Index to The Oral Histories of
Lts. Sandy Daniels, Tina-Marie D’Ercole, Maureen P. Foley, Chrystal A.
Lewis, Barbette Henry Lowndes, and Pamela Wacek Svendsen,
U.S. Navy, U.S. Naval Academy Class of 1980

A
A-4E Skyhawk, vii, 286, 289, 293, 296
A-7 aircraft, 295, 296
abortion, arrangement for, 381
academics at the Naval Academy: Daniels academic experience and sleeping in classes, 22–25; Daniels career preparedness, comparison between going to UVA and Academy, 46–48; D'Ercole academic experience and experience with professors and officers, 106–10; engineering-focus of, 22 (see also engineering education); eraser throwing by professors, 24; female getting highest quiz grade in engineering class, 151; female instructors at, 206–7; Foley academic experience and experience with professors, 150–52, 156; Foley leadership instructor role, viii, 183–85; fraternization, concerns about and avoidance of, 363–64; high school students achievements and competition at, 22–23, 435–36; Lewis academic experiences, 270–71; Lowndes academic experience and experience with professors, 358–64; navigation courses, 163; PE class and looking like basketballs with arms and legs, 151–52; physics class and professor, 24–25; raising hand in classes, 186; Sea Power/Z Power class, 23–24; Svendsen academic experience and experience with professors, 410–12, 432–33; Svendsen preparedness for career after Academy education, 437–38; women speaking up in classes, 186
Air Force Academy: isolation of women at, 186–87, 242–43, 410; Jump School experience with women from, 225–28; Lewis application to, 191; Svendsen lack of interest in, 399; Svendsen visit to, 410; type of woman who went to, 227–28; zoomie nickname for women from, 225
Air Force, U.S.: Daniels rejection by, 2; SERE school, 285–89; women in combat, training for and addressing issues related to, 287–88; women in missile silos, 243–44; women pilots in, 72
airlines: jet aviators leaving service for, 249; women airline pilots, 59, 73
Alaska, 379–80
Allison, 49
alumni: homecoming activities, 176; sports teams support from, 251–52; women midshipmen, attitudes toward, 113–14, 176–77, 194, 243–45. See also Naval Academy Alumni Association
Annapolis: Daniels feelings about, 50; Daniels living arrangements while TAD, 52; D'Ercole family visits to, 93; Svendsen feelings about, 446; "there's one" comments when in, 435
Antarctica, VXE-6 flights to, 55–56
antiphonal choir, 369
Army, U.S., Svendsen decision to enlist in, 400
Athens, 57
Athens, Georgia, 377–79, 393
Australia, Daniels flight to with VXN-8, 57
AV-8B Harrier program, 192, 244
aviation: Air Force use of women pilots, 72; assignment of women to aircraft, 13; attitudes
toward women pilots, 62–68; aviators as action-oriented people, 27; billets and squadrons available for women, 70–74; career path for women, 7, 25–27, 73–74, 122–23; career paths for women, 248–51; Daniels aviation and flight school aspirations, 25–27; Daniels going to Academy and opportunity to learn to fly, 47; open-mindedness of people in naval aviation, 26–27, 249, 275; Postgraduate School education for aviators, 124; women in Marine Corps aviation, prohibition of, 219–20

Aviation Officer Candidate School (AOCS), 273

B
Bachelor Officers Quarters (BOQs): CO drinking at and duty driver to take him home, 60–61; Daniels feelings about, 53; Lewis stay in Fort Myer BOQ, 221–22; Lowndes experience at Supply School, 377–78; social functions at Supply School, 378
badminton lessons and season, 367
Bali, 57
Bancroft Hall: closed doors and knocking on doors, 310–11; Daniels feelings about going back into, 50; finding rooms in, 9–10; Induction Day running down hallways and yelling, 9, 198, 306–7; Lewis crew team activities and time spent in, 201–2; Lowndes visit to, 395; male classmates attitude toward women in, 163–64; privacy in, 310–11, 432; room doors, keeping open, 153, 310–11; Stevens role in, 206
Barbaro, Admiral, 194
baseball team, 118–19
basketball team, 201, 224, 252, 253
basketballs with arms and legs, 151–52
Batchelder, Robert F., 389n10
Batchelder Award, 389–90, 389n10
Beeville, 277, 280–81, 285
Belazon, Luis (Spanish student), 283–84, 298
belt buckles, how to clean, 200–201
Belzer, Liz, 259
Bermuda: abortion, arrangement for, 381; Lowndes assignment to, 379–82, 391, 394;
Lowndes meeting of husband in, 380, 382; summer activities and visit to, 420–21
Bermuda one-two race, 34–35, 34n1
Blue and Gold officer, 89–90, 161
Blue Angels, 289, 300
breakfast for plebes, Lowndes experience with, 324–25
Brewer, Margaret, 218–21
Brunza, Lieutenant, 109
Buikstra, Professor, 109
Burke, Louise, 31, 32, 34
Burke, Nancy, 230–31
Busik, William, 352, 352n9, 394–95
Buxbaum, Janice, 312

C
C-1 aircraft, 281
C-130 aircraft, 55–56, 264
Camp Lejeune, 421–22
Campbell, Chrystal Lewis. See Lewis Campbell, Chrystal "Chris"
Canary Island, 57
Cape May, New Jersey, 163, 420
 carriers: assignment of women to, 13, 72–73; carrier operations and ship tactics, Lewis experience with, 290–91; carrier qualifications, Lewis assignment to, vii; Lewis carrier qualifications experience, 276–79
chaplain, seminar about prejudices and treatment of women midshipmen, 418–19
Charles, Nancy, 263–64
Chauvenet Hall, 395
Chesapeake Bay, 215
Chicago Tribune article, 198, 407–8
Chief of Naval Operations, Warfare Integration director, vii
Citadel, 247
class rings: attitudes toward, iii; Daniels feelings about and when she wears it, 51; D'Ercole attitude about wearing, 131–32; Foley attitude about wearing, 182–83; Lewis attitude about wearing, 260–61; Lowndes attitude about wearing, 339–40; miniature class rings, iii, 183, 260–61; ring-knocker reputation, 51, 131, 262, 339–40; rings for fiancées, spouses, and mothers, iii, 183, 260–61; Svendsen attitude about wearing, 438; women's size rings, 260–61
Coast Guard Academy, 191, 303, 399
Cohen-Proxmire bill, 72
combat duty assignments: Academy mission and training for, 246–48, 412; Air Force training and addressing issues related to women in combat, 287–88; attitudes about and restrictions on women serving in, iv, 63–70, 72–73, 109–14, 173–75, 245–48, 383–87; Congress lifting ban on women serving in, 112, 166, 174–75, 386; drawing lines for battle zones, 72–73; Lewis opinion about women serving in, 245–48; Lowndes opinion about women serving in, 383–87; pace of change to allow women to serve in, 114, 174–75, 248, 386–87, 451–52; physical capabilities for and physiological limitations of women, 174, 442; resentment toward women having to serve, 166, 451–52; Svendsen opinion about readiness of women to serve, 441–42; Webb definition of, 67
companies: attitude toward women in Daniels company, 10–12, 17–18; Lewis platoon commander activities, 201–2, 203–4
company commander: female classmate as, 181; Lowndes dinner table seating issue, 327; Lowndes experience with taking plebes to breakfast, 324–25; sign-in log for male midshipmen in women midshipmen rooms, 152–53
company officers: attitudes toward women midshipmen, 152–54; Daniels attitude toward becoming a, 87–88; Foley experience with, 152–54; fraternization, concerns about and
avoidance of, 364; Lowndes dinner table seating issue, 327; Lowndes experience with taking plebes to breakfast, 324–25; Lowndes night visits and harassment, response to by, 328–31; Svendsen attitude toward becoming a, 446; Svendsen experience with, 419; Svendsen sponsor, company officer as, 434–35; women as, 353

corners, squaring, 9, 306–7, 322

Corpus Cristi, 277, 280

Costanza, Midge, 440–41

Cowan, Sue, 225, 226–27

Crooker, Carol "Crooks," 226–27

crutch corps, 349

crying: concern of squad leader about women crying, 16; Costanza meeting and getting rid of bad feelings, 441; men crying and being broken, 16; reaction to women crying, 16–17, 199; refusal to cry, 17, 18; societal attitude toward women crying, 16, 106; training of upperclassmen on how to deal with first female class, 16, 199

cryptology, iv, 112, 123

Cuba, 379–80

Cubi Point NAS: aircraft at for carrier operations, 291; Lewis assignment to, vii, 281; VC-5 attachment to, vii, 286, 289–90, 296

