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9. President, Midshipman Council	1	
10. Battalion Commanders	3	
11. Library	5	
12. Class Presidents	4	
13. Section Leaders	36	

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## TABLE OF CONTENTS

1. Preamble:  
ref: letter, Supt. USMMA to Regiment  
dated 12/12/68
2. Introduction:
3. Academics:
4. Midshipman Council:
5. Regimental:
6. Class System:
7. Finance:
8. Facilities:
9. Midshipman Court of Appeals:
10. Miscellaneous:
11. List of Grievances Requiring Immediate Attention:
12. Conclusion

This paper is a comprehensive study and list of recommendations that the Regiment of Midshipmen strongly feels require the attention of the Administration. It is an explanation and categorization of the most obvious and the most evasive problems that Kings Point is faced with. It is a sincere attempt to correct many both major and minor, long and short range, and to bring into the open the conditions that have led to the massive feeling of unrest at this institution. The following is a copy of the letter from the Superintendent to the Regiment requesting such a report as this. We feel that this paper fulfills this request while perhaps opening the eyes of many, as to the inequalities, suspicions, incompetence, laxities, injustice, and lack of pride that is the environment we exist in; the atmosphere we imbibe.

## MEMORANDUM

12 December 1968

To : Regiment of Midshipmen  
From: Superintendent

GENTLEMEN:

As we approach the holiday leave period, our thoughts naturally turn toward home and all that this season embodies -- the burning of the yule log, old friends and new ones, Mom's Christmas dinner, and the singing of "Auld Lang Syne." Before you return to the Academy, the old year will have passed and a new one taken its place. In the new year I hope to see many changes; changes which I hope will be for the better. In order to work toward these changes I need your assistance.

Once every four weeks I meet with the Regimental Command Board and every two weeks I have a meeting with the Regimental Commander and the Executive Officer. At each meeting they tell me that everything is fine with the Regiment. They have an occasional minor problem but nothing of great consequence.

Recently other sources have informed me that there seems to be a disquieting undercurrent of discontent and unhappiness within the Regiment. This would, of course,

disturb me at any time but particularly so during this season which should be so joyous. I feel that perhaps our communications need strengthening. I would like your assistance in exploring ways of either re-establishing existing channels or opening new ones. After all, if there are grievances, the mature way of solving them is to bring them into the open so that both parties may sit down and discuss them and reach an equitable solution.

As hastily made decisions usually do not prove to be of lasting value, I would ask each of you to do the following - during your holiday period take a few moments to think about what I have said and to originate ideas as to how we may improve our communications. Jot down what you believe are the problems and your solutions for the Regiment. While you are away, I and my Staff will also be considering this matter.

On behalf of Mrs. McLintock and myself, the Staff, and the Faculty [sic], I wish you the merriest of Christmases. With your assistance we will enjoy the happiest of New Years.

Sincerely yours,

Gordon McLintock  
Rear Admiral, USMS

## INTRODUCTION

The Superintendent  
U.S. Merchant Marine Academy  
Kings Point, New York

Sir:

Kings Point recently celebrated its 25th anniversary. The regiment of Midshipmen feels that it is time for the Academy to emerge from necessity-born practices instituted during the war into an atmosphere in keeping with a school designed to meet the needs of tomorrow.

To a man, the regiment is dissatisfied with the systemized absurdity under which we live. The medieval logic with which each of us is treated cannot be allowed to continue; the continued existence of the present atmosphere at this institution can, in fact, lead only to more widespread dissent with a patently intolerable situation.

Today, the midshipman feels quite justifiably that the role of the school has been eclipsed by the personal desires, satisfactions, and vested interests of those who administer to him. He realizes that, while his education is the only justification for the very existence of the Academy, he is receiving a limited education both professionally and academically. He resents being treated as a child and shudders at the ignorance of men so illogical as to be wholly incapable of understanding that his actions reflect how he is treated. He wonders how he can, in good faith, support a system that has been used as a weapon against him, how he can justify

adhering to regulations that are circumvented by those very people charged with their administration. He finds himself frustrated when he attempts to use logic or analytic processes to effect constructive good in the system -- by men to whom that type of thinking is so alien as to make the attempt useless. He is blocked whenever he tries to use the theoretical legal avenues supposedly open to him to reach those who have the power to correct the injustices. But most of all, sir, he is fed up. He is willing, finally, to take any and all steps necessary for the realization of those goals that he feels are vital to his education as a student and a Merchant Officer, and to his dignity as a man.

This memorandum then, is a statement of those goals. It is the considered position of the Regiment of Midshipmen that a re-examination of the following must be effected immediately if this institution is to become a school of higher education in the true sense of the phrase. This is not a series of complaints; rather, it is a sincere attempt on the part of the men who live under this System to define its myriad defects and to delineate some means of correcting them. Each of the following headings will first be described briefly and then explored more fully;

1. We question the validity of an educational system which demands that the midshipman become "educated" and then burdens him, with so many courses that he survives academically only by brute force of memory. Rather than feel enlightened

after having completed a course, we feel only relieved...that the course is over. We find that an attempt to actually learn is only a waste of time and that cramming is the only way a man can pass a course. Those members of the Regiment who stand highest academically realize that they are receiving an inadequate education. This can only serve to show the rest of us that it does not matter how hard one works at Kings Point -- his grades are not relevant to what he is supposed to have learned.

2. We highly suspect the education worth of the Regimental System as it is presently administered at Kings Point. As potential officers in the Merchant Marine, we are appalled at the deficiencies apparent in the system designed to train us for that position. We question whether we are being trained at all, or are, in fact, merely being administered to for four years. We suggest that the Regimental System is not working and the reason is that we being administered to as if we were children rather than Midshipmen training to be officers. We find the causal factors in this situation to be a number of ill-advised and, in some cases, even inept officers who feel little empathy for our chosen profession and demonstrate little knowledge of it.

3. We feel strongly the lack of an effective class system at Kings Point. The system, quite simply, has broken down. We find it difficult to have any respect for a system that



requires we respect those placed in authority in the Class System when those Midshipmen themselves are dealt with without respect by the Administration. We find it absurd to live within the regulations of a system which tells us, if we live by the regulations, we will enjoy the respect and benefits due an upperclassman -- while, at the same time, we see those men who should be enjoying those benefits struggling to obtain them. Why, we ask ourselves, should we bother to observe the regulations when we know that adherence to them is not important? We will, in turn, have to go through the same fight to "enjoy" the privileges and respect supposedly due an upperclassman. We suggest that until the Administration respects those men within the Regiment who have been appointed to positions of "authority", no intelligent man can admit the validity of such a system.

4. We note that whereas we are often told we are receiving a free education, the phrase is a misnomer. We submit that we all pay a goodly amount of funds during our four years at Kings Point. Though we are grateful to the U.S. Government for the public funds contributed toward our education, we feel we have a right to an itemized explanation of where our monies go. There is a widespread feeling within the Regiment that our money is not sufficiently accounted for. Upon query we receive general statements, not specific answers. We hear, for instance, "Athletic Fee" without any explanation of just what that entails, without any itemization of exactly what

we get for it. We would suggest, where our money is concerned, that we deserve an itemized explanation of exactly where it goes.

5. We find a total lack of interest and respect for our views concerning the state of the facilities at Kings Point. We are the men using and inhabiting the buildings and classrooms but we are neither listened to nor asked for opinions or desires as to what needs improving. From the new library, (which we consider still inadequate in the number and types of volumes it contains), to the totally unsanitary condition of the hospital, we feel the Administration must, in the interests of a better institution, listen to the opinions of the Regiment of Midshipmen. At the very least, our questions and complaints should be answered.

6. Perhaps the primary discrepancy between stated and actual practice at Kings Point is the largely theoretical powers of the Midshipman Council. The Regiment feels very strongly that this organization is its only representative. While we respect those of us who sit on the Command Board (also largely empowered only theoretically for "command"), we feel that the latter organization should concern itself only with those problems arising from the administration of the Regimental System. Much more vital, we assert, should be the role of the Midshipman Council. We have elected these men to represent us in all matters outside the realm

of the System. The Council, however, is not really allowed to represent us and is, therefore, merely a figurehead. We are suggesting that the powers of the Council be more clearly defined in such a way as to enfranchise it as the proper spokesman for the Regiment of Midshipmen. We suggest that this concept is vital to the possibility of communication between the Regiments and the Administration and, further, to the very continuation of a viable attempt on the part of the Regiment to respond to the dictates of the System.

7. We urge that our proposals be acted upon immediately. To deny the validity of our arguments is to ensure that the Academy be forever relegated to the backwater of higher education and to make certain that Kings Pointers of the future still feel, as we do, that they have not been adequately prepared professionally. Failure to act upon our proposals will be an even more blatant injustice. It will mean, quite simply, that we are absolutely correct in our judgments, but did not extend them far enough. It will mean that the very men to whom we appeal are cognizant of the shortcomings of Kings Point but do not care to correct them. This we, the Regiment of Midshipmen, can no longer tolerate. It is long past time to move this institution ahead and the Regiment is committed, as a unit, to that goal.

These, then, are our major contentions. On the following pages we will examine each more closely, demonstrate their validity, and present the measures that the Regiment feels are necessary for their successful resolution.

## GENERAL ACADEMY STATEMENT<sup>1</sup>

Free inquiry and free expression are essential attributes of the community of scholars. As members of that community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Students should endeavor to exercise their freedom with maturity and responsibility.

### I. IN THE CLASSROOM

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Students should be evaluated solely on the basis of their academic performance, not on their opinions or conduct in matters unrelated to academic standards.

