We Are Mariners

75

1941 - 2016

MAINE MARITIME ACADEMY

Anniversary Commemorative

MAINE MARITIME ACADEMY

75

WE ARE MARINERS

MMA's 75th anniversary is a time to celebrate, reflect and recognize the essence of what it means to be a Mariner.

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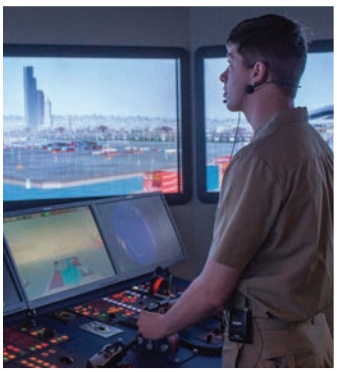

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WE ARE MARINERS

BY PRESIDENT WILLIAM J. BRENNAN

I consider Maine Maritime Academy part of my heritage, given my family's long connection with the college. I grew up on campus. I recently counted back to the year I came to Castine when my dad was hired as Commandant, 1966. Fifty years have passed, and so I have many connections with this place that I carry with me forever.

Most important to me are the people I have met and friends I've made, from my early days through the present. Every year, I'm astonished at my good fortune to be able to sign diplomas and send graduates on their way to live the rest of their lives as successful professionals. I've learned from intelligent, devoted faculty; worked side by side with dedicated, caring staff; and engaged in wonderful conversations with bright young students full of stories from home. And I have gained an appreciation for all that MMA alumni have learned and applied to their lives since the academy was founded 75 years ago.

As we began planning for the 75th Anniversary celebration, we landed on a theme: We Are Mariners. Our campus, our ships and significant events remind us of our experiences here, but it's the people who embody the spirit of MMA. There are attributes of character that unite us and many ways we contribute to our communities and the world. This is what makes MMA unique; the people who are connected to one another because of Maine Maritime Academy.

In this Anniversary Commemorative issue of *Mariner*, we are focusing on people who have made MMA what it is today through a series of profiles, "We Are Mariners." It would be impossible to fit all of the stories that could be told into these pages, so we have attempted to represent some of the breadth and depth of experience, character and service that exemplify MMA people. We plan to extend more stories on the website and in future issues of the *Mariner* as well. In the meantime, I hope you enjoy the history and imagery of this special publication, and that you connect to memories of people you knew, and perhaps still know, as friends. I also hope you come back to campus to connect with us. Just as the academy had an impact on your life, you are part of MMA history. Thank you for being part of our history and the future of Maine Maritime Academy.

Billy R. Sims

we are **MARINERS**

WILLIAM F. BRENNAN '43-2

Among the first MMA graduates and later, the first Commandant, he brought a can-do attitude, discipline and respect to the college when it was most needed.

AS TOLD TO BILLY R SIMS

I became a student at MMA in 1942 as part of the first Navy class. I was a young kid, around 18, and all of a sudden I wake up in the morning with some crazy people yelling, "Get your ass out of the bed and get going!" The kind of stuff you find in military training. It was quite a change for me, but I took to it all right.

Basically, they taught you what going down to the sea in ships was all about. They prepared us to be able to navigate and work aboard a ship as a licensed officer. There were two types of graduates—engineers and deck men. I was a deck man, so I had to learn seamanship and how to take care of a ship. You have to know what to do, how to do it and when to do it. I think it made a man out of me who could accept orders, and accept and succeed in an assigned position.

> "I was a young kid in charge of a Navy vessel, and more importantly, all the lives on the ship."

After MMA, I went into the Navy as an ensign and left as a commander. I started on a sub chaser with a crew of 10-12 in Panama. I had been in boats before, so I felt at home. But soon after I came aboard, I woke up one morning and the captain said, "Well, Mr. Brennan, congratulations. You're now the commanding officer of this vessel."

Here I was, maybe 20-years-old. I felt like I could handle it, running the ship, but what struck me was, I am a young kid just out of training, and I'm in charge of a Navy vessel, and more importantly, all the lives on the ship.

One person I'll always remember, his name was Dixie. He was a 55-year-old man, a fine man. I said, "Dixie, you don't have to be in this damn Navy. You can get the hell home." He said, "No, as long as you're the captain I want to stay aboard." It was one of the greatest compliments I've received.

We were eventually ordered to the Aleutian Islands and to turn our vessel over to the Russian Navy. I'll always remember standing on the pier and watching the Russians take my ship out to sea.

After that I was on a big fleet tug, and later put in for flying and became a Naval aviator on a P2V, which looked for submarines. Then I transitioned to flying out of Newfoundland for several years. Before retiring, I was charged with setting up Navy command of McKinley Air Force Base in Bermuda.

In 1966, I was hired to be the first commandant of midshipmen by MMA Superintendent Ted Rogers, a retired Navy captain I had flown with, who was appointed Admiral. My position was right under the superintendent, which I held until 1982.

When I arrived, things were pretty grim and there was a lot of hazing. It was my responsibility to stop it, and I did. I was in charge of all the students. I was like a whirling dervish. The midshipmen had been used to a whole different existence.

I said, "If you ever pass me on the street and you don't salute, you'll be in deep trouble." It was sometimes insignificant stuff, but all part of training.

I didn't make too many friends with the young people, but what's interesting now, I run into graduates, and they always remind me when I did such and such to them.

I say, "Well, how about now? You still respect me?"

"Oh, yeah, we realize what you were trying to accomplish."

Between the Admiral and myself, he was a good organizer and I was a good disciplinarian. I could make things move. I was a doer and he was a thinker. For example, he brought the school forward, broadened the curriculum and that led to accreditation. We were the first service academy to admit women. I shaped the regimental command into a good-looking outfit that could do what had to be done and do it the right way.

After all these years, I see it was the defining part of my life. If you go down to the sea in ships, you'll have people for whom you are directly responsible, their safety, their lives and their success. No matter what your career, it's important to know there are people depending on you, and you're depending on others. To me, it all winds up under one word, responsibility.

Billy R. Sims

1940s

Milestones in MMA History

Senator Ralph A. Leavitt is credited with founding Maine Maritime Academy.

As Maine Maritime Academy celebrates its 75th anniversary, it is among the finest small colleges in the nation. Last year, the academy was ranked first among public colleges, and eighth overall, on Money magazine's list of "Best Colleges in America for Your Money." From its founding under the gathering clouds of World War II to becoming a vibrant, modern college with 18 programs of study and some 975 students, a series of challenging and progressive events has shaped the academy.

BY STEPHEN RAPPAPORT

During World War II, more than 300 young men graduated from MMA. Students during the war years were designated midshipmen and were enrolled in the U.S. Naval Reserve.

Maine Maritime Academy was forged by the crucible of World War II, but before the war began, Maine's political leaders disagreed where the school should be located. Ralph A. Leavitt, Chairman of the Board of Trustees from its inception until 1964, favored Portland. Other trustees wanted the school in Castine, but it wasn't until the Maine Legislature promised to give the institution the buildings of the former Eastern State Normal School (including what is now Dismukes Hall) that the Penobscot Bay town was chosen and the school established as the Maine Nautical Training School in March, 1941. A few months later, under Rear Admiral Douglas E. Dismukes, its first Superintendent, the school officially became Maine Maritime Academy, and the first class of 29 men entered the academy and became known as "the solid 28." (One man left for military service)

Conceived as a three-year school, the war forced the academy to adopt an 18-month curriculum that was further shortened to 16 months by the time the academy's second class arrived in Castine in July 1942. Except for the schooner *Mattie*, the school had no training vessels of its own, and the future merchant mariner and naval reserve officers had to do their deep-sea training aboard ships — *American Seafarer* and *American Pilot* among them — that belonged to other state maritime academies.

By the end of World War II, MMA had graduated more than 300 young men, three of whom gave their lives in service to the nation during the war, while many others were wounded in action.

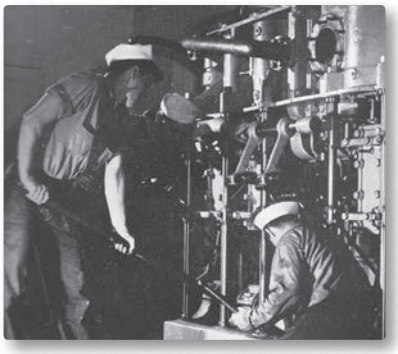
In 1946, the academy acquired a training ship of its own, *Yankee States* (ex-*Sirona*), which was soon replaced by *American Sailor*. In 1953, USS *Comfort* arrived in Castine and became the first training vessel named *State of Maine*.

By the end of the World War II, the Maine Legislature gave Maine Maritime Academy the authority to confer Bachelor of Marine Science degrees and, in 1946, the school installed a three-year curriculum. The year 1947 brought Rear Admiral William W. Warlick to the academy where he served as the school's third Superintendent through an eventful decade that, in 1949, saw commencement ceremonies for the first three-year degree graduates.

Under Superintendent Warlick, and later Superintendent George J. King, the academy was tested by challenges from within and without.

The end of the war led to a decline in demand for Merchant

Football was established in 1946 as MMA's first sport. Shown is an early team shot.



In the early days there were two courses of study: Deck and Engine.

Marine officers that ended by the advent of the Korean War. The job market for academy graduates remained difficult for the school's placement office, however, as hiring of newly licensed officers was largely in the hands of various maritime unions.

In Castine, the academy withstood challenges to its funding from the state of Maine and, during the Eisenhower administration, a proposal from the federal Maritime Administration to make a substantial cut to the funding of state maritime academies, and later, a Congressional effort to defund the school.

With these issues overcome, the growth of the academy's physical facilities accelerated with construction of the Andrews Marine Engineering Center and the Margaret Chase Smith Center.

However, problems related to student discipline and other matters exacerbated divisions within the Board of Trustees and between Chairman Leavitt and Superintendent King. Ultimately, in late 1963 — the same year a new TS *State of Maine* (former passenger liner *Ancon*) arrived in Castine — King resigned as Superintendent.

After the brief tenure of King's successor, Frank C. Rodway, Capt. Edward A. Rodgers was chosen as the next Superintendent (and appointed Rear Admiral in the U.S. Maritime Service.) He filled the position with distinction for the next two decades. In his first year, Maine Maritime finally became a four-year institution and saw its

we are **MARINERS** | **AWARE**

Derek Miller

Warren C. Hamm '49

Rear Admiral, U.S. Navy (Ret.)

I went to the Maine Maritime Academy with the idea of going into the Navy, in which I served 41 years active duty with a significant number of commands. Life on campus was a completely military type of environment, and we learned in classes and the cruise to operate with a tremendous amount of responsibility and accountability. It had a significant positive impact on my life.

I believe in loyalty up and loyalty down. You can be the smartest guy in the world, but if you can't win your team, you're going to fail. After reaching Flag Rank, I was Senior Member United Nations Armistice Commission dealing with the North Koreans for two years. That was certainly challenging and interesting. Later I served in other capacities, including Deputy Command-in-Chief of the NATO Command in Portugal and Commander, Amphibious Forces U.S. Atlantic Fleet.

When I retired, I decided to give back to the community and to the academy.

I served as President of the Merchant Marine Academy Associations, and MMA graduates always stood out because of their enthusiasm and work ethic. I don't see that changing. It seems ingrained in Maine Maritime Academy. But the college has to be constantly aware of change with the times, and I think its primary role should relate to the maritime trades. If they get out of that business, it's just another school.

1960s

In 1964, RADM Edward A. (Ted) Rodgers began his 20-year tenure as superintendent.

The USS *Comfort* became the first TS *State of Maine* in 1954.

The class of 1964 completed the first four-year degree program. Seniors are pictured here in the Dining Hall.

1950s

Cadets during lifeboat training in Castine Harbor.

enrollment rise to 525 midshipmen in 1964.

The 60s and 70s were tumultuous on college campuses, and the academy was no exception. Some students and faculty found it difficult to accept the controlled regimental environment. The academy suffered insufficient financial support from the federal government. And graduates found seagoing employment scarce, as the demand for officers remained low and the unions maintained their grip on hiring.

Much was accomplished, however. In 1967, the academy launched the Cadet Shipping Program. Four years later came a new dormitory, named for an alumnus and then-current Governor of Maine, Kenneth M. Curtis '52. In 1972, the academy received its first official, five-year accreditation by the New England Association of Schools and Colleges.

In 1973, the former Navy troop ship *Upshur* arrived in Castine as the third *State of Maine*, and during the 1974 spring cruise became the first U.S.-flagged training ship to visit the Soviet Union when it docked in Leningrad. That year also marked the arrival in Castine of Deborah Doane (Dempsey) who, in 1976, would become the first woman to graduate from a U.S. merchant marine or service academy.

During the last few years of Rodgers' stewardship, the academy established the Center for Advanced Maritime Studies (now the department of Continuing Education), and in 1982 received approval to grant a Master of Science degree in maritime management. At about the same time, Leavitt Hall underwent a major renovation as the academy also began a building project on the waterfront, including the construction of Payson Hall.

In 1984, Rear Admiral Sayre A. Swarztrauber (USN Ret.) succeeded Rodgers as Superintendent. His tenure was marked by financial difficulties reflecting a decline in enrollment and morale issues related to a more diverse student body.

In the summer of 1985, the Trustees chose Curtis to be President of MMA—a role he filled until his retirement in 1994.

