

Originally Processed With FOIA(s):

S

FOIA Number:

S

# FOIA MARKER

**This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.**

---

**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Speech File Backup Files  
**Subseries:** Chron Files, 1989-1993

---

**OA/ID Number:** 13752  
**Folder ID Number:** 13752-002

---

**Folder Title:**  
Naval Academy/Banneker Honors Program 4/17/91 [OA 6897]

---

---

Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>21</b>	<b>3</b>	<b>5</b>

---

(Lange/Simon)  
April 17, 1991  
7:00 P.M.  
[BANNEKER.DOC]

2

Staffed

PRESIDENTIAL REMARKS: NAVAL ACADEMY/BANNEKER HONORS PROGRAM  
TECUMSEH COURT, ANNAPOLIS  
TUESDAY, APRIL 23, 1991  
[ TIME ] 3:15 p.m.

[[ Thank you all. Let me salute Secretary Alexander... the  
able Chairman of the Joint Chiefs, General Powell... students,  
parents, professors -- and the midshipmen of the greatest Navy on  
the face of this earth. \\ \\

I've just been in your science labs, seeing some midshipmen  
and students from Banneker <sup>Honors Society</sup> ~~Middle School~~. Heard about projects  
with wind tunnels, satellite dishes, rockets, computers... let me  
tell you, faced with that kind of technology, this old Navy man  
was really at sea. \\ I'm still trying to figure out how to  
set the clock on my VCR. \\ ]]

Well, it's an honor to be with you today -- to celebrate the  
kind of spirit that means a bright future for the Navy, and the  
nation.

The men and women of our armed forces -- who responded so  
ably and well when the world needed them in the Gulf -- are also  
quietly responding to the call to meet challenges here at home.

No challenge is more crucial than education. So two years  
ago, I met with the nation's governors -- and together, we set  
six national education goals for the year 2000.

J.P. Speller  
634-4894

Charlottesville  
9/89

The midshipmen here, and the local community, are giving those goals their meaning as national goals: not simply Presidential goals, or governor's goals, or educator's goals.

You understand that everyone in America has a crucial role to play in educating our kids -- producing the kind of informed public that gives power to democracy, and gives us a leg up on the 21st century. X

That's why I'm so pleased and proud to present my 437th Daily Point of Light Award to this outstanding partnership for education.

Among the many quiet acts of community service midshipmen here are famous for, for the last three years they and the professors here at Annapolis have served as tutors and mentors, to help kids from local schools reach their full promise and potential.

The midshipmen give up those precious few, precious free Saturdays to tutor young people in math and science -- and to take them to lunch in that friendly little joint called "King Hall."

[[ You know, during the Gulf war we heard a lot about "M.R.E.'s" In the Army that may mean "Meals Ready to Eat," but here at Annapolis, it means "Midshipmen who Really Excel." \\ \\ ]]

You're helping kids learn math and science -- but just as important, they get to see first hand your discipline, dignity, and determination -- the kind of example they need to succeed.

see  
USNA  
fact sheet  
on  
Comm. service  
(kids for  
kids)

You have even brought families closer together, with parents getting involved every step of the way. So let me offer my special congratulations to the parents involved -- to the local schools who've cooperated -- and especially to the man who made this outstanding program happen -- Mr. Joseph D. Speller.

J.D., we need millions more like you -- people concerned about the condition of their communities, and moved not just to complain about it, but to do something about it.

*Dill Chodorov  
x 6266*

I'm proud to recognize this program during the Points of Light National Celebration, here on National Youth Service Day -- a day when we shine the spotlight of national attention and praise on young people who make a difference in their communities through direct and consequential acts of service.

These midshipmen -- in this program and in all of the Naval Academy's community efforts -- are learning the true satisfaction that comes from serving others. They'll tell you they get far more from their relationship with these kids than they give.

Midshipman Lionel Hines, for instance -- who's suffering through being a plebe here -- says "Helping these kids makes you feel like you're not so much of a nobody." Lionel, I'll be rooting for you when you climb that big lard-covered pole next month. \\

And there's at least one kid from Banneker Middle School who you and your peers have already given a boost, in the hard climb of life.

*Bob  
Simon  
interview  
w/ Hines  
4-13-91  
see USNA  
release on  
Plebe Recog.  
Ceremony*

To all of the midshipmen who've served their community as well as their country -- to the parents and local leaders who've taken their concern for education and turned it into direct action -- for all that you've been doing to help these promising youngsters: please accept the heartfelt thanks of this President, and the entire nation. I salute you as our 437th Point of Light.

Thank you -- congratulations to you all -- and God bless the U.S. Navy.

# # #



**From:** Public Affairs Office  
U.S. Naval Academy  
Annapolis, MD 21402

Phone (301) 267-2291 (Autovon 281-2291)

Telefax Number (301) 267-3133 (Autovon 281-3133)

Page one of 15 pages

Attention:

To: Bob Simon - White House

From: Martha Shaw - USNA PAO

---



## ORIGINS OF THE PLEBE RECOGNITION CEREMONY

The Plebe Recognition Ceremony celebrates the end of a tough year for the plebes (freshmen) -- one that began with Plebe Summer, the period of rigorous military indoctrination for academy freshmen, and continued into the academic year when they not only had to adjust to college level academics, but to handling professional demands and athletic requirements.

The firing of cannons signals the start of the race to climb the 21-foot obelisk, Herndon Monument, in front of the Chapel. The plebes manage, through teamwork and perseverance, to raise one of their classmates to the top of the lard-covered monument to retrieve a white plebe "dixie cup" hat, and replace it with an upperclassman's hat.

According to legend, the midshipman who switches the hat will become the first member of the class to become an admiral. The superintendent of the Naval Academy presents the successful midshipman with one of his shoulder boards mounted on a plaque.

Like all academy traditions, the Herndon Monument climb has evolved over the years. The exact date when the celebration began is not known, but it seems to have originated as an exuberant rush of new youngsters (sophomores), following the graduation ceremony, to cavort on Lover's Lane, in the vicinity of Herndon, which had been off limits to them while they were plebes. Below are some milestones of the celebrations gleaned from academy yearbooks:

more

1902 Lucky Bag - Beneath a photograph of Herndon monument was written:

"At last came that day of days, that longed-for Mecca of all plebes - graduation day, when we threw aside our shackles and were free and lordly youngsters. We welcomed the event by the usual ceremonies, with a few original turns thrown in..."

1911 Lucky Bag - "...and then what a race for the heretofore forbidden precincts of the Lane! [Lover's Lane]. How we sang and capered around the monument."

1913 Lucky Bag - the first photograph of a snake dance which was part of the celebration for thirty years. After shaking hands with the newly-commissioned officers, the new third-class raced towards the monument, then turned their caps and coats backwards, snake-dancing through the yard chanting "'Tain't no mo' plebes."

1943 Lucky Bag - first photograph of the monument being scaled, although no cap was involved, nor was the monument greased; last evidence of the snake dance.

1953 Lucky Bag - first photograph of a cap being placed on the monument.

1955 Lucky Bag - first photograph of the monument greased to make the climb more difficult.

1957 - first recorded name of the midshipman to reach the top and placing cap.

1961 Lucky Bag - first photograph of a dixie cup hat, already on top of the monument, to be removed and replaced by a cap.

1962 - first recorded time of the monument climb.

In 1967, the graduation ceremonies were moved to the navy-marine corps Memorial Stadium, and midshipmen could no longer run to Herndon Monument immediately following the ceremony. It may be for that reason the Herndon climb was scheduled following the first parade of what was called "June Week."

In 1968, the event became known as the Plebe Recognition Ceremony and was held in the afternoon of the first day of Commissioning Week.

In 1973, Superintendent Rear Adm. William P. Mack spontaneously presented Lawrence J. O'Donnell Jr. with his admiral's shoulder boards. Now a permanent part of the ceremony, the shoulder boards are presented on a plaque.

Today, the Herndon Monument Climb remains one of the highpoints of Commissioning Week, occurring on the first day of the week. Before the climb begins, the plebes gather in Tecumseh Court in front of Bancroft Hall. Having endured a summer and an academic year of rigorous military indoctrination together, they are united for this team effort. At the firing of cannons, they explode across the campus to the monument.

Throwing t-shirts and shoes removes some of the 200 pounds of lard smeared on the monument by upperclass midshipmen. The plebes then begin to build a greasy, sweaty human pyramid to give a class member the platform to reach a hand to the top of the monument for the exchange of hats.

After successfully completing the Herndon climb, the freshmen are no longer called plebes but "fourth classmen."

Herndon Monument was erected in memory of Cmdr. William Lewis Herndon who elected to go down with his ship, Central America, when she sank in 1857.

USNA

# FACTS



United States Naval Academy • Annapolis, MD 21402-5000 • (301) 267-2291

**Contact: Cdr. Mike John  
Ms. Carol Feldmann**

**The school:**

Founded as the Naval School in 1845, the United States Naval Academy today is a four-year service academy which prepares midshipmen morally, mentally and physically to be professional officers in the naval service.

**Location:**

The academy is set on 338 acres between the south bank of the Severn River and historic downtown Annapolis, the state capital of Maryland. Annapolis is 33 miles east of Washington, D.C., and 30 miles southeast of Baltimore.

**Campus:**

The Yard, as the campus is called, features tree-lined brick walks, French Renaissance and contemporary architecture and scenic vistas of the Chesapeake Bay. The Bancroft Hall dormitory complex, The Cathedral of the Navy, and other 80-year-old buildings make the academy a National Historic Site. New facilities such as the multi-purpose Brigade Activity Center, 580,000-volume Nimitz Library, Rickover Hall engineering complex, and Hendrix Oceanography Laboratory give the academy ultra-modern educational resources.

**Students:**

About 4,300 men and women represent every state in the U.S. and several foreign countries.

**Faculty:**

The 650-member Naval Academy faculty is an integrated group of military and civilian instructors in approximately equal numbers. The student-faculty ratio is low, with class sizes ranging from 10 to 22 students.

**Academics:**

In addition to a core curriculum of academic and professional courses, majors are offered in 18 subject areas: eight in engineering, six in science, mathematics and computer science; and four in the humanities and social sciences.

**Professional training:**

Subjects such as small arms, drill, seamanship and navigation, tactics, naval engineering, naval weapons, leadership and military law are learned during the four-year program. In addition, midshipmen train at naval bases and in ships of the fleet during part of each summer.

**Athletics:**

Midshipmen can choose from 23 men's and 10 women's intercollegiate varsity sports, 23 intramural sports and 12 club sports.

**Extracurricular activities:**

More than 100 extracurricular activities are offered in areas ranging from music and drama to parachuting and scuba diving.

**Graduation:**

Bachelor of science degrees specifying a major field are awarded to midshipmen upon graduation in May. They are commissioned as ensigns in the U.S. Navy or second lieutenants in the U.S. Marine Corps and begin at least five years of exciting and rewarding service as naval officers.

# FACTS



United States Naval Academy • Annapolis, MD 21402-5000 • (301) 267-2291

## MIDSHIPMEN'S COMMUNITY SERVICE

**Big Brothers/Big Sisters.** For more than 20 years, midshipmen have volunteered with children from 8-14 years old who have only one parent.

**Friends of Parks.** Midshipmen routinely help Friends of the Parks, a committee of private citizens and businesses working with the City of Annapolis to maintain and build parks and paths for the people of Annapolis.

**Habitat for Humanity.** Working with the Habitat for Humanity, midshipmen help to build homes for poor families.

**Special Olympics.** Midshipmen work with the Annapolis Jaycees to sponsor the Special Olympics, a year-round, world-wide program, offering athletic competition for the mentally handicapped.

**Hanging of the greens.** Again working with the Annapolis Jaycees, midshipmen help with the hanging of the greens that brighten the downtown area for Christmas holidays.

**"Mids for Kids" and adopting schools.** More than 800 midshipmen have volunteered to tutor students in local elementary and middle schools through "Mids for Kids." Among the schools participating are Rolling Knolls, Severna Park, Hillsmere, Georgetown East, West Annapolis, Tyler Heights, Annapolis, and Germantown Elementary Schools; Naval Academy Primary School; Central and Southern Middle Schools; and St. Mary's Elementary and Middle School. Thirteen academy companies (groups of about 120 midshipmen) have "adopted" schools.

**Math Tutorial for Benjamin Banneker Middle School.** Midshipmen volunteers participate in a mathematics tutorial program for Montgomery County students. Every other Saturday during the school year, more than a dozen students from the school come to the academy, where they are tutored in mathematics by the midshipmen and sometimes are treated to lunch in King Hall, the midshipmen's dining area.

**Draketail.** A community project with Anne Arundel County School students to build a Chesapeake Bay Oyster boat includes more than 150 midshipmen volunteers who serve as mentors to the student boat-builders.

**Blood drives.** Each Tuesday, midshipmen bleed for the Navy's blood bank. Midshipmen also donate blood through the American Red Cross.

**Thanksgiving.** For Thanksgiving 1990, midshipmen collected approximately 1,100 boxes of food to give to the area's needy families, up from 170 boxes the year before. In 1991 the Chaplain Center, which coordinated the effort, hopes to double the number of boxes.

**Special requests.** Shawn Burton, a 12-year-old leukemia patient who wanted to be a midshipman, visited the academy in November 1990. After a standing ovation by the midshipmen in the dining hall who applauded his courage, Shawn was given a Navy bathrobe and the jersey of Navy's quarterback. The Class of 1991 has selected Shawn to be this year's honorary graduate.

**Combined Federal Campaign.** With a brigade goal of \$115,000, midshipmen gave more than \$168,000 to the CFC in December 1990. 98% of the brigade participated in the record-breaking collection.

**Other Examples of Midshipmen Community Service:**

- \* For more than 20 years, midshipmen have volunteered to spend time with children 8 to 14 years old who have only one parent.
- \* Midshipmen are highly active in a venture with the city to maintain and build parks and paths for the people of Annapolis.
- \* Volunteers have helped build homes for poor families.
- \* Help brighten downtown area during Christmas holidays by hanging decorations or greens.
- \* More than 800 midshipmen have volunteered to tutor students in local elementary and middle schools. Thirteen academy companies have "adopted" schools.
- \* Each Tuesday, midshipmen donate blood to the Navy's blood bank.
- \* During Thanksgiving 1990, approximately 1100 boxes of food were collected by the midshipmen and distributed to the area's needy families.
- \* Shawn Burton, a 12 year old leukemia patient who wanted to be a midshipman, visited the Naval Academy in November 1990. After a standing ovation by the midshipmen in the dining hall who applauded his courage, Shawn was given a Navy bathrobe and the jersey of Navy's quarterback. The Class of 1991 has selected Shawn to be this years honorary graduate.
- \* With a Brigade goal of \$115,000, midshipmen gave more than \$168,000 in 1990's annual charitable contributions drive.

*News Re*



*Grease  
Commissioning  
Week event*

# United States Naval Academy Public Affairs

Annapolis, MD 21402-5000 (301) 267-2291

## COMMISSIONING WEEK

### Plebe Recognition Ceremony

The firing of cannons will signal the plebes (freshmen) to begin their assault on the grease-covered Herndon Monument in front of the Chapel.

The ceremony originated sometime before 1900 as an exuberant rush to the monument where plebes celebrated their new found freedom as fourth class. The actual climbing of the monument when it was greased came about around 1955. The plebes attempt, through teamwork and perseverance, to raise one of their classmates to the top of the 21-foot tall obelisk, covered with 200 lbs. of lard, to retrieve a white plebe "dixie cup" hat, replacing it with an upperclassman's hat.

Legend has it that the midshipman who accomplishes the hat switch will become the first member of the class to reach the rank of admiral. As of this year, none of the midshipmen who have made the switch has attained the rank.

The superintendent of the Naval Academy presents a set of his shoulder boards mounted on a plaque to the midshipman who accomplishes the feat.

more

Previous times for making the harbor cruise are:

1962 - first recorded time - 3 minutes

1969 - 1 minute 30 seconds (fastest time to date)

1981 - 1 hour

1982 - 1 hour 44 minutes

1983 - 1 hour 43 minutes 55 seconds

1984 - 2 hours 22 minutes

1985 - 3 hours 12 minutes 23 seconds (longest time to date)

1986 - 1 hour 23 minutes 7 seconds

1987 - 1 hour 51 minutes 20 seconds

1988 - 43 minutes 44 seconds

1989 - 1 hour 51 minutes 30 seconds

+++++

#### Dedication Parade

The first Dedication Parade was held at the Naval Academy on May 31, 1969. The dress parade honors those members of the academy faculty who are retiring, completing twenty years of service, or who have been selected as Professor Emeritus, and the recipient of the William P. Clements Award for excellence in education.