A. Protection of Freedom of Expression. Students are responsible for learning thoroughly the content of any course of study, but they should be free to take reasoned exception

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<sup>1</sup> American Association of University Professors, Statement on the Academic Freedom of Students. 51 A.A.U.P. Bull. 447 (1965)

to the data or views offered, and to reserve judgement about matters of opinion.

B. Protection Against Improper Academic Evaluation. Students are responsible for maintaining standards of academic performance established by their professors, but they should have protection through orderly procedures against prejudiced or capricious academic evaluation.

C. Protection Against Improper Disclosure. Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgements of ability and character may be provided under appropriate circumstances.

## II. STUDENT RECORDS

Institutions should have a carefully considered policy as to the information which should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement. Transcripts of academic records should contain only information about academic status. Data from disciplinary and counseling files should not be available

to unauthorized persons on campus or to any person off campus except for the most compelling reasons. No records should be kept which reflect the political activities or beliefs of students. Provision should also be made for periodic routine destruction of noncurrent disciplinary records. Administrative staff and student personnel officers should respect confidential information about students which they acquire in the course of their work.

### III. STUDENT AFFAIRS

In student affairs, certain standards must be maintained if the academic freedom of students is to be preserved.

A. Freedom from Arbitrary Discrimination. Colleges and universities should be open to all students who are academically qualified. While certain institutions may give admission preference to students of their own persuasion, such a preference should be clearly and publicly stated. College facilities and services should be open to all students, and institutions should use their influence to secure equal access for all students to public facilities in the local community.

B. Freedom of Association. Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests.

1. Affiliation with an extramural organization should not of itself affect recognition of a student organization.
2. Each organization should be free to choose its own campus adviser, and institutional recognition should not be withheld or withdrawn solely because of the inability of a student organization to secure an adviser. Members of the faculty serve the college community when they accept the responsibility to advise and consult with student organizations; they should not have the authority to control the policy of such organizations.
3. Student organizations may be required to submit a current list of officers, but they should not be required to submit a membership list as a condition of institutional recognition.
4. Campus organizations should be open to all students without respect to race, religion, creed, or national origin, except for religious qualifications which may be required by sectarian organizations.
5. Students and student organizations should be free to examine and to discuss all questions of interest to them, and to express opinions publicly or privately. They should also be free to support causes by any orderly means which do not disrupt the regular and essential operation of the institution.
6. Students should be allowed to invite and to hear any person of their own choosing. While the orderly scheduling of facilities may require the observance of routine

procedures before a guest speaker is invited to appear on campus, institutional control of campus facilities should never be used as a device of censorship. It should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.

C. Student Participation in Institutional Government. As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application or regulations affecting student affairs. Student governments should be protected from arbitrary intervention.

D. Student Publications. Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. They are a means of bringing student concerns to the attention of the faculty and the institutional authorities and of formulating student opinion on various issues on the campus and in the world at large.

1. The student press should be free of censorship and



advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.

2. The integrity and responsibility of student publications should be encouraged by arrangements which permit financial autonomy, or, ideally, complete financial independence.

3. Editors and managers should subscribe to canons of responsible journalism. At the same time, they should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures.

#### IV. OFF - CAMPUS FREEDOM OF STUDENTS

A. Exercise of Rights of Citizenship. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy. Faculty members and administrative officials should ensure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their off-campus activities and their exercise of the rights of citizenship.

B. Institutional Authority and Civil Penalties. Activities of students may upon occasion result in violation of law. In such cases, institutional officials

should apprise students of their legal rights and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only where the institution's interests as an academic community are distinct from those of the general community should the special authority of the institution be asserted. The student who incidentally violates institutional regulations in the course of his off-campus activity, such as those relating to class attendance, should be subject to no greater penalty than would normally be imposed. Institutional action should be independent of community pressure.

## SPECIFIC STATEMENTS

### ON ACADEMIC POLICY

The Midshipmen of the USMMA should have great pride in the education that they receive. It is indeed because of the education that we hope to obtain here that we apply and attend. It is because of our belief in the future of Kings Point that we strive to improve our school and make it better. We do not seek perfection, nor do we suggest radical, completely impractical changes. Rather we seek to improve this academy through sound, constructive changes which will result in our obtaining a better education. It is past time.

In the last quarter-century, the Academy should have emerged from the "cram-test-cram-test" curriculum that was necessary during the war years. Regrettably, this has not happened -- nor, it appears is a change due for some time. It is probably true to say that most undergraduates are proud to boast of the relative difficulty of the courses that they are taking; in this regard, Kings Pointers are quite normal. Unfortunately, the number of credit hours that a student takes is not a true measure of his having achieved a certain level of education. In the case of the Midshipmen at Kings Point, whose academic load approaches (and, not rarely, exceeds) 25 credit hours per quarter, the number of courses does, in fact, introduce a measure of superficiality to his education. The typical Midshipman does not, really, have an opportunity to learn;

rather, he is disenfranchised from the education that he rightfully might expect from an institution that awards a bachelor's degree.

Kings Pointers are fond of telling of how little studying they do for their courses. What, in effect, they are really saying is that they were never afforded the opportunity to study for their courses. If one takes the case of the typical student here (who is taking seven subjects per quarter) and projects an average of 2.5 examinations per quarter per course, and then adds a final examination in each course, and then remembers that all these tests are squeezed into a ten-week quarter, he will find that the total comes to about 25 tests a quarter -- in 50 class days! If we should add the other myriad activities of the Midshipman (such as marching, shining shoes, inspections, musters of various sorts, etc.) into our discussion, we begin to wonder how any normal person could ever graduate from a place such as this. Now, on top of everything else, a midshipman is encouraged (read "expected") to participate in extra-curricular activities to "round out his education". What education?

The normal dodge mouthed at this point is that Kings Pointers are somehow not normal (with the curious implication that we are all somehow particularly gifted.) Though we must admit that this assumption is not necessarily wholly without the realm of credibility, it certainly is not a proven fact and it hardly defines just why a Midshipman here is expected to take so much more of an academic load than our, at least,

equally gifted contemporaries at Harvard or Wesleyan or Stanford. Certainly, we can't be all that smart.

A realistic look at the situation at Kings Point would show the opportunity of the student to be extremely limited. This limitation may be directly attributed, among other things, to the inordinately large load that the student is expected to carry. What happens, quite simply, is that the student cannot hope to understand all that is "required" and, in the end, the standards of the courses are compromised. Then, under the present system, is the only practical solution to the dilemma: were it not for the universal use of the "bell-curve" grading systems at Kings Point, there would be few men graduating . With its use there are few educated men graduating.

What, precisely, does this mean to the Midshipman ? Well, for one thing, a few failing grades early in his academic career demonstrate to him the inapplicability of the concept of "learning" at Kings Point. He finds that "brute memory", while not affording him a chance to learn anything, can keep him in good academic standing. Those few who refuse to prostitute themselves to the "cram" system soon leave, either voluntarily or because of their poor grades. Or , even more tragically, they find themselves sliding into the system and leaving education far behind. Ironically , it is just these people, it is these very idealists that any school needs to substantiate the validity of the degree it confers.

If we are to justify Kings Point as a member of the community of institutions of "higher learning", a change is

desperately, and immediately needed.

There are inadequacies within the faculty as well. Under the present system, there is little incentive for a teacher to improve his methods of presentation and material offered, except individual motivation for self-improvement. Because of the security of civil-service status, there is little threat of loss of job, and therefore little incentive by teachers for academic growth or intellectual achievement.

This situation can only serve to penalize the midshipman. With the foregoing in mind, the following proposals are suggested for consideration .

1) Because of the problems concerning the heavy academic load, we propose the removal the "lights out" stipulation from 0100 to 0400 , and that "sack-in" be allowed during free periods of the academic day. Different people have different study habits, and some can function more effectively by sleeping during the day and studying late at night. The decision should be that of the individual Midshipman . We can find no viable reason for this procedures not having been adopted long ago.

2) Because we feel that a student can plan his study and learning habits to his own advantage, and because a student often gets little out of a particular class because he personally finds the subject easy or because he is suffering from a lack of sleep, we propose a specified number of cuts per class per quarter (excluding scheduled quizzes) to be allowed.

3) In order to create more incentive during the whole

period of the course, we propose that some system of exemptions from final exams be established. This would allow the student to use the time saved to study for, and do better in, the final exams of those courses in which he is not as proficient.

4) Because of the inadequate scope of our studies , we find that after obtaining firsthand knowledge during sea-year, that many later courses offered are little more than a history, and often offer inaccurate material as well. We therefore propose that an administration-faculty-Dean-student committee(s) be set up in order to evaluate and update the courses presently offered, and/or that each student evaluate each course that he has taken. We feel that one important viewpoint, that of the student, has been lacking in the evaluation of courses.

5) Under the present system, each teacher is evaluated by his superior and his peers as to his knowledge of the material, his classroom presentation and preparation. We feel that the students' point of view is being omitted and therefore propose that mandatory student evaluation of teachers be carried out and the results published. Both the students and the teachers will benefit by this constructive criticism.

6) We realize that the heavy academic load is necessary in order to obtain sufficient credits during our three years here to obtain a four-year education. To alleviate some of the problems in this realm, we suggest a possible revision of sea-year time, or establishment of a basic schedule of

required courses, with the remainder of the student's schedule filled with electives, so that he can concentrate on the subjects he is most interested in, and he can use to more advantage than others. We also suggest that a much broader list of electives be offered, more like the other academies are offering now.

7) We also propose that the quality and quantity of volumes in our library be improved so that they are able to complement the new building that encloses them. The Regiment is willing to contribute a book per man to further this goal.