In many ways, 1988 was a momentous year for the academy. A yacht and small craft design major became the foundation of a new associate's degree program, the employment situation improved markedly in the maritime industry and, largely as a consequence, enrollment surged with the entering freshman class, which was 37 percent larger than the previous year's. The academy also acquired the historic schooner *Bowdoin*.

During the same year, the academy received a $100,000 gift

1970s

Students on TS *State of Maine* have participated in numerous global events, such as OpSail 1976.

Deborah Doane (Dempsey) was the first woman to graduate from any maritime or service academy in 1976.

1980s

The Arctic schooner *Bowdoin* was acquired in 1988 and designated the Official Vessel of the *State of Maine.*

In 1983 the academy received the authority to grant a Master of Science degree in Maritime Management.

from Tom Sawyer of the Sawyer Environmental Corp. to establish an endowed professorship in ocean sciences and Trustee Elizabeth Noyce agreed to chair the academy's first multi-million dollar capital campaign—"On Course for Greatness"—which she opened in January 1989 with a $2.5 million gift.

In 1990, MMA received a significant gift from Nathan E. Corning that became the foundation for the Corning School of Ocean Studies—a four-year ocean sciences program leading to a Bachelor of Science degree. The Bath Iron Works Apprentice Program and a two-year Associate of Science degree for enrolled shipyard employees also came into being.

A year later, the school celebrated a ground-breaking ceremony for a new $3.5 million student center. That spring, MMA also established a joint educational program with Dokuz Eylul University in Ismir, Turkey.

The summer of 1991 was especially significant for the school, as *Bowdoin* returned to Greenland and the Arctic for the first time since World War II. Under the command of Professor of Marine Transportation, G. Andy Chase '79, she carried a full complement of Academy students.

When President Curtis retired, Leonard H. Tyler, a former academy football coach, Dean of Admissions and Vice President for External Affairs, became the school's 13th President. He led the academy for nearly 16 years.

The expansion of the academy's academic offerings, and its growth as a center of maritime education continued when the trustees voted in 1996 to approve the Loeb-Sullivan School of International Business and Logistics. In 1997, the former naval hydrographic survey ship USNS *Tanner* became the academy's fourth *State of Maine*.

With the onset of the new millennium, Maine Maritime undertook the most significant fundraising effort in its history, kicking off the $20 million "Enhancing a Legacy of Excellence" capital campaign. The faculty also approved the expansion of the Associate of Science degree in Ships System Design for apprentices at the Electric Boat Company in Connecticut. This was the first MMA program to use distance education technology. A year later, the academy became the third maritime school in the U.S. authorized to grant Standards of Training, Certification and Watchkeeping (STCW) certification.

Maine Maritime Academy's presence, for a long time intensely local, had become worldwide. The academy enjoyed a steadily

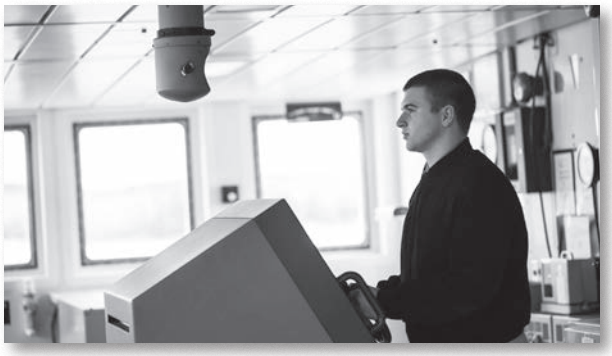
1990s

The Ocean Studies program was established in 1990 and today, research is still the basis of the program.

In 1996, the Loeb-Sullivan School of International Business and Logistics was established. Current students present market research, 2016.

2000s

The women's basketball team formed in 1996 and made it to the NCAA Championships in 2005.



MMA became the third maritime school in the U.S. to receive authority for STCW certification in 2002.

increasing enrollment of foreign students, in part because of the school's participation in the International Association of Maritime Universities.

In 2004 Maine Maritime Academy reached an enrollment of 800 students for the first time. The following year, Crystal Parker '06 became the academy's first female regimental commander, and midshipmen had the opportunity to serve aboard TS *State of Maine* when she was deployed to New Orleans to assist with recovery efforts after Hurricane Katrina.

In 2005, after completion of a 17,000 square-foot addition, the student center was renamed the Harold Alfond Student Center in recognition of Alfond's $1 million challenge grant that helped fund the project.

Dr. William J. Brennan became MMA's 14th president in 2010 after a distinguished career as an academic and a public servant, including roles as Head of the National Oceanic and Atmospheric Administration (NOAA) and Assistant U.S. Secretary of Commerce for Oceans and Atmosphere.

In 1966, Brennan's father, a graduate of MMA's second Class of 1943, moved his family to Castine to serve as the academy's first Commandant of Midshipmen. Brennan grew up on the campus and later married Heather Russell, the daughter of Dr. Robert Russell, the town and the academy doctor.

In time for the 2014-2015 school year the academy established MMA Prep, an academic agreement between the seven members of the Maine Community Colleges System and Maine Maritime Academy. The program offers students who might succeed at the academy but lack the academic record necessary for admission a pathway to a Maine Maritime Academy degree. Seven of the 11 students who entered the program in its first year made the Dean's List in their first semester.

In the spring of 2015, MMA celebrated the completion of the $14 million ABS Center for Engineering, Science and Research, the first new academic building built on campus in 30 years. The building was funded by a mix of donations, including the proceeds of a $4.5 million bond issue approved by Maine voters. The American Bureau of Shipping contributed a $2.5 million lead gift, the largest corporate gift Maine Maritime Academy has received. The balance came from Academy alumni, donors, foundations and businesses.

2010s

The Marine Engine Testing and Emissions Laboratory (METEL) was established in 2013 as a DOT University Transportation Center.

The ABS Center for Engineering, Science, and Research was open for students in January of 2015.

The college has achieved consistently high national rankings for engineering and as a public college, and continues to innovate and adapt as technology and the global economy bring ever swifter changes.

The past year has provided ample reminders that the sea is the ultimate crucible for which Maine Maritime Academy prepares its students. In July 2015, during an expanded 90-day training cruise, the midshipmen and crew of *State of Maine* rescued a solo sailor from his sinking sailboat some 600 miles from the Atlantic shore.

Tragically, less than three months later, five MMA alumni lost their lives when the cargo ship *El Faro* sank during Hurricane Joaquin.

As President Brennan told a community vigil in words that define Maine Maritime Academy and its alumni, "We are mariners; those of us who sail on ships know that while the sea is to be respected, the sea is not to be feared. That is why we train, that is why we prepare, that is why we exercise prudence and maintain a hand for our self and one for our vessel. That is why we lookout for our shipmates and why we help each other and support one another now and forever."

we are **MARINERS** | **RESPECTFUL**

Po Chi Fung

Andrew C. Strosahl '05

VP, Government Relations, Transportation Institute

When I first shipped out as a third mate, I remembered a lesson from MMA that was driven into us in training: "You're learning good things in the classroom. But be respectful of others when you get out to the ship and you might learn a lot more." I took that advice seriously and it has benefited me greatly in my career.

After graduating, I was able to climb the ranks at Military Sealift Command quickly and obtained my Masters license in a short time. I came ashore after six years of sailing and attended law school, focusing on ocean law and policy. During law school, I worked with the Oceans and Coastal Law Center at the University of Maine School of Law, the Maritime Administration, and the Conservation Law Foundation. After graduating, I worked in the U.S. Senate on ocean-related issues through a NOAA fellowship.

Currently, I do advocacy and education for the U.S.-Flag Merchant Marine with members of Congress. I feel like I'm giving back to MMA and other academies when I have a chance to talk about the need for new training ships for the academies.

There are not many people in Washington, DC who know about our maritime academies and the need to support the U.S. Merchant Marine. Getting the word out about the academies and the benefits they provide is a role in which I take great pride.

KENNETH M. CURTIS '52

Seeing needs as opportunity for service, Curtis led a turn-around with lasting results in Maine government and later, Maine Maritime Academy.

AS TOLD TO BILLY R. SIMS

In 1949, I entered the 10th class at MMA with a pathway to meet my military obligation in the United States Navy. From my time at the academy I learned a strong "no excuse" work ethic and gained confidence to deal with challenges and situations as they arrived.

What's characteristic of people associated with MMA is their willingness to work for the goals to which they aspire.

In 1986, I returned as President and discovered enrollment shrinking to dangerous low levels with little hope of receiving sufficient federal funding to continue an affordable quality education or, in fact, to continue to exist.

Working with the trustees and faculty, we created a plan of action to expand the curriculum to offer courses in ocean-related sciences, engineering and management. Attention was given to make enrollment more friendly to female students.

> "From my time at MMA, I learned a strong 'no excuse' work ethic and gained confidence to deal with challenges and situations as they arrived."

Time has proven this a very important move, and the proof is the condition of the academy now and its reputation and attraction to students.

I was born in a small town with a one-room, eight grade school. The general attitude was that if your family was not wealthy, then you weren't college material. I wanted to do something with my life, and after high school, because of the help of the Naval Reserve, I was able to afford Maine Maritime Academy. Then the doors were opened for almost anything else.

After graduating from MMA I sailed on my Third Mate's license for three different companies. I served two years on active duty in the Navy at the end of the Korean War.

When I came ashore, I completed law school and was admitted to the practice of law. I went on to work in several government agencies and later was elected Secretary of State for Maine, served two terms as Governor and two years as U.S. Ambassador to Canada.

Success was based on the expertise and involvement of broad-based teams assisting in the design and adoption of selected courses of action. I was continually motivated by the serious and endless needs facing Maine and the unique opportunity to address them.

Most notable in my life was my eight years of service as Governor of Maine, witnessing the enactment of countless programs that are still benefitting Maine people 40 years later. To me, the greatest accomplishment I had was the opportunity to try to make a difference.

My wife Polly and I are currently living in Florida, where I am semi-retired, with a continued association with the Curtis Thaxter Law Firm in Portland.

The advice I would impart to a young, new student entering MMA is pursue and appreciate the opportunity your education offers, and have the courage to go wherever your dreams take you.

Also, I place a high value of the inclusion of friends and colleagues. We all have our ups and downs in life, successes and failures. Your true friends are the ones who you can trust to help you through those times.

I have been dependent upon the support and knowledge and friendship of so many people, and I know very well I could have accomplished little in life without that support and friendship.

Barbara Banks Photography

Academic Excellence

Grounded in a hands-on approach, responding to needs, through the years.

BY LAURIE SCHREIBER

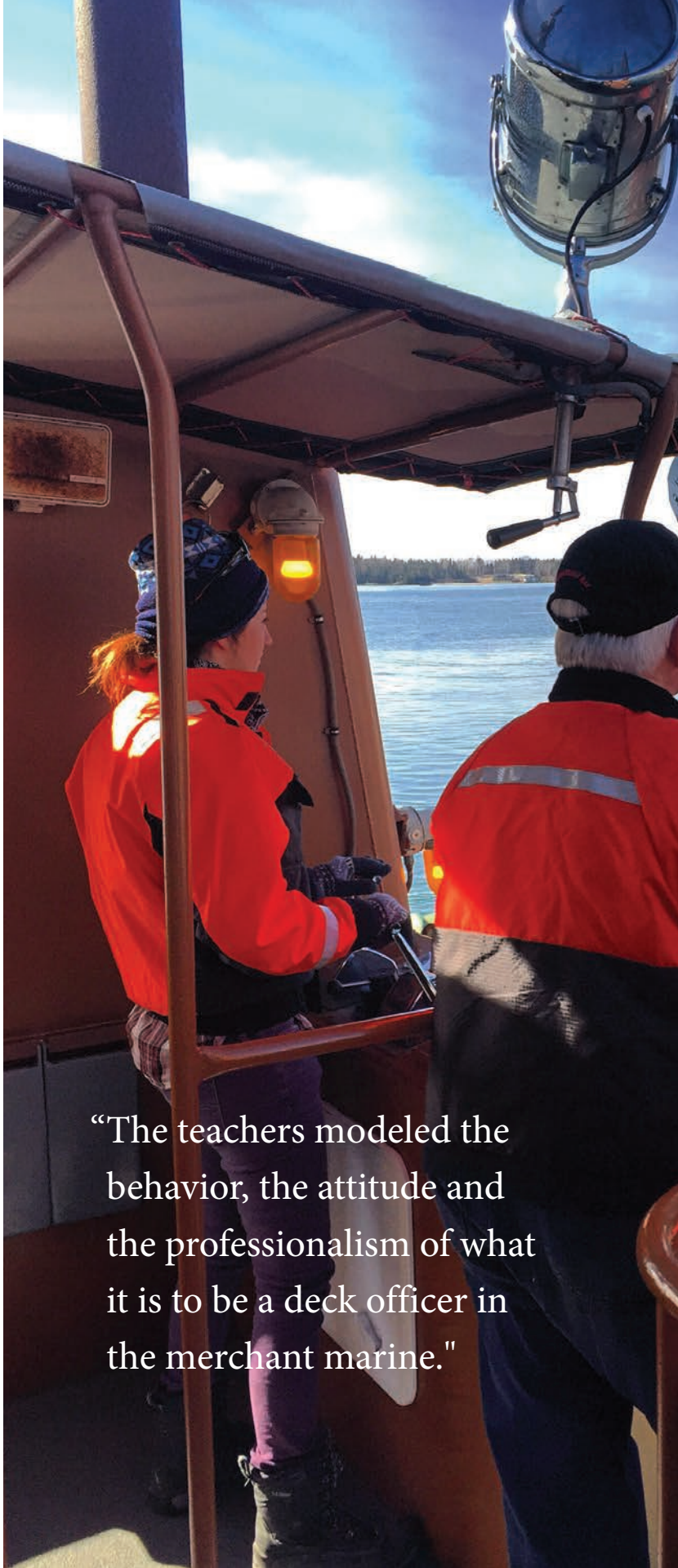
On-going evolution defines MMA's programs over the decades, as the school responds to shifting maritime, business and community opportunities, and expands its portfolio to meet the career needs of students. Here, we offer highlights of the school's five departments.