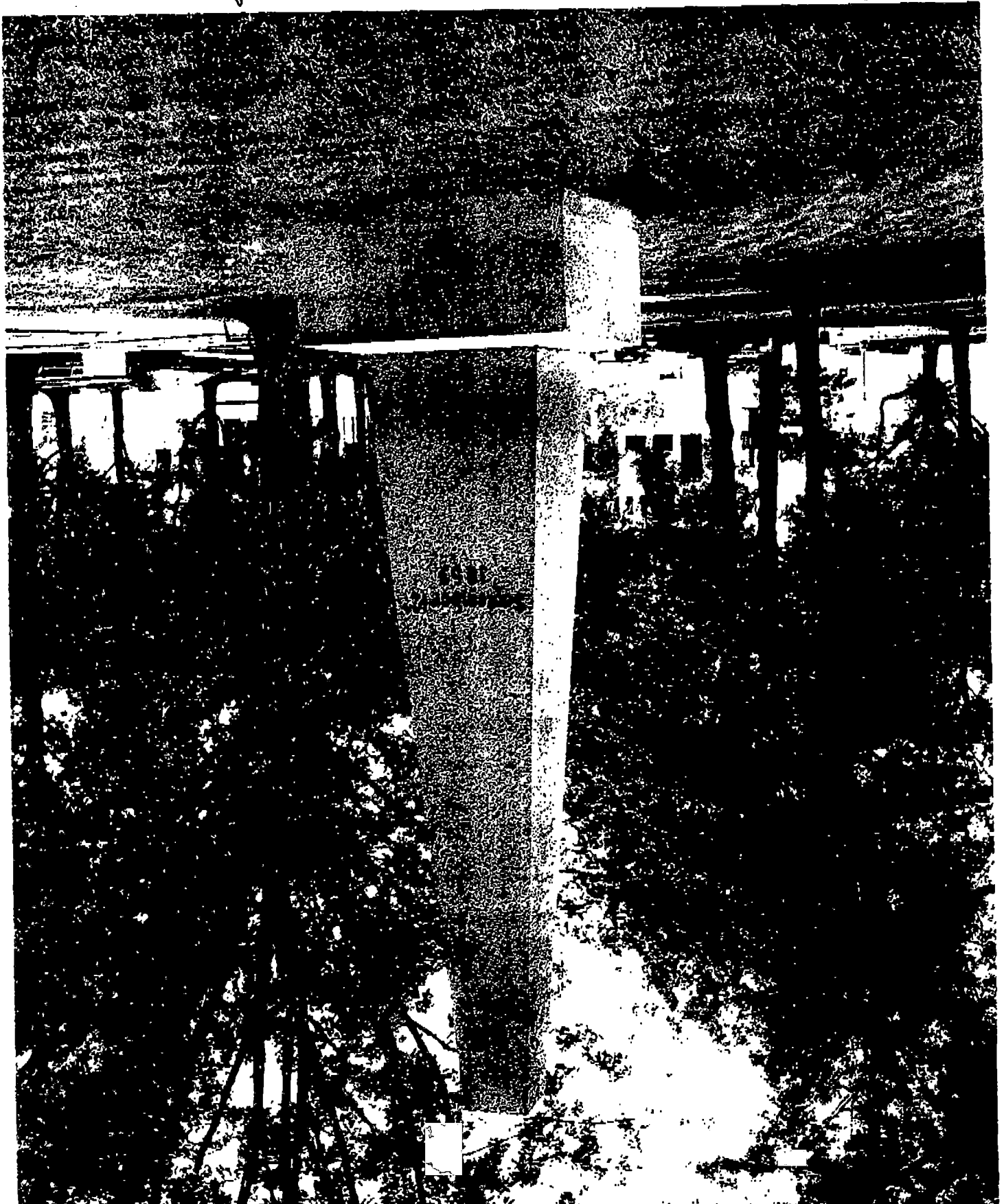
+++++

#### William P. Clements Award

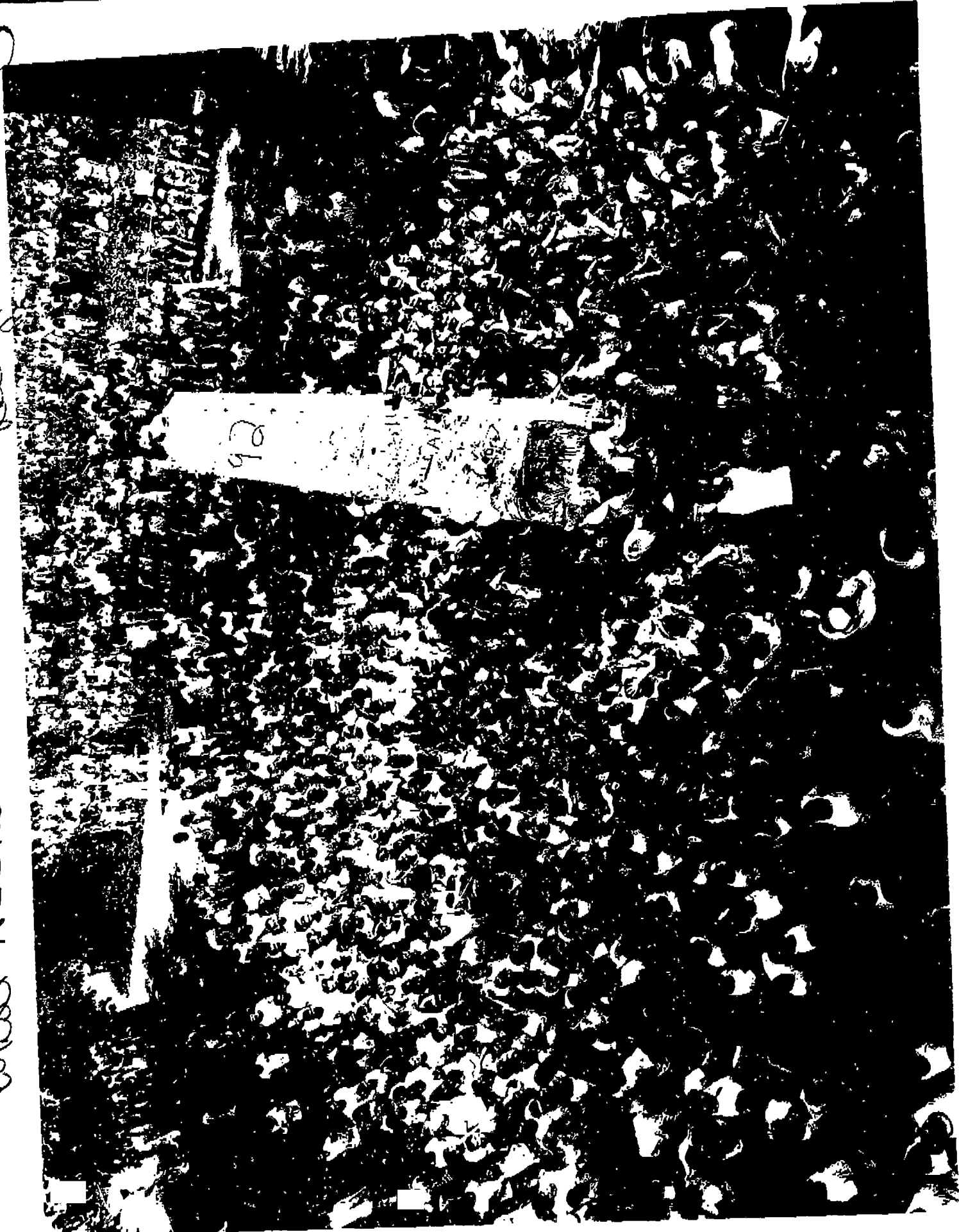
The William P. Clements Award for Excellence in Education is presented annually during the Dedication Parade, to the military faculty member whose contributions to the academic, professional and moral development of midshipmen reflect the highest principles of excellence in education.

more

Left of the monument  
reads like a normal day



3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100





Memoirs to General  
for your collection (Apprentice)



Common

0088  
date

draft 1

## U.S. NAVAL ACADEMY AND ANNAPOLIS COMPLEX PERSONNEL BECOME INVOLVED IN COMMUNITY SERVICE

Blood drives. For many years, the Civilian Personnel Department has held blood drives with the blood being donated to the Red Cross. Likewise, blood drives are held for the midshipmen with the collected blood going into the Navy's Blood Bank.

Thanksgiving. In 1990 approximately 1,100 boxes of food were collected at the Thanksgiving Service to give to the area's needy, up from 170 boxes the year before. In 1991 the Chaplain Center hopes to double the number of boxes.

Catholic and Protestant Outreach Programs. Ninety per cent of the money collected at the Naval Academy Chapel are donated to local, national and worldwide charitable organizations. One Christmas, for example, \$70,000 was given to organizations to help the poor, elderly, abused and victims of disaster. Chapel committees select the charities to receive donations on the basis of how they react to human needs. They don't necessarily have to be religious organizations, but they do have to be service-oriented, helping people to help themselves and giving a hand to those in need. Among those local groups who have received contributions are Meals on Wheels, Anne Arundel General Hospital, YWCA Battered Spouse Program, Crownsville Hospital, Helping Hands, Anne Arundel Association for Retired Citizens, Anne Arundel Hospice, and Anne Arundel Lodge. National groups receiving donations include CARE, Church World Services, World Vision, Lutheran World Relief, YMCA, Red Cross and Salvation Army.

Special interests. Sometimes, the midshipmen get a special request and take a special interest in someone. Such a person was Shawn Burton, a leukemia patient who wanted to visit the academy. In November 1990, he visited the academy and the midshipmen accepted him as one of their own.

CFC. In December 1990 the U.S. Naval Academy and the Annapolis-area complex exceeded their goal for contributions for the fourth year in a row. In 1990, with a goal of \$285,000, local Navy personnel contributed more than \$367,000.

### Navy Relief.

### Big Brothers/Big Sisters

Marine Corps Toys for Tots. The "Toys for Tot," a nationwide campaign coordinated and sponsored by the U.S. Marine Corps Reserve, helps collect and distribute toys for underprivileged children each year at Christmas time.

Friends of Parks. Midshipmen help Friends of the Parks, a committee of private citizens and businesses working with the City of Annapolis to maintain and build parks and paths for the people of Annapolis.

Habitat for Humanity. Midshipmen work with the Habitat for Humanity to build homes for poor families.

Annapolis Jaycees. Midshipmen work with the Annapolis Jaycees to sponsor the Special Olympics, a year-round, world-wide program, offering athletic competition for the mentally handicapped. They also help with the hanging of the greens, the decorating of the downtown area for Christmas.

participating are Rolling Knolls, Severna Park, Hillsmere, Georgetown East, West Annapolis, Tyler Heights, Annapolis, and Germantown Elementary Schools; Naval Academy Primary School; Central and Southern Middle Schools; and St. Mary's Elementary and Middle School. Thirteen academy companies (groups of about 120 midshipmen) have "adopted" schools.

Math Tutorial Program for Bishop Banneker Middle School. Midshipmen volunteers participate in a mathematics tutorial program for Montgomery County students. Every other Saturday during the school year, more than a dozen students from the school come to the academy, where they are tutored in mathematics by the midshipmen and are treated to lunch in King Hall, the midshipmen's dining area. The midshipmen, who act as big brothers and sisters, are also planning to take the students to some Navy football games this fall and to the Naval Station, Norfolk, Va., where they can show the youngsters Navy ships and aircraft. The program is sponsored by Floyd Grayson, one of three black graduates in the Naval Academy Class of 1965, with the purpose of providing positive role models for black youngsters. The program was coordinated by Navy Lt. Ronald K. McDonald, a 1984 academy graduate assigned to the academy's Admissions Office, and J.D. Speller, president of the PTA at Bishop Banneker Middle School.

#### Draketail.

Parade of Lights

Drugfree Annapolis Halloween Party

Miscellaneous -- Science fairs, carnivals, visits to senior centers

Concerts at senior centers

Action 1 - Action 10

#0065  
22 March 1991

Media Contacts:

Carol Feldmann (print)  
Lt. Roxie Thomsen, USN (radio and TV)

Phones (for all contacts):

(301) 267-2291  
(301) 261-2261 (D.C. Metro area)  
(301) 267-6100 (after hours)

NAVAL ACADEMY MIDSHIPMAN ACTION GROUP PLANS UPCOMING EVENTS

ANNAPOLIS, Md. -- Hundreds of Naval Academy midshipmen will be sprucing up local parks, constructing, restoring and remodeling homes for the area's poor, and tutoring and reading to students at county schools in the coming weeks. These midshipmen provide community service as volunteer members of the Naval Academy's Midshipmen Action Group.

More than 800 midshipmen have volunteered to tutor students in local elementary and middle schools through "Mids for Kids." Among the schools participating are Rolling Knolls, Severna Park, Hillsmere, Georgetown East, West Annapolis, Tyler Heights, Annapolis, Harbor and Germantown Elementary Schools; Naval Academy Primary School; Central and Southern Middle Schools; and St. Mary's Elementary and Middle School.

Thirteen academy companies (groups of about 120 midshipmen) have "adopted" schools. Midshipmen company representatives will, for example, be going to Hillsmere Elementary School each Tuesday and Wednesday, 1 to 3 p.m., from now until the midshipmen begin final exams on May 1.

more

NAVAL ACADEMY MIDSHIPMAN ACTION GROUP PLANS UPCOMING EVENTS ....2222

In addition to working with children in local schools, midshipmen will again be helping Friends of the Parks, a committee of private citizens and businesses working with the City of Annapolis to maintain and build parks and paths for the people of Annapolis. On Saturday, March 23, midshipmen applied a wood preservative to the playground equipment at the downtown Annapolis Playground and cut brush and put in more than 200 bollards around the Mayo Ball Field. In these projects, the midshipmen worked not only with Friends of the Parks, but also with the city and county recreation and parks departments.

"The midshipmen are great," says Mary Berry, one of the project coordinators for Friends of the Parks. "On any given workday, at least 30 -- and sometimes as many as 100 -- midshipmen volunteers show up. These groups are then broken up into smaller groups to work on individual projects."

Long-term projects with Friends of the Parks include building 38 miles of pathways throughout Annapolis and maintaining and beautifying the parks. "We're going to be putting benches along the pathways and grading and putting down gravel on the paths," says Berry.

Berry, who, like the midshipmen, works with a number of community service organizations, applauds the midshipmen's efforts not only with Friends of the Parks, but also with other groups. "They've been planting trees around Annapolis, putting down wood chips on the paths in Truxtun Park, helping the Annapolis Housing Authority paint some of the low-income housing areas, helping with remodeling and painting Stanton Senior Center, working with the Arundel Habitat for Humanity to build homes for poor families, and helping the Annapolis Jaycees hang greens in Annapolis. The list of midshipmen community involvement just goes on and on."

more

NAVAL ACADEMY MIDSHIPMAN ACTION GROUP PLANS UPCOMING EVENTS ....3333

The Midshipmen Action Group will join the Annapolis Jaycees in sponsoring the Special Olympics at the academy April 20 and 21.

Lt. Blake Bush, a computer specialist in the academy's Division of Professional Development, founded the Midshipmen Action Group in 1982 when he was a midshipman. Returning to the academy in 1989, Bush continues to coordinate the volunteer efforts of the midshipmen and to inspire them to follow in his footsteps.

"During your four years here, you develop close ties to Annapolis," says Bush. "The city becomes almost like a second home to us, and we want to do our part to make it a better place to live."

For more information about the school visits, call Lt. Blake Bush at (301) 267-3132 or (301) 267-2570. For more information about Friends of the Parks projects, call Mary Berry at (301) 280-3204 or Phil Caroom, chairman of the Friends at (301) 268-6828. For more information about the Special Olympics, call (301) 263-8451 or (301) 544-2200.

USNA

Friends

#0081  
24 April 1990

## MIDSHIPMEN LEND A HELPING HAND

ANNAPOLIS, MD. -- More than 1,000 United States Naval Academy midshipmen helped with Earth Day observances and with Annapolis and Anne Arundel County Appreciation Days, a time for giving the local community a special thanks for their support of academy programs.

The midshipmen volunteered their services to groups such as the Annapolis Jaycees, Friends of the Parks, the YWCA, the March of Dimes, and to Germantown, Georgetown East and West Annapolis elementary schools, Bates Middle School, and the Naval Academy Primary School.

"During the past six months or so, more than 300 midshipmen have participated in our programs," said Phil Caroom, chairman of Friends of the Parks, a committee of private citizens and businesses working with the City of Annapolis to maintain and build parks and paths for the people of Annapolis.

more

U S N A V Y

MIDSHIPMEN LEND A HELPING HAND....2222

Saturday, April 21, approximately 35 midshipmen turned out to help the Friends of the Parks plant trees. They dug up 15 dogwood trees donated by Patricia Aiken of Epping Forest and transplanted them to Lookout Point in Truxtun Park. Also in Truxtun Park, they planted more than 200 pine seedlings to prevent soil erosion and washing out of trails.

That same Saturday, the midshipmen helped plant six trees at St. Martin's Church on Spa Road and 50 trees and shrubs at Georgetown East Elementary School in Eastport.

Planting trees was a popular way to prepare for the Earth Day observances, and a contingent of 40 midshipmen planted trees at West Annapolis Elementary School on Saturday. The school received a grant from the Maryland Forest, Park and Wildlife Service to plant a mini-forest as part of the national Earth Day celebration.

While some midshipmen were involved in tree planting, 700 volunteered to be huggers for the Anne Arundel County Special Olympics held April 21 and 22 at the Naval Academy. Approximately 150 assisted with the Naval Academy Primary School Spring Festival and still others with the YWCA 10-kilometer run.

Midshipmen volunteers are participating in the read-aloud program at Germantown Elementary School, April 23 - 27; the March of Dimes Walk-a-thon on Sunday, April 29; and a field day at Bates Middle School on Tuesday, May 1.

more

*Friend*

"We really appreciate all the contributions of time and effort of our midshipmen volunteers," Caroom said. "Their efforts are like a shot in the arm for our program and for many other community programs. They're enthusiastic and energetic and, with their help, the projects get completed in record time.

"Future projects include building playgrounds, clearing walking and bike paths and putting up trail marking signs, and we expect midshipmen to be involved every step of the way," Caroom said.

"I think you really have to applaud the efforts of the midshipmen," said Lt. Blake Bush, officer representative of the midshipmen action group. "The midshipmen give up their free time, which is extremely limited, to help others. Sometimes, because of the demands of the midshipmen's schedules, we can't provide as many midshipmen volunteers as we would like, but we try our best, and we hope that we are making a meaningful contribution to the community."

USNA

THE WHITE HOUSE

WASHINGTON

April 19, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH: TONY SNOW *TS*  
FROM: MARK LANGE *ML*  
SUBJECT: BANNEKER HONOR SOCIETY/NAVAL ACADEMY  
DAILY POINT OF LIGHT CEREMONY

I. SUMMARY

On Tuesday, April 23, at 3:15 p.m., you will give brief remarks at an outdoor ceremony at the U.S. Naval Academy in Annapolis designating the Benjamin Banneker Math & Science Honor Society as the 437th Daily Point of Light.

II. DISCUSSION

The Banneker Honor Society was formed by parents in Montgomery County, Maryland to encourage black students to excel in math and science. Every other Saturday, the students go to the Academy, where they are tutored by midshipmen and can see science demonstrations by faculty.

The audience will consist of about 200 students and parents, along with several thousand midshipmen and faculty.

The remarks (8 minutes, on cards) pay tribute to the community service contributions of the midshipmen and the commitment of the parents to their children's education.

PLEASE NOTE: The line at the bottom of page 3 about "climbing that big lard-covered pole" refers to a sacred Annapolis tradition during the last week of the school year. To mark their transition from plebes to upper-classmen, the freshman class must scale a 21-foot obelisk covered in 200 pounds of lard. (Commander Jake Ross or Captain Moyer can give more details if you're curious.)

(Lange/Simon)  
April 19, 1991  
12:15 P.M.  
[BANNEKER.DOC]

PRESIDENTIAL REMARKS: NAVAL ACADEMY/BANNEKER HONORS PROGRAM  
TECUMSEH COURT, ANNAPOLIS  
TUESDAY, APRIL 23, 1991  
3:15 P.M.

[*Adm. Hill* Thank you all. Let me salute Secretary Alexander... the  
able Chairman of the Joint Chiefs, General Powell, Admiral ~~Virgil~~  
*Gov. Schaefer* Hill... students, parents, professors -- and the midshipmen of  
the greatest Navy on the seven seas. \\

I've just been in your science labs, seeing some midshipmen  
and students from the Banneker Honors Society. I heard about  
projects with wind tunnels, satellite dishes, rockets,  
computers... let me tell you, faced with that kind of technology,  
this old Navy man was really at sea. \\ I'm still trying to  
figure out how to play "Super Mario Brothers." \\ ]]

Well, it's an honor to be with you today -- to celebrate the  
kind of spirit that means a bright future for the Navy, and the  
nation.

The men and women of our armed forces -- who responded so  
ably and well when the world needed them in the Persian Gulf --  
are also quietly responding to the call to meet challenges here  
at home.

No challenge is more crucial than education. So two years  
ago, I met with the nation's governors -- and together, we set  
six national education goals for the year 2000. Last week, we  
announced a new national crusade to re-invent the American

school, with the help of citizens, businesses, educators, communities -- everyone.

The midshipmen here, and the local community, have set the kind of example we would like to see duplicated all around the nation.

You understand that everyone in America has a crucial role to play in educating our kids -- producing the kind of informed, enlightened public that gives power to democracy, and gives us a leg up on the 21st century.

That's why I'm so pleased and proud to present my 437th Daily Point of Light Award to this outstanding educational partnership between the United States Naval Academy and Benjamin Banneker Honors Math and Science Society.

The Midshipmen here are famous for their many quiet acts of community service. Today we salute a group of midshipmen who, with the professors here at Annapolis, have served for the last three years as tutors and mentors. They have helped kids from local schools begin discovering their real promise and potential.

The midshipmen give up those precious few, precious free Saturdays to tutor young people in math and science -- and to take them to lunch in that friendly little joint called "King Hall."

[[ You know, during the Gulf war we heard a lot about "M.R.E.'s" In the Army that means "Meals Ready to Eat," but here at Annapolis, it means "Midshipmen who Really Excel." \\ \\ ]]

You're helping kids learn math and science -- but just as important, they get to see first hand your discipline, dignity, and determination -- the kind of example they need to succeed.

But the midshipmen here today are only half the story. This program would never have been launched without parents determined to accept nothing less than excellence from their children. Let me offer my special thanks and congratulations to you parents -- to the local schools who've cooperated -- and especially to the man who made this outstanding program happen -- Mr. Joseph D. Speller.

J.D., we need millions more like you -- people concerned about the condition of their communities, and moved not just to complain about it, but to do something about it.

I'm proud to recognize this program during the Points of Light National Celebration, here on National Youth Service Day -- a day when we shine the spotlight of national attention and praise on young people who make a difference in their communities through direct and consequential acts of service.

These midshipmen -- in this program and in all of the Naval Academy's community efforts -- are learning the true satisfaction that comes from serving others. They'll tell you they get far more from their relationship with these kids than they give.