D

Dahlgren: evenings out in, 20; space command at, 70, 80

Dahlgren Hall, 176

dances at Academy, 235–36, 337–38, 371

Daniels, Sandy, vii, 1–91; academic experience of and sleeping in classes, 22–25; Academy, attitude toward, 87–90; Academy clothes and uniforms, discarding of, 51; Academy education, feelings about people knowing about, 47, 51; anger and rolling eyes of, 17; Annapolis, feelings about, 50; Annapolis living arrangements while TAD, 52; appearance of, 5; aviation and flight school aspirations of, 25–27; aviation career path of, 2, 7; aviation command, encouragement toward, 71; Bancroft Hall, feelings about going back into, 50; Bermuda one-two race experience, 34–35, 34n1; billets and squadrons available for, 70–74; birth and early life of, 1; blocking memories by, 18; Burke as role model for, 31; camaraderie aboard Mistral, transfer of back to Academy, 32–33; camaraderie and feeling part of the class, 28–29; care packages from parents, 8; career after leaving the Navy, vii; career path decisions, 2, 7, 73–74, 138–39; career preparedness, comparison between going to UVA and Academy, 46–48; civilian schools, interest in, 2–3; class rank of, 22, 29, 52; class ring, feelings about and when she wears it, 51; classmates, being remembered by ones you don't remember, 50–51; classmates, favorite recollections of, 82–86; clothes-folding session, 11; college and career aspirations before going to Academy, 2–3, 29, 47–48; company officer or instructor at Academy, attitude toward being a, 87–88; cook role on boats, 31, 34; crying, attitudes toward, 16–17; dating experience of, 19–20; decision to go into military and appointment to Academy, 1–3; demerits and minor infractions by, 43–44; depressed feelings of, 28, 29; D'Ercole friendship with, 138–39; detailers, experience with, 74–75; education of, vii; failure feelings of, 29; female pilots, attitudes toward, 62–68; first-class cruise on repair ship from Japan to Hawaii to San Diego, 37–42; first-class year, feelings about, 42; flight school entrance date, 49, 52; flight school
experience of, 52–56; flying, going to Academy and opportunity to learn, 47; football, attitude toward, 36, 50; friendships made while sailing, 35–36; friendships with female classmates, 6–7; goal-oriented characteristic in high school and losing sight of goals at Academy, 48; graduation, feeling about and almost not going to, 29; hardest thing during years at Academy, 44; hygiene films experience of, 14–16; idealist view and first impression of Academy by, 3–4; Induction Day and swearing-in ceremony, 8–10; leadership experience on boat, 45; learning about men and their views of women, 19–21; love for sailing after Mistral cruise, 32; male classmates attitude toward, 10–14, 17–18, 25; media interest in, 4–6; Mistral cruise experience, 30–32, 46; mistrust of media by, 5–6; Navy service and assignments, iii, vii; NRL assignment, vii, 56, 75–78, 81; NRL assignment, interest in, 74–75; obligation to finish and attitude about quitting, 27–28, 81–82; obligation to Navy after graduating from Academy, 27, 37–38, 80–82; P-3 flights, 56–57, 67–68, 76; parents of, attitude toward Academy education, 7–8; Plebe Detail, 42; Postgraduate School plans, 70, 78–80; prestige of going to Academy, attitude of people towards, 47; pride in accomplishments and service, iii; props, decision to fly, 53–55; rebellious attitude of, 22–23, 44, 48; recruitment and being a Blue and Gold officer, feelings about, 89–90; relationship with roommate, 44; Reserve service and assignments, vii; respect, earning of on individual basis, 32–33, 39–40; retirement of, vii; reunions, attitude toward, 29, 50–51; roommate at flight school, 53; roommates of, 6, 10, 17, 36, 43–44; sail coach assignment, 48–50; sailing abilities of, 30, 35, 44–45; sailing during the year and learning to sail, 33–36; satisfying aspect of years at Academy, 44–45; second year, difficulty of, 28; self-confidence of, 21–22, 29, 44, 47, 48, 89; skipper assignment of, 35, 45; space interests of, 48, 70, 79–80; squad leaders, experience with, 18–19; summer programs experiences of, 29–32; swimming experience and becoming manager of swimming team, 30; training of upperclassmen on how to deal with first female class, 14–17; underclass girls relationships with, 86–87; VP squadrons, restrictions on flying, 71, 73; VP squadrons, restrictions on flying and the need to learn a new aircraft, 67–68; VXN-8 assignment of, 55–62, 76–77; Webb, resentment toward and letter-writing campaign against appointment of, 63–68; withdrawal of, 22–23, 42–43, 48; yelling as upperclassman, 42–43

dating: appearance of women, importance of to men, 20–21; attitude of men toward, learning about, 19–21; board to decide policies on, 336–37, 338; civilian boyfriends, 159, 237, 371; dances at Academy, 235–36, 337–38, 371; dating classmates, 234–35; D'Ercole experience with, 100–101; female midshipmen, attitude toward dating, 13, 159, 335; Foley experience with, 158–59; formal dances, 235–36; Lewis experience with, 230–37; Lowndes experiences with, 335–38, 370–76, 378–79; midshipmen dating enlisted, rules against, 373; mixers (tea fights), 236; plebes dating upperclassmen, 230–35, 374, 375–76; rules about, 119–20; secretive relationships, 21–22

Defense Advisory Committee on Women in the Services (DACOWITS): planning for billets and career opportunities for women after graduation, 38; restrictions on assignments for women, changes to, iv; training program for women compared to men, meeting about, 54–55; Webb appointment, discussion at conference for, 65–66

Defense Contract Administration Services Management Area (DCASMA), 382–83, 388–91

Delaware, 215

Delta Air Lines, vii

demerits and conduct: conduct offenses by women midshipmen and reflection on rest of
women, 155; Daniels demerits and minor infractions, 43–44; effectiveness of as discipline, 256–57; Foley, getting and giving demerits, 186; honors violations and being kicked out of Academy, 347–50; Lewis, getting and giving demerits, 256–57; PT instead of demerits, 257; Svendsen demerits and minor infractions, 430–31; unauthorized absences and going over the wall, 43, 230–35

D'Ercole, Tina-Marie, viii, 92–142; academic achievements of, 95–96; academic experience of and experience with professors and officers, 106–10; Academy open to women, belief it wouldn't happen in her lifetime, 94; acceptance to Academy, surprise about, 96–97; analytical approach by, 120–21; anger of, 104; Annapolis visits by family, 93; arrogant reputation of Academy graduates, 131–32; baseball team manager role, 118–19; benefit to Navy of 100 percent of investment in, 124, 133; birth and early life of, 92, 94–95, 102–4; career path and general unrestricted line decision, 121–25; career path and opportunities, doors opening for, 97; cheerleading by, 117; college and career aspirations before going to Academy, 94, 96; combat, attitude toward, 110–13; creative and craft interests of, 120; Daniels friendship with, 138–39; decision to go to Academy and appointment process, 93–97; education of, viii; electrical engineering studies, 123–24, 130–31; faith of, 141; family of, 92–93, 102–4; friendships with female classmates, 101–2, 114–16, 136–39; greatest success of, 141; Greg, interview given to media with, 100–102, 121; haircut before Induction Day, 95, 98; honesty with oneself, 141; idealism of, 102–4, 108–9; Induction Day memories of, 98; Irwin friendship with, 101–2, 138; male classmates attitude toward, 103–10, 119; marriage and family plans of, 134–35; media interest in and interview requests, 98–102; media interviews, difference between Irwin answers and answers given by, 100–102; Naval Military Personnel Command assignment, 130; Naval Space and Warfare Systems Command, 130, 133–34; Naval War College assignment, 129; Navy service and assignments, viii; parents of, attitude toward Academy education, 92–93; physical preparations for Academy, 96; physical standards for men and women, feelings about, 105–6; Plebe Detail, 100; plebe year experience of, 102–5; politeness of, 99, 111; Postgraduate School education and experience of, 124, 130–31; preparations for going to Academy, 95–96; prestige of going to Academy, attitude of people towards, 97; pride in accomplishments and service, iii; refusal of media interviews by, 99; retirement of, viii; reunions, attitude toward and attendance at, 139–41; roommates of, 116–17, 136–37; self-confidence of, 97–98; socializing with classmates, 119–21; Space Engineering Program, graduation from, 124; Space Systems assignment, 113, 121; sports activities of, 117–18; support for decision to go to Academy, 93, 94, 95; switch to 2nd Company, 115, 116–17; Webb, opinion about, 125–29; Webb and article written by, opinion about, 109–14; worldwide military command and control system assignment, 129–30

Derwinski, Edward, 399

Desert Storm, Operation, iv
detailers: aviation command, Daniels encouragement toward, 71; Daniels experience with, 74–75; D'Ercole assignment to Naval Military Personnel Command, 130; difficulty of job of, 130; Lewis experience with, 296–97; married servicemembers, synchronizing careers of, 318–19

Diego Garcia, 57, 445
dinner table, seating at, 326–27
drinking: bets and buying a beer, 231–32; boasts of men about picking up babes but drinking
too much, 20; CO drinking at and duty driver to take him home, 60–61; D'Ercole
interest in things other than, 120; Foley evening out and dinner and drinks paid for,
175–76; Lewis as sailing program instructor and beer for lunch, 263; plebe squad
sneaking out for beer with first-class squad leader, 232; plebe year prohibition of, 20,
175
Druce, Robin, 365
Duff, Coach, 118–19
Duke University, 2
Durham, Liz, 237, 240
Dutton, 169–71
duty officer, 60–61

