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[NAVY]

PRESIDENTIAL REMARKS: NAVAL ACADEMY COMMENCEMENT
ANNAPOLIS, MARYLAND
MAY 27, 1992

[Acknowledgements.] Members of the Navy faculty, families, friends, the Brigade -- and of course the Class of 1992: thank you all for this warm welcome. //

W.P. - June 1, 1991
A.F. - May 29, 1991
CG - May 24, 1989
[[Since I took office, I've given the commencement speech at the Coast Guard Academy, at Air force and West Point. I know some will say, "He saved the best for last." // Actually, I just wanted to salute the Class that finally captured the Army mules.]]

PENSACOLA
NAVY AIR STATION
REMARKS
P.E. SHER
TUCK
March 7, 1992
I understand many of you will go on from here to Pensacola for flight training. Not too long ago, I visited Pensacola myself, and toured that marvelous museum of aviation. In fact, I was told the museum was making plans to add to their collection of "vintage" planes one of the ones I flew: an old Avenger, hauled up from the bottom of Lake Michigan. [[Let me say for the record: I'm not the one who put it there. // I left two in the Pacific -- but none in the Great Lakes. //]]

As President, I've made it my mission to preserve three legacies of concern to all Americans. I spoke at Southern Methodist about the new economic realities -- about the opportunities we'll have in the century ahead. At Notre Dame, my focus was the family -- the first lessons in faith and character that learned at home. Today, I want to speak about the great

"on your watch"

2

mission you've taken up as your own: preserving freedom, / keeping the peace.

You [take up your command] at a watershed moment -- as old order gives way to new. Think of the changes that have taken place since you first came to Annapolis four short years ago, for world. Europe was a continent divided -- East from West. From Central America to the Horn of Africa to Afghanistan and Southeast Asia, the U.S. faced Soviet expansionism. And history had never seen a communist "domino" fall in democracy's direction.

Today, the Wall / the Warsaw Pact / the Soviet empire -- even the Soviet Union itself -- all are gone, swept away by the most powerful idea known to man: the undeniable desire of every individual to be free.

We must recognize these events for what they were: An indication of our ideals -- a testament to faith -- but also, a victory for the men and women who fought for freedom. Because this triumph didn't just happen. Imperial communism didn't just fall -- it was pushed. //

Your generation will be the first to enjoy the fruits of that victory. Today, the threat of nuclear war is more distant than at any time in the past four decades. We are working now with the new nations of the old Soviet empire -- with Russia and Ukraine, Kazakhstan and Byelarus -- to make good on the great promise of the START Treaty we signed just a year ago. As Commander-in-Chief, I think back often to the day I did what so

many of my predecessors must have longed to do: to give the order for our nuclear forces to stand down from alert. //

This triumph means new opportunities for global prosperity - a new commitment to free trade and free enterprise. From South America to southern Africa to the Far East, free market reform is now sweeping away the dead hand of state socialism. Capitalism is recognized the world over as the engine of prosperity and social progress -- an nations are reorganizing themselves to unleash the limitless potential of the individual. //



For years, the Western world feared the have-not nations would rally around a scheme called the new international economic order, to redistribute the world's wealth. The trend we see today runs toward the free market -- toward a new world economy based on creating wealth by allowing enterprising individuals to reap the fruits of their labors. //

Governments can help foster free enterprise -- or put obstacles in its path. There should be no question what course we must take. The U.S. must remain a forceful advocate for free trade: Here in our own hemisphere, as we work toward a trade agreement linking the U.S., Canada, and Mexico -- in South America, through the Enterprise for the Americas initiative -- and in the global economy, through GATT and the Uruguay Round.