Midshipman Lionel Hines, for instance -- who's suffering through being a plebe here -- says "Helping these kids makes you feel like you're not so much of a nobody." Lionel, I'll be rooting for you and your classmates when you climb that big

lard-covered pole next month. \\

Before I go, I want to share a story that really embodies the spirit of our Points of Light Celebration of National Service. Midshipman Paul Schimps has been tutoring fourth-graders at a school in Annapolis. Their teacher, Mrs. Young, wrote the commandant to describe Paul's impact on her children. The students rarely miss Tuesdays, when "their Mid" comes to class. They dress better. And, she writes, "a funny thing has happened.... After a major discussion of President Bush's Thousand Points of Light goal and Midshipman Schimps' example, my students ... now give up their Monday morning break to become 'reading buddies' to one of the kindergarten classes at our own school." // "The Point of Light theory," she <sup>writes</sup> says, "has become contagious."

Well, if the spirit of community service really is contagious, I hope an epidemic breaks out all over America.

To all of the midshipmen who've served their community and their country -- to the parents and local leaders who've turned their concern for education into direct action -- for all that you've been doing to help these promising youngsters: please accept the heartfelt thanks of this President, and the entire nation. I salute you as our 437th Point of Light.

Thank you -- congratulations to you all -- and God bless the U.S. Navy.

# # #

TELECOPIER TRANSMITTAL SHEET

91 APR 18 AM: 50

FROM: Captain Haskins  
Comdt of Midn, USNA

TO: BOB SIMON  
White House

SUBJ: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1. TELECOPIER #: 301-267-3889
2. NUMBER OF PAGES (including transmittal sheet): 5
3. COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_

NAVAL ACADEMY PRIMARY SCHOOL  
U. S. NAVAL ACADEMY  
GREENBURY POINT  
ANNAPOLIS, MARYLAND 21402

April 17, 1991

Dear Captain Haskins,

As a 4th grade teacher at the Naval Academy Primary School, I have had the great pleasure, the last several months, of working with one of your midshipmen - 3rd Class Paul M. Schimpf. Mdn. Schimpf, from 2nd Company, donates two hours of his time every Tuesday to help in my class. This is strictly a voluntary program and Mdn. Schimpf is not the only member of 2nd Company to come to our school. To an outsider, unfamiliar to the demands of the academy, two hours may not seem like much, but I know it is a major sacrifice on behalf of these fine young men and women.

Mdn. Schimpf is an excellent model for my students. He is not an idle or a helper, but actually comes to class and teaches.

NAVAL ACADEMY PRIMARY SCHOOL  
U. S. NAVAL ACADEMY  
GREENBURY POINT  
ANNAPOLIS, MARYLAND 21402

He has gone so far as to take the 4th grade math book "home" to Bancroft and sometime between studying for his own courses and his other Academy obligations, Mdn. Schimps has designed geometry lessons for my advanced math students.

A funny thing has happened since Mdn. Schimps has come to my class. There is rarely an absence on Tuesdays. My students tend to "dress up" a bit on the days "their mid" is coming. Mdn. Schimp is a big brother to many "my only" children; a male role model to those with fathers deployed.

In the future, my students may at times forget that Springfield is the capital of Illinois, but they will never forget that corn is a staple crop as they vividly recall

NAVAL ACADEMY PRIMARY SCHOOL  
U. S. NAVAL ACADEMY  
GREENBURY POINT  
ANNAPOLIS, MARYLAND 21402

Mdn. Schimp's geography lesson of growing upon an Illinois farm.

My students may struggle with reducing fractions but they understand the basic principle after Mdn. Schimp explained that battalions are  $\frac{1}{6}$  of the brigade.

But beyond all this, I've seen another major effect of Mdn. Schimp's volunteer work. After a major discussion of President Bush's "Thousand points of light" goal and Mdn. Schimp's volunteerism, my students wanted to do something to help. These 4th graders now give up their morning break every Monday to become "Reading Buddies" to one of the Kindergarten classes at our school. The "point of light" theory has a trickle down effect that has become contagious.

NAVAL ACADEMY PRIMARY SCHOOL  
U. S. NAVAL ACADEMY  
GREENBURY POINT  
ANNAPOLIS, MARYLAND 21402

In these times, when so much of what we hear is negative, I wanted to say thank you for allowing man. schimp to become part of our NAPS family.

Sincerely,

Cecilia Young

## The Benjamin Banneker Honors Math & Science Society

### Summary

The Benjamin Banneker Math and Science Honor Society of Montgomery County, Maryland, is an organization with goals to: (1) improve minority students' academic standing with respect to math and science, and (2) change the students' perception of math and science and the application of these fields in business, industry, and government. Approximately 150 students from 40 Montgomery County Public Schools (MCPS) are members of the Society, most of whom are gifted and talented. Every other Saturday morning the students visit the U.S. Naval Academy where they receive two hours of tutorial assistance from 70 midshipmen in math and science. In addition, the students participate in two hours of hands-on science projects that are conducted by 25 distinguished professors of the schools of math and science at the academy.

This supplementary education has improved the scholastic achievement of the Society members and cultivated their personal appreciation for math and science.

### Background

As pointed out in a recent article in the "PTA Today" magazine highlighting the Society, the name of the Society easily might lead one to conclude the focus is strictly academic. The main purpose of the Society, however, is to provide young Afro-American students with positive Afro-American role models who collectively help prepare the students to address effectively the total spectrum of life's challenges, including, and most specifically, academic challenges.

The Society was founded in 1989 by Mr. Joseph D. Speller, president of the Benjamin Banneker Middle School PTA in Burtonsville, Maryland. Mr. Speller, who is Afro-American, was moved to action when his seventh grade son, Chris, informed him that a charismatic, streetwise Afro-American student at Banneker was encouraging other Afro-American boys to shoplift, fight and extort money. Given the rather persuasive and threatening manner of this boy, several other boys lacking support to resist, experienced falling grades and a concern, which they express to Chris, of "falling into the cracks."

Mr. Speller, after being appraised of the situation, surmised that an increased positive Afro-American presence at Benjamin Banneker would help resolve the problem and prove helpful in other ways for the numerous single-parent households whose children attended the school. Following the approval of then Banneker Middle School Principal Donald Kress, Mr. Speller started the Society with the mission of providing Afro-American male mentors to help raise student self-esteem and academic achievement.

## The Benjamin Banneker Honors Math & Science Society

Initially, the fledgling organization involved only sessions during the school week. Professional Afro-American men, some who were fathers of Society members, visited Banneker for two hours on Monday mornings to discuss academic and social issues with the students.

Believing that still more positive influence was needed by the students, Mr. Speller sought to tap the nearby U.S. Naval Academy as a source of young, bright and accomplished Afro-American midshipmen to serve as tutors and mentors for the Society students. Many of the midshipmen had experienced similar problems in life as the students and, having overcome those situations, were ideal to provide inspiration from an older sibling perspective.

Calling for support from close friends who were successful Afro-American businessmen, as well as Academy and MCPS officials, Mr. Speller arranged bi-weekly math and science tutoring sessions at the Academy. The 21 midshipmen involved were enthusiastic about the program, despite Saturday being their only free day. Many of the midshipmen, who themselves had experienced academic difficulties, welcomed the opportunity to help others. It is important to note that the extensive negotiations that took place between Mr. Speller and the Academy, as represented by Adm. Virgil Hill, Academy Superintendent and Lt. Ronald McDonald, Academy Admissions Officer, were not only successful, but unprecedented in nature and demonstrated a genuine concern on the part of the Academy for minority students.

Central to the successful establishment (and maintenance) of the excellent relationship between the Society, and the Academy were and continue to be several key individuals who merit citation:

- .Dr. Harry Pitt, Superintendent, MCPS
- .Dr. Paul Vance, Deputy Superintendent, MCPS
- .Mr. Donald Kress, Past Principal, Banneker Middle School
- .Mr. Fred Lowenbach, Principal, Banneker Middle School
  
- .Adm. Virgil Hill, Superintendent, U.S. Naval Academy
- .Adm. Joseph Phueher, Commandant, U.S. Naval Academy
- .Capt. W.D. Key, Dean, Math and Science, U.S. Naval Academy
- .Capt. David Davis, Director, Candidate Guidance, U.S. Naval Academy

## The Benjamin Banneker Honors Math & Science Society

- .Dr. Samuel Massey, Professor of Chemistry and Society  
Academic Advisor, U.S. Naval Academy
  - .Lt. Ronald McDonald, Admissions Officer and Society/Academy  
Activity Director, U.S. Naval Academy
  - .Midshipman Alice Campbell, Tutoring Program Coordinator,  
U.S. Naval Academy
- .Anonymous Afro-American businessmen benefactors: some of  
whom are fathers of Society members

With the establishment of the mentor and tutoring relationship with the Academy, other aspects of the Society were developed that involved academic enrichment and increased cultural exposure. These activities continue to occur typically on alternate Saturdays (although from time to time special activities may occur on weekdays during or after school hours). These activities not only enhance exposure to math and science applications but also help develop student appreciation of literature, music and art. Mr. Speller considers these events critical to the development of high self-esteem and successful participation in society.

In addition, monthly meetings are held for the parents of each Society member to keep the parents apprised of Society activities, and student progress and to facilitate parental interaction.

Today, the Society is considered an overwhelming success by all involved. Student grades and other forms of achievement and/or accomplishment have improved. Most Society members claim, and MCPS officials have observed, increased motivation and interest in school. Mr. Speller and Dr. Pitt attribute the improvement in Society member performance and attitude to the adult (particularly among fathers)/midshipmen interest being directed toward academics, and the providing of consistent support.

The program has evolved considerably in the County since its inception and continues to do so. Society enrollment has increased from the original 22 fifth-to-eighth grade male students at Banneker to approximately 150 fifth-through-twelfth grade males and female students from 40 of the 175 schools in the County. Most of the 40 schools are starting their own Monday morning programs, and parents from all the programs will continue to meet monthly at Banneker. Society members now must maintain a C+ average to remain active; thus far, no one has failed to do so.

## The Benjamin Banneker Honors Math & Science Society

At the Academy, the program has extended beyond tutoring. Members of the math and science faculties have become involved with hands-on demonstrations of mathematical and scientific principles. Distinguished professors from the Academy and England have addressed the students at the Academy concerning the disciplines of:

- .Math
- .Physics
- .Chemistry
- .Oceanography
- .Computer Science and
- .Aerodynamics

The program has received numerous recognitions and honors in addition to being the subject of several articles and planned media coverage. Again, to illustrate the diversity of recognition and coverage, listings are presented.

### .Awards and Recognitions

- State of Maryland Governor's Citation Award (1991)
- Invitation to White House, Points of Light Award presentations (1990)
- Mr. Roger Porter, Special Assistant to the President for Economic and Domestic Policy, Letter of Recognition (1990)
- U.S. Department of Interior, Points of Light Award (1990)
- National PTA Child's Advocacy Award (1990)
- Montgomery County Journal Award, Greatest Contribution to Education (1990)
- Maryland PTA Award, Best Mentoring Program in State (1990)
- Montgomery County School Board Commendation for Academic Excellence (1990)

Prior to severe budgetary restrictions in Montgomery County, MCPS provided two buses for Society transportation; other expenses were paid for by Afro-American donors who have, in recent months, increased their donations to compensate for County funding limitations. Student enthusiasm for Society trips to the Academy or elsewhere is evident by their willingness to rise as early as 5:30 a.m. to be on time for typical 7:45 a.m. departures.

## The Benjamin Banneker Honors Math & Science Society

Non-tutorial or non-mentoring activities are the developing element of the program, and have included several functions of note. It is useful to list a few to help convey the type and diversity of exposure sought. It should be noted that the list contains several activities done in conjunction with the Academy. The administrations of the Academy and the Society have worked well together to structure a well-balanced curriculum for the students that permits maximum student exposure to relevant Academy capabilities and facilities.

- .Museum of African Art
- .National Portrait Gallery
- .Johns Hopkins University (School of Medicine)
- .Howard University (Founder's Library)
- .University of Maryland Baltimore County (Meyerhoff Scholar Program)
- .Norfolk Naval Base (Aircraft Carrier Eisenhower & Frigate Briscoe)
- .Montgomery County Executive Sid Kramer reception for Society and midshipmen
- .Ford's Theater (Black Eagles)
- .Lorton Correctional Facility
- .Evening formal and fashion show honoring mothers of Society members
- .U.S. Naval Academy Football Game
- .Blacks in Wax Museum
- .Dine at U.S. Naval Academy with midshipmen (King's Hall)
- .Tour of and hands-on demonstrations/participation at the U.S. Naval Academy Hendrix Oceanographic laboratory and aboard the oceanographic research vessel YP-686
- .U.S. Naval Academy Martin Luther King Commemorative Celebration
- .Annual Society events (potluck dinner, talent show, award ceremony)
- .Distinguished speakers who include:

- Mr. Joseph Watkins, Associate Director, Office for Community Action, The White House,
- Mr. Ronald Walton, Associate Director, Drug Prevention, The White House,
- Mr. C. Greg Petersmeyer, Assistant to the President, The White House,
- Gov. Douglas Wilder, Governor, Commonwealth of Virginia (scheduled for September 1991 Society award ceremony),
- Mr. Vinell Warn, Assistant Secretary of State for the State of Maryland,

*visited prior to Gulf deployment for them during the war*

## The Benjamin Banneker Honors Math & Science Society

- Sen. Ida Rubin, Chair, Montgomery County Senate Delegation, Maryland Senate,
- Del. Nancy Kopp, Speaker Pro Tem, Maryland House of Delegates,
- Del. Michael Gordon, Chair, Montgomery County Legislative Delegation, Maryland House of Delegates,
- Mr. George Reynolds, Westinghouse Electric Corporation and 1991 Black Engineer of the Year for Professional Achievement.

### .Printed Articles and Citations

- National PTA Today Magazine (February 1991)
- Washington Post Newspaper (Pending)
- Washington Times Newspaper
- New York Times Newspaper (Pending)
- Montgomery County Journal

### .Ongoing and Scheduled Television Coverage

- Jim Vance human interest segment (NBC news) [Pending]
- Documentary (NBC local news and Today Show) [Pending]
- Capital Edition (filming in spring of 1991) [Pending]

Along with its growth of members, new participants, and expanded activities, the Society has adopted a rather formalized structure to oversee its numerous undertakings. Mr. Speller remains the primary inspiration and spokesman for the program; however, he is now supported by a core of approximately 30 fathers and 10 mothers who serve on nine committees, under a coordinator, to assure Society requirements are met. The committees meet weekly among themselves and collectively on a regular basis. The committees include the area of:

- .Scholarship,
- .Cultural,
- .Parent Affairs,
- .Planning,
- .Public Relations,
- .Foreign Affairs (for planned visits to embassies),
- .Speaker Bureau
- .Transportation and Logistics, and
- .Publication (for monthly newsletter).

## The Benjamin Banneker Honors Math & Science Society

The Society is particularly innovative with respect to the cooperation received not only from the Academy, but also from the local school system. Each of the 40 Society member schools has two volunteer parent coordinators and two volunteer school administrative staff/faculty members. At each of the four MCPS area offices, the respective Associate Superintendent has recruited a volunteer coordinator who among other functions maintains a database for Society issues within that area's jurisdiction. This rather substantial structure is further reinforced by numerous volunteers from the more than 100 Afro-American fathers involved in the program.

The Society has made a quick but long-lasting impact in the lives of its student members by providing examples of Afro-Americans who have and are achieving. The effectiveness of the Society and its agenda is best exemplified by the statements of two participants. Collin Overby, an eighth grader at Eastern Intermediate School, says the program is a "tremendous learning opportunity. The mentors set good examples for us in work and study habits, and how to achieve goals." Reggie McKay, a fifth grader at Stonegate Elementary, says participating in the program "makes me feel proud of who I am."

The Benjamin Banneker Honor Math and Science Society is an excellent example of how concerned parents can be involved with the public school system and help make a difference. Or as Overby put it, "the program makes waking up so early on a Saturday morning worth it."

C 1-27-71

Midshipman Lionel Hines - plebe  
went to Paint Branch High School  
+ Banneker Middle School in  
Silver Spring

majoring in Aeronautical Engineering  
wants to be a Navigator  
varsity Tailback

tutored students while at H.S. but didn't  
go to N.A. as part of program

He likes helping the young students. "I wanted  
to give something back to the community, but  
I get a lot back in return. As a plebe  
here, you're the low man on the totem pole. ~~That~~  
Helping these kids makes you feel like you're not so much  
of a nobody."

"Midship have almost no free time, especially  
plebes."

interviewed 4-13-91 in  
King Hall at USNA

3/16/90

Perry -

As we discussed.

Linda

O'neal

343-1635

Linda's met him  
several times.

\* Bureau of Mines  
U.S. Department  
of Interior

# Black men as models

## Honor society teaches teens how to achieve

By **DEBBIE STONE**  
Journal staff writer

Michael Jordan and Bo Jackson step aside. Make room for Dr. Charles Drew and Chappy James.

The students in the Black Male Math and Science Honor Society at Banneker Middle School in Burtonsville are searching for role models and they seem more eager to pattern their lives after the scientist who discovered blood plasma and the Air Force's first black four-star general than superstar athletes.



**Joseph Speller**

"I want to be a rocket scientist," said eighth-grader Kevin Calise, 13.

"I want to go to the U.S. Naval Academy and I want to be a fighter pilot," said eighth-grader Chris Speller, 13.

Their thinking, they explain, has been influenced by several black businessmen who sponsor the society to improve the academic performance of black males.

"Academics must come before athletics," says Joseph D. Speller, Chris Speller's father and a labor-relations specialist, who organized the society. "We have to demonstrate to the people of the world that we are capable of being great scientists, great scholars, great communicators."

Speller, who is also president of the Banneker PTA, went to Principal Donald Kress last April for permission to start a counsel-

!\*

Montgomery Journal 3/11/90



Jeff Taylor/Journal

At Burtonsville's Banneker Middle School, the Black Male Math and Science Honor Society aims to raise the self-esteem of black students with academic and cultural activities involving black role models. During a recent session at the Naval Academy in Annapolis, Midshipman Second Class Deric Sims helps sixth-grader Taron Trice with math.

*lack of role models*

ing and tutorial program for black males. He and other parents were concerned about their children's grades, the lack of black male role models in the school and the negative influence one black student was having over their sons.

The student in question, who eventually was expelled, convinced students to shop-lift and extort money for him, Kress said.

"He was a very streetwise student who had a lot of charisma, and parents saw him leading their sons down the wrong path," Kress said.

Speller decided the way to attack the problem was to provide more positive role models.

"The lack of black male role models in the school contributed to the fact that some of our children had low self-esteem," said Speller.

Of 78 teachers at Banneker, seven are black, and all of the black teachers are women.

Speller started the society last spring. Those black students who were having the most trouble were selected to join. A total

of 31 students are participating; 24 of them do not have a male role model at home. Out of 1,088 sixth- through eighth-graders at Banneker, 145 are black males.

Each Saturday, the society takes a field trip — sometimes it's to the Naval Academy in Annapolis where they are tutored by black midshipmen, other times it is to a museum. Next week, they are going to Howard University to meet with professors and after that, they will go to Johns Hop-

Please see MODEL, A8

# Black males inspire teens to achieve

## MODEL from A1

kins University in Baltimore.

The trips are paid for with private donations, Speller said.

On Monday mornings, each of the students in the society spends nearly two hours in special sessions with Speller and Randolph Logan, a computer technician who drives in from Baltimore County, and Jack Garner, a salesman.

In those sessions, they sometimes discuss what it means to be black in a predominantly white society.

"It's not going to be easy," said Garner in one Monday meeting. "You have to work twice as hard."

"It is difficult being a black man in this country," Speller said. "Everytime we read a newspaper we're always reading about young, black males falling through the cracks.

"You want to convey that you are a man of substance," he said.

As part of the program, Speller, Logan and Garner keep track of each of the students' classwork and call them up if they see they are lagging or need extra help.