E
E-2 aircraft, 135
E-3 aircraft, 296
East Asia, Lewis deployment to, vii
East Coast: billets for women on first-class cruise along, 41; yard patrol boats cruises and
port visits along, 30, 162–64, 215–17, 340, 420
EEO (equal-employment opportunity), 334
engineering education: electrical engineering studies, 123–24, 130–31, 151, 362; focus of
academics at Academy on, 22; Foley quiz grade and female's use of engineering
education, 151; Lewis interest in, 192; space engineering curriculum, 124
England, cruise to Queen's Jubilee in, 216
EP-3 aircraft, iv
equal-employment opportunity (EEO), 334

F
F-1 Albatross aircraft, 293
F-4 aircraft, 296
F-14 aircraft, 259, 296, 300
F-18 aircraft, 296
Federal Government Employee of the Year Award (Batchelder Award), 389–90, 389n10
Feldmann, Peggy, 138, 223, 267
female midshipmen. See women midshipmen
fencing team, 157, 364–66
fingernail polish, 15, 16, 320–21, 380
fleet: happiest times for Lewis, flying in as, 299; Lewis experience as jet pilot, 288–95;
warfare specialties emphasis, 13; women in and attitude of officers to women
midshipmen, 207–8
Fleet Composition Squadron Five (VC-5), vii, 286, 289–90, 296–97
flight school: academics at, 53; Academy graduates attitude toward women in, 273–74;
attitude of women toward going to, 25–27; Beeville base, 277, 280–81, 285; billets for
flying jets, 54; billets for pilots, 25; class rank and date for entrance to, 52;
DACOWITS representative, meeting with, 54–55; Daniels aviation and flight school
aspirations, 25–27; Daniels entrance date, 49, 52; Daniels experience at, 52–56;
eyesight/vision requirement for, 272–73; fear during, 275–76; Grubbs experiences at,
54, 271, 273–74, 279–81; helo dunker experience, 275–76; jet grades, 53–54, 54n3, 279; jets, Lewis training for, 54; length of, 52; Lewis carrier qualifications experience, 276–79; Lewis experiences at, 55, 271–81; Lewis instructor role at, vii, 274, 283–84, 295–98; Lewis roommate at, 271; number of women who went to, 272; prop training, requirement for women to start with before training for jets, 53–55, 279–81; props, Daniels decision to fly, 53–55; quality of students in, 283–84, 298; service selection night and getting date for, 52; supportive attitude of men toward women in Pensacola, 26; time needed to get wings and admission to, 27; training program for women compared to men, 53–56; women in flight school, acceptance of, 273–74, 275; women in flight school, appreciation for equal treatment of, 273–74

flirting, 18, 210–11, 212

Foley Nunez, Maureen, viii–ix, 143–89; academic experience of and experience with professors, 150–52, 156; Academy education, feelings about opportunities because of, 166–67, 188–89; Academy experience of, article about, 314; Academy instructor role, viii, 183–85; acceptance to Academy, feelings about, 145; alumni, attitude of toward women midshipmen, 176–77; birth and early life of, 143; career after leaving the Navy, viii–ix, 188–89; career path and general unrestricted line decision, 167–68; class ring, feelings about wearing it, 182–83; college and career aspirations before going to Academy, 144; combat duty for women, opinion about, 172–75; company adjutant duty, 180; company assignment, 146; company officers, experiences with, 152–54; confidence of, 167; dating experience of, 158–59; decision to go to Academy, 143–44, 188–89; demerits, getting and giving of, 186; division officer and leadership, 167; easiest aspect of being midshipman, 156–57; education of, viii; father's role at Academy, 143; female officers at Academy, need for, 184–85; first-class summer cruise on oceanographic research ship, 169–71; first-class year experiences of, 179–81; friendships with female classmates, 146, 154–55, 187; graduation and leave after, 181–82; graduation from Academy, satisfaction in, 189; haircut before Induction Day, 145–46; homecoming and company mate of the deck duty, 176; Induction Day experience of, 145–49; integration of women into squads better than having all the women together, 186–87, 410; leadership positions, respect for women in, 180; male classmates attitude toward, 147, 157–59, 163–64, 179; media interest in, 145, 148–50; moral support from father, 160–61; Navy service and assignments, viii; Navy service, interest in, 144–45; oceanography major of, 156, 169; parents of, attitude toward Academy education, 143; Pensacola squadron branch officer duty, 181–84; Pensacola visit and not getting sick during acrobatics, 165; point-counterpoint article between Foley and Webb views, request for, 172–73; pride in accomplishments and service, iii, 188–89; quitting, thoughts about, 159–61; recruitment and being a Blue and Gold officer, feelings about, 161; resignation from Navy after obligation is up, 187–88; respect, earning of on individual basis, 158; role model for women midshipmen, 184–85; roommates of, 146; service selection activities, 167–68; sign-in log for male midshipmen in rooms, 152–53; sports activities of, 156, 157; summer programs, 162–66; support, unexpected pockets of, 175–76; Svendsen friendship with, 404; underclass girls relationships with, 177–78, 331–32; uniforms, sizes and fit of, 147–48; Webb and article written by, opinion about, 172–73

football: athletic ability to make the team, 69; company football teams, 368; Daniels attitude toward, 36, 50; varsity sailing team and not marching at football games, 36
Ford, Gerald, 191
formation: Lewis crew team activities and absence from, 201–2; service dress whites for
Sunday formation, 84–85; skirts and walking in formation, 355–56
Fort Belvoir, 1
Fort Benning, 218, 222–29
Francis Marion, 216
fraternization, concerns about and avoidance of, 363–64

G
Galanti, Paul, 327, 333
Garvin, Pat, 209–12
Georgetown University, 252
Gid, 49
Glenn, John, 95
graduation: billets and career opportunities for women after, planning for, 37–38, 38n2, 167–68, 422–24; Daniels feeling about and almost not going to, 29; emotional experience of finishing, 259; Foley graduation and leave, 181–82; Lewis graduation and media experience, 258–59; throwing hats in the air, 259; throwing hats in the air, timing of for men and women midshipmen, 414
Greg, 100–102, 121
Groton, 421
Guam, Lewis deployment to, vii, 292–93

H
hair and haircuts: D'Ercole haircut before Induction Day, 95, 98; female beautician for, 254–56, 320; Foley haircut before Induction Day, 145–46; haircuts and curls, 320; Lewis experiences with haircuts, 254–56; Lowndes experience with haircuts, 320
halo boys, 59–60
Harrington, Melissa, 139
Harvard University, 258
Hawaii: Daniels experiences and first-class cruise on repair ship from Japan to Hawaii to San Diego, 37–42; Foley's father stationed in, 188; worldwide military command and control system in, 129–30
hazing, 257
Head of the Charles Regatta, 258
helodunker (Dilbert Dunker), 275–76
Herndon monument, 175, 322–23, 414
Hire, Kay: friendships made while sailing, 49; skipper assignment of, 35; VXN-8 assignment of, 63; Webb, resentment toward and letter-writing campaign against appointment of, 63–64
HMS Pinafore, 367
homecoming: Foley as company mate of the deck, 176; fun during, 176; Lowndes attitude toward and return for, 338, 393, 395–96; meeting of women at, 392; tailgate event, male classmates that wouldn't say hello at, 416–17; tailgate events and talk about women midshipmen, 243–44
homesickness, 321–22
honor code, 233
Hood College, 368–71
Hopper, Grace, 384–85
hygiene films, 14–16

I
Illinois Institute of Technology, 121
Indian Ocean, 291, 405, 437
Indonesia: Daniels flight to with VXN-8, 57; Lewis deployment to, vii, 250
Induction Day and swearing-in ceremony: Bancroft Hall, running down hallways and yelling, 9, 198, 306–7; big bags, offers of help to carry, 147, 148–49, 405–6; Daniels experience, 8–10; D'Ercole experience, 98; emotion about separation on, 8–9, 196; Foley experience, 145–49; Lewis experience, 194–200; Lowndes experiences of, 306–7; Svendsen experience, 404–6; Tighe experience, ii; upperclassmen yelling on, 9
Inglis, Pat, 232
intelligence career decisions, 112, 122–23
Irwin, Sandee: D'Ercole friendship with, 101–2, 138; male classmates attitude toward, 313; media interviews, difference between D'Ercole answers and answers given by, 100–102