But the promise of new prosperity must not blind us to the challenges of new economic realities. We must guard against healthy economic competition degenerating into open economic conflict. Many of our key security partners are our toughest

economic competitors. Nations that lack the confidence to compete will be tempted to seek refuge behind the walls of protectionism -- to group themselves into warring trade blocs. We did not end the Cold War to make the world safe for trade wars. We must fight the protectionist impulse here at home -- and we must work with our partners for trade that is free, fair and open. //

Beyond this economic challenge, we must not be blind to the dangers that remain. Yes, since the day you came to Annapolis, we've made great gains for freedom. But we have not yet entered an era of perpetual peace. //

NSC? As old threats recede -- new ones emerge. By the year 2000, as many as [xx] nations may possess both weapons of mass destruction and the ballistic missiles to deliver them. Many of these regimes will be ruled by leaders more rash than rational -- less likely to be dissuaded from outlaw acts by theories of deterrence than by nations with the means and will to frustrate their aggressive aims. //

And with the end of East-West stand-off, ideology has given way to ethnicity as a key factor for conflict. / Ancient hatreds -- ethnic rivalries frozen in time -- threaten to revive themselves and reignite. We see it now in the war-ravaged Balkans -- in tensions within and among some of the new nations of the old Soviet empire. For all the overwhelmingly hopeful aspects of the new nationalism we see in the world -- for all the proud history and heritage we see reclaimed -- for all the

captive nations now free: we must stand for the principles that make nationalism a positive force. //

We will face new challenges in the realm of diplomacy: Where in the past we have established formal alliances -- the future may require us to turn more often to coalitions, built to respond to the needs of the moment. We saw a glimpse of that future in the Persian Gulf. Such a world puts a premium on nations certain of their interests, faithful to their ideals -- and on leaders ready to act. //

We will face a challenge that takes us beyond containment - - to a key role in helping forge a democratic peace. In the weeks ahead, Congress will be considering the question of aid to promote democratic reform in Russia and the other Commonwealth States. For all the pressure to focus our energies on needs here at home -- for all that we must and will do to open new opportunities to every American -- we cannot fail in this critical mission. //

When we think of the world you and your children will inherit, no single factor shapes their future more than this: whether the lands of the old Soviet empire move forward into democracy -- or slide back into anarchy or authoritarianism. The outcome of this great transition will effect everything: from the amount government must devote to defense instead of domestic needs -- to a future for our children free from fear.

Yes the aid I've requested from Congress is significant -- bit it is also a tiny fraction of the four trillion dollars this
(more than)

ASNE
SPEECH
6/19/92

nation spent to wage and win the Cold War. We owe it to those who began this task -- as well as those who will come after -- to finish the great work we've begun. //

But if we hope to remain free and at peace in a world that still holds dangers, we must maintain defenses adequate to the task. This defense rests on four key elements:

First, we must maintain a strong strategic deterrent. Yes, our nuclear forces can and will be smaller in the future. But even in the aftermath of the Cold War, Russia retains its nuclear arsenal. And we learned in Desert Storm about the progress Iraq had made toward building a nuclear weapon of its own.

We must heed the lessons learned in the Gulf War, when a single Scud missile took the lives of more Americans than any other combat action. We cannot count on deterrence to stop a madman with missiles. We must deploy a defense against ballistic missile attack. //

Second, even in our new world, the fundamental facts of geopolitics don't change: security means forward deployment. From the forty years of Cold War to the forty days of Desert Storm, forward deployed forces have helped America keep danger from its shores. The future will be no different.

Third, the nature of the challenges we are likely to face will put a premium on rapid response. We live in a day when clear and present dangers are few -- when new threats can emerge with little or no warning. Throughout history, our ability to project power has helped us keep the peace -- and, if need be, to

win the war. There is no substitute for forces that are trained, equipped and ready.

Fourth, even as we reduce our armed forces, we must retain the capability to reconstitute our forces to meet any future threat that may arise. Production lines for planes, tanks, ships and subs can't be turned on and off like a water faucet. We've got to keep our technological edge -- keep our R&D focused on the next generation of weapons you'll need to succeed.