8) The institution of some form of counseling system in the academic field is of vital importance. All Midshipmen need academic advice, suggestions for better study habits, someone to instill incentive in those who are lost or confused, and a person who can competently guide them in furthering their education. This is perhaps the only school of its size without such provisions. If the budget cannot be adjusted to allow the hiring of a competent counselor and a newly created post, then it is suggested that the faculty members might form some sort of guidance program on a rotational basis. The "fact" that the Battalion Officers are now supposed to be our "Counselors" is a well established myth.

9) With the passage of the "Conflicts of Interest" bill, it is our hope that all the faculty will take advantage of sabbatical leaves to return to school to become updated on new procedures and techniques and/or back to sea to see first-hand the recent developments in the industry. It is highly



discouraging for students returning from sea year to discover that they have a greater knowledge of modern systems and methods in merchant shipping than do their professors.

Of course the 11 month year, unusually heavy work hours, and inadequate pay are great deterrents in recruiting the best new teachers for the Academy. The Midshipmen appreciate this fact but suggest that we would be glad to offer all the help and suggestions needed to correct this pressing problem. Perhaps an examination of the necessity for a full year at sea would be worthwhile in this pursuit, allowing more time in actual residence at the Academy, while creating a short year and a lighter work load for professors. In any event, a shorter working year for the academic staff (with the corresponding time available for research into their individual fields) is imperative if Kings Point is to progress academically.

10) It is well known to the students in this institution that there are administrators and faculty in very responsible positions without college degrees. This is indeed an unusual situation in any college and it must be realized that this is a sore point with the Regiment. It must be brought to your attention at this time- the value of our education is measured, to a large degree, in the relative qualifications of our faculty and administrators. In this field, Kings Point hardly fulfills the requirements of the average high school.

11) Finally, it is hoped that a greater effort will be exerted by all to nurture a true academic atmosphere in this

school. This is primarily an institution of higher learning, but academics often take a "back seat" to other less important affairs. To quote a "responsible" administrative officer, "Look, we don't have any room here for 'eggheads', I think anything more than what will make you a seaman is a waste of time." This disgusting attitude cannot be tolerated. It is important to mold and create thinkers, free men with high goals, new methods, creative ideas and the ability to converse about the pressing issues of our time in an intelligent manner. The final product of this academy should indeed be well versed in the aesthetic as well as the practical. There is a need for a new sophistication in education at Kings Point. We urge that you do not ignore the suggestions of those who are devoted to its inception.

The following is an editorial published in the student publication, Polaris, by a recent graduate of the Academy.

#### Extend the Mission.....

Questions of direction and purpose are often difficult to answer, often find no easy or even final resolution. Certainly this is true at Kings Point, where debate over our Mission continues today, a quarter-century after the Academy was created.

The problem is not that the Academy doesn't fulfill its Mission (a carefully documented study by our Alumni Office

reveals that a very significant number of graduates do remain at sea), but that the Mission, no matter how superbly executed, has now been rendered less essential by being accomplished elsewhere. A recent Maritime Administration report indicates that approximately 1600 merchant marine officers will be licensed in 1968 - a thousand from the union schools and the remainder from the various academies. In addition, a study is currently being made at MarAd's request to determine the number of merchant marine officers required by the nation and the number produced by all sources other than Kings Point. One conclusion which might be drawn is that MarAd wants to know how many Kings Pointers will be needed to meet the national requirement - a figure which may very possibly be negative.

Thus Kings Point has come under fire from certain union spokesmen who question what need this academy fulfills which cannot be met through other existing programs - a question difficult to parry if only numbers are involved. But the Academy provides its graduates with much more than a license. If it is asked only how many officers are required in 1968 or how many Kings Pointers are now at sea, the Academy's contribution to the maritime industry is flattened to a single dimension. The quality of the merchant officer and his ability to accept related shoreside responsibilities are hidden when Kings Point is viewed through such simple numerical analysis.

Kings Point provides a level of merchant officer education unequalled elsewhere -- some critics even label our graduates "over educated." But where will the men be educated for reactor operation twenty-five years from now? As automated and nuclear vessels become operational, we may find that a high level of technical education is not all misplaced at sea. Further, are not the many shoreside positions Kings Pointers fill considered valuable and essential to our merchant marine?

In its twenty-six years the Academy has matured. The child of wartime expediency has become an institution whose real strength lies in the depth and range of the education it can provide. Yet, ironically, it retains the vision of the child. Our mission remains as it was first written, and today, when disquieting questions have been raised, the best arguments we could offer -- that the Kings Pointer is so much more than a licensed officer -- cannot be justified.

In 1948 the Academy thought it necessary to define a "Philosophy of Education" which provided for comprehensive maritime training for the cadet-midshipman, "so that after service at sea they may accept responsible shoreside positions requiring executive and administrative ability." Similar thinking has been voiced in a recent suggestion asking that the Academy educate men not only as mates and engineers but also as managers of the marine industry and as leaders in such related fields as oceanography, naval

architecture, and international trade. That such a program is under serious discussion here is our own silent admission that Kings Point can no longer exist solely for the training of merchant officers. I applaud this trend of thought. It would establish academic excellence and commit the Academy to education throughout the full spectrum of the nation's maritime interests. Unhappily, I also find it impossible to justify under the present mission.

Thus we find our mission too narrow to grant the Academy the educational depth and range so necessary if it is to answer its critics or attain its full potential in maritime education. The question now is whether an extended mission can legitimately be initiated at a federal academy.

This academy set a precedent as a federal institution which educates men for private industry. If today the original justification -- that Kings Point is essential to the national security -- is no longer sufficient, we have no assurance that the government will accept new justification and deepen its involvement in education for the private sector. Yet, because the maritime industry is so unique, some points deserve consideration.

Those who deny the need for federal support in the education of shipping company executives or naval architects might do well to remember that the government pays a construction and operation subsidy to the tune of

more than 300 million dollars a year. Perhaps the cost of an educational program at Kings Point which will contribute in the long run to the efficient design and operation of our merchant ships should not be considered excessive.

Secondly, the federal government has become the foremost researcher in the ocean sciences under the ESSA program. Since the nation is so greatly involved in oceanographic research, it seems reasonable that its commitment would extend to the education of researchers. It is regrettable that today so few institutions offer a degree in oceanography, more regrettably that Kings Point is not one of them.

Twenty-six years ago Kings Point was created to educate merchant marine officers. Today this mission may still remain necessary, but it is not sufficient. The justification for an extended mission will doubtless be questioned, but if we attempt to continue under the present one, we invite a bitter resolution: in a few years this academy will grow obsolete -- or cease to exist."

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The Regiment applauds this editorial by the young graduate. We feel, as he did, that our education is much too limited for an institution that is supposed to be meeting the needs of the Twentieth Century. We urge that a program be evolved that leads to a granting of "majors"

at Kings Point. In an age concerned with such concepts as intermodular container transportation, in a time when our country is so concerned about the entire transportation problem that a department of cabinet status was recently instituted, in a century that demands that ocean research be elevated to a status of prime importance, it is imperative that Kings Point award degrees in Transportation, International Trade, and Oceanography. If we are given the opportunity, we feel that we, representing our school, will have much to offer to the world of tomorrow.

## ACADEMIC CODE OF CONDUCT

### INTRODUCTION:

One of the most glaring deficiencies in the education of the Midshipmen at Kings Point is in the concept of Honor. Honor is, of course, something that cannot be inculcated from without; it must come from the inner man. At the Academy, however, each man is placed in the position of defining his own integrity, of developing his own honor. The Regiment feels that the only direct involvement on the part of the Midshipmen themselves can resolve this dilemma.

We suggest that it is long past time that the Regiment decide what the limits of Honor at Kings Point should be. Each midshipman should participate in a code of conduct that we ourselves define. More important, it should be the Regiment that determines whether a man is capable of living honorably among his peers. It is, after all, true to say that a violation of honor is a breach of faith with one's fellows.

We are, therefore, proposing a Code of Conduct to govern the Honor of the Midshipmen that make up our number. Because it is we, ourselves, who will be expected to live up to its standards, and because it is we who are defining those standards, we are certain that its implementation will be of marked benefit to the Regiment.



## ACADEMIC CODE OF CONDUCT

### I Conduct

- A. That it shall be held to be unconscionable for a Midshipman to submit any academic material, either written reports, sea projects or examinations that are not his own work, within the following boundaries.
- B. Cheating of any form during an examination will not be tolerated.
- C. Copying of another's work, with the intent of presenting it as his own work, is to be considered plagiarism. It is to be understood that work done by Midshipmen of previous classes is acceptable for use by Midshipmen as reference material, and such use will not be considered plagiarism.
- D. Should a Midshipman be charged with a violation of the Academic Code of Conduct, it must be proven that he committed the violation knowingly and with direct intent.
- E. It shall be the duty of each instructor to make clear to his classes at the beginning of each quarter his policies on the submission of academic work.

### II Violations

- A. Any student or instructor believing that a breach of the Academic Code has been committed shall, with the assistance of any Midshipman or faculty which he feels is necessary, investigate the matter swiftly and discreetly. If after such an investigation they still believe a violation has

been committed, they shall request that the person suspected of the violation explain his conduct to them, and shall do so within a reasonable period of time after the alleged violation.

- B. If the accused refuses to explain his actions, or if his explanation is considered to be unsatisfactory, the person accusing him of the violation may request the President of the Midshipman Council to commence a formal Academic Board of Investigation. The President of the Midshipman Council shall then notify the Dean that the request has been made.
- C. It is understood that the person making the accusation shall inform the accused that he intends to request a Board of Investigation before doing so. The burden of proof rests with the accuser, and if at any time the accused wishes to remain silent, this shall not be considered to be an admission of guilt.