"They call you up to remind you about your homework," said eighth-grader David Carnell, 12, whose father lives in Chicago. "It helps a lot. They are always there for you."

Carnell's mother, Joyce, said her son's grades have turned around since he joined the program.

"I think it's made a tremendous difference in how he responds to things. On his achievement test, he made a 180-degree turnaround. They put him in gifted and talented classes."

"I've brought up a D in world studies to a B," David said.

David Carnell said the program also helps him to cope with the stereotypes teachers often have about black students. For instance, when he first was recommended for a gifted and talented math class, he overheard the teacher say he could not handle it. "They just always want you to fail," he said.

But, he said, when he finds he is depressed, he talks to some of the fathers who work with the society. "They know all your problems, especially Mr. Speller," he said.

### Speller's Inspiration

"I was inspired to put this program together because there is a profound need for black fathers to participate more in the well-being of their children," Speller said.

While Speller said racism does handicap black students, he said he believes the true reason blacks have not excelled is that their parents, particularly their fathers, are not involved with their studies.

"I reject categorically that blacks are not achieving because teachers think they are low-achievers," he said.

Speller believes the key to getting black males to achieve academically in a predominantly white school system is to expose them to successful black men and to show teachers that black parents care about their children's academic achievement.

Kress agrees.

"As a white male, I can say a lot of stuff to these guys, I can be an example, I can do a lot of things, but I'm still a white male," Kress said.

"The whole focus of the program was to find some positive black role models that these guys could use," he said.

Speller also started a parents group, which meets at least once a month to discuss their children's progress in school. If a problem arises, Speller will go to Kress and talk it out.

Rosalyn Reed, who has a son in eighth grade at Banneker, said she felt her son was being "lost between the cracks" before the program started.

"We wanted to know why his teacher was not showing an interest," she said.

Now, she said, her son is receiving the attention he deserves.

"I used to be getting a lot of Es. Now, I'm getting As and Bs. I probably wasn't motivated until I saw the

midshipmen at the Naval Academy," eighth-grader Jason Reed, 13, said.

Kress said not all the students in the program have improved their grades. "It's about 50-50," he said.

But, he said, it is clear the students' attitudes about school have improved.

"I see these guys in the hallway. I observe them in classes. They're becoming much more serious students. I think you've got to get that attitude before you can expect improvement," Kress said.

Speller said he wants to monitor these students through high school. He hopes other parents will continue the society at Banneker after his children leave.

"Black parents must work harder to ensure their children are fulfilling their responsibilities," he said. "I'm tired of some black folks asking for handouts. The time has come for us to do something for ourselves."

Speller's program has received high acclaim not only from Kress, but also from schools Superintendent Harry Pitt.

"It's the most inspiring program I've observed in a long time," Pitt said. "Mr. Speller, he's a gem. He went out there and decided he was going to be a parent for all these kids and his enthusiasm and support are fantastic."

Draft

DRAFT

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

April 26, 1990

The President today named the volunteers of the U.S. Naval Academy/Benjamin Banneker Honors Mathematics and Science Society Partnership, of Silver Spring, Maryland, as the --- "Daily Point of Light." This partnership instills in black students the determination to attain academic excellence in mathematics and science and encourages parental involvement in the education of black youth.

For the last three years, midshipmen and faculty at the United States Naval Academy in Annapolis have served as role models for over 100 black youth from 40 Montgomery County schools. Every other Saturday morning, the students meet at 7:30 a.m. at Benjamin Banneker Middle School and, accompanied by 35 parents, are transported to the Naval Academy in Annapolis. Midshipmen tutor the young people in math and science and professors lead science demonstrations. After three hours of instruction, the students share lunch with the midshipmen in the Academy cafeteria. The poise, leadership, and confidence of the midshipmen allow the youth to observe the hard work involved in achieving academic success.

A unique aspect attributed to the success of the program is a strong parental committment. The parents meet on a monthly basis to discuss the student's progress and they meet weekly with an assigned committee, where they arrange field trips and speakers. Some fathers serve as surrogate fathers for the students who lack positive adult males in their lives. Every other Saturday, the parents chaperone field trips to museums, galleries, theatres, and operas, enriching the students' cultural awareness. In addition, every Monday morning, parents visit the school and talk with the students about potential professions.

437th The President salutes the United States Naval Academy/Benjamin Banneker Honors Mathematics and Science Society Partnership as the --- "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the efforts of the United States Naval Academy/Benjamin Banneker Honors Mathematics and Science Society Partnership; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

# # #

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov  
(202) 456-6266

DRAFT

# NEWS



United States Naval Academy • Annapolis, MD 21402-5000 • (301) 267-2291

#0223  
26 October 1990

## MEDIA ADVISORY

### MIDSHIPMEN TUTORING BLACK MIDDLE SCHOOL STUDENTS TO BE HONORED

Twenty-five midshipmen will be recognized by the Naval Academy for their efforts in tutoring students from Montgomery County's Banneker Middle School Black Honors Mathematics Society in a ceremony in the academy's Bancroft Hall on Tuesday, October 30, at 3:30 p.m.

The midshipmen are being honored for tutoring 60 students from grades 5 through 12 every other Saturday morning at the Naval Academy. Focusing on math and science, midshipmen are often joined by faculty members who contribute to the tutoring efforts.

The society was founded in 1988 to promote academic excellence among black students, especially in the areas of mathematics and science. In addition to participating in tutoring sessions, students take field trips together to museums and universities.

USNA

If you would like to cover this ceremony, please call Carol Feldmann or Lt. Roxie Thomsen at (301)267-2291 or, from Washington, D.C., call (301)261-2261.

#0076  
15 May 1989

ANNAPOLIS, MD. -- U.S. Naval Academy Midshipman Alisha Thurman helps a seventh grader from ~~Bishop~~ Banneker Middle School in Montgomery County with her math problems. Thurman is one of 15 midshipmen volunteers who are participating in a mathematics tutorial program for the Montgomery County students. Every other Saturday during the school year, more than a dozen students from the school come to the academy, where they are tutored in mathematics by the midshipmen and are treated to lunch in King Hall, the midshipmen's dining area. The midshipmen, who act as big brothers and sisters, are also planning to take the students to some Navy football games this fall and to the Naval Station, Norfolk, Va., where they can show the youngsters Navy ships and aircraft. The program is sponsored by Floyd Grayson, one of three black graduates in the Naval Academy Class of 1965, with the purpose of providing positive role models for black youngsters. The program was coordinated by Navy Lt. Ronald K. McDonald, a 1984 academy graduate assigned to the academy's Admissions Office, and J.D. Speller, president of the PTA at ~~Bishop~~ Banneker Middle School. Midshipman William Simmons, who will be graduating from the academy in May, coordinated the efforts of the midshipmen volunteers. Simmons is also in charge of the social programs for the midshipmen's Black Studies Club. (Naval Academy photo)

### Oath of Office for Midshipman Candidates

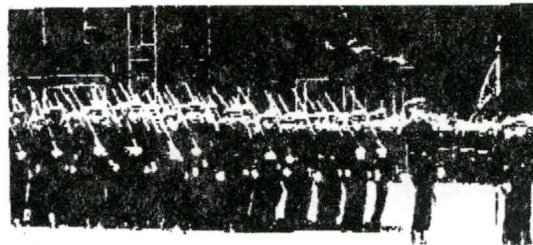
Each candidate for midshipman will be required to take the following oath of office upon entrance.

"I, \_\_\_\_\_, having been appointed a Midshipman in the United States Navy, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter; So Help Me God."



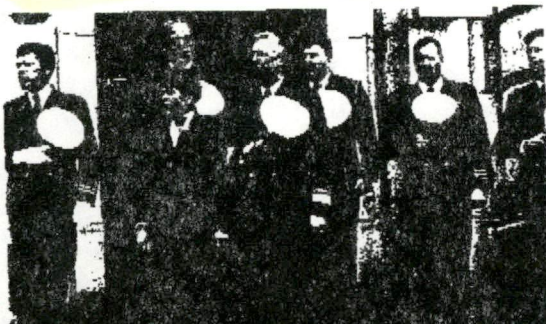
You, of the Class of 1994, will recognize this short statement as the oath you will take when appointed Midshipmen. Let us analyze this oath; what privileges and responsibilities does it bestow on you?

The oath is not to be taken lightly; its meaning is deeply sealed in the minds of all Midshipmen, past and present. Read the oath again, read it carefully. You should readily see that by accepting this oath you have sworn to support, without reservation, our Constitution, our government, our way of life. You are here to become a member of a great fighting force, one ready and willing to defend our nation against any enemy. You may never be called on to give your life; you may never strike a blow against a seen or unseen enemy, and yet, you must be ready to do just that. Note also, that you have been appointed a Midshipman in the United States Navy. You are now an active duty member of the United States Armed Services, and as such are subject to its rules and regulations. Furthermore, you are al-



ready an officer, a junior officer yes, but nevertheless, an officer. A great deal is expected of you; the standards set for you are high, as they should be. Yet, you must meet the standards expected of you.

Finally, you should notice that you have sworn to "well and faithfully discharge the duties of the office on which I am about to enter." What are these duties? Simply, to progress mentally, morally, and physically, to develop in mind and character. Much of this development has already been accomplished because of some previous years of home, school, and church guidance. But you will soon find that more development is planned for you in the next four years. It is your responsibility to keep working, to continue this already accelerated development program. Remember, you are only what you make yourself.



32

## Qualifications of the Naval Officer

It is by no means enough that an officer of the Navy should be a capable mariner. He must be that, of course, but also a great deal more. He should be as well a gentleman of liberal education, refined manners, punctilious courtesy, and the nicest sense of personal honor.

He should be the soul of tact, patience, justice, firmness, and charity. No meritorious act of a subordinate should escape his attention or be left to pass without its reward, even if the reward is only a word of approval. Conversely, he should not be blind to a single fault in any subordinate, though at the same time, he should be quick and unflinching to distinguish error from malice, thoughtlessness from incompetency, and well meant shortcoming from heedless or stupid blunder.

In one word, every commander should keep constantly before him the great truth, that to be well obeyed, he must be perfectly esteemed.



—From a composite letter of John Paul Jones' phrases and clauses as compiled by Augustus C. Buell.

33

## The Concept of Duty

A Concept of Duty must be clearly defined and taught to all midshipmen as a fundamental part of the Naval Academy mission. The professional officer corps of the Navy and Marine Corps requires a commitment to duty, honor and service to country above self. The Academy experience must inculcate a thorough understanding of these principles in every graduate. By the time midshipmen graduate and accept a commission in the United States Armed Forces, these ingredients of leadership must be an accepted part of their leadership.

Duty is defined as obligatory tasks, service or functions that arise from one's position, such as active military service. Duty implies a moral as well as a legal obligation to do what is right, to complete the task assigned, to seek out and fulfill responsibilities, and to be held accountable for one's actions.

The legal basis for this obligation exists in our Constitution that was established by the people of the United States, "in order to form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our prosperity." The Constitution forms the legal foundation for our free society which guarantees each citizen such basic rights as: freedom of speech, freedom of religion, freedom of the

34

press, freedom to assemble, redress of grievances, the right to vote, security of the home from unlawful search and seizure, trial by jury, freedom from slavery or servitude. The defense of this free society must be assumed by the citizens as a *duty* to be performed for the common wellbeing of all.

This *call to duty* in the defense of our way of life is met by the professional military officer who provides leadership and by the professional enlisted man who provides the strength of our armed forces. The seriousness of the *commitment* is evident in the fact that each midshipman, upon entering the Naval Academy and again upon accepting a commission as an officer, takes the Oath of Office. Under this *Oath of Office* individuals solemnly swear; to support and defend the Constitution of the United States against all enemies, foreign and domestic; to bear true faith and allegiance to the same; to take these obligations freely and without any mental reservations; and to well and faithfully carry out the *duties* of their office to the best of their abilities.

Through the Oath of Office, a member of this country's armed forces accepts the role of defending our society as a solemn duty and makes a commitment to place this duty above a concern for self. Implicit in the values of the Constitution is the underlying commitment to a moral set of standards for our society that places a premium value on individual integrity and doing what is right. The development of sound moral and ethical standards is an essential

35

loyalty. The combination of these characteristics will determine where a person stands on matters of conscience. Each individual, when faced with tough issues of ethics, must draw upon these developed moral values to decide what is right and consistent with the high standards of integrity expected of a Naval/Marine Officer. It is essential that these values be tested, measured and reinforced at the Naval Academy because without personal integrity of the highest order, a Concept of Duty is meaningless.

### Duty in Specific Terms

The Concept of Duty must be thoroughly learned and practiced at the Naval Academy over the four-year experience. Each midshipman must understand and fulfill his/her duties throughout the entire Naval Academy experience. Significantly, the nature of the midshipman's duties, as well as the scope of responsibilities steadily increase during the four-year Academy experience. The legal and moral aspects of duty have been discussed. The action part of a Concept of Duty involves your daily commitment to do the tasks assigned, to fulfill your responsibilities, and to be held accountable for your actions. The duty to assume responsibilities includes a relationship of trust between the junior and senior, a trust that a responsibility once accepted or assigned will be carried through to completion. An officer who is assigned or assumes specific responsibilities is held accountable for the

...and critical standards is an essential part of the Naval Academy mission. The moral basis for duty requires a high degree of personal integrity, honor and

...is held accountable for his actions. In other words, he or she is answerable for the results of his or her actions. Although accountability starts at the top, it focuses

36

sharply on the individual who has the direct responsibility for a specific set of actions.

How does this duty to fulfill your responsibilities apply to life at the Naval Academy? As a midshipman, you have the following responsibilities:

- a. To meet the required academic standards and stretch yourself for excellence through diligent application of study habits. You are held accountable for this effort by your professor, your Company Officer and ultimately the Academic Board in cases where this responsibility is not met.
- b. You are responsible to maintain a high standard of physical fitness. Accountability is measured through semi-annual PE tests, instruction in various sports, conditioning squads, and weight programs.
- c. You are responsible to maintain the highest standards of personal and room appearance while presenting a sharp, trim military bearing and role model. Accountability is measured through various personal inspections and room formals throughout each semester.
- d. It is your responsibility to develop a keen sense of integrity that commits you to do what is right, whether your actions are witnessed or not, and to identify the facts in any situation and take corrective action as necessary without outside stimulation. Accountability is held through the Honor System and Conduct System as well as through military performance evaluations. During your four years at the Academy you must develop self-discipline, maturity and a commitment to the

daily implementation of the *Concept of Duty*. You will learn that it is not easy to be a good leader. It takes time and extra effort. However, you must strive to lead by example in order to provide guidance for those that you supervise. At the same time their performance must also be monitored.

The Commanding Officer's confidence in a junior officer is built on the ability of that officer to keep him informed. Information must be given even if it reflects poorly on that officer's performance. An officer should strive for as little direction from his supervisors as possible while he insures that he does not overstep the bounds of his authority.



38

The *Concept of Duty* cannot be taught totally in a classroom, rather, it must be lived. Everything in your daily routine—musters, academic accountability, watchstanding, the conduct code, personal appearance, academic performance, and even routine reports, test your understanding of commitment to, and application of the *Concept of Duty*.

## The Honor Concept

Honor is a quality which renders a person unable to say anything less than the absolute truth in any situation, regardless of the outcome, and it leaves him incapable of any action which would bring reproach upon his integrity. John Paul Jones is reputed to have said, "It is by no means enough that an officer of the Navy should be a capable mariner. He should be as well a gentleman of liberal education, refined manner, punctilious courtesy and the nicest sense of personal honor." It is this "personal honor" that is the foundation for the Honor Concept at the United States Naval Academy.

Honor, personal integrity, and loyalty are fundamental characteristics essential to every naval officer. To develop or enhance these attributes in a midshipman is to create

39

Each midshipman must understand the *need* for complete honesty and truthfulness in word and actions. Each must come to know that false or misleading statements or acts in the stress of combat situations could endanger lives and military success. To a naval officer, honor is much more than a "gentleman's code", for noncombat situations develop habits and traits that determine a person's response under more demanding conditions. Through acceptance and practice of the highest standards of personal conduct, an officer's word has become his or her bond, his or her signature of verification of truth, and his or her actions assumed to be straightforward and above reproach. It is thus requisite that each graduate—and each midshipman—be a person of infallible honor at all times under all conditions.

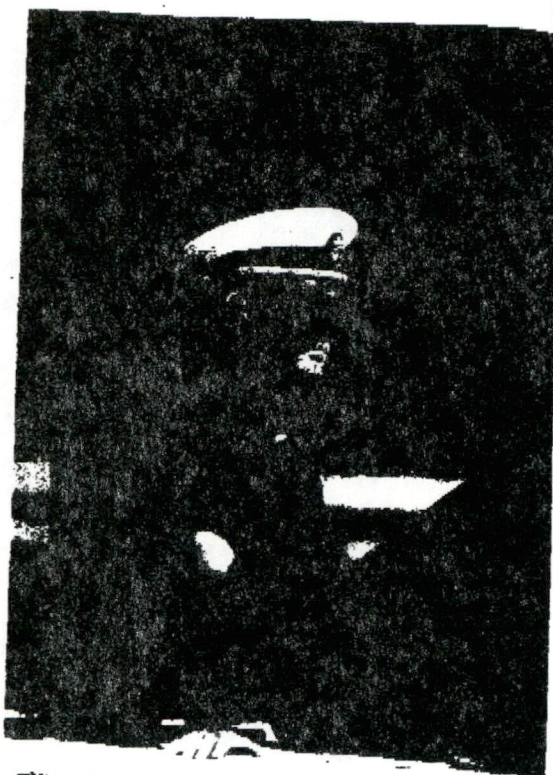
The Naval Academy Honor Concept is broad and general rather than specific and detailed in nature. It is predicated on the belief that midshipmen must learn to make their own decisions concerning what to do or say in any situation based on guidelines or principles. Honor Concept principles are:

- a. Midshipmen will not lie, cheat, or steal, nor will they mislead or deceive anyone as to known facts. A midshipman will be truthful, trustworthy, honest and for-

or enhance these attitudes in a midshipman is to create in each one's mind and conscience a lasting awareness of what is right and honorable as opposed to what is wrong and dishonorable. Through such indoctrination, midshipmen will both, by habit and by conscious thought, choose the honorable course of action in every situation encountered.

- thright at all times and under all circumstances.*
- b Midshipmen are presumed to be honorable at all times and to possess moral integrity in the fullest sense and will be treated accordingly, unless they prove otherwise by their words or actions.

40



41

Midshipmen should neither permit nor accept anything which is not just, right, and true. They should do the right thing because it is right, not because of fear of punishment.

The Naval Academy Honor Concept further defines violations of these principles as lying, cheating, stealing, or misleading or deceiving, as intentional and deliberate acts.

The above guidelines should be the basis for a midshipman's conduct in all places and under all conditions, whether official or personal in nature. The Honor Concept is, therefore, an all pervading way of life and not just a set of regulations for which violators will be punished.

The Naval Academy Honor system is a concept, not a code of specifics, and the guidelines or principles are broad and general. Thus, individual moral responsibility becomes the obligation of every midshipman. Midshipmen, therefore, must know and understand the need for the Honor Concept, its principles, and its application. Then, in the situations which they encounter daily, they should, by conscious deliberation or by force of habit, make the decisions or take the actions that are consistent with Honor Concept principles.

The Honor Concept does not belong to a person or a unit; its standards and implementations are the responsibility of everyone at the Naval Academy: the Superintendent, the faculty, the Brigade officers, and especially the Brigade of Midshipmen. The Honor Concept is administered through a Midshipman Honor Organization composed of the elected officials of each class in each company. Brigade

42

indoctrination on the Honor Concept is accomplished through seminars or discussions conducted by honor representatives in each company utilizing a Brigade-wide outline. Violators of the Concept, after investigation by the Midshipman Honor Organization, are reported to the Commandant of Midshipmen and may be recommended for separation from the Naval Academy.