Deck And Engine

In the early years of MMA the curriculum evolved from its initial war-time focus to instruction that led graduates to be either "deck or engine" designees. From these origins came the Thompson School of Marine Transportation and the Harold Alfond School of Engineering. They share a culture rooted in the hard-bitten tradition of men at sea, their first teachers the veterans of World War II, and among their greatest learning tools over the years, 14 training ships, from *American Seafarer* to TS *State of Maine* (IV).

"We listened to sage captains, men who had ships during World War II shot out from underneath them, men who were at Pearl Harbor as young able seamen, and then, 30 years later, were teaching young cadets," says Sam Teel '77. Teel began teaching at MMA in 1982, became chairman of Marine Transportation, and is today the department's senior faculty member.

"We were taught to manipulate the tools of navigation, to stow cargo aboard a freighter, to load a tanker. But there was something more those men taught us, and that was how to be officers. These teachers, with whom we interacted on a daily basis, modeled the behavior, the attitude, and the professionalism of what it is to be a deck officer in the merchant marine."



we are **MARINERS** | **FOCUSED**

Aaron Tam/Getty Images

T.K. Shannon ’82

Rear Admiral, U.S. Navy

I’m the commander of Military Sealift Command, responsible for leading the team that operates the ships which sustain our warfighting forces and deliver maritime services in support of national security objectives to the Department of Defense.

I left Castine with great respect for the heritage and traditions Maine Maritime Academy instilled in me. Frankly, professors like Sawyer, Hathaway, Weeks, Geisler, Mckinley and so many others gave us a great foundation of knowledge and principles to live by; and I felt a personal obligation to them to go to sea and stand the best damn watch possible; letting them down or tarnishing the reputation of our academy was an unfathomable thought.

Some of my leadership philosophy: Get up every morning and make a positive difference in your subordinates’ lives. Find out what motivates them, then look for ways to unleash their full potential, but hold people accountable. Never lose focus on your mission. Lead by example. The crew will note when you get in the human chain and help load stores before a ship deployment. A young sailor on your ship’s basketball team will note you sitting in the audience, showing interest in his or her life to cheer them on in an environment outside the lifelines of the ship. Take a sincere interest in the lives of your shipmates.

Technology has evolved enormously over the years, and maritime events have influenced the curriculum. But the culture of professionalism remains rock-solid.

"All the instructors I had sailed during or before the Second World War. They had a different attitude about things in general," says Charles B. Weeks Jr. '64 and today a Professor of Marine Transportation and Nautical Science Emeritus. "They had a Loran set on the training ship and you were shown how to work it—but keep your hands off, you might break it," says Weeks.

"Today, we have state-of-the-art equipment in the shore-side lab, so when a student gets on a training cruise, he knows how to run the machinery—and he's allowed to. It's become much more hands-on."
Teel recalls the shift. "A number of us, here at that time, joke that we learned how to navigate desks," he says. "We had paper charts and spread them on large tables, and practiced moving pencil across paper."
Today, students "truly learn what it is to navigate, and it goes in concert with what is happening in the classroom and with the simulator. That's a big improvement."

The department started with a three-year degree, in 1943, but the program was modified when World War II began. After the war, the department went to a two-year program until 1947, so the class of 1949 was really the first three-year program. The last three-year program was the class of 1962, and 1964 was the first four-year program, with the addition of electives such as English. With accreditation in 1972, the school introduced general studies.

"It became a wider academic program," says Weeks. "My class was the transition from a purely trade school to academics.

Simulation technology—for communications, navigation, bridge team management, and more—have greatly enhanced the program in recent years.

"The challenge is keeping the old-school ability to be a seafarer while also creating room within the curriculum to bring in the newest technology on the ships and in the industry. We do well with that," says Teel.

Other notable developments include the firefighting program, established by Eugene Spinazola '61, Professor of Engineering Emeritus, and John Barlow, Vice President for Academic Affairs/Academic Dean Emeritus and Professor of Ocean Studies Emeritus. Spinazola created the Vessel Operations & Technology, Small Vessel Operations, Small Craft Design and Small Craft Systems majors in the 1990s.

Marine Engineering

This is the largest MMA department, with 23 full-time faculty members, double the number in the 1970s, due to growing enrollment that today comprises 60-65 percent of MMA's student population.

"In the past, our labs might have had 10 or 12 students. In the last couple of years, we're up to the mid-20s for some labs," says Department Chair Laurie Flood '93, appointed to the faculty in 2001.

"If a ship stops running in the middle of the ocean, you've got to fix it," says Professor of Engineering Emeritus Groves Herrick, appointed in 1974 and retired in 2004. "Maine Maritime produces highly trained specialists, and we have an incredible reputation stemming from our graduates' hands-on expertise."

Associate Professor of Engineering Emeritus Caroline Herrick, hired full-time in 1981 and retired in 2006, recalls hearing from one of her students, a man from Kuwait. "He was applying for a job. They asked, 'Where did you go to school?' He said, 'Maine Maritime.' They said, 'You're hired.'

"The school has a worldwide reputation because of marine engineering."

Left: Student at the helm of one of four bridge simulators on campus today; Top: Deck students of the 1940s in the classroom; Bottom: Associate Professor Mike Young with students in one of his Diesel Power classes.

we are **MARINERS** | **LEADERS**

Billy R. Sims

Paul Mercer ’73

Commissioner, Maine Deptartment of Environmental Protection

The most amazing thing about the academy is you learn the ability to accept different challenges that you're not educated or trained to do. If you look at a lot of the graduates and the career paths they followed, it has nothing to do with their specific training or the education. Whether it's in the classroom or on cruises, you learn to have the ability to not be afraid to do something different.

We promote MMA as a school of engineering, management, science and transportation, but really it's about leadership in each one of those areas. We're not training people for entry-level positions; we're training people to be leaders. It's interesting to watch their development and accomplishments.

I’ve served in different capacities, from faculty to Director of Alumni Relations, and noted that students who go into their sophomore and junior years and decide an academy education is what they want, are really the same as they were in decades past; they really are. And now many of them have the same names. They're legacy and generational.

My best advice: Whatever challenge you choose, find a mentor and listen to that mentor. You will need different mentors throughout your career, but always have one.

The Herricks came on board soon after MMA instituted its four-year curriculum. "Previously, the two programs (Marine Transportation and Marine Engineering) were strictly, 'Here's what the Coast Guard wants and here's what you need to be a safe operator of a ship,'" recalls Groves Herrick.

MMA, with the new four-year programs, was soon accredited by the New England Association of Schools and Colleges. And Donald Small, appointed in 1968 and now Professor of Engineering Emeritus, instigated the accreditation process for the engineering programs through the Accreditation Board for Engineering and Technology.

"Don Small's philosophy was, 'If we combine our marine engineering program with our elective technical science program, which was a minor, we'll have a program that will meet the ABET accreditation standards for marine engineering technology," Herrick recalls.

Small, the Herricks, and others designed a three-track system: a new four-year marine engineering technology program; the existing marine engineering operations program; and the newly accredited five-year marine systems engineering program, which combined engineering design and math analysis with operational skills.

"You could get our original operating engineering degree in four years, and if you wanted to stay an additional year, you would obtain a marine systems engineering degree," says Herrick.

Marine Engineering Operations remained the department's foundation—an academically rigorous mainstay for students concentrating on hands-on operation and maintenance of marine power systems.

"Graduates wanted careers as engineering officers aboard ships or as shore side power plant operators," says Herrick. "So we kept that program as it was."

Next came accreditation for marine engineering technology. Most schools take years working out new programs. At Maine Maritime, because the planning committee could make preliminary decisions, it took far less time.

"We were flexible because it's such a small school and a small department and we could get things done," says Caroline Herrick.

Later, the department added a Power Engineering Technology program specifically for students interested in shore-side power plant careers.

Professor Mark Cote '83 was responsible for getting the Power Engineering Technology program through the accreditation process in the late 1990s. One of the department's great triumphs was receiving an advanced power plant simulation facility from Public Service Electric and Gas Co. over strong competition from a major research university, because the company felt MMA would be able to better utilize the facility for hands-on training.

Most schools take years working out new programs. At MMA, it took far less time.

"Professor Paul Mercer '73 oversaw the start-up of the program, and then I came in," said Cote. "Power Engineering Technology was the first program we had in engineering that gave us a broader group of students. So students who might not have come to Maine Maritime because they didn't want a regimental lifestyle were now able to enroll in the school's first non-regimental option."

Today, the department oversees six programs, all based on operations coursework. Other important milestones include development of courses in technical communications, environmental/emission regulations, systems automation and capstone design; and upgrades from military and industrial castoff equipment to investment in up-to-date labs for materials research, renewable energy, electronics, electrical, welding, machine tools, and industrial power plant simulation, particularly with the 2015 opening of the ABS Center for Engineering, Science and Research.

But the training ship remains the department's most important laboratory.

"When we were visited for accreditation, ABET said, 'We want to see your labs.' We said, 'Be sure to see how we use the ship,'" Herrick recalls.

Arts and Sciences

In the early 1970s, seeking accreditation from the New England Association of Schools and Colleges (NEASC), MMA created this department to meet general education requirements to award a Bachelor of Science degree.

"We've always had an eye toward expanding our offerings so we could broaden the scope of the student experience at the general education level," says Professor Susan Loomis, appointed to the faculty in 1985, to the department chairmanship in 1990, and now Academic Dean.

The department has benefited from various classroom renova-

tions, including the installation of the latest technology in "smart desks" for faculty and student access to the internet in every class, to the addition of simulator and computer lab spaces and a renovated planetarium. Internet access, digital technology, and upgraded software for learning platforms across the campus have been essential for obtaining and analyzing information while providing a learning environment reflective of current trends.

New courses evolve due to program needs of all departments together with the expertise of new faculty whose experience can enrich the curriculum. Added courses in advanced writing, Geographical Information Services (GIS), ethics, and leadership help prepare all baccalaureate candidates for a changing world where problem-solving and critical-thinking skills are paramount. New physics courses deal with topics such as wave motion and optics, to better support students in deck, engine, and science majors, while required math courses are still tailored to the needs of each department.

"We've added courses in the social sciences and computer sciences not only to serve students working in the maritime, scientific and international business worlds, but also to prepare graduates to work effectively in various other arenas, says Loomis.

Revamps of history and humanities have shifted from a primary focus on western civilization to courses that present a more global perspective that include the cultures of Far East and Middle East. "These enhancements are a response to the signs of the times," she says.

International Business & Logistics

The Loeb-Sullivan School of International Business & Logistics (IBL) started as a graduate program in 1987, expanded in 1997 to offer an undergraduate degree, followed by a year-round online graduate program.

"Nothing moves without logistics," says Donald Maier, appointed in 2011 and now the Dean of the undergraduate and graduate programs in the Loeb-Sullivan School. "We look at the process from beginning to end, from raw materials and components to

we are **MARINERS** | **SUPPORTIVE**

Billy R. Sims

Susan Wilbur

Cashier, Sodexo

I've worked at the academy for 16 years, and I try to make students feel at home here, to serve as a surrogate mother in a sense, and provide encouragement and support.

Sometimes it's simply saying, "You can do it." Especially the young ladies who start RPT. They're not sure they can do it. I had one last year. I said, "Don't you dare quit. You're stronger than any young man here. Don't you dare quit." I kept talking to her and talking to her. She would be crying in the line, and I'd say, "Suck it up, honey. You want to do this. Is this your dream?"

"Yes."

I said, "If this is what you want. Then do it. Life is not easy. It is not. If you think it is, then you're going to be surprised."

She made it, she's back, and she's even better.

Sometimes you need a little bit of a push.

It's remarkable to see how students change during their time here. When they go out on the ship and come back, some of them look very different, and the maturity is just extraordinary.

I have worked with a lot of young people in the past, but these kids have goals. They already know what they're going to do. They know that they may not have an easy road, but this is what they want. They are driven. I like that.

finished goods and to the customer."

Shashi Kumar '87 was instrumental in shaping the department. After graduating from MMA with a master's degree in Maritime Management, Kumar was appointed in 1987 to teach in the IBL graduate program with a joint appointment in the Department of Nautical Science (now Marine Transportation), and eventually becoming Associate Dean. Kumar pushed for the establishment of the undergraduate program. Dr. William DeWitt also played an essential role in the department's formation. DeWitt was responsible for designing most of the current curriculum and incorporating a logistics focus.

Early on, IBL was a modular program offering a master's degree in maritime management and designed as an introduction into business for seagoing officers.

