for other racial and ethnic groups as well. In the army, the 442nd Infantry Regiment during World War II was made up of almost entirely second generation Japanese Americans. The regiment is now known as the most decorated unit of its size in United States military history. However, 20 of the medals of honor awarded to the regiment were presented in 2000, after a similar exhaustive study of "racial disparity" in medals among Asian Americans. In total, President Clinton presented 22 medals of honor to Asian American veterans after the study was finished.

In 2002, Congress authorized another study, this time to review the war records of Jewish and Hispanic veterans. Similar to the previous two, this study reviewed World War II, the Korean War and the Vietnam War. In 2014, President Barack Obama presented the medal of honor to 24 veterans of these three wars. Many of the awards were presented posthumously, but all of the recipients were of Hispanic, Jewish or African American descent. All of the awards were upgraded from the Distinguished Service Cross. Today, the military continues to review past conflicts and service members in an attempt to present veterans with the awards they deserve.

## **U.S. Navy Medal of Honor Symbolism**

The Navy Medal of Honor has a light blue ribbon embroidered with 13 stars. Light blue is a color of valor and 13 represents the first 13 colonies. The shape of the medal is a five-pointed star, and on each point are clusters of laurel and oak leaves. Laurel and oak represent victory and strength. In the center of the star is the Roman goddess of wisdom and war, Minerva, holding a shield that represents the union of states and an axe blade that represents authority. She is warding off a man holding snakes in his hands, meant to represent discord. The owl on her head symbolizes wisdom. Around Minerva are 34 stars, which represent each of the 34 states when the Medal of Honor was created. These include the Union states and Confederate states at the time.



## Additional Resources/References

Navy Awards Precedence:

https://www.mynavyhr.navy.mil/References/US-Navy-Uniforms/Uniform-Regulations/Navy-Awards-Precedence/

Navy Medal of Honor Design:

https://www.cmohs.org/medal/design

President Obama Awarding 24 Belated Medals of Honor:

https://obamawhitehouse.archives.gov/the-press-office/2014/02/21/president-obama-award-medal



-honor#:~:text=In%202002%2C%20Congress%2C%20through%20the,not%20denied%20because% 20of%20prejudice.



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## **Documents and Images**









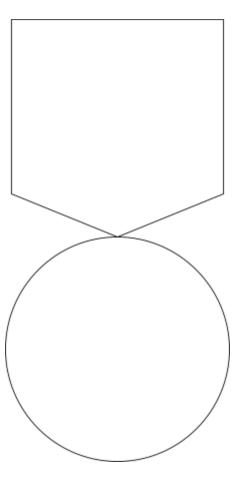




Credit: All medals via Navy History and Heritage Command

## **ACTIVITY: AN AWARD FOR SOMEONE SPECIAL**

Directions: Design your own award for someone in your life. Give it a name and description, too!





## **LESSONS**

# What leads to change in the U.S. Navy?

## **Overview**

The U.S. Navy reflects the attitudes and beliefs of the broader United States. As attitudes and beliefs about race, gender and sexuality shift, so do the policies and practices seen in the Navy. These policies often reflect similar changes taking place in policies impacting the citizens of the United States as a whole.

Many individuals and groups throughout the century were advocating for a more equitable Navy, some from outside and some from within the service. Advocacy organizations could be proponents of change by writing letters, organizing protests, communicating with government officials, supporting individuals in lawsuits, and changing perceptions in media. Change could also take the form of top-down measures from government officials, President appointed committees, and senior officials in the Navy.

## **Contents**

Fight for Desegregation

Fight to Serve Openly for LGBTQ+ Service Members

Fight for Transgender Service Members to Serve Openly

Investigating Z-Grams

Fight for Women to Serve on Combat Ships

Investigating Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship



## **Fight for Desegregation**

GRADES 9-12



This activity is geared toward participants in grades 9-12. The estimated amount of time to deliver this lesson is 75 minutes.

During World War II, many Black
Americans serving in the Navy were often
relegated to low-ranking positions,
mirroring the Jim Crow laws at home.
Advocacy groups seeking equity in the
armed services and defense industries put
pressure on the government to consider
more opportunities for service.

This pressure led to creation of committees with the goal of advocating for minority groups. In this lesson, participants will explore these actions taken by these groups that led to the desegregation of the armed forces in 1948.

Content Warning: In this lesson, the term "negro" is used to describe Black Americans. At the time, this term was not considered offensive, however today is considered inappropriate. Please preview the lesson materials and discuss with your students in advance.



Participants will be able to identify different forms of advocacy that led up to the desegregation of the armed forces in 1948.



## **Materials**

Library of Congress Photos
Proposed March on Washington
Pamphlet
Activity 1: Defining the Problem
Activity 2: Examining Executive Order
9981

☐ Executive order 9981





Share 1943-1945 USS *Intrepid* cruise book photo. This photograph shows a page out of a Navy cruise book, which is somewhat like a yearbook for the Navy, which can tell us what life was like during the time the cruise book was published and who was working in different departments on a ship. This page shows the 1943-1945 Supply Department of the USS *Intrepid*, which was responsible for feeding the crew, paying the crew and keeping track of all goods needed for the operation of the ship.

- What do you notice looking at the photograph on the top of the page and the photograph on the bottom of the page?
- What differences stand out to you?

Ask participants to share what they know about what opportunities may have been available for groups identified in the cruise books in the United States during World War II. Share images of segregation within the United States during that time. Ask participants:

• How might what is seen in the United States during this time impact opportunities for Black sailors during World War II?



## **Putting on Pressure**

Show the "Call to Black America" pamphlet. Remind participants that before and during the time of World War II, Navy regulations reflected broader social inequities back at home. Ask participants to share their observations reading the pamphlet. Have participants discuss:.

- What were the goals of the march?
- How could a march like this help the organizers achieve these goals?

After validating responses, you can use the following background to guide discussion, noting that this is not the same March on Washington under Martin Luther King, Jr.

## **Discriminatory Practices in Naval Service**

Provide background on what led up to the proposed March on Washington in 1941 and why it was canceled. Discuss how the United States entry into World War II might have led to more activism around Black participation in the military, especially since the demand for manpower was so high. Share how in 1942, the Navy began permitting Black people to enlist in the general service;



however, most Black sailors continued to serve as stewards, cooks or laborers. Share the excerpt from the Gaines memo. Ask participants:

- What did officers at the time assume about Steward's mates (StM's) at this time?
- How could racist expectations keep Black sailors in low skilled positions?

## **Advocacy within Government**

Share information about President Truman's Commission on Civil Rights. Have participants read the following excerpt from "Robert Carr to the President's Committee on Civil Rights, June 10, 1947," which highlights problems Black servicemembers faced while serving in World War II. Ask participants:

- How might the problems that Robert K. Carr identifies impact Black sailors in the Navy?
- Before service? During service? After service?



## **Discussing Potential Impacts of Advocacy**

Share how President Truman called on Congress to enact recommendations from the Commission on Civil Rights and the response from Southern senators. Share the purpose of Executive Order 9981.

- What actions led up to the desegregation of the armed forces? Who was involved?
- What is the impact of having leaders such as A. Philip Randolph putting pressure on the government? What is the impact of someone in a government appointed committee advocating for a group?

## **Exploring "Executive Order 9981"**

Have participants read "Executive Order 9981" and respond to questions using the "Activity 2: Examining Executive Order 9981" worksheet.

- How does Executive Order 9981 address the problems brought up in Robert K. Carr's memorandum to the Committee on Civil Rights? Which problems does it not address?
- What could potential solutions be to the problems not addressed in the executive order?





## **Lesson Connection**

Have participants listen to the oral histories of Black sailors serving during World War II, such as: John Seagraves, Henry Mouzon and Theodore Jackson. Please see our lesson: **Limits on Black Sailors in World War II.** 



## **Putting on Pressure**

Before and during the time of World War II, Navy regulations reflected broader social inequities back at home. The March on Washington Movement (MOWM) formed in the early 1940s to protest segregation in the armed forces and the defense industries. Desegregation in defense industries was a major focus since the United States was not yet involved in World War II.

Early lobbying efforts to desegregate the military and the defense industries had not persuaded President Franklin Roosevelt to take action. On January 25, A. Philip Randolph, the President of the Brotherhood of Sleeping Car Porters, proposed the idea of a national, Black-led march on the capitol in Washington, D.C. to highlight the issue. The march was scheduled for July 1, 1941 but never happened.

President Roosevelt signed Executive Order 8802, which banned discriminatory employment practices by federal agencies and all unions and companies engaged in war-related work. However, the order did not desegregate the military. The signing of the executive order was seen as a victory for the activists, and the planners of the march agreed to cancel it. Randolph would later be a driving force behind the later March on Washington in 1963.

## **Discriminatory Practices in Naval Service**

On December 7, 1941, following the Japanese bombing of Pearl Harbor, the United States declared war on Japan. Three days later, Germany and Italy declared war on the United States, leading the United States to be fully engaged in World War II.

U.S. entry into World War II made the activism around Black participation in the military even more pressing. When the war started, the military needed more people. Each branch of the



military had their own requirements for service and limits on the capacities in which black servicemembers could serve. In March 1942, President Roosevelt ordered the Secretary of the Navy to allow more Black people to enlist.

The following month, the Navy began permitting Black people to enlist in the general service. However, most Black sailors continued to serve as stewards, cooks or laborers through the entirety of the United States' involvement in World War II. Attitudes towards black sailors during this time can be seen in the Gaines memorandum, which addresses officers about the role of steward's mates on board. The purpose of the memo is to set officers' expectations about what the steward's mates can and cannot do, given the shortage of steward's mates on the ship. The author of the memo uses condescending language in describing the steward's mates, presenting them as ignorant.

## **Advocacy within Government**

President Harry Truman, Roosevelt's successor, appointed a panel in December 1946 to serve as the President's Commission on Civil Rights, which recommended "more adequate means and procedures for the protection of the civil rights of the people of the United States." This committee was formed of 15 members with various backgrounds, including businessmen, lawyers, activists, bishops, union leaders, scholars and diplomats.

When the commission issued its report, "To Secure These Rights," in October 1947, among its proposals were anti-lynching and anti-poll tax laws, a permanent Fair Employment Practices Committee and strengthening the civil rights division of the Department of Justice. Robert K. Carr, the executive director of President Truman's Commission on Civil Rights and one of the authors of the Commission's report, wrote to the committee in June 1947 regarding policies impacting Black Americans in the armed forces. In this memorandum, Carr states,

"The importance of the armed forces in the struggle of minority groups for full achievement of their civil rights is too obvious to require labored discussion.\* The armed forces are one of our major status symbols; the fact that members of minority groups successfully bear arms in defense of their country, alongside other citizens, serves as a major basis for their claim to equality elsewhere.

For the minority groups themselves discrimination in the armed forces seems more immoral and painful than elsewhere. The notion that not even in the defense of their country (which discriminates against them in many ways) can they fight, be wounded, or even killed on an equal basis with others, is infuriating."

## **Executive Order 9981**

In February 1948, President Truman called on Congress to enact recommendations from the Commission on Civil Rights. When Southern Senators immediately threatened a filibuster to delay decisions on these recommendations, Truman moved ahead on civil rights by using his executive powers. On July 26, 1948, he issued Executive Order 9981, abolishing segregation in the armed forces and ordering full integration of all branches.





## **Additional Resources/References**

#### Executive Order 8802

https://www.archives.gov/milestone-documents/executive-order-8802#:~:text=In%20June%20of%201941%2C%20President,to%20enforce%20the%20new%20policy.

#### Executive Order 9981

https://www.archivesfoundation.org/documents/executive-order-9981-ending-segregation-armed-forces/#:~:text=On%20July%2026%2C%201948%2C%20President,to%20integrating%20the%20segregated%20military

Robert Carr to the President's Committee on Civil Rights
<a href="https://www.trumanlibrary.gov/library/research-files/robert-carr-presidents-committee-civil-rights?">https://www.trumanlibrary.gov/library/research-files/robert-carr-presidents-committee-civil-rights?</a>
documentid=NA&pagenumber=1

Truman Library's collection on Desegregation of the Armed Forces: <a href="https://www.trumanlibrary.gov/library/online-collections/desegregation-of-armed-forces">https://www.trumanlibrary.gov/library/online-collections/desegregation-of-armed-forces</a>

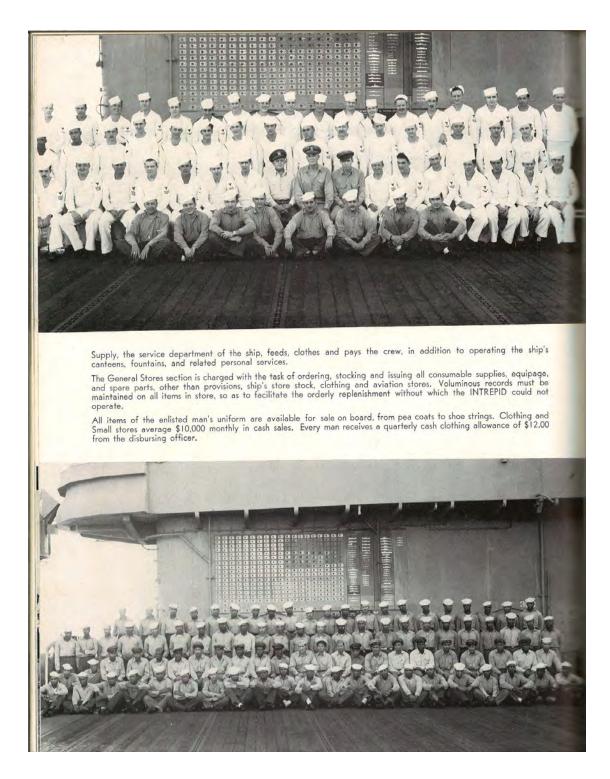


Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



## **Documents and Images**



#### 1943-1945 USS Intrepid cruise book page

Credit: Collection of the Intrepid Museum. 1945 USS Intrepid cruise book.



#### Transcript:

Supply, the service department of the ship, feeds, clothes, and pays the crew. In addition to operating the ship's canteens, fountains, and related personnel services. The General Stores section is charged with the task of ordering, stocking, and issuing all consumable supplies, equipage and spare parts, other than provisions, ship's store stock, clothing and aviation stores. Voluminous records must be maintained on all items in store, so as to facilitate the orderly replenishment without which the INTREPID could not operate. All items of the enlisted men's uniform are available for sale on board from pea coats to shoe strings. Clothing and Small Stores average \$10,000 monthly in cash sales. Every man receives a quarterly cash clothing allowance of \$12.00 from the distributing officer.





A Greyhound bus trip from Louisville, Kentucky, to Memphis, Tennessee, and the terminals. Waiting for a bus at the Memphis station, 1943

Credit: Library of Congress





Man going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi, 1939

Credit: Library of Congress

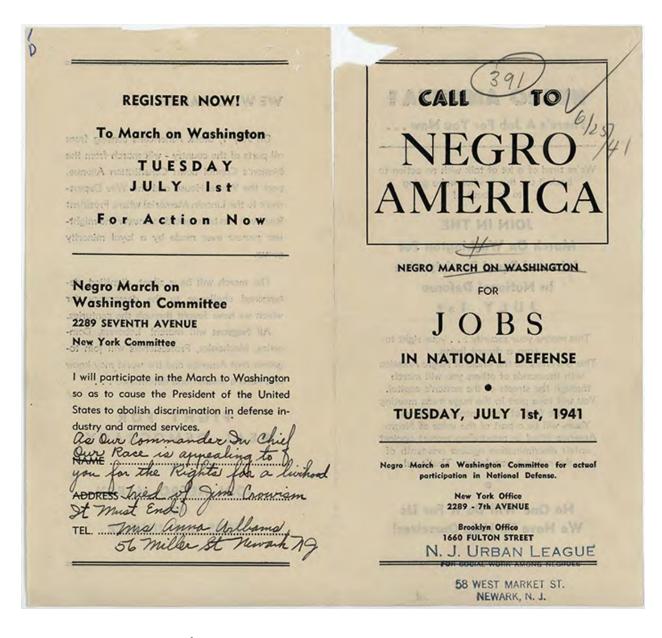
## Excerpt from "Robert Carr to the President's Committee on Civil Rights, June 10, 1947"

"The main problems confronting Negroes in the armed forces during the War were:

- 1. Severe limitations on their recruitment and promotion
- 2. Backlog of prejudice against them among white officers and men
- 3. The official policy of segregating them during their service (The one exception to this policy-and its results- will be discussed in another memorandum)
- 4. Tension between Negro soldiers and white civilians, particularly in Southern communities and in others where public transportation and recreation facilities were inadequate."

Credit: Harry S. Truman Presidential Library & Museum





### **Negro March on Washington Pamphlet**

Credit: Franklin D. Roosevelt Presidential Library

Transcript:

Register Now!
To March on Washington.
Tuesday, July 1st
For Action Now.

Negro March on Washington Committee 2289 Seventh Avenue New York Committee



I will participate in the March on Washington so as to cause the President of the United States to abolish discrimination in defense industries and armed services.

In hand-written script: As our Commander-In-Chief. Our Race is appealing to you for the rights for a livelihood. Tired of Jim Crowism. It must end.

Mrs. Anna [unintelligible] 56 Miller Street Newark 719"

The section on the right reads: Call to Negro America
Negro March on Washington for Jobs for National Defense
Tuesday, July 1, 1941
Negro March on Washington for Actual participation in National Defense
New York Office
2289 Seventh Avenue
Brooklyn Office
1660 Fulton Street

We have had a lot of cases of StM's being pleced on the report for insolence, disrespect, disobedience of orders, etc. There is no intention of dissuading officers from placing them on report for these things, if they are bone fide cases, if the man understands what is expected and deliberately disobeys, or is insolent, or disrespectful. But officers must remember that these StM's are not trained Navy StM's - they are still truck drivers, stevedores, and day laborers, none of whom have ever had much training in politeness or respectfulness, and it is within the realms of possibility, at least, that some alleged insolence or disrespect may be due to the man's inarticulateness as well as to his ignorance.

#### **Excerpt from Richard K. Gaines Papers**

Collection of the Intrepid Museum. Gift of Maud Gaines Tarrant. A2014.16

#### Transcript:

"We have had a lot of cases of StM's being placed on the report for insolence, disrespect, disobedience of orders, etc. There is no intention of dissuading officers from placing them on report for these things, if they are bona fide cases, if the man understands what is expected and deliberately disobeys, or is insolent, or disrespectful. But officers must remember that these StM's are not trained Navy StM's – they are still truck drivers, stevedores, and day laborers, none of whom have ever had much training in politeness or respectfulness, and it is within the realm of possibility, at least, that some are alleged insolence or disrespect may be due to the man's inarticulateness as well as to his ignorance."



#### EXECUTIVE ORDER

ESTABLISHING THE PRESIDENT'S COMMITTEE ON EQUALITY OF TREATMENT AND OPPORTUNITY IN THE ARMED SERVICES

WHEREAS it is essential that there be maintained in the armed services of the United States the highest standards of democracy, with equality of treatment and opportunity for all those who serve in our country's defense:

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, by the Constitution and the statutes of the United States, and as Commander in Chief of the armed services, it is hereby ordered as follows:

- 1. It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate any necessary changes without impairing efficiency or morale.
- 2. There shall be created in the National Military Establishment an advisory committee to be known as the President's Committee on Equality of Treatment and Opportunity in the Armed Services, which shall be composed of seven members to be designated by the President.
- 3. The Committee is authorized on behalf of the President to examine into the rules, procedures and practices of the armed services in order to determine in what respect such rules, procedures and practices may be altered or improved with a view to carrying out the policy of this order. The Committee shall confer and advise with the Secretary of Defense, the Secretary



of the Army, the Secretary of the Navy, and the Secretary of the Air Force, and shall make such recommendations to the President and to said Secretaries as in the judgment of the Committee will effectuate the policy hereof.

- 4. All executive departments and agencies of the

  Federal Government are authorized and directed to cooperate with the Committee in its work, and to furnish the Committee such information or the services of such persons as the Committee may require in the performance of its duties.
- 5. When requested by the Committee to do so, persons in the armed services or in any of the executive departments and agencies of the Federal Government shall testify before the Committee and shall make available for the use of the Committee such documents and other information as the Committee may require.
- 6. The Committee shall continue to exist until such time as the President shall terminate its existence by Executive order.

THE WHITE HOUSE,

July 26, 1948.



9981



#### **Executive Order 9981**

Credit: National Archives and Records Administration

Transcript:

Establishing the President's Committee on Equality of Treatment and Opportunity In the Armed Forces.

WHEREAS it is essential that there be maintained in the armed services of the United States the highest standards of democracy, with equality of treatment and opportunity for all those who serve in our country's defense:

NOW THEREFORE, by virtue of the authority vested in me as President of the United States, by the Constitution and the statutes of the United States, and as Commander in Chief of the armed services, it is hereby ordered as follows:

- 1. It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate any necessary changes without impairing efficiency or morale.
- 2. There shall be created in the National Military Establishment an advisory committee to be known as the President's Committee on Equality of Treatment and Opportunity in the Armed Services, which shall be composed of seven members to be designated by the President.
- 3. The Committee is authorized on behalf of the President to examine into the rules, procedures and practices of the Armed Services in order to determine in what respect such rules, procedures and practices may be altered or improved with a view to carrying out the policy of this order. The Committee shall confer and advise the Secretary of Defense, the Secretary of the Army, the Secretary of the Navy, and the Secretary of the Air Force, and shall make such recommendations to the President and to said Secretaries as in the judgment of the Committee will effectuate the policy hereof.
- 4. All executive departments and agencies of the Federal Government are authorized and directed to cooperate with the Committee in its work, and to furnish the Committee such information or the services of such persons as the Committee may require in the performance of its duties.
- 5. When requested by the Committee to do so, persons in the armed services or in any of the executive departments and agencies of the Federal Government shall testify before the Committee and shall make available for use of the Committee such documents and other information as the Committee may require.
- 6. The Committee shall continue to exist until such time as the President shall terminate its existence by Executive order.

Harry Truman

The White House

July 26, 1948



#### **ACTIVITY 1: DEFINING THE PROBLEM**

"The main problems confronting Negroes in the armed forces during the War were:

- 1. Severe limitations on their recruitment and promotion
- 2. Backlog of prejudice against them among white officers and men
- 3. The official policy of segregating them during their service (The one exception to this policy-and its results- will be discussed in another memorandum)
- 4. Tension between Negro soldiers and white civilians, particularly in Southern communities and in others where public transportation and recreation facilities were inadequate."
- -"Robert Carr to the President's Committee on Civil Rights, June 10, 1947"

<u>Directions:</u> Look at each problem identified by Robert K. Carr. and share how each problem might impact a black sailor serving in the Navy.

Problem	How might it impact a black sailor serving in the Navy?
Severe limitations on their recruitment and promotion	
Backlog of prejudice against them among white officers and men	
The official policy of segregating them during their service	
Tension between Negro soldiers and white civilians	



#### **ACTIVITY 2: EXAMINING EXECUTIVE ORDER 9981**

#### **Directions**:

Read Executive Order 9981 and answer the following questions:

1. What problems brought up in Robert K. Carr's memorandum to the Committee on Civil Rights are addressed in the Executive Order?

2. Which problems are not addressed in the Executive Order?

3. What could potential solutions be to the problems not addressed in the Executive Order?

# Fight to Serve Openly for Lesbian, Gay and Bisexual Service Members

GRADES 8-12



This activity is geared toward participants in grades 8-12. The estimated amount of time to deliver this lesson is 75 minutes. During World War II and long after, the United States military banned LGBTQ service members. With the rise of the gay rights movement in the United States, service members who had to hide parts of their identity in order to keep their positions in the military started to challenge these policies.

When President Bill Clinton expressed interest in allowing lesbian, gay and bisexual service members to serve openly, military leaders and members of Congress pushed back on that idea. In order to get something passed, a compromise was made when the Clinton Administration implemented the "Don't Ask, Don't Tell, Don't Pursue" policy in 1993. Advocacy groups continued to challenge this policy and over the course of seventeen years, public opinion shifted.

This shift in public opinion alongside pressure on the government led to the repeal of "Don't Ask, Don't Tell," allowing lesbian and gay service members to serve openly. In this lesson, participants will discuss the impact of the advocacy leading up to the repeal of "Don't Ask, Don't Tell."



Participants will be able to identify ways in which Americans fought against policies not allowing lesbian, gay, and bisexual service members to serve openly.



#### **Materials**

	Photograph of Leonard Matlovich's
	gravestone
	Data from CNN/Opinion Research
	Corporation Poll, November
	Excerpt from "ARMED FORCES,
	Subtitle A - General Military Law, PART
	II - PERSONNEL, CHAPTER 37 -
	GENERAL SERVICE REQUIREMENTS,
	Sec. 654 - Policy concerning
	homosexuality in the armed forces
	Seven pages from "Dignity & Respect A
	Department Of Defense Training
_	Guide On Homosexual Conduct Policy"
	Chart paper
	Markers





#### **Inquiry**

Share image of gravestone in Historic Congressional Cemetery in Washington, DC. Ask participants to share what they notice in the image. Share information on the different types of discharges.

- What did Matlovich receive a discharge for?
- What might that say about the military during the time of Matlovich's service?
- What statement is this intended to make?

Share information on the ban on lesbian, gay and bisexual servicemembers prior to the 1990s.



## Investigation

#### Responding to the Ban

Show photograph of picketers outside of the Pentagon in 1965. Ask students the following questions:

- What might be going on in this photo?
- What might this group want?
- What is the potential impact of picketing outside the Pentagon?

Review the ban on lesbian, gay and bisexual servicemembers prior to the 1990s. Share information on court cases fighting against the military's ban on homosexuality.

What might the goal of these court cases be?

#### Don't Ask, Don't Tell

Share events leading up to the passing of "Don't Ask, Don't Tell." Have participants read through the excerpt from "§654. Policy concerning homosexuality in the armed forces."

- What rationale is made for excluding gay and lesbian service members in the armed forces?
- What assumptions are made about gay and lesbian service members in the armed forces?
- What are the implications of removing someone based on conduct?
- What are the implications of removing someone based on propensity or intent?



On December 21, 1993, The Clinton Administration issued a policy known as "Don't Ask, Don't Tell" under Defense Directive 1304.26 as a compromise.

• What do you think this policy, titled "Don't Ask, Don't Tell, Don't Pursue," entails?



#### **Investigating DADT**

Let participants know that they will try to make sense out of the policy by investigating training materials on the policy. Divide participants into seven different groups and provide them with markers and chart paper. Hand each group a page of "Dignity & Respect A Department Of Defense Training Guide On Homosexual Conduct Policy," published in May 2001. Have each group summarize the major points of each page on their chart paper. Provide time for participants to respond within their groups, then have each group share their summary. Ask the following questions of the whole group:

- What are grounds for a gay service members being separated or discharged from the military?
- What is considered credible information?
- Who is considered reliable?
- How could the fact that another individual can report a statement made by a gay servicemember impact that servicemember's relationships with their peers?
- Who could a gay service member talk to confidentially? What are the risks?
- If someone is being accused or harassed, is that grounds for being investigated?
- How might a gay service member being harassed be deterred from informing the chain of command?

Share how ambiguity of this policy could lead someone to still be separated from service, even without display of homosexual conduct.

#### **Looking at Changes in Opinion Over Time**

Discuss efforts of organizations fighting against "Don't Ask, Don't Tell" and the shift in public opinion over time, eventually leading to the repeal of DADT in 2010. Have participants look through data pulled from "CNN/Opinion Research Corporation Poll, November."

- What do you notice looking at the data?
- How could change in public opinion change the enacted policies we see?
- What are ways to shift public opinion? How can one's personal connections change one's opinion on policy?



• What has led you to change your mind on a topic?

# Remarks by the President and Vice President at Signing of the Don't Ask, Don't Tell Repeal Act of 2010

Have participants read <u>"Remarks by the President and Vice President at Signing of the Don't Ask, Don't Tell Repeal Act of 2010."</u> Have participants answer:

- What rationale does President Obama use for deciding to repeal "Don't Ask, Don't Tell?"
- How does this rationale counter the Congress's rationale for excluding gay and lesbian service members in the armed forces in 1993?



# **Lesson Connection**

For more information on transgender service members being able to serve in the military, see our lesson: **Fight for Transgender Service Members to Serve Openly.** 



#### **Leonard Matlovich's Gravesite**

A gravestone in the Historic Congressional Cemetery in Washington, DC reads, "When I was in the military they gave me a medal for killing two men and a discharge for loving one." The downward facing triangle on the left of the gravestone is in reference to the pink triangle, the symbol gay men were required to wear within the walls of concentration camps in Nazi Germany.

The pink triangle became a symbol for the gay rights movement. The upward facing triangle on the right is in reference to a symbol of the AIDS advocacy movement, first seen on a poster created by six New York City Activists in 1986 with the words SILENCE = DEATH and a bright pink upward-facing triangle, referencing the concentration camp badge worn by gay men in Nazi Germany.

This poster was intended to call attention to the AIDS crisis that was decimating populations of gay men across the country. This gravestone marks the gravesite of Leonard Matlovich, an Air



Force sergeant who had received a Bronze Star and a Purple Heart for combat service in Vietnam. He received a general (not honorable) discharge in 1975 after coming out as gay to his commanding officer in an effort to challenge the military's ban on gay service members.

#### **Defining Discharge**

A military discharge releases a service member from their service in the Armed Forces. There are different types of discharge, some of which can hinder a person from receiving full military benefits or from reenlisting in the military. The majority of service members exit their service with an honorable discharge, leaving them with full access to the benefits they are entitled to, such as:

- A general discharge under honorable conditions occurs when something prevents the service member from performing their job adequately or from meeting expected standards of conduct. The veteran still has access to most veteran's programs, sometimes even VA medical coverage. However, they cannot reenlist and do not have eligibility for the GI Bill, which helps them pay for college, graduate school and training programs.
- An "Other Than Honorable" (OTH) discharge means the service member will not be entitled to veteran's benefits and will not be eligible to reenlist. Today, security violations, arrest and conviction by civilian authorities, assault, abuse of authority and drug violations are all examples of the type of conduct warranting an Other Than Honorable discharge.
- A "Bad Conduct Discharge" (BCD) is given as punishment for bad conduct opposed to a serious offense.
- A "dishonorable" discharge is a punishment for a serious offense during military service.