A dishonorable act must not be excused because of "classmate or unit loyalty." A midshipman observing another in a dishonorable act has three courses of action available to him: he may report the incident to the Midshipman Honor Organization directly, or he may prefer to reaffirm the observations and obtain the offender's viewpoint through personal questioning prior to reporting the offender, or he may choose to caution the offender personally. A midshipman who observes an honor offense and does not take one of the above actions has failed in his or her responsibility to the Honor Concept and to the Brigade. This failure, while not in itself an honor offense, is punishable under the Administrative Conduct System.

In honor-related situations, the right course of action will not always be obvious—there are some "gray areas" in which you will have to use your best judgment. Also, peer pressure may make the correct action difficult to take: The Honor Concept strives to instill in every midshipman the ability to make the right decision, regardless of personal cost.

As a midshipman and prospective naval officer, you must be willing to accept the Honor Concept wholeheartedly. You will receive further indoctrination on the applica-

43

tion of its principles and procedures upon your arrival at the Academy; you should not be apprehensive at the thought of living under such a Concept. Most midshipmen have no problem accepting the Honor Concept. The very few who are not able to abide by its principles are separated from the Brigade of Midshipmen. Honor and personal integrity are highly prized qualities imbued in every reliable naval officer. In a short time you will find living by the Honor Concept to be a way of life which you will be proud to always maintain.

## Code of Conduct

### For Members of the Armed Forces of the United States

On 17 April 1955, President Eisenhower presented to the nation and its military, the Code of Conduct. It contains the ideas of some of our most learned and patriotic Americans and is a statement of principles which we Americans in the military must live by and believe in.

The Code of Conduct consists of six articles which declare an American's loyalty and devotion to God, country, and fellow Americans. Although primarily a code for prisoner-of-war conduct, the concepts expressed apply not only to the prisoner of war, but also to the American military person who is free to defend this country. The vital principles of the Code of Conduct are especially applicable to Naval Academy graduates, whose example of leadership as a line officer of the Navy will determine to a great ex-

44

lent the course followed by all those in their command. Hence, the Code must become an active part of your daily life.

As a plebe, you should learn and understand the Code of Conduct, its underlying principles, and how the application of these principles will help you at the Academy and later in command positions in the Fleet.

I. I am an American. I serve in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

II. I will never surrender of my own free will. If in command I will never surrender the members of my command while they still have the means to resist.

III. If I am captured I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.

IV. If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.

V. When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.

45

VI. I will never forget that I am an American, responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

A loyal person is one whose being contains true, willing, and unflinching devotion . . . devotion to shipmates, the Academy, the Navy, and above all the Country. Loyalty implies patriotism of the highest sense. By taking the Oath of a Midshipman, you have vowed to support and defend the Constitution of the United States. By adopting the uniform of a Midshipman, an officer, you have publicly announced your allegiance to your country and the Navy as an instrument by which your country is protected. Your loyalty will never be questioned; rather, it will always be assumed.

While you are here at the Academy you will quickly develop class loyalty. This loyalty will be cherished throughout your Naval career. You will and should look out for classmates: help them, counsel them, encourage them, support them in work and deed. Class loyalty *does not* encompass committing a conduct or honor offense to cover for a classmate. Loyal classmates will never put you in a position where you must lie or cover for them; they will never put you in a position where your duty requires you to put them on report. The old expression "Never bilge a classmate" means never speak ill of classmates; it means to give them all reasonable assistance and encouragement. It is not a hindrance to doing your duty.

46

There will be times in the coming years when you will be faced with a conflict of loyalties, when you will be forced to decide between loyalty to your country and to your shipmates, between your superiors and your subordinates. Keep in mind that it is the nation, and not the individual, that comes first in a military organization. Often the choice is difficult to make, yet it must be made; the nation comes first.

The officer's obligation to serve encompasses, in addition to assigned duties, every facet of his private and public behavior. An officer's behavior determines the degree of trust and confidence placed in him by his superiors, associates, subordinates, and most important of all, by the country he serves. In preparation for his assumption of status as an officer, it is the responsibility of each Midshipman to train himself to adhere to a standard of conduct that is not only above criticism, but is an object of universal admiration and respect.

Self-discipline is the keystone here; without it, one cannot possibly expect to discipline one's men. Remember, they should do what is right because they WANT to do what is right, not just because it's the "right thing to do." They must be conditioned to such an extent that there is no choice between the hard right and the easy wrong. Such conditioning requires discipline and fortitude.

Remember these words of Lord Jervis (Earl St. Vincent) of the Royal Navy, "Discipline begins in the wardroom. I dread not the seaman. It is the indiscreet conversation of the officers and their presumptuous discussions of the

47

Part of the mission of the Naval Academy is to teach all Midshipmen to conduct themselves in the proper manner and to eliminate from training those who cannot or will not so conduct themselves. The training approach to the conduct problem recognizes that Midshipmen will lack some knowledge of conduct requirements and will make some honest mistakes. Conduct infractions are punished by the assignment of demerits and the marching of tours by Fourth Class midshipmen; upperclassmen are punished by the assignment of demerits and of restriction days according to the seriousness of the violation.

The accumulation of demerits by a Midshipman is not a thing to be taken lightly. The conduct record of Midshipmen is a direct measure of their performance as Midshipmen, their attitude toward discipline, respect for authority, and pride in service and profession. These are essential qualities for the successful military officer.

The standards of conduct which may be condoned elsewhere are intolerable among Midshipmen. The standards of honor and integrity of other schools or communities have no bearing on those which must prevail at the Naval Academy.

Young men and women who are receiving their first lessons in military discipline must be warned that organized or collective resistance to authority is far more serious than resistance by individuals acting alone. Therefore, no Midshipman, in concert with others, shall adopt any measure under pretense of procuring a redress of grievance, ap-

the officers and their presumptuous discussions of the orders they receive that produce all our ills."

under pretense of procuring a recess. Extended Page 12. 1  
probation or disapprobation, or sign any paper or enter in-

to any written or oral agreement with a view to violation or evasion of any regulation of the Academy. Midshipman shall also not concert or combine with or join others in doing any act contrary to the rules of good order and discipline, or endeavor to persuade others to do the same.

Midshipmen shall conduct themselves with the propriety and decorum which characterize gentlemen and gentlewomen. All misbehavior, disorder, or negligence not herein expressly mentioned will be treated as "Conduct to the prejudice of good order and discipline," or as "Conduct unbecoming a Midshipman," as the circumstances dictate.

John Walter Wayland summarized what is expected of a gentleman and a gentlewoman when he wrote:

"The true gentleman is the man whose conduct proceeds from goodwill and an acute sense of propriety, and whose self-control is equal to all emergencies, who does not make the poor man conscious of his poverty, the obscure man of his obscurity, or any man of his inferiority or deformity; who is himself humbled if necessity compels him to humble another; who does not flatter wealth, cringe before power, or boast of his own possessions or achievements; and who speaks with frankness, but always with sincerity and sympathy, and whose deed follows his words; who thinks of the rights and feelings of others rather than of his own; who appears well in any company, and who is at home when he seems to be abroad—a man with whom honor is sacred and virtue safe."

That's quite a bit to ask of a person, but it's expected of you. Live up to Wayland's words.

You will all agree that we've talked a great deal about all phases of character in the preceding pages, but they deserve the time and effort. However, it takes more than character to mold a fighting military person; it takes a competitive spirit and an ability to work with others as well. So, the next few pages will cover first teamwork, then competition. More will be said about competition in the section concerned with athletics.

There are three general types of groups in peace, war, and sports: the individual, the team, and the mass. Certain nations have relied principally upon the individual, others upon the mass. The team, a distinctively American concept, is our chief reliance. A team is more than a collection of individuals; it is a group organized for a specific purpose, whose success is achieved through the mutual support and assistance of its members.

Such principles of war as the objective, the offensive, co-operation, surprise, economy of force and movement are all elements of team play.

"Ship's Spirit" and "Squadron Spirit" are the Navy version of *esprit de corps*. Loyalty to one's ship or unit is combined with devotion, enthusiasm, and pride. It is group spirit, embodying a definite bond between the members for each other, their leaders, and their ship. "Brigade Spirit," "Battalion Spirit," "Company Spirit," and "Team Spirit" are but other names by which this same thing is known here at the Naval Academy.

The former Chief of Naval Operations, Admiral Arleigh Burke has this to say about competition:

"We are told at an early age that teamwork is the key to success. And certainly teamwork—teamwork in battle—teamwork on the playing field—teamwork in any enterprise—does make an important contribution to success.

"But let's never forget that a team is a dynamic, virile organization, not a refuge. A team cannot exist without individuals.

"By combining his efforts with those of his teammates the individual increases and sharpens his own strength. And it is this effort, this vigor, and this determination of each individual on the team, that produces ultimate victory.

"Competitive spirit is an essential ingredient of American life. For without competition we can drift in contentment. Without competition we can become satisfied and comfortable. Without competition the old records are never broken, and men fail to realize their full potential.

"The Naval Academy's mission is to train the leaders of tomorrow's Navy, to prepare them to face the tougher competition that lies ahead.

"For the competition that concerns us most urgently now and in the future is a vast, worldwide competition that confronts all of us, our Nation and the entire Free World.

"It is a relentless competition that embraces every aspect of human endeavor: political, military, educational, economic, cultural, and athletic. It is a competition that calls upon all the strength, all the stamina, all the devotion, that our nation can summon. It demands our will to win, as a

## THE ORDER

Juniors are required to obey lawful orders of seniors smartly and without question. An expressed wish or request of a senior to a junior is tantamount to an order if the request or wish is lawful.

our nation can survive. It demands our attention, our  
nation, and as individuals."



The seal of the Naval Academy has for its crest a hand grasping a trident, below which is a shield bearing an ancient galley coming into action, bows on, and below that an open book, indicative of education, and finally bears the motto, "Ex Scientia Tridens"  
(From knowledge, sea power)

## Customs and Traditions

### All Hands are Hospitable

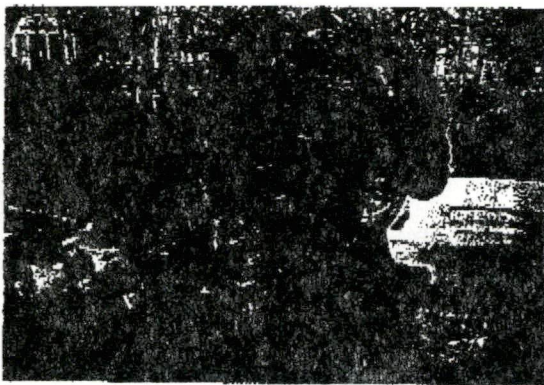
When you join your first wardroom mess a few years from now you'll find that "A guest of a member is the guest of the mess." All members of the mess, from the Executive Officer on down to the junior Ensign, make it a point to greet shipmates' guests and make them feel they're welcome.

The same procedure is followed within the Brigade—although of course it's bigger than hundreds of wardroom messes! If one of your shipmates invites his or her family or friends for a meal in the mess, do what you can to make them feel at home. If a group of "old grads" or "V.I.P.s" are visiting the Naval Academy, help give the impression we're glad to have them aboard—even if your contribution is nothing more than a friendly smile! Always be ready to help visitors—official or unofficial—with directions, information, and a friendly greeting.

One of the most pleasant facets of this hospitality tradition is the custom of saluting acquaintances who are dragging. The salute, which takes the place of a mere wave of the hand, pleases drags and gives them a good impression of the Naval Academy. Naturally such a salute is not mandatory—but is a courtesy which you will appreciate when you are dragging—so when you see friends with a drag, a member of the family, or visitors, give them a cheery salute!

### Tecumseh

Tecumseh, lord of football games and final exams, has,



for years, received a deluge of our pennies as we march by to exams or football games. Before any football game, especially the Army-Navy Game, he is bedecked in full warpaint in preparation for the big encounter. This figurehead, really of Tamanend, a Delaware chief, was brought here after the ship, the U.S.S. *Delaware*, was scuttled. He was given several names by the Midshipmen before "Tecumseh" received general acceptance. When he began to weather badly, the Class of 1891 replaced his timbers with bronze, sealing within the heart, brains, pipe, arrows, and tomahawk of the original, and an 1891 class ring and muster. The original Tecumseh is in Halsey Field House, and a model of the *Delaware* is in the basement of Mahan Hall.

### The Cover and the Kiss

Whenever a person dons the cover of a Midshipman, it is customary that the Midshipman shall be entitled to a kiss. Although he should exercise discretion, each Midshipman will do his best to uphold this tradition.

### Special Meals

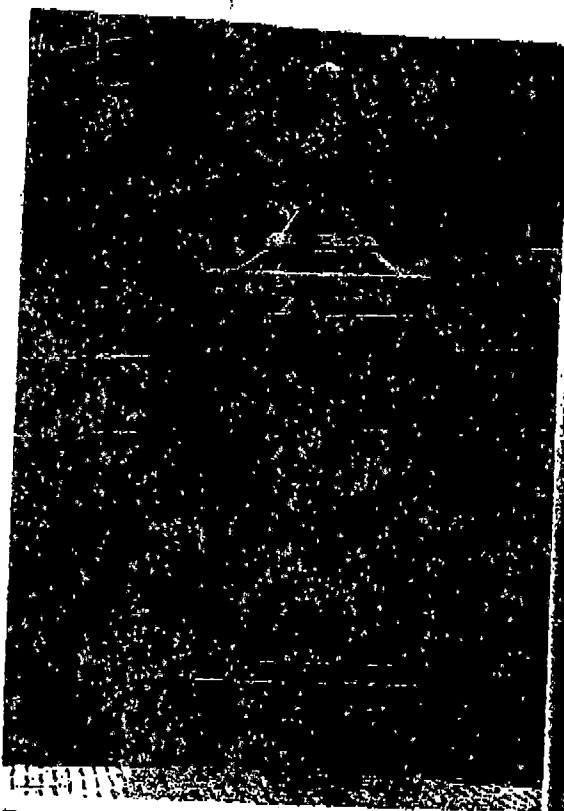
On an appropriate evening before Christmas leave, the Brigade is treated to a special holiday meal which is highlighted by the privilege of smoking in the messhall. You may invite guests to this meal as well as all other meals.

### Bilger's Gate

Upon departing from the Naval Academy by way of Gate 3, one will see a small gate on the right called "Bilger's Gate." This gate received its name many years ago when Midshipmen, who could not meet the Academy's standards, would turn in their dismissal papers at the guard house next to the gate and then leave through this exit. Tradition has it that any Midshipman who uses this gate will "bilge out." For this reason one will never see a Midshipman using "Bilger's Gate."

### Football Trips

Highlighting the football season are those weekends when members of the Brigade go to other cities to see Navy's team in action and enjoy an evening of liberty—especially that Saturday when the Brigade goes to Philadelphia to BEAT ARMY! You will be representing the Naval



The Japanese Bell

Academy to the American public, and therefore you should be particularly conscientious about your conduct and appearance.

**The Victory Bells**

The Academy's victory bells, flanking Bancroft's steps, are replica of the Japanese Bell and the Enterprise Bell. The Japanese Bell is a 600-year-old relic of Commodore Perry's voyage of 1853 that opened Japan to commerce. It was given to him by the Regent of the Liu Chu Islands (now called the Ryukyus, which include Okinawa). The Enterprise Bell, from the carrier *Enterprise*, was brought to the Academy in 1950.

For victory over Army in varsity football, the Enterprise Bell will be rung from the time the results are known in Bancroft Hall until the team returns. Midshipmen left behind when the Brigade leaves to attend the game will be used to ring the Enterprise Bell until the Brigade returns, when a preappointed detail will take over. During the team reception, the Navy score will be rung on the Japanese Bell by the team Captain, Coach, Superintendent, Commandant in that order followed by each team member ringing the bell once.

When Navy defeats Army in a majority of contests during each season, the Brigade Commander will arrange for the Enterprise Bell to be rung at a suitable time on Sunday. First to ring the bell will be the victorious team captains, followed by the coaches, Superintendent, and Commandant, each ringing the bell once for each victory. Team

members then ring the bell once. After all team members have had their chance, the members of the Brigade may continue the acclaim until 1800 Sunday.

**Graduation Salute**

It is traditional that newly commissioned Ensigns and Second Lieutenants give a dollar to the first person that salutes them.

**Class Crest**

It has been said of the Academy that "Every class is a fraternity." This may seem hard to believe as you look at the hundreds of strange faces in your Plebe summer class, but as time passes you will see the truth of this statement. Plebe year and Youngster cruise will knit your class together; sports and liberties in foreign ports will develop increased class unity; and by the time you graduate, '94 will truly be one more Naval Academy class solidified by lifelong bonds of friendship.

**The Naval Academy Ring**

One of the biggest occasions at the Academy is having that special someone place upon your finger the Naval Academy ring. Except for the classes of 1877 through 1880, every class since the Class of 1869 has had its own ring, designed by members of its own class. According to custom, the ring is worn on the third finger of the left hand with the class crest inside, signifying the bond of fellowship with one's classmates. Upon graduation the Academy seal is turned inside to remind the graduate of his days at the Academy.



The Ring Dance

**The Color Company**

The Color Company, the pride of the Naval Academy, is the company which gained the most points in the Intra-Brigade competition during the previous year. The competition covers military and professional drills, sports, academics, and a variety of community service opportunities. Naturally the rivalry is spirited. Each member of the winning company is entitled to wear the prized gold "E" for excellence through the next year. During Commissioning Week, the company takes part in the special ceremony in which National and Brigade Colors are presented to the new Color Company Commander by the Superintendent. When the Ceremony is over, the honored company passes in review with the Brigade.

## MIDSHIPMAN ACTION GROUP ACTIVITIES 1990-91

<u>GROUP</u>	<u>ACTIVITY</u>	<u>INVOLVEMENT</u>
Mid'n Action Group	Special Olympics	Yearly/400
Black Studies Club	Banneker Mid School	Monthly/15 Mids
Big Brothers/Big Sisters	Work with youth	Monthly/20 Mids
1st Battalion	Draketail	Weekly/25 Mids
2nd Battalion	Friends of the Park	Weekly/25 Mids
6th Battalion	Hanging of Greens (Annapolis Jaycees)	Christmas/100 Mids
16th Company	Adopt-a-School (Severna Park)	Weekly/15 Mids
1ST Battalion	Adopt-a-School (NAPS)	Weekly/15 Mids
19th Company	Adopt-a-School (Central Middle)	Weekly/20 Mids
21st Company	Adopt-a-School (Germantown)	Weekly/15 Mids
25th Company	Adopt-a-School (Georgetown East)	Weekly/15 Mids
26th Company	Adopt-a-School (West Annapolis)	Weekly/25 Mids
27th Company	Adopt-a-School (Rolling Knolls)	Weekly/20 Mids
30th Company	Adopt-a-School (Annapolis Elem)	Weekly/30 Mids
32nd Company	Adopt-a-School (Hillsmere)	Weekly/20 Mids
33rd Company	Adopt-a-School (St Mary's K-12)	Weekly/15 Mids
2nd Class Stripers	Trick or Treat Party (Drug Free Annapolis)	Halloween/20 Mids



Montgomery County Government

91 APR 17 P2: 43

DEPARTMENT OF FINANCE  
FAX NUMBER - 217-2045

*Personnel*

DATE: 4/16/91

PAGES: Cover + 6  
(Including this page)

TO: Bob Simon

FROM: W P Garrett - 217-2284

SUBJECT: Final Copy - Banneker Honors Society  
(202) 456-6218

IF YOU HAVE ANY QUESTIONS CALL

Grin and ignore it.