"There were seven modules and graduate students could take two courses per module," says George Schatz, appointed in 1989 to IBL's graduate degree program also with an appointment in Nautical Science. "Students who went straight through finished in November, having completed 14 courses. It was a very demanding program. Each module was just under four weeks in length. Students would finish one module on a Wednesday or Thursday and start the next one the following Monday."

Modules allowed merchant mariners to fit studies into their work schedules. Into the early 1990s, about half the students were from foreign countries attracted by MMA's reputation and the idea of folding business courses into ship management.

"We had a market niche," says Schatz. The development of similar programs in Asia and Europe, as well as several online programs since, eclipsed that advantage. "But for a while, we were the only game around the world."

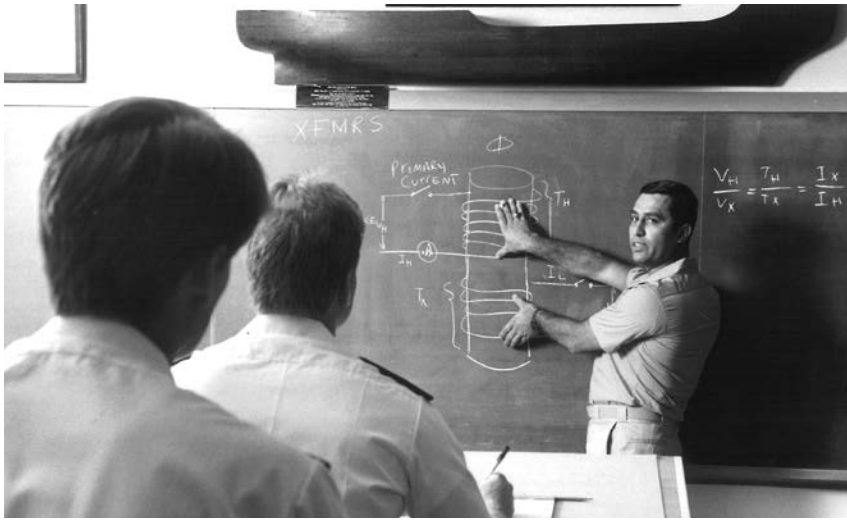
The launch of undergraduate studies was timely.

"Logistics became important to a lot of companies," says Schatz. "We were right there, alone in New England and almost alone in the nation with an undergraduate program."

In 2003, the department moved its graduate program from modules to semesters. Online graduate classes added in 2013 for working professionals have been a success. Co-ops and internships have proven invaluable and a cornerstone for IBL students.

The faculty has grown from three full-time professors to six. Undergraduate enrollment nearly doubled in recent years, from about 20 to nearly 40. Graduate enrollment is at 20 on campus and 24 online.

The Loeb-Sullivan School recently opened a Logistics Operation Center that simulates production lines, warehouse operations, and inventory systems, with two on-campus 24/7 computer labs (the second opens this fall). Other recent developments include a memorandum of understanding with the International Association of Maritime Port Executives in Portland, allowing graduate students to become certified Maritime Port Managers; and Lean Six Sigma Yellow Belt training.



Top: Students working with the tanker simulator. Below left: In his early years at MMA, Kaveh Haghkerdar, now Professor of Engineering, Automation and Control , leading an engineering class with chalk, blackboard and explication. Bottom right: Ocean Studies students have the advantage of proximity to the ocean.

Ocean Studies

The founding of the Corning School of Ocean Studies came in 1990 as a new understanding of human impact on the ocean helped transform the field from the descriptive to more of an experimental science that models interactions and seeks solutions for a healthy ecosystem.

At that time, oceanography was viewed as a specialized field reserved for graduate study. With the founding of the department, MMA led the shift to specialization at the undergraduate level.

"In Maine, there were no undergraduate programs in oceanography and marine science. There was not even a marine biology undergraduate course in the state," says Department Chair James McKenna. (The addition of a biology major program would come as a result of recommendations by William J. Brennan, then an independent Sawyer Professor and later President of MMA.)

MMA also wanted to diversify its offerings, moving the institution beyond traditional deck-and-engine yet remaining aligned with the school's maritime focus.

"There was a recognition environmental aspects were connected to maritime industry. People were thinking about not just working on the ocean but the impacts we have on the ocean," says McKenna.

The program was founded at the behest of then-president Kenneth Curtis. Curtis approached John Barlow, hired in 1970 to teach ocean studies. Barlow teamed with Assistant Professor Barry Kilch, who taught chemistry and biology, to develop the program.

Marine science is technology-dependent, and the technology keeps advancing. Barlow and his colleagues raised funds, established an endowment, and wrote grants to obtain sampling gear, side-scan sonar, an ROV, acoustic Doppler current profilers and the like. On the research vessel *Argo*, they took students on research cruises for weeks at a time. In 1996, the department acquired RV *Friendship*, a 49-foot, steel-hulled vessel, similarly equipped.

Dedicated teaching labs offer research-grade equipment; for example, two chemistry labs contain nutrient analyzers and Fourier transform infrared spectroscopy instruments. There's a seawater lab, project research lab, and small break-out labs.

Enrollment did well from the start. The department further diversified, offering two degrees, in marine science and marine biology, with the option, added several years ago, to pursue a five-year dual degree program that joins Marine Biology or Marine Science and Small Vessel Operations—the only program of its type in the nation. The department's greatest asset is proximity to the water, including getting students underwater through a program that ranges from basic SCUBA to scientific diving, introduced in 2013.

"We have this incredible waterfront campus, so we have immediate access to the water environment," says McKenna. "We can walk to mud flats, rocky intertidal, salt marsh habitat, and shallow estuarine system. With a short boat ride, we're in the Penobscot and its deeper-water system. Our access to the water is unparalleled for any undergraduate institution."

MMA has also developed a range of academic and support services for students, from enrollment through the completion of their degree, and beyond. Examples include the MMA Prep program for students in need of extra support to meet enrollment requirements, the Center for Student Success/Buoy House, which offers peer tutor support, Nutting Memorial Library, and the Office of Career Services.

Photos by Maine Maritime Academy, Chase Hughes, Snavely Associates, and Ken Woisard Photography.


" FRED "
Harris
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FREDERICK J. HARRIS '67

President of General Dynamics BIW and NASSCO shipyards, his discipline, breadth of experience and global perspective fuel a passion for efficiency and competitive excellence.

AS TOLD TO BILLY R. SIMS

I chose to go to Maine Maritime Academy because I wanted a technical education mixed with practical understanding of how ships and machinery work. I also wanted a four-year degree and at the time Mass Maritime was only offering a non-accredited three-year degree.

In addition, the reputation of Maine Maritime was the best in the industry for those who wanted to go to sea, which I did. I was also interested in playing football and the academy had a strong team, which further solidified my choice.

Of course, my MUG year seemed long, but it fostered the discipline I needed to be successful. The following years were great fun, especially the cruises. The unique perspectives of my classmates and their diverse life experiences helped shape my view of life.

> "People rely on your word and you must fulfill your commitments."

We all gained great knowledge and skills at MMA, but perhaps the greatest lesson I learned was that personal integrity is paramount, a lesson that has served me well, particularly in my professional life. In an industry like shipbuilding, everyone knows everyone. If you give your handshake, you must fulfill your commitments. If you do not, your credibility in the industry goes to hell. People rely on your word.

These lessons prepared me for a life in the ship operation, engineering and building industry. Over the years and across the shipyards, I've developed a leadership philosophy that has served me well.

It is based on these tenants: First and foremost, you must have integrity. Without integrity you are nowhere. Do what you say. Safety is paramount. There must be responsibility and accountability—both on the part of the contractor and the customer. In this area, I'm often reminded of the famous Adm. Hyman Rickover quote, "Unless you can point your finger at the man who is responsible when something goes wrong, then you never really had anyone responsible." Trust but verify. Use metrics: you can't manage what you don't measure. Take care of your people. Treat all employees equally and with respect. Be firm but fair.

As I've risen through the industry, I have worked on numerous programs and faced many challenges. I've learned to surround myself with the smartest people who have a passion for achieving great results and the requisite knowledge in the areas of consideration.

We discuss in significant detail the relevant facts surrounding an issue. Everyone has a voice in the decision. However, in the end I have the responsibility to make the final call and live with the consequences.

I am proud of successfully leading the Virginia-class submarine program, the Trident SSGN conversions, and the USS *Jimmy Carter* Multi-Mission Platform programs at Electric Boat. Equally gratifying has been transforming National Steel and Shipbuilding Company into one of the most cost-effective Navy and commercial shipyards in the world. Today, NASSCO is the best Jones Act ship provider in the U.S.

I also am privileged to lead Bath Iron Works in its efforts to become more efficient. When I first came to BIW, we were receiving perhaps 100 performance improvement recommendations a year from employees, which I viewed as a dismal failure. Last year, we had more than 8,000 such recommendations. Mechanics, and the shipyard as a whole, have come to the table saying, "We recognize we need to get better."

I've been to shipyards around the world. In all of them – even the smallest – I've never failed to see something that caused me to say, "Wow, I wonder how we could learn from that?"

When you find a good idea, you take it home with you.

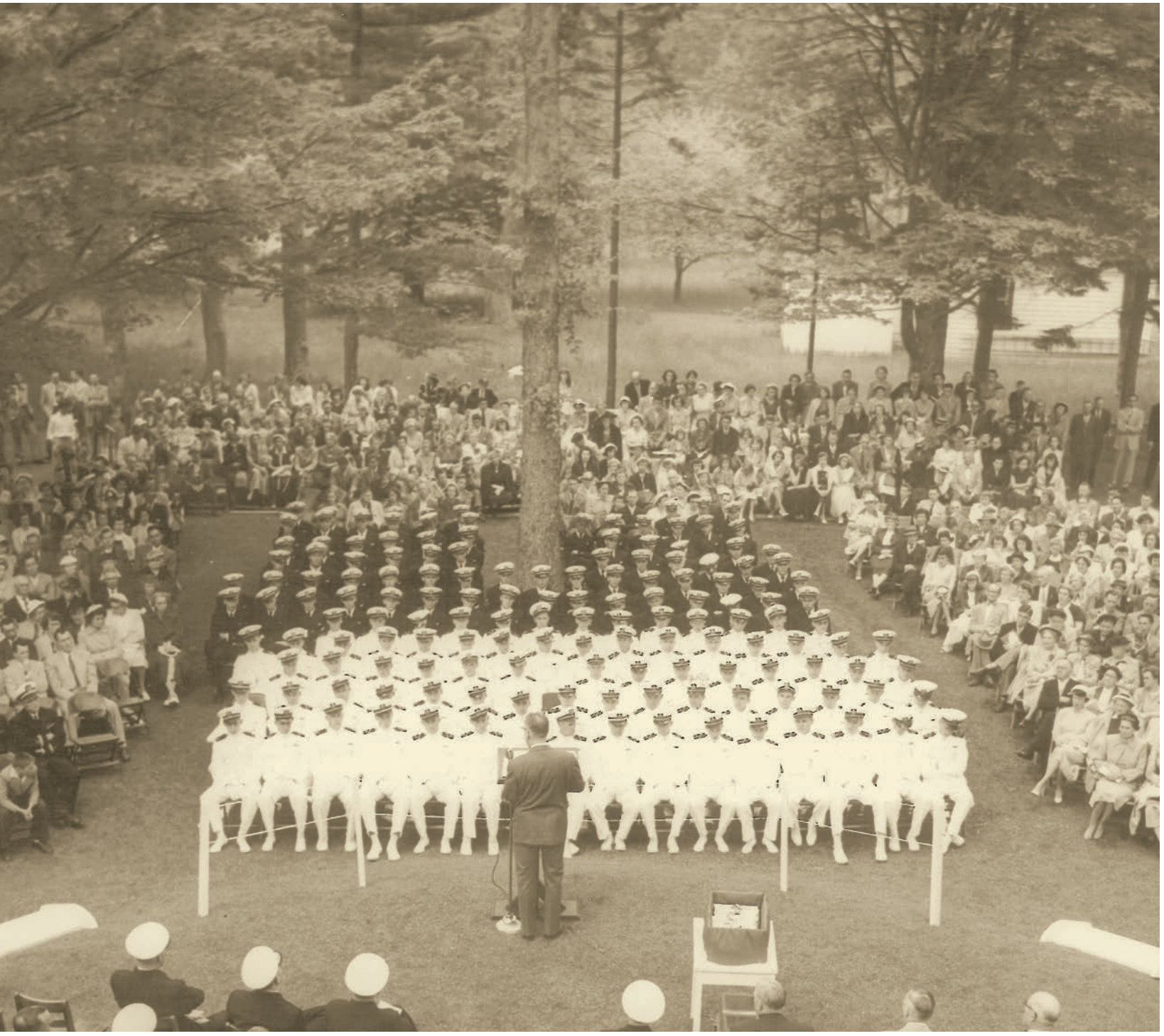
That sense of curiosity and openness to new ideas is something I look for in the people I work with, especially new hires. We have Professional Development Programs, heavily weighted toward maritime school graduates. These programs develop management capabilities in operations across the shipyards. The graduates come with an understanding of what ships are about, the workings and operation. They work alongside veteran shipbuilders and benefit from their experience and skills. The program has added to our capability because this is a group with intellectual horsepower, enthusiastic and very able to change.

