An up-close look at life in the Navy

ANNAPOLIS, Md. — In spite of the sameness of their uniforms, the 4,200 midshipmen at U.S. Naval Academy in Annapolis are young men with different interests, talents and frustrations.

But two things that three Baltimore area black midshipmen have in common is that they are interested in getting a good education and in serving some time as an officer in the Navy or Marine Corps.

And they have decided that Annapolis is the best place to get both.

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The Naval Academy is the Navy's four-year professional college for young men who want to become officers in the Navy or Marine Corps.

It is a unique school where the students — called midshipmen — live and work in a military environment at the same time that they take a full college course load.

When midshipmen graduate they receive Bachelor of Science degrees and commissions as ensigns in the Navy or second lieutenants in the Marine Corps.

Midshipmen pay no tuition and are paid during their years at Annapolis. After graduation they have a five-year service obligation.

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Greg Byrd, a handsome thirdclassman (sophomore) from Pasadena, has lived in the vicinity of the Academy all of his life. He graduated from Severna Park High, which is right up the road from Annapolis.

"But I never really thought about a military academy till my junior year, when my football coach got me interested in the Navy. I'm interested in flying, and it seems that the Navy has the most career options," he said.

Bill Chatman and Gene Davis of Baltimore, both 1972 graduates of Poly, are interested in the Marine Corps.

They too are third classmen, and like a number of men at the Academy, they attended the Naval Academy Preparatory School (NAPS) in Bainbridge, for a year before reporting to Annapolis.

At NAPS, as Navy enlisted men, they were able to beef up their academic background for the tough curriculum at the Academy.

The Baltimore men agree that studies at Annapolis are the most difficult aspect of the Academy's program.

Where most college students take 15 class hours a semester, midshipmen take 18 or 19 hours of class that include required technical, humanities and leadership courses in addition to courses in their major areas of study.

Academics are just one part of a midshipman's education however. The Academy feels that a well-rounded education makes for the kind of officer the Navy wants.

Consequently athletics and military performance are counted along with grades in the evaluation of a midshipman's performance.

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Sports play a big part in life at Annapolis. All midshipmen are required to compete in one of 21 varsity and 23 intramural sports.

Greg Byrd is a Navy football player and Gene Davis wrestles. Bill Chatman plays in intramural teams.

It is the military that most sets the Naval Academy apart from a civilian college.

Midshipmen wear uniforms, form up for meals three times a day, march in parades and have curfews.

"I guess the main difference between here and a ROTC program in a college is that we are in the military environment all the time," explains Greg.

A midshipman's first introduction to Annapolis is the military. In July, before the academic year begins, new midshipmen, called plebes, report to the Academy for two months of rigorous training.

From dawn till taps, they run, march, memorize, learn to take care of a uniform, square corners and say "sir."

During other summers, midshipmen get more military training in what they call "the real Navy."

After their plebe year they sail aboard Navy ships to ports in the U.S. and abroad, learning the job of the enlisted man.

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—How UL guides

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experience of the faculty member often yields unforeseen overall benefits to his college.

To illustrate this point, I cite the case of Dr. Jesse Lewis, head of the mathematics department at Jackson State University, who in 1970 spent the summer on a research project at Proctor and Gamble Company in Cincinnati.

For some time prior to Dr. Lewis' summer project, Jackson State was attempting to set up a computer center, but their efforts were stymied by lack of financial and technical resources. Lewis used the summer opportunity to explain his school's dilemma to Proctor and Gamble.

Impressed both by his work on the research project and his determination to realize his school's dream, the company allowed Lewis to train his faculty on Proctor and Gamble computers, loaned company experts to teach a computer course at Jackson State and even provided all the learning materials for Lewis to get his center off the ground.

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The problem of incomplete and ill-conceived career counseling is also evident at the Junior High School and High School levels. Here we find a preponderance of black students unaware of career choices.

The hierarchical design of the American educational process influences counselors at each level in the educational system to place priority on prepaying students for the level above.