I want to turn now to a final challenge -- one that will be familiar to you after four years of study. It begins with this fundamental fact: the crucial connection in any democracy between military strength and moral support. We've seen the power of this connection in Desert Storm; we've felt its lack in Vietnam. The message must be clear: America is safest at home when we stand as a force for stability in the world.

In many respects, this may be the greatest challenge. Because the history of this century reveals the deep urge in the American character -- a desire to see in every won victory a sign that America's work in the world

Such an urge is not unusual in democracies. It's a trait found in nations more interested in the comforts of home than conquests abroad. But it can be devastating in a world that still holds dangers -- that still poses threats to our interests and ideals.

Winston Churchill made this point in the subtitle to the last volume in his epic history of World War Two. He called it:

Triumph + Tragedy: title of Vol. 6
"Quote" -- (Theme of Volume.)

0743.C47
 The Second World War
 Winston Churchill

(not on title page)

"How the great democracies triumphed -- and so were able to resume the follies which had so nearly cost them their ^{lives} lives."

More than once this century, America has proved its mettle. More than once, we've come late to conflict -- and turned back mortal threats to freedom. But as a nation, we have yet to prove that we can lead when there is no enemy on the doorstep. We have proved and proved again: we can win the war. Now we must wage the peace.

And we will do it with your help.

I began today by speaking about the great victory of freedom in the world as vindication of the American ideal. I know there are some who may think there's something presumptuous about that claim -- something boastful. But it is not -- for one simple reason: Democracy isn't our creation -- democracy is our inheritance. / We can't take credit for democracy, but we can take the precious gift of freedom / preserve it / and pass it on -- as my generation does to you, and you, too, will do one day. And perhaps -- provided we seize the opportunities now open to us -- we can secure the new world of freedom that has always been our aim. //

Once again, thank you all for this warm welcome. Congratulations to the Navy Class of '92 -- and may God bless the United States of America.

#

McGroarty/Bunton
May 20, 1992
12:30 p.m.
[NAVY]

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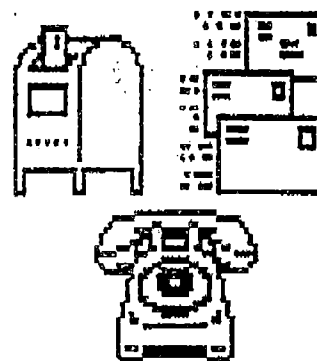
Once again, thank you all for this warm welcome. Congratulations to the Navy Class of '92 -- and may God bless the United States of America.

#

U.S. Naval Academy
Telecopy Cover Sheet
BEAT Army!



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Office of the Academic Dean and Provost
United States Naval Academy

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GOOD GOUGE:

An Investigation into the
Origins of Naval Academy Slang

Conducted on Historical and
Etymological Principles

Researched and Written by the Students of HE-111,
Rhetoric and Introduction to Literature,
Sections 2501 and 2601
Fall 1981

Compiled and Edited by Michael P. Parker,
Assistant Professor of English

Annapolis

April 1982

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GLOSSARY

BILGE (bilj), vt., 1. obs. To fail (an examination). 2. To make another look bad; to cut the ground out from another's feet. vi. bilge out, to fail out of the Academy--n. 1. Nonsense; worthless talk (from bilge-water). 2. The act of making another look bad; hence, bilger, one who makes another look bad. 3. Comb. forms good bilge an exclamation used when one person does something to annoy or harm another; Bilger's Gate, pedestrian gateway leading to Maryland Avenue; mids who failed out of the Academy would turn in their dismissal papers at the guardhouse next to it. According to the still honored tradition, any midshipman who uses this gate will bilge out of the Academy.