J
Japan: attitude toward women in, 289–90; Daniels experiences and first-class cruise on repair ship from Japan to Hawaï to San Diego, 37–42; Foley first-class summer cruise from, 169–71; Lewis deployment to, vii, 250, 289–90
jet aircraft: career paths for women, 248–51; ejection of female pilot, 55; female jet pilots, 250–51; first female jet pilot, 250–51; jet grades and training to fly, 53–54, 54n3, 279; jet transition training, Lewis assignment to, vii; Lewis experience as jet pilot, 288–95; Lewis training to learn to fly, 54, 279–81, 284–85, 289; number of women allowed each year in training to fly, 279; program to learn to fly, 53–56; prop training, requirement for women to start with before training for jets, 53–55, 279–81; training program for women compared to men, 53–56, 279–81
Johns Hopkins University, viii, 188
Jorgensen, Mary Lou, 251
Jump School, 218, 222–29
June Week: attitudes toward women midshipmen during, 414; D'Ercole family visits to, 93; Herndon monument and plebe status, 175, 322–23, 414; Lewis graduation memories, 258–59; weddings during, 372, 409; yawls as backdrops, 36

K
Kanewske, Charlie, 202, 232
Karlson, Kathy, 26
Kenya, 57
kickball, 367
Kindness, Tom, 95, 97
Korea: attitude toward women in, 289–90; Korean Naval Academy, 197; letter to Lewis from, 243; Lewis deployment to, vii, 250, 289–90

L
Lasell, Trish, 280
Leadbetter, Beth, 138
Lewis Campbell, Chrystal "Chris," vii, 190–301; academic experience of, 270–71; Academy education, attitudes of people toward, 261–62; Academy education, feelings about opportunities because of, 245–48, 298–99; Academy education, feelings about preparedness because of, 262; accidents, thinking about risk of, 282–83; advice from parents on getting through Academy, 212–14; aircraft flown by, vii; aircraft testing, interest in, 250; athletic abilities and interests of, 192, 199, 213, 266; Bancroft Hall, crew team activities and time spent in, 201–2; basketball team experience of, 201, 224, 252, 253; beauty of Academy, 193; best/most-enjoyable thing at Academy, 214–17; birth and early life of, 190, 192; candidate guidance, 193–94; car of, 258, 271; career after leaving the Navy, vii; career path and aviation opportunities, 248–51; carrier operations and ship tactics, 290–91; carrier qualifications experience, 276–79; change in attitude toward and environment for following classes of female midshipmen, 240, 260; civilians and alumni, attitudes toward women midshipmen, 243–45; class ring, feelings about wearing it, 260–61; college and career aspirations before going to Academy, 191–92; combat duty for women, opinion about, 245–48; company officers, experiences with, 207–8; crew team activities and varsity athletes, 201–2; crew team and boathouse experiences, 215, 252–53, 258; dating experience of, 230–37; decision to go into military and appointment to Academy, 190–92, 298–99; demerits, getting and giving of, 256–57; deployments of, vii, 250; discipline to study, need for, 229; early life of, vii; engagement and coordination of careers, 300–301; engineering interests of, 192; family of, attitude about Academy education, 190–91, 192; female instructors of, 206–7; first-class cruise on New Orleans, 237–40; first-class year experiences of, 257–58; flight school, enjoyment of experience by, 274; flight school experiences of, 55, 271–81; flight school instructor role, vii, 274, 283–84, 295–98; friendships with female classmates, 241–43; general quarters drills and playing cards in bunkroom, 238–40; goals/operational goals of, 218; graduation and media experience, 258–59; Grubbs accident, learning about, 281–82; happiest times for, 299; high school classmates appointments to Academy, 193; high school of, 192; Induction Day experience of, 194–200; integration of women into squads better than having all the women together, 242–43; integration of women into the brigade, meetings and feedback sessions on, 208–12; interactions and communication among women midshipmen, 208–12, 241–43; jet pilot experiences of, 288–95; jets, training to fly, 54, 279–81, 284–85, 289; Jump School experience of, 218, 222–29; leave after graduate, 262–63; lessons learned at the Academy and Navy career, 213–14; long-range goals of, 300–301; mail and letters to, 243; male classmates attitude toward, 198–205, 229; Marine Corps interest of, 191; mathematics major of, 191, 270; media interviews of and photographs taken of, 196–99; men in naval air, open-mindedness of, 26, 249, 275; military songs while running
during Jump School, 227; Navy service and assignments, vii; neighbor alumni, support from, 194; optimism of, 248; Philippines duty assignment, vii, 250, 289–90; physical abilities of women and recruitment standards, 265–70; physical standards for men and women, 224; platoon commander activities, 201–2, 203–4; platoon drill for competition, 203–4; pride in accomplishments and service, iii, 299; prop training, requirement for women to start with before training for jets, 279–81; PT screening for Jump School, 222–24; quitting, thoughts about, 214; recruitment for Academy, feelings about, 259–60, 299; reputation of and playing cards in bunkroom, 238–40; role models for, 205–7, 250–51; roommate at flight school, 271; roommates of, 195, 233–35, 269; sailing program instructor after graduation, 263–65, 271; SERE school, 285–89; shoes for, 240; sports programs, opinion about, 251–52; squad leader assignment, 202–3, 204–5; Stanford, offer to go to, 213; summer programs experiences of, 215–29; support, unexpected pockets of, 243; support for decision to go to Academy, 190–94; test pilot school, application to, 300; Thai Air Force, instructor role in teaching close air support to, 293–95; training of upperclassmen on how to deal with first female class, 199–200; VC-5 assignment and duties, vii, 286, 289–90, 296–97; visit to Academy before application to, 193; volleyball team experience of, 201, 213, 252, 253; warfare specialty and promotion in Navy, 296–97; wings, earning of, 279, 280–81, 285; woman Marine general, Lewis meeting with, 218–21; women classmates, independence, personality, and intelligence of, 227–28, 266, 269–70; women in flight school, appreciation for equal treatment of, 273–74; women in Navy, changes in role of, 248–51, 260

Lexington: Lewis carrier qualifications on, 277–79; Svendsen first-class cruise on, 426–27

Lowndes, Barbette H. "Barb," viii, 302–97; academic experience of and experience with professors, 358–64; Academy, arrival at and first impressions of, 304–5; Academy, attitude toward and feelings about going back to visit, 313, 392–96; Academy education, attitudes of people toward, 338, 339–40; Academy education, feelings about, 317, 317n7, 339–40, 385; Alumni Association role of, viii; Alumni Association speech by, 396; authority of women midshipmen, undermining of, 323–27; Batchelder Award nomination, 389–90, 389n10; battalion staff position, 326, 332–33; Bermuda assignment, 379–82, 391, 394; birth and early life of, 302; braces, 374; breakfast for plebes, experience with, 324–25; camaraderie and feeling part of the class, 415–17; change in attitude toward and environment for following classes of female midshipmen, 331–32, 352–54; choir and glee club experiences of, 338, 361–62, 366–67, 368–70, 375–76; closet, hiding in, 323; clothes-folding session, 306; college and career aspirations before going to Academy, 303–4; combat duty for women, opinion about, 383–87; competition among and relationships with female classmates, 334–36; concern about doing things right and not getting yelled at, 306; dating experiences of, 335–38, 370–76, 378–79; dating policies board, role on, 336–37, 338; DCASMA assignment, 382–83, 388–91; decision to go to Academy, 302–4; dependency on Academy and ability to make life decisions, 377–78; dinner table seating issue, 326–27; education of, viii, 391; engagement of, 371–73; family of, 302–4, 321–22; fencing team, 364–66; first-class summer cruise on cruiser out of San Diego, 342; homesickness of, 321–22; husband of, 318–19, 380, 382; husband of, return to Academy with, 394–95; Induction Day experience of, 306–7; interactions and communication among women midshipmen, 311–13, 332–33; Joint Service Command assignment, 317; leave after
graduate, 376–77; makeup and acting feminine, guidance on, 353–54; male classmates attitude toward, 312–13, 323–31, 332–33; marriage of, 382, 392; married servicemembers, synchronizing careers of, 318–19; media interest in, 307–9, 324; men, advice on dealing with, 333–34; *The Messiah* and Hood College girls, 368–71; Naval Academy education of, viii; Navy service and assignments, viii; night visits and harassment by male classmates, 328–31, 332–33; oceanography major of, 358–59; officers, experiences with, 324–25, 327–30; officers, opinion about, 316–17, 316n6; physical fitness and athletic abilities of, 345–46; plebe summer experiences of, 308, 309–10; plebe year experience of, 319–21; pregnancy of and plans for childcare, 383, 387, 396; pride in accomplishments and service, iii, 339–40, 391–92; privacy in Bancroft Hall, 310–11; quitting, thoughts about, 345–47; retirement of, viii; rooming alone by, 332–33; rooming side-by-side with male midshipmen, 310–11; roommates of, 306–7, 326, 333, 347–52, 359, 361, 366; satisfying aspect of career, 391–92; self-confidence of, 313, 321, 373–75, 378–79, 391; service selection night, 343–44; ship and going to sea, desire to be assigned to, 342–44, 345; *Shipmate* article about Academy experience, 314–16, 392, 394–95; small groups and fitting in, 338; sports activities of, 361–62, 364–66, 367–68; summer programs experiences of, 340–43; Supply Corps assignment, 318–19; Supply Corps career path, 342–45, 383, 387, 392, 396; Supply School experience and grades of, 376, 377–79, 391; survey of women graduates by, 272, 314–18, 344, 394–95; travel experience of, 305; uniforms, opinion about, 354–57; weight of, 313, 374