### III Academic Board of Investigation

- A. The Academic Board of Investigation shall consist of eleven Midshipmen chosen arbitrarily by the Dean. Six of these members shall be selected from the classmates of the accused. Five of the members of the Board shall be selected from upperclassmen to the accused. If a member of the First Class is the accused, the Board shall consist of only members of his class. The chairman of the Board shall be chosen by the Dean from the First Class members of the Board. The Board

shall be chosen and convened within three days of the alleged offense. Any extension of time may be granted by the Dean if the accused requests.

- B. The accused shall be allowed one peremptory challenge & one challenge for cause. Any Midshipman selected by the Dean to serve on an Academic Board of Investigation may decline to do so. Any vacancies in the original Board due to challenges or the personal choice of a member shall be filled by the Dean within one day.
- C. The Board shall continue its investigation until the accused is satisfied that he has received a fair hearing or until a simple majority of the members of the Board decide that there is no reason for continuing the investigation further.
- D. The accused and the accuser have the right to choose a counsel from the Regiment or the faculty. During the Investigation both the accuser and the accused have the right to introduce witnesses and evidence before the Board. Witnesses brought before the Board may be cross-examined by both counsels and the members of the Board.

#### IV Decisions

Voting of the Board shall be by secret ballot and the votes shall be opened and counted in the presence of the accused. A majority vote of two-thirds is required for a decision of guilty.

## V Penalties

If the members of the Board decide that the accused is guilty, they shall decide on the penalty as follows;

- a) If it is the first time the accused has been found guilty by an Academic Board of Investigation of a violation of the Academic Code of Conduct, the Board shall decide upon a period of restriction of not less than one academic quarter or ten consecutive weeks.
- b) If it is the second time the accused has been found guilty by an Academic Board of Investigation, the Board shall decide upon either suspension from the Academy or immediate resignation.

## VI Appeals

The accused may appeal the decision of the Board to the Academic Dean, who at his discretion, may reduce the penalty but cannot administer one more severe than that set by the Board.

## VII Transcripts

A verbatim transcript of the Investigation shall be kept by a stenographer during the proceedings. If the accused is found innocent the transcript shall be destroyed. If the accused is found guilty the transcript shall be typed and read by the accused and then signed by him certifying that it is correct. The signed copy of the transcript shall be kept on file by the Dean for five years.

## MIDSHIPMAN COUNCIL

The Midshipman Council has been in existence for one year, but its list of accomplishments is very small. This is attributable to a lack of interest in the Council on the part of the Administration. The attitude of the Administration towards the Council has been interpreted as being that of superficial support, and the Council has never been given the recognition of representing the true opinion of the Regiment. In the past year many recommendations have been made by the Council, but most of the ideas arrived at the same dead end when presented to the Administration. No firm reply or definite answers are given. The Council is a highly representative body within the Regiment, and its proposals reflect the genuine feelings of all the classes. The members of the Council give up their study time on Sunday evenings to present and discuss the problems and practices that appear to us to be unfair and to make proposals that would create a better Kings Point.

The problem facing the Council now is that it has no power or voice in dealing with the Administration. When its proposals are disregarded and forgotten after they are brought forward, there should be a definite alternative for the Council by which it can demand an answer to its requests and reasons why they cannot be carried out. There is nothing more discouraging to the members of the Council to hear as an answer to one of its proposals that the Regimental Officer is "looking into

it,” and never hear of the proposal again. When the Midshipman Council presents a proposal or suggestion to the Administration, we think that it deserves a detailed answer and not just an ambiguous or negative response. In order to make the Midshipman Council more effective, it is necessary to assume genuine powers.

In the immediate future there should be a specific time for the Council representatives to meet with the Regimental Officer on the Monday after the Sunday Council meeting. The Regimental Officer will be given a written copy of the requests and proposals made by the Council. On the following Thursday, the Regimental Office should publish a written reply to the requests stating any action taken on the issues and reasons why any request was turned down. This system would create a definite channel of communication between the Midshipman Council and the Regimental Office. In order for the Council to exist and function properly, it must be respected, and all of its proposals must be dealt with logically and not rejected simply because the Administration feels that the status quo is completely adequate.

The Command Board will be working closely with the Midshipman Council while still remaining distinct in its duties to the Regiment. The President of the Midshipman Council should be present at the Command Board meetings whenever he sees the need. The President or his representative should also become a permanent member of the Policy Board in order for him to

remain cognizant of the action being taken on the proposals of the Council and to better represent the Regiment at these meetings. The Council will also be able to channel the problems of the underclasses directly to the members of the Command Board. It is not the purpose of the Midshipman Council to remove some of the power of the Command Board, but rather to aid it in implementing its leadership role within the Regiment. By keeping it advised of the problems that arise, the Council can provide valuable and significant aid. The goals of the Midshipman Council and the Command Board are common ones: TO CREATE A BETTER KINGS POINT. In order for these two groups to accomplish their goals, it is imperative that their proposals and requests be considered with respect and be regarded as carefully thought out decisions made by future officers and leaders.

## REGIMENTAL

### INTRODUCTION

The primary area within the regimental system that requires immediate re-evaluation and modification is the relationship of the Administrative Officers to the Midshipman Officers of this Academy. The present relationship between these two groups has proved detrimental to the attainment of what the Regiment believes to be one of the primary goals of this institution, that is to train and assist the young men within the regiment to become mature, responsible, and well qualified officers in the Merchant Marine. In order to attain this goal, the Regiment feels that the position of the Midshipman Officer should be better utilized as a training aid. As a Midshipman Officer, a man should be encouraged and assisted in obtaining as much experience as possible in exercising responsibility, judgement, and authority. This experience, combined with the capable assistance and advice of his superiors in the Administration, will enable a Midshipman Officer to become a more mature, more responsible, and better qualified officer in the Merchant Marine.

The following is a list of proposals for implementing this goal:

(1) The Regimental Policy Board, having the primary responsibility in the area of Midshipmen-Administration relations, should be comprised of a cross section of the leaders of the Regiment and those men in the Administration who



directly advise and are directly responsible for the Regiment. The membership of the Regimental Policy Board should consist of:

1. Regimental Officer
2. Three Battalion Officers
3. Regimental Commander
4. Regimental Executive Officer
5. Three Battalion Commanders
6. Three Battalion Executive Officers
7. President of the Midshipman Council or his representative
8. Two Company Commanders (rotation basis)

The Policy Board should meet every week on Wednesday and Friday unless there is not at least one man among the aforementioned Administrative Officers who can attend. The responsibility for taking minutes would be rotated among the three Battalion Executive Officers. These minutes would be presented at the following meeting for approval and would subsequently be published and distributed to all Midshipmen Officers of the rank of Platoon Commander and above, as well as to the President of the Midshipman Council.

(2) Matters brought up by Midshipmen Officers during Policy Board meetings shall be discussed by all present. The Midshipmen Officers will obtain the advice of the Regimental and Battalion Officers on these matters. Whenever possible, the Midshipmen Officers shall be allowed to formulate the initial policy and decisions on these matters. Subsequently, if these decisions prove to be unwise after standing up to the test of time and trial, the Regimental Officer shall convene a meeting of the Board to formulate a more workable decision.

Again, the Midshipmen Officers should arrive at the decision if at all possible. Policy Board meetings shall not include the discussion of class privileges.

(3) On the battalion and company levels, the Battalion Officers, Assistant Battalion Officers, Night Battalion Officers, and Regimental Officers of the Watch will notify the senior Midshipmen Officers in charge of any deficiency or unfavorable situation prior to taking any action themselves. The Midshipmen Officers will then be responsible for taking whatever action is necessary to correct and/or report the deficiency. In assuming this responsibility the Midshipmen Officers may ask for the assistance and/or advice of the Administrative Officer concerned.

If an Administrative Officer desires to remove a Midshipman Officer from his position for any reason, the proposal for removal must be submitted to the Policy Board for approval - a majority vote being necessary for approval. Since the Policy Board must approve the choice of a man for a Midshipman Officer position, it should also be responsible for approving his removal from that position.

(4) A Midshipman Officer Guidebook shall be written to describe in detail the relationship existing between the Administration and the Midshipmen Officers. This relationship should first and foremost be one of advisor to pupil, but it should also be one of "man - to - man." The Guidebook should also include the responsibilities and authority of all Midshipmen

Officers and Class Officers. The organization of all Midshipmen Committees and other miscellaneous details should also be included. This Guidebook would be written by the Command Board and submitted for the approval of the Policy Board and the Superintendent. This Guidebook would then exist as Regimental policy.

Although the desired changes in the area previously discussed are of utmost importance, there are other areas in the Regimental system which require immediate re-evaluation and modification. Suggestions for changes in these areas include:

- 1) Midshipmen shall be allowed to draft petitions which are constructive in nature, and to submit them to the Command Board, Midshipman Council, or class presidents, who will then pursue whatever action may be required to rectify the situation that motivated the petition.
- 2) Changes should be made in the Department of Public Works so that the department can handle all the required maintenance of the Academy. Definite boundaries should be established between those areas which the Midshipmen are required to maintain and those which the Department of Public Works must maintain.
- 3) Every Midshipman should be sufficiently responsible to stand each type of Midshipman watch. Therefore, restricted men should be allowed to stand watches during Regimental long weekends and leave periods. A Midshipman assigned a weekend watch should be allowed to submit

a watch change authorizing a restricted man to stand his watch. In the military, not all types of restrictions disqualify an officer from carrying out his regular duties. Therefore, restricted men are qualified to stand these watches and should be allowed to, instead of “restricting” more men to stand them. Furthermore, restricted men should get credit for standing these watches.