#### Responding to the Ban

Lesbian, gay and bisexual service members in the military were at risk of being discharged for "homosexual acts" as early as the Revolutionary War. At the beginning of World War II, the military began to discharge anyone suspected of being gay or lesbian. Not only could participating in "homosexual acts" or conduct have someone removed from the service, but those who admitted or were suspected of having a gay, bisexual or lesbian orientation would be removed from service with what was noted as a "less than honorable discharge," which stayed on one's record and could deny access to benefits and further opportunity.

In 1974, Frank Kameny, a pioneering gay rights activist, was looking for a test case to challenge the military's ban on gay service members. Leonard Matlovich, a sergeant who had received a Bronze Star and a Purple Heart for combat service in Vietnam, responded to the call, volunteering to tell his superiors that he was gay. Matlovich's case did not go to the Supreme Court. After the Air Force began the proceedings to give him a general (not honorable) discharge, Matlovich announced that he wanted the decision to be reviewed, but was denied. Matlovich inspired gay rights groups nationwide when he launched his battle against the military's ban on homosexuality -- an action that led to his discharge in 1975. Matlovich was one of many to fight against this exclusive policy.

Both Army Sergeant Perry Watkins and Drill Sergeant Miriam Ben-Shalom fought their case against the Army. Miriam Ben-Shalom's commander knew of her sexual orientation and chose not



to discharge her. Her superiors moved to discharge her when a local news reporter asked her how it felt to be a gay person in the military and she was discharged after two years of her three-year tour of duty. In her initial case, Ben-Shalom won the right to re-enlist. That victory was short lived when the case was appealed in 1989. In 1990, the Supreme Court refused to hear her case. Watkins's case, with the help of the ACLU, led to the United States Court of Appeals ordered the Army to allow Mr. Watkins to re-enlist in 1989. When the Bush administration appealed the ruling, the Supreme Court let the appellate court decision stand. After an eight-year battle, Watkins won reinstatement—one of the first gay servicemembers to do so.

Inconsistencies on how the ban was implemented among the services led to difficulties in responding to challenges in courts. To address this, in late 1981, Deputy Secretary of Defense W. Graham Claytor, Jr. developed a new policy, shared in "Memorandum from Under Secretary of Defense Claytor to CJCS Jones and the Military Secretaries" that made "discharge(s) mandatory for admitted homosexuals and establishes very limited grounds for retention." While past and competing rationales for the ban had included notions of the physical or mental unfitness of gay men and lesbians in the military, Claytor's policy grounded the ban in notions of military effectiveness. In an effort to make enforcement of the policy more uniform, he also provided a standard basis for separation from military service on grounds of sexual orientation that would be used for identifiers of "homosexual conduct" until the repeal of "Don't Ask Don't Tell" in 2011.

#### Don't Ask, Don't Tell

During a campaign event at Harvard University in October 1991, presidential candidate Bill Clinton stated publicly for the first time that, if elected president, he would sign an executive order to end discrimination on the basis of sexual orientation in the military. During his first weeks in office, the President's pledge garnered intense media attention and was met with widespread resistance from military and congressional leaders. President Clinton had initially aimed to permit known gay men and lesbians to serve. When that proved unlikely due to resistance from military and congressional leaders, he sought to provide greater protections for gay service members by establishing policies that separated sexual orientation from conduct and limited the conditions under which commanders could initiate investigations. In November 1993, in order to prevent Clinton from addressing gay and lesbian service members in the armed forces in the way he planned, Congress added section 654 to chapter 37 of Title 10 of the US code, which refers to military laws and military conduct. The statue reiterated many points revised by Deputy Secretary of Defense William Graham Claytor Jr. in 1981. The statute shares reasoning on the exclusion of gay and lesbian service members in the military.

On December 21, 1993, The Clinton Administration issued a policy known as "Don't Ask, Don't Tell" under Defense Directive 1304.26 as a compromise, which directed that military applicants were not to be asked about their sexual orientation. Clinton insisted that the new policy should be structured entirely around the concept of sexual 'conduct,' including statements concerning an individual's sexuality, but the policy did not specifically mention sexual orientation. Attempts to implement the policy in regards to sexual orientation led to ambiguity and competing views on what the policy meant. Due to the ambiguity of this policy, if a commanding officer heard that someone had an LGBTQ+ identity or if people even suspected that they had an LGBTQ+ identity,



that person could still be separated from service even without display of homosexual conduct. By 2009, the military had discharged more than 13,000 gays, lesbians and bisexuals since DADT was introduced, according to the Servicemembers Legal Defense Network.

#### The Repeal of Don't Ask, Don't Tell

Several organizations, such as the American Veterans for Equal Rights (AVER), Human Rights Campaign (HRC), Servicemembers Legal Defense Network (SLDN) and OutServe (OS) fought against this policy. The Human Rights Campaign alone identified 625,000 emails to members of Congress, 50,000 handwritten letters, and 1,000 Grassroots lobby visits. The change in American attitudes in the decades since 1993 is well documented. In 1994, the Pew Research Center reported 45% of Americans opposed allowing gays and lesbians to serve openly in the military. By 2010, that number was 27%. Barack Obama campaigned for president in 2008 with a promise to immediately overturn DADT, but the discharges continued during his first year in the White House. In December 2010, the House and Senate passed a repeal of DADT, which Obama signed into law on December 22. The repeal went into effect in September 2011.

In 2015, the Pentagon added sexual orientation to the Military Equal Opportunity policy, providing legal protection for gay service members from discrimination in the armed forces. Even after the law was repealed, its impact is still felt by veterans who served during this time. "They're (LGBTQ+ Veterans) self-identifying as veterans at a lower rate, they're accessing services at a lower rate," said Ely Ross, director of the Washington Mayor's Office of Veterans Affairs. Ross said one of his biggest challenges is rebuilding trust between the military community and LGBTQ veterans. For those discharged, certain states like New York are making an effort to provide an opportunity for veterans to regain their honor through acts like the Restoration of Honor Act, which was just passed in 2019.



Time article on Leonard Matlovich: <a href="https://time.com/vault/issue/1975-09-29/page/42/">https://time.com/vault/issue/1975-09-29/page/42/</a>

More Information on Leonard Matlovich <a href="http://www.leonardmatlovich.com/">http://www.leonardmatlovich.com/</a>

Miriam Ben-Shalom Oral History <a href="https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.43276/">https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.43276/</a>



The 1983 Ninth Circuit Court of Appeals ruling in Watkins v. United States Army: <a href="https://scholar.google.com/scholar\_case?case=15682721630744540161&hl=en&as\_sdt=2&as\_vis=1&oi=scholar">https://scholar.google.com/scholar\_case?case=15682721630744540161&hl=en&as\_sdt=2&as\_vis=1&oi=scholar</a>

2010 US Code,Title 10 - ARMED FORCES, Subtitle A - General Military Law, PART II - PERSONNEL, CHAPTER 37 - GENERAL SERVICE REQUIREMENTS, Sec. 654 - Policy concerning homosexuality in the armed forces

https://law.justia.com/codes/us/2010/title10/subtitlea/partii/chap37/sec654

President Clinton's Press Conference Regarding Homosexuals in the Military <a href="https://www.youtube.com/watch?v=6BcjM2ZPduo">https://www.youtube.com/watch?v=6BcjM2ZPduo</a>

From the Book "Sexual Orientation and U.S. Military Personnel Policy: An Update of RAND's 1993 Study" -The History of Don't Ask Don't Tell https://www.jstor.org/stable/10.7249/mg1056osd.10?seg=1

CNN Opinion Research Poll, November 11-14, 2010 http://i2.cdn.turner.com/cnn/2010/images/11/17/rel16e.pdf



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Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



#### **Documents and Images**



Gravesite of T.Sgt. Leonard P. Matlovich of the US Air Force, the first military service member to publicly challenge the military ban against gay troops.

Credit: Photographer: Michael Bedwell, Original web source: <a href="http://www.leonardmatlovich.com">http://www.leonardmatlovich.com</a>



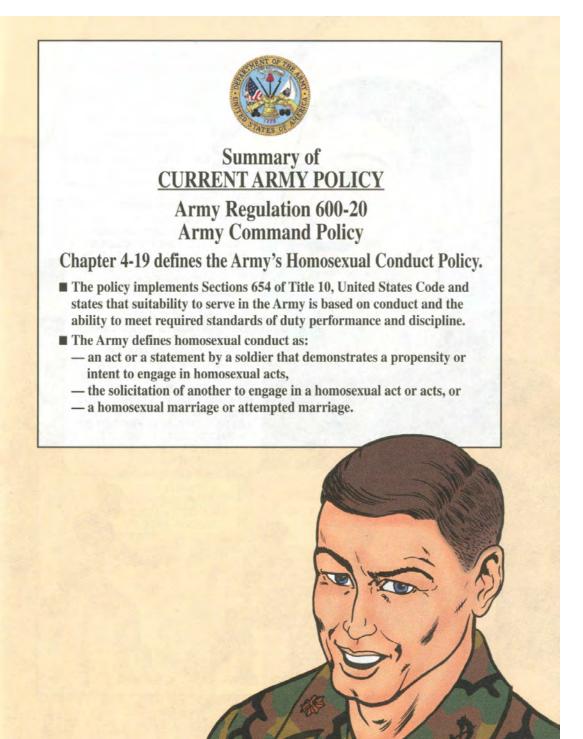


#### **Group photo of picketers, 1965**

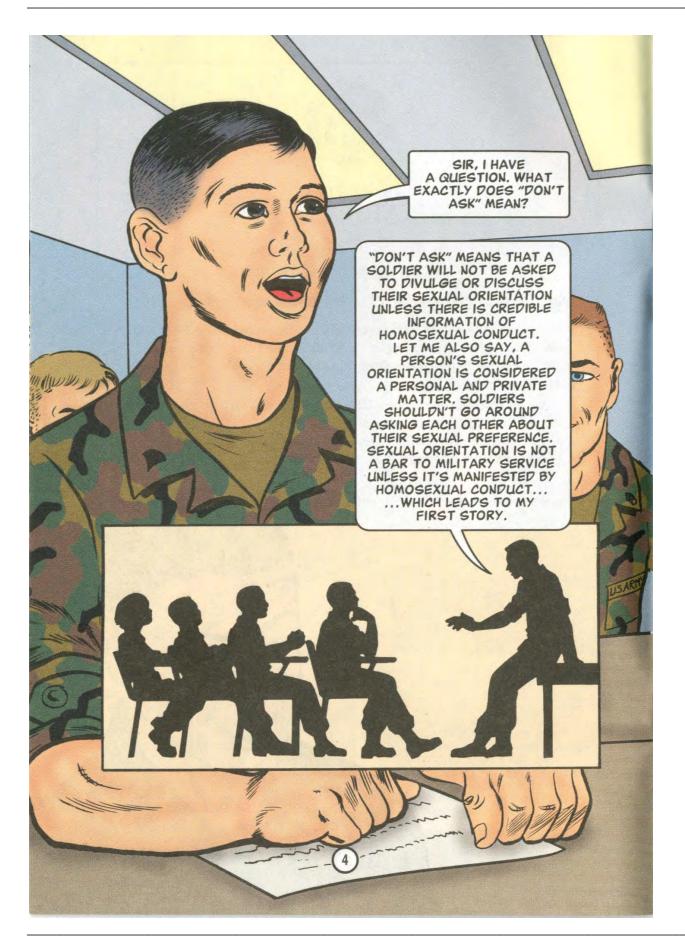
Credit: Photo by Kay Tobin ©Manuscripts and Archives Division, The New York Public Library



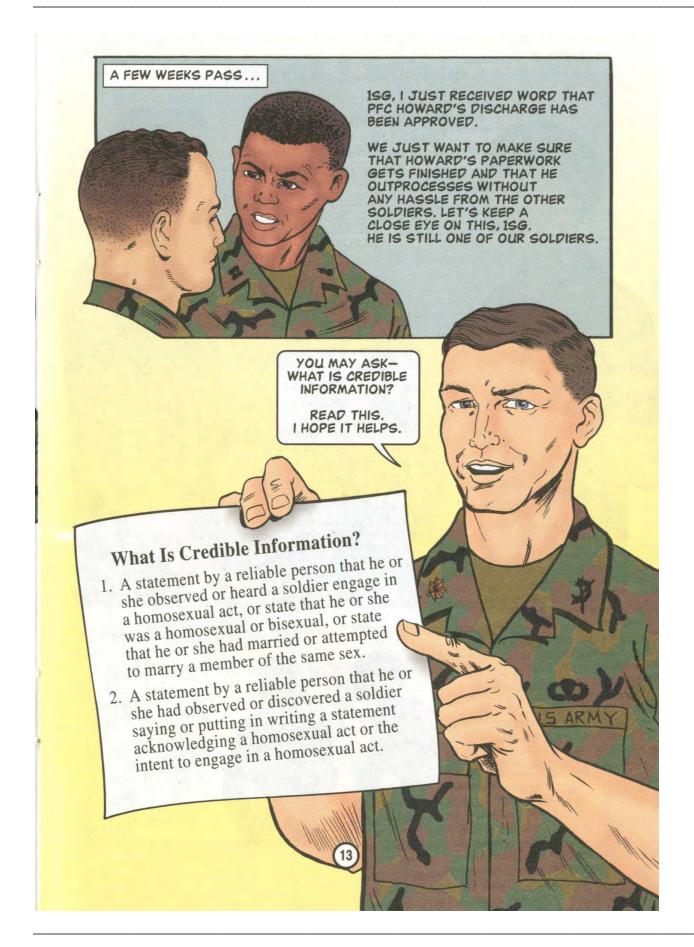
# Excerpt from "Dignity & Respect A Department Of Defense Training Guide On Homosexual Conduct Policy"



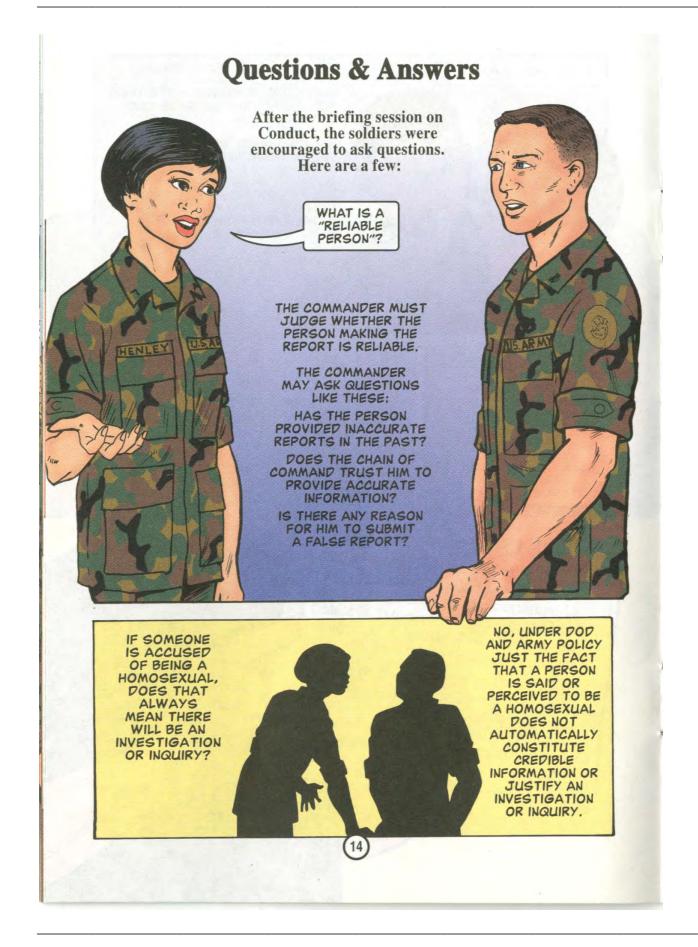








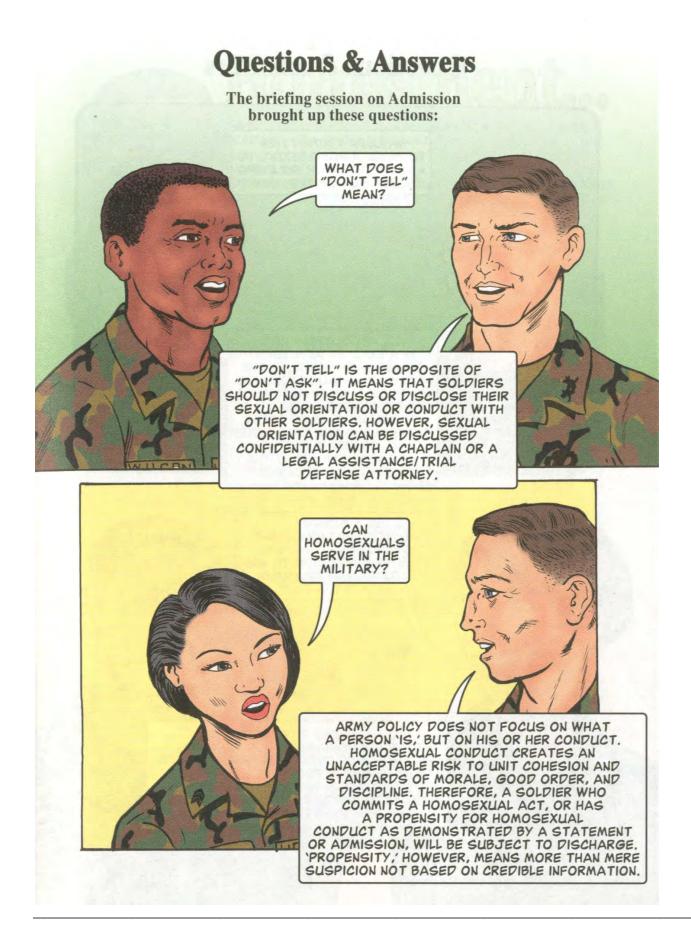




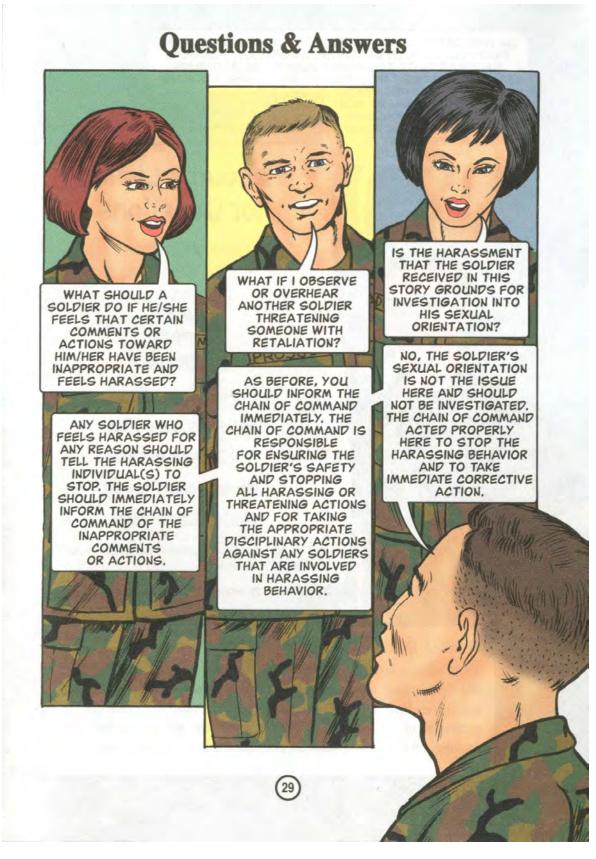












Credit: United States Department of Defense



# Excerpt from Title 10 of the United States Code §654. Policy concerning homosexuality in the armed forces

- "(9) The standards of conduct for members of the armed forces regulate a member's life for 24 hours each day beginning at the moment the member enters military status and not ending until that person is discharged or otherwise separated from the armed forces.
- (10) Those standards of conduct, including the Uniform Code of Military Justice, apply to a member of the armed forces at all times that the member has a military status, whether the member is on base or off base, and whether the member is on duty or off duty.
- (11) The pervasive application of the standards of conduct is necessary because members of the armed forces must be ready at all times for worldwide deployment to a combat environment.
- (12) The worldwide deployment of United States military forces, the international responsibilities of the United States, and the potential for involvement of the armed forces in actual combat routinely make it necessary for members of the armed forces involuntarily to accept living conditions and working conditions that are often spartan, primitive, and characterized by forced intimacy with little or no privacy.
- (13) The prohibition against homosexual conduct is a longstanding element of military law that continues to be necessary in the unique circumstances of military service.
- (14) The armed forces must maintain personnel policies that exclude persons whose presence in the armed forces would create an unacceptable risk to the armed forces' high standards of morale, good order and discipline, and unit cohesion that are the essence of military capability.
- (15) The presence in the armed forces of persons who demonstrate a propensity or intent to engage in homosexual acts would create an unacceptable risk to the high standards of morale, good order and discipline, and unit cohesion that are the essence of military capability."



#### **ACTIVITY: ANALYZING DATA**

Directions: Read through the following data from <u>CNN/Opinion Research Corporation Poll, November</u> and answer the question below.

Do you favor or oppose permitting people who are openly gay or lesbian to serve in the military?				
Date	Favor	Oppose	No Opinion	
June 15-16, 1994 CNN/TIME TREND	53%	41%	6%	
Oct. 14-15, 1998 CNN/TIME TREND	52%	39%	9%	
Feb. 12-15, 2010	69 %	27%	4%	
Sept. 21-23, 2010	67 %	28 %	5%	
Nov. 11-14, 2010	72%	23%	5%	

Do you happen to have a family member or close friend who is gay or lesbian?				
Date	Yes	No	Not Sure	
June 15-16, 1994 CNN/TIME TREND	32%	66%	2%	
Oct. 14-15, 1998 CNN/TIME TREND	41%	57%	2%	
Feb. 6-8, 2007	45 %	55%	*%	
Apr. 23-26, 2009	49%	51%	*%	
Nov. 11-14, 2010	49%	50%	2%	

<sup>1)</sup> What do you notice looking at the data?



# Fight for Transgender Service Members to Serve Openly

GRADES 8-12



This activity is geared toward participants in grades 8-12. The estimated amount of time to deliver this lesson is 75 minutes.

What role does research play in policy making? As early as 1963, transgender service members were banned from the armed forces.

In 2015, the Pentagon began to make plans to allow transgender personnel to serve; however, a working group was created to study the implications of allowing transgender service members to serve openly.

The 2016 Rand report connected to this study would then be used to support arguments for the repeal of the ban later that year and the reversal of the ban that was reinstated in 2019.

In this lesson, participants will investigate the role that the Rand report and responses to policy played in allowing transgender personnel to serve openly and determine what was the most persuasive to decision makers.



Participants will be able to identify ways in which the Rand report and responses to policy played in allowing transgender personnel to serve openly.



#### **Materials**

 Photograph of Joanna Clark
 Excerpts from "Rand Report 2016", "Tweets from President Donald Trump, July 2017," and "Executive Order 14004)."





Ask participants the following:

- What role should research play in policy decision making?
- How can research be biased?
- What are the strengths and weaknesses of quantitative data vs qualitative data?

Let participants know that they will be exploring the role research played in policy impacting transgender service in the military.



#### The Original Ban on Transgender Military Service

Discuss the ban on transgender service members.

Share the photograph of Joanna Clark and the story of the legal action against the military.

- How might a service member be impacted negatively after being discharged after almost 12 years of service?
- How might the Navy be impacted by discharging service members solely on the basis of their transgender identity?
- Is Joanna Clark sharing her experience an example of quantitative or qualitative data?

Discuss events leading up to the announcement that transgender individuals would be able to openly serve in the U.S. armed forces effective in 2017, including the study to determine the impacts of transgender service members serving openly in the military.

#### 2016 Rand Report

Have participants read "Key Findings" and "Recommendations" from the 2016 Rand Report, discussing the questions below in pairs and then as part of a larger group.

- What were the key findings from the 2016 Rand Report?
- Which of the recommendations do you believe would have the most positive impact for transgender service members? Why?
- Are the findings of the Rand report an example of quantitative or qualitative data?



#### The Response to Reinstating the Ban

On July 26, 2017, President Donald Trump announced plans to reinstate the ban of transgender servicemembers via Twitter. Have participants read the tweets and answer the following:

- What rationale does President Trump provide for reinstating the ban on transgender service members?
- How does this rationale conflict with the rationale from the 2016 Rand Report?

Share response to reinstating the ban from advocacy groups, members of congress and activists.



Review information from Rand report. Share events leading up to Executive Order 14004. Have participants read an excerpt from the Executive Order and answer the following in pairs and then as a larger group:

- What rationale does President Biden provide for allowing transgender service members to serve openly in the military?
- Should qualitative or quantitative data have more of an impact on policy decisions?

#### Listen to an interview with Joanna Clark

Have participants <u>listen to an interview</u> with Joanna Clark from 1:10 to 14:25. Ask participants: How did Joanna's discharge from the Navy impact her negatively? What were the grounds that Joanna was able to win her case against the army?



For more content on the experiences of LGBTQ+ service members, see our lesson: **Silenced Stories**.





#### The Original Ban on Transgender Military Service

In 1953, during what is now known as the "Lavender Scare," President Harry Truman signed Executive Order 10450. This banned gay and lesbian individuals from being employed by the federal government, including military service. This executive order also applied to transgender individuals, or individuals whose gender identities are different from the gender they were assigned at birth, serving in the military.

In 1963, the military officially banned transgender service members on the grounds that they were "mentally unfit" under Army Regulation 40-501. Conditions that the military referred to as "transsexualism and other gender identity disorders" prohibited people from serving since they were considered disqualifying medical conditions at the time. This means that transgender service members could not enlist or could be discharged from service if they disclosed that identity or if that identity was discovered.

There were individuals that pushed against this ban. Joanna Clark served with the Navy for nearly 12 years, reaching the rank of Chief Petty Officer (E-7) before she was discharged from the Navy for coming out as transgender in 1969. After her discharge, she enlisted in the Army as an openly transgender woman in 1976. Clark served for 19 months until she was told she was being released from service due to her transgender identity. When she received her discharge from the Army, Clark sued and won the first ever legal action against the military by a transgender enlistee, receiving a settlement of \$25,000 with an honorable discharge.

This was not always the case for other transgender service members serving in the military at this time, who were still at risk for a less than honorable discharge for their transgender identity.

#### 2016 Rand Report

In December 2010, President Barack Obama signed a repeal of Don't Ask Don't Tell, a military policy that limited the military service of lesbian, gay, and bisexual people, into law. This was a major victory for LGBTQ+ service members. However, transgender service members were still at risk.

In July 2015, Defense Secretary Ashton B. Carter announced a plan to study the policy and readiness implications of allowing transgender persons to serve openly in the military. In his statement, Carter states:

"The Defense Department's current regulations regarding transgender service members are outdated and are causing uncertainty that distracts commanders from our core missions. At a time when our troops have learned from experience that the most important qualification for



service members should be whether they're able and willing to do their job, our officers and enlisted personnel are faced with certain rules that tell them the opposite. Moreover, we have transgender soldiers, sailors, airmen, and Marines - real, patriotic Americans - who I know are being hurt by an outdated, confusing, inconsistent approach that's contrary to our value of service and individual merit."

Shortly after, in September 2015, the Department of Defense (DoD) asked the RAND Corporation's National Defense Research Institute (NDRI), a federally funded research and development center sponsored by the Office of the Secretary of Defense, to initiate a study on the implications of allowing transgender personnel to serve openly. The DoD often calls on RAND NDRI to serve as an independent and objective lens to analyze sensitive policy issues.

On June, 30, 2016, Carter announced that transgender individuals would be able to openly serve in the U.S. armed forces and be able to receive transition-related medical care while enlisted, stating that the full policy would be completely implemented by July 1, 2017.

#### **Reinstating the Ban**

On July 26, 2017, President Donald Trump announced plans to reinstate the ban of transgender servicemembers via Twitter.

Protests responding to this announcement took place around the country, including New York, San Francisco, Los Angeles and Washington, DC. Organizations such as the ACLU (American Civil Liberties Union), Lambda Legal, Outserve-SLDN, and GLAD (GLBTQ Legal Advocates & Defenders) all took the ban to court on the behalf of transgender service members.

Members of the 116th Congress (2019–2020) responded with H.Res.124, which passed the house with a vote of 238–185, stating: "That the House of Representatives— (1) strongly opposes President Trump's discriminatory ban on transgender members of the Armed Forces; (2) rejects the flawed scientific and medical claims upon which it is based; and (3) strongly urges the Department of Defense to not reinstate President Trump's ban on transgender members of the Armed Forces and to maintain an inclusive policy allowing qualified transgender Americans to enlist and serve in the Armed Forces."

In May 2019, Gallup, an analytics and advice firm, conducted a survey with a random sample of 1,017 adults, ages 18 and above, living in all 50 U.S. states and the District of Columbia. The question asked was "Do you favor or oppose allowing openly transgender men and women to serve in the military?" The results of that survey stated that 71% were in favor, 26% opposed, and 2% had no opinion.

The Trump Administration began to enforce the ban in April 2019, which led otherwise qualified transgender Americans not being able to enlist, attend military academies, or participate in ROTC. Transgender service members who transitioned prior to April 12, 2019 would be exempt from discharge based on gender identity, however they would not be able to return if they left the military for any length of time. In February 2018, The Palm Center identified 14,700 transgender troops serving that could be impacted (8,980 active duty and 5,727 selected reserve).



In response, advocacy groups such as the National Center for Transgender Equality Action Fund put pressure on presidential candidates during the 2020 presidential race, asking them to share their thoughts on transgender service members in the military publicly. After a series of interviews with the presidential candidates, The NCTE Action Fund endorsed Joseph R. Biden Jr.as a presidential candidate, citing Biden's strong agenda for addressing issues facing transgender Americans and his record of accomplishments during the Obama-Biden administration.

President Biden won the 2020 election. Shortly after President Biden was sworn into office in 2021, the Biden Administration reversed the 2019 ban with Executive Order 14004: Enabling All Qualified Americans to Serve Their Country in Uniform.