Magnet, Project, 57
makeup: film on how to apply, 15; guidance on how to apply, 353–54; Lowndes avoidance of wearing, 313, 321; time for applying and wearing, 15, 320–21
male ego and dealing with men successfully, 210–12
male midshipmen: attitude about attention given to women, 99, 149, 198–200, 414–15; attitude toward women sailing big boats, 13; authority of women midshipmen, undermining of, 323–27; Daniels classmates attitude toward, 10–14, 17–18, 25; D'Ercole classmates attitude toward, 103–8, 119; dressing in front of open doors by, 432; experiences of with women and basis for prejudices against abilities of women, 11–12, 27–28, 33, 69–70, 102, 418–19; Foley classmates attitude toward, 147, 157–59; integration of women into the brigade, meetings and feedback sessions on, 154; last male class, graduation of, 180; Lewis classmates attitude toward, 198–205, 229; Lowndes classmates attitude toward, 312–13, 323–30; Mr. Studley attitudes of some, 19–21; peer pressure and treatment of women, 14, 104, 164; physical standards for men and women, 105–6, 224; rooming side-by-side with women midshipmen, 310–11; roommates, getting along with, 351; self-importance of because of being at Academy, 20–21; sign-in log for being in women midshipmen rooms, 152–53; stigma of going into rooms of, 153; survivalist attitude of, 174; Svendsen classmates attitude toward, 402–3, 410–19; switching companies by, 117; training on how to deal with first female class, 14–17, 199–200, 411–12
manicotti, throwing of during the night, 328–31
Marine Corps, U.S.: career paths for women, 112, 122–23; duty assignments for women in, 221; female officers as role models, 353; integration of women into, 219; Lewis
experience at Marine Corps Headquarters, 217–22; Lewis interest in, 191, 217; service selection activities, 343, 422; summer activities and visit to Camp Lejeune, 421–22; Svendsen interest in, 421–22; woman Marine general, Lewis meeting with, 218–21; women in aviation, prohibition of, 219–20

Mariner, Rosemary Conatser, 250–51

married servicemembers: billets available in same place, availability of, 75, 422; D'Ercole career plans, 134–35; June Week weddings, 372, 409; Lewis engagement and coordination of careers, 300–301; Lowndes marriage and coordination of careers, 382–83; marriages between Academy graduates and civilians, 317–18, 318n8; marriages between Academy graduates and military member, 317–18; marriages between two Academy graduates, 317; synchronizing careers of, 121, 318–19

Mayer, Shelley B., 206–7

McCauley, Admiral, 361

McDermott, 297

McKee, Fran, 384–85

m-conn, 291

media: Academy attitude toward, 100, 149–50; Chicago Tribune article, 198, 407–8; classmates reactions to interviews, 6, 99–100, 101, 102, 198, 408; Daniels experience with, 4–6; D'Ercole and Irwin interviews, differences in answers given in, 100–102; D'Ercole experience with and interview requests from, 98–102; Foley experience with, 145, 148–50; hometown newspapers, interviews with, 5, 100, 149–50, 406–9; interest in women midshipmen by, 4–6; Lewis experience with, 196–99; Lewis graduation and media experience, 258–59; Lewis photograph in San Francisco Chronicle, 196–97; Lowndes experience with, 307–9, 324; male classmates attitude about attention given to women, 99, 149, 198–99, 324; one interview requirement, 100; point-counterpoint article between Foley and Webb views, request for, 172–73; refusal of interviews with, 99, 309, 409; Svendsen experience with, 150, 198, 406–9; Svendsen wedding in chapel, requests to take pictures of, 409

Memorial Hall, 395

men, advice on dealing with, 210–12, 333–34

menstruation and tampons, film about, 15–16

mentors and reaching back down to help other women, 87

The Messiah, 368–70

Mexico City, 57

Miami University of Ohio, 96

Military Sealift Command (MSC), 170

Mines, Janie, 136, 309

Miramar, 300

Mistral: attitude toward women on, 46; camaraderie aboard, transfer of back to Academy, 32–33; crew size on, 31–32; Daniels as cook on, 31; Daniels love for sailing after cruise, 32; designer of, 30; first sail-training cruise on, 30–32, 46; route for cruise on, 31

Mitscher Hall, 208, 395

mixers (tea fights), 236, 371

Monterey. See Naval Postgraduate School, Monterey

Morley, Marjorie, 138
Morris Ives, Barbara, 136, 137

nail polish, 15, 16, 320–21, 380, 430–31
NAVAIR, deputy program manager of, viii
Naval Academy Alumni Association: Lowndes role in, viii; Lowndes speech to, 396; Shipmate article about Academy experience, 314–16, 392, 394–95
Naval Academy Prep School (NAPS), 200–201, 205
Naval Academy, U.S.: acceptance of women to, D’Ercole belief about, 94; admission of women to, evolutionary process of, 175; admission of women to, phased process for, 178–79; America’s finest, opinion about graduates as, 440; arrogant reputation of graduates from, 131–32, 261–62; attitudes toward graduates of, 47, 51, 166–67, 182–83, 261–62, 338, 339–40, 438–41; change in attitude toward and environment for following classes of female midshipmen, iii–v, 12–13, 114, 185–86, 240, 260, 331–32, 352–54, 412, 414–15, 427–28; changes at, Svendsen opinion about, 448–49; competitive admission process, 97, 132; Daniels acceptance to, 1–3; dependency on ability to make life decisions, 377–78; D’Ercole acceptance to, 93–97; environment at, impact of first female midshipmen on, ii–v, 86–87, 177–78; female officers at, need for, 184–85; Foley acceptance to, 143–44; fuss made by toward first female midshipmen, 12; high school students achievements and competition at, 22–23, 435–36; honors violations and being kicked out of, 347–50; hostile environment toward first female midshipmen, ii, iv, 10–14, 103–8, 157–59, 402–3, 405, 410–19; idealist view and first impression of Daniels toward, 3–4; integration of women into squads better than having all the women together, 186–87, 242–43, 410; last male class, graduation of, 180; law to allow women to go to, 191; Lowndes education at, viii; mission of, 246–48, 412; obligation to Navy after graduating from, 27, 37–38, 80–82, 187–88, 342–43; physical abilities of women and recruitment standards, 265–70, 349–50; prestige of going to, attitude of people towards, 47, 97; pride in education from, 179, 439–40; questionnaires for feedback about, 272, 314–18, 357–58; quitting, thoughts about, 10, 27–28, 159–61, 214, 342–43, 345–47, 402–3; recruitment for, 89–90, 161, 259–60, 299, 446–48; refinement of to accommodate women, 413; socializing with classmates, 36, 45–46, 119–21; Svendsen attitude about education from, 437–38, 442; tourist visits to, 84, 308; training on how to deal with first female class, 14–17, 199–200, 411–12; women midshipmen, first class to graduate, ii; women stationed at, 13. See also academics at the Naval Academy
Naval Air Training and Operation Procedures Standardization (NATOPS), 295
Naval Command, Control and Ocean Surveillance Systems, military deputy to the director of the Joint Research and Development Center of, viii
naval flight officers (NFOs), 25–26, 49, 61, 77, 272
Naval Investigative Services (NIS), 330
Naval Operations for Information Dominance, senior advisor for Space to Deputy Chief of, iii, vii
Naval Postgraduate School, Monterey: aviators going back to flying after education at, 124; Daniels plans for, 70, 78–80; D’Ercole education and experience at, 124, 130–31; Lewis interest in, 300; obligation after finishing, 80; score for entrance to, 79; space systems operations and space subspecialties, 79–80; Svendsen opinion about going to, 448
Naval Research Laboratory, U.S. (NRL): Daniels assignment to, vii, 56, 75–78, 81; Daniels interest in and, 74–75; women working at, 77–78
Naval Space and Warfare Systems Command, 130, 133–34
Naval Space Surveillance Center, vii
Naval War College, 78, 129
Navy, U.S.: attitude toward women in, iv, 109–14; benefit of 100 percent of investment in D'Ercole, 124, 133; billets and career opportunities for women, planning for, 37–38, 38n2, 167–68, 422–24; billets and manpower for 600-ship Navy, 71–72; Daniels service and assignments, iii, vii; D'Ercole service and assignments, vii; flight operations and Daniels interest in, 2; Foley interest in joining, 144–45; Foley service and assignments, viii; leadership positions for women, 180–81, 249–51; Lewis service and assignments, vii; Lowndes service and assignments, viii; naval aviation, open-mindedness of people in, 26–27, 249, 275; obligation to after graduating from Academy, 27, 37–38, 80–82, 187–88, 342–43; opportunities for women in, 37–38, 38n2; role of women in, changes in, 248–51, 260, 450–51; SEALs observation of SERE school, 288; service selection activities, 52, 167–68, 343–44, 422–24; Svendsen service and assignments, ix; Tighe service and assignments, ii–v; warfare specialty and promotion in, 296–97
Navy Fleet Combat Support Center, 424, 437
Navy Reserve Space Program, vii
Navy Reserve, U.S.: Daniels service and assignments, vii; reserve VP squadrons, 67–68
Navy Space and Network Warfare Program, vii
Navy Yard, 78
nervous breakdowns, 392
New Orleáns, 237–40
New York City: cruises to, 163, 215, 216, 420; Defense Contract Administration Services Management Area (DCASMA), 382–83, 388–91
New York Federal Executive Supervisor of the Year Award, 390
Newport: cruises to, 163, 215, 420; 90-day wonder program, 262
Newport-to-Bermuda race, 45
Norfolk, summer activities and visit to, 165, 166, 340, 341, 420, 421
NROTC: D'Ercole interest in, 94, 96; Illinois Institute of Technology program, 121; Lewis father at Stanford University, 190
Nunez, Maureen Foley. See Foley Nunez, Maureen