- 4) The Midshipman watch system should be re-evaluated by Midshipmen Watch Officer and a committee of the Midshipman Council pursuant to reducing the number of watches being stood.
- 5) Marching in section formation, except to and from colors formation and class muster, should be eliminated for all first, second, and third classmen. This should be done because varied class schedules, electives, prior credit in a course, and post class conferences with instructors all necessitate straggling out of section formation. Fourth classmen should be required to march in section formation as in the past until recognition or such time that the Midshipman Executive Board feels that this marching has fulfilled its purpose from the training aspect.
- 6) An office schedule for Battalion Officers should be established with a minimum number of office hours during which Midshipmen may obtain advice and assistance. During those hours which the B.O.'s will not be present in their office, the A.B.O.'s should be present to provide needed advice and assistance.

- 7) An athletic and/or intramural program should be set up requiring the participation of all Midshipmen so that the Academy will develop sound bodies as well as sound minds. This should be handled by the Athletic Dept., the Midshipman in Charge of Intramurals, and the Midshipman Council.
- 8) The Policy Board should set up some type of system to determine how cold it must be (chill factor included) before outdoor musters, reviews, colors, etc., should be cancelled in order to preserve the health of the Regiment. The Regimental Commander should have the responsibility, whenever possible, of making this decision.
- 9) During inclement weather, the Regimental Commander or senior Midshipman Officer aboard should be allowed to call section and class musters for accountability purposes to be held in the Battalion, indoors.
- 10) Procedures for Regimental, Battalion, and/or Company inspections should be established by Midshipmen Officers with the advice and assistance of Administrative Officers.
- 11) Evaluation of the adequacy of the Public Relations Dept. in publicizing the Academy to the Nation; this department should work with the Midshipman Council in order to obtain fresh ideas for publicity, and perhaps to obtain assistance from the Regiment. A report from this department should be submitted monthly to the Command Board and Midshipman

Council summarizing the publicity the Academy has received over the previous month.

12) The Demerit System. The system of "crime and punishment" at Kings Point is absurd and obsolete. It has been reduced to the dictatorial whims of a few imposed on many. There are many changes needed to improve this system and establish justice for the Midshipmen. The following is a list of suggested changes:

- a) There is needed a table of violations stating the various charges, a definition of what is involved in the violation, a violation coding system for instant reference, and the demerits that are to be awarded for each offense.
- b) Many of the offenses for which a Midshipman may be charged now are ambiguous and obsolete. For example, take the charge of chewing gum. This may be written up as "chewing gum, unauthorized", "unseamanlike conduct ", "unmilitary bearing", "conduct unbecoming an officer", "skylarking", and an infinite number of similar wordings. This is absurd since each wording carries a different punishment according to its seriousness. This is not the only charge that is worded ambiguously. For this reason, it would be better if the violations were enumerated and defined. Skylarking, for example, can be perpetrated in various degrees, and yet it is dealt with by the same punishment for each. With this principle applied to all of the various offenses, a more equitable system would result. It would

punish for specifics with a demerit scale to fit the offense instead of punishing generally with an inflexible demerit award.

- c) Since there would now exist a coded and enumerated table of offenses and punishments, it would be easier for the Midshipman involved to discover the nature of his offense. The Mast List would include the coded number of his charge and the title of that offense, such as "Skylarking 200.27-B." He could go immediately to the Regulations Book and find his offense, its' nature and degree of seriousness, and the demerits to be awarded for that offense.
- d) Such a system of demerit awards would also tend to correct the present inequality experienced in total demerits awarded by the different battalions. The degree of discipline administered should be constant within each class (and with regard to the first class...throughout all the billets) and in each battalion. It is only logical to assume that a concentration of "wrongdoers" could not exist in any one battalion if the present system of berthing is an efficient one.

13) Perhaps the following will not be received with much favor by those concerned with this report, but after much gathering of opinion, debate, and discussion it was decided that we could not avoid its inclusion. If it is in poor taste we apologize, but it is the truth. Here we are forced to deal with personalities, and this was not the intention of our report. But the following situations are so blatantly unjust and so obviously treacherous that they must be mentioned and brought to your attention.

Firstly, we want to avoid "slamming" the name of anyone, but when asked what the most pressing grievance was, invariably the name of the "Assistant to the Regimental Officer" was mentioned.

An uncountable number of experiences with this man were related, and they proved to show such underhandedness, dishonesty, and bitterness towards Midshipmen that we feel he should be transferred from a position where his hostile personality can be observed by Midshipmen. Honesty, above all, should be used in the Administration-Midshipmen relationship. If this is not the case, then this relationship cannot work, and we feel that with this man in his present role, it is not working. Specific instances regarding the A.R.O.'s methods can be supplied if requested, but we hope no further action is necessary.

Also, the B.O.'s and A.B.O.'s in two battalions should learn to control their tempers. An irrational, screaming officer is indeed a disarming spectacle. Gutter language is often heard



and. this not only demeans the man's position as a "leader," but destroys respect for him as an officer and a gentleman. Is this the example we are to follow? What function do these men serve? If they are to be advisors, then why are men afraid to enter their offices? Why do Midshipmen to the other way when they see them coming? Fear, of course, is very effective; but it is a very poor substitute for leadership. As a solution to this, we do not wish to be patronized. Rather, we ask that these men assess their effect on the men they are to "mold," and start a conscious program of constructive change. We ask that the use of intimidation be replaced by true leadership and mutual trust; and we ask that these men re-evaluate their personal habits to set a model example of decorum, maturity, and ability to lead men.

## CLASS SYSTEM

The Class System is traditionally viewed as an entity strictly under the control of the Midshipman Corps, and this view is largely true. Each year this system of responsibilities is implemented under the auspices of a First Class that has certain goals in mind as far as the underclass product they wish to produce. Both by evaluating themselves as a product and by observing the attitude of the First Class, the underclasses begin to formulate ideas of what they will want to produce when they are First Classmen. There can be no doubt that the attitude of a Fourth Class can be extremely influenced by the attitude of a First Class. The Plebe class is very open and pliable during their initial training, and it is of the utmost importance, if they are to retain a healthy attitude throughout their four years at Kings Point, that they are influenced in the right direction. Therefore, it is essential for the First Class to be able to exhibit a good, optimistic attitude.

Presently there is great irony in this display and transfer of attitude that causes the bitterness, the apathy and the warped thinking that is often apparent in the Regiment. This irony lies in the transition from Second to First Class year. Until the time a class actually assumes

the reigns of control, it observes and tolerates the faults and injustices dealt them while waiting patiently and optimistically until the time when they can work to cure these ills - until they become First Classmen. Each summer when a new plebe class reports, there is a new and fresh First Class ready and eager to tackle all the problems they have been made aware of during their first three years. They are optimistic that these problems can and will actually be solved, and their optimism is transferred to the new class during indoctrination. Everyone is "psyched up." But then something begins to happen; a slow subtle souring of the First Class attitude occurs as First Classmen begin to be made aware of a sickening reality - they cannot do any more about problems than any class in the past could. Their zeal turns to hopelessness as they begin to fight the annual knock-down-drag-out fight for privileges, a fight that consumes so much time that all the other problems begin to accumulate into a hopeless backlog so large that it is depressing just to contemplate. Yet this fight must be fought and won if the First Class is to cooperate at all. It is here that the irony is focused. This Class System that appears to be so exclusively our own pie, is not; the Administration has its finger right in the middle; in the key to the whole issue. The side effects of this are not easily seen, but they are disastrous in effect. When the First Class begins to sour, it is inevitable that their

attitude will be passed down to the underclasses, and this is particularly destructive where the Fourth Class is concerned. During the early part of the year the Fourth Class absorbs the optimism of the new Class, and they are able to cope with the difficulties of their station at the bottom of the Class ladder. Their attitude is hopeful for their own improvement. As the first class attitude begins to curdle, it seeps down to the Plebe Class until they begin to doubt the value of their training and question the chances for their own improvement. They begin to get the feeling that they have been fooled, and duped into believing in a false image. Their attitude changes from optimism to pessimism. They begin to look at the system as an ever-present weight on their shoulders, a load that must inevitably be borne for the rest of the year. Morale plunges; appearance and bearing lag. What is the result? A "purge" or tightening of the already over-bearing system. The tragedy is that the plebe does not know the reason for the sinking of the first class attitude; he is further led to believe that he will be able to do something to correct this situation when he becomes a First Classman. Actually, this belief has been rather fortunate for the Academy, for if all Fourth Classmen had been made to realize the actual cause of the problem and the hopelessness of their position, there might not be a Kings Point today. Along these same lines, it is

fortunate that sea year comes when it does. It provides inspiration to Fourth Classmen to work, and it is a break from the system, a time to forget the accumulated bitterness of Plebe Year. This can be substantiated by looking at the history of the Third Class "A" split sections who have traditionally been poorest in appearance and bearing and have the largest per capita demerit accumulation. Many blame this on the fact that they are athletes and don't care. But why shouldn't an athlete care? It is because he begins the year with an attitude of hopelessness, a carry-over from the Plebe Year.

This single problem of First Class dissatisfaction and poor attitude has so many overtones in the system, that just about every facet of training is touched, and much motivation is lost in the attitude change. The object of this system is to train men for leadership and to teach them to be good officers, but this can hardly be accomplished when the will of the Midshipman Officers is broken. When this happens the First Class no longer teaches and leads; it administers. Then, the Second Class year is lost; it has no value; it relegates Second Classmen to the role of tools. They learn nothing of leadership and must learn their First Class jobs under fire. Experience may well be the best teacher, but not where handling men is concerned. One mistake can cause irreparable damage to

the attitude of one or more individuals. When a First Class administers, a class separation results, and an attitude of "we are better than you" develops. This is hard for a Second Class to swallow and makes cooperation difficult. We are forced into believing that a real distinction between classes exists, such as in the military between officers and enlisted personnel, when in reality there is none. All classes go through the stages, and this alone eliminates the permanency of any seeming distinction. Yet the attitude of a real, permanent distinction exists -- the result of the failure of the class system.