Mike Nutter/GDBIW

Time & Tide

Photographs, then and now, that capture the Maine Maritime Academy spirit, also highlight joys and challenges. From cruise training to sports, Ship Jump to Commencement, as the saying goes, the more things change, the more they stay the same.

L to R - TS *State of Maine* fire drill (photo by Billy R. Sims); saluting the flag on TS *State of Maine* (MMA archive photo); Homecoming March On, 2014 (photo by Tony Llerena Photography).




AEBL

L to R - Commencement, circa 1940s (MMA archive photo); Commencement 2016 (photo by Sarah Szwajkos Photography).

MEMORABLE IMAGES

L to R - Group of cadets, circa 1950 (photo courtesy of Jeremy Weirich); Members of MUG class of 1972 rowing a monomoy pulling boat (MMA archive photo); Members of the Class of 1987 hanging shoes in the 'Great Elm' (MMA yearbook photo); A group of first-year students, teammates on the volleyball team, swimming to shore during Ship Jump, 2015 (MMA photo).

L to R - MMA baseball team, late 1940s (photo courtesy of Jeremy Weirich); Women's Lacrosse team, 2015 (photo by David Sinclair).


SPEED
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DEBORAH DEMPSEY '76

Her career has been filled with "firsts," but more important has been earning the respect of her peers and giving back to her community.

AS TOLD TO BILLY R. SIMS

In many respects, my 40-year career has been more about being a minority than being a proven professional mariner, although I've embraced both roles.

[Dempsey was the first female to graduate from a U.S. service academy, first American woman to be licensed as a master mariner and a member of the Council of American Master Mariners. She was the only woman captain to earn the U.S. Navy's Meritorious Public Service Award during the Persian Gulf War. And the first female pilot to work the infamous Columbia River Bar.]

Every time you go aboard a new ship you have to prove yourself, not just me, but anybody who comes aboard. Once you prove you are there to work, to learn and lead when called upon, they take you on. You show that interest, the captain takes you on, the AB on your watch takes you on, the chief mate and others. You have to deliver. You have to be able to walk the talk.

That's one thing about Maine Maritime Academy, out in the industry, MMA grads are known to be doers, to be workers. They are respected.

I came to Maine Maritime after graduating from the University of Vermont with a chemistry major, three years of bumming around on boats, and discovering the college had decided to accept women.

When I received the application, I changed the gender questions from "his" to "hers" and paid the fee. There were only Deck and Engine programs then, and I was naturally drawn to the deck route.

I doubled up one semester and went to summer school. It was non-stop for two-and-a-half years, including back-to-back training ship cruises and cadet shipping with Lykes Brothers Steamship Company.

I worked like I had blinders on. I was so focused. It took me six months to win over some of my professors before they'd even look at me. Once they did, they were behind me 100 percent. There were challenging times, such as when I was spat on at morning formations and had rocks thrown through my window during finals in December.

> "I don't think there's anything better than teaching 9- to 14-year-olds how to be successful on the water. It's just so joyful to be out there."

What made it work was I found my niche. Once you find your niche, nothing's going to stop you. I was loving what I was learning. I graduated as the Deck valedictorian.

I started my career as a third mate with Exxon and later moved to Lykes Brothers where I worked up to Master Mariner. I spent 18 years with them. You're gone for months at a time, but I loved sailing to foreign ports and being at the commercial docks where the cargos are worked. And I made so many good friends around the world.

Eventually, I had a desire to be home-based and became interested in piloting. I ended up being recruited by the Columbia River Bar Pilots. The bar holds the reputation as being the world's most dangerous entrance. Only sea experience gives you the knowledge to handle the severe weather conditions that we experience in the wintertime on the bar. I was lucky to have a good mentor and enjoyed the challenge.

After 19 years, I retired and moved to Bellingham, Washington. With my partner and a couple others we started a non-profit Community Boating Center, dedicated to fostering safe small-boat recreation. There are no memberships or dues. Programs and services are available to all.

This is our tenth season. It's what feeds me, the opportunity to share with others what I thrive on. I'd much rather be floating than anything else. I don't care if it's in my rowing shell or on a 950-foot container ship. It all works for me.

My ability to share with the people of Bellingham how to enjoy their backyard, the bay, is number one in my book.

I don't think there's anything better than teaching 9- to 14-year-olds how to be successful on the water. It's just so joyful to be out there.

I define personal responsibility as being true to yourself, and paying it forward. We all have the responsibility of giving back. That's what I love to do. That's what I'm passionate about and continue to pursue.

Morry Edwards

Castine & the College

Collaboration and occasional conflict have defined the relationship between the town and MMA.

BY MIMI STEADMAN

For 75 years, Maine Maritime Academy and the residents of Castine have shared this lovely town. But centuries before college founders saw it as the perfect place for the school, this spot was already highly sought after. From the 1600s into the 1800s, the French, British and Dutch vied for its possession. Not until after the War of 1812 did the British relinquish it to its American residents.

Castine's deep, sheltered harbor—easily accommodating TS *State of Maine*—has always been key to its desirability, including during the lucrative 19th century shipbuilding and shipping days that funded construction of the town's fine homes. Though that golden era languished in the 1860s, Castine's cool, summer air soon drew moneyed city folk. Today, residents, summer people, and the school's staff, faculty and students all treasure this special place

When Maine Maritime Academy opened in 1941, it infused Castine with a vitality that flourishes today. "I love the vibrancy of the younger population," says Julie Van de Graaf, owner of the Pentagoet Inn, where MMA's original class of 28 students lodged.

Former Assistant to the President Rand Erb, who grew up here in the 1950s when his father taught at MMA, remembers watching cadets march up and down the hill. "When you're an eight- or nine-year-old boy and you see all these people in uniform, a part of your community, it's very inspiring."

Since then, the student population has grown and the campus has expanded. Students, no longer exclusively regimental or all living

Picket fences and other iconic sights contribute to Castine's historic significance and beauty (photo by Snavely Associates).

Castine, Maine, 1856, by Fitz Henry Lane. Museum of Fine Arts, Boston.

on campus, have integrated into the community. As a result, Castine has evolved "from a town with a college to a college town," says President Brennan, who has lived here since childhood. This has meant adjustments on the part of both entities.

"We work hard at being good neighbors," says Academic Dean and longtime Castine resident Susan Loomis. Faculty and staff serve on town committees, she explains, and are active in the library. Townspeople use the college's swimming pool and other facilities, and community events are held in Delano Auditorium.

Town residents "adopt" students, inviting them for supper or to watch the game on TV. Students unable to leave for Thanksgiving, Christmas or Easter are included at local holiday tables. And at graduation, Castine "parents" join actual parents at the festivities.

MMA students take part-time jobs in the community, and have always volunteered on the fire department. When a 2007 microburst storm toppled huge elm trees and blocked streets, they provided invaluable help with the cleanup; the academy also housed neighbors whose homes had been damaged.

Another microburst of sorts broke out in 2007 when MMA purchased the Abbott House, a historic home just off campus, for use as the president's private residence. Wary that the school was enlarging its footprint, townspeople rallied against a perceived

threat. They were assured, however, the house was not intended for institutional use, and that remains true today.

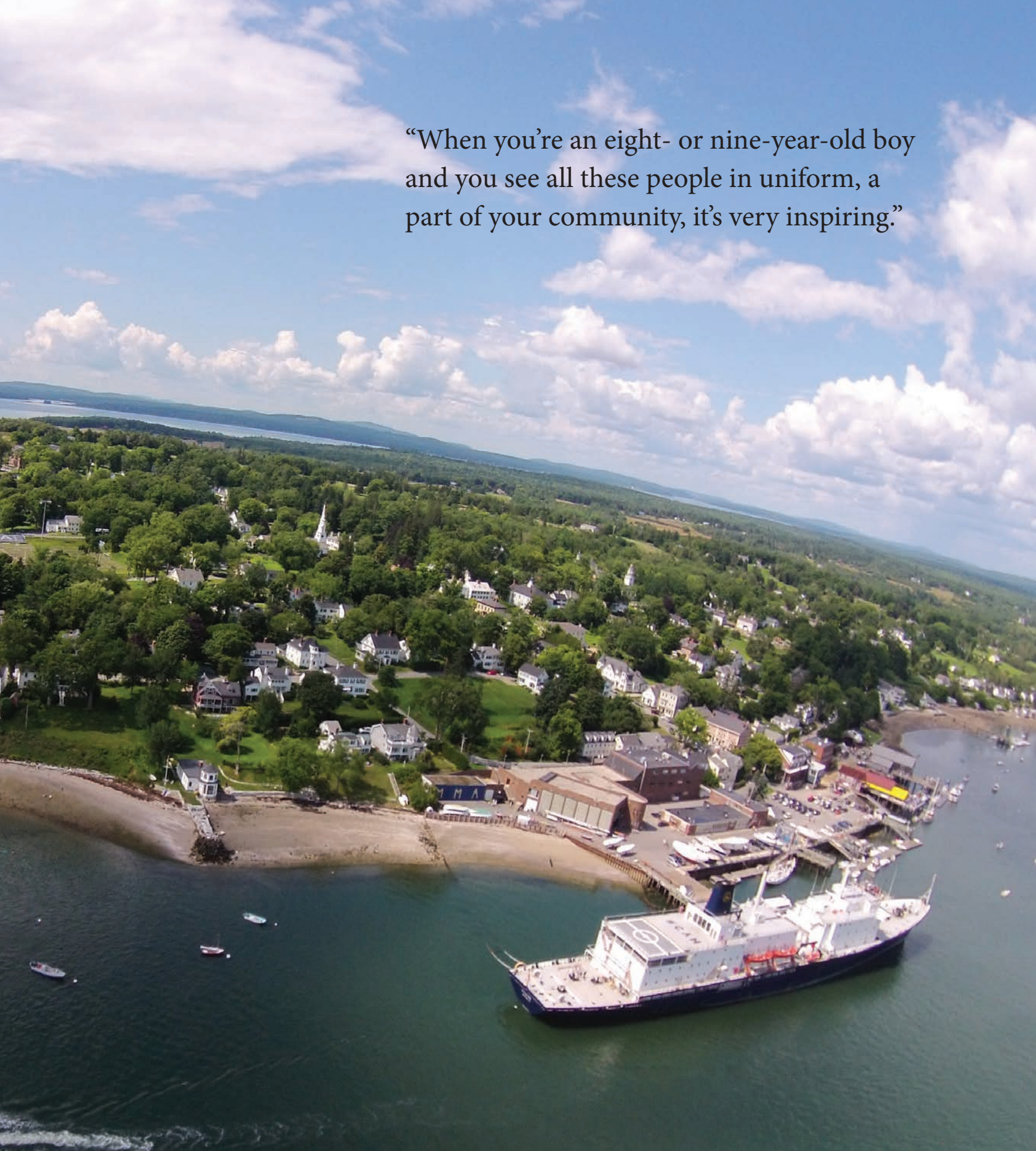
The conflict spawned lawsuits, and "showed us how bad it could be. No one liked that," remembers Town Manager Jimmy Goodson. As a result, communication has become far more active, and school and town representatives meet monthly to share information and concerns.

In July 2015, when the replica 1780 French frigate *l'Hermione* sailed into Castine, it was a time to applaud not only the tall ship, but also the collaboration of the academy, the town and Castine Historical Society in pulling off a spectacular event.

"The relationship is better than ever," declares Goodson. "The academy is open and accommodating. Bill Brennan knows how to reach out."

Concludes President Brennan, "We derive great value from each other's presence."

Top: The Castine waterfront circa 1950. Bottom: June 19, 1950, Capt. MacMillan arrives with *Bowdoin* in Castine on his 29th trip to the Arctic (photos courtesy Jeremy Weirich). Right: Castine waterfront, 2014 (photo by Dan Webster).



"When you're an eight- or nine-year-old boy and you see all these people in uniform, a part of your community, it's very inspiring."

SUSAN K. LOOMIS

As Academic Dean, she encourages those around her to improve the student learning experience and be open to possibilities.

AS TOLD TO BILLY R. SIMS

As a Professor of Humanities and Communication and the newly appointed Academic Dean, my responsibilities focus on the continued improvement of the undergraduate experience and to foster a campus culture of academic excellence. As Dean I'm committed to making sure that the faculty is top rate and that programs are improving at every turn. A priority in achieving this is to support students as they take their paths to successfully earning a baccalaureate degree.

With reliable help from colleagues and students, I listen and try to keep my finger on the pulse of this good place. I think much of our success to this point is in part due to the fact that MMA consistently hires and supports excellent faculty who have appropriate expertise and experience for our programs.

What makes MMA unique is while we don't do everything, we are good at what we do; we're not perfect, but we're plenty good. This isn't by chance, but by design and by continually evaluating our effectiveness.

Challenges, of which there are many, are met with a collaborative effort. Listening to students as much as listening to faculty and administrators about things that need attention guides my decisions for change. This always takes time and persistence and the effect is not always tangibly evident.

I've been proud to be part of Maine Maritime for a number of years in lots of different roles, (from 1985 as an assistant professor to Chair of the Arts and Sciences Department, 1995-2010, and then Associate Dean), so I have seen what can be achieved when we work together and have a common goal—to help students succeed.

My greatest personal accomplishment is that I have raised two young boys to become valued human beings as well as intelligent, professional men. They both have a great sense of self without being self-centered. They know right from wrong, and they have the courage to do the right thing. That is my greatest accomplishment–nothing else compares.