O
Officer Candidate School (OCS), preparedness of Academy graduates compared to, 262 officers: Academy women, dedication and leadership abilities of, 316, 316n6; attitude toward women at Academy, 25; D'Ercole experience with officers and professors, 150–52; female officers as role models, 353, 409; Foley company adjutant duty, 180; forward-looking women officers, 220; general unrestricted line officers, 121–25, 167–68, 316, 344–45; leadership positions for women, 180–81, 249–51; Lewis as sailing program instructor after graduation, 263–65, 271; Lewis experience with, 207–8; Lowndes experiences with, 324–25, 327–30; Lowndes opinion about, 316–17, 316n6; Mayer as company officer, 206–7; naval flight officers (NFOs), 25–26, 49, 61, 77, 272; non-Academy female officers, survey of experiences with, 316; physics class and professor,
24–25; restricted line officers, 344–45; staff corps, 344–45; striper positions and grooming women for stripes, 181, 185; Svendsen experience with officers and professors, 410–12; Svendsen feeling about being female officer, 445–46; woman Marine general, Lewis meeting with, 218–21; women midshipmen, attitudes toward, 328
O'Neill, Pat, 10

P
P-3 aircraft: Daniels flying of, 56–57, 67–68, 76; NRL P-3 flights, 76, 77–78; VP squadrons use of, 67–68, 71; women flying VP, attitudes toward, 67
pantyhose, 309
patrol (VP) squadrons, 67–68, 71, 73
Patrol and Reconnaissance Group/Patrol and Reconnaissance Group Pacific, vii
Patuxent River NAS: NRL P-3 flights out of, 76, 77–78; VXN-8 based at, 56
peer pressure, 14, 104, 164
Pensacola: acrobatics, not getting sick during, 165, 340–41; Foley assignment as squadron branch officer, 181–84; Foley career path and general unrestricted line to a squadron in, 168; Lewis experience at, 217; Lewis flight school at, 271; Lewis instructor role at, 274, 283–84, 295–98; Lowndes experience at, 340–41; summer activities and visit to, 37, 165, 217, 340–41, 421; supportive attitude of men toward women in flight school in, 26; Svendsen first-class cruise on Lexington, 426–27
Pentagon: Lewis visit to, 221; Svendsen Pentagon duty in readiness analysis shop, 437
Personnel Support Activity Department, 380
Perth, Australia, 57
Philadelphia, 215, 382, 396
Philippines: Daniels flight to with VXN-8, 57; Lewis deployment to, vii, 250, 289–90; Svendsen meeting husband in, 444. See also Cubi Point NAS
physical abilities of women and recruitment for Academy, 265–70, 349–50
platoon commander activities, 201–2, 203–4
platoon drill for competition, 203–4
plebe summer: attitude of plebes, 204–5; Daniels difficult time sailing during, 30; hygiene films for women, 14–16; integration of women into squads better than having all the women together, 187; Lewis as sailing program instructor after graduation, 263–65, 271; Lewis squad leader assignment, 202–3, 204–5; Lowndes experiences during, 308, 309–10; media presence during, 308; Plebe Detail, 42, 100; room doors, keeping open, 311; sanitary napkin for polishing shoes and belt buckles, 82–83; showering during, 15; survivalist attitude during, 174; Svendsen memories of, 403
plebe year/plebes: bets, requirement to make, 231–32; D'Ercole memories of, 102–5; difference between Daniels as plebe and sailing coach plebes, 49; difficulty of, indoctrination by first class, 425; Lowndes experience with taking plebes to breakfast, 324–25; Lowndes experiences during, 319–21; role of, awareness of and ease of being a plebe, 28; room doors, keeping open, 153; support network role of youngsters during, 178; Svendsen memories of, 402–3
Postgraduate School. See Naval Postgraduate School, Monterey
Potter, E. B. "Ned," 410–11
POW (prisoner-of-war) training, 286–88
Presto, Sue, 233–35, 254, 271
Princeton University, 144, 365–66
professionalism and dealing with men successfully, 210–12
Protestant choir, 368–69

Q
Quantico, summer activities and visit to, 37, 164–65, 340, 421
Queen's Jubilee, 216

R
Rainey, Barb, 251
Rampp, Lynn, 138, 313
Rayhill, C. J., 267
realistic military environment (RME), 426–27, 437, 442
Reflecting Pool, 266
reputation and playing cards in bunkroom, 238–40
respect: alumni, attitude of toward women midshipmen, 176–77; attitude of CO and
treatment of women aboard ships, 39–40; discipline for rolling eyes and disrespectful
attitude, 17; earning of on individual basis, 32–33, 39–40, 103–8, 158; underclassmen,
disrespect from, 429–30; women in leadership positions, respect for, 180
La Réunion, 57
reunions: classmates, being remembered by ones you don't remember, 50–51, 140; Daniels
attitude toward, 29, 50–51; D'Ercole attitude toward and attendance at, 139–41
Rickover Hall, 395
Ring Dance, 337–38
ring-knocker reputation, 51, 131, 262, 339–40
Roger (D'Ercole fiancée/husband), 120–21, 134–35, 141
role-play, 212
room doors: closed doors and knocking on doors, 310–11; keeping open, requirement for,
153, 310–11; permission to lock, 331; prohibition against locking, 328–31
ROTC: Academy education compared to, 246–48; Daniels rejection by, 2; Jump School
experience with women from, 228–29; Lewis application for, 191; Lewis flight school
experience people from, 273–74; preparedness of women who went through, 262;
selection process for women, 2
"Rudolph the Red-Nosed Reindeer," 369–70
Russian jets, 250, 279, 292–93

S
S-3 aircraft, 296
sailing: Bermuda one-two race, 34–35, 34n1; Daniels sailing abilities, 30, 35, 44–45; Daniels
sailing during the year and learning to sail, 33–36; Daniels sailing with classmates, 49–
50; learning to sail in sailing club dinghies, 33; Lewis as sailing program instructor
after graduation, 263–65, 271; Mistral first sail-training cruise, 30–32, 46; Newport-to-
Bermuda race, 45; ocean racing experience, 45; sailing party, Daniels attendance at,
12–13; summer racing, 34; winchgrinders, strength of, 33
sailing card, 265

sailing team: after-race parties, 36; attitude toward women on, 46; attitude toward women
sailing big boats, 13; Bermuda race and Daniels getting boat assignment after returning, 35; Daniels interest in coaching, 88; Daniels sail coach assignment, 48–50; Daniels skipper assignment, 35, 45; dinghies and Lasers sailing by women on, 31; friendships made while sailing, 35–36; hostility toward women on, 13; skippers, women as, 35; social aspects of sailing for Navy, 45–46; uniforms for, 36, 46; varsity sailing team and not marching at football games, 36

_Samuel Gompers_, 238, 423, 427, 437, 445

San Diego: Daniels experiences and first-class cruise on repair ship from Japan to Hawaii to
San Diego, 37–42; Lewis flight prep courses in, 289; Lowndes first-class summer
cruise on cruiser out of, 342; Navy Fleet Combat Support Center, 424, 437; _Samuel
Gompers_ home port, 423, 427, 437, 445

_San Francisco Chronicle_, 196–97

sanitary napkin for polishing shoes and belt buckles, 82–83

Seashore, Edie, 152, 154

2nd Company, 115, 116–17

second-class summer as make-or-break point, 342–43

SERE (survival, escape, resistance, evasion) school, 285–89

Shanbrook, Kathy, 201

_Shipmate_ article about Academy experience, 314–16, 392, 394–95

ships: activities for men on summer cruises, 216; assignment of women to, 72–73, 386–87;
attitude of CO and treatment of women aboard, 39–40; billets for women on first-class
cruise, 41; dependents' cruise of sons/boys, 40–41; first-class cruise on repair ship from
Japan to Hawaii to San Diego, 37–42; Foley first-class summer cruise on
oceanographic research ship, 169–71; Lowndes desire to be assigned to, 342–44, 345;
MSC crew reaction to women about, 170–71; opportunities for women on, 27, 37–38,
38n2; seamanship and navigation, learning about, 37; third-class cruise, 30; weapons
demonstrations, provision for dependents to go out on ships for, 40; women not allowed
on, 13, 30, 162, 165, 216, 342–44