Montgomery County Government

WILLIAM P. GARRETT  
Director of Personnel

101 Monroe Street  
Executive Off. Bldg., 7th Floor  
Rockville, Maryland 20850  
(301) 217-2284

Office of the Director, Department of Finance

101 Monroe Street, Rockville, Maryland 20850, 301/217-2045

# THE BENJAMIN BANNEKER HONORS MATH & SCIENCE SOCIETY MONTGOMERY COUNTY, MARYLAND

IN

## PARTNERSHIP WITH THE UNITED STATES NAVAL ACADEMY

### SUMMARY

The Benjamin Banneker Math and Science Honor Society of Montgomery County, Maryland, is an organization with goals to: (1) improve minority students' academic standing with respect to math and science, and (2) change the students' perception of math and science and the application of these fields in business, industry, and government. One hundred fifty (150) elementary, junior high and senior high school students from forty (40) Montgomery County Public Schools (MCPS) are members of the Society, most of whom are gifted and talented. Every other Saturday morning, the students visit the U. S. Naval Academy where they receive two hours of tutorial assistance from seventy (70) midshipmen in math and science. In addition, the students participate in two hours of hands-on science projects that are conducted by twenty-five (25) distinguished professors of the schools of math and science at the Academy.

This supplementary education has improved the scholastic achievement of the Society members and cultivated their personal appreciation for math and science.

### BACKGROUND

As pointed out in a recent article in the "PTA Today" magazine highlighting the Society, the name of the Society easily lead one to conclude the focus is strictly academic. The main purpose of the Society, however, is to provide young Afro-American students with positive Afro-American role models who collectively help prepare the students to address effectively the total spectrum of life's challenges, including, and most specifically, academic challenges.

The Society was founded in 1989 by Mr. Joseph D. Speller, president of the Benjamin Banneker Middle School PTA in Burtonsville, Maryland. Mr. Speller, who is Afro-American, was moved to action when his seventh grade son, Christopher, informed him that a charismatic, streetwise Afro-American student at Banneker was encouraging other Afro-American boys to shoplift, fight and extort money. Given the rather persuasive and threatening manner of this boy, several other boys lacking support to resist, experienced falling grades and a concern, which they expressed to Christopher, of "falling into the cracks."

Mr. Speller, after being appraised of the situation, surmised that an increased positive Afro American presence at Benjamin Banneker would help resolve the problem and prove helpful in other ways for the numerous single-parent households whose children attended the school. Following the approval of then Banneker Middle School Principal Donald Kress, Mr. Speller started the Society with the mission of providing Afro-American male mentors to help raise student self esteem and academic achievement.

- 2 -

Initially, the fledgling organization involved only sessions during the school week. Professional Afro-American men, some who were fathers of Society members, visited Banneker for two (2) hours on Monday mornings to discuss academic and social issues with the students.

Believing that still more positive influence was needed by the students, Mr. Speller sought to tap the nearby U. S. Naval Academy as a source of young, bright and accomplished Afro-American midshipmen to serve as tutors and mentors for the Society students. Many of the midshipmen had experienced similar problems in life as the students and, having overcome those situations, were ideal to provide inspiration from an older sibling perspective.

Calling for support from close friends who were successful Afro-American businessmen, as well as Academy and MCPS officials, Mr. Speller arranged bi-weekly math and science tutoring sessions at the Academy. The twenty-one (21) midshipmen involved were enthusiastic about the program, despite Saturday being their only free day. Many of the midshipmen, who themselves had experienced academic difficulties, welcomed the opportunity to help others. It is important to note that the extensive negotiations that took place between Mr. Speller and the Academy, as represented by Adm. Virgil Hill, Academy Superintendent and Lt. Ronald McDonald, Academy Admissions Officer, were not only successful, but unprecedented in nature and demonstrated a genuine concern on the part of the Academy for minority students.

Essential to the successful establishment, and maintenance, of the excellent relationship between the Society and the Academy were, and continues to be, several key individuals who merit citation:

- o Dr. Harry Pitt, Superintendent, MCPS, retired
- o Dr. Paul Vance, Deputy Superintendent, MCPS, and now recently appointed Superintendent
- o Mr. Donald Kress, Past principal, Banneker Middle School
- o Mr. Fred Lowenbach, Principal, Banneker Middle School
  
- o R. Adm. Virgil Hill, Superintendent, U. S. Naval Academy
- o Adm. Joseph Phueher, Commandant, U. S. Naval Academy
- o Capt. W. D. Key, Director, Department of Math and Science, U. S. Naval Academy
- o Capt. David Davis, Director, Candidate Guidance, U. S. Naval Academy
- o Dr. Samuel Massey, Professor of Chemistry and Society Academic Advisor, U. S. Naval Academy
- o Lt. Ronald McDonald, Regional Admissions Officer and Society/Academy Activity Director, U. S. Naval Academy
- o Midshipman Alice Campbell, Tutoring Program Coordinator, U. S. Naval Academy
  
- o Anonymous Afro-American business benefactors who are fathers of Society members

- 3 -

With the establishment of the mentor and tutoring relationship with the Academy, other aspects of the Society were developed that involved academic enrichment and increased cultural exposure. These activities continue to occur typically on alternate Saturdays (although from time to time special activities may occur on weekdays during or after school hours). These activities not only enhance exposure to math and science applications but also help develop student appreciation of literature, music and art. Mr. Speller considers these events critical to the development of high self-esteem and successful participation in society.

In addition, monthly meetings are held for the parents of each Society member to keep the parents apprised of Society activities, and student progress and to facilitate parental interaction.

Today, the Society is considered an overwhelming success by all involved. Student grades and other forms of achievement and/or accomplishment have improved. Most Society members claim, and MCPS officials have observed, increased motivation and interest in school. Mr. Speller and Dr. Pitt attribute the improvement in Society member performance and attitude to the adult (particularly among fathers)/midshipmen interest being directed toward academics, and the providing of consistent support.

The program has evolved considerably in the County since its inception and continues to do so. Society enrollment has increased from the original twenty-two (22) fifth to eighth grade male students at Banneker to approximately one hundred and fifty (150) fifth-through-twelfth grade males and the forty (40) schools are starting their own Monday morning programs, and parents from all the programs will continue to meet monthly at Banneker. Society members now must maintain a C+ average to remain active; thus far, no one has failed to do so.

At the Academy, the program has extended beyond tutoring. Members of the math and science faculties have become involved with hands-on demonstrations of mathematical and scientific principles. Distinguished professors from the Academy and Oxford, England have addressed the students at the Academy concerning the disciplines of:

- o Math,
- o Physics,
- o Chemistry,
- o Oceanography,
- o Computer Science and
- o Aerodynamics.

The program has received numerous recognitions and honors in addition to being the subject of several articles and planned media coverage. Again, to illustrate the diversity of recognition and coverage, listings are presented.

o Awards and Recognitions

- State of Maryland Governor's Citation Award (1991)
- Invitation to White House, Points of Light Award presentations (1990)
- Mr. Roger Porter, Special Assistant to the President for Economic and Domestic Policy, Letter of Recognition (1990)

- 4 -

- U. S. Department of Interior, Points of Light Award (1990)
- National PTA Child's Advocacy Award (1990)
- Montgomery County Journal Award, Greatest Contribution to Education (1990)
- Maryland PTA Award, Best Mentoring Program in State (1990)
- Montgomery County School Board Commendation for Academic Excellence (1990)

Prior to severe budgetary restrictions in Montgomery County, MCPS provided two buses for Society transportation; other expenses were paid for by Afro American donors who have, in recent months, increased their donations to compensate for County funding limitations. Student enthusiasm for Society trips to the Academy or elsewhere is evident by their willingness to rise as early as 5:30 a.m. to be on time for typical 7:45 a.m. departures.

Non-tutorial or non-mentoring activities are a developing element of the program, and have included several functions of note. It is useful to list a few to help convey the type and diversity of exposure sought. It should be noted that the list contains several activities done in conjunction with the Academy. The administrations of the Academy and the Society have worked well together to structure a well-balanced curriculum for the students that permits maximum student exposure to relevant Academy capabilities and facilities.

- o Museum of African Art
- o National Portrait Gallery
- o Johns Hopkins University (School of Medicine)
- o Howard University (Founder's Library)
- o University of Maryland Baltimore County (Meyerhoff Scholars Program)
- o Norfolk Naval Base (Aircraft Carrier Eisenhower and Frigate Briscoe)
- o Montgomery County Executive Sidney Kramer reception for Society and midshipmen
- o Ford's Theater (Black Eagles)
- o Lorton Correctional Facility)
- o Evening dinner and fashion show honoring Society mothers for their support
- o U. S. Naval Academy Football Game
- o Blacks in Wax Museum
- o Dine at U. S. Naval Academy with midshipmen (King's Hall)
- o Tour of and hands-on demonstrations/participation at the U. S. Naval Academy Hendrix Oceanographic laboratory and aboard the oceanographic research vessel YP-686
- o U. S. Naval Academy Martin Luther King Commemorative Celebration
- o Annual Society events (potluck dinner, talent show, award ceremony)
- o Distinguished speakers who include:
  - Mr. Joseph Watkins, Associate Director, Office of Community Action, The White House,
  - Mr. Ronald Walton, Associate Director, Drug Prevention, The White House,

- 5 -

- Mr. C. Greg Petersmeyer, Assistant to the President,  
The White House,
  - Gov. Douglas Wilder, Governor, Commonwealth of Virginia  
(scheduled for September 1991 Society award ceremony),
  - Mr. Vinell Warn, Assistant Secretary of State for the  
State of Maryland,
  - Sen. Ida Rubin, Chair, Montgomery County Senate Delegation,  
Maryland Senate,
  - Del. Nancy Kopp. Speaker Pro Tem, Maryland House of  
Delegates,
  - Del. Michael Gordon, Chair, Montgomery County Legislative  
Delegation, Maryland House of Delegates, and
  - Mr. George Reynolds, Westinghouse Electric Corporation and  
1991 Black Engineer of the year for Professional  
Achievement.
- o Printed Articles and Citations
    - National PTA Today Magazine (February 1991)
    - Washington Post Newspaper (Pending)
    - Washington Times Newspaper
    - New York Times newspaper (Pending)
    - Montgomery County Journal
  - o Ongoing and Scheduled Television Coverage
    - Jim Vance human interest segment (NBC news) [Pending]
    - Documentary (NBC local news and Today Show) [Pending]
    - Capital Edition (filming in spring of 1991) [Pending]

Along with its growth of members, new participants, and expanded activities, the Society has adopted a rather formalized structure to oversee its numerous undertakings. Mr. Speller remains the primary inspiration and spokesperson for the program; however, he is now supported by a core of thirty (30) fathers and ten (10) mothers who serve on nine (9) committees, under a coordinator, to assure that Society requirements are met. This structure is further enhanced by numerous volunteers from the more than one hundred (100) Afro-American fathers involved in the program. The committees meet weekly among themselves and collectively on a regular basis. The committees include the area of:

- o Scholarship,
- o Cultural,
- o Parent Affairs,
- o Planning,
- o Public Relations,
- o Foreign Affairs (for planned visits to embassies),
- o Speaker Bureau
- o Transportation and Logistics, and
- o Publication (for monthly newsletter).

The Society is particularly innovative with respect to the cooperation received not only from the Academy, but also from the local school system. Each of the forty (40) Society member schools has two (2) volunteer parent coordinators and two (2) volunteer school administrative staff/faculty

- 6 -

members. At each of the four (4) MCPS area offices, the respective Associate Superintendent has recruited a volunteer coordinator who among other functions maintains a database for Society issues within that area's jurisdiction.

The Society has made a quick but long-lasting impact in the lives of its student members by providing examples of Afro-Americans who have and are achieving. The effectiveness of the Society and its agenda is best exemplified by the statements of two participants. Collin Overby, an eighth grader at Eastern Intermediate School, says the program is a "tremendous learning opportunity. The mentors set good examples for us in work and study habits, and how to achieve goals." Reggie McKoy, a fifth grader at Stonegate Elementary, says participating in the program "makes me feel proud of who I am."

The Benjamin Banneker Honor Math and Science Society is an excellent example of how concerned parents can be involved with the public school system and help make a difference. Or as Overby put it, "the program makes waking up so early on a Saturday morning worth it."

# THE BENJAMIN BANNEKER HONORS MATH & SCIENCE SOCIETY MONTGOMERY COUNTY, MARYLAND

## IN PARTNERSHIP WITH THE UNITED STATES NAVAL ACADEMY

### SUMMARY

The Benjamin Banneker Math and Science Honor Society of Montgomery County, Maryland, is an organization with goals to: (1) improve minority students' academic standing with respect to math and science, and (2) change the students' perception of math and science and the application of these fields in business, industry, and government. One hundred fifty (150) elementary, junior high and senior high school students from forty (40) Montgomery County Public Schools (MCPS) are members of the Society, most of whom are gifted and talented. Every other Saturday morning, the students visit the U. S. Naval Academy where they receive two hours of tutorial assistance from seventy (70) midshipmen in math and science. In addition, the students participate in two hours of hands-on science projects that are conducted by twenty-five (25) distinguished professors of the schools of math and science at the academy.

This supplementary education has improved the scholastic achievement of the Society members and cultivated their personal appreciation for math and science.

### BACKGROUND

As pointed out in a recent article in the "PTA Today" magazine highlighting the Society, the name of the Society easily might lead one to conclude the focus is strictly academic. The main purpose of the Society, however, is to provide young Afro-American students with positive Afro-American role models who collectively help prepare the students to address effectively the total spectrum of life's challenges, including, and most specifically, academic challenges.

The Society was founded in 1989 by Mr. Joseph D. Speller, president of the Benjamin Banneker Middle School PTA in Burtonsville, Maryland. Mr. Speller, who is Afro-American, was moved to action when his seventh grade son, Christopher, informed him that a charismatic, streetwise Afro-American student at Banneker was encouraging other Afro-American boys to shoplift, fight and extort money. Given the rather persuasive and threatening manner of this boy, several other boys lacking support to resist, experienced falling grades and a concern, which they expressed to Christopher, of "falling into the cracks."

Mr. Speller, after being appraised of the situation, surmised that an increased positive Afro-American presence at Benjamin Banneker would help resolve the problem and prove helpful in other ways for the numerous single-parent households whose children attended the school. Following the approval of then Banneker Middle School Principal Donald Kress, Mr. Speller started the Society with the mission of providing Afro-American male mentors to help raise student self-esteem and academic achievement.

- 2 -

Initially, the fledgling organization involved only sessions during the school week. Professional Afro-American men, some who were fathers of Society members, visited Banneker for two (2) hours on Monday mornings to discuss academic and social issues with the students.

Believing that still more positive influence was needed by the students, Mr. Speller sought to tap the nearby U. S. Naval Academy as a source of young, bright and accomplished Afro-American midshipmen to serve as tutors and mentors for the Society students. Many of the midshipmen had experienced similar problems in life as the students and, having overcome those situations, were ideal to provide inspiration from an older sibling perspective.

Calling for support from close friends who were successful Afro-American businessmen, as well as Academy and MCPS officials, Mr. Speller arranged bi-weekly math and science tutoring sessions at the Academy. The twenty-one (21) midshipmen involved were enthusiastic about the program, despite Saturday being their only free day. Many of the midshipmen, who themselves had experienced academic difficulties, welcomed the opportunity to help others. It is important to note that the extensive negotiations that took place between Mr. Speller and the Academy, as represented by Adm. Virgil Hill, Academy Superintendent and Lt. Ronald McDonald, Academy Admissions Officer, were not only successful, but unprecedented in nature and demonstrated a genuine concern on the part of the Academy for minority students.

Essential to the successful establishment, and maintenance, of the excellent relationship between the Society and the Academy were, and continues to be, several key individuals who merit citation:

- o Dr. Harry Pitt, Superintendent, MCPS, retired
- o Dr. Paul Vance, Deputy Superintendent, MCPS, and now recently appointed Superintendent
- o Mr. Donald Kress, Past principal, Banneker Middle School
- o Mr. Fred Lowenbach, Principal, Banneker Middle School
  
- o Adm. Virgil Hill, Superintendent, U. S. Naval Academy
- o Adm. Joseph Phueher, Commandant, U. S. Naval Academy
- o Capt. W. D. Key, Dean, Math and Science, U. S. Naval Academy
- o Capt. David Davis, Director, Candidate Guidance, U. S. Naval Academy
- o Dr. Samuel Massey, Professor of Chemistry and Society Academic Advisor, U. S. Naval Academy
- o Lt. Ronald McDonald, Admissions Office and Society/Academy Activity Director, U. S. Naval Academy
- o Midshipman Alice Campbell, Tutoring Program Coordinator, U. S. Naval Academy
  
- o Anonymous Afro-American business benefactors who are fathers of Society members

With the establishment of the mentor and tutoring relationship with the Academy, other aspects of the Society were developed that involved academic enrichment and increased cultural exposure. These activities continue to

- 3 -

activities may occur on weekdays during or after school hours). These activities not only enhance exposure to math and science applications but also help develop student appreciation of literature, music and art. Mr. Speller considers these events critical to the development of high self-esteem and successful participation in society.

In addition, monthly meetings are held for the parents of each Society member to keep the parents apprised of Society activities, and student progress and to facilitate parental interaction.

Today, the Society is considered an overwhelming success by all involved. Student grades and other forms of achievement and/or accomplishment have improved. Most Society members claim, and MCPS officials have observed, increased motivation and interest in school. Mr. Speller and Dr. Pitt attribute the improvement in Society member performance and attitude to the adult (particularly among fathers)/midshipmen interest being directed toward academics, and the providing of consistent support.

The program has evolved considerably in the County since its inception and continues to do so. Society enrollment has increased from the original twenty-two (22) fifth to eighth grade male students at Banneker to approximately one hundred and fifty (150) fifth-through-twelfth grade males and the forty (40) schools are starting their own Monday morning programs, and parents from all the programs will continue to meet monthly at Banneker. Society members now must maintain a C+ average to remain active; thus far, no one has failed to do so.

At the Academy, the program has extended beyond tutoring. Members of the math and science faculties have become involved with hands-on demonstrations of mathematical and scientific principles. Distinguished professors from the Academy and Oxford, England have addressed the students at the Academy concerning the disciplines of:

- o Math
- o Physics
- o Chemistry
- o Oceanography
- o Computer Science and
- o Aerodynamics

The program has received numerous recognitions and honors in addition to being the subject of several articles and planned media coverage. Again, to illustrate the diversity of recognition and coverage, listings are presented.

o Awards and Recognitions

- State of Maryland Governor's Citation Award (1991)
- Invitation to White House, Points of Light Award presentations (1990)
- Mr. Roger Porter, Special Assistant to the President for Economic and Domestic Policy, Letter of Recognition (1990)
- U. S. Department of Interior, Points of Light Award (1990)
- National PTA Child's Advocacy Award (1990)

- 4 -

- Montgomery County Journal Award, Greatest Contribution to Education (1990)
- Maryland PTA Award, Best Mentoring Program in State (1990)
- Montgomery County School Board Commendation for Academic Excellence (1990)

Prior to severe budgetary restrictions in Montgomery County, MCPS provided two buses for Society transportation; other expenses were paid for by Afro-American donors who have, in recent months, increased their donations to compensate for County funding limitations. Student enthusiasm for Society trips to the Academy or elsewhere is evident by their willingness to rise as early as 5:30 a.m. to be on time for typical 7:45 a.m. departures.

Non-tutorial or non-mentoring activities are the developing element of the program, and have included several functions of note. It is useful to list a few to help convey the type and diversity of exposure sought. It should be noted that the list contains several activities done in conjunction with the Academy. The administrations of the Academy and the Society have worked well together to structure a well-balanced curriculum for the students that permits maximum student exposure to relevant Academy capabilities and facilities.