### **Additional Resources/References**

Full Interview with Joanna Clark

https://kkfi.org/program-episodes/trans-talk-november-2017-living-legend/

Release: Statement by Secretary of Defense Ash Carter on DOD Transgender Policy, July 2015

https://www.defense.gov/News/Releases/Release/Article/612778/

Release: Secretary of Defense Ash Carter Announces Policy for Transgender Service Members, June 2016

https://www.defense.gov/News/Releases/Release/Article/821675/secretary-of-defense-ash-carter-announces-policy-for-transgender-service-members/

Executive Order 14004: Enabling All Qualified Americans to Serve Their Country in Uniform <a href="https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/25/executive-order-on-enabling-all-qualified-americans-to-serve-their-country-in-uniform/">https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/25/executive-order-on-enabling-all-qualified-americans-to-serve-their-country-in-uniform/</a>

H.Res.124 — 116th Congress (2019-2020)

https://www.congress.gov/bill/116th-congress/house-resolution/124/text

2016 Rand Report: Assessing the Implications of Allowing Transgender Personnel to Serve Openly

https://www.rand.org/pubs/research\_reports/RR1530.html

Palm Center: Department of Defense Issues First-Official Count of Active Duty Transgender Service Members

https://www.palmcenter.org/wp-content/uploads/2019/06/14700-Transgender-Troops-.pdf



#### Transform the White House website

https://transformthewhitehouse.org/



Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



#### **Documents and Images**



"Joanna Clark in Uniform." Photograph. 1976. *Digital Transgender Archive*, <a href="https://www.digitaltransgenderarchive.net/files/9s1616431">https://www.digitaltransgenderarchive.net/files/9s1616431</a>

Credit: Digital Transgender Archive



#### Document A

Excerpt from Schaefer, Agnes Gereben, Radha Iyengar Plumb, Srikanth Kadiyala, Jennifer Kavanagh, Charles C. Engel, Kayla M. Williams, and Amii M. Kress, Assessing the Implications of Allowing Transgender Personnel to Serve Openly. Santa Monica, CA: RAND Corporation, 2016. <a href="https://www.rand.org/pubs/research\_reports/RR1530.html">https://www.rand.org/pubs/research\_reports/RR1530.html</a>.

#### **Key Findings**

## There Are an Estimated 1,320–6,630 Transgender Service Members in the Active Component, but Not All Will Seek Gender Transition–Related Treatment

- It is difficult to estimate the number of transgender personnel in the military due to current policies and a lack of empirical data. Applying a range of prevalence estimates, combining data from multiple surveys, and adjusting for the male/female distribution in the military provided a midrange estimate of around 2,450 transgender personnel in the active component (out of a total number of approximately 1.3 million active-component service members) and 1,510 in the Selected Reserve.
- Only a subset will seek gender transition-related treatment. Estimates derived from survey data and private health insurance claims data indicate that each year, between 29 and 129 service members in the active component will seek transition-related care that could disrupt their ability to deploy.

#### The Costs of Gender Transition–Related Health Care Treatment Are Relatively Low

- Using private health insurance claims data to estimate the cost of extending gender transition–related health care coverage to transgender personnel indicated that active-component health care costs would increase by between \$2.4 million and \$8.4 million annually, representing a 0.04- to 0.13-percent increase in active-component health care expenditures.
- Even upper-bound estimates indicate that less than 0.1 percent of the total force would seek transition-related care that could disrupt their ability to deploy.

# Previous Integration Efforts and the Experiences of Foreign Militaries Indicate a Minimal Likely Impact on Force Readiness

- The limited research on the effects of foreign military policies indicates little or no impact on unit cohesion, operational effectiveness, or readiness. Commanders noted that the policies had benefits for all service members by creating a more inclusive and diverse force.
- Policy changes to open more roles to women and to allow gay and lesbian personnel to serve openly in the U.S. military have similarly had no significant effect on unit cohesion, operational effectiveness, or readiness.

#### Recommendations

• DoD should ensure strong leadership and identify and communicate the benefits of an inclusive and diverse workforce to successfully implement a policy change and



- successfully integrate openly serving transgender service members into the force.
- DoD should develop an explicit written policy on all aspects of the gender transition process to minimize any impact on service member or unit readiness.
- DoD should provide education and training to the rest of the force on transgender personnel policy, and it should integrate this training with other diversity-related training and education.
- DoD should develop and enforce a clear anti-harassment policy that addresses harassment aimed at transgender personnel alongside other targets of harassment.
- DoD should make subject-matter experts and gender advisers serving within military units available to commanders seeking guidance or advice on gender transition-related issues.

What were the key findings from the 2016 Rand Report?
Which of the recommendations do you believe would have the most positive impact for transgender service members? Why?



#### **Document B**

Tweets from President Donald J. Trump, July 26, 2017

After consultation with my Generals and military experts, please be advised that the United States Government will not accept or allow.....

- Donald J. Trump (@realDonaldTrump) July 26, 2017
- ....Transgender individuals to serve in any capacity in the U.S. Military. Our military must be focused on decisive and overwhelming.....
- Donald J. Trump (@realDonaldTrump) July 26, 2017
- ....victory and cannot be burdened with the tremendous medical costs and disruption that transgender in the military would entail. Thank you
- Donald J. Trump (@realDonaldTrump) July 26, 2017

What rationale does President Trump provide for reinstating the ban on transgender service members?

How does this rationale conflict with the rationale from the 2016 Rand Report?



#### **Document C**

Excerpt from "Executive Order on Enabling All Qualified Americans to Serve Their Country in Uniform" -Joseph R. Biden Jr. JANUARY 25. 2021

"By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Policy. All Americans who are qualified to serve in the Armed Forces of the United States ("Armed Forces") should be able to serve. The All-Volunteer Force thrives when it is composed of diverse Americans who can meet the rigorous standards for military service, and an inclusive military strengthens our national security.

It is my conviction as Commander in Chief of the Armed Forces that gender identity should not be a bar to military service. Moreover, there is substantial evidence that allowing transgender individuals to serve in the military does not have any meaningful negative impact on the Armed Forces. To that end, in 2016, a meticulous, comprehensive study requested by the Department of Defense found that enabling transgender individuals to serve openly in the United States military would have only a minimal impact on military readiness and healthcare costs. The study also concluded that open transgender service has had no significant impact on operational effectiveness or unit cohesion in foreign militaries.

On the basis of this information, the Secretary of Defense concluded in 2016 that permitting transgender individuals to serve openly in the military was consistent with military readiness and with strength through diversity, such that transgender service members who could meet the required standards and procedures should be permitted to serve openly. The Secretary of Defense also concluded that it was appropriate to create a process that would enable service members to take steps to transition gender while serving.

The previous administration chose to alter that policy to bar transgender persons, in almost all circumstances, from joining the Armed Forces and from being able to take steps to transition gender while serving. Rather than relying on the comprehensive study by a nonpartisan federally funded research center, the previous administration relied on a review that resulted in a policy that set unnecessary barriers to military service. It is my judgment that the Secretary of Defense's 2016 conclusions remain valid, as further demonstrated by the fact that, in 2018, the then-serving Chief of Staff of the Army, Chief of Naval Operations, Commandant of the Marine Corps, and Chief of Staff of the Air Force all testified publicly to the Congress that they were not aware of any issues of unit cohesion, disciplinary problems, or issues of morale resulting from open transgender service. A group of former United States Surgeons General, who collectively served under Democratic and Republican Presidents, echoed this point, stating in 2018 that "transgender troops are as medically fit as their non-transgender peers and that there is no medically valid reason — including a diagnosis of gender dysphoria — to exclude them from military service or to limit their access to medically necessary care."

Therefore, it shall be the policy of the United States to ensure that all transgender individuals who wish to serve in the United States military and can meet the appropriate standards shall be able to do so openly and free from discrimination."



What rationale does President Biden provide for allowing transgender service members to serve openly in the military?
What advocacy took place that led up to this Executive order?

# Investigating Z-Grams

**GRADES 3-8** 



#### **Overview**

This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 75 minutes.

In 1970, Admiral Elmo R. Zumwalt Jr. became Chief of Naval Ops and was determined to improve the retention of Navy sailors. Zumwalt committed to increasing equity in the Navy across color and gender lines and worked closely with Commander Will Norman, Head of CNO Advisory Committee on Race Relations and Minority Affairs. Zumwalt wrote messages sent directly to the fleet, nicknamed "Z-Grams," which addressed policy goals and changes implemented to fight discrimination in the Navy.

In this lesson, participants will look through three Z-grams to determine what informed his decisions and their impact. The lesson will culminate with participants making their own Z-grams for a social issue they are passionate about within their own school.



Participants will be able to identify the rationale for each Z-gram they read and share how each Z-gram might impact personnel in serving in the Navy.



#### **Materials**

- ☐ Z-gram Document Sheets
- ☐ Photographs of Sailors on *Intrepid* and 1967 Demonstration





Ask participants to answer the questions:

- What are some social issues you hear in the news?
- How do these issues impact your school or community?



Let participants know that you will discuss how different social issues were addressed by a Chief of Naval Operations (CNO), or the professional head of the U.S Navy by the name of Admiral Zumwalt.

- What might lead someone to leave their position in the Navy?
- What are some reasons you might want to leave a group, club, or job?

#### **Zumwalt Addressing "Demeaning or Abrasive Regulations"**

Show the image of a crowd at the National Mobilization to End the War in Vietnam direct action demonstration and a photograph of sailors on the USS *Intrepid*.

- Why might these people be gathering?
- How does the hair and clothing of the anti-war protesters differ from the Navy officers in this photograph from around the same time?

Share title of Z-57: Elimination of demeaning or abrasive regulations.

- What might this Z-gram address?
- Why might this be important to personnel?

Have participants read the Excerpt from Z-57: Elimination of demeaning or abrasive regulations. This Z-Gram addressed several regulations that seemed overbearing to several personnel including uniform regulations, grooming regulations and even relates to motorcycle ownership.

- What is Zumwalt's rationale for writing this Z-gram?
- How might this Z-gram impact personnel serving in the Navy?

Divide participants in half. Have one half of participants read Z-Gram 66 and the other half read Z-Gram 116. They can also answer the questions on their document sheets. Have participants pair up with a partner who read the other Z-gram and answer the following questions:



- What is Zumwalt's rationale for writing this Z-gram?
- How might this Z-gram impact personnel serving in the Navy?



## Make your own Z-gram

Have participants make their own Z-gram to address an issue within their school or community. If they were in charge, what would they implement to make a change?

- What makes you think this is an issue that need to be addressed?
- Who will you talk to that will be impacted by your Z-gram?
- How will you know your orders are being carried out?
- Who can assist you in carrying out these orders?

## **Investigate More Z-grams**

Have participants read through <u>three more Z-grams</u>. Identify Zumwalt's rationale for writing those Z-grams and how they might impact Navy personnel serving at that time.



## **Lesson Connection**

For more content on policies impacting service, see our lesson: **Investigating Timeline of U.S.** Federal and U.S. Navy Policy Impacting Service and Citizenship.





## Background

The Chief of Naval Operations is appointed by the President, with the advice and consent of the Senate, for a four-year term. The CNO is a four star admiral who serves as military advisor and deputy to the secretary of the Navy. Elmo Russell Zumwalt Jr. was born in San Francisco, California. He was appointed to the U.S. Naval Academy in 1939 and graduated in 1942, a year early, due to World War II. Over the course of his career, he commanded USS Tills, USS Arnold J. Isbell, USS Dewey, Cruiser-Destroyer Flotilla Seven, and Naval Forces, Vietnam. President Richard M. Nixon nominated him as CNO, and he took office on July 1, 1970 at the age of 49, making him the youngest officer to hold that title at that time.

One of the major challenges Admiral Zumwalt was faced with was addressing retention, especially as personnel left in large numbers toward the end of the Vietnam War. The end of the draft also added to this issue, since a driving factor for Navy enlistment around this period was avoiding other branches.

Admiral Zumwalt saw several personnel matters being responsible for the drop in numbers, and to articulate his position on the changes he planned, he implemented a series of naval messages sent directly to the fleet which were given the moniker "Z-grams." The first Z-gram was released the day he took office. Several followed, with the first 92 released in his first year in office. Zumwalt released a total of 121 Z-grams addressing a wide scope of issues. In this lesson, we will take a look at three. The first Z-gram will be looked at as a whole group and the next two will be divided amongst participants to determine their rationale and potential impact.



## Additional Resources/References

For list of Z-grams:

https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/z/list-z-grams.html

President's Task Force on Women's Rights and Responsibilities report: "A Matter of Simple Justice."



https://cdn.nixonlibrary.org/01/wp-content/uploads/2017/08/04151713/A-Matter-of-Simple-Justice-The-Report-of-the-President%E2%80%99s-Task-Force-on-Women%E2%80%99s-Rights-and-Responsibilities-April-1970.pdf



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## **Documents and Images**



Large crowd at a National Mobilization to End the War in Vietnam direct action demonstration, Washington, D.C.

Credit: The Library of Congress





## Officers on the Flight Deck

Credit: Collection of the Intrepid Museum. Gift of the family of Capt. Bruce W. Keller. P2020.14





Lieutenant Commander William S. Norman and Admiral Elmo Zumwalt in June 1971

Credit: National Archives and Records Administration

## **INVESTIGATION: Z-GRAMS**

**Z-Gram 57:** Elimination of demeaning or abrasive regulations

**Context:** When Zumwalt became CNO, The United States was involved in an unpopular war. In 1972, President Nixon announced that the draft would end and the Pentagon would reintroduce an all-volunteer force in 1973. In order to fill spots in the military, the Armed forces would have to convince recruits that joining the military was worthwhile.

Excerpt from Z-Gram 57: Elimination of demeaning or abrasive regulations

A. It appears that my predecessor's guidance in may on the subject of haircuts, beards and sideburns is insufficiently understood and, for this reason, i want to restate what i believed to be explicit: in the case of haircuts, sideburns, and contemporary clothing styles, my view is that we must learn to adapt to changing fashions. I will not <u>countenance</u> the rights or privileges of any officers or enlisted men being <u>abrogated</u> in any way because they choose to grow sideburns or neatly trimmed beards or moustaches or because preferences in neat clothing styles are at <u>variance</u> with the taste of their seniors nor will i <u>countenance</u> any personnel being in any way penalized during the time they are growing beards, moustaches, or sideburns.

Countenance- support Abrogate- take away Variance- the state of being different

By looking at the title, what might this Z-gram address?

What is Zumwalt's rationale for writing this Z-gram?

How might this Z-gram impact personnel serving in the Navy?



## **Z-Gram Packet One:**

### Context:

Racial tensions in the United States in 1970 were high as Black Americans became frustrated with economic conditions not improving despite advancements in civil rights (including the Civil Rights Act of 1964 which prohibited discrimination on the basis of race, color, religion, sex or national origin). The Navy faced challenges recruiting Black servicemembers due to the history of Black personnel being categorically put into positions of servitude in the 1940s and beyond.

Look at the photograph on the right. Tommie Smith (center) and John Carlos (right) were gold and bronze medalists in the 200-meter run at the 1968 Olympic Game. During the national anthem, they stand with heads lowered and black-gloved fists raised in the black power salute to protest against unfair treatment of Blacks in the United States. The Black Power



Movement of the 1960s and 1970s was a political and social movement whose advocates believed in racial pride, self-sufficiency and equality for all people of Black and African descent.

Photo Title: Olympic Medalists Giving Black Power Sign, 1968

Credit: National Portrait Gallery, Smithsonian Institution; acquired through the generosity of

David C. Ward. <a href="https://npg.si.edu/object/npg\_NPG.2017.69">https://npg.si.edu/object/npg\_NPG.2017.69</a>

What might the goal be of protesting at an Olympic game?

How might advocates Black Power movement view the Navy in early 1970?



## **Z-Gram 66: Equal Opportunity in the Navy**

- 1. The purpose of this NAVOP is to express my wholehearted support of the policies on equal opportunity strongly reaffirmed by the secretary of the Navy in ALNAV 51, to express my general guidance for implementation of these policies, and to direct implementation of a few of the actions we can take immediately.
- 2. Last month, Secretary Chafee and I, along with other senior officials of the navy department, met on one occasion with representative Black navy officers and their wives and later with a representative group of Black enlisted men and their wives. Prior to these meetings, I was convinced that, compared with the civilian community, we had relatively few racial problems in the Navy. However, after exploring the matter in some depth with these two groups, I have discovered that I was wrong--we do have problems, and it is my intention and that of secretary chafee to take prompt steps toward their solution.
- 3. What struck me more than anything else was the depth of feeling of our Black personnel that there is significant discrimination in the Navy. Prior to these meetings, I sincerely believed that I was philosophically prepared to understand the problems of our Black navymen and their families, and until we discussed them at length, I did not realize the extent and deep significance of many of these matters.
- 4. There are two keys to the problem. First, we must open up new avenues of communication with not only our Black personnel, but also with all minority groups in the Navy so that we may learn what and where the areas of friction are. Second, all of us in the Navy must develop a far greater sensitivity to the problems of all our minority groups so that we may more effectively go about solving them. Our meetings here in Washington were a beginning, but no more than that, much remains to be done.
- 5. For example, i am particularly distressed by the numerous examples of discrimination Black navy families still experience in attempting to locate housing for their families. This situation and others like it are indicative in some cases of less than full teamwork being brought to bear by the whole Navy team on behalf of some of our members and failure to use existing authority and directives to enforce their rights {SECNAV INST 5350.12}. In some places housing personnel are tacitly contributing to discrimination in housing.
- 6. Secretary Chafee and I have asked our staffs to begin work with other members of the Navy department to make an in-depth investigation of this problem and present to us within 60 days proposals which will help alleviate the most acute housing problems. Meanwhile, there are many things that can be acted upon immediately. therefore, by 15 January 1971 i expect action to be taken as follows:
- A. Every base, station and aircraft squadron commander and ship commanding officer shall appoint an aware minority group officer or senior petty officer as his special assistant for minority affairs. this officer or petty officer should have direct access to the commander/commanding officer and will. be consulted on all matters involving minority personnel. excepting those commands already having minority- affairs officer billets, the initial assignment will be on a concurrent duty basis. {I carefully weighed this item with my desire, as



expressed in ref a, to reduce collateral duty assignments. However, after discussing this with several Black officers I became convinced that they would in fact, cherish this as a collateral duty.}

- B. All shore based commanders shall ensure that a minority group wife is included in the navy wives ombudsman concept set forth in Ref B.
- C. The programs already begun by COMNAVSUPSYSCOM To ensure that the special needs of minority groups are recognized and provided for shall be expedited, namely:
- [1] Suitable cosmetics and other products for Black personnel and their dependents will be stocked in navy exchanges.
- {2} Ship's stores will stock Black grooming aids.
- {3} Every base and station, will employ, as soon as possible, at least one qualified Black barber/beautician in major barber and beauty shops, and will work toward the goal of having sufficient barbers/beauticians qualified in hair care for black personnel to provide service for all black patrons.
- {4} All major commissaries shall stock foods and produce frequently requested by minority groups. As a minimum, specific recommendations should be solicited from minority personnel and their families and acted upon by local commissary managers.
- D. Special services officers which deal in discount tickets for various entertainment programs. will also obtain discount tickets to events of special interest to minority groups whenever such tickets are available.
- E. A representative selection of books, magazines and records by and about Black Americans will be made available in navy libraries, wardrooms, clubs and other reading areas.

Any of the above which can't be accomplished within the time specified above will be reported via chain of command together with a summary of circumstances preventing timely implementation.

- 7. in order that i may reach a more complete understanding of the problems experienced by our minority personnel, in addition to secnav/opnav/bupers team visits i am directing my special assistant for minority affairs, <u>LCDR</u> Norman, to visit major naval activities within conus to meet with individual commanding officers and with minority military personnel and their dependents. By learning in depth what our problems are, I believe we will be in a better position to work toward guaranteeing equal opportunity and treatment for all of our navy people.
- 8. This is the first of my reports to you on minority affairs. Secretary Chafee and I will be looking into all areas of minority affairs and will be issuing further reports as our problems become more clear and their solutions become more apparent. It is evident that we need to maximize our efforts to improve the lot of our minority navymen. I am convinced that there is no place in our navy for insensitivity. We are determined that we shall do better. meanwhile, we are counting on your support to help seek out and eliminate those demeaning areas of discrimination that plague our minority shipmates. ours must be a navy family that recognizes no artificial barriers of race, color or religion. there is no Black navy, no white navy--just one navy-- the United States Navy.



E. R. Zumwalt, JR., Admiral, U. S. Navy, Chief Of Naval Operations.
By looking at the title, what might this Z-gram address?
What is Zumwalt's rationale for writing this Z-gram?
How might this Z-gram impact personnel serving in the Navy?
riow might this 2-grain impact personner serving in the Navy:

## **Z-Gram Packet Two:**

## **Context:**

In April 1970, the President Nixon's Task Force on Women's Rights and Responsibilities issued their seminal report "A Matter of Simple Justice." In addition, on August 8, 1969, President Nixon issued Executive Order 11478—Equal Employment Opportunity in the Federal Government, prohibiting discrimination and mandating equal opportunity in federal service.

Read page (iii) of "A Matter of Simple Justice."

What are women asking of the President in this document?

What might "equal rights" look like for women in the Navy?



## Z-Gram 116: 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 far more than we have in the past in according women's equal opportunity to contribute their extensive talents and to achieve full professional status. Moreover, the <a href="imminence">imminence</a> 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 shore 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 ratings that have recently been opened, authorize limited entry of enlisted women into all ratings.
- 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 officers and enlisted women are being assigned to the ship's 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 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/missions, 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 colleges {national war college/industrial college of the armed forces}.
- 3. Finally, I <u>enjoin</u> 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 <u>purview</u> to ensure that women are accorded 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 all must actively work together in order that we may more <u>equitably</u> include women in our one-navy concept.
- E. R. Zumwalt, JR., Admiral, U. S. Navy,

Chief Of Naval Operations.

Imminence- approaching

**Enjoin-instruct** 

**Purview- range of influence** 

**Equitably- fairly and impartially** 

By looking at the title, what might this Z-gram address?

What is Zumwalt's rationale for writing this Z-gram?

How might this Z-gram impact personnel serving in the Navy?



## Fight for Women to Serve on Combat Ships

GRADES 8-12



This activity is geared toward participants in grades 8-12. The estimated amount of time to deliver this lesson is 75 minutes.

Ever since the Revolutionary War, women have played a role in the military history of the United States. Despite this, societal views on gender put constraints on the capacities in which women were allowed to serve, especially in combat. In this lesson, participants will explore the advocacy that led to women being allowed to serve on combat ships in the Navy, starting with their right to serve as permanent, regular members of the Navy in 1948.



Participants will be able to identify what led to the amendment and repeal of Section 6015 of Title 10 of the U.S. Code.



- ☐ Excerpts from primary source documents
- ☐ Profiles of Rosemary Mariner, Joellen Drag and Yona Owens.





Share photograph of the first enlisted women to serve in the general Navy.

- What do you notice in the photograph?
- What might these women be doing?

Discuss events leading up to the Women's Armed Services Integration Act passed in 1948.

- What do you think it means to serve as permanent, regular members of the Navy?
- What do you think women would be allowed to do at that time?



## Limits of Title 10 U.S. Code, Section 6015

Share section 6015 as it was written in 1948 with participants:

- What skills might be associated with jobs or ratings related to serving on a ship?
- How might not being able to serve on a ship impact one's career or life after the Navy?

Discuss efforts made by women for equal opportunity in the United States between 1948 and the early 1970s.

## **Expansion of Roles in the Navy**

Discuss the impact of Z-gram 116 and eliminating the practice of women being assigned exclusively to certain billets.

How might Title 10, Section 6015 still limit opportunity for women assigned to new billets?

Separate participants into groups of three. Hand each participant the profiles of either Rosemary Mariner, Joellen Drag or Yona Owens. Provide time for them to look over the profile and answer how Section 6015 might impact each woman. Then provide time for participants to discuss similarities and differences with the other members of their group. Ask the whole group:

- How did Section 6015 impact these women?
- In what ways did each woman respond?



Share what led Title 10, Section 6015 of the U.S. Code to be declared unconstitutional and share amended section 6015.

- What is the difference between amending a law and repealing a law? What are the limitations of this change?
- What opportunities do women not have access to if they cannot serve in combat roles?

## The Repeal of Section 6015, Title 10

Show image of Rosemary Mariner in aircraft.

• How might seeing women in combat on television or in photographs alter perception of women in the military?

Discuss the events leading to the repeal of 10 USC 6015. Share excerpt from GAO Report: Women in the Military: Deployment in the Persian Gulf War.

How might this impact how women were viewed by Congress?



## Discussing the Impact of the Repeal of 10 USC 6015

Review the limitations of Section 6015 of Title 10 of the U.S. Code. Have participants look through <u>Celebrating Navy Women: Department of Defense</u> and identify one or two women who served after 1993, or the repeal of Section 6015.

- What opportunities became available to them that were not available due to Section 6015 of Title 10 of the U.S. Code?
- What advocacy may have led to women having these opportunities?

## **Researching More Steps Towards Equality**

Have participants research firsts for women in the military in the past ten years. What arguments are being made that limit their opportunity to serve in the same roles as men?





## **Lesson Connection**

Learn more about Admiral Zumwalt and the changes he made to the Navy in our lesson: **Investigating Z-Grams.** 



Women played a major role in the success of the United States in World War II through their involvement on the home front, as medical support, and as part of Auxiliary Corps such as WAACs, WASPS and WAVES. In response, Army leaders as early as 1946 requested that enlisted women be offered a permanent place in the Armed Forces. However, legislative debate delayed the process. On June 12, 1948, Congress passed the Women's Armed Services Integration Act. The act granted women the right to serve as permanent, regular members of the Army, Navy, Marine Corps and the recently formed Air Force. These women would also be entitled to veteran's benefits with some limitations. The Women's Armed Services Integration Act, alongside Executive Order 9981, which desegregated the military, also permitted African-American women to officially serve in the armed forces. African American Yeoman Edna Young (shown in photo NH 106756) is one of the first enlisted women sworn in the regular navy on July 7, 1948.

Although women could now serve as regular members of the armed forces, there was a limit on the number of women in each branch, restricted promotions, a limit on the number of female officers and authorities were allowed to discharge women without specified cause. There were also restrictions on women in combat stated in Title 10 U.S. Code, Section 6015. These restrictions could be found in other aspects of American society.

A wave of sit-ins for civil rights brought national attention to American racism in the 1950s and 1960s. This push was a platform for all disadvantaged groups that felt they were being left behind, such as women, opening the door to the second wave of the feminist movement. Women continued to push against policies and practices that limited their opportunity through activism well into the 1970s.

## **Expansion of Roles in the Navy**

In response to protests by members of the anti-war movement against the Vietnam War, the United States adopted an All-Volunteer force and ended the draft in 1973. Due to a difficulty in



recruiting and keeping qualified men in the armed forces, more attention was brought towards recruiting women. Limiting the types of positions they could fill was becoming less of an option.

In 1970, Admiral Elmo R. Zumwalt Jr. became Chief of Naval Ops and set out to improve the retention of Navy sailors, including women. In Z-gram 116, released in 1972, which focused on "Equal Rights and Opportunities for Women," Zumwalt eliminated the practice of women being assigned exclusively to certain billets and encouraged the assignment of women to the several roles they were not traditionally assigned.

On November 10, 1976, Yona Owens and six other women, including LTJG Joellen Drag, sued the Navy with the help of the ACLU to challenge the constitutionality of Title 10, Section 6015. On July 27, 1978, Judge John Sirica found that Title 10, Section 6015 of the U.S. Code was unconstitutional and violated the equal protection guarantee in the Fifth Amendment. Several proposals to amend Section 6015 were submitted by members of Congress until it was finally amended in October 1978. The amendment stated, "Women may not be assigned to duty in vessels or aircraft that are engaged in combat missions nor may they be assigned to other than temporary duty on vessels of the Navy except for hospital ships, transports, and vessels of a similar classification not expected to be assigned combat missions."

## The Repeal of Section 6015, Title 10

During the First Gulf War, 37,000 military women were in the Persian Gulf by the end of February 1991. During Operations Desert Shield and Desert Storm, although women did not serve in units whose mission involved direct combat with the enemy, some women were subjected to combat. The American public watching the Persian Gulf War on television would see women on their screen in combat roles despite policies that restricted them. The Department of Defense's Risk Rule, created in 1988, barred women from situations in which there might be risk of hostile fire, capture, or direct combat.

One of the arguments surrounding women on board combat ships from military men is that unit integrity and cohesion would be adversely affected and not allow male bonding. The U.S. Government Accountability Office, which is often called upon by Congress to provide fact-based, non-partisan information, released a report in July 1993 on the involvement of women in Operations Desert Shield and Desert Storm. Backed by evidence found in the report, Secretary of Defense Les Aspin called on Congress to repeal 10 USC 6015 in spring 1993. On November 30, 1993, Congress repealed 10 USC 6015. Just a few months later, USS Dwight D. Eisenhower welcomed 500 women out of 5,000 officers and crew members.





## **Additional Resources/References**

Oral History Interview with Yona Owens

https://gateway.uncg.edu/islandora/object/wvhp%3A22457

Navy Women in Ships Resources from Naval History and Heritage Command

https://www.history.navy.mil/content/dam/museums/hrnm/Education/Women%20in%20Ships%201978%2020160207.pdf

Yona v. Brown

https://law.justia.com/cases/federal/district-courts/FSupp/455/291/1415795/

Women in Naval History Timeline

https://www.history.navy.mil/news-and-events/multimedia-gallery/infographics/history/women-in-naval-history-timeline.html

Pub. L. 103–160, div. A, title V, §541(b), Nov. 30, 1993, 107 Stat. 1659, which struck out item 6015 "Women members: duty; qualifications; restrictions". -

http://uscode.house.gov/statviewer.htm?volume=107&page=1659

GAO Report: Women in the Military: Deployment in the Persian Gulf War https://www.gao.gov/products/nsiad-93-93

Library of Congress- Women in the Persian Gulf War <a href="https://www.loc.gov/item/webcast-5511">https://www.loc.gov/item/webcast-5511</a>

Celebrating Navy Women: Department of Defense

https://media.defense.gov/2021/Mar/16/2002601542/-1/-1/1/2021\_WIN%20EBOOK.PDF



Full Muster: Inclusive Histories on Historic Naval Ships has been made possible in part by a major grant from the National Endowment for the Humanities: Democracy demands wisdom.

Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



## **Documents and Images**



First enlisted women to serve in the general U.S. Navy

Credit: Naval History and Heritage Command

1948 Women's Armed Forces Integration Act--Title 10 U.S. Code Section 6015

Women may not be assigned to duty in aircraft that are engaged in combat missions nor may they be assigned to duty on vessels of the Navy other than hospital ships and transports

## Excerpt from Z-Gram 116: EQUAL RIGHTS AND OPPORTUNITIES FOR WOMEN IN THE NAVY

"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: ...

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/missions, senior enlisted advisors, pep, etc."

October 20, 1978- Amended section 6015,

"Women may not be assigned to duty in vessels or aircraft that are engaged in combat missions nor may they be assigned to other than temporary duty on vessels of the Navy except for hospital ships, transports, and vessels of a similar classification not expected to be assigned combat missions."

Excerpt from GAO Report: Women in the Military:Deployment in the Persian Gulf War. NSIAD-93-93. Published: Jul 13, 1993. Publicly Released: Jul 13, 1993.

## Results in Brief

Overall, the unit commanders and focus group participants gave primarily positive assessments of women's performance in the Persian Gulf War. Women in the units GAO visited worked on a broad spectrum of assignments and tasks during the deployment. Focus group discussions indicated that women and men endured similar harsh encampment facilities and conditions. Health and hygiene problems during the deployment were considered inconsequential for both men and women. Cohesion in mixed gender units was generally considered to be effective during deployment, and the unit commanders and focus group participants often described cohesion as being best while the units were deployed. The groups GAO talked to cited pregnancy as a cause for women returning early from deployment or not deploying at all, but the groups generally identified few actual cases.





Rosemary Mariner in the 1990s.

Credit: United States Navy

Excerpt from GAO Report: Women in the Military: Deployment in the Persian Gulf War

"Overall, the unit commanders and focus group participants gave primarily positive assessments of women's performance in the Persian Gulf War. Women in the units GAO visited worked on a broad spectrum of assignments and tasks during the deployment. Focus group discussions indicated that women and men endured similar harsh encampment facilities and conditions. Health and hygiene problems during the deployment were considered inconsequential for both men and women. Cohesion in mixed gender units was generally considered to be effective during deployment, and the unit commanders and focus group participants often described cohesion as being best while the units were deployed. The groups GAO talked to cited pregnancy as a cause for women returning early from deployment or not deploying at all, but the groups generally identified few actual cases. "



## **Yona Owens**



Formal U.S. Navy headshot of Yona Owens, 1973. Credit: Betty H. Carter Women Veterans Historical Project

In May 1975, Interior Communications
Electrician Third Class (IC3) Yona R. Owens sent
a letter to the Navy Times with the purpose of
contacting Navy women like herself who were
trained for shipboard ratings, but were given
limited opportunities due to combat
restrictions. The IC Rating had been opened to
women by Z-Gram 116, but women couldn't
serve at sea.

In order to acquire the necessary IC skills for advancement, it was necessary to have experience working on shipboard systems, so Owens would work extra hours on the vessels of her peers when they were docked when she was off-duty in order to gain the experience needed to advance.

Owens received over 300 letters in response to her Navy Times letter and over 100 Navy women agreed with Owens in their replies.

1948 Women's Armed Forces Integration Act--Title 10 U.S. Code, Section 6015 states:

"Women may not be assigned to duty in aircraft that are engaged in combat missions nor may they be assigned to duty on vessels of the Navy other than hospital ships and transports"

**How might Section 6015 impact Owen's experience?** 



## Joellen M. Drag

Credit: Naval History and Heritage Command

In 1973, Ensign Joellen Drag became one of the first two female helicopter pilots, however Section 6015 restrictions barred her from landing on or even hovering over the flight deck of a Navy ship to deliver mail. Drag was also unable to deploy with her predominantly male squadron, which meant that she had less flight hours as her male counterparts, impacting her promotion prospects.

At the rank of Lieutenant, Junior Grade, Joellen M. Drag, sent a 5-page letter to the Secretary of the Navy on March 4, 1976, requesting "duty in a flying status aboard United States Naval Vessel(s)" similar to that of her squadron.

In her letter, Drag states, "...I am making this request so my development and career as a naval officer might keep pace with that of my contemporaries in this squadron. I am evaluated against them in my fitness reports, and accordingly feel that I must be allowed to compete with them in all areas on an equal basis."



LTJG Drag's request was endorsed by her commanding officer and was forwarded up through the chain of command, eventually reaching the Secretary of the Navy; however, the request was not approved.

1948 Women's Armed Forces Integration Act--Title 10 U.S. Code, Section 6015 states:

"Women may not be assigned to duty in aircraft that are engaged in combat missions nor may they be assigned to duty on vessels of the Navy other than hospital ships and transports."

How might Section 6015 impact Drag's experience?



## **Rosemary Mariner**

Credit: Naval History and Heritage Command

In 1974, six female aviators would earn their wings, including Rosemary Mariner. She was one of the first female military aviators to fly a tactical jet aircraft, the A-4 Skyhawk, and later the A-7E Corsair II. The missions she was cleared to take part in were impacted by regulations at the time.

In 1982, she qualified as a surface warfare officer aboard USS Lexington (CV-16). She would later become the first woman to command an operational naval aviation squadron when she led VAQ-34 during Operation Desert Storm.

In 1992, she worked with members of Congress and a Department of Defense advisory board to overturn Section 6015 and other regulations that prevented women from serving in combat roles.



1948 Women's Armed Forces Integration Act--Title 10 U.S. Code, Section 6015 states:

Women may not be assigned to duty in aircraft that are engaged in combat missions nor may they be assigned to duty on vessels of the Navy other than hospital ships and transports

**How might Section 6015 impact Mariner's experience?** 



# Investigating Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship

GRADES 6-12



This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 60 minutes.

Who we see serving in different positions of the Navy has changed considerably over time. Throughout the century, many individuals and groups advocated for a more equitable Navy, some from outside and some from within the service.

In this lesson, participants will look through various time periods and determine who was impacted and discuss the time period in which they saw the most change.



## **Objective**

Participants will be able to identify how policies taking place in various points in time impacted the opportunities available to people from certain groups.



## **Materials**

- ☐ Sections of Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship" (The Navy before WWII, World War II, Cold War Advancements, and The Fight Continues)
- Copies of Activity 1: Examining Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship





## Ask participants:

• What movements or events in history have had the most impact on your family?

Let participants know that they will be discussing different policies that impacted many groups over the course of the Navy's history, focusing on different periods of time between 1875 and 2021.

## Investigation

Separate participants into groups of four or five students. Have each group investigate one section of the "Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship" (The Navy before WWII, World War II, Cold War Advancements and The Fight Continues). Have each group answer the following questions:

- Which groups were the most impacted by the policies listed during this period of time?
- Who can now serve that previously could not before?
- What jobs became open to certain groups of people within that time period?



## **Moments and Events Impacting These Policies**

Have the members in each group research major movements and historical events that took place in the same time period as their section of the timeline, but are not listed. Participants can record those events on their worksheet or a piece of chart paper. Encourage participants to look at events that might be impacting the countries or groups mentioned in their section of the timeline.

- What other events are taking place during this period of time?
- How could they impact the policies we see listed?

Have each group present the answers to the questions to the whole group.



- In which section of the timeline did we see the most change?
- What might have led to that change?

## **Individuals Impacted by These Policies**

Have participants visit <a href="https://www.history.navy.mil/browse-by-topic/diversity.html">https://www.history.navy.mil/browse-by-topic/diversity.html</a> and research historical or military figures impacted by the policies listed on the timeline.

- What policies might have impacted their service?
- What legacy do they leave behind?



## Lesson Connection

To have participants work on a research project on the content related to these policies, see our lesson: **Culminating Project.** 



## Additional Resources/References

For access to primary source documents:

http://docsteach.org/

https://www.fold3.com/

http://dp.la/



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Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.



## ACTIVITY: Examining Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship

## **Directions:**

Investigate one section of the "Timeline of U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship" (The Navy before WWII, World War II, Cold War Advancements and The Fight Continues). Answer the following questions:

## **Section of Timeline:**

Which groups were the most impacted by the policies listed during this period of time	?
Which policies impacted them the most?	

Who can now serve that previously could not before?

What jobs became open to certain groups of people within that time period?

Research other events taking place during this period of time that are not mentioned on the timeline. How could they impact the policies we see listed?



## **LESSONS**

## How do we learn more about the experience of those who served?

## **Overview**

Information in this toolkit is drawn from the collections of the Intrepid Sea, Air & Space Museum, Battleship Cove, Battleship Missouri, Battleship New Jersey, Battleship North Carolina, Patriots Point Naval & Maritime Museum, and the USS Hornet Sea, Air & Space Museum. In addition, information and primary sources were collected from the National Archives, Naval History and Heritage Command, Department of Defense, and more. Many objects in the shared museum collection are sources created by crew members themselves, including artifacts, cartoons, photographs, oral histories and written materials. Historians analyze and interpret oral histories to learn about the past and share this information with audiences.

## **Contents**

**Analyzing Cartoons** 

Analyzing Historic Photographs

Analyzing Written Historical Documents

**Analyzing Artifacts** 

Create Your Own Exhibition

**Analyzing Oral Histories** 

Conducting an Oral History Interview

Creating a Secondary Source

Culminating Project



## **Analyzing Cartoons**

GRADES 6-12



This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 45 minutes.

In this lesson, participants will discuss the role of a historian and discuss how to interpret cartoons to learn about attitudes that may have existed in the past.

Participants will then evaluate the process of using cartoons to extract historical information and think of further context that might be needed to learn about a particular topic.



Participants will be able to identify considerations one should take when analyzing historic cartoons to learn about the past.



Analyzing Cartoons Worksheet
Katherine Keough Cartoon Clippings-
Seven in Total
Chart Paper
Post-its



Select four separate documents you would like the students to analyze. Create two columns on three pieces of chart paper and label them "Navy" and "Military," "Women" and "Men," and lastly "How are they Portrayed?" and "How is it shown in the cartoon?





## Ask participants:

- What makes a joke funny?
- What makes a joke not as successful?

Humor is often linked to shared experience. Comedians will often try to generate laughter using jokes that the majority of the audience would understand. Let participants know that you will be discussing the shared experience of people in the United States during World War II. If applicable, share images in your collection showing men and women contributing to the war effort.

- What might people see in the news during World War II?
- How might have men been contributing to the war effort during this time?
- How might have women been contributing to the war effort during this time?



## **Investigation**

Let participants know that they will be analyzing gag cartoons to determine attitudes towards women and men serving during World War II. These cartoons were collected by Katherine Keough. She joined the WAVES as an ensign and retired from the Navy Reserves as a commander.

- How might attitudes towards women during World War II differ from attitudes today?
- What might a woman serving in the military during this time have to keep in mind that a man might not?
- How might a cartoon provide information on attitudes towards women during this time?

Let participants know that historical cartoons can be a primary source, and historians can use primary sources to learn about the past. Model using the "Analyzing a Cartoon" worksheet with the "Nuts and Jolts" gag cartoon. State your thinking out loud as you move through the questions below and invite participants to share their thoughts:

- What people, objects, symbols, or places in the cartoon stand out to you? What is their significance?
- What words stand out to you? What was happening in history when this cartoon was produced?
- What message does this cartoon convey?
- How do the words and visuals work together to convey this message?
- Who drew this cartoon? What might their goal have been?
- What can this cartoon tell us about this point of history that you might not learn anywhere else?





## **Analyzing Cartoons**

Hand each participant an "Analyzing Cartoons" worksheet. Separate participants into groups of four. Assign each group one of the cartoons and provide individual copies to each member of that group. Provide time for each group to examine their cartoons and record their answers on their worksheet. Present three pieces of chart paper labeled "Navy" and "Military, "Women," and "Men" and divide each chart into two columns: "How are they Portrayed?" and "How is it shown in cartoon?" Hand out post-its to the group. Have participants write how they believe a group may be perceived on one post-it and images or text from the cartoon that makes them believe that on another post-it. Participants can then place their post-it on the appropriate chart paper.

- How are women portrayed in these cartoons?
- How are men portrayed in these cartoons?
- How is the Navy/military portrayed?

Have participants discuss the following:

- What did we learn by analyzing these cartoons?
- What is challenging about this process?
- What could potential next steps be as a historian?
- What other primary resources could help provide context on this topic?

## **Create a Gag Cartoon**

Have participants create their own gag cartoon sharing life at their school or community. The gag cartoon should consist of a drawing and caption. Speech bubbles are optional.



## **Lesson Connection**

See our lesson, **Analyzing Historic Photographs**, for more content on how historians interpret other images to learn about the past.





## **Background**

A gag cartoon, also known as a panel cartoon or gag panel, is generally a single-panel cartoon which often includes text in the form of a caption. Some of these cartoons would be created by cartoonists employed by newspapers or magazines. Others would be syndicated, or sold to a magazine or newspaper to be published. A "gag" in show business is another word for a comedic idea and the goal of a gag cartoon is to generate laughter.

Publications such as the *Boston Herald*, *Chicago Tribune*, and *New Yorker* would present these cartoons to entertain their audiences. Cartoons provide subjective viewpoints about issues of the time and the people involved in them. Cartoons often draw upon current events, popular culture and common attitudes of the time. To make a cartoon successful, the cartoonist wants the jokes to be humorous and relatable to a large number of people.



## **Additional Resources/References**

For access to primary source documents:

http://docsteach.org/

https://www.fold3.com/

http://dp.la/

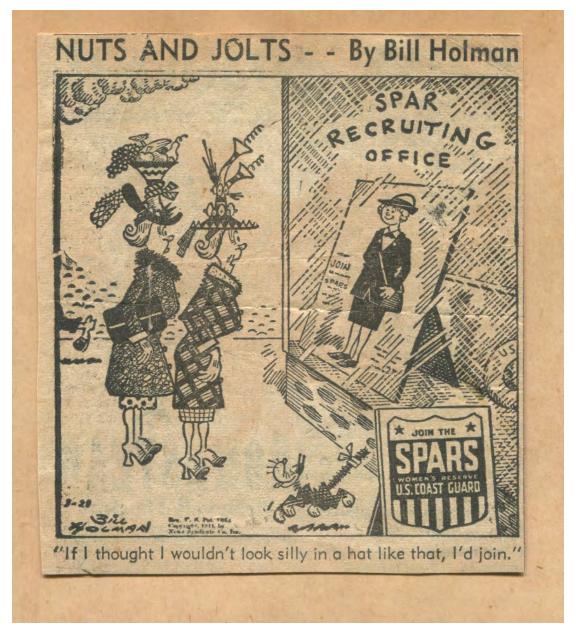


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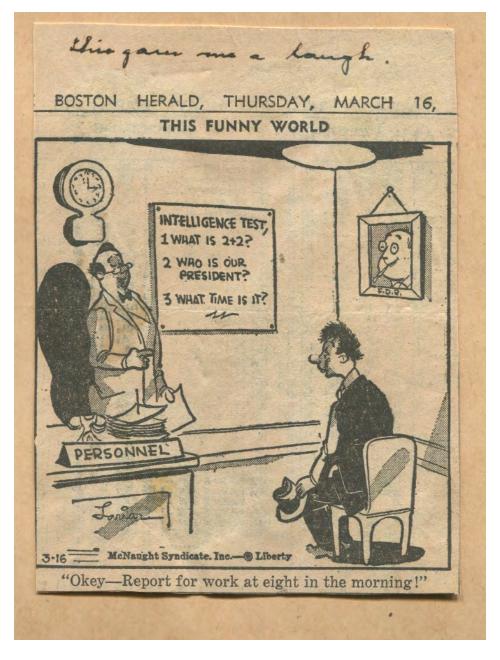


## **Documents and Images**



Credit: Courtesy of the Battleship New Jersey Museum and Memorial Collection, 2020.003.0264

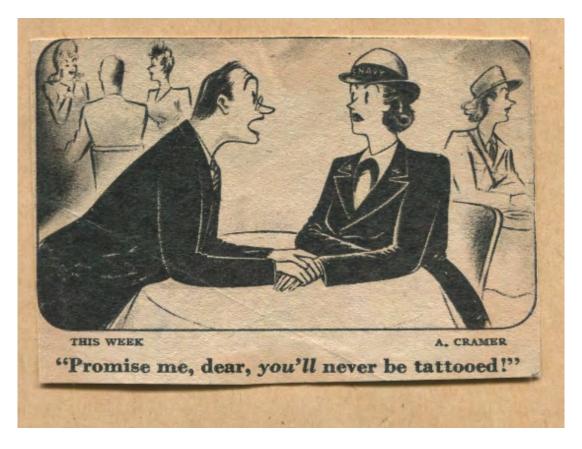




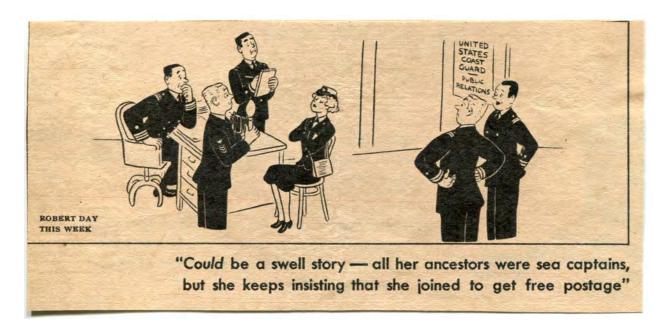
Credit: Courtesy of the Battleship New Jersey Museum and Memorial Collection, 2020.003.0264



**Analyzing Cartoons** 



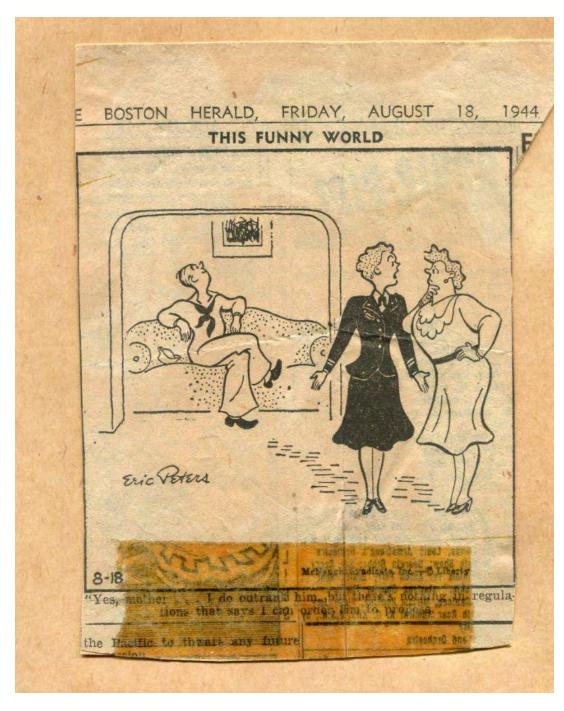
Credit: Courtesy of the Battleship New Jersey Museum and Memorial Collection, 2020.003.0264



Credit: Courtesy of the Battleship New Jersey Museum and Memorial Collection, 2020.003.0264



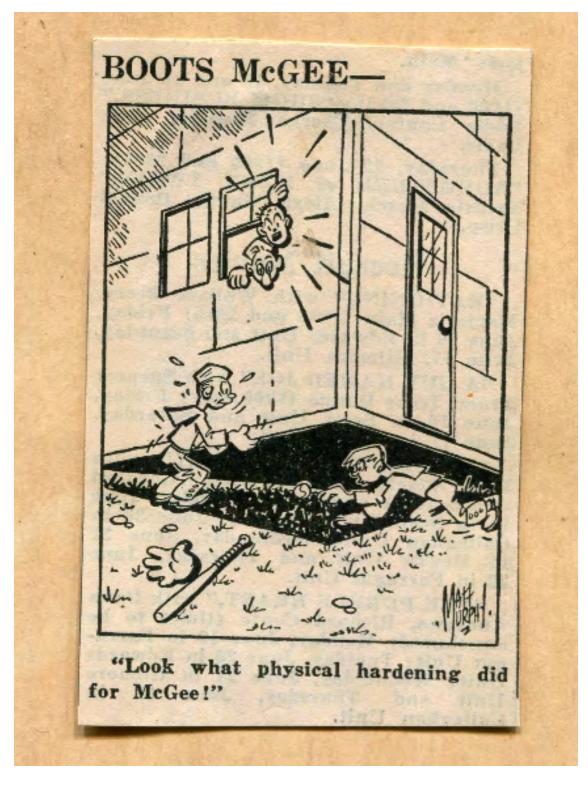
**Analyzing Cartoons** 



Text: "Yes, mother. . . I do outrank him...but there's nothing in regulations that says I can order him to propose."

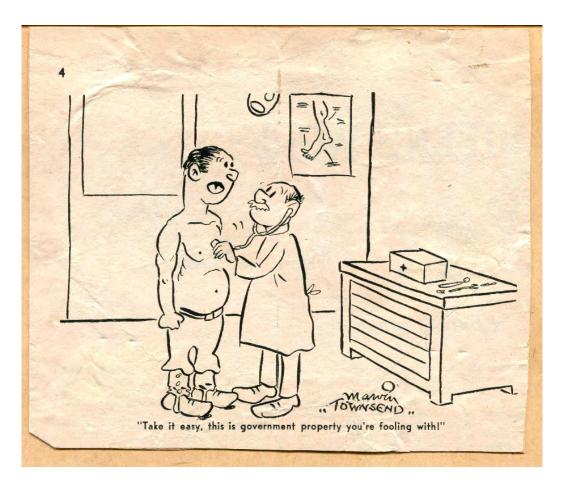
Credit: Courtesy of the Battleship New Jersey Museum and Memorial Collection, 2020.003.0264





Credit: Courtesy of the Battleship New Jersey Museum and Memorial Collection, 2020.003.0264





Credit: Courtesy of the Battleship New Jersey Museum and Memorial Collection, 2020.003.0264

#### **ACTIVITY: ANALYZING CARTOONS**

Directions: Analyze the cartoon assigned to you and answer the questions below.

٦.	What people, objects, symbols, or places in the cartoon stand out to you? What is their
	significance?

2.	What words stand out to you? What was happening in history when this cartoon was
	produced?

3	What message	does this	cartoon	convev?
J.	vviiat illessage	does tills	Cartoon	COLIVE 9:

4.	How do the	words and	visuals	work together	to convey this	message?
----	------------	-----------	---------	---------------	----------------	----------

5. Who drew this cartoon? What might their goal have been?

# Analyzing Historic Photographs

**GRADES 3-8** 



#### **Overview**

This activity is geared toward participants in grades 3-8. The estimated amount of time to deliver this lesson is 45 minutes.

In this lesson, participants will discuss the role of a historian and discuss how to interpret photographs to learn about the past. Participants will then evaluate the process of using photographs to extract historical information and think of further context that might be needed to learn about a particular topic.

This lesson has five photographs attached that can be used for this lesson; however, the facilitator is welcome to select any five or six images for participants to analyze.



Participants will be able to identify considerations one should take when analyzing historic photographs to learn about the past.



#### **Materials**

- Pencils
   Historic photographs (1 for every 6 participants)
   Post-it notes
   Optional: Contextual Information for Photographs
- ☐ Analyzing Photographs Worksheet



Select five or six images you would like the students to analyze. There should be at least one photo for five students. Arrange historic photographs on tables around the room, with no more than two items per table. You may wish to create a handout with contextual information of photos to hand participants after they analyze the photos.





#### Ask participants:

• How do you think historians learn about history?

Discuss methods of storytelling or how stories can be passed down. Discuss how we can learn about the past (using images, objects, etc.) and make connections between learning about the past and thinking like a detective to determine what may have taken place at a point in history, keeping different perspectives in mind.

Let them know that historians look at primary sources to learn about history. Ask them if they have heard of primary sources.

- What is a primary source?
- What are some examples of a primary source?



Define a primary source and how historians use them. Model questions historians may ask when they see a historic photograph while presenting a photograph.

- What do you see? Why do you say that?
- What do you think was happening while this photo was being taken?
- Who might be taking the photograph? Why might they be taking it?
- If you were there, how would you feel during that moment?
- Is there anything you wish you knew more about this photograph?
- Is there anything you can notice that no one else can?
- What can this image tell us that you might not learn anywhere else?





#### **Analyzing Photographs**

Hand each student an "Analyzing Photographs" worksheet. Have participants examine images. Participants should write their responses to the images (questions, remarks, etc.) on posts-its and place them near the respective item. NOTE: Responses should be intellectual or emotional responses rather than merely stating what the item is. Participants can move over to a new image/object once they have written their thoughts on a post-it. This cycle can be repeated until all photographs have been analyzed. Have participants answer the following question:

• How can the information you learn from these photos help you understand the event they are connected to?

At this point, give a bit of context as to what each object/image is. If the images all come from the same historic owner, share information about that individual. If using the photos provided, you can share the "Contextual Information: Gun Tub 10" handout provided below. Have participants pair with a partner and identify questions they still might have about the photographs.

Have participants share their questions. If needed, add any historical content that may be missed after each student presents.

- What can images tell us about the past? What is challenging about this process?
- What could potential next steps be as a historian?
- What other primary resources could help provide context on this topic?

#### **Share a Photograph**

Have participants find a photograph that they believe tells others the most about them or their family. Participants should bring this photograph and share it with a peer, inviting them to analyze the photo. Have participants answer the following question:

• How can the information you learn from these photos help you understand the event or person they are connected to?



## Lesson Connection

See our lesson, **Analyzing Historical Documents**, for content on how historians interpret written documents to learn about the past.





## Background

A primary source is a document or physical object that was written or created during the time period of study. Photographs, journal entries, artifacts, letters, newspapers, oral histories from crewmembers, deck logs and cruise books are all great examples of primary sources. Each of these primary sources can provide particular information. Historians use primary sources to try to figure out what happened at certain points of history.



## Additional Resources/References

For access to primary source documents:

http://docsteach.org/

https://www.fold3.com/

http://dp.la/



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#### **Documents and Images**

#### Photo A



Credit: National Archives

#### **Photo B**



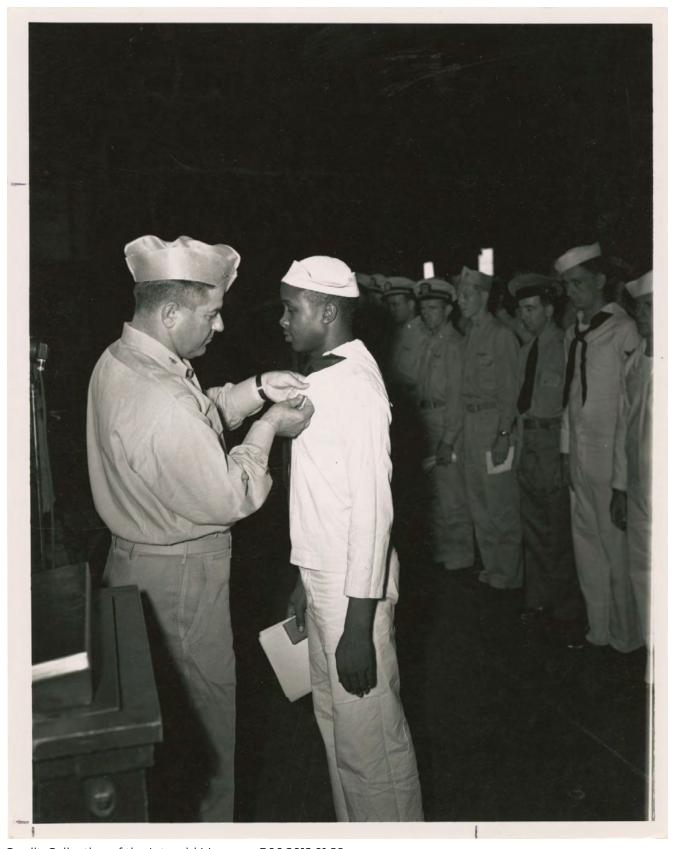
Credit: Collection of the Intrepid Museum. P00.2012.01.82

#### **Photo C**



Credit: Collection of the Intrepid Museum. P00.2012.01.82

#### Photo D



Credit: Collection of the Intrepid Museum. P00.2012.01.89



#### Photo E



Credit: Collection of the Intrepid Museum. P00.2018.06.19



#### **ACTIVITY: ANALYZING PHOTOGRAPHS**

- 1. Use the sentence starters below to respond to the photographs you see on individual post-its.
  - I notice that...
  - I think that while this photo was being taken...
  - I think the person taking the photo was....
  - I think the photographer took this photo because...
  - If I was there while this photo was being taken, I would feel...
  - Something I want to learn more about is...
  - Something this photograph can tell me that I can't learn anywhere else is...
- 2. Once you analyze all the photographs, answer the following: How can the information you learn from these photos help you understand the event they are connected to?



#### **CONTEXTUAL INFORMATION: GUN TUB 10**

The majority of Black Americans serving in the Navy during World War II served as cooks or waiters in the officers' mess. On some ships, including *Intrepid*, some Black sailors had an additional assignment: operating anti-aircraft guns during combat. On *Intrepid*, the sailors selected for gunnery training were given their own battle station called Gun Tub 10. Their weapons were 20mm Oerlikon guns, the shortest-range of *Intrepid*'s anti-aircraft guns. They were trained by Alfonso Chavarrias, a Mexican-American who was stationed in Gun Tub 10 with them.





On October 29, 1944, during combat in the Philippines, a Japanese kamikaze airplane barreled toward Gun Tub 10. Japan had only recently started launching kamikaze attacks, so the crew was not familiar with this tactic. The gunners stayed at their battle station, shooting away the plane's left wing. The damaged plane crashed into their position, killing 10 men and badly burning others. Chavarrias was one of the men who was killed. Six of the surviving sailors were promised one of the highest honors in the Navy, the Navy Cross, but were instead awarded the Bronze Star for valor.

One man, Alonzo Swann, maintained he and the others had been promised the Navy Cross, the Navy's highest honor. Swann gathered documentation showing that he and

his shipmates were originally awarded the Navy Cross. Nearly 50 years later, after Swann went to court, he and four other Black sailors received the Navy Cross for their bravery during that attack.



## **Analyzing Written Historical Documents**

**GRADES 3-8** 



#### **Overview**

This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 60 minutes.

In this lesson, participants will discuss the role of a historian and how to interpret written documents to learn about the past.