> "Focus is clearly important to accomplish good things, but broadening the possibilities of change takes an interested mind and curious soul."

My seasoned experience in higher education has convinced me that most college students seek just a few things, that faculty challenge them, and that faculty truly care about them and care that they learn. MMA students actually learn here, about themselves and their place in the world. They are genuinely eager to improve their lot, and they gradually come to see that a broadened, educated view of the world is to their advantage.

Certainly it's gratifying to see how their general knowledge quotient is increased as they delve deeper into a specific major, but along the way they also learn to solve problems with confidence, to think well, and to speak and write clearly, critically and analytically. These are saleable commodities in the work world and the private worlds of good citizens. The evidence can be seen over and over again in the success of our graduates.

The future challenges we face at MMA are to be true to our mission, to strive for excellence (because mediocrity has its consequences), to give students the tools to think well and solve problems with an ethical conscience. All this needs to be accomplished, while keeping this fine education affordable.

I encourage students to connect what they know with what they need to know to do a job. Curiosity is key for students who wish to improve their professional and personal lives. To think globally is not a choice these days, it's a reality. I challenge students to explore, to understand, not judge or dismiss other views, but welcome a chance to see things differently.

My recurring message to new MMA students is simple: get connected, get committed, get help when you need it, and you will see success. To seniors I encourage them to decide what is important to them, to be ready to learn, and to commit to something bigger than themselves.

Do the best you can in the place where you are, and be kind.

Billy R. Sims

All in the Family

While every graduate is part of the MMA family in spirit, for many the connection is literal and creates a unique bond that sometimes spans generations.

BY RICH HEWITT

Capt. Robert (Bob) Peacock II '71 has a special appreciation for the milestones achieved by Maine Maritime. He's watched many changes at the academy since his college days, and presided over more during his 12 years as a member of the MMA Board of Trustees, including five years as Chairman. His family ties, however, date back to the start of the college, and possibly, into its future.

Bob's grandfather, Carroll B. Peacock had served in the State Legislature from 1931 to 1933 during the early discussion about forming a "Nautical School" in Maine. He later lobbied for the creation of the school in 1939 and 1940. Bob's wife's grandmother, Dorothy Pitts Robbins, served in the Legislature during the 1940-1 session where she supported the formation of the academy. During World War II, his father, Robert S. Peacock, left high school in his senior year to attend MMA, graduating in 1945.

Bob says he didn't know of his family ties to Maine Maritime Academy until driving down the road to Castine for his first day at the college when his father, out of the blue, said, "I haven't been down this road in 20 years."

Thus, Bob continued the family tradition, and his graduation in 1971 forms a sort of midpoint in his family's MMA association, one that spans the college's history. His daughter, Ansley Peacock Womble graduated in 2007 and is married to an academy alumnus, Robert Womble '08. And his granddaughter, who recently graduated from high school, plans to apply to MMA for the fall of 2017.

"I fall right in the middle of MMA's 75 years, from my father in the 40s to my daughter in the 2000s," he says. "I literally know somebody in every class since the school started."

Bob says he never pressured Ansley to attend MMA, and she says the same. "But the rest of the family swears she was programmed from birth to attend MMA," he says.

Their personal history mirrors that of other Maine Maritime Academy alumni who through the decades have traveled the road to Castine, graduated, and gone on to careers that have taken them far away from the Maine coast.

Despite those distances, though, the years those graduates spent at MMA have forged a strong, mutual bond, recognized by those outside the MMA fraternity with admiration as the "Maine Mafia." It is a bond that links all 7,000-plus MMA alumni to one another.

For some, however, the mooring chain that anchors them to MMA has an additional link. While they are members of the MMA family, they also literally have their own, personal family ties — the connection that comes when members of the same family graduate from the same college. It is a double bond that reinforces the commitment and loyalty MMA strives to instill and also strengthens relationships between individual family members.

Ansley Peacock says she was initially attracted to MMA after a high school trip on the *Bowdoin* from Castine to Halifax and back. "I'd grown up around the ocean, but that first trip was an epiphany I had, `Wait, they'll pay you to do this job."

Before entering the college, she was concerned there might be some favoritism because of her father's connections. But that thought was quickly dispelled. "I don't think so," she says. "I worked my butt off my senior year in high school to make it into MMA. I believe I did it on my own."

In fact, Ansley was a little chagrined at first by the long family connection at MMA, especially when she walked into the mess hall each day and saw her father's picture on the college's Wall of Honor. Through the course of her freshman year, though, her view of her family tradition changed.

"I felt more of a sense of pride. When we were in Mexico on my freshman cruise, that was the first time I really felt it. I remember telling an officer at the Veracruz Maritime Academy I was third generation at MMA, and I saw his face just change. That's when it hit me – what it meant. It was a sense of family honor."

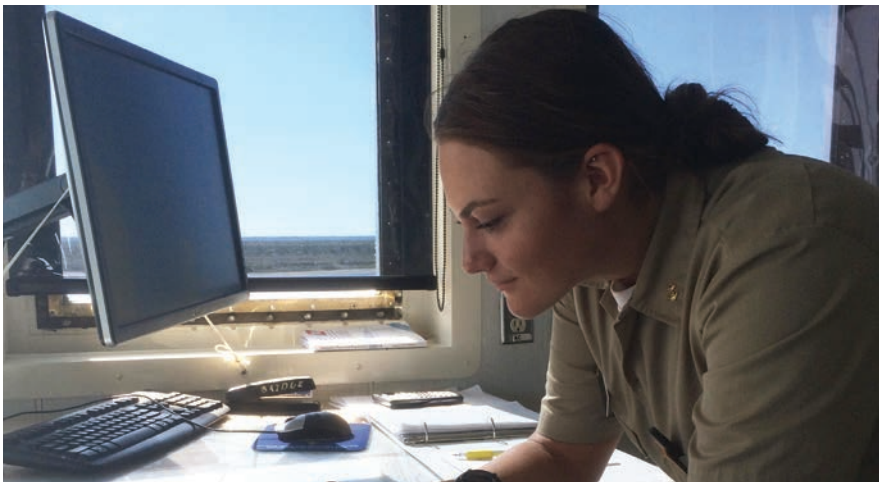
Left: Robert S. Peacock, graduation, 1945; Top right: Robert J. and Robert S. Peacock; Bottom right: Robert Womble and Ansley Peacock Womble.

Andy and Alaina Scheuchzer fell in love at Maine Maritime Academy. Andy '03 was a training officer when Alaina '05 entered the academy. She was a MUG, and so their initial relationship, dictated by the discipline of the regiment, was a professional one. But by the end of her first year, they had attended the Navy Ball together and for the next three years they dated steadily. They were able to sail together during Alaina's junior cadet cruise. Andy had been hired by the college as a training officer on board *State of Maine* for that cruise, so the relationship became professional once again. The ship sailed to the Caribbean, Mexico and in Bermuda where, several years later, the couple became engaged.

Andy graduated with a degree in Marine Engineering Technology, Alaina with a degree in Marine Engineering Operations, and both shipped out, Alaina based on the East Coast initially, traveling to the Middle East; Andy on the West Coast. Long-distance romances do work, though, and in 2007, they were married in Searsport, just across the Penobscot River from where they now live in Penobscot with their young son.

Andy is chief engineer on an oil rig, while Alaina, after a variety of positions offshore and on, teaches in MMA's IBL program, having earned her masters at the college. Their home is on the Castine Road, the main route into MMA. From their back deck, they can watch their young son play on the sprawling lawn, follow the setting sun as it moves upriver with the changing seasons, and, through the fringe of bordering trees, observe a rusting old hulk of a ship just off the shore, a familiar sight to anyone who's regularly traveled that road to the academy.

Top: Andy and Alaina Scheuchzer; Middle left: L to R - Lynn Dublin, Caleb Dublin, Richard Fickett, Joyce Fickett (grandparents), Nathan Dublin, and Ethan Dublin; Middle right: Nathan and Ethan Dublin; Bottom left: Sherri and Coronado Hickman; Bottom right: Coronado Hickman.



"Some people might not like it," Alaina says, "but we love that old ship. We used to drive past it every time we drove into campus. It's part of our history."

"We have a common foundation in our relationship because we were here at MMA; a lot of the things that interest us and that we hold dear are similar, as well as the experiences we shared — ship jump, the cruise, all of the things that make MMA unique," Andy says. "I have to say our time at MMA during those four years has fostered a stronger relationship. She's been shipping; she understands the lifestyle, she understands what I'm doing out there. You can tell someone something…but it's different, actually living it like Alaina has done; she's gone out to sea…she really gets it."

Andy and Alaina are not unique in that respect. There are many married couples who have shared the MMA experience, just as there are a variety of other family members who have made it a family tradition to attend Maine Maritime Academy.

The Dublin brothers from Cherryfield, Maine created that tradition all in one generation.

Ethan, the oldest brother, graduated in 2013; Nathan followed in 2015 and Caleb is scheduled to graduate early in December 2016. They all chose the Marine Engineering Technology major; Ethan and Nathan have both shipped as engineers on oil rigs, and Caleb plans to ship out once he graduates. That common MMA experience has its practical side. Ethan was a junior when Nathan was a freshman and the two were able to cruise on *State of Maine* together. Ethan graduated in the spring, and Caleb entered MMA the next fall, but he and Nathan were enrolled in the regiment at the same time. The three brothers have been able to share experiences both at the college and in the workplace, and to provide mutual support when one of them is facing a problem. That support system is still in place.

"It's been nice," says Caleb. "I had someone there for me. If I didn't know what to do, if I had a question about the regiment, there was someone to help me with all the ins and outs."

The experience also has strengthened the brotherly bond the three already shared.

"Maine Maritime is a brotherhood," says Ethan. "You meet MMA alumni in airports all over the world. You have that connection; you know that the others have gone through the same things you have. We all speak the same language."

The bond created at MMA is strengthened by the relationship that the three brothers brought to the college in the first place.

Coronado Hickman '16 has known the life of a mariner since before she was born. Sherri Hickman '85, her mother, was captain on the tanker *Coronado* when she was expecting her daughter, and she started her present position as a pilot at the port of Houston when Coronado was just 18 days old. Although Sherri tried not to influence the direction of Coronado's education, she says she was elated when her daughter decided she wanted to go into the maritime industry.

"I encouraged her and told her she could go wherever she wanted, but I said, 'I'll only pay for you to go to MMA.' I knew what I had gained through my education at MMA. I knew from experience that she would get a quality education."

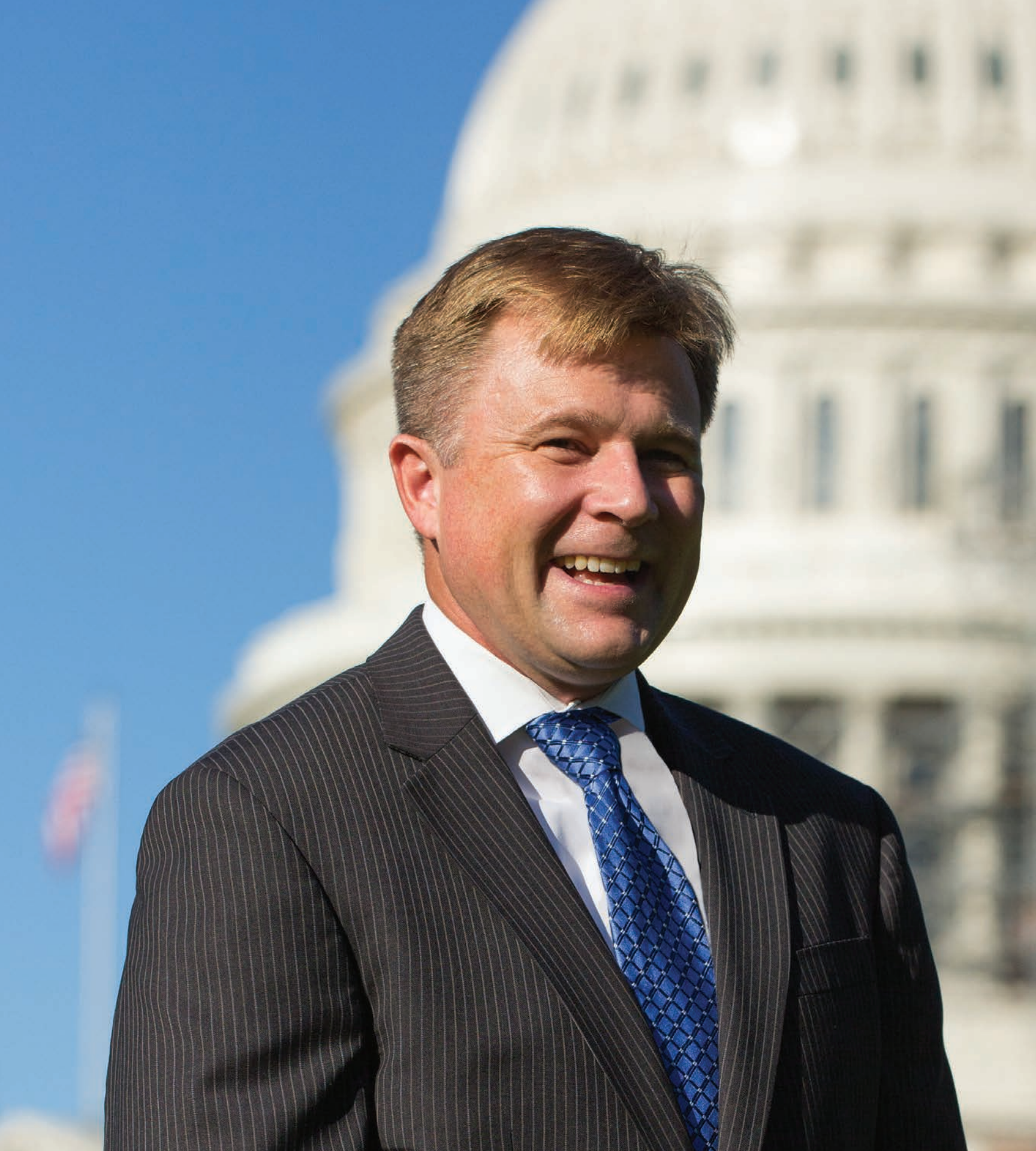
What they didn't know then was that, with Coronado's graduation in 2016, they would become the first mother and daughter to graduate from the college in the regiment. Sherri sees that accomplishment as both a personal milestone as well as one that reflects the ever changing nature of Maine Maritime Academy.