The reverberations caused by First Class dissatisfaction are myriad; they would require volumes of explanation. What causes this dissatisfaction? The attitude that our case is hopeless and the Administration's repeated insults to our maturity are largely responsible. What are we to think when we are constantly treated as children? How can we be expected to act maturely and responsibly when we are handled as though we possessed no judgement at all? What can we think when we see such things as a memorandum stating that we are "mature and responsible" enough to decide when we can watch television? What can the Fourth Class think of this joke? How can they respect a class that doesn't have the maturity to watch television? If we weren't that mature before the memorandum, how on earth

could we possess sufficient responsibility to run the Regiment? How could we develop enough maturity and judgement in a few months to stand watch on a multi-million dollar ship? Yet this is typical of our treatment.

It will require an effort on the part of the Administration to show that they trust the product of the training they are supervising before substantial improvement can be made. When we see that we will be treated as men and officers and that our opinion is respected, then we can act like men and have pride in our position.

Along these lines we suggest that the following policies be adopted:

1. Midshipman Officers be given the authority to make all decisions pertaining to the Class System.

2. Midshipman Officers be given original jurisdiction to handle all problems arising in their command. This would include all situations noticed by the B.O., N.B.O., A.B.O., R.O.O.W., etc. When a problem is noticed by anyone it should immediately be referred to the Midshipman Officer most closely involved for solution. If the problem were of such a nature that it could not be solved by the Chain of Command, it would be referred to a member of the Administration. Allowing this would make officers more involved in their jobs and would generate a respect in

the underclasses both to the position of an officer and the importance of the Chain of Command. The fact that we would be entrusted with the responsibility for complete administration of the system would make us take pride in billets and make us feel that the system was truly "ours."

3. Privileges for the First Class be put on a definite and permanent schedule and recorded as a permanent part of the Regulations in Appendix B. All problems or requests concerning First Class privileges would be handled by the President of the First Class.

If these few suggestions were acted upon, we feel that the attitude problem that is the major obstacle to efficient and meaningful implementation of the Class System would be substantially removed. As a closing note we bring your attention to the fact that the objectives of the Class System are more closely entwined with the Mission of the Academy than the goals of any other program or department. It is absolutely essential to have a successful Class System to produce graduates who are good officers and who have a "...deep respect and affection for the United States Merchant Marine Academy", not just a pride in themselves for having sustained the hardships and bitterness found at the Academy.



## FINANCE

There exists among the members of the regiment a general lack of knowledge with respect to the monies that the Midshipmen are obligated to furnish at the beginning of each academic year. The dispersion of these funds should be documented and posted for the perusal of all members of the Regiment.

As it is now understood, the fees, which total \$67,270.00 are totally committed to the support of varsity and junior varsity athletics. Everybody in this school avidly supports these programs. However, it is evident that individuals may not be receiving the full benefit of their fees. The gymnasium is often closed in the afternoons to the Midshipmen due to various team practices, and all too often, when the facilities are available, the necessary equipment isn't. Midshipmen who pay a \$70.00 athletic fee should be entitled to a more liberal usage of the present facilities, especially in light of the fact that there are so few activities that can be carried on, outside, during the winter.

The general lack of knowledge concerning the dispersion of allotted funds extends to other areas as well. For example, uniform issues are often redundant. An individual approach to the issuance of uniforms and small stores would be much more practical and economical. Further, the cost of many items appears to be unreasonable. Investigations have

revealed that the cost of many textbooks issued here was far more than outside the Academy.

The dissemination of financial information is at present a non-existent thing. We recommend that a line of communications be set up for Midshipmen ideas concerning not budgetary appropriations or fiscal policy, but rather better balanced and more equitably coordinated expenditures in the areas of intramurals, athletic equipment, issues of books and uniforms, and similar areas.

We'd like to point out that if the ideas, opinions, and figures presented in this statement are not accurate or factual it only proves the misconception under which we are laboring, and the lack of communications and materials to which we are subjected. An open comprehensive report on Midshipman deposits would be appreciated and is sorely needed.

## INTRODUCTION: FACILITIES

The Midshipmen at this academy have come to realize that a great number of the facilities designed for our comfort at Kings Point are hopelessly inadequate in reaching these ends. We are also aware of the practical limitations that are imposed by the Academy's limited funds. However, we feel that some of these conditions are due to a lack of effective maintenance, proper sanitation practices, inefficient management of the funds that are available, and other evidences of disinterest by Academy personnel which could be remedied without the need of additional monies. In other cases, it seems that the Academy Administration has been delinquent in attempting to request funds for improvements that are long overdue, and in granting Midshipmen permission to make improvements at their own expense. The following is a listing of some of the facilities which we feel are in need of prompt action.

### LIBRARY

The student body of the Academy was pleased to witness the building of our badly needed new library, and we are looking forward to the opportunities it promises to make available to us. Nevertheless, we have been displeased with the Academy's accumulation of such a meager number and selection of books in the past twenty-five years. Kings Point should be our Nation's authority on matters of the Merchant

Marine, and although a graduate program is not offered, our library should be the center of marine research and information in helping to lead to progress and modernization in a long stagnant industry.

We feel that greater encouragement should be provided by the Academy's Administration for the donation of books and the use of the Academy's facilities by the industry it serves. We house Civil Service Seminars, but Maritime Seminars (other than the Savannah program) are not fostered on Academy grounds because we do not have enough facilities for them.

Our graduates should be asked to aid in the donation of books and materials to fill our library, and toward this end, we Midshipmen are willing to help in whatever way we can, even if it takes our own donations.

#### LABORATORIES

On arrival at Kings Point, many members of the Regiment were appalled to find that the laboratory facilities for the basic science courses were generally inferior to those we had utilized in secondary schools. Subsequently, we found that the laboratories used in even our professional studies were hopelessly inadequate. This holds true in both the quality and quantity of the laboratory equipment. We found ourselves performing the same experiments (with the same equipment) that were performed fifteen or twenty years ago by Kings Pointers. This hardly seems to us to be educational progress. Moreover, in most laboratory classes, we

found that the instructor was forced to do the experiment for us due to insufficient equipment.

We suggest that this is intolerable in a modern academic institution, and so, we would recommend that this problem be approached with an air of urgency.

#### ATHLETICS AT NIGHT

Although the Academy has many facilities for the needs of Midshipmen, the time when these are available is severely limited by our academic and regimental schedules. In fact, many Midshipmen only find the activities period between four and six open for physical exercise, and if the gym is being used by a varsity team, or if the Midshipman is involved in any other extra curricular activity, even this time is closed to him. We suggest that the gym and the indoor pool be made available on winter evenings and that athletic equipment and outdoor areas be easily accessible for relaxation during a greater part of the day. This would afford Midshipmen a more healthy means of releasing tensions during times when he is able to find a free moment, or after he has finished his studies.

Certain aspects of the Academy's athletic facilities seem to have been neglected. Our track and field areas are in such need of repair that this Federal Academy is forced to hold its "home meets" at a private college (C.W. Post), and the athletes preparing for this sport are unable to

practice broad jumping and pole-vaulting without fear of injury. This situation exists in several other sports and should be remedied.

#### MESS HALL

We would like to see a definite comparison between Kings Point and the other Federal Academies in respect to a typical weeks' menu. Consideration should also be given to the existing proposals and suggestions drawn up by the Slater Corp. for a cafeteria style service and other improvements in the food service. We know that our food allowance is reputed to be equivalent to that appropriated for Midshipmen and Cadets at the other Federal Academies, but we also know that their kitchens are manned by military personnel while we have the added expense of caterers. This additional cost might be a factor in reducing the actual amount of money spent on our food. We realize that service personnel are an impossibility in our galley, but the number of workers might be reduced with the institution of a cafeteria style breakfast and lunch which would also make "hot food" a reality in our meals. Our suggestions in past commissary meetings seem to have gone unheard. A more effective Midshipman Council Committee on commissary meetings should be established to effect any improvements that are possible.

## ISSUES

The issue of items of practical use should be a concern of the body coordinating such issues. Since the uniform of Academy blazer and slacks is in accord with the regulations for departing and returning from liberty, it is felt that these items could be included in an issue at the discretion of the Midshipman unless he feels that the condition of his blues or khakis is such that they warrant replacement. If the blazer and slacks were included in an issue, conformity of slacks color could easily be attainable. It would seem that since the wearing of blazers and slacks has become quite popular with Midshipmen, such an issue would be both practical and worthwhile.

Within the sphere of uniform issues, the issuance of permanent-press khakis to the members of all classes should be considered. As the laundry facilities aboard the majority of merchant vessels is at best limited, it would seem quite logical that several uniforms of the permanent-press type would be suitable for issue to all midshipmen. Most members of the Regiment who have completed their "sea year" can attest to the popularity of uniforms of this type aboard merchant vessels. Issues of this type are extremely valuable and practical in that they can be used even after graduation. This type of reasoning should be applied to all issues and especially those received in the first class year.

Additional consideration should be given to the increase of laundromat facilities for Midshipmen to maintain their khaki uniforms. These facilities should be placed under each battalion and include irons and ironing boards for the proper maintenance of the khaki uniform. This would eliminate the lengthy time necessary for cleaning the khakis by the outside and would permit Midshipmen to keep the uniform in decent condition if their other uniforms are in the outside laundry.