Bilge, which originally meant "the bottom of a ship's hull," first appeared in English in the early sixteenth century. The origin of the word is in some dispute: according to the Oxford English Dictionary (OED), bilge derives from the Old French boulge, "the bottom of a ship," which in turn comes from the Latin bulga, "a leathern knapsack or handbag." According to Sandahl, however, the word is a borrowing from the Norse; it comes from belgr, again meaning "skin, bag," and is related to the modern English word belly. In either case, bilge soon assumed a verbal meaning in addition to the substantive one: by 1557 it had acquired the transitive sense of "to stave in a ship's bottom, causing her to spring a leak"; and by 1728 it also possessed an intransitive meaning, "to suffer fracture in the bilge." Needless to say, damage to the bilge often resulted in the sinking of the ship.

At the Academy, bilge has assumed a special figurative significance. Plebes are reminded constantly by upperclass not to bilge their classmates. In this sense the word means "to make another look bad." The relation to the transitive verb form of the word is not hard to see. This current usage of bilge, though quite common, has appeared only recently at the Academy. Before 1969 the primary meaning of bilge was to fail an exam or course, or to fail out of the Academy. The word is used in this sense in the 1881 Fag-Ends and in subsequent glossaries throughout the early twentieth century. The 1941 Guide to the Academy gives the definition in its most colorful form: "to be assigned to the U.S.S. Outside." Bilger's Gate takes its name from the word in this sense. Today, however, bilge is rarely used with this meaning; when it is, the verb is usually passive, as in "He was bilged out of the Academy." In the 1969 Reef Points both definitions of the word, "to fail" and "to make someone look bad," were given. In the 1970 Reef Points, the older sense of "to fail" was dropped and only the newer sense has appeared in subsequent editions.

The noun bilge meaning "nonsense; worthless talk" is a shortened form of bilge-water, "the water that collects in the bilge of a ship through leakage or otherwise, and becomes

disgustingly foul and noxious." In W. E. Wilson's "Madeline among the Midshipmen," a professor's account of teaching English at the Academy during World War II, the captain who is Chairman of the Lit Detail labels Shelley's poetry bilge and orders it dropped from the curriculum. Currently, however, bilge is rarely used in this sense at the Academy although it is still employed in the fleet.

For the new midshipman at the Academy, the best way to avoid trouble and extra work is to steer clear of bilgers, bilges, and bilging. If, however, one should encounter any of the above, the only way to survive is to set to work and bail oneself out.

BRACE (bres), n. 1. A stiff military posture. 2. comb. form take a brace, obs., to endeavor to study--vi. To assume an extremely stiff and straight position of attention--vt. To make someone assume such a position.

As a noun, brace derives from the Old French brace or brache, meaning "the two arms." The noun was soon employed verbally: in its earliest uses, according to the OED, the verb brace was synonymous with embrace, meaning "to put the arms around." In time the verb acquired new, figurative meanings: "to encompass or surround" and eventually "to clasp, fasten up lightly, gird, or support." By 1736 the poet Thomas Gray could write of bracing parts of the body--nerves, sinews, etc.--to give them tone or firmness in preparation for some challenge or task. The phrase brace up used in this sense is recorded as early as 1740; the Academy definition of brace is a logical extension of the standard meaning.

Brace up may actually derive, however, from a nautical command. On a sailing ship, to brace up means "to put the yards into a more oblique position," i.e., to pull in the braces to bring in the sails during strong winds. The brace practiced by plebes at the Academy may be related metaphorically to the sailing command: the plebe brings his chin into the chest in preparation for stormy weather ahead.

The word brace and the position it describes have been employed at the Academy since the nineteenth century. The 1894 Lucky Bag glossary defines brace up as "to stand erect." A more recent definition provides greater detail: "to assume an extremely stiff and straight position of attention, to expand your chest, tuck your elbows into your sides, and pull your shoulders back." The expressed aim of bracing up a plebe is to improve his posture and to teach him how to withstand pain. While plebes are the primary practitioners of the art of bracing up, upperclass are occasionally called upon to display their proficiency as well. Thus, the advice given in the 1914-15 Reef Points still holds good: "Get a brace while you are a plebe and keep it."