"I've been glad to have been a role model for my daughter, along with all the other women before me," she says, noting that Deborah Dempsey '76, the first woman to graduate from a U.S. maritime academy, had been an instructor on Coronado's first academy training cruise. "It felt like things had come full circle. The first woman to graduate was instructing my daughter."

While she says she is honored to be a part of that landmark for the college, Sherri says Coronado's graduation also marks a new chapter in their relationship. The bond of mother and daughter is still there, but they now have a new bond based on their common accomplishment at MMA.

As *State of Maine* prepared to leave on a recent training cruise, a television reporter interviewed a father watching his son depart for his first sea voyage. He expressed his excitement over the experience he knew his son would gain and then reminisced about his own first training cruise when he attended MMA. The tradition continues, and as the college enters its fourth quarter century, it will continue to build the bonds that enrich the lives of family members who become part of MMA and share the mariner connection.

"It's been a boon to my family to be involved with MMA," Ansley Peacock Womble says. "I don't think I would have had the opportunity to become the person I am without that connection."



JEREMY B. WEIRICH '96

From his time at MMA to his present position with the U.S. Senate, his drive for discovery and public service have kept him steady in turbulent currents.

AS TOLD TO BILLY R. SIMS

I currently serve as the Majority Clerk, or Subcommittee Staff Director, for the U.S. Senate Appropriations Subcommittee on Commerce, Justice, Science and Related Agencies. It's one of 12 subcommittees within the Committee on Appropriations that is charged with funding the federal government each year. The subcommittee I serve on represents a $60 billion bill, which funds federal agencies including the FBI, the U.S. Marshals Service, NASA, and the National Science Foundation.

My role is to advise members of Congress on federal spending and lead the bill-crafting process that includes committee markups, floor action and negotiations with counterparts on the House of Representatives' Appropriations committee. There are also ongoing oversight, analysis and review responsibilities to monitor how the agencies are spending their money throughout the year.

"Discovery doesn't just happen. It's a matter of trying to solve problems and not taking the status quo as an answer."

It's a far cry from where I began my professional career after graduate school as an officer in the NOAA Commissioned Officer Corps, starting out my first sea assignment as a deck officer aboard the NOAA ship *Whiting* and conducting nautical charting operations. That was great experience. I was able to use my background from the academy, plus we used some of the same sonar instruments on the ship that I had used at the college.

When I was a freshman at the academy and served on the Board of Trustees at the time, the commencement speaker was Dr. Robert Ballard who discovered RMS *Titanic* and other famous shipwrecks. I always had an interest in underwater archaeology, which attracted me to the academy's new Ocean Studies Program. I had an opportunity to bend Dr. Ballard's ear after the ceremony, and we talked about different graduate schools and one he recommended was the University of Southampton. I would later earn my Masters degree in Maritime Archaeology there before joining NOAA.

In 2002, I moved within NOAA to launch the Maritime Archaeology Program in the Office of Ocean Exploration. It was a program we built from the ground up by providing grant opportunities to help maritime archaeology research, not only throughout the country, but throughout the world. It didn't take much funding to make a big impact. To see all the projects and talented researchers that program helped has been extremely meaningful. Coincidentally, through that program, I ended up working with Dr. Ballard as an archaeologist and a robot navigator over a number of missions over the years, including the *Titanic*.

What helped me most at NOAA was being able to be a jack-of-all trades, especially when working on boats or conducting field projects. That's one trait I learned early on at the academy. You're not just standing a watch, you have a litany of other collateral duties. I was able to be nimble on a boat, rolling with different challenges, but also dealing with different personalities and different departments. That experience became beneficial when I was selected to become an aide for the Appropriations Committee in 2008.

I can't say I'm motivated by politics (laughs). And I don't have any patience for bureaucracy, especially when it stands in the way of common sense solutions. What does keep me motivated is a sense of public service. I learned that at the academy, when I served on the Bagaduce Ambulance Corps and from my time on the Board of Trustees.

In some ways, serving on the Board is similar to working on the Senate's Appropriations Committee. My boss, the chairman, must offer a bill that will keep the agencies funded and the federal government operating. That requires tough decisions, compromise and a commitment to progress. While at the Senate, I have worked for liberals and conservatives, Republicans and Democrats, which is rare for a congressional staffer. But I'm proud that I've been trusted by both sides of the aisle to make sensible legislative recommendations. The latest bill I worked on passed out of committee by a vote of 30 to 0. That's an even rarer feat these days.

Po Chi Fung

Maine Maritime Academy at 100

MMA leaders, faculty and staff look to the future of the college and imagine the possibilities. Free tuition, anyone?

BY BILLY R. SIMS

The panel: President William Brennan; Provost and VP for Academic Affairs, Dr. David Gardner; VP for Advancement, Christopher Haley; VP for Enrollment Management, Dr. Elizabeth True; Department Chair, Ocean Studies, Jim McKenna; Associate Professor of Engineering and Director of Offshore Programs Frank (Michael) Young; Director of Career Services, Tim Leach; Marine Operations Manager, Dana Willis; Deputy Commandant of Midshipman, Peter Stewart; Associate Professor of Arts and Sciences, Christine Skwiot; and Professor Adam Slazas, Chair, Marine Transportation Department.

What is the academy's present strategic plan?

Gardner: It addresses sustainability, excellence in what we do in terms of training students for the maritime industry, the student experience, and enhancing the branding of the academy. The strategic plan is pretty general in its goals, but the divisions and departments will put substance into their execution and to articulate how we achieve the goals.

Brennan: The strategic plan we've put in place is a continuous cycle of planning, programming, budgeting, execution, validation, and then it's revised and starts up again. Everyone here, in my view, needs to be aligned with the central purpose of this institution.

One panel prediction, remote and autonomous ships, is already being tested by companies such as Rolls-Royce, which has created the simulated autonomous ship control system shown here.

"We're already hearing about autonomous ships with diminished personnel needs."

we are **MARINERS** | **LISTENERS**

Deanna Yocom

Robert D. Somerville '65

Chair, Maine Maritime Academy Board of Trustees

Some of the key positions I've held include President, CEO and Chairman of the American Bureau of Shipping (ABS), as well as Chairman of the International Association of Classification Societies. I've served on several boards, including Keppel Corporation, Gaslog Ltd, and Golden Ocean Group Ltd.

At ABS we built the company from $200 million to more than a billion-dollar company. ABS is a truly global company, probably one of the most sophisticated you'd want to work with. We had more than 5,000 employees in 200 offices and 70 countries.

The job held many challenges, but we did it. Why were we so successful? I attribute it to the training I received at MMA and from 50-plus years in the industry. I've had a great education, and enjoy passing along what's been gained along the way.

There are many lessons I learned at MMA: hard work, communications, integrity and most of all, teamwork. The one I always remind people is that it's always good to listen. You don't have to talk all the time. Sometimes it's more important to listen.

I learned how to get in trouble and get out of trouble, which I probably did a lot in my career too, but I was able to right the ship with the assistance of many team mates.

I look forward to working with the Board at MMA. If the past is any indication, the future of the academy will be filled with challenges and, ultimately, success.

What's your vision of how MMA will progress during the next 10 to 15 years?

True: I think we will have more women, we'll be more diverse. We'll have fewer Maine students, because of some future demographic changes. I am not convinced we'll be in the same traditional model of two semesters and a summer cruise. We may need to think out of the box; whether it's that everyone is here for two semesters and on the ship for one semester; whether we can deliver more courses, such as physics, on the ship.

We'll need to be more connected to the world, to other countries. We'll be doing things in keeping with best practices of other academies and other higher educational institutions. I'll be curious to see what majors we offer because industry needs will likely change in the future.

Skwiot: I think cultivating current students and our alumni of the future is really, really important. In the humanities, for example, we are working to help students develop a sense of responsibility and a commitment to solving not only national and global problems—economic, political and cultural—but also trying to cultivate a commitment to and a sense of stewardship and responsibility toward MMA and the state of Maine. We want to encourage graduates to find great jobs, many of which will be out of state, but we want them to come back in five, 10 years and bring their financial, cultural and political capital back here along with that sense of commitment, responsibility and stewardship.

Haley: Fundraising over the next 10 to 15 years has to play a bigger role in helping to address our lack of endowment for scholarships.

Brennan: It's clear our form of education is expensive and we will not generate significantly more money from appropriations or balance the books on the backs of alumni or students. Consequently, we must find outside resources of income. My goal is to put into place things that help achieve this objective.

My stretch goal, in that regard, is to be able to generate enough revenue so students of the future will see their tuition reduced significantly and if I could, I would love to change the economics such that kids could go to school here tuition-free. I recognize that's a pipe dream, but those dreams keep me coming to work energized each and every day.

I think the proposal we're considering for a safety and offshore survival institute (SOSI) could be a possible mission-appropriate opportunity. It is career enhancement and that's where we should be focused – we are a career-oriented institution and we can extend that beyond the time our students are here initially to help them continue to build successful careers.

Stewart: Some of the largest growth could come from the SOSI project. I say this having seen a model for the program that exists in Ireland. When you consider what is required of mariners, today and into the future, our best bet is growing to meet the established mariners' needs.

Designed by MMA Professor Doug Read and several engineering students, this fuel-efficient trimaran lobster boat perhaps may become as ubiquitous as present-day V-hull designs.

I see the college in five to 10 years being financially far more sound than it presently is because of new sources of income.

McKenna: I see increased utilization of the oceans as a food resource in the future. As human population increases and climate change alters traditional agricultural productivity, I believe we will need to rely on increasing production of food resources from the sea. Combine this need with the large-scale failure of many traditional commercial fisheries and fishery practices and I think we are left with the realization that we need to approach food production in the oceans in a dramatically different way. Developing ecologically sustainable (and even beneficial) aquaculture practices will be a large area of opportunity for marine science. This would include science, engineering, logistics, business components that MMA would seem to be particularly well-suited to deliver.

Also, we'll need to better understand and adapt to a changing ocean environment. This includes climate-related change (including sea level rise, change in weather patterns and storm activity, etc), as well as other natural and human-induced changes (for example, increased eutrophication, changing soundscapes and pollution). Again I see this as a large growth area for marine scientists/ oceanographers that is only going to increase in significance as climate and other changes accelerate.

Gardner: We're already hearing about autonomous ships with diminished personnel needs.

But there are also a number of growth areas that continue to emerge as important to the global economy, such as port security, marine environmental response, alternative energy (such as offshore wind power), contingency response, particularly in the Arctic, and shoreside power engineering. All of these complement our current curriculum; we're well positioned to evolve with needs.

Leach: Our strengths are being nimble in terms of programming and providing hands-on experience with technical skills. Those needs will not diminish and are likely to be in even more demand. One of the boldest moves in my view is efforts to develop an offshore technology program.

With ever-more rapid technological development will come the need for advanced equipment for training. We need to leverage companies with whom we have a lot of alumni employed to help provide us with that equipment and pathways to use it.

we are **MARINERS** | **MOTIVATED**

Allyson Rust

Omar Chaar '09

Senior Project Manager, Strategic Maintenance Solutions

I was in the International Business and Logistics program, but also a member of the regiment. I'm glad I made that decision because I got to experience the best of what MMA has to offer while still being able to study in a newer program.

For me, while it's important to be motivated by others, to be self-motivated is really critical. I deal with companies all over the world in a variety of industries, so it's always interesting. There's nothing better than successfully completing an engagement with a company and seeing the benefits that you've supplied them. The lessons learned continually push me towards new and better solutions.

As to the future of MMA, it has seen dramatic differences in the generations of people that have graduated, but those differences will be even more pronounced than the past. Understanding how to get the best out of the students to make them valuable to companies will certainly be a challenge, but I think that MMA is up for that challenge.

We've already seen some of the different directions MMA has taken to diversify the types of people who come out of the academy, and that's the right path to figuring out how to make people valuable members of society and within the workforce.

And I'd add that the network of alumni really has provided me with a ton of opportunity, and making sure that cycle is never broken is really important.

Gardner: Our career services will have to keep pace, but we'll also need to work with alumni in developing things such as industrial advisory boards that will help us be predictive about what the next opportunities or threats are going to be for various industries. Companies that thrive tend to do so because they're constantly looking forward to be ready, be adaptive before the fact, as opposed to after the fact, for what's coming next.