- o Museum of African Art
- o National Portrait Gallery
- o Johns Hopkins University (School of Medicine)
- o Howard University (Founder's Library)
- o University of Maryland Baltimore County (Meyerhoff Scholar Program)
- o Norfolk Naval Base (Aircraft Carrier Eisenhower and Frigate Briscoe)
- o Montgomery County Executive Sidney Kramer reception for Society and midshipmen
- o Ford's Theater (Black Eagles)
- o Lorton Correctional Facility)
- o Evening formal and fashion show honoring mothers of Society members
- o U. S. Naval Academy Football Game
- o Blacks in Wax Museum
- o Dine at U. S. Naval Academy with midshipmen (King's Hall)
- o Tour of and hands-on demonstrations/participation at the U. S. Naval Academy Hendrix Oceanographic laboratory and aboard the oceanographic research vessel YP-686
- o U. S. Naval Academy Martin Luther King Commemorative Celebration
- o Annual Society events (potluck dinner, talent show, award ceremony)
- o Distinguished speakers who include:
  - Mr. Joseph Watkins, Associate Director, Office of Community Action, The White House,
  - Mr. Ronald Walton, Associate Director, Drug Prevention, The White House,
  - Mr. C. Greg Petersmeyer, Assistant to the President, The White House,
  - Gov. Douglas Wilder, Governor. Commonwealth of Virginia

- 5 -

- Mr. Vinell Warn, Assistant Secretary of State for the State of Maryland,
  - Sen. Ida Rubin, Chair, Montgomery County Senate Delegation, Maryland Senate,
  - Del. Nancy Kopp. Speaker Pro Tem, Maryland House of Delegates,
  - Del. Michael Gordon, Chair, Montgomery County Legislative Delegation, Maryland House of Delegates, and
  - Mr. George Reynolds, Westinghouse Electric Corporation and 1991 Black Engineer of the year for Professional Achievement.
- o Printed Articles and Citations
    - National PTA Today Magazine (February 1991)
    - Washington Post Newspaper (Pending)
    - Washington Times Newspaper
    - New York Times newspaper (Pending)
    - Montgomery County Journal
  - o Ongoing and Scheduled Television Coverage
    - Jim Vance human interest segment (NBC news) [Pending]
    - Documentary (NBC local news and Today Show) [Pending]
    - Capital Edition (filming in spring of 1991) [Pending]

Along with its growth of members, new participants, and expanded activities, the Society has adopted a rather formalized structure of oversee its numerous undertakings. Mr. Speller remains the primary inspiration and spokesman for the program; however, he is now supported by a core of thirty (30) fathers and ten (10) mothers who serve on nine (9) committees, under a coordinator, to assure Society requirements are met. This structure is further enhanced by numerous volunteers from the more than one hundred (100) Afro-American fathers involved in the program. The committees meet weekly among themselves and collectively on a regular basis. The committees include the area of:

- o Scholarship,
- o Cultural,
- o Parent Affairs,
- o Planning,
- o Public Relations,
- o Foreign Affairs (for planned visits to embassies),
- o Speaker Bureau
- o Transportation and Logistics, and
- o Publication (for monthly newsletter).

The Society is particularly innovate with respect to the cooperation received not only from the Academy, but also from the local school system. Each of the forty (40) Society member schools has two (2) volunteer parent coordinators and two (2) volunteer school administrative staff/faculty members. At each of the four (4) MCPS area offices, the respective Associate Superintendent has recruited a volunteer coordinator who among other functions maintains a database for Society issues within that area's

- 8 -

The Society has made a quick but long-lasting impact in the lives of its student members by providing examples of Afro-Americans who have and are achieving. The effectiveness of the Society and its agenda is best exemplified by the statements of two participants. Collin Overby, an eighth grader at Eastern Intermediate School, says the program is a "tremendous learning opportunity. The mentors set good examples for us in work and study habits, and how to achieve goals." Reggie McKoy, a fifth grader at Stonegate Elementary, says participating in the program "makes me feel proud of who I am."

The Benjamin Banneker Honor Math and Science Society is an excellent example of how concerned parents can be involved with the public school system and help make a difference. Or as Overby put it, "the program makes waking up so early on a Saturday morning worth it."

## BANNEKER

member of the Twentieth Century Club of Boston, the Cantabrigia Club, the Council of the Robert Gould Shaw House Association, the Omar Circle, the Teachers' Association, and the Boston Ethical Society. Baldwin served as secretary of the Boston Banneker Club, a scholarly literary society organized in 1874 during the period Archibald Grimké was its president. At her Prospect Street home Baldwin held weekly reading classes for Negro students attending Harvard University, one of whom was W. E. B. Du Bois. He later recalled how "she grew on us all. Her poise commanded greater and greater respect. Her courage—her splendid, quiet courage astonished us, and so she came to larger life and accomplishment. She fought domestic troubles and the bitter never-ending insults of race difference. But she emerged always the quiet, well-bred lady, the fine and lovely woman" (*The Crisis*, April 1922, pp. 248-49).

Baldwin, a forceful lecturer, spoke throughout the country on notable individuals like Lincoln, Grant, Jefferson, Madison, and Washington, and on subjects such as women's suffrage, poetry, and history. She was frequently called upon to address Teachers' Associations throughout New England. She was the first woman to give the annual George Washington's Birthday Memorial Address held in 1879 at Brooklyn Institute, choosing as her subject "The Life and Service of Harriet Beecher Stowe." Numerous papers which she read at the Banneker Literary Society meetings indicated her broad knowledge of literary and historical subjects. As secretary of this organization, she published in the *Hub* detailed summaries of the discussions.

Maria Baldwin expanded her knowledge by enrolling in courses at Harvard University, Boston University, and other institutions, and shared it with teachers whom she taught in summer school classes held at Hampton Institute, Va., and the Institute for Colored Youth in Cheyney, Pa.

The Rev. Charles Gordon Ames, minister of the Church of the Disciples in Boston, influenced Baldwin to become a member in 1907. She spoke at many of the meetings of the society, "contributing her own gifts of enlightened and persuasive speech."

The high esteem in which Maria Baldwin was held is reflected in the fact that among her associates and close friends were educators and intellectuals including Alice Freeman Palmer, Edward Everett Hale, William Monroe Trotter, Ednah D. Chaney, Archibald Grimké, Thomas Wentworth Higginson, Elizabeth Cary Agassiz, Julia Ward Howe, Josephine St. Pierre Ruffin, and Charles W. Eliot (the former president of Harvard who once said that Maria Baldwin was the best teacher in New England).

Baldwin died of a heart attack on Jan. 9, 1922, just after she had addressed the members of the Council of the Robert Gould Shaw House Association meeting in the Copley-Square Hotel. Funeral services were held at the Arlington Street Church on Jan. 12. Her ashes were buried in Forest Hill Cemetery, Boston. She was survived by a sister, Alice Gertrude Baldwin, a teacher in Wilmington, Del., and a brother, Lewis F. Baldwin, a graduate of Harvard and a practicing lawyer in the West.

After her death, many tributes were paid to "Master"

Baldwin. The Class of 1922 of Agassiz School unveiled a memorial tablet. A scholarship was established in her memory, and the auditorium of the Agassiz School was named Baldwin Hall. The Maria L. Baldwin Memorial Library was dedicated on Dec. 24, 1923, at the League of Women for Community Service (she was its president at the time of her death). On April 25, 1950, a dormitory for women at Howard University was named Maria Baldwin Hall.

The example Baldwin set led to the appointment of other young Negro women to positions in the schools of New England. A former pupil who was deeply impressed by her said: "Miss Baldwin was a magnet for children's hearts, drawing them after her into the way of beauty and goodness and peace. . . . She was the very personification of dignity and calm strength, of vision and inspiration and tireless patience, of kindness and affectionate humor, of restfulness and harmony."

Two perceptive biographical sketches are by Dorothy B. Porter: "Maria Baldwin" (*NAW* [1971], 1:86-88) and "Maria Baldwin, 1856-1922" (*JNE*, Winter 1952, pp. 94-96, which has a comprehensive bibliography). See also League of Women for Community Service, *Souvenir Program of the Dedication of the Maria L. Baldwin Memorial Library* (Dec. 20, 1923). Of many tributes and obituary statements those in the *Southern Workman* (March 1922) and *Boston Evening Transcript* (Jan. 10, 11, 17, and March 18, 1922) are representative. Miss Baldwin published an article, "The Changing Ideal of Progress," in the *Southern Workman* (Jan. 1900). — DOROTHY B. PORTER

**BANNEKER, BENJAMIN** (1731-1806), self-taught amateur mathematician and astronomer. He assisted in the survey of the Federal Territory in 1791, and calculated ephemerides for almanacs for the years 1792 through 1797, which were published and widely distributed.

Banneker was born on Nov. 9, 1731, near the Patapsco River in Baltimore County, Md. His father was a freed Negro slave named Robert, and his mother was Mary Banneky, the daughter of Bannka (or Banneka), a freed Negro slave, and an indentured Englishwoman named Molly Welsh. After fulfilling her servitude, Molly had established a small tobacco farm in the area and purchased two slaves to help her with her work. Subsequently, after giving each of them their freedom, she married one of them, Bannka, who claimed to have been an African prince.

Having no surname of his own, Banneker's father, Robert, took his wife's surname at the time of their marriage. He was industrious and managed to purchase first a 25-acre lot and then a 100-acre farm with his savings. He built his own log house, cleared the fields, and planted them in tobacco. It was on this farm that Banneker grew up as a boy, and spent the remainder of his life. His grandmother taught him reading and writing with a Bible she had imported from England. He attended a nearby country school for several seasons but received no further formal education. He enjoyed reading, and with such few books as he could borrow or occasionally purchase, he taught himself in literature, history, and mathematics during the leisure hours after work on his father's farm.

Banneker had a natural gift for mathematics, and even as a boy he collected and created mathematical puzzles. At the age of about twenty-one he constructed a successful striking clock without ever having seen one, although he had examined a pocket watch. He undertook the project primarily as a mathematical challenge, calculating the proper ratio of the gears and wheels, and then carving them from wood with a pocket knife. The clock operated for more than forty years, until the time of his death, and was a subject of considerable interest throughout the entire region.

Robert Banneky died in 1759 and thereafter Benjamin continued to work the farm, living with his mother and three sisters. One by one his sisters married and left home to settle in the vicinity. After his mother's death, sometime after 1775, Banneker continued to live alone, his housekeeping needs attended by his sisters who visited him frequently. His life was lived almost totally on his farm, remote from community life and potential persecution because of his color.

The event that most affected Banneker's life occurred about 1771, when five Ellicott brothers, Quakers from Bucks County, Pa., purchased a large tract of land adjoining his farm and developed it into a major center for the production of wheat and the milling of flour. Within several years they formed the industrious community of Ellicott's Lower Mills, with flour mills, saw mills, an iron foundry, and a general store, and successfully revolutionized the economy of the region. As a frequent visitor to the mills, he met his new neighbors. He was befriended by George Ellicott, the young son of one of the founding brothers, who had an interest in the sciences, and from whom he derived his first interest in astronomy after observing astronomical presentations made by George at the Mills. In 1789 Ellicott loaned Banneker several of his texts on astronomy as well as instruments, and an old table on which he could study. Without further assistance or guidance Banneker taught himself in astronomy from the texts at hand. He learned to calculate an ephemeris and to make projections for lunar and solar eclipses, working by trial and error until he had mastered the subject. He compiled an ephemeris for the year 1791 to be incorporated into an almanac, and although he submitted it to several printers it was not published. Meanwhile he continued his self-studies and learned how to use astronomical and surveying instruments.

It was quite by coincidence that during this period Banneker came to the attention of the surveyor Maj. Andrew Ellicott, George Ellicott's cousin. At the beginning of 1791 President Washington appointed Major Ellicott to undertake the survey of a ten-mile square known as the Federal Territory (now the District of Columbia) in which a new national capital was to be established. Ellicott had been engaged with his two younger brothers on a survey in New York, and he left the project in their hands in order to begin the new one. He experienced difficulty in finding an assistant competent to assist him in the use of scientific apparatus. During a visit to the mills en route to the Territory, he learned from George Ellicott about Banneker and his recently acquired skills. Ellicott arranged for Banneker to accompany him to the Federal Territory to work as his scien-

tific assistant for a short period until his brothers could join him. Banneker was almost sixty years of age at this time, and chronically unwell, so that we was unable to work in the field. They arrived and began work early in February 1791, with Banneker assisting Ellicott in the observatory tent, making and recording astronomical observations, maintaining the field astronomical clock, and compiling other data as required by the surveyor as the project progressed. At the end of April, after the base lines and initial boundaries had been established, Ellicott's brothers arrived to assist him and Banneker returned to his farm.

Banneker's experiences in the field made him more interested than ever in astronomy, and after his return to the farm he calculated an ephemeris for the following year. Through George Ellicott and his family it was brought to the attention of the Pennsylvania and Maryland abolition societies. With their sponsorship and support, it was published in Baltimore by the printers Goddard & Angell as *Benjamin Banneker's Pennsylvania, Delaware, Maryland and Virginia Almanack and Ephemeris, for the Year of Our Lord, 1792; Being Bisextile, or Leap-Year, and the Sixteenth Year of American Independence, which commenced July 4, 1776.*

Shortly before its publication, Banneker sent a manuscript copy of his ephemeris to Thomas Jefferson, then secretary of state, with a covering letter urging the abolition of slavery of the Negro, a situation which he compared to the former enslavement of the American colonies by the British Crown. Jefferson acknowledged Banneker's letter and enclosure and forwarded the manuscript to the Marquis de Condorcet, secretary of the Académie des Sciences in Paris, as an example of a unique achievement by a black man. The manuscript arrived on the eve of the French Revolution, and if received, was not acknowledged by the marquis, nor was it presented to the academy. The exchange of letters between Banneker and Jefferson was published as a separate pamphlet through the offices of the abolition societies at the same time that the almanac appeared, and received wide publicity, which helped the almanac's distribution. The two letters were subsequently reprinted in Banneker's published almanac for 1793, which also included "A Plan for an Office of Peace" originally prepared by Dr. Benjamin Rush.

The first almanac featured a biographical sketch by Sen. James McHenry, who described Banneker's station and achievements as new evidence in support of the arguments against Negro slavery. "I consider this Negro as a fresh proof that the powers of the mind are disconnected with the colour of the skin," he wrote. The almanac sold in great numbers and was issued in a second edition by the original printer and in another edition by the printer William Young of Philadelphia.

Encouraged by his success and the prospect of calculating future almanacs, Banneker retired from his tobacco farming to devote all of his time to his studies. His increasing poor health was a major factor in this decision. Furthermore, he was a man of few needs, and he supplemented his income by the occasional sale of parcels of land of his 100-acre farm, and he anticipated a continuing modest income from the almanacs he would calculate in the future, assured by the success of the first

one. His ephemeris for the year 1793 was published by Goddard and Angell and in separate editions by printers in Philadelphia. The almanacs published for the following four years enjoyed continued success, and a total of at least twenty-nine separate editions of his almanacs was published during this six-year period with a wide distribution in the United States and in Great Britain as well. The publication of Banneker's almanacs terminated with the issue for 1797, probably as a result of diminishing interest in the abolition movement. Nonetheless, he continued to compute the ephemerides for almanacs each year until 1804.

Although the published almanacs bore Banneker's name, he provided only the ephemeris and the projections for the eclipses. The literary and supplementary content was furnished by the printer. Nonetheless, Banneker became interested in writing and during this period produced several short pieces which he described as "dreams" and which appear to be fantasies. At the same time he continued to collect mathematical puzzles, but none of these materials was incorporated in the published almanacs. Banneker also occasionally wrote brief accounts of natural phenomena that occurred about him, such as storms, bees, cicadas, and similar subjects. Throughout most of his life Banneker also suffered from an inclination to drink, which had been kept under rigid control by his mother while she lived.

During the final period of his life he visited frequently at Ellicott's Lower Mills and became a familiar figure in the Ellicott Store, where he discussed dominant topics of the times with the Ellicotts and others. Although not affiliated with any denomination, Banneker was a deeply religious man all his life. He attended services of various denominations when ministers and speakers came to the region, and favored the Society of Friends, frequently attending meetings in Elkrige Landing and at the Friends Meeting House in Ellicott's Lower Mills. Throughout his life he was greatly respected by all who knew him. He was described as being of a complexion "not jet black, but decidedly negro," and having "a most benign and thoughtful expression. A fine head of white hair surmounted his unusually broad and ample forehead, whilst the lower part of his face was slender and sloping towards the chin. His figure was perfectly erect, showing no inclination to stoop as he advanced in years. His raiment was always scrupulously neat; that for summer wear, being of unbleached linen, was beautifully washed and ironed by his sisters. . . . In cold weather he dressed in light colored cloth, a fine drab broadcloth constituting his attire when he designed appearing in his best style."

Others who knew him noted that "He was very precise in conversation and exhibited deep reflection. His deportment . . . was perfectly upright and correct, and he seemed to be acquainted with everything of importance that was passing in the country."

During the final years that Banneker lived alone in his log house, pursuing his reading, calculating ephemerides, and producing occasional pieces of original writing, he cooked for himself, and was assisted by a young boy, the grandson of an old schoolmate. Two of his sisters lived nearby and saw to his housekeeping needs.

He died on Oct. 9, 1806, a month short of his seventy-fifth birthday. It was a Sunday, and on that morning he had gone for a walk on his farm. He met an acquaintance and while they chatted he felt suddenly unwell. He returned to his house and retired to his bed. A short time later he was dead. He was buried two days later in the family burial plot on his farm. While the burial was in progress, with the members of his family in attendance, his house caught fire and burned to the ground with all its contents before help could be summoned. Most of his possessions, including his clock, his books, and his writings, were destroyed. Fortunately he had left instructions prior to his death that all the books, instruments, and the old table which had been loaned to him by George Ellicott were to be returned to the lender after his death. Prior to the funeral a nephew had collected the materials mentioned and delivered them in a wagon to George Ellicott's home. Among the memorabilia that were preserved were Banneker's commonplace book in which he made entries of his accounts as well as some astronomical notes, and his manuscript astronomical journal. The latter was the original compilation of all his astronomical calculations for each of the ephemerides he had calculated, with scattered personal notes and household accounts. These manuscript materials, a selection of the borrowed scientific works from which he taught himself, a few of his pieces of creative writing, the original manuscript of his ephemeris for the first almanac of 1792, and a number of his letters are all that have survived to the present time.

The publication of his almanacs brought international acknowledgment to Banneker, derived primarily from such an unusual achievement by a colored man. Modern studies have confirmed that he was an extremely accomplished natural mathematician and his ephemerides compared favorably with those compiled for the same years by the outstanding men of science of his time.

The exact site of Banneker's house and of his grave in the little nineteenth-century town of Oella, Md., have been lost and can no longer be identified. In 1845 Bishop Daniel Alexander Payne of the Bethel Church of the African Methodist Episcopal church in Baltimore attempted to raise funds to erect a monument over Banneker's grave, but was unsuccessful. In 1852 Moses Sheppard, the Baltimore philanthropist, discovered Banneker's astronomical manuscript journal in the Maryland Historical Society and had lithographic copies made of the drafts therein of the Banneker-Jefferson correspondence, which he distributed widely. Banneker was again memorialized in 1854 when a "Young Man's Mutual Instruction Society" for colored youth of the city, founded in Philadelphia in 1852, was renamed the "Banneker Institute." A marker was erected at the Westchester Elementary School in Oella, Md., in February 1954. In 1970, Banneker Circle, adjoining L'Enfant Plaza in Washington, D.C., was named in his honor.

During the century and a half that followed Banneker's death his memory was kept alive by writers who described his achievements as the first Negro American man of science. During that period more than a hun-

dred books, periodical articles, or newspaper accounts have included mention of Banneker, ranging from brief references to several extensive biographical sketches. The first of these was several reprints of Senator McHenry's biographical sketch which appeared in various periodicals in 1792, and references in works relating to Thomas Jefferson's position on slavery.