The 1894 Lucky Bag also records the expression take a brace as meaning "to endeavor to study"; obviously, hitting the books produced as much pain back then as it does now. In recent years to take a brace has been supplanted by the expression to take a strain, which means to expend effort in any endeavor, academic or otherwise.

BRICK (brIk), n. 1. A homely escort; an ugly girl. 2. Comb. form brick party, a ceremony in which plebes present a brick on a pillow to an upperclassman who has appeared in public with a homely escort--vt. obs. To arrange a date for someone with an ugly girl.

The 1981-82 Reef Points defines brick as "a homely escort; a date who should have stayed at home." This unusual use of the word, which seems to be peculiar to the Academy, has lent itself to at least two ingenious popular etymologies. The more plausible is that the expression derives from the British slang meaning "a good fellow, one whom one approves for his genuine good qualities." Brick in this sense would be parallel to the American commonplace of the girl who has plenty of "personality," i.e., personality and nothing else. The second popular etymology, slightly less savory, is of a metaphorical cast. In the cadence song "Hey Bobbareba," still used at the Academy to teach fourth class their right feet from their left, one of the verses runs,

I wish all the ladies were bricks in a pile
And I was a mason, I'd lay them in style.

Neither of these etymologies, however, seems to be the true one. Brick as used at the Academy is actually a shortened form of the expression gold brick which, in its widest sense, means "something that looks valuable on the surface but is sham beneath" or "anything worthless passed off as valuable." Gold brick first appears in the glossary in the 1902 Lucky Bag, where it is defined as "a girl who isn't pretty and can't dance or talk." The phrase must have been fairly new to the Academy in 1902: while it appears in a short story in the 1901 Lucky Bag, it is included in none of the earlier glossaries. Gold brick appears with only slight variations in definition in the 1903-1905 glossaries; in the following year, however, the format of Lucky Bag was revised and the glossary dropped.

The first reference to brick in the sense of a girl lacking accomplishments occurs in the 3 June 1915 issue of The Log. By 1925 the word acquired the definition it would retain (with the usual humorous variations) for the next fifty years: "the normal expectancy in a blind drag. A femme [girl] who lacks all that Miss America has."

In the past, midshipmen used a four-point grading system to rate the blind drags of fellow mids. If a girl received a 4.0, she was naturally a queen, but if she scored 2.5 or less, she was labeled a brick. When this occurred, the unfortunate mid was subjected to a brick party the next day. All the plebes in the company formed a long winding line that proceeded through the company area. At the end of the line, two plebes carried a brick on a pillow. When they reached the room of their victim (always

an upperclass, since plebes didn't--and usually still don't--rate dragging), they threw the brick into his room. When the brick hit the floor, a free-for-all followed: the usual culmination of these festivities was a cold shower for the mid in question. James Webb describes a brick party in his novel A Sense of Honor; while the ceremony survived into the late 1960's and early 1970's, it has since largely died out.

With the admission of women to the Academy in 1976, brick suddenly disappeared from Reef Points. After a two-year hiatus, the word reappeared in the 1978-79 edition with a new, non-sexist definition. Today, brick signifies a homely escort of either sex; this resilience suggests that the word will continue as an element of Academy slang for a long time to come.

DRAG (draeg), vt. to escort--n, A person who is escorted; a date.

"What a drag!" "He took a drag from a cigarette." "Jack totaled his car in a drag race." These sentences illustrate just a few of the many uses of drag; yet, if one mentions the word at the Naval Academy today, only one thought pops into a midshipman's mind--a date.