Willis: There's an opportunity to be realized with our recent alumni. They're the ones going into industry. They're a huge resource, and they're everywhere. We need to take advantage of the trends that they see. We need to network that information.

Brennan: I think that's been born out with the experience the students on the training ship are having now. We have a lot of recent grads who come back as officers in the engine room and up on the bridge of the training ship. And in my conversations with students, what they hear from the recent alumni resonates with them. They're closer in age and attitude, and the experienced recent grads provide students with a different sense of opportunity than perhaps someone our age.

Leach: I've witnessed the decline of traditional businesses in Maine, the power and paper industries, for example, and we need to see what emerging industries are coming into Maine and how we might better tend to their needs as well. I think that international business, to some degree, has a little bit of an edge there because a lot of third-party logistics companies are coming into Maine and that's an opportunity, but we also should be looking at others that emerge as well.

Brennan: We will have to engage with those institutions that are beyond us but that we have connections to, to help bring about that kind of change, and that includes retired Coast Guard personnel and folks who have been in the industry who will come here and maintain their connections and be advocates for change as change becomes necessary.

True: We'll also see a change in the student body. We're getting towards the end of the Millennial generation. Our students are not typical Millennials and I see an opportunity in that those coming

"We need to see what emerging industries are coming into Maine and how we might better tend to their needs."

in the future are going to be different kinds of students from today's Millennials. They will be more self-motivated and perhaps more individualistic. It may be an opportunity for us because it's the type of student who would be attracted to our kind of education and who make up their minds earlier about where to go to school and what they want from their education and career.

Brennan: And I absolutely agree with Liz (True). The institution must be relevant, it has to have a purpose that is clearly different from all the others. I have no doubt we can continue to remain unique because we have a lot of smart people. However, the challenges of dtermining what we might become are so much more substantial than they were 25 years ago.

Let's face it, in the past when there were economic challenges confronting the institution, programs were added or program modifications were implemented so that we could increase the number of students and therefore increase the needed income. That opportunity is not available to us any longer.

Young: Every now and then technologies come along and create a sea change. The automobile is one of those technologies. Just to give you an example of how things can change for MMA, if someone develops an economically viable way to store energy, such that wind energy and solar energy can be generated at one point and then disbursed at another, then imagine how that would affect the academy.

Brennan: I fully agree. We need to be paying attention to where changes in energy will occur. Those kinds of things will have incredible impacts upon this institution. It would be better for us to figure out how to anticipate and adapt to those changes rather than to continue lock-step, looking at what we've done in the past as a way to move towards the future.

A future potential employer of MMA graduates is offshore wind farms, such as the Block Island Wind Farm, which is the first of its kind in the U.S. (photo courtesy Deepwater Wind).

How can those who care about MMA make a difference in the success in the future of MMA?

True: There's a couple of things; one is obviously financial support for endowment scholarships. Also, alumni and others can help by making connections with their employers, by providing co-op and cadet shipping and other internship experiences or job opportunities.

At the MMA 100-year anniversary, what might one see when they visit the college?

Leach: Facilities that can be changed out quickly. If you build a lab for a specific purpose, it makes it very difficult to then change its purpose. Moving forward when a new facility is designed, much thought should be put into how it can be easy to change in the future for whatever purposes may be required.

I see ships that are driven remotely by land-based pilots, so future deck officers will need a background in technology and automation.

Brennan: I can see a portion of the campus in another location. There is space for a facility in Penobscot, for example. Departments on campus that don't need space and services directly here could be there and take the crunch off of some of our Castine real estate.

Willis: Our waterfront could also be maximized by creating a Sailing and Event Center. Activities at the waterfront have connected us to many donors in the past, and it's a way to connect with donors of the future. I can see a remodeled waterfront that works more efficiently and safely for all the purposes for which it is used (labs/boat maintenance, storage, events, training ship activities, and more.) Taking advantage of the Penobscot property could, in some ways, reduce the demand on the Castine campus.

Brennan: I would like to see a true culture of philanthropy develop for this institution so that people feel they have a reason to give back to enable young kids to have the same opportunity that current students have. In 25 years, I hope people see that their lives were really impacted in a positive way, such that they feel a commitment to give back to the institution that gave them everything they asked of it; a wonderful education and preparation to be successful in their careers.

LEONARD H. TYLER

Over a span of nearly 50 years, he went from coach to President of MMA, building innovative programs that are the bedrock of today's success.

AS TOLD TO BILLY R. SIMS

I first came here in 1969 to interview for an assistant football coach position. My wife and I stayed overnight on the campus, and the next morning I remember hearing the national anthem from outside. When I looked out the window, here are 300 guys in uniform all saluting the flag, and I'm thinking, "Boy, this place is pretty special."

But the dormitory wasn't built yet. They had six redwood buildings they called dormitories. They maybe housed eight or ten people each. The entire administration was housed in the first floor of Quick Hall, below a tiny library. Dismukes Hall was half its size. If you went down to the waterfront, there were old wooden buildings all along the street, mostly run-down and empty. The waterfront consisted of Andrews Hall, a quonset hut and a machine tool shop, and that was it. That's what I came to.

I've since seen many changes over the span of almost 50 years.

I became football coach in 1969 and held the job for 8 years, leaving briefly for a coaching position at Ithaca College. But I was asked to return by Admiral Rodgers to take over as Director of Admissions and Financial Aid, as well as Director of the summer conference program. I took on a couple of additional responsibilities when Ken Curtis became president.

We wanted to start a capital fund drive and hire an outside consultant. But one of our major benefactors, Betty Noyce said, "We don't need that." She suggested, "Len, why don't you do it?"

I then became Vice President for what we call Advancement today. We had a campaign to raise $8.5 million, but raised $11 or $12 million.

When Ken Curtis retired, I was offered his position on an interim basis, which eventually led to a run of 16 years as president. He led what I call a "revolution" that turned MMA around. I worked for the next 16 years to solidify and expand upon those changes. We added more programs and majors, grew enrollment, improved facilities and obtained use of the USS *Tanner*, which is now the fourth TS *State of Maine*, an excellent training ship. We launched a successful $22 million capital campaign.

> "These are all kids who could go anywhere, to an Ivy League school if they wanted, but they are committed to MMA. They recognize the value of it."

I saw the role of MMA president was to make sure we had strong enrollment and secure funding for the college. I always had a good staff around me that could handle the day-to-day issues, and we were able to look and plan ahead because technology was changing so rapidly. When I first started here the high technology was a Selectric typewriter. But eventually every student had a computer, and we added simulators for engineering and for the deck department.

We became one of the founders of the International Association of Maritime Universities, which I served as Chairman. I went to meetings with maritime academies all over the world. It was a great learning experience to see what others were doing in maritime education. We learned from them and them from us. Many of our faculty and students became involved and presented papers at the general assemblies.

I think anybody who is accepted to MMA can make it. If they're mature, make the right decisions about studying, they can do it. The faculty is top-notch and supportive.

I have two grandsons starting here in the fall, and a cousin and a nephew who graduated from here. These are all kids who could go anywhere, to an Ivy League school if they wanted, but they are committed to MMA. They recognize the value of it.

I enjoyed the work. I enjoyed the students. I enjoyed being around them. Probably working in higher education is one of the great jobs because you're always with young people. You have a new group of 18-year-olds come in every year. Now, I know them as presidents of major companies and doctors and lawyers and leaders in many capacities. It's been rewarding for me just to see the opportunities students from this institution have.

I would hope those who know me think I care for people. I encouraged collaboration, allowed those with whom I worked to feel free to express their ideas, and I kept a good sense of humor. We always had fun in our meetings. I don't take myself too seriously, but I am proud and fortunate to have been president of the one of the greatest colleges in the country.

Billy R. Sims

Indoc & the Rock

When ordered to "take out the Maine Brace" a young MUG came up empty-handed, but not for long. And long live the memories.

BY CHRIS SKEMPRIS '86

I reported for indoc in the summer of 1982 as a "MUG" starting my career as a member of the class of '86. The first thing I was presented with was our little black book or Maine Brace and instructed to put it in my left rear pocket and keep it with me at all times. I didn't really think much about it at the time, but little did I know that simple instruction would guide me from then on.

Before indoc started, I was sitting in my dorm room (TV *State of Maine* was on loan to Mass. Maritime that summer, so we did not live on the ship) waiting for what was next. I started to flip through the book to see what it was about. Next thing I know, yelling and screaming starts out in the hall and the "strikers" are yelling for us to all fall out and line up against the bulkhead. I jump out of my chair and flip the Maine Brace over my shoulder and fall out. The moment I fall out, my first thought is, "Oh no, I was supposed to keep the Maine Brace with me at all times, I hope no one notices."

Out we tromped to the field to start the first of many long drills and learning how to march. Still I am safe, no mention of the book. But once the marching drills stopped we were ordered to "take out Maine Brace." As everyone else in my company did as ordered, I was standing there with nothing. One of the strikers approached me and asked, "Where is your Maine Brace?" at which point I proceeded to tell him what had happened. He walked away and returned a few moments later with a rock of about three pounds. So, as everyone held out their brace at arms length and memorized the "Mission," I held my rock.

After a period of time that felt like forever holding that rock, we were ordered to "Stow Maine Brace." Everyone in my company complied, but again, I stood not knowing what to do. However, I was ordered to stow the same as everyone else, and had to coerce the rock into my left rear pocket.

This continued on and off for the rest of that first day of indoc. At

Billy R. Sims

the end of the day, the striker retrieved the rock from me and left it on a stump by the football field. There it stayed for the remainder of our indoc.

At the first opportunity, I retrieved that rock. And 30 years after graduation I still have it. The rock traveled with me on my first trip as a third mate working for DelMonte, and to this day it sits on my desk at home. I made it a point to get it back and to keep it all these years as a constant reminder of some of the hardest and best years of my life. But more importantly it is a reminder that all lessons have a purpose, even if it doesn't seem so at the time, and first and foremost, always be prepared for what may come up. Whether it be storms at sea, fires aboard ship, or the everyday struggles of life.

MMA taught me to expect the unexpected, embrace the challenges, and learn from my setbacks. Not a day goes by that when a new challenge arises I don't fall back on something I learned at MMA. When a situation arises that I think may be too difficult or not worth dealing with, I look at that rock and know I can accomplish anything.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SOLAS
ADULT-VOK

ANNA SPRING '17

Having sailed aboard a replica Viking ship across the North Atlantic, this Small Vessel Operations major reflects on lessons learned aboard tall ships and along the Castine waterfront.

AS TOLD TO BILLY R. SIMS

It doesn't take much to be enchanted by the sea. It is a harsh, wet, often cold environment, and still we seek to be out playing upon it, as if possessed by some kind of hypnotism, as Capt. Irving Johnson used to say. Its beauty and intrigue triumphs over the hardships it presents. I was introduced to the sea upon tall ships. As a 13-year-old, I stepped aboard the schooner *Harvey Gamage* for a week-long summer program sailing along the East Coast. Two years later, I found myself on the same ship for a four-month semester program sailing the Caribbean and East Coast. The thought of returning to sit in a classroom behind a desk at normal high school was unbearable, so I managed to get on board a Norwegian full-rigged ship *Sørlandet* for my junior year of high school.

Coincidentally, both ships had mates on board who had been to MMA. From them I learned all about the school. They told me of classes that had you take a diesel engine entirely apart and piece it back together again. At MMA there were dozens of ships down at the waterfront just for students to take out during or after classes. I would learn navigation, rigging, carpentry, welding and come out with a mate's license. There was so much the school had to offer!

I had been skeptical about going to college before, but this option was too good to pass up. During the summers, I continued to work on tall ships, and in the fall of 2015, I began my freshman year at MMA, which was great. I loved the campus, all the professors, sailing on *Bowdoin*, and all the hands-on classes that were part of my schedule. I knew I had made the right choice in coming here.

This summer, I had a most unusual co-op. As most of my classmates headed out to sign aboard cargo ships, tugs, ferry boats, and even some sailing ships, I flew to the Faroe Islands in April to join the crew of *Draken Harald Hårfagre*, the largest reconstruction of a Viking long ship built in modern times.

Draken sailed across the North Atlantic from Haugesund, Norway, her homeport, to St. Anthony's, Newfoundland, stopping in Iceland and Greenland along the way. It was a historic voyage,

tracing the route the Vikings used to cross the ocean more than 1,000 years ago when they discovered America.

The weather was quite rough in some areas, especially around Greenland and in the Labrador Sea. Being aboard an open-deck ship in below-freezing temperatures with just a tent to use as shelter, I learned to be aware of my environment like never before. It was a challenging experience, especially when using the head.

But I couldn't imagine a better co-op.

After the Atlantic, *Draken* sailed into Canada and the Great Lakes to participate in the tall ship festivals.

During the next couple years, though I love tall ships, it would be awesome to crew aboard a tug boat at some point. I have always had an interest in them, and I think it's good to have worked on a variety of ships as experience.

Ultimately though, I see myself working on tall ships once more. There is a community that surrounds them that you just don't find anywhere else in the maritime industry.

I'm glad MMA will equip me with the skills I need to teach others, hopefully kids like I once was, about the incredible world of sailing.

Draken Harald Hårfagre

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