The most important published works relating to Banneker are three biographical sketches of varying lengths based on contemporary sources. The first is a "Memoir of Benjamin Banneker, Read Before the Historical Society of Maryland" by John H. B. Latrobe (*Maryland Colonization Journal*, n.s., 2, no. 23, [1845]: 353-64); *A Sketch of the Life of Benjamin Banneker; From Notes Taken in 1836. Read by J. Saurin Norris Before the Maryland Historical Society, October 5, 1854*; and Martha E. Tyson's *Banneker, The Afric-American Astronomer. From the Posthumous Papers of Martha E. Tyson. Edited by Her Daughter* (1884). The two last named accounts were based on the personal recollections of Martha Ellicott Tyson, daughter of George Ellicott, who had compiled data about Banneker from those who had known him in his lifetime while they still lived. All subsequent biographical sketches about Banneker have been based on one or another of the foregoing. The first book-length work about Banneker was a novelized biography for children written by Shirley Graham, entitled *Your Most Humble Servant* (1949). The most comprehensive study of Banneker's life and work to date is *The Life of Benjamin Banneker* by Silvio A. Bedini (1972). This work is based on a review of all previously published references as well as a detailed study of his surviving manuscript astronomical journal and commonplace book, letters and literary manuscripts; the records of the Pennsylvania and Maryland abolition societies, and a scientific analysis of his calculation of ephemerides. This work in particular has confirmed that Banneker was born with a natural gift for the sciences and mathematics in particular, and that his self-studies had made him extremely competent in astronomical studies. Without the limitations of opportunity due primarily to regional location and the state of the sciences in his time, Banneker would undoubtedly have emerged as a far more important figure in early American science. — SILVIO A. BEDINI

**BANNISTER, EDWARD MITCHELL** (1828-1901), painter. He was born in 1828, the son of Edward Bannister of Barbados and Hannah Alexander Bannister, a native of St. Andrews in New Brunswick, Canada. At the age of six his father died. He was afforded a grammar school education in his home and thus received a better education than other persons of his origin. His mother died when he was still young and he suffered, therefore, a severe handicap in his struggle to rise in his chosen field. It was necessary for him to live with Harris Hatch, a lawyer of his hometown. There he exercised his talent copying from engravings in the old family Bible and from two faded family portraits. These drawings were found reproduced on barn doors, fences, and any sort of surface he could find to substitute for materials which he did not have. His education broadened and he became proficient in discussing art and literature

from which he gained inspiration to do the work which was to gain him renown.

It is said that he was challenged to an art career by a statement he read in the *New York Herald Tribune* in 1867, that the Negro seems to have an appreciation of art while being manifestly unable to produce it. Throughout his career he was determined to disprove this statement.

He had an idealistic poet's view of life enriched by a deeply rooted love for woods and water, envisioned by landscape painting. These qualities established him as one of the first Negroes to earn recognition as an American regional painter of importance.

As a young man he went to Boston where he received commissions for paintings. Here on the seacoast he shipped on vessels engaged in the coastal trade and served as a cook on a coaster. This early experience developed within him a love for nature and a liking for the sea.

John Nelson Arnold, a personal friend and author of *Art and Artists in Rhode Island*, says that after Bannister came to Boston (probably in 1850) he learned to make solar prints, which he developed into a prosperous business and thus gained leisure to sketch and paint scenes in and around the city of Boston. By 1854 he had produced his first commissioned painting, *The Ship Outward Bound*.

About 1855-1856 he married Christiana Cartreaux, a Narragansett Indian born in North Kingstown, R.I., in 1822. She worked in Boston as a wigmaker and hairdresser. She was a highly spirited personality and a great inspiration to her husband. Her ties with the abolitionist movement and her involvement in the politics of Boston, which concerned the welfare of the Negro soldiers, are recorded with praise in manuscripts of the Rhode Island Historical Society.

Bannister's move to Rhode Island in 1871 was indeed prompted by his love for yachting, for Narragansett Bay and Newport Harbor were a "yachtsman's paradise."

Even though Bannister derived much from nature as a landscapist and a painter of poetic realism, Arnold said he studied at Lowell Institute, and finally had lessons in anatomy and painting under Dr. William Rimmer, the famous sculptor and lecturer. Unlike his colleague Robert Duncanson, who left America to study in Scotland and Italy, Bannister refused all opportunities offered him for study abroad. According to James Porter, his paintings were exhibited in the Boston Art Club, and he helped found in his own studio in 1873 the Providence Art Club, which later became the Rhode Island School of Design.

Four years after Duncanson died in 1872, Bannister achieved great fame as the recipient of the gold medal in the Philadelphia Centennial Exhibition of 1876 for his huge landscape *Under the Oaks*. It was exhibited in the group representing Massachusetts artists. Associated with his receiving the award is the following story: When the artist presented himself for the award, the gallery guards insulted him by asking him what he was doing there. When he told them he was the winner of the award, the judges attempted to reconsider the decision, but the other contestants, being men of honor, proclaimed that if the decision was changed because of

DRAFT

April 10, 1991

CONCEPT PAPER  
Presidential Visit to U.S. Naval Academy  
April 23, 1991

PARTICIPANTS:

*possible attendees*

The President (and Mrs. Bush?)  
\*Lamar Alexander  
\*Adm. Watkins  
\*Louis Sullivan  
\*Gen. Colin Powell  
Joseph Speller (and parents)  
U.S. Naval Midshipmen  
Students from Honor Society

PURPOSE OF EVENT:

1. To honor volunteers of Math and Science Honor Society/U.S. Naval Academy Mentoring Partnership as a **DPOL** for their outstanding **community service**.
2. To recognize National **Youth Service Day**.
3. To emphasize importance of **mentoring** and **role models** like Midshipmen, Gen. Powell, Mr. Speller, etc.
4. To highlight partnership as an example of how National **Education Goals** can be achieved.
5. To demonstrate role of military in solving **domestic** problems as well as foreign problems.

**PROPOSED**

SEQUENCE OF EVENTS:

POTUS arrives U.S. Naval Academy by helicopter accompanied by Colin Powell and Mr. Speller, founder of the mentoring program. (\*possible others?)

POTUS proceeds to science lab where eight pairs of Midshipmen and students are working on science project (\*). POTUS chats with them about what they are learning/ importance of program to them. (10 minutes?)

Cabinet members and others proceed to quad of Naval Academy where entire student body is gathered. Cabinet members address crowd while POTUS attends small session. (Remarks relate to mentoring, education, etc.)

CONTINUED...

# DRAFT

SEQUENCE (CONT'D): POTUS and Midshipmen mentors/student mentees join others in quad. POTUS gives speech announcing partnership as DPOL; remarks tie into themes mentioned above.

POTUS departs.

MEDIA STRATEGY: Press plan for first half= Press pool. Press plan for second half= Open press.

\*Cabinet members on morning shows (ie, Alexander, Watkins)

\*Follow up story on Mr. Speller; how he started program; his day with POTUS...

*incorrect*

~~FYI: CBS has done several interviews with Mr. Speller on the partnership. They have a crew going to the Naval Academy on April 19th to film presentation by professors. They should be notified that POTUS will go. In addition, Bryant Gumble has spoken to Mr. Speller. Mr. Gumble and possibly Tom Brokaw are interested in the story. They should also know that POTUS will go.~~

QUESTIONS: Marked by an asterisk. Others:

FROM ONE ANNY MAN TO A HOST OF HIS PEERS -  
back away equal.

Prop. - To deluge statue of Tecumseh (lord  
of football games & trial games) w/ pennies.

think of me as lord of the  
Red Carpet...

# NEWS



United States Naval Academy • Annapolis, MD 21402-5000 • (301) 267-2291

#0065

22 March 1991

Media Contacts:

Carol Feldmann (print)

Lt. Roxie Thomsen, USN (radio and TV)

Phones (for all contacts):

(301) 267-2291

(301) 261-2261 (D.C. Metro area)

(301) 267-6100 (after hours)

## NAVAL ACADEMY MIDSHIPMAN ACTION GROUP PLANS UPCOMING EVENTS

ANNAPOLIS, Md. -- Hundreds of Naval Academy midshipmen will be sprucing up local parks, constructing, restoring and remodeling homes for the area's poor, and tutoring and reading to students at county schools in the coming weeks. These midshipmen provide community service as volunteer members of the Naval Academy's Midshipmen Action Group.

More than 800 midshipmen have volunteered to tutor students in local elementary and middle schools through "Mids for Kids." Among the schools participating are Rolling Knolls, Severna Park, Hillsmere, Georgetown East, West Annapolis, Tyler Heights, Annapolis, Harbor and Germantown Elementary Schools; Naval Academy Primary School; Central and Southern Middle Schools; and St. Mary's Elementary and Middle School.

Thirteen academy companies (groups of about 120 midshipmen) have "adopted" schools. Midshipmen company representatives will, for example, be going to Hillsmere Elementary School each Tuesday and Wednesday, 1 to 3 p.m., from now until the midshipmen begin final exams on May 1.

more

**NAVAL ACADEMY MIDSHIPMAN ACTION GROUP PLANS UPCOMING EVENTS ....2222**

In addition to working with children in local schools, midshipmen will again be helping Friends of the Parks, a committee of private citizens and businesses working with the City of Annapolis to maintain and build parks and paths for the people of Annapolis. On Saturday, March 23, midshipmen applied a wood preservative to the playground equipment at the downtown Annapolis Playground and cut brush and put in more than 200 bollards around the Mayo Ball Field. In these projects, the midshipmen worked not only with Friends of the Parks, but also with the city and county recreation and parks departments.

"The midshipmen are great," says Mary Berry, one of the project coordinators for Friends of the Parks. "On any given workday, at least 30 -- and sometimes as many as 100 -- midshipmen volunteers show up. These groups are then broken up into smaller groups to work on individual projects."

Long-term projects with Friends of the Parks include building 38 miles of pathways throughout Annapolis and maintaining and beautifying the parks. "We're going to be putting benches along the pathways and grading and putting down gravel on the paths," says Berry.

Berry, who, like the midshipmen, works with a number of community service organizations, applauds the midshipmen's efforts not only with Friends of the Parks, but also with other groups. "They've been planting trees around Annapolis, putting down wood chips on the paths in Truxtun Park, helping the Annapolis Housing Authority paint some of the low-income housing areas, helping with remodeling and painting Stanton Senior Center, working with the Arundel Habitat for Humanity to build homes for poor families, and helping the Annapolis Jaycees hang greens in Annapolis. The list of midshipmen community involvement just goes on and on."

**NAVAL ACADEMY MIDSHIPMAN ACTION GROUP PLANS UPCOMING EVENTS ....3333**

The Midshipmen Action Group will join the Annapolis Jaycees in sponsoring the Special Olympics at the academy April 20 and 21.

Lt. Blake Bush, a computer specialist in the academy's Division of Professional Development, founded the Midshipmen Action Group in 1982 when he was a midshipman. Returning to the academy in 1989, Bush continues to coordinate the volunteer efforts of the midshipmen and to inspire them to follow in his footsteps.

"During your four years here, you develop close ties to Annapolis," says Bush. "The city becomes almost like a second home to us, and we want to do our part to make it a better place to live."

For more information about the school visits, call Lt. Blake Bush at (301) 267-3132 or (301) 267-2570. For more information about Friends of the Parks projects, call Mary Berry at (301) 280-3204 or Phil Caroom, chairman of the Friends at (301) 268-6828. For more information about the Special Olympics, call (301) 263-8451 or (301) 544-2200.

USNA

(Lange/Simon)  
April 17, 1991  
4:30 P.M.  
[BANNEKER.DOC]

PRESIDENTIAL REMARKS: NAVAL ACADEMY/BANNEKER HONORS PROGRAM  
TECUMSEH COURT, ANNAPOLIS  
TUESDAY, APRIL 23, 1991  
[ TIME ]

[[ Thank you all. Let me salute Secretary Alexander... the  
able Chairman of the Joint Chiefs, General Powell... students,  
parents, professors -- and the midshipmen of the greatest Navy on  
the face of this earth. \\

I've just been in your science labs, seeing some midshipmen  
and students from Banneker Middle School. Heard about projects  
with wind tunnels, satellite dishes, rockets, computers... let me  
tell you, faced with that kind of technology, this old Navy man  
was really at sea. \\ I'm still trying to figure out how to  
set the clock on my VCR. \\ ]]

Well, it's an honor to be with you today -- to celebrate the  
kind of spirit that means a bright future for the Navy, and the  
nation.

The men and women of our armed forces -- who responded so  
ably and well when the world needed them in the Gulf -- are also  
quietly responding to the call to meet challenges here at home.

No challenge is more crucial than education. So two years  
ago, I met with the nation's governors -- and together, we set  
six national education goals for the year 2000.

The midshipmen here, and the local community, are giving those goals their meaning as national goals: not simply Presidential goals, or governor's goals, or educator's goals.

You understand that everyone in America has a crucial role to play in educating our kids -- producing the kind of informed citizenry that gives power to democracy, and gives us a leg up on the 21st century.

That's why I'm so pleased and proud to present my 437th Daily Point of Light Award to this outstanding partnership for education.

Among the many quiet acts of community service midshipmen here are famous for, for the last three years they and the professors here at Annapolis have served as tutors and mentors, to help kids from local schools reach their full promise and potential.

The midshipmen give up those precious few, precious free Saturdays to tutor young people in math and science -- and take them to lunch in that friendly little joint called "King Hall."

[[ You know, during the Gulf war we heard a lot about "M.R.E.'s" In the Army that may mean "Meals Ready to Eat," but here at Annapolis, it means "Midshipmen who Really Excel." \\ \\ ]]

You're helping kids learn math and science -- but just as important, they get to see first hand your discipline, dignity, and determination -- the kind of example they need to succeed.

And the program has even brought families closer together, with parents getting involved every step of the way. So let me

parents, <sup>saw a need &</sup> started program

offer my special congratulations to the parents involved -- to the local schools who've cooperated -- and especially to the man who made this outstanding program happen -- Mr. Joseph D. Speller.

J.D., we need millions more like you -- people concerned about the condition of their communities, and moved not just to complain about it, but to do something about it.

I'm proud to recognize this program during the Points of Light National Celebration, here on National Youth Service Day -- a day when we shine the spotlight of national attention and praise on young people who make a difference in their communities through direct and consequential acts of service.

These midshipmen -- in this program and in all of the Naval Academy's community efforts -- are learning the true satisfaction that comes from serving others. They'll tell you they get far more from their relationship with these kids than they give.

Midshipman Lionel Hines, for instance -- who's suffering through being a plebe here -- says "Helping these kids makes you feel like you're not so much of a nobody." Lionel, I'll be rooting for you when you climb that big lard-covered pole next month. \\

*Lionel?* And there's at least one kid from Banneker Middle School who you and your peers have already given a boost, in the hard climb of life.

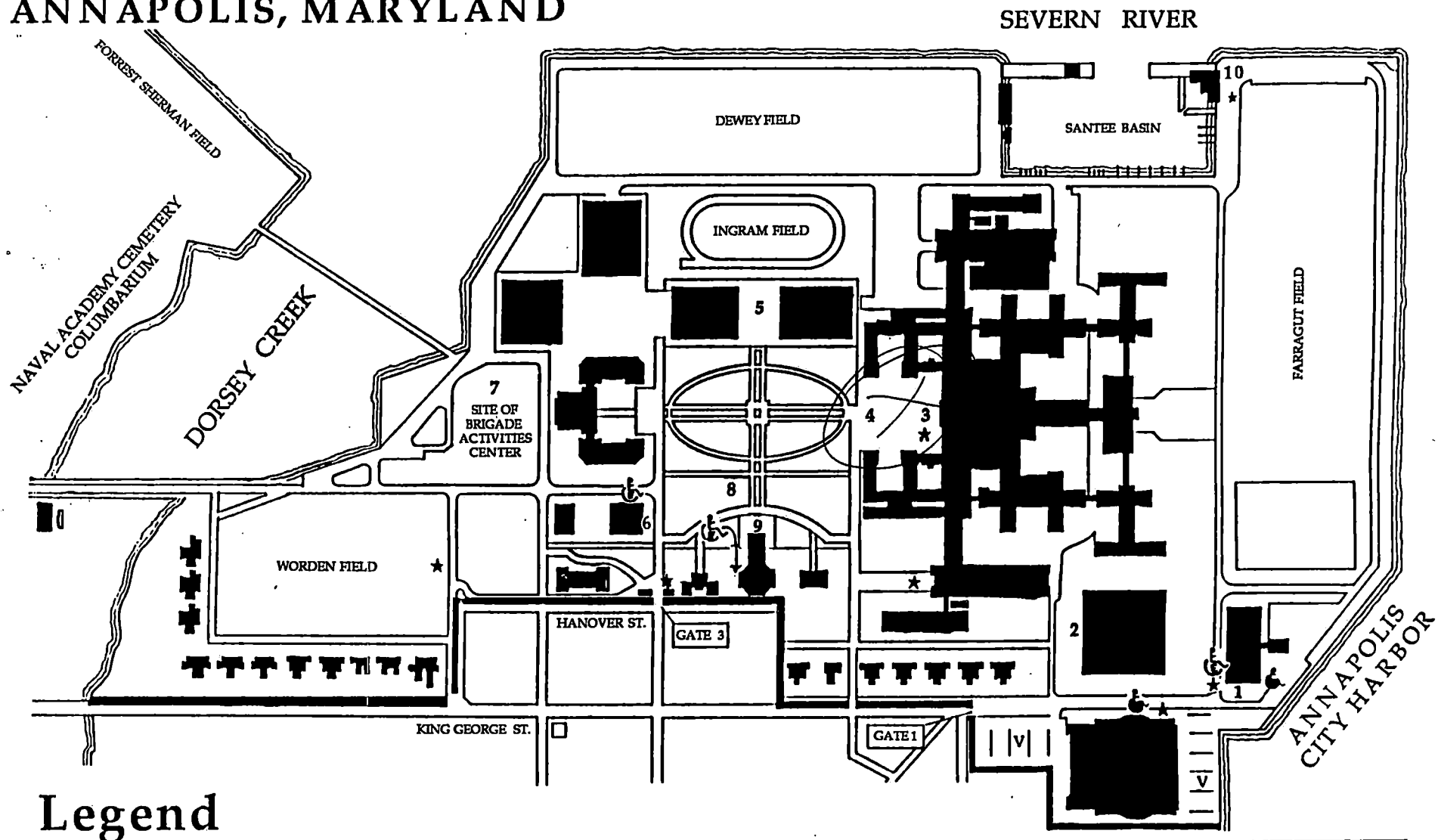
To all of the midshipmen who've served their community as well as their country -- to the parents and local leaders who've

taken their concern for education and turned it into direct action -- for all that you've been doing to help these promising youngsters: please accept the heartfelt thanks of this President, and the entire nation. I salute you as our 437th Point of Light.

Thank you -- congratulations to you all -- and God bless the U.S. Navy.

# # #

# UNITED STATES NAVAL ACADEMY ANNAPOLIS, MARYLAND



## Legend

- 1 RICKETTS HALL  
Visitors Center
- 2 LEJEUNE HALL  
Sports Hall of Fame
- 3 BANCROFT HALL  
rotunda, Memorial Hall and  
sample midshipmen's room

- 4 TECUMSEH COURT  
*STATUE FACING AREA*  
*Officer parking area*  
*Private building*  
*@ corner*
- 5 RADFORD TERRACE
- 6 PREBLE HALL  
museum, Naval Institute Bookstore  
(bookstore open weekdays only)
- 7 BRIGADE ACTIVITIES CENTER  
(under construction)

- 8 HERNDON MONUMENT  
Crypt of John Paul Jones
- 9 CHAPEL  
Intercollegiate Sailing Hall of Fame
- 10 ROBERT CROWN SAILING CENTER

- V Visitors parking
- ♿ Handicap entrance to building
- ★ Rest rooms
- ♿ Rest rooms with facilities for the  
handicapped

COR. Mike John USNA PhD 301-267-2291

(301) Dr. Masse 267-3302  
Faculty Advisor

Captain Kay (301) 267-2195  
Dean of Math

(D.D.) Mr. Speller (202) 634-4894 w  
301-890-6948 h

3 students Hampton  
Speller  
Howard

4/19 Océanography ship  
wind tunnel  
satellite dish  
chemistry lab  
computers  
made a rocket  
USS Eisenhower in Norfolk

grad 1990 -> now Midway  
Lionel Grady Hines  
35th Co.  
301-267-3970

they eat @ state \$500  
12:15 King Hall - lunch  
Michelson Hall - 1st Floor US