Where does drag come from? According to the OED, the noun drag derives from the Old English verb dragan and its primary meaning is "something heavy that is used by being dragged along the ground." Although midshipmen pride themselves on being vigorous lovers, this definition hardly seems to describe what happens to most (if not quite all) escorts who come with midshipmen to Academy hops, or dances. Obviously, some intermediary step must account for the difference between the common meaning of the word and the Annapolis definition. Three phrases--dragging time, drag-home, and drag an anchor--seem to have some bearing on the Academy term. According to the English Dialect Dictionary, dragging-time was a phrase used in Sussex, England, to refer to "the twilight-time when young fellows at fairs pull the wenches about." This phrase was first recorded in 1864, though it is apparently much older. Drag-home, also recorded in the English Dialect Dictionary, is a nineteenth-century Irish term which means "the home-bringing of a bride." Finally, drag an anchor is an American expression which means "to bring one's wife." It is listed in the 1942 American Thesaurus of Slang and obviously derives from the nautical practice of dragging an anchor to prevent a ship from drifting when the sails or rudder is incapacitated.

The Naval Academy drag apparently derives from one of these expressions, in all of which women are the objects being dragged; perhaps it is a shortened form of drag an anchor. In any event, drag in the Academy sense is first recorded in the 1897 Lucky Bag glossary with the definition, "To drag a femme to a hop is to escort her there." Drag was soon also used as a noun to designate the person so escorted. Although The American Slang Dictionary gives a date of "circa 1925" for drag, the Lucky Bag testifies that the word was in current use over a quarter of a century earlier. From Annapolis the term soon spread to West Point; the student expression drag or stag, meaning "with a date or without," first appears in the 1930's and seems to be derived from the usage at the military academies. If so, drag is one of the few words that the Academy contributed to, rather than borrowed from, contemporary American slang.

In 1939 midshipmen published the first of several editions of The Drag's Handbook, a guide to Annapolis and the Academy designed to obviate the need for visiting females to bombard midshipmen with questions about the Academy's many peculiar customs. One of these customs, incidentally, is for midshipmen to salute another mid when he is dragging. The 1950 film The West Point Story used drag several times, thus familiarizing Americans all across the country with what was originally a Naval Academy term.

The Academy is a school of great tradition. Once a word enters a midshipman's vocabulary, it's there to stay; Annapolis speech is a virtual compendium of fossilized nineteenth-century slang. After 85 years of continued use, and after surviving the admission of women to the Academy, drag seems guaranteed a long future.

FRY (fraɪ), vt. 1. To assign demerits. 2. obs. To place on the daily conduct report.--n. comb. form fry-trap, a situation in which, no matter what action he takes, a midshipman will be given demerits.

The history of fry and related words meaning "to give demerits" or "to put on the conduct report" is extraordinarily complex. Fry may be a corruption of frap, the word it eventually replaced; both are closely connected to pap, which means "conduct report" or "the act of inflicting demerits."

In the late nineteenth century, the names of midshipmen who were unsat (unsatisfactory) academically would be posted on a sheet tacked to a tree outside New Quarters, the main dormitory. If a mid's name was posted, he was said to have hit the tree. The roster of those who failed their fall term examinations was called the Christmas tree; the spring roster was the Maypole. In midshipman slang of the 1890's, hit meant "to do a thing well" or "to get on, as a team, the tree, the list." The second sense of hit appears to be a logical development of the first; it still survives today in the expression "to hit the big time." In the phrase to hit the tree, hit assumes an ironic overtone; obviously, the mid whose name appears on the unsat list hasn't done very well at all.

The 1894 Lucky Bag glossary lists a number of synonyms for hit: biff, bat and, most importantly, frappe. Frappe, from the French frapper, "to strike, hit," was soon shortened to frap. It is one of a number of French borrowings that crop up in mid slang of the period; others include fumez, "to smoke," and savoir or savez, "one who is academically brilliant." Perhaps these words represent the fruit of the midshipmen's studies in dago, the term formerly used for foreign language courses at the Academy. In any event, by 1898 the rhyming expression frap the pap had taken its place alongside hit the tree to describe those who were unsat in their conduct as opposed to their academic work. The origin of pap, "daily conduct report," is in dispute. The 1931-32 Reef Points states that pap is an acronym for publish and post, the words printed at the top of the daily conduct report. The Reef Points of 1932-33, however, offers an alternative etymology: "Pap--Daily conduct report, from Frappier le papier." Whatever the origin of the phrase, the import is clear. As the 1907-08 Reef Points advises its readers, "A wise plebe standeth from under [keeps out of trouble], but a touge [cocky] one frappeth the pap."