### SANITATION

There exists at this Academy a situation which never should have materialized. This situation is the appalling sanitary conditions which exist at Patten Hospital, within the barracks area and the messhall and galley facilities.

Within the hospital facilities it is too often found that the patients' wards suffer a lack of minimum cleanliness. The bathrooms and showers, which usually serve two rooms or many Midshipmen, are not cleaned well enough to remove dirt and mold in these areas. Window sills and bed tables are usually quite dusty and the floors also in need of dusting and cleaning. Everyone recognizes the need to minimize such unsanitary conditions and yet they persist in the hospital area.

The barracks area is another place where several conditions demand attention. Trash and gear lockers can not



be cleaned well enough to remove the health hazard of such an area within a confined barracks. It should be seen that certain measures should be provided for the quick removal of the garbage from the living areas in order to decrease the hazard in these lockers. In addition to this problem, the ventilation within the barracks is inefficient. This tends to spread sickness and uncleanliness which can easily occur in such close quarters. Ants have been a recurring problem within the individual rooms. This condition occurred several times and normal insecticides did not remove the problem. Closing holes in the walls and additional insecticide treatment is necessary to remedy this situation.

Finally, the mess hall and galley areas require attention. Within the galley there are many conditions which should be attended to:

- a) Galley deck is quite greasy both behind and in front of the steam tables thereby creating a potentially dangerous situation.
- b) Food preparation areas appear to be sloppily maintained.
- c) Garbage and refuse areas are too near to the food preparation areas.
- d) Antiquated stoves and equipment are not adequate to properly prepare the meals for such a great number of people.

e) Stricter supervision is necessary to make sure that the cooks and other employees, when preparing meals, should wear clean long-sleeved jackets and hats or hairnets. The personnel should be inspected before each meal for cleanliness, checking especially for sores that are detrimental to sanitary conditions.

f) Employees with colds or sickness should not be permitted in the galley area.

g) Utensils, plates and glasses should always be cleansed with great attention to sanitation. This has not been the situation in the past.

Within the messhall much attention is also needed:

a) A thorough cleaning of the deck including areas the tables is required.

b) The dusting of sills and windows is very much needed, and should be attended to immediately.

c) Bugs have been reported on too many occasions; appearing from behind the grill work leading to ventilators and all around the mess hall at the junction of the bulkhead and deck. These bugs include roaches and ants.

Certainly these conditions cannot be tolerated and demand immediate action. These unsanitary conditions should never have come into being, but to continue in such a manner is in direct conflict with basic standards of health and sanitation.

## ROOMS

We also believe that all the rooms that the Midshipmen must live and study in are in desperate need of renovation. The new desks are certainly an improvement, but the remainder of the room is only depressing, especially with two men living in it. This is a distracting atmosphere for study and comfortable living. We believe that a system of priorities should be established whereby Midshipman living conditions would take precedence over such projects as waterfront construction. We must live in these rooms and it is time that they were improved from wartime standards to modern, acceptable standards. Ventilation is minimal during the summer and the tile floors are cold during the winter. There are no curtains, rugs, or substantial bedspreads and Midshipmen aren't permitted to provide their own or any other form of furnishing or decoration. The lighting in the passageways is substandard as is the lighting in the Midshipman's quarters.

We are aware of the budget limitations and the need of time for improvements, but in four years we have only seen some new chairs and desks. At least a published schedule of improvements seems essential, and a Midshipman Council committee to coordinate the views of the inhabitants with those of the people empowered to make future decisions should be established.

## BUFFERS

Further evidence that Kings Point could stand considerable modernization is its frequent insistence upon the use of antiquated "tools" to "get the job done."

A startling example is the twenty-five pound buffer which, if not antiquated, must be nearly extinct. At a comparatively small additional electric buffers could be procured and a more efficient and rapid system of repair instituted.

Time is at a premium to the Midshipmen and the comparatively great amount of time saved by the use of electric buffers could better be spent in the pursuit of academic and professional excellence.

## VICKERY GATE AND GUARDS

Vickery gate is the first and last place that visitors are confronted with when visiting the Academy. The impression it leaves is perhaps the single most destructive quantity to the eyes of "outsiders" in regards to the Academy's image. The gate guards are often rude, exercise little sense of propriety or courtesy, fail to recognize their function as aids to the public and receptionists for the school, dress in a disheveled and slovenly manner (even out of uniform in sweaters or unmilitary clothing), and perform their jobs in a lax and unmilitary manner.

We realize that all the guards are not at fault, but we suggest that even one person who acts like this is more than a Federal Academy can suffer. This situation can no longer be tolerated. Midshipmen are deeply concerned with our Academy's appearance and impression on the public. We recommend that this be acted upon immediately to spare our Academy further embarrassment.

#### MIDSHIPMAN CANTEEN

Since the canteen is a concession, we realize that there cannot be as much control over it as there is over other facilities here at the Academy, but several aspects of its operation should be modified. The fact that it is closed from 2200 to 0600, denies the five hundred or so underclassmen the opportunity of purchasing as much as a cup of coffee during the hours. We feel that the canteen should be opened after 2200, and since it is the only place at the Academy for the purchase of food, the prices should be more reasonable for the midshipmen. The cleanliness of this facility should be improved by all who work at and use it.

## COURT OF APPEALS

There is widespread dissatisfaction throughout the Regiment as to the non-existent role the Midshipmen have in governing, or helping to govern, themselves. A large part of this frustration is demonstrated by the average Midshipman's distrust and fear of the manner of investigation and prosecution of Class I and Class II offenses. As has been repeatedly demonstrated in the past, the officers who sit on the Regimental Boards show little knowledge of what really goes on at Kings Point. This is certainly not entirely their fault -- it is obvious that one who does not live within the System will have a rather rarified view as to its inner workings.

The Regiment suggests that this knowledge is, however, essential to a fair and just disposition of disciplinary cases of such import. We feel, therefore, that there is but one solution -- a solution that has been accepted on most college campuses and at the Military Academy. This solution is student participation in the judgement of their peers.

For some time a study into the feasibility of the institution of such a Midshipman participation has been in progress. We have developed a program that will, in our opinion, effect a constructive good into the present system -- both in its actual workings and in the initiation

of an atmosphere of trust and cooperation between the Regiment and the Administration.

This program will, in the near future, be presented to the Administration by the Midshipman Council. It is, in large part, based upon a presented by the American Association of University Professors. Some of the more important precepts upon which this Midshipman program are based are quoted in the following passages. Though many of these are basic statements concerning rights of an accused person, it is regrettable that we must say that they are still but a daydream at Kings Point.

1. "No form of harassment should be used by institutional representatives to coerce admissions of guilt or information about conduct of other suspected persons."
2. "No member of the ...(disciplinary)... hearing committee who is otherwise interested in the particular case should sit in judgement during the proceeding."
3. "The student appearing before the hearing committee should have the right, in all cases, to be assisted in his defense by an advisor of his choice."
4. "The burden of proof should rest upon the officials bringing the charge."

## Miscellaneous

In this section we will attempt to delineate a representative sampling of seemingly trivial matters that are, in reality, of relatively large importance to the midshipmen who are affected by them. Because they are a constant puzzlement and irritation to the Regiment, the midshipmen feel that the absurdity of the below mentioned matters generate nothing but a feeling of helplessness and resentment on our part. We feel they do not make sense. Moreover, when we make this complaint, we are not even given the satisfaction of receiving "straight" answers. In fact, we are normally not given reasons at all.

1. It is traditional practice at Kings Point to award Long Weekends to those midshipmen who have exhibited excellence in both academic and Regimental participation. This is a reward which is earned and is an added incentive to take extra responsibility. A man must earn these weekends. Unfortunately, the reward is too often not received by the men who have earned them. It is present Regimental Policy to make all midshipmen take these weekends at particular times. If for some reason the midshipman concerned is unable to utilize the specified weekend, he is normally without recourse, he loses what he has worked for.

Upon protesting, the Midshipman is told that the work load of the Assistant to the Regimental Officer is such



that he would not have the time to keep track of all the different weekends if the individual man were to request a particular weekend. We suggest that he has not yet complained of an overload of work when it is in relation to our faults -- he is quite able to keep track of our demerits; we wonder, then, why it is so difficult to keep track of our merits?

2. As an example of the "privileges" that are afforded us as we rise in responsibility and "authority" at Kings Point, we would bring to your attention Regimental Memorandum #1-69: First Class Privileges, Class of 1969.

Initially, we wish to point out that the "privileges" that this document spells out are so restrictive as to make them almost non-existent. The First Class is given the dubious privilege of being able to drive within a mile of the Academy. The inconvenience inherent in this situation is obvious. The only inference we can derive is in effect, that we are finally responsible enough to drive automobiles but that the Academy does not feel that we are responsible enough to drive them in the immediate vicinity of the school. We find this patently absurd.

Secondly, the provision of the above-mentioned memorandum dealing with driver education seems without point. It seems to us that the issuance of a driver's

permit by the several states is duly and legally recognized by the State of New York. Further, the fact that the Academy will not let us drive within a mile of the school makes the actual operation of a motor vehicle quite without the realm of the Academy's interests -- by its own dictum. Though we are, as we have shown above, somewhat querulous about the validity of that rule, we nonetheless assert that it is a statement of disassociation by the Academy. For what possible reason, we ask, need we take a driver education course to drive in the State of New York when the State of New York says that we can drive without it?

Thirdly, we assert that it is the right of every class of midshipmen to petition for the privileges due their class at the beginning of that particular year. This memorandum, however, in a rather offhand manner, states that this "privilege" may be acquired by the Class of 1970 by taking driver education courses prior to their utilization of this privilege "in the second half of their First Class year." The inclusion of this phrase, we feel, is unfair to the Class of 1970 and all subsequent classes -- they are not yet even in a position to ask for First Class privileges and yet they have already been denied the privilege. This, too, is in a memorandum that

is supposed to deal with "First Class Privileges, Class of 1969."