Sifuentes, Major, 435

Sigonell, Sicily, 281

Singapore, flight school student from, 283

Space Engineering Program, 124

Space Program Office, Aerospace Engineering duty officer, viii

Space Science Division, vii

Space Systems, D'Ercole assignment to, 113, 121

space systems operations and space subspecialties, 79–80

Spain, flight school student from, 283–84, 298

Spin Recovery program, Lewis assignment to, vii

Spohnholtz, Cheryl, 139

Spokane, Washington, 285

sports: badminton lessons and season, 367; baseball team, 118–19; choices for women, 69;
comparison between programs for men and women, 251–52; D'Ercole activities, 117–18;
D'Ercole cheerleading activities, 117; fencing team, 157, 364–66; Foley activities,
156, 157; kickball, 367; Lewis athletic abilities and interests, 192, 199, 213; Lewis
basketball team experience, 201, 224, 252, 253; Lewis crew team activities and varsity athletes, 201–2; Lewis crew team and boathouse experiences, 215, 252–53, 258; Lewis sports activities and playing Army, 253; Lewis volleyball team experience, 201, 213, 252, 253; Lowndes activities, 361–62, 364–66, 367–68; money for sports programs, 251–52; socializing opportunities around, 36; Svendsen activities, 434; Svendsen cheerleading activities, 411, 434; track team, 118; volleyball lessons and season, 367.

See also sailing

squad leaders: concern of squad leader about women crying, 16; Daniels experience as, 43; Daniels experience with, 18–19; Foley problem with uniform sizes and altering uniform with staples by, 147–48; plebe squad sneaking out for beer with first-class squad leader, 232; Svendsen experience with, 404–5; Svendsen interview, questions about from, 408

Sri Lanka, 57
Stanford University, 190, 213
Stapler, Sue, 139
Statue of Liberty, 216
Sternaman, Liz, 136, 137
Stevens, Sue, 206, 409
submarines: career path for men, 112, 122, 423; summer programs and women not allowed on, 113, 165–66, 217, 341, 421

summer programs/activities: billets for women on first-class cruise, 41; Daniels experiences, 29–32; Daniels experiences and first-class cruise on repair ship from Japan to Hawaii to San Diego, 37–42; Foley experiences, 162–66; Foley first-class summer cruise on oceanographic research ship, 169–71; Lewis experiences, 215–29; Lewis first-class cruise on New Orleans, 237–40; Lowndes experiences, 340–43; modification of for women, 165–66; Plebe Detail, 42, 100; plebe indoctrination, 425; second-class summer as make-or-break point, 342–43; shore assignments, 41–42; Svendsen experiences, 420–22, 425–27; Svendsen first-class cruise on Lexington, 426–27; Svendsen second-class summer memories, 403; women on cruises, attitude toward, 163–64, 420

Supply Corps: career path for women in, 342–45; career paths for men, 112; Lowndes assignment to, viii, 318–19; Lowndes summer activities in, 341
Supply School: dating experience of Lowndes at, 376, 378–79; Lowndes experience and grades at, 377–79, 391; social functions at BOQ, 378
Surface Warfare Officer School (SWOS), 39–40, 437
survival, escape, resistance, evasion (SERE) school, 285–89
Svendsen, Pamela Wacek, ix, 398–452; academic achievements of, 402, 417; academic experience of and experience with professors, 410–12, 432–33; Academy, attitude toward, 413–14, 417, 437–41, 448–50; Academy changes, opinion about for, 448–49; Academy education, attitudes of people toward, 438; Academy education, preparedness for career after, 437–38, 442; Academy graduates as America's finest, opinion about, 440; Annapolis, feelings about, 446; approval and support, pockets of, 435–36; attitude of parents toward Academy appointment, 401–2; beauty of Academy, 449; billets available for, 422–24; birth and early life of, 398; camaraderie and feeling part of the class, 415–17; career after leaving the Navy, ix; change in attitude toward and environment for following classes of female midshipmen, 412, 414–15, 427–28; cheerleading by, 411, 434; class ring of, 438; college and career aspirations before going to Academy, 400–401; combat duty for women, opinion about, 441–42, 451–52;
company officer or instructor at Academy, attitude toward being a, 446; company officers, experiences with, 419; Costanza meeting, experience at, 440–41; daughter of, difficulty of leaving, 424; daughter of, opinion about Academy education for, 447–48; decision to go into military and appointment to Academy, 398–402; demerits and minor infractions, 430–31; Diego Garcia duty, 445–46; difficult aspect of being midshipman, 433–34, 439–40; easiest aspect of being midshipman, 433; education of after Navy career, ix, 448; feedback from civilians, 435; female officers as role models, 409; femininity, fear of losing, 409; feminist views and support for ERA, 452; fiancée/husbands of, 422–23, 437–38, 443–45; first-class cruise on Lexington, 426–27; Foley friendship with, 404; friendships with female classmates, 410; going back in time and going to Academy, attitude toward, 448; graduation and June Week events, 414; high point of Academy education, 449–50; high school classmates appointments to military academies, 435–36; Induction Day experience of, 404–6; life and career plans after leaving Navy, 442–44; low point of Academy education, 449–50; male classmates attitude toward, 402–3, 410–19; Marine Corps interest of, 421–22; media interest in and interviews, 150, 198, 406–9; Navy career and duty assignments of, 422–25, 436–40; Navy Fleet Combat Support Center duty, 424, 437; Navy service and assignments, ix; Pentagon duty in readiness analysis shop, 437; physical preparedness for Academy, 433–34; political science major of, 401; preparations for going to Academy, 403–4; pride in accomplishments and service, iii, 417, 439–40; privacy in Bancroft Hall, 432; quitting, thoughts about, 402–3; recruitment for Academy, feelings about, 446–48; resentment, pockets of, 435; return to Academy, emotional experience of, 449; roommates of, 404–5; Samuel Gompers, experience on, 423, 427, 437; satisfying aspect of years at Academy, 432–33; second-class summer memories of, 403; self-confidence and self-esteem of, 402–3, 439–40; service selection activities, 422–24; service to country, strong need for, 400; sponsor of, 434–35; sports activities of, 434; squad leader, experience with, 404–5; stress of Academy education and experience, 413–14; success of, 439–40, 442; summer programs experiences of, 420–22, 425–27; tailgate event, male classmates that wouldn't say hello at, 416–17; unaccompanied tour, concerns about, 424–25; underclass girls relationships with, 427–28; underclassmen, disrespect from, 428–30; understanding experience of at Academy, 450; visit to Academy before Induction Day, 404; Webb and article written by, opinion about, 413; wedding in chapel, requests to take pictures of, 409; women in Navy, changes in role of, 450–51; yard patrol boats, opinion about being instructor on, 446

swimming team, Daniels swimming experience and becoming manager of, 30

T
T. C. Williams High School, Alexandria, Virginia, 192–93
T-2 aircraft, 55, 275
T-28 aircraft, 165
T-34 aircraft, 275
T-A4 aircraft, 55
Tahiti: cost of accommodations in and doubling up in rooms, 58; Daniels flight to with VXN-8, 57
talking about someone behind their back, 211
Talley, Mr., 369, 370
tampons and menstruation, film about, 15–16
Tasmania, 57
Taylor, Patty, 312
tea fights (mixers), 236, 371
Tecumseh Court, 84–85
Teledyne Ryan Aeronautical Corporation, plant representative for unmanned aerial vehicle program, viii
Temple University, 264
test pilot school, 300
Texas A&M, 247, 257
Thailand: letter to Lewis from, 243; Lewis deployment to, vii, 250; Thai Air Force, Lewis instructor role in teaching close air support to, 293–95
Thompson, Carol, 366–67
Tighe, Jan: Naval Academy experience of, ii; Navy service and assignments, ii–v
tower jump, 265–66
TU-95 Bear bombers, 292–93
21st Company, 115, 116
29th Company, 115