Participants will then evaluate the process of using written documents to extract historical information and think of further context that might be needed to learn about a particular topic.



Participants will be able to identify considerations one should take when analyzing written historic documents to learn about the past.



- Analyzing Written Documents Worksheet
- Four separate written documents that vary in purpose. Examples found below.



Select four separate documents you would like the students to analyze that vary in purpose (letter, journal, memorandum, article, menu, invitation, etc.). Examples can be found below.





#### Ask participants:

- What are some examples of text that you have written down just for you to see?
- What are some examples of text you have written for someone else to see?
- How might they differ?

Let participants know that they will be acting as historians and looking at primary sources to try to figure out what happened at certain points of history. Inform them that they will look at various documents and determine how the document's audience and the author's purpose can impact what is read.



Model using the "Analyzing a Written Document" worksheet with a document participants have seen before. State your thinking out loud as you move through the questions below and invite participants to share their thoughts.

- Who wrote this document?
- Who would have read it? Who was the intended audience?
- How would I summarize this document?
- Why did the author write this?
- What is a quote that tells you the author's purpose?
- What might have been happening in history that impacts the author's purpose?





#### **Analyzing Written Documents (grades 8-12)**

Hand each participant an "Analyzing Written Documents" worksheet. Separate participants into groups of four. Assign each group one of the four documents and provide individual copies to each member of that group. Provide time for each group to examine their documents and record their answers on their worksheet. Have participants take part in a jigsaw activity in a group with peers who read the other three documents and share the information on their worksheets with each other.

- How are the documents similar? How are they different?
- How might the author's purpose impact what we read?

Have participants share what their group discussed. If needed, add any historical content that may be missed after each student presents.

- What did we learn by reading these documents?
- What is challenging about this process?
- What could potential next steps be as a historian?
- What other primary resources could help provide context on this topic?

#### **Group Discussion: Privacy vs the Historical Record (grades 6-12)**

Ask participants to discuss if they think a person's private diary, correspondence, etc. should be studied by historians.

- Would you want people in the future to look through your conversations on social media to learn about the past?
- What could they learn with that information that they wouldn't learn elsewhere?
- What should historians take into consideration when using private documents as a primary source?



## **Lesson Connection**

See our lesson, **Analyzing Artifacts**, for content on how historians can use artifacts to learn about the past.





## Additional Resources/References

For access to primary source documents:

http://docsteach.org/

https://www.fold3.com/

http://dp.la/



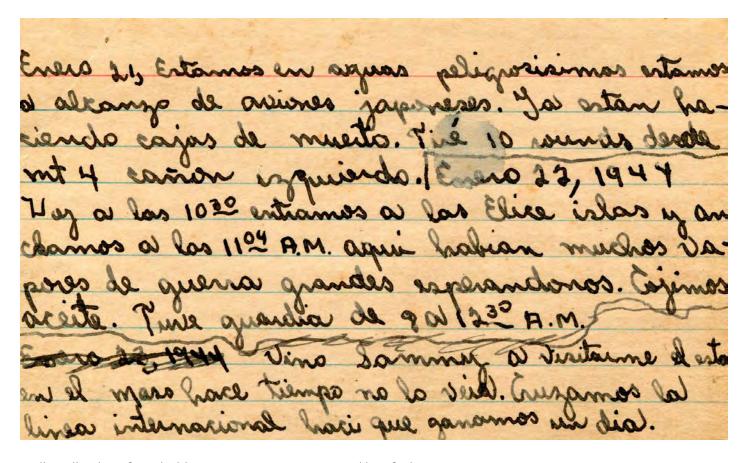
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#### **Documents and Images**

#### **Document A**



Credit: Collection of Battleship New Jersey, 2019.058.0008(1), Rafael Maza

#### **Transcript of Document in Spanish:**

Enero 21, Estamos en aguas peligrosísimas. Estamos al alcanzo de aviones japoneses. Ya están haciendo cajas de muerto. Tiré 10 rounds desde mt 4 cañon izquierdo.

Enero 22, 1944. Hoy a las 10:30 entramos a las Elice islas y nos anclamos a las 11:04 A.M. Aquí habían muchos vapores de guerra grandes esperandonos. Cojimos aceite. Tuve guardia de 9 a 12:30 A.M.

Vino Sammy a visitarme. Él está en el mazo. Hace tiempo no lo veía. Cruzamos la línea internacional hacia que ganamos un día.

English Translation on Following Page



#### Translation in English:

January 21, We are in very dangerous waters. We are within reach of Japanese airplanes. They are already making coffins. I fired 10 rounds from the mt 4 left cannon.

--

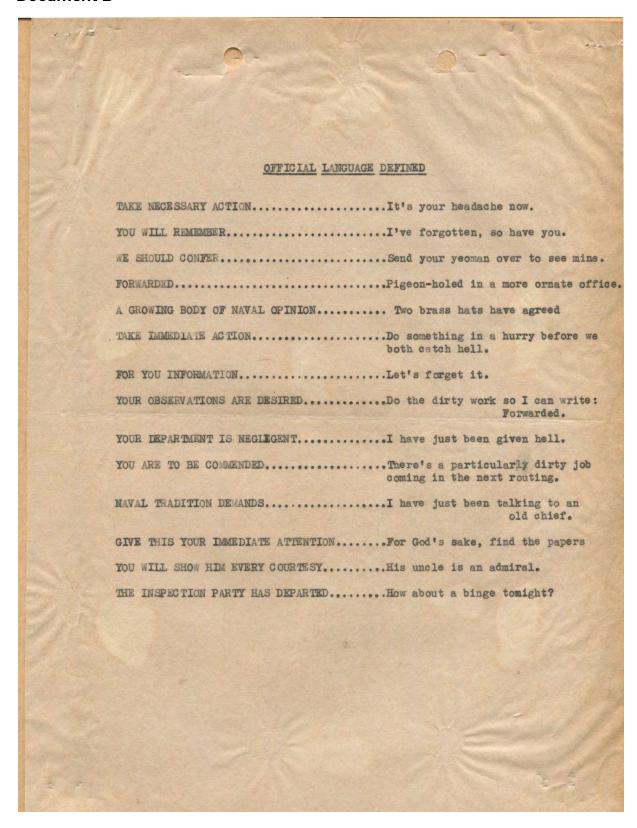
January 22, 1944

Today at 10:30 am we entered the Elice Islands [Ellice Islands, now known as Tuvalu ](sic) and dropped anchor at 11:04 am. There was lots of smoke from ships waiting for us. We refueled. I was on guard from 8pm to 12:30am.

Sammy came to visit me. He's on the deck. It's been a long time since I've seen him. We crossed the international line and we won the day.



#### **Document B**



Credit: Collection of Battleship New Jersey, 2020.003.0264(38)



#### Transcript:

Heading: Official Language Defined

Take necessary action... It's your headache now

You will remember... I've forgotten, so have you.

We should confer... Send your yeoman over to see mine.

Forwarded...Pigeon-holed is a more ornate office.

A growing body of Naval opinion... Two brass hats have agreed.

Take immediate action...Do something in a hurry before we both catch hell.

For your information... Let's forget it

Your observations are desired...Do the dirty work so I can write: Forwarded.

Your department is negligent... I have just been given hell.

You are to be commended... There's a particular dirty job coming in the next routing

Naval tradition demands...I have just been talking to an old chief.

Give this your immediate attention...For God's sake, find the papers

You will show him every courtesy... His uncle is an admiral

The inspection party has departed... how about a binge tonight?



#### **Document C**

## PEOPLE TO PEOPLE!!



FUN TIME, CVA-11: A fine time was had by all last Saturday afternoon in hangar bay one. Approximately 250 young ladies were on hand for the dance. Band 147 provided the music.



AMBASSADORS THREE: Get-togethers like this in the Lisbon Zoo were prominent throughout Lisbon bolstering good relations.



and helpful crewmembers created these children's delight.

JULY 4, 1958 USS INTREPID CVA-II

#### Award-winning Stewardman Happy and Sincere Worker

The almost forgotten lads in S-5 division have been long overdue for the nomination of a Sailor of the Month. This issue we're taking you into the senior officers' wardroom to meet Diosdado E. Dizon, who prefers to be called 'Tony'
Tony is a TNSN and his du-

ties are numerous. He performs his most importantjob at the senior officers' table, where he has to be sharp and efficient.

#### Twenty Two Years Old.

He was born on September 8, 1935 at San Roque, Cavite City, Philippine Islands. during his high school days at Cavite High, he was very active in basketball, soccer, track and swimming.

After graduating from high school in 1954, he worked at the Navy Exchange at Sangley Point, Philippines Attends Steward School

Tony joined the Navy January 22, 1954 and received his boot training at San Diego. Prom boot training he attended steward's school and completed the course with very high grades, which gave him

#### Lisbon Children Given Afternoon **Aboard Intrepid**

A total of 108 boys and girls were the personal guests of the USS INTREPID, on Friday, June 27. 'The children ranging from the ages of nine through 14 were obtained by the Naval Attache in Lisbon, and were escorted by the Vice Counsel's wife, Mrs. Helen Stanfield.

Once aboard the 'Mighty I'', each child was placed in the hands of an INTREPID sailor. The children had a real time aboard the ship with having their pictures taken and looking over the aircraft, for this was their first time aboard any ship.

The three hour visit included cartoons, a trip to the galley for cold drinks, cookies and ice cream, and to top off the affair, they were given gifts of toy model air-planes for the boys and lapel pins for the girls.

Each child received a picture of the ship and an IN-TREPID pennant flag.



''greatful a pick of his next duty station.

He chose the USS INTREPID in hopes that the ship would be sent to the West coast. He likes the 'Mighty I' and has enjoyed the cruises. Undecided

Tony is undecided about what his plans will be when his enlistment is up in 1960, but he does know that he wants to see his family in the Philippines and that he likes the Navy.

While interviewing Tony, he has this to say, 'I am very grateful to serve in the United States Navy, which has been very beneficial to my country, my folks, and to the loved ones back home'

The S-5 division officer, LTJG G. S. Minmier, commented that ''Tony has worked all phases of S-5 division including working in third deck rooms, the pantry, and serving in the Captain's and Admiral's mess. His work has always been outstanding. His present duties are serving the senior table in the wardroom and acting as room

steward for the Executive Officer. He is well liked by all officers and is a tremen-Oslo is about the size of dous help to the ward-Kansas City, Missouri. room morale.''

#### **Ketcher July 4 1958**

Credit: Collection of the Intrepid Museum. Gift of printed material and photo, produced in Intrepid Print Shop - Donated by Richard Maxwell LI-3, USS Intrepid 1958-60. A2013.168



#### Transcript:

#### Large Heading: Award-winning Stewardman Happy and Sincere Worker

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#### Subheading: Twenty Two Years Old.

He was born on September 8, 1935 at San Roque, Cavite City, Philippine Islands. During his high school days at Cavite High, he was very active in basketball, soccer, track and swimming. After graduating from high school in 1954, he worked at the Navy Exchange at Sangley Point, Philippines.

#### Subheading: Attends Steward School.

Tony joined the Navy January 22, 1954 and received his boot training at San Diego. From boot training he attended steward's school and completed the course with very high grades, which gave him a pick of his next duty station. He chose the USS INTREPID in hopes that the ship would be sent to the west coast. He likes the "Mighty I' and has enjoyed the cruises

#### Subheading: Undecided

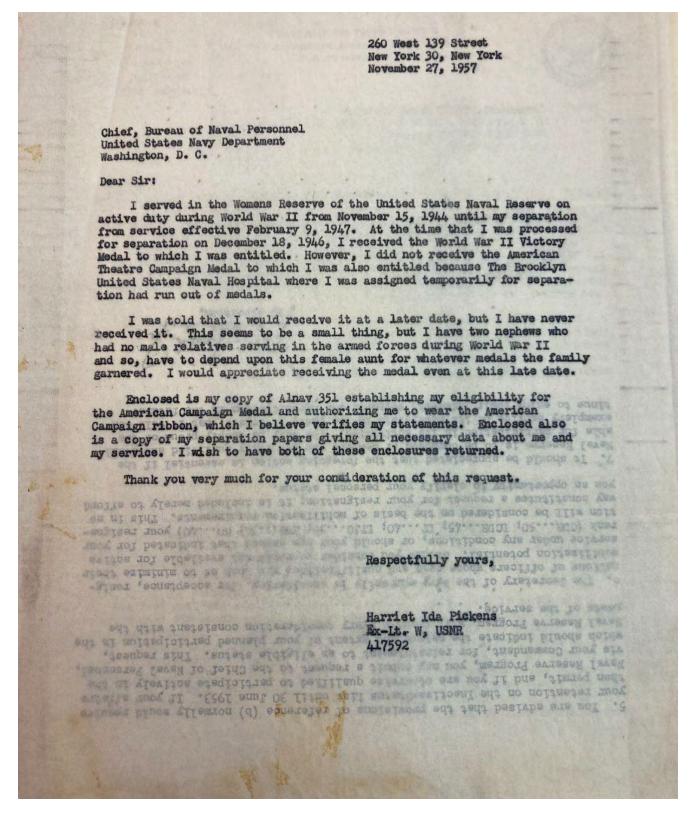
Tony is undecided about what his plans will be when his enlistment is up in 1960, but he does know that he wants to see his family back in the Philippines and that he likes the Navy. While interviewing Tony, he has this to say, "I am very grateful to serve in the United States Navy, which has been very beneficial to my country, my folks, and to the loved ones back home." The S-5 division officer, LTJG G.S Minmier, commented that "Tony has worked all phases of S-5 division including working in third deck rooms, the pantry, and serving in the Captains and Admiral's mess. His work has always been outstanding. His present duties are serving the senior table in the wardroom and acting as room steward for the Executive Officer. He is well liked by all officers and is a tremendous help to the wardroom morale."

#### Large Heading: Lisbon Children given Afternoon Aboard Intrepid

A total of 108 boys and girls were the personal guests of the USS INTREPID, on Friday, June 27. 'The children ranging from the ages of nine through 14 were obtained by the Naval Attache in Lisbon, and were escorted by the Vice Counsel's wife, Mrs. Helen Stanfield. Once aboard the 'Mighty I', each child was place in the hands of an INTREPID sailor. The children had a real time aboard the ship with having their pictures taken and looking over the aircraft, for this was their first time aboard any ship. The three hour visit included cartoons, a trip to the galley for cold drinks, cookies and ice cream, and to top off the affair, they were given gifts of toy model airplanes for the boys and lapel pins for the girls. Each child received a picture of the ship and an INTREPID pennant flag.



#### **Document D**



Credit: Collection of New York Public Library



Transcript:

Chief, Bureau of Naval Personnel
United States Navy Department

Washington, D.C

Dear Sir: I served in the Womens Reserve of the United States Naval Reserve on active duty during World War II from November 15, 1944 until my separation from service effective February 9, 1947. At the time that I was processed for separation on December 18, 1946, I received the World War II Victory Medal to which I was entitled. However, I did not receive the American Theatre Campaign Medal to which I was also entitled because the Brooklyn United States Naval Hospital where I was assigned temporarily for separation had run out of medals. I was told that I would receive it at a later date, but I have never received it. This seems to be a small thing, but I have two nephews who had no male relatives serving in the armed forces during World War II and so, have to depend upon this female aunt for whatever medals the family garnered. I would appreciate receiving the medal even at this late date. Enclosed is my copy of Alnav 351 establishing my eligibility for the American Campaign Medal and authorizing me to wear the American Campaign ribbon, which I believe verifies my statements. Enclosed also is a copy of my separation papers giving all necessary data about me and my service. I wish to have both of these enclosures returned. Thank you very much for your consideration of this request.

Respectfully yours, Harriet Ida Pickens Ex-Lt. W, USNR 417592



#### **ACTIVITY: ANALYZING A WRITTEN DOCUMENT**

Directions: Read the document assigned to you and answer the questions below.

- 1. Who wrote this document?
- 2. Who would have read it? Who was the intended audience?
- 3. Write one to two sentences summarizing the document.
- 4. Why did the author write this?
- 5. Share a quote that tells you the author's purpose.
- 6. What might have been happening in history that impacts the author's purpose?
- 7. What can this document tell us that you might not learn anywhere else?

## **Analyzing Artifacts**

**GRADES 3-8** 



This activity is geared toward participants in grades 3-8. The estimated amount of time to deliver this lesson is 45 minutes.

In this lesson, participants will discuss how a historian can analyze objects to learn more about the people who used them.

Participants will learn how to define an artifact, record information from objects and connect the artifacts to objects they have seen in their own lives.



#### **Materials**

- Four or five artifacts (about one per six participants) connected to life aboard a Navy vessel. Examples: tools, communication equipment, kitchen equipment, protective equipment
- Artifact information cards (Created by facilitator beforehand for the artifacts being used for lesson)
- Photographs of jobs connected to artifacts
- ☐ Artifact Investigation Worksheet



Participants will be able to identify considerations one should take when analyzing artifacts to learn about the past.



Select four or five artifacts you would like the participants to analyze. Create artifact information cards for all the artifacts you would like to show participants.

These cards should contain the following information:

- A photograph of the artifact
- How the artifact was used, material
- Approximate dates of when the object was in use
- Where it was generally found



#### Sample Artifact Card

Name of Artifact:	Photograph of artifact:
Material:	Dates associated with artifact:
Where/how artifact was used:	If applicable: information about historic owner



Introduce community life aboard a naval vessel and the types of jobs and conveniences they had that were like home, as well as the jobs specific to working on a naval vessel.

If you were serving on a ship for longer than three months, what would you want the ship to have?

Answers may be: include food (cooks on board supply food), water (someone has to turn salt water into drinking water), a doctor, dentist, etc.

Use historic photographs to determine jobs, activities and day-to-day life on a Navy ship. Have participants work in groups to discuss what they notice about the photographs. Ask participants to identify setting, people, activity/event and significant details.

- Are these jobs in your community?
- What do those jobs entail?
- How are they an essential part of your community?
- What does the picture tell us about life on a ship?
- What does the picture tell us about the past?



Let participants know that they are going to look at some objects these people might have used. These objects are known as artifacts.



What comes to mind when you hear the word "artifact?"

Define "artifact."

Use a pencil as an example. If someone in the future comes to this spot and we are long gone, what might they know about how we lived just by looking at this pencil? They might compare our pencil to whatever they use to write in the future. Let participants know that they will take the role of historians and try to find out information about the people that used these objects.

Present an artifact to the group and guide them through the process of analyzing an artifact by going through the prompts on the "Artifact Investigation" worksheet.

- What does your artifact remind you of?
- What can this object tell us about the people that used it?



#### **Artifact Investigation**

Divide participants into groups of four to six people. Place an artifact on each table. Provide each participant with an "Analyzing Artifacts" worksheet to determine what their artifact is and who would have used it. Once groups have completed the worksheet, distribute the Artifact Info Cards for further investigation. Have participants share their findings with the whole group. If needed, add any historical context that may be missed after each student presents.

- What can artifacts tell us about the past?
- What is challenging about this process?
- What could potential next steps be as a historian?
- What other primary resources could help provide context on this topic?

#### **Learn about Peers through Artifacts**

Have participants bring an artifact from home and have a peer attempt to determine information about them using the same artifact investigation sheet.



## **Lesson Connection**

See our lesson, **Create Your Own Exhibition**, to have participants take the role of curators educating the public using a selection of objects.





#### Background

An artifact is any object made or modified by humans. Historians and archaeologists can learn about the past by analyzing artifacts and comparing them to what we know now. Many museums collect artifacts from the past. Museums document and preserve these items so that future historians can study and learn from them.

The artifacts selected for this lesson should relate to life aboard a Navy vessel. Ships often functioned like cities at sea, where crew members had duties and jobs that contributed to the overall workings of the ship. Several artifacts are connected to these jobs and can be used to provide a lot of insight on who used them.



### **Additional Resources/References**

For access to primary source documents:

http://docsteach.org/

https://www.fold3.com/

http://dp.la/



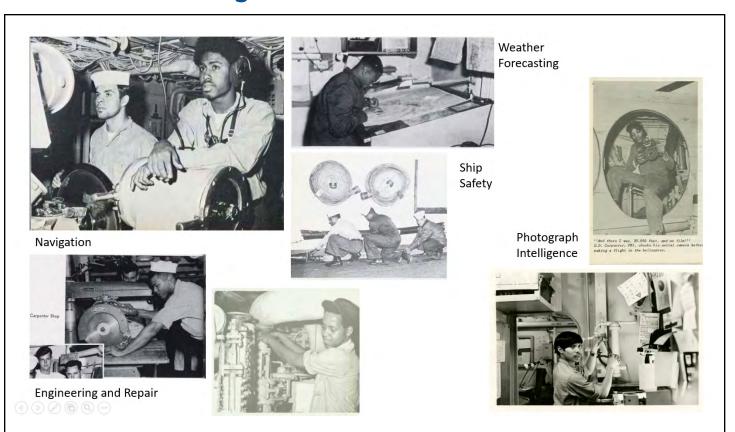
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**Analyzing Artifacts** 

#### **Documents and Images**



Credit: Collection of the Intrepid Museum. 1971, 1956, 1955, USS *Intrepid* cruise book. Gift of printed material and photo, produced in Intrepid Print Shop – Donated by Richard Maxwell LI-3, USS Intrepid 1958-60. A2013.168. Gift of PH-1 Gofrido Garcia USNR (Ret). P2021.11

Analyzing Artifacts Grades 3-8





Fueling & Maintaining Aircraft



Credit: Collection of the Intrepid Museum. 1973, 1963, 1971, USS Intrepid cruise book.



**Bakers and Cooks** 



Mailroom



Barber





Ship Newspaper



Communications

Credit: Collection of the Intrepid Museum. 1945, 1955, 1967, 1970 USS Intrepid cruise book.



## **ACTIVITY: ARTIFACT INVESTIGATION**

1. Describe your artifact:
Shape:
Size:
Material:
Color:
2. What does your artifact look like? Sketch it in the box below.
3. Reflection Starters. How do you think this artifact was used?
This reminds me of
l am thinking
I wonder about
4. What information can we learn about life at sea by looking at historic artifacts and photographs?
<del>_</del>



# Create Your Own Exhibition

GRADES 6-12



## **Overview**

This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 45 minutes.

This program engages participants in historical interpretation and allows them to examine and read objects which are not necessarily text-based. Participants will then create their own "exhibit" and write a text justifying their choices in the story they tell through their exhibit.



#### **Materials**

- Pencils
   Pictures or objects with contextual information (can be selected from documents from curriculum guide)
   Paper
   Poster board/cardstock
- Poster board/cardstock
- Scissors
- ☐ Glue sticks or tape



## **Objective**

Participants will be able to identify considerations curators make when creating an exhibition out of objects from a museum's collections.



Create object packet for each object with all of the following information:

Name of Artifact:	Photograph of Artifact:
Material:	Dates Associated with Artifact:
Where and How Artifact was Used:	If applicable: Information about Historic Owner:





Ask participants how they decorate their room or locker and how they decide what to display.

- What objects do you display in your room?
- How do you decide what decorations to use?
- How has that changed over time?

Make the connection that everyone is a curator of their own life and the work that takes place in museums.



Explore an exhibition in a museum space, whether that be a restored space, exhibit case or gallery. Talk to participants about how only a small percentage of a museum's collection is on display.

- Who decides what to display/what story to tell (curators? public? former crew members?)?
- Why/How do they determine what to put on display?
- What might need to be kept in mind in preserving these items so that we can display them?



#### **Create an Exhibition**

Let participants know that they will be creating their own exhibition. Have participants work in groups and provide pictures of objects and images to be cut out. Give participants a few minutes to interpret the images of the objects on their own. When necessary or applicable, facilitate object-based discovery discussion about the images.



This process will allow participants to identify objects of interest without getting overwhelmed by the information in the object packets. After several minutes provide participants with information corresponding to their object packet.

Participants will use the images and information to curate an exhibit, grouping objects together to display. Each group must have 4-6 objects. Arrange chosen objects on cardstock and glue in place. Include object labels with relevant information near each object. Participants must create a text panel/document explaining their display/exhibit and justifying why they grouped objects in the way they chose (what story are they trying to tell)?

Groups present their exhibits by pairing with another group and discussing, then sharing out.

- What is challenging about this process?
- What could potential next steps be as a curator?

#### To Explore Further: Change the Interpretation

Objects often get swapped out of museum exhibitions. After participants present their original exhibition, have them swap one or two objects out of the exhibition and change the theme and/or interpretation of the objects.



## Lesson Connection

See our lesson, Creating a Secondary Source, to have participants further explore considerations one might need to take when extracting information from primary sources to create a secondary source.



## Background

Museums collect artifacts, papers, photos and other items for a number of reasons. One reason is preservation. Museums ensure that the materials in their care are housed safely so that they will survive for generations. Museums also use their collections for research, exhibitions, education programs and other initiatives.

An exhibition typically relates to a particular topic. It has themes and main ideas that can be explored by the objects or media displayed. Labels explain how the objects relate to the topics, themes and main ideas. Curators and collections staff decide what items are on display, and



consider which artifacts help illustrate a particular topic. Museum staff also think about the condition of an item. They might create reproductions of fragile materials, like papers or photographs, to protect the original while still allowing visitors to learn from it.



## Additional Resources/References

For access to primary source documents:

http://docsteach.org/

https://www.fold3.com/

http://dp.la/



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## **EXHIBIT LABEL TEMPLATE**

Exhibition Title:	Exhibit Description: How were objects used? How are they connected? Why are they important? What makes them unique?
Object:	are they important: what makes them anique:
Date and Place of Creation:	
Material(s):	
Object:	
Date and Place of Creation:	
Material(s):	
Object:	
Date and Place of Creation:	
Material(s):	
Object:	
Date and Place of Creation:	
Material(s):	
Object:	
Date and Place of Creation:	
Material(s):	



# **Analyzing Oral Histories**

**GRADES 6-12** 



This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 60 minutes.

Oral histories provide information about the stories of people whose stories we do not often hear. In this lesson, participants will have the opportunity to closely examine excerpts from oral histories and take on the role of historian, learning about a specific event in history or an aspect of Navy life. They will do this by analyzing oral histories in which all participants recount a singular event or experience.

Participants will discuss what information can be gained from oral history interviews and make connections to their own lives or information they have learned before.



Participants will be able to identify considerations one should take when analyzing oral histories to learn about the past.



#### **Materials**

- ☐ Oral History Video clips
- ☐ Oral History Analysis Worksheet (1 per each participant)





Ask participants to think of a favorite memory and write it down. Have them discuss how they like to share that memory with others.

- What are some written materials connected to that memory? (journal/diary entries, menus, tickets, cards, text messages, tweets?)
- Are there any photos connected to that memory?
- Is there a video connected to that memory?
- Would people be able to tell why that memory was special to you from photos, written material, or videos?
- What is another way people in this room could learn about that memory?
- What can a historian gain from hearing from an individual who experienced a particular event?



Let participants know that they will be learning about a particular topic using oral histories. Define oral histories. Separate participants into groups of three. Let participants know that they will be listening to oral history excerpts on the same topic (no longer than three minutes per narrator), and they will be making connections to information they have learned before or to their own lives. They will then share their findings after listening to one narrator with their peers. Hand out "Oral History Analysis" worksheet and transcript packets. Have participants read through the oral history transcripts and answer the questions on their worksheet.



#### **Comparing Information in Oral History Excerpts**

This activity is a continuation of the investigation. Have participants form a group with peers who read the other two excerpts and share the information on their worksheets with each other.



- What did the oral history excerpts have in common?
- What were noticeable differences in the oral history excerpts?
- What questions do you have about the topic after listening to the three narrators?

After students hear from their peers, ask them the following:

- What can oral histories tell us about the past?
- What was challenging about this process?
- What could potential next steps be as a historian?



## **Lesson Connection**

To have participants conduct their own oral history interview to learn how a particular event impacted someone in their lives, please see our lesson: **Conducting an Oral History Interview.** 



## Background

Oral histories are a type of primary source in which a narrator is interviewed by an interviewer with the goal of adding to a historical record. Oral histories are usually recorded as audio or video, but are sometimes transcribed to make the oral histories easier to use for research. During the interview, the interviewer asks questions to learn more about the narrator's experience in relation to an event or time period. Oral histories provide opportunities for narrators to share their experience, but can also allow a researcher to receive answers that might not be found in other primary sources. The interviewer can also directly communicate with the person who experienced that moment in history and ask follow-up questions. Oral histories can be used to capture stories of people who are often excluded from other sources. Oral histories, like many primary sources, reflect personal opinion offered by the narrator. In addition, narrators are often discussing events that happened years in the past, and they may not remember certain details. Due to this subjective nature, oral histories may be used alongside other primary sources to gain more of an understanding of history.





## Additional Resources/References

For access to more oral histories:

https://www.loc.gov/vets/



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#### **ACTIVITY: ORAL HISTORY ANALYSIS SHEET**

Directions: Fill in the chart below by reading or listening to the oral history account. Identify any information similar to the other accounts, any information unique to that account and any potential bias.



# Conducting an Oral History Interview

GRADES 6-12



This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is two 45-minute sessions.

Oral histories provide information about the experiences of people whose stories we do not often hear. In this lesson, participants will learn about the early steps of planning an oral history interview and how to navigate challenges one might experience while conducting an oral history interview. This lesson will culminate in participants taking part in a trial interview and reflecting on that process, with the goal of being able to apply these skills when conducting a more formal oral history interview in the future.



Participants will be able to identify best practices for conducting an oral history interview.



## **Materials**

- ☐ Asking Effective Questions Worksheet (1 per each participant)
- Optional: Recording equipment to record trial oral history interviews





#### Ask participants:

• Why do we collect oral histories?

Oral histories offer firsthand accounts of the past. They provide information that may not be documented by other sources and give voice to people whose experiences may not be reflected in traditional sources. They offer personal perspectives, memories and commentary that allow us to consider history in different ways. Personal stories and reflections can help engage our audiences.

• What steps might be involved in recording an oral history?



#### Ask participants:

• How would you choose a person to interview? What qualities might make someone a good choice for an interview?

Share information on the ideal candidate for an oral history interview and the information that should be discussed before an oral history interview, including having an initial conversation, answering any questions about the interview process and creating an outline. Have participants look through an example outline for an oral history interview.