In conclusion, we feel that this memorandum is totally inadequate. There is parking available in the Roosevelt's Field parking lot. That has been utilized by all previous classes, and we see no valid reason for denying the Class of 1969 or any subsequent classes the privilege of parking there. Further, we cannot understand why an arbitrary one-mile limit has been erected to prescribe the area in which we may drive. Finally, we find it curious that the Academy would have us take Driver's Education courses to drive in an area in which we are already licensed to drive -- particularly when we are not supposed to drive anywhere near the Academy, anyway.

3. The regiment of Midshipmen are in total agreement that paper collars and collarless shirts have many disadvantages. Contrary to the popularly held opinion, the Naval Academy and Coast Guard Academy both have long since inaugurated the usage of the conventional dress shirt. Furthermore, the collars are almost impossible to purchase anywhere but at the Ship's Service Store. Through our own personal experiences it has also been found that the collars present a problem in helping to maintain a neat appearance. The collars have a tendency to "pop open", reveal ties, and are totally unadjustable. At this time midshipmen hesitate to wear their "Blues" liberty uniforms

outside of the Academy because of the poor appearance they convey. This hardly advertises our pride in the uniform and the school we represent. It is therefore a valid concern of all Midshipmen that uniforms designed for comfort and the conveyance of neat appearances should be just that. With paper collars this is virtually impossible.

4. We hereby request that the regulation restricting Midshipmen from drinking alcoholic beverages while in uniform be repealed from the Regulations Book. Officers and enlisted men in the Armed Forces of this country are allowed to drink alcoholic beverages while in the uniform of their particular branch of the service. Furthermore, this institution should seek to produce a well adjusted member of the society into which he must graduate. Most of the men who enter the Academy as Plebes have come from states which have restricted them from drinking because of their age being less than twenty-one. However, the Academy is situated within a state that allows a young adult who is eighteen years of age or older to drink alcoholic beverages. Therefore it is felt that the Academy should allow these Midshipmen the opportunity to gain experience in this particular social activity. The man who makes a fool of himself while drinking is generally the man who has never really "learned" how or how much to drink. Furthermore, it is suggested that if the Administration is concerned about the image a Midshipman will show forth while drinking, perhaps it would be wise to hold a greater

number of "Happy Hours" at the Officer's Club for all classes. This would enable Midshipmen to learn how to drink socially and would especially be important to the Plebes of future classes prior to the granting of liberty for the first time.

One of the primary goals of this paper is to obtain for the Regiment the privilege of being treated as mature young men by the Administration. As mature young men, the Regiment feels that it is more than capable enough to determine when to consume alcoholic beverages while on liberty. Since a Midshipman is a representative of this Academy, whether he is in a suit, a blazer, or a uniform, his attire should not be allowed to stand as a restraint or restriction from drinking. Personal pride can be the only factor in determining a Midshipman's activities while in uniform and on liberty. It should then be the responsibility of this Academy to develop that sense of personal pride into each Midshipman.

## LIST OF GRIEVANCES REQUIRING IMMEDIATE ATTENTION

## INTRODUCTION:

The following is a list of grievances that have been submitted, re-submitted, tabled, discussed, discarded, and generally ignored. It is felt that immediate answers should be given to the Regiment regarding these grievances since the former inaction in their regard has served only to breed mistrust and bitterness. After careful examination of these requests it is our opinion that they are in no way unreasonable, and that there are no great obstacles impeding their immediate approval. In fact, we have been told that these had been presented to the Superintendent for approval, and it has been learned that this is untrue. The refusal to approve or even consider these entirely reasonable requests has left many with feelings of frustration and hopelessness. Therefore your prompt attention is indeed vital.

## PLEASE NOTE:

We do not wish to imply that these grievances overshadow the overall importance of the long-range plans and other constructive criticisms in the body of this report. The Regiment feels that the following list entitled "Grievances for Immediate Resolution" can be answered within two days. The list entitled "Priority Grievances" will perhaps require some further discussion. The

"follow-up committee" will coordinate the prompt disposition of these latter resolutions.

#### GRIEVANCES FOR IMMEDIATE RESOLUTION

##### FIRST CLASS PRIVILEGES:

1. Car privileges for all first classmen, without specification as to distance from the Academy, requirements for "Driver-Ed," or acceptance for future classes until the second half of the year. Also, we desire permission to park these vehicles in the Marvin Place parking lot on weekends, when it is otherwise unoccupied.
2. Suit privileges for all first classmen as liberty attire.
3. That extended dinner liberty (until 2200 hours) be granted the first class on Friday evenings unless special events requiring their presence occur.
4. That the weekend liberty period commence at 1000 hours on Saturdays when no reviews are held.
5. That free gangway be granted to all first classmen during dinner liberty hours under the present first class liberty system.
6. That a committee of first classmen be allowed to submit a plan for the immediate refurbishing of rooms at the first classman's expense.
7. That restriction musters be eliminated for all non-rated first classmen as well as Midshipmen Officers (a piece of paper arbitrarily creating a Midshipman Officer does not guarantee moral superiority).

#### REGIMENTAL PRIVILEGES:

8. That late lights be granted immediately for all classes.
9. That paper collars be made optional until their use can be entirely discontinued.
10. That this report be acknowledged in memorandum form, to be inserted in the regulations book as a permanent record (as prescribed within the body of this report).
11. That the regulation disallowing drinking in uniform be rescinded immediately.
12. That a statement be issued stating that no action, for the purpose of reprimand or retribution, will be exercised any individual in the preparation of this paper. This provision may seem ludicrous and unnecessary to many, but in view of past experiences, we consider this clause essential. It must be remembered that this paper is submitted by men who seek only the Academy's improvement, and it is not the contribution of individuals, but a contribution of the entire Regiment.

#### PRIORITY GRIEVANCES

1. That non-rated first classmen be treated with the same courtesy as their rated classmates, and that prejudice for this position by administrative personnel be eliminated.
2. That all first classmen be entitled to terminate week-



end liberty at 2200 on Sundays (which in effect would reinstate the previous liberty hours basis).

3. No marching to classes for second, third, and fourth classmen (after recognition for fourth class).

4. That Vickery Gate be improved in appearance and that the personnel working there be instructed to improve their "image" and attitude to the public.

5. Sack-in during free time (including free periods between classes) for all Midshipmen.

6. Buffer privileges for all classes. The times of use to be determined by Midshipmen Executive Officers, until there are enough to go around.

7. That Academy personnel respect the privacy of a Midshipman's room and display the common courtesy of knocking and being allowed to enter.

## CONCLUSION

Gentlemen, after having read this report in answer to the Superintendent's letter of December 12, we are sure that many grave doubts, misgivings, and much alarm has been generated. This report could be far more specific and could be much more destructive, critical, and shocking; but our intention is not to offend, or to seek an outlet for our frustrations, or to launch a vendetta; but rather to offer a constructive approach to the modernization of Kings Point. This is not an irrational act of a Bolshevik type faction, but rather it is the mature opinion of those who should and do know the school best - the Midshipmen. The Regiment today is not the group of students of 20 years past, because students today cannot be so easily deceived. We react differently than did our predecessors. We as Midshipmen seek only the truth and we feel that we have presented it here.

We want to eliminate all the negative aspects of the system imposed upon us, and toward this goal we have offered concrete, positive ideas and cures for an ailing institution. We all feel that Kings Point must face the change forced upon it by today's fantastic rate of progress.

We feel that we are sophisticated enough as students and responsible enough as men to administer to ourselves. Kings Point cannot remain isolated today. It is rapidly becoming

anachronism in today's demanding world.

We sorely need modernization and this is extremely painful. The time for action is now. We realize of course that this is a mutual proposition, and that we must adjust also. But we are willing, if only we receive the cooperation we ask.

It must be seen by you, that an attempt to crush the optimism by further tablings, more delay, calculated avoidance, and seemingly unopen dealings will destroy the very thing we both hope to obtain--a better Kings Point.

We are also sympathetic with the fact that budgetary appropriations, red tape, and natural governmental delays frustrate much of what you attempt. But inaction now, and a failure to show good faith and a willingness to meet our needs will be unacceptable to this regiment. This paper has been submitted with the hope that there, in fact, is an avenue of communication and reconciliation open in this maze of dead-end streets, apathy, and red tape-road blocks in which we have been wandering up to the present. We are no longer satisfied with being ignorant or misinformed of administrative activities and no longer wish the Administration to labor under its present misconception of the physical and psychological state of the Regiment. Communication must become the keyword. We submit, therefore, that an essential first step in this direction on the part of the Administration would be the publication of a

memorandum, suitable for Academy-wide distribution and Regulation Book insertion, acknowledging the receipt of this paper and detailing decisions and plans for action in the direction of successful disposition of the needs, suggestions, and demands stated herein.

A follow-up committee has been formed in light of the realization that no long-range project can be labeled successful if it is allowed to be emasculated by loss of interest, inadequate response, or continued frustration. The ideals and aspirations which conceived and created this paper were not hastily contrived, nor will they be easily forgotten or deformed by hollow promises and token appeasements. This is a sincere attempt to update, reorganize, and even eradicate the composite effects of twenty years of little change. We must change, we must modernize, we implore you not to ignore our pleas.

Respectfully submitted,  
REGIMENT OF MIDSHIPMEN  
U.S. MERCHANT MARINE ACADEMY  
KINGS POINT, NEW YORK

13 January, 1969