U
unauthorized absences and going over the wall, 43, 230–35
uniforms/clothing: belt buckles, how to clean, 200–201; bras, 309–10, 352; clothes-folding session, 11, 306; Daniels Academy clothes and uniforms, discarding of, 51; Foley problem with uniform sizes and altering uniform with staples, 147–48; guidance on how to shop for and buy clothing, 354; instructions on how to wear, 85, 354–55; Lewis meeting with Marine general, request to wear skirt and no ribbons/medals to, 218–21; sailing team uniforms, 36, 46; sanitary napkin for polishing shoes and belt buckles, 82–83; service dress whites for Sunday formation, 84–85; service dress whites, instructions on how to wear, 85; shoes for women, 240; sizes and fit of, 147–48, 240, 309–10; skirts and walking in formation, 355–56; tropical whites, 356–57; undergarments, women allowed to bring own, 352; wear-testing clothing, 355–56; white slacks, seeing through, 356–57
United International Antisubmarine Warfare (UNITAS), 386
University of Illinois, 400–401
University of North Carolina Kenan-Flagler Business School, Senior Executive Institute, viii
University of North Carolina (UNC), 267, 268
University of Texas (UT), 223
University of Virginia (UVA): Daniels career preparedness, comparison between going to UVA and Academy, 46–48; Daniels interest in and application to, 2–3; Daniels interest in and career aspirations, 29, 47–48; Foley interest in, 144; party-school reputation of, 47–48
unmanned aerial vehicle program, plant representative at Teledyne Ryan Aeronautical Corporation for, viii
upper class/upperclassmen: attitude of male classmates toward female classmates, 10–14, 158, 163–64, 179, 402–3, 405, 410–19; D'Ercole classmates attitude toward, 119; fying underclassmen, 160, 186, 429–30; Induction Day yelling by, 9; Mr. Studley
attitudes of some, 19–21; plebes dating upperclassmen, 230–35, 374, 375–76; second year, difficulty of, 28; training on how to deal with first female class, 14–17, 199–200, 411–12; underclass girls relationships with, 86–87, 177–78, 331–32, 427–28; underclassmen, disrespect from, 429–30; yelling by, 9, 42–43

V

Valentine Ball, 236
VAQ-34 squadron, 295–97
VC-5 squadron, vii, 286, 289–90, 296–97
Vice Admiral Robert F. Batchelder Award, 389–90, 389n10
Virginia: T. C. Williams High School, Alexandria, Virginia, 192–93. See also Annapolis volleyball lessons and season, 367
volleyball team, 201, 213, 252, 253
VP squadrons, 67–68, 71, 73
VXE-6 squadron (Antarctica support squadron), 55–56
VXN-8 squadron (World Travelers/oceanographic research squadron): barhopping with guys while traveling, 58; choosing squadrons, 55–56; Daniels assignment to and experience in, 55–62, 76–77; female aircraft commander, abilities of, 59; hotel accommodations for when traveling, 58; last CO, negativity of toward women by, 57–62, 76–77; length of Daniels assignment to, 56; nickname of, 56; orders for women after assignment to, 73–74; Patuxent River base of, 56; places flown to be, 56–57; Project Magnet, 57; resentment toward women in, 62; sexual harassment by CO, 58–59, 60–62; women on crew, 57

W

wall, going over the, 43, 230–35
Warner Springs, 285, 288
Washington, D.C.: learning to deal with politics in, 112–13; Lewis experience at Marine Corps Headquarters, 217–22; Lewis Pentagon visit, 221; summer activities and visit to, 166, 341; Svendsen Pentagon duty in readiness analysis shop, 437
Webb, James: approval of appointment, 65–66, 127–28; article written by, 63, 66, 109–14, 127, 172–73, 174, 185–86, 245–46, 384–85, 413; article written by, discussion about in classes, 109–10; attitude of toward women, 63–69, 109–10, 384–85; charisma of, 68–69; culture created by, concerns about, 68; grooming women for stripes, 181; letter-writing campaign against appointment of, 63–68, 127; opinions about appointment of, 63–68, 125–29; power of, 67; refinement of Academy to accommodate women, 413; speech at Academy by, 185–86; speech to WOPA by, 66–68
Wellness Center, Navarre, Florida, ix
West Point: integration of women into squads at, 242; Jump School experience with women from, 225–28; Lewis sports activities and playing Army, 253; Svendsen interest in, 398, 399–400; type of woman who went to, 227–28; woop nickname for women from, 225
Whiting Field, 271
Winnefeld, Rear Admiral, 362, 365–66
women: abilities of, judging on individual basis, 69–70; billets available for, 71–74, 167–68, 344–45, 422–24; children, leaving of when sent on unaccompanied tour, 424;
dependency on Academy and ability to make life decisions, 377–78; earning respect on individual basis, 32–33, 39–40; leadership positions for women in Navy, 180–81, 249–51; leaving Navy before obligation is up, 81–82; Lewis experience as jet pilot, 288–95; limited previous experience of some men with, 11–12, 102; mentors and reaching back down to help other women, 87; obligation of women to defend her country, 451–52; prejudices against abilities of, basis for, 27–28, 33, 69–70, 102, 418–19; professionalism and dealing with men successfully, 210–12; survey of women graduates by Lowndes, 272, 314–18, 344, 394–95

Women in Ships Program/Women at Sea program, 122–23, 386–87

women midshipmen: attitude of friends and families toward, ii; authority of, undermining of, 323–27; basis for attitudes toward, 27, 32–33; billets and career opportunities for, planning for, 37–38, 38n2, 167–68, 422–24; Black women midshipmen, first, 136–37; camaraderie and feeling part of the class, 28–29, 312–13, 415–17; career paths open to, 13; change in attitude toward and environment for following classes of, iii–iv, 12–13, 114, 185–86, 240, 260, 331–32, 352–54, 412, 414–15, 427–28; civilians and alumni, attitudes toward, 113–14, 176–77, 194, 243–45, 435–36, 440–41; competition among classmates, 334–36; conduct offenses by and reflection on rest of women, 155; Costanza meeting, experience at, 440–41; engagements of, 300–301, 371–73; environment at Academy, impact of first female midshipmen on shaping, ii–v, 86–87, 177–78; environment for at Academy, iii–iv; experimental class and leaving before obligation is up, 82; favoritism for, 417–18; firefighter analogy for first class of, iii–iv; first class to graduate from the Academy, ii; first class to graduate from the Academy, article about experiences of, 314–16; first-class year and women in all classes, 180; friendships between female classmates, 6–7, 101–2, 114–16, 136–39, 146, 154–55, 187, 241–43, 334–36, 410; fuss made by Academy toward, 12; guidance on what first class should expect, 14; honors violations and being kicked out of Academy, 347–50; hostile environment toward first class, ii, iv, 10–14, 103–8, 157–59, 402–3, 405, 410–19; independence, personality, and intelligence of, 227–28, 266, 269–70; integration of women into squads better than having all the women together, 186–87, 242–43, 410; integration of women into the brigade, meetings and feedback sessions on, 152, 154, 208–12, 357–58, 418–19; interactions and communication among, 6–7, 14–15, 114–16, 146, 154–55, 187, 208–12, 241–43, 311–13, 332–33, 410; jealousy between women, 416; leadership positions, respect for women in, 180; limitations on interactions between, 115–16, 154–55, 311–13; makeup and acting feminine, guidance on, 353–54; male classmates attitude toward, 10–14, 17–18, 25, 103–10, 119, 147, 157–59, 163–64, 179, 198–205, 229, 312–13, 323–31, 332–33, 402–3, 405, 410–19; nervous breakdowns of, 392; opposition to, 176–77; ostracization of by peers, seniors, and faculty members, ii; peer pressure and treatment of, 14, 104, 164; physical abilities of women and recruitment standards, 265–70; physical standards for men and women, 105–6, 224; pockets/personal device holders for, 83–84; pride of first class of, iii, iv–v, 179, 439–40; questionnaires for feedback from, 272, 314–18, 357–58; resilience of, iv–v; role models, first class as, 86–87, 184–85, 427–28; role models for, 353, 409; room doors, keeping open, 153, 310–11; roaming side-by-side with male midshipmen, 310–11; roommates, getting along with, 350–52; self-confidence of, 21–22; size of first class, ii, 105, 314; strength and confidence of, ii, iv–v; success of, iv–v; survivalist attitude of, 174; traditions broken by, 160, 417; underclass girls relationships with, 86–
87, 177–78, 331–32, 427–28; understanding experience of at Academy, 450
Women Officers' Professional Association (WOPA), 66–68
working uniform blue alpha (WUBA), 208, 208n4, 229, 393
WUBA (working uniform blue alpha), 208, 208n4, 229, 393

Y
Yale University, 258
yard patrol boats (YPs): duty assignments on, 162–63, 420; East Coast cruises and port visits
on, 30, 162–64, 215–17, 340, 420; Foley experiences on, 162–64; fun during cruises
on, 162, 215–16, 340, 420; Lewis experiences on, 215–17; Lowndes experiences on,
340; Svendsen experiences on, 420; Svendsen opinion about being instructor on, 446;
women assignments to, 30, 216; women on cruises, attitude toward, 163–64, 420
yawls: great blue pig name for, 35; June Week and using yawls as backdrops, 36; women
aboard, 35
youngster year: expectations about and difficulty of, 160–61; Foley experiences on YPs,
162–64; Lowndes experience with taking plebes to breakfast, 324–25; quitting,
thoughts about during, 159–61; sign-in log for male midshipmen in women
midshipmen rooms, 152–53; support network role for plebes during, 178; Svendsen
memories of, 402–3

Z
Zimmerman, Karen, 254–56