#### Example Outline:

- Early Childhood
- Experiences in boot camp—acclimating to Navy life
- Photo lab school—feelings about this assignment
- Working in the photo lab
- Importance of photo lab to Intrepid's mission
- Types of assignments (flight deck, accidents, cruise book, portraits)
- Layout of the photo lab
- Day-to-day routines
- Favorite/least favorite activities in photo lab
- Secrecy/clearances
- Mishaps in the photo lab (sink overflow story)
- Relationships with other crew members (story about the photo officer)



Discuss the best types of questions for an oral history interview and the benefits of open-ended questions versus closed questions. Also, discuss how to get more out of a narrator with follow up questions. Have students practice by imagining interviewing a submariner about submarine school. Have them write their questions down and share them with the larger group.

- What are some questions you might ask this submariner?
- What questions are the strongest? Which questions could be improved?

#### Example Questions

- Describe your first day at submarine school. How were you feeling?
- How did you adapt to submarine school?
- Which lessons were your favorite? Which were a struggle for you?
- Who made an impression on you?
- Did any of your classmates struggle? Tell me about them.
- Looking back, did submarine school prepare you for the fleet? Why or why not?

Have participants fill out an "Answer Effective Questions" worksheet and review the rewritten questions with the whole group.



#### **Interview a Peer**

Divide participants into pairs and give them the assignment of conducting a 20 minute interview with a partner. If needed, go over "Before You Start" information that should be followed when conducting a recorded oral history interview.

#### Before You Start

- Review interview format with the narrator
- Tell the narrator that there will be moments of silence
- Encourage narrator to look at you, not at camera
- Request that narrator not use your name when speaking
- Begin the interview by stating the interview date, location, narrator's name and your name



The pairs should meet for a "pre-interview" in which they pick a topic to focus on and create an outline. For the interview, pairs will take turns as interviewer and narrator. If possible, have participants record the interview and watch it later. The facilitator can provide time for participants to conduct the interview during the same session or have participants take part in a pre-interview and conduct the interview at a later date. After their interview, participants will discuss how they felt about the process and what they could improve.

- What was easiest? What were your strengths?
- What was the most challenging? What could you improve on?

#### **Conduct an Oral History Project**

Have participants conduct an oral history interview with a veteran, family member, or community member. Have participants share what they learned from the interview and how they can improve as an interviewer.



## Lesson Connection

To have participants see examples of how oral history interviews can be used to learn about a topic, please see our lesson: **Exploring Benefits of Naval Service.** 



#### **Preparing an Interview**

For an oral history interview, an interviewer wants to identify people who have a connection to the past or past events that we're interested in studying. For example, museum ships might want to interview a person who served on that ship. We also look for narrators (those being interviewed) who represent experiences that are not always covered in other sources.

Finally, we want to find narrators who are comfortable talking about their experiences in detail. They should be able to recall information and be willing to answer questions. Before an interview, it is important to have an initial conversation. This helps the interviewer and the narrator get to know each other. The interview can ask preliminary questions about the person's experiences, which will help guide the interview.



An initial conversation also allows the interviewer to explain the process and the narrator to ask questions. This first conversation, which should be in person or on the phone, is critical for building trust.

The narrator might have questions about the interview process. Here are some common questions that narrators might ask you:

- Why did you choose me?
- How will you use the interview? Who else will see it?
- What questions are you going to ask me?
- Why do I need to sign a release?
- How long will it take?
- What should I wear?
- May my family sit in on the interview?
- Can you show me an example of another oral history?
- Will I get a copy of the interview?

Once you've identified someone to interview, the next step is creating an outline for the interview. The outline will list the topics that you want to discuss with the narrator. In order to create a strong outline, you will need to have a basic sense of the narrator's experiences, which you will learn from the preliminary conversation. You also will need to research the historical context that relates to the person's story.

#### **Asking Questions**

An oral history interview is a guided conversation. The interviewer will ask questions that will help the narrator share their experiences about the historical topics in the outline. The interviewer's questions should be open-ended, meaning that the questions cannot be answered by a single word (such as yes or no). Questions that start with how, why or what can help prompt longer answers. Also, try starting with "describe" or "tell me about."

- Closed question: Did you go to boot camp?
- Open-ended question: What was the first thing you did when you arrived at boot camp?
- Open-ended prompt: Tell me about your first day at boot camp. How were you feeling?

The interviewer should ask questions that allow the narrator to access their memories. This is especially important when the person is describing events that happened many years ago. Some types of questions can help activate the narrator's memories. For example:

- Most people can describe experiences that were personally meaningful or important to them. Try asking about a significant person in their life, a time when they felt particularly happy/angry/proud/frustrated, or their favorite/least favorite part of an experience.
- Try to draw upon all of the narrator's senses. Ask how things sounded, smelled or tasted.
- Some people have a strong memory for specifics, like dates or names, but many people struggle. Try not to ask about very specific details unless the person seems comfortable with that.

Encourage your narrator to tell detailed stories by asking follow-up questions. This will help you get a deep understanding of their experiences. For instance, if you ask a narrator to talk about



their first day at a job, you might follow up by asking additional questions about their boss, coworkers, office or work environment, day-to-day tasks, etc.



## Additional Resources/References

For access to primary source documents:

http://docsteach.org/

https://www.fold3.com/

http://dp.la/



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#### **Documents and Images**

#### Example Outline:

- Early Childhood
- Experiences in boot camp—acclimating to Navy life
- Photo lab school—feelings about this assignment
- Working in the photo lab
- Importance of photo lab to Intrepid's mission
- Types of assignments (flight deck, accidents, cruise book, portraits)
- Layout of the photo lab
- Day-to-day routines
- Favorite/least favorite activities in photo lab
- Secrecy/clearances
- Mishaps in the photo lab (sink overflow story)
- Relationships with other crew members (story about the photo officer)

#### Example Questions

- Describe your first day at submarine school. How were you feeling?
- How did you adapt to submarine school?
- Which lessons were your favorite? Which were a struggle for you?
- Who made an impression on you?
- Did any of your classmates struggle? Tell me about them.
- Looking back, did submarine school prepare you for the fleet? Why or why not?

#### Tips for a successful interview:

- Your interview might not follow your outline in order. As stories spring to mind, your narrator might tell their story in an order that you don't expect. This is very likely to happen, and is completely OK! Make a note on your outline so you can circle back to important topics.
- <u>Do not</u> interrupt or rush your narrator. For one thing, this will make your recording difficult to use. For another, the narrator might become frustrated if they sense that you are not listening to them. Remind yourself to wait for the narrator to finish speaking, wait for a brief pause, and then ask the next question.
- Sometimes, oral history interviews can bring up powerful emotions. Certain memories
  can lead to strong feelings of sadness, grief or anger. If your narrator becomes emotional,
  offer them words of reassurance. Turn off the recording device and give them a moment
  to take a break. Often, the narrator will be able to continue after a moment or two. If not,
  you may need to stop the interview.



## **INVESTIGATION: ASKING EFFECTIVE QUESTIONS**

Asking effective questions is key to a successful oral history interview. Effective questions guide the conversation and elicit detailed, thoughtful and engaging stories from the narrator. Successful questions are open-ended and clear. They help the narrator access memories, experiences and sensations.

Rewrite the questions below so that they are more effective.

Once you're finished, go to the next page for some thoughts on how to approach these rewrites.
5. The atomic bomb killed so many civilians in Japan. Do you think dropping the bomb was a good idea?
4. What date did you first come on board <i>Intrepid</i> ? What was the commanding officer's name?
3. What was the engine room like?
2. Was it scary to be in the war?
1. Did you like the Navy?

#### **POTENTIAL ANSWERS**

Here are some ideas for improving these questions. Your answers may vary!

#### 1. Did you like the Navy?

This is a yes/no question. It's also very broad. For some narrators, this might be a good starting point, and you could follow up with more specific questions. However, a little more direction would be helpful, especially if there are specific things you'd like to learn.

Ideas for rewriting:

- What did you like best about the Navy? What did you like least? (Or more specific versions of this: your job in the Navy, your living quarters, etc.)
- How did you feel about the Navy overall? (Also broad, but allows the narrator to insert their own specific feelings, rather than like/dislike.)
- What did you expect upon joining the Navy? How did your experience compare with your expectations?

#### 2. Was it scary to be in the war?

Exercise care when asking about combat or other potentially emotional topics. Start slowly so you can assess the narrator's comfort level. This particular question asks the narrator to react to a specific emotion, rather than allowing the narrator to supply their own perspective.

Ideas for rewriting:

- Tell me about the first time the ship came under attack. Where were you? (Grounds the person in a place and time, and you can gauge where to go next.)
- What was running through your mind when you learned that the ship was under attack? What were you feeling?

#### 3. What was the engine room like?

This is an open-ended question, so it's not a bad start. But the question doesn't indicate what the interviewer is looking for—what was the physical condition of the engine room, or what was it like to work there, or something else? Better to be more specific.

Ideas for rewriting:

- Imagine describing the engine room to someone who has never been inside. What did it look like? How did it sound?
- Imagine standing in your station in the engine room. What controls are right in front of you?



• You worked in the engine room. For people who aren't familiar, what was the purpose of that space? Why was it important to the functioning of the ship?

## 4. What date did you first come on board *Intrepid*? What was your division officer's name?

Some narrators will have an excellent memory for details like this. Others may struggle, especially when recounting experiences from decades earlier. A narrator may feel demoralized if they cannot recall dates and names. If you already know names and dates, you can supply them.

#### Ideas for rewriting:

- Our records show that you joined the crew in April 1944. Describe what it was like to step on board *Intrepid* for the first time.
- How much contact did you have with your division officer? How would you describe their leadership style? Their personality?

## 5. The atomic bomb killed so many civilians in Japan. Do you think dropping the bomb was a good idea?

Asking narrators about significant moments in history is an important part of an oral history interview. However, this particular question imposes a point of view on the narrator. This can cause the narrator to feel defensive or lose trust.

#### Ideas for rewriting:

- Where were you when you learned about the dropping of the atomic bombs on Japan?
- What were your thoughts at the time? Has your perspective changed? If so, how?



# **Creating a Secondary Source**

GRADES 6-12



## **Overview**

This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 60 minutes.

A secondary source of information is a source created by someone who did not experience or participate in the events being researched. These sources are generally created by extracting information from primary sources with the purpose of interpreting a historical event or period. In this lesson, participants will look through multiple sources of information, including oral histories, written documents and photographs. Participants will then create a secondary source focusing on a particular research question using information from multiple sources.



Participants will be able to identify considerations one should take when extracting information from primary sources to create a secondary source.



#### **Materials**

students

- Large photograph for introduction
   Packets of primary sources grouped together by theme may want up to three copies of each packet of materials
   Analyzing Multiple Sources Worksheet (1 per participant)
   Sets of highlighters/colored pencils for
- Set Up

Identify a large image to show the whole group for the initial activity. When choosing an image, it is best to select one participants are not familiar with or a lesser known photograph associated with a famous event. Each participant should have a packet of primary sources to look through during the group activity and highlighters or colored pencils. Primary source packets could be identified by the facilitator or generated by participants in advance.





Present a large image in front of the whole group and ask participants to write down as much as possible about the image within the time allotted (two to three minutes). After participants have had time to collect details about the image, remove it from sight. Ask three participants to then share exactly what they wrote, even if the participant before said something similar. Ask the rest of the group to identify commonalities and differences in these three descriptions. Then, ask them why these descriptions or accounts may have differed.



#### Ask participants:

• Why might the accounts from different people vary?

Discuss the idea of bias and perspective to the group and the role of historians in analyzing primary sources. Separate participants into groups of three or four. Have them identify a set of primary sources they would like to explore. Share packets of materials with groups. These sources can be distributed via packet. Provide time for participants to skim through the documents and begin to determine themes.



Have participants develop the questions they have into research questions. Examples include: "What were public attitudes around\_\_\_\_?" "How did \_\_\_\_ feel about \_\_\_?" Encourage participants to use the Analyzing Multiple Sources worksheet and "Steps for Analyzing Multiple Sources" to find evidence that might answer their question while identifying potential bias.



#### Steps for analyzing multiple sources

- 1. Identify what events occurred according to the oral history account. (Use the 5 W's as a guideline: Who, What, When, Where and Why)
- 2. Look through other sources and highlight (or underline in colored pencil) similar information or information that may provide context for information from another source.
- 3. Repeat with all other accounts on the same topic, highlighting again.
- 4. Refer to background/biographical information of subjects. Determine how their background could lead to a different description or recollection of the event.
- 5. Write a summary of the event based on what information is common and the most reputable.

Now tell participants that since they collected information, it is now their job as historians to let people know what happened during these events. Have participants develop and present their findings through an essay, slide show presentation, website, exhibition, timeline, or fictional journal.

- What information did you include in your secondary sources? Why?
- What information did you NOT include in your secondary sources? Why?
- What is challenging about this process?
- What could potential next steps be as a historian?



## Lesson Connection

See our lesson, **Analyzing Oral Histories**, for content on how historians can use oral history interviews to learn about the past.



## **Background**

Although two or more people may experience or witness the same event, their accounts may differ based on their backgrounds, point of view, knowledge on the topic, memory and many



other factors. For example, one participant may not like an element of a photograph, so they may respond to the picture in a different way from another with a more positive take.

One's experiences can lead to both implicit and explicit bias in their interpretations of an event. Bias is a way of thinking in which only one side of a story is told, which may lead to false impressions. Bias can also be interpreted as prejudice in favor of or against a person, group, or idea. Bias can be found in all primary sources since the people that create them all have different backgrounds and experiences that shape how they view the world. As we analyze a primary source, our own perspectives impact how we interpret information from it.

One of many factors that historians have to consider as they review and analyze different primary sources is any perceived bias and determine the facts based on these accounts. Having several accounts on the same topic makes this easier, but this involves finding common information. If any information stated as fact differs, historians must determine what information is reliable or not.



## **Additional Resources/References**

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#### **Documents and Images**

#### STEPS FOR ANALYZING MULTIPLE SOURCES

- Identify what events occurred according to the oral history account. (Use the 5 W's as a guideline: Who, What, When, Where and Why)
- 2. Look through other sources and highlight (or underline in colored pencil) similar information or information that may provide context for information from another source.
- 3. Repeat with all other accounts on the same topic, highlighting again.
- 4. Refer to background/biographical information of subjects. Determine how their background could lead to different description or recollection of the event.
- 5. Write a summary of the event based on what information is common and the most reputable.



#### **ACTIVITY: ANALYZING MULTIPLE SOURCES**

Directions: Fill in the chart as you look through three different primary sources on the same topic. Identify any information similar to the other accounts, any information unique to that account and any potential bias.

Source	Unique Information	How might author's perspective impact content	Similar information

# **Culminating Project**

GRADES 6-12



This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is three 60-minute sessions.

Using sources shared in each section of this *Inclusive Histories on Historic Naval Ships* toolkit, participants will create a presentation, essay, or performance answering one of the following questions: What led individuals to serve the Navy when some Navy policies were exclusionary? How could a crew member's opportunity be limited by policy? What leads to change in the U.S Navy?

This lesson will take two or more sessions to complete. The first session will involve assigning the project and identifying potential arguments. The second session will provide time for participants to share their project with their peers.



Participants will be able to share information learned through materials in the toolkit in the form of a culminating project.



- ☐ Primary source documents
- ☐ Chart paper
- ☐ Markers





Ask participants to answer the following questions:

- Who serves in the Navy today?
- How has who served in the Navy changed over time?



## **Investigation**

Inform participants that they will be creating a response to a key question discussed in previous sections of the toolkit. The questions are:

- What led individuals to serve the Navy when some Navy policies were exclusionary?
- How could a crew member's opportunity be limited by policy?
- What leads to change in the U.S Navy?

Have participants self select the question they would like to investigate the most or assign questions to individual participants. Have participants form groups of four to five and hand out pieces of chart paper and markers to each group. Ask participants to discuss potential answers to that question and documents that might support their arguments.



Reiterate the questions participants will be exploring in their projects. Determine how participants will present their findings and if work will be individual or within pairs or groups. Options include: essay, slide show presentation, exhibition, found poetry from documents, timeline or fictional journal. Provide time for participants to work on their projects and set a date for participants to hand in and present their projects. Once completed, have participants present key arguments in their projects with a peer or with the whole group.



#### Extension

In addition to having participants look through primary source documents mentioned in the curriculum guide, have participants look for additional primary sources to further add to their arguments. Participants can also include documents from after the Gulf War.



## Additional Resources/References

Task Force One Navy 2021 Report to Enhance Navy Opportunity:

https://media.defense.gov/2021/Jan/26/2002570959/-1/-1/1/TASK%20FORCE%20ONE%20NAVY%20FINAL%20REPORT.PDF

For access to primary source documents:

http://docsteach.org/

https://www.fold3.com/

http://dp.la/



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# **Additional Resources**

#### **Contents**

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# U.S. Federal and U.S. Navy Policy Impacting Service and Citizenship

#### **Table of Contents**

The Navy Before WWII (1875-1938)

World War II (1939-1945)

Cold War Advancements (1946-1980)

The Fight Continues (1981-Present)

From the Revolutionary War until today, people of all races, ethnicities, genders and cultures have served in the U.S. military -- including its Navy. Though many different types of people worked and fought in the military, many were excluded from the opportunities, recognition and rewards they had earned. Over time, service members of all backgrounds advocated for equality and equity within the U.S. military that would reflect the ideals of our nation. At times, this meant fighting for, with, and sometimes against, the very military institutions and government they had dedicated themselves to and who had asked so much of them.

The Navy Before WWII (1875-1938)	We often think of joining the military as a way to serve your country, but not all members of the United States Navy were in fact American citizens. In the 19th century, Navy captains were allowed to recruit from ports all over the world and in 1890 as many as 42% of the force were not citizens. It was common for foreign nationals, from countries like China and Japan, to serve as stewards in the Asiatic Fleet. Indigenous peoples often served alongside the U.S. military as allied nations or in separate auxiliary units many of whom were not citizens. Immigrants from all over the world have fought in the U.S. Navy, and military service was often a path toward citizenship. However, longstanding biases and increased nativist sentiment in the early 20th century shaped policy and legislation regarding immigration, the right to naturalize, and participation in the Navy based solely on ethnicity or country of origin.
1875	Shortly after the end of the Civil War, Congress expands the right to become a naturalized citizen from only "free white persons" to include "aliens of African nativity, and to persons of African descent."
1887	The Dawes Act grants American citizenship only to those Native Americans who agreed to divide reservation land into individual plots.



1888	The Chinese Exclusion Act bans almost all migration to the U.S. from China. Chinese nationals had served as stewards in the Asiatic Fleet in the 19th century.
1898	In the Treaty of Paris, the United States acquires the territory of the Philippines from Spain for \$20 million, along with Guam and Puerto Rico.
	In <i>United States v. Wong Kim Ark</i> , the Supreme Court upholds birthright citizenship for Americans of Asian descent born in the United States. There was no policy that limited their service in the U.S. Navy.
1899	President McKinley gives the island of Guam to the Navy. From this point until 1950, Guamanians live under a military dictatorship. The complete legislative, executive and judicial life of the island is controlled by Naval Governors.
1900	The Foraker Act ends the Spanish citizenship of island-born Puerto Ricans, but does not give them American citizenship.
1901	By Executive Order, President William McKinley allows 500 Filipino nationals to serve, primarily as stewards and messmen in the Navy.
1906	Bureau of Immigration and Naturalization Act gives Puerto Ricans a path to naturalization.
1914	Naval Service Appropriations Act allows Puerto Rican sailors to use their time in service in the Navy, Coast Guard or Marines to count towards residency in the naturalization process.
1917	Congress establishes an "Asiatic Barred Zone," preventing people from the majority of Asian countries from migrating to or becoming a citizen of the United States.
	The District Court of Northern California decides that the Naturalization Act of 1906 made Filipino service members eligible for citizenship ( <i>In re Bautista</i> ).
	Jones-Shafroth Act collectively naturalizes Puerto Ricans residing on the island (and gave them the opportunity to decline U.S. citizenship); however, the law maintained the island's unincorporated territorial status.





1918	The Alien Naturalization Act of 1918 permits aliens in the U.S. military to file for citizenship after three years of service, and explicitly references Filipinos and Puerto Ricans. Filipinos can only serve in the Navy, Marines or Navy Auxiliary to naturalize.
1919	H.R. 5007 offers citizenship to Indigenous World War I veterans, but their applications are often held up by a confusing bureaucratic process.
	The Navy suspended the enlistment of Black sailors, in part a response to the Red Scare riots when white sailors and marines attacked Black communities in major cities. Black sailors who were already in the Navy could continue to serve. The Navy increases recruitment of Filipinos and other East Asians as stewards.
1924	The Immigration Act of 1924, aka Johnson Reed Act, creates a quota system that favors immigration from Northwestern Europe and permanently excludes all aliens ineligible for citizenship. Japanese immigration is banned altogether.
	Congress passes the Indian Citizenship Act, extending American citizenship to all indigenous people.
1932	The Navy resumes recruiting Black Americans to serve as stewards. This is largely driven by changing political conditions in the Philippines.
1935	The Alien Veteran Naturalization Act of 1935 grants immigrant veterans of World War I not already permitted to naturalize namely Asian immigrants the opportunity to apply for citizenship.
World War II (1939-1945)	World War II required the full mobilization of the American populace to meet the challenge of the time. Many old barriers and conventional norms were curtailed out of necessity. Only 3% of the Navy was Black by 1917 after President Woodrow Wilson had resegregated the Federal government. Women's service was primarily limited to the Navy Nurse Corps or clerical work as Yeomen. The call for every American to join the war effort opened doors for African Americans and women who seized the opportunity to not only serve their country, but to fight for greater equity in the Navy and at home. Both the progress made and the discriminatory practices enforced during this period, inspired a push towards change.



1940	FDR signs the Selective Training and Service Act of 1940, requiring all male residents of the United States citizens or not to register with their local draft board.
1941	Selective Service screens new recruits for homosexuality as part of a psychiatric exam. The Navy internally issues its own directive implicitly excluding homosexuals.
1942	Navy General Board refuses the request to prepare 5,000 positions for Black sailors outside of the messman branch. This decision was reversed after pressure from FDR, and on April 7, the Navy announced Black sailors could enlist in general service beginning in June 1942.
	WAVES (Women Accepted for Volunteers Emergency Service) is created by Public Law 689. Women were to serve in noncombat shore positions, allowing more men to move into combat or sea roles. Asian American, Hispanic American and Puerto Rican women served in the WAVES alongside their white colleagues. Women also worked for Navy yards and as test pilots for Grumman.
	Executive Order 9066 forcibly relocates 120,000 Japanese Americans to internment camps. Many Japanese Americans are discharged and reclassified as enemy aliens (4-C).
1943	The number of Black sailors grows quickly. Black sailors can serve on shore but not on combat ships unless segregated as stewards. Black sailors serving on shore were often assigned to the United States Naval Construction Battalions "CB" and were nicknamed "SeaBees".
	Secretary of the Navy Frank Knox issues a confidential letter to all ships and stations reforming the treatment of homosexuals in the Navy. He orders that "habitual homosexuals" be discharged without trial (unless they committed a violent act).
1944	The first group of Black officers, later known as the Golden Thirteen, are commissioned as officers in the U.S. Navy. Black women are admitted to the WAVES in integrated units. USS <i>Mason</i> is commissioned – one of only two warships to have predominantly Black crews.
	The Navy updates their policy to exclude "latent homosexuals" from service as well.
1945	Segregated A schools where sailors receive technical training are closed by June 1 and all recruits begin attending regular A school, causing a drop in the number of Black recruits.





Cold War Advancements (1946-1980)	While the urgency of World War II had faded, the United States had emerged from the war a global superpower, pitted against the Soviet Union for international influence. It was a new world order and change was on the horizon. The war revealed the horrific extremes that racial hatred and prejudice could cause. It also created new opportunities for marginalized groups. A more democratic world was envisioned, where everyone was allowed full participation in American society. Through social movements, political advocacy, and policy and legislation changes, Americans fought to make that vision a reality.
1947	Army-Navy Nurses Act (Public Law 36) gives Navy nurses status as regular commissioned officers.  Military Bases Agreement between the U.S. and the independent Republic of the Philippines allows the Navy to recruit and enlist Filipino nationals.
1948	Executive Order 9981 formally abolishes racial discrimination in the armed forces. However, structural forces keep Black enlistment and promotion minimal until the 1970s.  Women's Armed Services Integration Act (Public Law 80-625) allows women to serve in the regular and reserve Army and Navy on a permanent basis, but excludes them from combat positions and any ships other than hospital or transport ships.
1949	Women are allowed to serve overseas. During the Korean War, however, no women other than nurses were posted to Korea.  The Navy establishes a "Committee for the Review of the Procedures for the Disposition of Naval Personnel Involved in Homosexual Offenses," which affirmed existing Navy policy and added recordkeeping requirements and a statement of consent acknowledging a loss of veteran's benefits.
1950	The Lavender Scare begins. Federal employees believed to be gay are investigated, interrogated and fired in belief that they are a threat to national security.  Guamanians are granted American citizenship under the passage of The Organic Act of Guam.





1951	The Uniform Code of Military Justice (UCMJ) is created to unite military law across all branches of service. Article 125 of UCMJ is used to court-martial gay and lesbian service members.		
1952	The Korean War creates an urgent need for additional stewards. The Philippines and the U.S. Navy reach an agreement allowing up to 1,000 Filipino nationals to enlist annually.		
1957	Change to regulation: Any woman who completes boot camp must serve at least 18 months or complete her enlistment, regardless of marriage status.		
	The Crittenden Committee report confirms that gay service members are not a security risk and are fit to serve in the military. These findings are suppressed.		
1963	Advisory Committee on Equal Opportunity in the Armed Forces releases the Gesell Report, finding that the Navy was behind the other branches of the armed forces in providing equal opportunities to Black recruits.		
1965	Building off of the Immigration and Nationality Act of 1952, which ended the racial bar to citizenship, the Immigration and Nationality Act of 1965 ends the existing quota system that favored immigration from Northwestern Europe.		
1966	Public Law 90-130 removes quotas on women and allows them to hold permanent rank, including captain, and allows them to become admirals.		
1970	Admiral Elmo Zumwalt becomes Chief of Naval Operations and commits to increasing equity in the Navy across color and gender lines. He works closely with Commander Will Norman, head of CNO Advisory Committee on Race Relations and Minority Affairs. Zumwalt wrote messages sent directly to the fleet, nicknamed "Z-Grams," which addressed policy goals and changes implemented to fight discrimination in the Navy.		
1971	Filipino nationals are allowed to enlist at any rating, instead of being restricted to service as stewards.		
1972-3	The end of the draft (which had long encouraged the best-educated and most well-connected young men to volunteer for the Navy or Air Force before getting drafted into the Army) compelled the Navy to begin recruiting more aggressively, especially in Black communities.		



1975	Women who became pregnant are no longer involuntarily discharged but are permitted to request a discharge.				
1978	Petty Officer Yona Owens and six others successfully sue the Navy over a 30-year-old federal statute limiting female sailors to shore-duty positions. In response, the Navy launches the "Women in Ships" program, expanding the types of ships on which women can serve.  The Navy Affirmative Action Plan (NAAP) institutionalized many Zumwalt reforms, including supporting education, waiving test scores for certain sailors and a plan to increase minority enrollment at the				
	Naval Academy.				
The Fight Continues (1981-Present)	The fight for equity in the United States and in our military continues to this day. While the majority of barriers for service have been removed, battling discrimination requires vigilance and the knowledge that no rights are guaranteed unless you're willing to hold onto them. For members of the LGBTQ community, full acceptance as service members of the U.S. military is a recent achievement, and due to continued discrimination, fair treatment and support is a precarious thing. In the early 20th century, being exposed as a member of the LGBTQ community would mean facing a discharge from the military, criminal charges or psychiatric evaluation. The Navy would actively root out gay service members, and during the Lavender Scare of the 1950s, this spread to all federal employees. As recently as 2019, transgender service members were at risk of being banned from the military to which they had dedicated their lives.				
1981	The Department of Defense establishes a policy of mandatory discharge for service members found to engage in homosexual acts.				
1992	The U.S. Navy ends direct recruitment of Filipino citizens.				
1993	President Clinton creates the "Don't Ask, Don't Tell, Don't Pursue" policy.				
	Congress repeals the Combat Exclusion Law, opening combat ships to women service members.				
2011	After a comprehensive review of the policy by Secretary of Defense Robert Gates, "Don't Ask, Don't Tell" is officially lifted.				
2016	The Department of Defense orders that service members may not be involuntarily discharged solely on the basis of being transgender.				



2019	The Trump Administration's ban on service of transgender personnel takes effect. It targets people with a history or diagnosis of gender dysphoria who may seek gender affirming healthcare while in service. The order did allow service members currently seeking gender affirming healthcare or serving in their preferred gender to continue to do so.
2021	The Biden Administration reverses the ban on transgender service.



## **Glossary**

## Acronyms/Abbreviations:

**ALNAV –** Messages directed to all Navy and Marine Corps units

**CO -** Commanding Officer

**COMNAVSUPSYSCOM -** Commander, Naval Sea Systems Command

**LCDR** – Lieutenant Commander

**NROTC -** Naval Reserve Officers Training Corps

**ROTC** – Reserve Officers Training Corps

**SecNav** – Secretary of the Navy

**WAAC –** Women's Army Auxiliary Corps

WAC - Women's Army Corps

WAVES - Women Accepted for Voluntary Emergency Service

XO - Executive Order

### **Glossary of Terms:**

**A school –** Schools where sailors receive technical training.

**Aft** – A directional term indicating toward the back of the ship (opposite of forward).

Billet - A specific personnel position which may be filled by one person.

**Berthing** - Sleeping quarters on a ship.

Birthright citizenship - Your right to citizenship in the country you are born in.

**Boatswain's mate** – A rating (job) in the U.S. Navy that involves ship maintenance and painting, operating small boats, transferring supplies and many other duties.

**Brig** – A jail on board a large Navy vessel. Sailors could be sentenced to time in the brig as a disciplinary measure. Brig can also refer to a Navy prison on shore.



**Commissary** – A store where service members can get provisions and equipment.

**Commissaryman** – A former rating (job) in the Navy that involved preparing and serving food. This job is now called culinary specialist.

**Corps** - A main subdivision of an armed force, assigned to a particular kind of work.

Forward - A directional term, toward the front of the ship (opposite of aft).