For example, high school counseling concentrates on equipping students for the college experience and overlooks the reality that the majority of black high school students will not go on to college because of lack of motivation, financial resources or both.

Consequently, little attention is paid to the importance of furnishing these students with the kind of orientation necessitated by the work-a-day world.

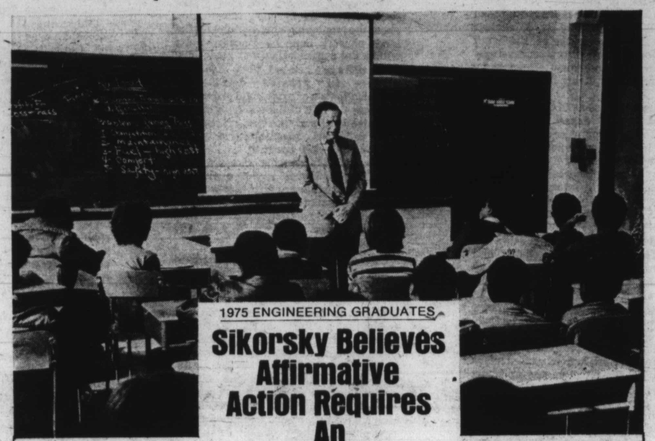
To cope with these painful deficiencies, the Urban League has advised a number of local boards of education to hire job developers and career counselors capable of advising and guiding high school students about careers available to them and about the type of preparation needed to function in these areas.

Among the expanding career opportunities for high school graduates that the league has identified are: auto mechanics, draftsmen, electricians, assistant retail managers and air conditioning technicians.

In concluding this brief discussion I would like to address my final remarks directly to those black high school and college students interested in a career. Make full use of your available school counseling services.

If these are insufficient and do not address your needs, call your local Urban League for assistance.

Examine all the options. If you have already decided on a career but suddenly realize you made the wrong choice, there may be areas closely related to your present career that can utilize your training. Seek them out, study them and don't be intimidated by the necessity for supplemental training.



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Women's career opportunities bright

By
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Director,
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Labor

WASHINGTON — Career prospects for women are brighter today than at any other point in our nation's history. Despite the slowdown in economic growth which has prevailed in the job market, women can look forward to exciting opportunities in the workplace.

Many of the jobs women can now aspire to were unthinkable for them as recently as five years ago because, as a society, we had not gained the vision of courage to prepare women for jobs other than those they usually held — in the clerical field, teaching, nursing and service occupations such as beauticians.

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A glimpse into the 21st century promises that even greater opportunities will have emerged, while the old myths about women's place in society and in the workplace will have faded.

Scientific predictions and other indicators tell us that there will be extensive changes in the kinds of work women will be doing by the year 2000.

MS. CARMEN MAYMI

A woman in pursuit of her chosen career will not likely experience rejection by society if her lifestyle includes the kind of work that was formerly the province of men.

In fact, a woman may be just as likely as a man to repair the latest electronic equipment in homes and industry.

The trend toward a longer lifespan and an aging population may well shift the emphasis in health services from the very young to the aging.

We will likely need fewer pediatricians and more geriatricians, for instance. Hospital maternity facilities will be smaller and medical equipment to serve the aging will be increased.

Older people, seeking to meet the demand for highly skilled workers, may create a greater need for teachers in adult education and vocational training.

But fewer teachers will be needed at the elementary and secondary school levels as the number of school children declines because of declining birth rates.

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On the other hand, increases in the number of working mothers will no doubt create a need for more specialists in child care and preschool education.

Indications are that the greater part of our national output will be in services rather than in goods. There will be a greater demand for convenience foods, household appliances, synthetic materials, child care facilities and home care services due to increased numbers of working wives.

If today's efforts to prepare more women for jobs in the skilled trades and crafts are successful, by the year 2000 women who are plumbers, construction workers, engineers, nuclear scientists, airplane pilots, directors of corporations, or designers of automobiles will not cause surprise or dismay.

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If we project only to 1985, the expected job market

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