**Instrument flying** – Flying an aircraft using only the instruments available to the pilot when visibility is low, not possible, or unreliable.

**Jim Crow** - References a period of time and a set of laws, codes, and customs that enforced the segregation, disenfranchisement, economic exploitation of and discrimination against Black Americans -- especially in the South.

**Mess Hall/Mess Deck** – The area of the ship or vessel where crew members prepared and ate their meals.

**Midshipman cruises** – A training cruise designed to acclimate the lowest ranking officers, i.e. midshipmen, to life aboard a ship or submarine.

Nativism - A fear, hatred, or distrust of people, ideas, and/or culture considered foreign.

**Naturalized citizenship** – For those born in a different country who gain citizenship in their new home.

**Ordnance** – Supplies used for combat, including weapons, ammunition, combat vehicles and related maintenance equipment.

**Port -** The left side of a ship when one is facing forward.

**Rank -** Ranks identify commissioned officers and warrant officers.

**Rate** – Also known as grade. A sailor's rate signifies the pay grade of that sailor, or the level of compensation they receive for their work.

**Rating** – A sailor's job specialty.

**Reserve** – Troops that are not engaged in active combat, but may be called to action to support military operations if needed.



**ROTC/NROTC** – Reserve Officers Training Corps. A college program that prepares students to become military officers. NROTC specifically trains students to join the Navy or Marine Corps.

**Seabee** – A nickname for the United States Naval Construction Battalions, or "CB" for "Construction Battalion."

**Segregation** - The physical and/or social separation of individuals or groups based on an aspect of their identity. Often used to specifically reference racial segregation.

**Starboard** – The right side of a ship when one is facing forward.

**Stern** – The outside (offboard) rearmost part of a ship.

**Steward** – A former rating (job) in the U.S. Navy that was responsible for serving the ship's officers in a variety of ways, from cleaning their living quarters to serving three meals a day. During various points in the 20th century, Black and Filipino sailors were limited to this role. This rating is no longer in use.

Striker - A sailor working toward a specific rating -- also known as "striking for a rating".

**Wardroom** - The eating and living space of the commissioned officers of a Navy vessel.

**Yeoman** – A Navy rating typically responsible for office and administrative work.



## **Oral History Video Transcripts**

## What is a Steward?

## **Eugene Smith Jr**

"Oh, well, I worked in the officers' dining room, serving officers, and I think I had four or five rooms that I would take care of. So, after the dining room, to cleaning the room, I got some rest but, you know, it was a hard job. You're getting very little rest because you're getting up at five o'clock in the morning. But, I can't say anything bad about the Intrepid, because I was treated well on the Intrepid."

"Well...I should've been promoted into something else after I got to a certain point. But if you was in the mess unit, you only had a place, the dining room, a cook, but during that period of time I was with the cooks, I was a cook striker they called it, and that's when I got hurt."

"There was no such thing as a day off. Unless we've pulled into port and the officers go on vacation or something like that. Then we had a little rest then, but other than that, seven days a week . . ."

## **Levi Murray**

"But I was a steward, so I didn't have to cook. I just had to serve table and wait tables, set up the table and the officers would come eat. I saw one officer one day, I put-- I set out, set the table up. I set it just right exactly how it's supposed to be. I served him his-- his trout. He ate the trout and he put-- He ate it and when he-- when he put up-- then he put up-- then he put all of his... When he ate the salad, he put all of his things on one plate to be picked up, you know? We picked it up, and he got hot, because he didn't have no fork. When they brought his dinner, he didn't have one because he had to sent it back with the salad dish. When we brought it back, he throws it on the floor. [Interviewer: He threw it on the floor?] He slammed the whole thing on the floor."

"It was just a routine, see. Same thing, just a little... [Interviewer: Routine, same routine every day.] And sometimes, there's some-- Sometimes I didn't think I was gonna make it back. But, I wouldn't worry too much about that. In fact, when you. . . [Interviewer: How old were you? You were...] 25 [Interviewer: 25.]"

## Samuel Hayward

"My job was-- You clean up their room. It was-- Serve them food three times a day. That was it."





"I came out steward second class. But I was a cook, but But they gave us We couldn't get the rating. We didn't get the cooking rating. We had to cook in the gallery. [ <i>Interviewer</i> : You couldn't get the rating, but you had the job.] We had the job. Yeah."						
"See, that's what I told them. The Navy was segregated. The Navy was really Jim Crow."						



## Women's Uniforms of World War II

#### **Doris Pearce**

"We uh- At that time, all the Navy nurses now go to Newport, Rhode Island. But when I came in, we went to St. Alban's on Long Island. And there we had- They thought they taught us how to march. We didn't do very well. They took us into Brooklyn to get our uniforms. And after that, we went to our, well, our class split up, of course, and we went everywhere. And I joined the Navy from Richmond, Virginia. My first duty station was Portsmouth, Virginia. So I went 100 miles. (Laughs)"

"I was in rural southern Japan, 50 miles from Hiroshima and Marine Corps Air Station. And we did have a Navy wing there -- a VP wing. So there were only three Navy nurses, and we had five Japanese nurses. So we were on call every third night."

"It was the old hospital on the naval base, and it was ramps type buildings, you know, a long hallway, and you had wards all down the hallway. So the nurses were known as ramp tramps because we tramped up and down..."

"Because everybody was, you know, the same thing. You wondered how you were going to take care of so many people with such limited space, because especially if you've been working on orthopedics or you had beds and traction all over them and so forth. So I wondered how that was going to be. But you didn't worry about that later. You just did."

"I think I went through at least two dozen uniforms while I was out there. [Interviewer: How many did you keep at one time?] Oh, I think I took 12 out and I got replacements. [Interviewer: So you had 12 uniforms.] Well you work, you know, sometimes you work 12 straight days, too."

#### **Veronica Cotariu**

"And I constantly had my brother on my mind. So I said to one of my friends, "Let's join the Navy." And they said, 'What?!"

"So here I was going off by myself, scared to death."

"I was sent to Atlanta, Georgia. To the link trainer instructor's school. That was also, I think, an II-week course. And we learned to fly the little mechanical link trainers, which looks like a box with wings on it and a tail on it and a canopy."

"We instructed them in instrument flying. If they got caught up there and the weather was all closed down, they couldn't see anything. That they had to rely on their instruments. So when they went into the link trainer. It was pitch dark in there, and all they could see would be the instrument panel."





"Well, I can't say that it was a rugged period. (*Interviewer*: Right) It was very structured. You have rules and regulations and if you didn't obey them, you would be punished. You were punished the same way the men would be punished."

"Everything that I did in the service was a learning experience for life. Everything that I did, even though sometimes I got into trouble -- I loved it."

## **Thayer Boswell**

"Talking on the telephone to a friend, I said, "What are you doing?" And she said, "Well, I'm working from something called a motor corps." And I said, "Gee, that sounds like fun." She said, "Yeah, you should try to get in." So I said, "Well, I'll do that. I'll look into it." So I looked into it, and one of my girls that I knew was going to get married. So I said, "Well, when you go, I'll buy your uniforms." Because we wore little uniforms. So I ended up in the Navy motor corps. That's how I met my husband. [Interviewer: What kind of training did you have to do?] We just had to be able to know how to drive a car."

"Nobody had gasoline. Nobody had tires. You were-you were kind of stuck. But as we were a part of the Navy, more or less, we were able to get these. We had four-door Ford station wagons. I had about six of them. And we had what they call a ferry service. We ran the first one was at 7:30am in the morning. It went from the Fort Sumter Hotel to the Navy Yard and back, and then it ran on the hour from- for the rest of the day. The last one was at 4:30pm. That's a Navy- That's a hotel at 4:30pm, went to Navy Yard picked 'em up. Brought anybody back home."

"The women, I think, did a great deal for a war -- in World War II. I was proud of all of them."



## Black Officers in the Navy

## **Louis Ivey**

"And those officers where I was seated, we were all roughly the same age and we just come out of college. Some of them I had made Midshipman Cruises with. So there was nothing unusual there. We were friends. I was accepted as a friend. However, there were some-- some lack of acceptance at some of the more senior tables."

"We found that in order to be successful at that time, you had to concentrate on the professionalism rather than the social aspects of what you were doing. And I was well-trained at Penn State University and Naval ROTC, and I was qualified as any junior officer at that time for the job that I was due to perform."

"There was one episode aboard ship, when I had an upset stomach and I went to sickbay to speak with the medical staff. Doctor Trapnel was his name. And he examined me and he told me, "You've got gastroenteritis." And I didn't know what that was, so I said, "Well, what is that?" He said, "Well, you just haven't gotten accustomed to eating white man's food." So I looked at him and just went on with that."

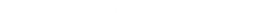
"The steward's mates-- Most of the steward's mates were Black or Filipino. Most of the non-enlisted personnel -- including some of the deck personnel they were Black -- seemingly were very happy to see me aboard ship at that time. And many of them would come to me and-and acknowledge that feeling. And at the same time, many would ask for assistance in situations where they felt uncomfortable. And I did what I could for as many as I could"

"I found-- I've met all four or five other Black officers, all of whom were on separate ships. There were no-- there were never any two Black officers on the same ship at the same time, to my knowledge."

## **Tommy Grant**

"Yeah, I was very young when they came on board and to see them this past weekend and see what fine men they are. It made me feel real good. And they used some of my sayings that I used to say and things that I used to do, they implemented in their life."

"And I-- And I wanted to treat them like I wanted to be treated. And-- and when I first came into the Navy back in the '60s, it was-- it was a lot of prejudice back then. And a lot of things that were done with-- to me were done through prejudice as some of the guys was from the South. And they just that that prejudice was just embedded in them, from where they came from. And a couple of things happened. And I decided if I ever have anybody work for me, I'm not going to





treat them that way. I want to treat everybody with respect and dignity and treat them in the way I want to be treated."



## Winnie the Welder

### **Lillian Carson**

"I wanted to work in an office. That's what I took in high school. That's what I wanted to do. But when I started welding, I didn't think about the office anymore. But I didn't think that was a career either. For women, I knew it wasn't. But it was nice to work there, but we weren't welcome. (*Interviewer*: What do you mean, you weren't welcome? Please explain that.) Well, the men we worked with, I think, resented us being there. But not all of them. But a lot of them."

"Well, the women were proud of their work. I'm not sure the men were. (*Interviewer*: "Why do you say that?) Well, we never got complimented. They were glad I think when we- when we were gone. (*Interviewer*: Oh, really? You thought so the men were happy when you left?) Yeah. (*Interviewer*: They weren't ready to accept women yet in the job of welder.) No, they weren't."

"Well, when I was hired at the shipyard, my first pay, I couldn't believe it. I've never made so much money in my life. I made \$1.25 an hour. Back home, I would be lucky to get \$0.50 an hour or \$0.53 an hour. It was great!"

"Oh, I don't know, except that it's funny how life turns you around to be a lady welder or something you never even think of. And to continue it after I stopped one welding job to start another one -- I can't believe I did that. But I liked it."

### **Rose Abbonizio**

"We came to the Navy Yard -- several girls and I -- and they were advertising for shipyard work and we applied and they said, "Would we care to work on the ships?" And we thought that you know that would be a great idea -- Let's try it -- which we did. And they sent us to a school up in the Northeast in the evening, and they gave us a course called shipology, where we learn that there's there's not a left side or right side, it's starboard and port and fore and aft. And we were going to work with the panels in the ship that fed the electricity to the rest of the ship."

"Of course, when we were welcomed aboard the ship by the men, we were all sitting -- standing -- in this small state room. So they took their chipping guns on the outside of the compartment and raised a racket and scared us half to death. And we thought -- Oh, my. We made a mistake. (Interviewer: May I ask a question? Was there much opposition to females working on the ship at the time?) Yes and no. Some men resented women. They felt, that you know, it wasn't work for a woman and some men were very glad to get someone to help them."

"Well, the job- the job opportunity came up and I was with a few other girls and we just thought it would be fun to learn how to work on a ship. We found out that it's work and it's not fun. It's hard work."



"Well, yes, I made \$2500 a year. And I wondered what I did with all that money. And my friend made \$1900 in the office. So considering that today \$2500 is a normal week's salary for some people."

## Mabel McCray

"Well, I helped to put the floor in and I built help to put the things in that held us -- the guns and the little room. And sometimes you find yourself by yourself, because the men that are supposed to stay with you in case there was a fire, would sneak out. But they would come back. They took very good care of us. And I helped to- I laid the things on the floor to hold the guns. And I was in there alone and... See anything else? Oh, I love to watch the ships come in, because the men would be standing aboard the ship and they look very well and they dress before they come. And when the ships went out, they laid a fog and we couldn't see them go out, but we could see them when they come in. And all the men would come in to see what the welders look like."

"We met a lot of the fellas and they were always good to us. When we go to eat, they would be there and they- they treat us like women. But then when we got on board the ship, they treat us like men."



## Limits on Black Sailors in World War II

Content Warning: In Theodore Jackson's oral history clip, a racial slur is used to describe Black Americans. It is censored. At the time, this term was offensive, and continues to be inappropriate. Please preview the lesson materials and discuss with your students in advance.

## **John Seagraves**

"Well in the mess hall where these-- the segregated area where the black sailors were and the white area, there was German prisoners of war in the boot camp in Jacksonville, Florida. They ate with white people -- with the white sailors. They had a section where the prisoners of war were, but they ate in the same section. So goes to show you how they-- how they felt about us, you know? And that really stuck in my mind to the point where it really disturbed me greatly, you know? You know, I was 17 years old at the time, but I just had great resentments from what was going on from the beginning of being there, you know?"

"Took me to this officer's state room at the King and Prince Hotel. That time, the Navy had taken that hotel over for training of-- of officers. So they assigned me to this room and I said, "Well, what is my duties?" "Well, you're going to have to shine his shoes and make up his bed and do this and clean out..." I said, "I didn't join the Navy to be a flunky," I says, "for the Navy," I says, "I don't believe what you're saying to me, you know?" He said, "Well..." This is a black chief -- well actually who was there -- and he said, "Well, that's-- that's going to be your duty." I said, "Well it's not my duty." I says, "I'd like to talk to the mess officer, you know?" He said, "Well, you can't talk to the mess officer, you have to go through me." I said, "Well, I don't believe what you say." He said, "Well, either you're going to do it or you're going to go to the brig." I said, 'Well, put me in the brig."

"On the Carolina, and there again come to assign duties and so forth. We had a segregated area for sleeping quarters. And there again, they assigned me to-- At that time, the mayor of Boston was James Michael Curley. They assigned me to take care of his state room -- his son's state room. And there again I refuse to clean state rooms and so forth. So they put me in the brig for one day."

"As I started out, I was a breakfast cook and then I went from breakfast cook to officer's cook. So occasionally I would serve it, maybe serving, serving the food if it was necessary, if I had to, you know? But other than that, I never did do any rooms, cleaning any rooms or cleaning any officers' rooms on the ship. Never did. I refused and I would have never done it. I don't give a damn if they'd put me in the brig for a whole month."

## **Henry Mouzon**

"(Interviewer: At what point did you learn that you were going to be a steward's mate?) Well I didn't learn that until I went aboard ship. Because see, when you were in boot camp, they don't give you a title until you finish, because they don't know what grade they're going to put you in."



"The military was really Jim Crow then, you know? When I went in the Navy, we didn't—the white boys and us didn't sleep together. But yet, still we fight together."

"(Interviewer: How did you personally feel about being a steward's mate?) I didn't feel too good about it. I didn't feel too good about it, you know? Seeing that they could—see, they would send them to school, electrician, plumber, and all that. But we couldn't get that. The only thing we could get was the gunners, and taking care of the officers, you know, cleaning their rooms and preparing their meals."

"And some white guys, I really believe that they hated that we were separated. Because every chance they get through their work and all, some of them would come to our dormitory every night and talk with us until it was time to turn the lights out. But they knew that the rule was, we just couldn't mix, I guess."

#### **Theodore Jackson**

"The captain and the admirals have Filipino, Guamanian help -- They didn't use us. That's the issue there. I was -- a question about-- Now in my experience, I didn't know of any Black that served a commanding Admiral, in charge of a fleet or something like that. You see? It was all done by Guamanians and Filipinos and foreign like that. You see?"

"The fellows on the ship gave me a harder time than what the officers gave me. That was strange. That was really strange. If I walked down through another division, going someplace, I had to go down between here. Somebody might call me a [racial slur] from back in the back someplace. You see? Somebody might throw something."

"Racism was a coward's act. And when you face a coward with the truth, say, for instance -- then it backs away."



## Latino Sailors Finding Community On Board

## **Agustin Ramos**

"I was born in Salinas, Puerto Rico, 1943."

"When we were in Brooklyn, the Navy yard, getting refitted, most of the people from New York that were on there, when we were out at sea, we got to know each other – most of the Spanish-speaking groups. And we had sort of like a, everybody knew everybody. So when we were in Brooklyn, we got to know each other, got to know where everybody lived, and became friends."

"My uncle lived in the Bronx, and he had a social club. I think it was called The Bronx Puerto Rican, from some city or other. And it was a social club. And they threw a party for us – for all the Intrepid sailors of Hispanic descent, there. And that was kind of fun, so that kind of brought us together. So that was fun."

"In general – like for instance, our division, 3B. We would argue and fight with the other divisions. And then we would fight with the airdales. But when we go ashore, we fight as a ship, you know, against the Marines or other ships. So it just went out and out. Our brothers and sisters would gather on to the village and then up to the nation, yeah."

"When I left in '66, it was still kind of active and there were people that stayed behind. So, actually, quite a few left in '66. So I don't know what happened after that, but I'm sure it continued. And by this time there were a lot more Spanish speakers coming in because more people were volunteering, and being recruited."

"The blacks hung out together. And the Spanish hung out together. And it was more . . . there was a lot of racism in the sense of ignorance more than anything else, among the crew. But also, the system in the ship represented society as a whole. So, I know for a fact that, nonwhites got more punishment, and harsher punishment than regular crew. There weren't that many of us."

"So, if you were a minority and you didn't act like you really wanted to be obedient – and they can accuse you of not being patriotic enough or being . . . disobeying the code of ethics of the Military Code of Justice, you know, any nonsense, you would have to – so that still went on, but it wasn't as common."

### Jose Morales

"Actually, I was born in Mexico, but raised in the United States. Grew up and did all of my elementary and high school in this small town and was tired of school."





"Little by little they got to do different jobs. And I think that was the same with African-Americans and Hispanics, Latinos also."

"To hang out with people that you are most familiar with that look like you that have your background. So. So I knew most of the Latinos on the ship and there were -- there weren't that many there. And I think out of what my understanding was, about 15 to 1600 crew members on the ship. I'd say maybe 100 were Hispanic or Latino. And-- and a lot of them were still in either deck crew or ships'-- the cooks."

"There was a junior officer that came in. He was from Puerto Rico. And I'm trying to think if I can recall any others at the time. Actually commissioned officers. I don't -- I don't remember any."

"I don't think there was. I mean. You mean as groups? No. I mean, like where you have, you know, standoffs or people not talking or. I don't know. I didn't, I don't remember that. You know, there are people that didn't get along simply because maybe they just didn't understand each other. But that's what happens now."



## Consequences of the GI Bill

## **Charles Schlag**

"So, I went, Halbe, you heard me, he was a member of our squadron, he said, "You can go to Drexel night school on the GI Bill, and still work." So that's what I did. I transferred to the telephone company in suburban Philadelphia, and I went to night school, and before I left Wheeling, I became a splicer. So now I'm getting splicer's pay in Wheeling, and helper's pay in Pennsylvania because they pay you differently. So, one thing, went from one thing to another and I ended up in higher management at Bell Tel, and that's where I retired. So I had . . . and I flew, all the time I'm flying to Willow Grove, when I come down I fly to Willow Grove. [As a Naval reserve officer?] Yes. Flying Corsairs."

#### John Kiselak

"Oh, when I came out, I wanted, you know, I didn't want to drive a delivery truck. So I went under the G.I. Bill. I went to on-the-job training. I got a job in a newspaper, as a printer. But in order to qualify for on-the-job training, I had to go into New York City and I had to take a mental exam. And I had to (laughs) they put all these electrodes on you and see if you had, I guess, any kind of nervous problem. Anyway – no problem. I got the job. Then I served, it was supposed to be a six-year, what do you call it, apprenticeship, to become a printer. I finished it in four years and IO months. And, from then on, I got hit with a strike, moved from the newspaper, local newspaper in Tarrytown, went to Pennsylvania, and I was doing printing for TV Guide. Never made so much money in my life, it was night work, my family was upset, they said they don't want it because I'm working nights, I couldn't see them, I'm working overtime. And I agreed. And we came back to New York, came to Poughkeepsie to work at the newspaper there for two weeks. I retired from there 25 years later."

#### **Alonzo Swann**

"And he called me back to come back to his office. Is it really you talking about? He said you got a whole G.I. Bill and you can go to any college in the country. He said, You're not dumb. Why are you wasting your time?"

"I said, well, I didn't believe what the man said. I said, well, I'll tell you what. I didn't know of too many black colleges because I came up in a segregated town, but an integrated town. You didn't believe this? We never. We only rented to White, but we went to different schools."

"So I said, well, I just knew about Howard University, Lincoln University, Cheney State Teachers College. That was about the scope of the black schools I had heard of. I decided I said, Well, I won't



go to a black school. They'll probably turn me down. I'll go to a big white school. So I decided to write Penn State."

"Had good grades all the way through Penn State. When I graduated, I figured like this as a whole, the Navy owes me something. I've gone and applied to Law School."

"Then the letter came. That my GI Bill had run out and Franklin held my grades back because the G.I. Bill didn't pay for the semester. I went and got a job on the Pennsylvania toll road and they were building the toll road there and paid for it. Paid for that semester. But I didn't have enough money to go back."



## **Silenced Stories**

#### **Nathaniel Butler**

"I remember filling out a form as part of that physical, and at the end of a long list of physical illnesses was the question about homosexual tendencies. And I felt that I had to check no on that form, otherwise I wouldn't get in. And the irony has not been lost on me at all in at the time and since then that I was lying in order to enlist in the military and serve my country while there were some of my contemporaries who were lying to avoid serving in the military. But I remember that very distinctly."

"I went and I told him that I- I don't know that I said I was gay, but I said that I had sexual attraction toward men. And I was very concerned about what happened, what might happen to me. And he tried to be reassuring and said that, first of all, it wasn't so uncommon for someone my age to have those feelings and that it didn't necessarily mean that I was gay, even though I felt pretty sure that I was. But he also said that if I needed to get counseling while I was in the military, that was something that I could probably avail myself of. Although I think having gone through the military after he said those words, I'm not sure that the reception that I might have had with a Navy physician or any other kind of counselor would have been very welcoming."

"I did end up coming out to them. Um, yes. The ones that I stayed in touch with long enough, I did end up coming out to them. And that was, you know, I mean, as I became more comfortable with myself, you know, I certainly was comfortable coming out to those friends. And as time has gone on, I feel very, very strongly that the Don't Ask, Don't Tell policy is just a despicable policy and that gay people should be able to serve openly in the military. And I think that people raise the morale issue. How can gay people serve in the military? It would be horrible for morale. I think that that is such a horrible argument and that it's crap. That's just bull\*\*\*\*."

## **Robert Robledo**

"It took me about a year to kind of get out of the leaves of Navy indoctrination. To leave you and, and to, uh, to stop looking over my shoulder. That's the only way I know how to say it. It's like, at least for gay people and I've heard other other gay friends of mine who have gotten out is that, you know, now you can take the monkey off your-- the monkeys off your back. You don't always have to live looking over your shoulder and things like it."

"You were judged on how well you did your work. Okay. And I think the majority of gay people in the military tend to be very good workers, overachievers. And I think that's what counted. I met, I know I, I met a lot of straight people who really didn't care whether I was gay or not. My bosses, my supervisors, the officers over me, they were more concerned about the quality of the job."





## **Cristina Frisby**

"Yeah, it started seeing discrimination when I was just filling out the paperwork - that was before Don't Ask, Don't Tell. And they had a whole piece of paper about homosexual activity and and prohibitions against it, and you couldn't have any prior homosexual activity. And I remember being 17, reading all this and saying, God, what a mess. (*Interviewer*: So they asked you about it.) Sure. Sure they did. And I basically said no to everything, which is true. I hadn't had sex with anybody, male or female, so I wasn't lying. I was being honest, I thought, except for maybe the part about do you consider yourself a homosexual? I think that was one of the questions, too. And that one was kind of like, Well, maybe, but I didn't answer it that way at the time. And I left, you know, still not really knowing or not really having a relationship with anybody. I got to the academy and was so busy plebe summer, I really didn't have time to think about myself. "

"And he said, I have some questions to ask you. And I was like, you know, yes sir, you know, whatever you need. And he said, Are you gay? And I was just caught totally off guard. I wasn't expecting it. I was expecting them to ask me about my resignation. I was expecting to be going home within a week in civilian clothes. And he asked me this and I was just shocked. My jaw just dropped. And then basically I just burst into tears. Nobody had ever confronted me before. I didn't know that anybody even knew. I hadn't talked to anybody about it at the Academy. So it totally broadsided me and I just lost it. And, you know, when you fall apart like that, to me it's already an admission of guilt."

"So, nobody told me that they agreed with the system. Everybody, you know, from the commander up was like, I don't think this is the right thing to do. But they were such a part of the bureaucracy, they had no choice. So once the ball got rolling, I was pretty much done."

"I was suicidal, depressed. Physically, I was just devastated. I have a photo of me after I got home that month in December of '87. And I just looked probably older than I do right now at 18. I can physically see that I was devastated. And I remember the pain and the agony of losing a dream. You grow up being told you can be anything you want to be. If you work hard, you do this, do that. And here I was in a situation with something I wanted so badly. And because of what I was or what I felt, I was going to be denied that. And it was just ripped away from me. And I literally felt crucified. I felt the pain physically when it happened. And I'll never forget it. I'll never forget looking at my USNA insignia on my sweatshirt in my locker and just losing it, breaking down and crying from the pain of knowing that I wasn't going to be a part of that anymore."





## Life on a Submarine

Content Warning: In this oral history compilation, Samuel Higa recalls the use of an ethnic slur to describe Japanese Americans. It is censored. At the time, this term was offensive, and continues to be inappropriate.

## **Cornelius Brown**

"Well I was raised in Washington, D.C. And I lived there until I enlisted in the Navy in 1954. And then from there I traveled quite extensively, of course."

"I loved it. I loved the training process. As a 17 year old whose life dream was to be on submarines, I was actually given a chance to be on a submarine."

"Well as a newbie, or a "non-qual" is what they call it, you have a rotation. You stand lookout, or you mess cook. So when you're mess cooking, you're the—it's sort of like a combination dishwasher, waiter, custodian, you know, in the galley where they serve the food. So it's your duty to help the cooks get the meals together, clean up the galley, dump the trash, that type of thing. And you do three months of that, as long as you're not qualified, and then you do lookout duty for three months. So I had a little bit of both."

"Well all the boats had good, good camaraderie. Everybody pretty much got along. It was an association, you know, that just by virtue of having someone snoring in your face, I mean you live closer to guys on the sub than you probably did their wives."

## Samuel Higa

"Well, I was born in 1943, in Heart Mountain, Wyoming. It's a concentration camp for the Japanese Americans that were relocated, and my family was relocated to Heart Mountain, Wyoming."

"We didn't have a lot of newspapers, TV. So we really didn't know what was going on in the world. Because we didn't, yeah, we didn't have access to too many TVs and we didn't read a lot of newspapers. So we were sort of still in the dark."

"So, the non-quals are like . . . something that's at the bottom of the sea. They're really low-lifes, you know, they don't get any privileges at all. And so, in fact I didn't even really have a bunk."

"Uh . . . they gave me the nickname "Jap," right, and, so, that was pretty much it. They didn't give me a hard time. They tried to, I guess. But nothing, you know, in earnest. It was all, they're a part of, you know, if anything, just trying to tweak you and see what would happen."





#### **Edward Bell**

"My name is Edward M. Bell. Everybody refers to me as Ed Bell. And I served on the Growler. I've been in the Navy 27 years – I spent 27 years in the Navy."

"Well, I was on surface craft, I went to submarines. And, you know, I'd seen various movies about it and I had been around submarine sailors, and I saw how they react, how they act. And I talked to a couple guys about it, and their life impressed me, compared to that surface craft I was on. So I said, 'Hey, the submarine service ought to be a real good adventure.'"

"Well, my responsibilities was – to maintain all the electrical equipment on board, power and lighting, light, the electric motors and where the cook is at, where they're cooking with – everything was electrical, mostly, on board. So, anything electrical, I had to maintain."

"[Interviewer: Was there any sort of racial tension on board?] No, not really. I didn't have any problems with that when I was on submarines. But the other branch of the service, yes. But that was just what I was saying, was going from surface craft, going aboard submarines. Hey, very—it almost completely disappeared. There was still some there, but I mean, I was just one of the guys. No matter what, going on liberty and anything."



## **Exploring Benefits of Naval Service**

### **Errol Kellum**

"Well it was, it was like anything, as my father always said, "Traveling broadens you." So you always learn something new, it was a new way of life and all so you just made the best of it and learned, yeah, it was always a learning experience."

"Most sailors you talk to about the Intrepid was, even with our little stripes here and there and our differences and, some people slower than others to adjust to life as it changed, we all worked as a good unit, and I was proud of that, and sometimes when I come back to the ship from liberty, I look up and see that II, and I was proud of that, and then I see the "E" for efficiency on the side of the ship and I say, boy, yeah, those things you are proud of and it makes you feel good that you're a part of a tight unit that does a good job, yeah."

### **Richard Johnson**

"Oh, the food was just – in fact, we won a contest; a couple contests, food contests. Here, even in New York, we came here one time, we had a contest, during Fleet Week, (laughs) and we won. But, I don't recall the year, but we did win. We had some good, dynamite cooks. And they can really make some good things. I still remember some of the things they used to make that were very, very good."

"It's good for you, because when I went in, I was shy, and I was a shy person, but I learned, and I became, out, and I was – and you meet people from all over, different backgrounds. And you learn to know people and to love people. And, it's good that you, you know, it's a good experience. You come back seasoned, you know? You have a different outlook on life. You won't be shy. And you just carry these qualities with you that you learn, and you respect people. Respect – you learn that. And that's what it is."

### **Herman Nascimento**

"Well, I think there was no particular moment that made me prouder than anything else except that, being part of the family of the Growler. Being proud of the missions we carried out. And that, the knowledge that, knowing that we were part of keeping the peace, keeping the guys at bay. And I think that was the proudest thing that I think I have accomplished in life is to help protect our country."

## Samuel Higa



"I guess the thing that was . . . the friendships that I made, lasted, you know, for, all for a long time. I mean, this is like 50 plus years ago. And we still remember guys, and I had friends that just recently, well, in the last five years, that passed away, and we were in contact, oh, from the '70s. I mean we lost contact, but then once in a while we'd come back and then say, "Hey," we'd regroup and maintain some real close relationships with a lot of the guys. That's really something that I don't, not too many service guys have the opportunity to do, or even civilians, even classmates that I went to high school with. We don't have this close a relationship."

#### **Howard Hitsman**

"Well there's a lot of things that I was proud of. I think that the way that the ship was received. I seen the way that the Randolph was received in different ports overseas. Back in those days, it was like people looked at the United States as being a war type people, and, you wasn't necessarily, welcomed. They loved your money and that kind of stuff, but I seen that that changed a lot with Intrepid on the last cruise. And again, that's after the Cold War, that's after the Cuban Missile Crisis, so everybody's gained a lot more respect for the United States and our military, not just the Navy but all branches. So when we went through the Mediterranean as an example, people received us a little bit better."

## **David Benedict**

"One of the best things I liked, uh, while I was on here was – all the training we did. Uh, commanding officers that came here were very good skippers. They stressed training, cleanliness and just, on and on. At one point, uh, when you come out of a shipyard you get a lot of new crew members. So they all got to be trained on what they gotta, what they have to do during General Quarters. And they're assigned, uh, a General Quarters station. And, uh, initially when the bell rings and, uh, you, "man your battle stations" was announced, we were very slow. Fifteen, twenty minutes to secure the ship, to be battle-ready. And you keep this going almost every day, while you're at sea. Sometimes twice a day, and you get better at it and better and better."

"A lot of fun, a lot of boxing matches. Entertainment. I have some pictures in, uh, one of my cruise books; you see the commanding officer and the executive officer just busting their gut watching these guys perform, uh. So, it's, uh, it's a great big city. Young guys from everywhere bring their talent here. Hard working kids. I learned a lot here."

### **Agustin Ramos**

"Actually, I was more or less looking – I didn't want to stay in the Navy more than necessary, so I was really looking forward to getting out. And I knew that I didn't want to be a boatswain's mate, even if I stayed here. So, I mean, I did the studies and all of that, but I did a lot of mail order courses. I got my GED and I took some art courses through the mail here. And I was looking, more





or less, for what I was going to do when I got out of here. And it was very, very helpful because, what I had learned, it was interesting doing the homework in the mail order courses because, on the art course, I remember there were a couple of guys that were artists, or knew, so they helped me with the – said, Well, yeah, so you're drawing a Marlboro cigarette – I remember this particular guy. He was teaching me how to look at the Marlboro cigarette pack from a different angle, and where the lines would go, and the shadows and all of that. So, it was an experience of having somebody else who knew how to do this, and the encouragement."

## **Antonio Nibbs**

"I was a top computer guy at every job that I went to and they all tried to steal me from... So, that training, because of Commander Black, what he did for me, it enabled me to be very successful in my after military experiences. (Eric Boehm, "Did you ever thank him?") I never got to thank him. Because once I got off the ship I didn't know how I could get in contact with him. I was like nineteen years old. But he knew, and you know the relationship between me and, and Captain Black was really [a benefit], he told me things that, but he didn't... I was an enlisted man, he's a commanding officer of the ship (uses hands to indicate the great disparity in rank). I had no military experience."

"And they said, if you wanna stick around you gotta, so I went and got it. Uh, I went through the VA, the VA paid, uh, the school bill. They paid, paid me, you know some money and the company... If I got a, at least a B they, they paid a certain percentage of the... So I went and got my degree."

"There's, uh, there was just one thing I didn't mention, uh, well, I loved cruising on the ship, I loved that. I mean I really loved cruising and one of the most important activities that I loved was when they had swim calls. They had swim calls, they would you know, anchor the ship, drop the anchor and basically everybody would jump off the flight deck, not the hangar bay, into the water and swim. And then they had a rope ladder you climbed up and I mean I loved that most of all. And, as I said, the fantail was my favorite part of the ship. Uh, I'm very, very proud of, you know, my ship. I'm glad that that was my ship. Especially, I never dreamt it would become a museum."

#### **Cornelius Brown**

"And you'd patrol from one end to the other for four hours, and the same thing for the guy up top, you know? And I never could understand why they had one inside. But when I used to get that assignment, I used to particularly have a good time, because during the construction, at one of the phases, all of the radio equipment was installed in the radio shack."

"So my pastime when I used to stand watches down there was, I'd go in, and I figured out, even though I was an engineman, had nothing to do with radios, or communication, I figured out how to patch the antennas for the ship's radios into the entertainment system in the galley, and I set up a reel-to-reel tape recorder. And I'd spend like four hours when I was on duty down there,



recording music on these old reel-to-reel tapes, and that's what we used to play underway, because of course when you're underway you don't have any, you know, reception for, this is—they didn't even have TVs. I don't even think we had a TV on there. But they had like a entertainment system where you could play the tapes."

## **Eugene Smith, Jr**

"And, but I enjoyed the Navy, I learned a lot from the Navy. I learned how to carry myself, I learned how to walk around trouble, because when you get where the trouble is, you got troubles, so I learned not to get involved in that. And all of the officers always liked me because I would do my work, and I tried to do a good job too, you know."

#### Jose Orta

"I just kind of did a few things and then I was like, 'this is just not getting me anywhere.' So that's when I decided to enroll at Miami-Dade Community College. While I was in the Navy they had the VEAP program, the Veterans Education Administration Program, so for every \$2, or no, I think it was for every dollar that I contributed, the Navy would contribute \$2. The only thing was that that program maxed out my contribution at \$2700. So the total I ended up with was probably around 7 or 8 thousand dollars. I maxed it out, which really helped me for those first two years of community college. Helped pay the bills, helped pay for junior college."

### Veronica Cotariu

"You learned to share, you learned to give, and you learned to take. One of the best things, I think, about boot camp was that you became not only more accurate in what you did yourself but you became more understanding of other people. Because you know how hard it was for you to be able to get that done properly."

"All in all, I would say it was a wonderful life. It was a wonderful experience. It was something that you could never have if you were not in the military. And when you talk to people and tell them, you know, 'Oh, I hated to do that.' But I didn't. They'd say 'Oh, I would've hated that life.' But you couldn't hate it. Because you liked it so much. It was just - you knew you were doing some good. And you had so many opportunities to do things, to learn things, to go places, to meet people that you'd never meet otherwise. I've never regretted that I went in. I've never regretted that I was in as long as I was. "

#### **Theodore Freeman**

"I would say, it's to have the privilege of going places, seeing things, meeting people and enjoying life. This way you had a chance to meet people, go different places, and enjoy life as it come along. Even though some place you weren't supposed to go."





#### **Lance Cobb**

"Greatest decision I ever made. No Regrets. Still got friends in. Met some crazy people. Funny people. It's taught me to, you know, always see the silver lining. I'm rarely ever down. And I tell people all the time, y'all don't know what down is. Down is being out to sea for 88 days straight. You know, so nothing really bothers me. And I attribute that to my time serving in the military. You go with it. You go with it. You don't whine, you don't complain. You know, if this is what you have to do, this is what we're doing right now. Don't worry about tomorrow. Right now is what we're doing right now. And that's what I would say. It has taught me to focus on what you're doing right now."

## **Raul Gonzalez**

"Problem solving became part of the scenario, and also becoming more focused and team-oriented. I guess in a way, for myself, I developed an attitude that you can do anything you want. You can change and take charge of your life. And that's really what I looked at."

"So those early stages were more like taking charge and direction of your life and then moving forward. And so on board the New Jersey you become more confident and you get involved with problem solving and working under pressure and under extreme conditions sometimes. And then coming into the low periods, you take charge of your life. And as for myself, it was take charge of your situation. I was in the Navy less than 3 years because I decided to go back to college."



## **Educational Opportunities**

## **Agustin Ramos**

"Because of the fact that I was, what is called a slow learner, or somebody that had a secondary language; at that time, we didn't have the education system that we have now, so if you had some physical ailment, spoke a foreign language, or came out of the Deep South, from the schools, you were put in special programs where you could learn a trade. And by the time I was 19 – I mean I participated in all the sports and things in school, but I didn't graduate from the school, high school. So the choices I had after that was – go to work or join the services."

"I did a lot of mail order courses. I got my GED and I took some art courses through the mail here. And I was looking, more or less, for what I was going to do when I got out of here. And it was very, very helpful because, what I had learned, it was interesting doing the homework in the mail order courses because, on the art course, I remember there were a couple of guys that were artists, or knew, so they helped me with the – said, Well, yeah, so you're drawing a Marlboro cigarette – I remember this particular guy. He was teaching me how to look at the Marlboro cigarette pack from a different angle, and where the lines would go, and the shadows and all of that."

#### **Antonio Nibbs**

"I was born in St. Thomas, U.S. Virgin Islands and, uh, my parents, you know, came to, uh, to New York, United States, Continental United States, uh, looking for a better opportunity [way of life]."

"I dropped out of Brooklyn College and went and joined the Navy. And when I got out of the Navy, my Navy experience and training, schools that I went to enabled me to get a really great job on Wall Street."

"Next day the chief came to me and said (Nibbs laughs) Antonio, 'You're going to PAMI-CONUS, Personal Accounting Machine Installation in the Continental United States to learn computers.' So, I didn't fulfill my mission of joining the Navy to see the world because I saw very little of the world. Because I came back to Bainbridge, Maryland and I went to school to be a Machine Accountant and so IBM came out with the 1401, then Sperry UNIVAC came out with one and then it, they said, we're gonna send you to learn that computer. I learned that computer and then the IBM 1410 came out and I went, then 360 came out. I was programming so I had all the talents that I needed, that made me successful in my life."

"And then they said hey, you know you only have one year of college. And they said, if you wanna stick around you gotta, so I went and got it. I went through the VA, the VA paid the school bill. They paid me, you know some money and the company... If I got at least a B they paid a certain percentage of the... So I went and got my degree."



'This is all because of all of this Navy training, all this computer stuff. So, if it wasn't for Commander Black, I probably wouldn't have had these opportunities."				

## Ports of Call

#### **Errol Kellum**

"We visit Japan, I believe Yokosuka, I can't remember exact, but we visited Japan. That was great, and from there I took a train up to Tokyo and got to see Tokyo, went to see a movie. Unfortunately, and . . . I caught the wrong train, I got a regular Japanese train that was with workers and all so I really got the flavor – I didn't get the A number I train, I got the wrong one, but I got right in with the Japanese people and really got the flavor of Japan. When I got to Tokyo, Tokyo was like New York in a way of speaking, and I was surprised that all the Japanese were willing to help me, talk English and help me – "The movie is three blocks up, da, da, da." So that was a great trip."

"Japan was a 50/50 thing, as far as there were a lot of friendly people who spoke English, who are helpful. Everyone in Japan was respectful and helpful. But there was a – like a 50/50 of people who did not care, still hadn't forgotten World War II and weren't happy about seeing any American sailors or marines or anyone in their area, so, they were respectful, they just didn't have any time for you, didn't want to look at you, didn't want to talk to you, and you know to respect them and stay out of their way, and then the other side is the 50 percent that, let the war, let what happened to Japan in World War II be gone and talked to you and treated you like a person."

"There was another experience with that in that we were passing South Africa, okay, and there was talk about stopping in South Africa for liberty. And the Captain said no, because the blacks wouldn't be able to enjoy liberty. So we didn't stop, we kept going, because of that reason."

## **Richard Johnson**

"In fact, when I was aboard the Coral Sea, we went – I think it may have been the Intrepid – we went to Oslo, Norway. And I'm walking down the street with my fellow sailors, and we're going down the street, and we're passing by an outdoor café, and they say, Come on in! Come on in, enjoy yourself! And they say, You, too! This is not Little Rock. I said, "What?" (laughs) But that's what happened. And, yeah, and Norway was really nice. Very nice. In fact, you would go to a store, you'd see Wheaties and all (laughs), all our brands on the shelves. So it was really nice. So I enjoyed all of the countries. I enjoyed France, and so forth. And Spain. And Italy. And, Greece. And went to all the different islands there and – it was just, it was nice. And Africa, North Africa was awesome. As I say, my first country was Algeria. Now, it was really nice, but in Algeria, what did I hear? Nat King Cole songs on the radio."

#### **Horace Banks**

"Okay. And this happened in I think it was Plymouth, England. We were in a squadron of ships.

After every period of shore duty they'd have the USO's. They would give the sailors a welcoming



and it could include refreshments, you know? You know. And we had more trouble with the white sailors than we had with anybody else, you know, because they didn't want to be, it seemed to me that we weren't a part of that group. You know, that's the thing that hurt me most. The thing that I thought about most, you know."

"We went to Northern Ireland, Belfast. They treated us better than they treated the White sailors. They gave us a welcome that we would never forget. It was a wonderful time. Oh, and by the way, they-- in 1995, a trip was arranged by the Irish government. We were guests of the Irish government for 13 days. Of course, we only had like six or seven sailors and their wives. And of course, we had -- we had a newspaperman with us. And. We just went all over Ireland at the expense of the Irish government."



## "Should I Sacrifice to Live 'Half-American?"

## **Henry Mouzon**

"The military was really Jim Crow then, you know? When I went in the Navy, we didn't—the white boys and us didn't sleep together. But yet, still we fight together."

"Well, I felt alright because, back then everybody was just, you know, it wasn't just where I worked. It was all in the South. White and black didn't mix. (inaudible) to thought about it, why are we getting separated from them?"

"We would wait on the officers, feed them—see, they had, on this ship, I think that big place where we ate at, I think that used to be the officers' mess hall. Because that's where the officers used to eat at. But then we used to eat downstairs. The colored guys, or black guys, whatever you want to call them."

"No, because they put us in dangerous situations, you know? And still had to—because, like I said, if the enemy was attacking, you did away with what you had to do, and manned those guns. And when we was going in, to an invasion, you know, to capture the enemy, they pulled us out of the danger zone and sent us to school. And when we come back, you know, you'll be equipped to handle the guns."

"And some white guys, I really believe that they hated that we were separated. Because every chance they get through their work and all, some of them would come to our dormitory every night and talk with us until it was time to turn the lights out. But they knew that the rule was, we just couldn't mix, I guess."

"You know, because, I guess it's a rule, you got to get along, you know? Black and white, you got to get along. (inaudible). But when I got out, you know, I had an ill feeling of the war just because, you know—whites did this, blacks did this. And it wasn't like that in the Navy. You had to get along. The only thing—and that's from boot camp—you don't eat in the same place. But you eat the same food. But black and white don't eat together. I guess that's really what caused us, confusing us (inaudible), but see, it was Jim Crow then. If they had to get along, work together, it probably would have caused problems."

"I'd choose to be a plumber. Because that was a job I could do on the outside and make money. And they would send them white boys to school if they was interested in anything, you know, the electrician, plumber. So we were stuck."



## Recognition Delayed

#### **Alonzo Swann**

"And the next action that became important was October the 29th. In that action, that's the one where my friends got killed."

"And the whole wing hit right into the gun, dropping the-- spewing the gas and the 25 millimeter. They carried 25 caliber shells. And we carried 50s in ours. They carried 25s. And then, of course, the ensuing explosion with all of these 20 millimeter shells in there and all hell broke out."

"And he said he was very proud of us and proud of us as a group. He said we thought we were the finest young men he had ever met and that the Admiral had seen it. Then he said, he had never seen individuals fight as hard as you guys did. He said, and he is going to give all of you Navy Crosses individually."

"Now, perhaps he saw what Don Eckes saw. Then all of a sudden, somebody found out this was all Black."

"Never went and they don't ever change. Congress shuns changing. My only hope is US District Court. They have turned me down again for the Navy Cross, and I'm well-documented. My only chance is in US District Court. If they provide-- if they fail to give you a hearing, you have a right to go to court if they turn you down."

"You see that the catch is-- and you can tell the lieutenant commander that. If they give you a hearing, you're allowed to have a lawyer, there is a court reporter, and you can cross-examine. Whereas others and anything else that the Navy does, you have none of those."

"No, I'm talking about in terms of raw intelligence. I was more intelligent than he was. The thing that it hurt me-- I loved the Navy. I had planned to stay in the Navy. I was going to stay there. I said, I'm going to stay in the Navy. I should have been the first Black officer because I had an opportunity to come through the ranks. But being the first Black, anything you catch is the devil."

#### **Horace Banks**

"Mary Pat Kelly. She was the person who wrote the book. Proudly, they served. Proudly We Served. They served. And she got really tied into this thing. And during her searching the path of the Mason, she ran across all the things that happened to us. And she decided to write the book. She wrote the book. The book was a success. And it became-- it appeared on public television. And during the 1995 Black History Month, Clinton invited the crew of the Mason and the Tuskegee Airmen to Washington. This is when I discovered that we were cited for all the recommendations that we didn't write. And I've always said this. We never got none of the recognition from. We were 51 years finding out that we had received a citation and they gave us this award or a citation. Secretary of the Navy. We all came to Washington and we had this great big hall, Constitution Hall. They had the Mason crew on one side. This was at Black History Month with the Mason crew on



one side, the Tuskegee Airmen on the other. And it must have been, oh I guess a couple thousand people there. This is when I found out or, well, we found out that we got all the- that we had, the things that the credentials that we had or made during the war never knew anything about it. We didn't get the citation for 51 years after we were separated from the Navy. Of course, you couldn't get angry about it because before you didn't know about it, you know? Of course I was a little upset. Now, why would they wait this long to, you know, give us what we should have gotten years ago?"



## **Debunking Stereotypes of Native American Military Service**

## Video 1

**Steven L. Bobb:** "[Interviewer: What tribe do you belong to? Is it the Grand Ronde tribe?] There's five recognized tribes with the Grande Ronde Tribe. I'm Umpqua, plus a few other sprinkling of other ones. But Umpqua mainly. [Interviewer: As a tribal member, did you have to serve in the war?] That's the thing about Native Americans is that they do not have to join the military because of treaties that were signed 100 years ago with the United States. You know, to not-- to not bear arms. So we don't have to. But as Americans and part of this country, it is something that, you know, most Native Americans just voluntarily do. I wasn't drafted into the military. I joined and I joined the Marine Corps because nobody in my family had been in the Marine Corps and because I wanted to be one of the few good men."

## Video 2

**Virgil George England:** "Well, it just seems like that most of the Indian boys and the people we hung around with, they were all patriotically inclined. And I mean, it just seems like once those guys graduated from Chilocco, okay, we either migrated to Oklahoma City or Tulsa because that's our first exposure to a large city and growing up and having fun. Or, if you didn't do that, you joined the service."

**Keith Little:** "Well, I was brought up kind of religiously, I guess. To, you know, you walk. You run. And you do a lot of physical work. And in a way, you get used to your land. It belongs to you. To your-- to your people and you have your relatives, your loved ones there. And when did that, you wonder about will the enemy that attacked the United States, will they land on the shores? And will they capture the United States? I wonder what it will be. I wonder what we will be doing. What will my loved ones be doing? My sisters and my grandma, my grandmas and my grandpas, my aunties. I wonder if they'll become slave. You know."

## Video 3

**Jesse Running Deer Smith:** "Then my father passed away. So we had absolutely no income. This was-- there was no Social Security that my mother had gotten. I mean, there was nothing. We had absolutely nothing and no contact with my older brothers and sisters. So they didn't help any. We was struggling, to say the least, at \$5 a month rent. It still was hard sometimes. So as soon as I got 16, I thought, Well, I've got to do something. So I quit school and I enlisted in the army. Now, this lasted about a week and they found out how old I was. And the guy said, Nope, you can't go. Well, it just so happens that the Army recruiter and a Navy recruiter here in Huntington, West Virginia, were brothers. And the Navy guy said, Well, you look 17 to me. And I said, Yeah, I'm 17. He said, okay, you're going in the Navy. So I switched over that night. I left on a train for the Navy."



## Video 4

**Keith Little:** "It's like any other kid, you know, without a-- they were really very strict about talking your own language. Navajo. And I could not talk Navajo at school. And so that kind of makes you-forces you to learn English, you know, at whatever levels you can, the fastest way you can. And I did that."

"But the school is what I wanted. And I think the reason is that he said, go to school, learn to be like a white man. Do things like a white man. And I see white people wearing clean clothes, have a nice haircut, and they always wear a white shirt or something like that. And they were always in authority, too. So I figured, well. That's the essence of the thing was that the older people say that when you-- when you learn to talk and listen to work like a bilagáana or something, you go and be like that. So that's the way I wanted to be. [Interviewer: What's a bilagáana?] White people."



## On Board USS Mason

#### **Horace Banks**

"[Interviewer: Did you feel unique in the Navy? Because the Navy at that time was quite segregated.] Well, well, it wasn't-- it wasn't the norm. Let's put it like that. I think that's it. I think this was my thought. It wasn't a normal thing. And of course, I think it was a sort of elation in that you're the first at doing something, you know, I think being-- and being a part of it, I thought it was quite interesting."

"[Interviewer: What was the relationship between the white officers and the black crew?] We had-- we did fine. As a matter of fact, the relationship was wonderful, except for one guy. When our skipper left, they sent another guy-- another. He was-- he was our skipper. And he was-- he didn't like serving with black crew members. And he made his feelings known."

"We would go-- we'd come stateside. We had maneuvers in the squadron which consists of DEs. There'd be like four or five DEs out maneuvering, you know. And on our way inland-- into port, they had a race, always a race. The first one in. We won every time. And Blackford was quite proud of the fact that his crew members, they were a harmonious crew."

"It was-- we wanted to prove-- at least the feeling I had as a crew member, we wanted to prove that we were as good as anybody in the Navy. And of course, according to Blackford and the other people, we were—we-- we as a matter of fact, I've heard it many times. We were the cream of the crop."

## **Winfrey Roberts**

"[Interviewer: What did you know about the Mason before you went aboard the ship?] Didn't know anything about it. Didn't know anything, but I had volunteered for submarine duty. And they classified me fit for submarine duty, but I never went on a submarine, they put me on the DE."

"But, uh, we pull into Charleston and we'd get liberty to go on the base, to the swimming pool on the base. And they wouldn't let us go in the swimming pool. So our skipper met with the commander of the base at Charleston there and he said, look, you've got to let these guys go in. He says, they're gonna go out there, there's gonna be a riot. He said, there's gonna be a couple hundred, hundred fifty men or so who cause a lot of trouble. So they let us go in the pool, but none of the white sailors would go while we were in the pool."





## The Shipyard Experience

#### **Charles Chu**

"They had a trade school called, uh, Honolulu Vocational School. That's where I learned my trade. I didn't know what a machinist was. So I wanted to get in automotive, and they were all filled. So they told me, Well, there's an opening in a machine shop. I said, Well, what's that? Machine shop? Yeah. So they showed me the shop and I had no choice but to take the course anyway."

"Laid off from the shipyard about two times. And the third time I was lucky enough to be rehired. And then, of course, then came the bombing, so."

"At the time I had in my mind, I don't see how they can think they can, they can - what you call -ever win the war because men will start buckling down. The ships come in a dry dock with big holes in them, take a couple of days and the ship was sailing already. There was so - our country's so unlimited in manpower and money and - and all of that."

"But another thing, Jim, I remember the shipyard workers from the mainland. Not shipyard workers, but mechanics or machinists or whatever. Machinists especially. But we learned a lot from them."

"We learned a lot from them because when talking to them, you know, in the mainland, you know, so many factories. They came from the East Coast to the West Coast. In Hawaii, we just stuck with Pearl Harbor and Honolulu. Whatever machinists we had here, we had to learn from them."

#### **Rose Abbonizio**

"We came to the Navy Yard -- several girls and I -- and they were advertising for shipyard work and we applied and they said, "Would we care to work on the ships?" And we thought that you know that would be a great idea -- Let's try it -- which we did. And they sent us to a school up in the Northeast in the evening, and they gave us a course called shipology, where we learned that there's- there's not a left side or right side, it's starboard and port and fore and aft. And we were going to work with the panels in the ship that fed the electricity to the rest of the ship."

"Well, some of the girls went back to their shops and they worked indoors. I think they wanted to get the women off the ship because really it was - you had a great admiration for these men who build ships because in the winter it was icy cold and the summer was hot as blazes. I mean, you were confined and you were breathing smoke from the welders, because you have a lot of welding on board. And we all went to the shops and I was sent to the optical shop and I was placed in the room where they cemented the lenses."

"Some men resented women. They felt it wasn't work for a woman and some men were very glad to get someone to help them."





"They didn't say much in the shop because there were other ships. We were so busy. We had to make deadlines. We had English ships coming in that we had to do and we were more or less on a timetable."

"Well, everybody was working hard and we all were, I mean, every time there was a victory, everybody was elated. We'd come in. Did you read the paper? Well, we did this. We did that. That was the feeling, you know, and, I would say that we were right behind our men. That was the feeling."



## **Recommended Reading**

#### **Black Sailors**

## Black Sailor, White Navy, John Darrell Sherwood (2007)

History of reform and protest in the Navy during the early 1970s; a good resource on Admiral Zumwalt's reforms and the racial violence on USS *Kitty Hawk* and other Navy installations from 1972-73.

## Black Submariners In the United States Navy, 1940-1975, Glenn A. Knoblock (2005)

Specialized study of Black sailors serving on submarines, primarily during World War II; draws heavily on oral histories.

## Half American: The Epic Story of African Americans Fighting World War II at Home and Abroad by Matthew Delmont (2022)

Explores the experiences of Black Americans serving in the military during World War II, with some pre-war context. Delmont makes extensive use of Black newspapers from the period. The book is particularly strong in its description of the racism and discrimination that Black military personnel faced at home. Descriptions of the Navy experience are minimal.

## The Messman Chronicles: African-Americans in the U.S. Navy 1932-1943, Richard E. Miller (2004)

History of Black sailors in the messman branch from 1932 to early World War II; this book is particularly rich in detail on the transition from Filipino to Black labor in the early 1930s, diversity in the messman rating, lengthy oral history excerpts from Black messmen, and the story and significance of Dorie Miller.

## Proudly We Served: The Men of the USS Mason, Mary Pat Kelly (1995)

The story of the USS *Mason*, one of only two U.S. Navy ships during World War II to have predominantly African American crews. Featuring extensive oral histories, the book traces the story of *Mason* from the crew's enlistment to the end of the war.

### **Filipino Sailors**

## Home Bound: Filipino American Lives across Cultures, Communities, and Countries, Yen Le Espiritu (2003)

Study of the Filipino community in San Diego, California, including the role Filipino personnel in the Navy had in creating that community.

## Filipino American Lives, Yen Le Espiritu (1995)

Oral history collection, including several interviews with Filipino service members.

# **Pinoy Stewards in the U.S. Sea Services: Seizing Marginal Opportunities, Ray Burdeos (2010)** Collection of oral history interviews with Filipino veterans from the Navy and Coast Guard; the author himself is a Coast Guard veteran.



## Women in the Navy

## Crossed Currents: Navy Women from World War I to Tailhook, Jean Ebbert and Marie-Beth Hall (1993)

Comprehensive history of women serving in the U.S. Navy, beginning with the Yeoman (F) of World War I. An epilogue brings the book to the mid-1990s.

## The U.S. Naval Institute on Women in the Navy: The History, Thomas J. Cutler (2015)

Collection of articles on the history of women in the Navy from the colonial period to the late 20th century.

## **LGBTQIA+ Service Members in the Navy**

## Ask & Tell: Gay and Lesbian Veterans Speak Out, Steve Estes (2007)

Study built on oral history interviews with gay and lesbian service members who served from World War II through the early 21st century.

## Coming Out Under Fire: This History Of Gay Men and Women in World War II, Allan Bérubé (1990)

Study of gay men and women in uniform during World War II; excellent resource on the role mass mobilization had on LGBTQ communities around military installations, the shifting definition of homosexuality in the military, and the individual experiences of LGBTQ veterans.

## **General Information**

## Divisions: A New History of Racism and Resistance in America's WWII Military, Thomas Guglielmo (2021)

Study of race and racism in the U.S. military during World War II; particularly interesting where it examines the shifting definition of race in different areas of the country and in each branch of service. Addresses the histories of many different communities but tracks most closely the experiences of Black and Japanese Americans.

## Inclusion in the American Military: A Force for Diversity, ed. Rohall, Ender, and Matthews (2017)

Collection of articles on the service of marginalized communities in the American military. The collection covers diversity by race, gender, sexuality, and religion.

## Warring over Valor: How Race and Gender Shaped American Military Heroism in the Twentieth and Twenty-First Centuries, Simon Wendt (2019)

Collection of articles complicating ideas about heroism in military service in the past century. Includes articles focused examining the service of women and people of color in relation to national and cultural beliefs about heroism.





### **Web Resources**

Naval History and Heritage Command: <a href="https://www.history.navy.mil/browse-by-topic/diversity.html">https://www.history.navy.mil/browse-by-topic/diversity.html</a>
Timelines and other resources regarding the service of marginalized people in the Navy.

Integration of the Armed Forces, 1945-1965:

https://history.army.mil/html/books/050/50-1-1/cmhPub\_50-1-1.pdf

Thorough administrative history of integration in the U.S. military, including specific chapters and subsections on the Navy. Particularly useful regarding persistent problems after Executive Order 9981, including segregated conditions off-base and within the stewards branch.

## **Oral History Collections (online)**

Library of Congress Veterans History Project:

https://www.loc.gov/collections/veterans-history-project-collection/

Women's Veterans History Project: <a href="https://gateway.uncg.edu/wvhp">https://gateway.uncg.edu/wvhp</a>

Voces Oral History Center: <a href="https://voces.lib.utexas.edu/collections">https://voces.lib.utexas.edu/collections</a>

Port Chicago Oral History Collection:

https://www.lib.berkeley.edu/visit/bancroft/oral-history-center/projects/port-chicago