During the course of the twentieth century, the distinction between the verb frap and the noun pap became increasingly blurred. As early as 1902 pap was defined as "to put on report"; in 1945-46 frap is glossed as "1. A conduct report. 2. To put

on the report." In the 1947-48 Reef Points the two words have become synonymous: "Pap--same as frap."

It was in 1958 that fry first made its appearance in Reef Points, with the definition "to frap." In the same year pap was deleted from the glossary, only to return in the 1964-65 edition. Frap was dropped from Reef Points in 1971-72 and the definition of fry altered to "to pap"; frap survived in the definition of pap until 1978-79. It now appears that frap has disappeared permanently from midshipman parlance after a useful life of some 85 years.

This rather confusing history of frap the pap is important because it suggests the gradual deterioration of the metaphorical structure underlying the expression and its eventual replacement by a new one drawn from the culinary arts. In standard English, one of the meanings of pap is "soft or semi-liquid food for infants"; in the current Reef Points, pap is defined as "a character builder; an unappreciated gift from above," with the implication that demerits nourish tender plebes and help them develop into strong upperclass. Pap in this sense echoes the now obsolete expression pap with a hatchet, meaning "the administration of punishment under the guise of conferring a kindness or benefit." The solicitous upperclass determines what sort of pap his plebe needs by consulting the Cook Book--the Midshipman Held Publications Administrative Conduct Section--in order to "match the pap to the rap." The Cook Book prescribes the standard punishment, usually in the form of demerits, for every conceivable midshipman offense.

Fry itself relates to this gastronomic jargon only in a general way: if the metaphor were consistent, one would fry the pap, not its destined recipient. Although fry may be a phonetic corruption of frap, it is more likely the term derives from the verb fry, "to cook over direct heat in oil," either through a modern slang meaning of the word, "to execute in an electric chair," or from the expression "out of the frying pan into the fire." Whatever the origin of the verb, whenever a mid gets in hot water he can also expect to be fried as an encore, thus suffering a fate not dissimilar to that undergone by hash browns.

Fry-trap--"a situation from which one can't escape without being fried"--is a recent coinage that once again demonstrates the verbal ingenuity of midshipmen--the same ingenuity that produced frap the pap in the 1890's. With the admission of women to the Academy, can the Venus fry-trap be far behind? The next decade should tell.

GEEK (gik), n. 1. One who studies in an excessively diligent manner; a grind. 2. comb. forms geek glasses, Navy-issue, black-rimmed eyeglasses; geek roster, Dean's list -- geek out, vi. to study excessively; to cram for a test.

Midshipmen have developed many slang words to describe those who work hard in their studies and get good grades; these include savez (from the French savoir, "to know"), slash, cut, greaser, and beep. Since the mid-1970's, however, midshipmen have adopted a new word to describe their more academically inclined classmates--geek.

Geek derives from the word geck, which means "fool; simpleton." According to the OED, geck is a borrowing from the Low German geck or Dutch gek, which both signify someone who is fooled or made the object of a joke; the word first appeared in Scottish dialects of English and entered the mainstream of the language in the sixteenth century. Shakespeare uses geck twice: in Twelfth Night, Malvolio complains that he has been made a "most notorious gecke and gull" (V.i.351) and in Cymbeline Sicilius speaks of becoming "the geeke and scorne o'th'others villany" (V.iv.67). The latter example is important because it employs the form geeke, which is otherwise unrecorded before the nineteenth century; although Murray suggests the second e is a misprint, it may represent a dialectal variant.

The first undisputed appearance of geek occurs in the 1870's in the United States. In the earliest examples, geek, like geck, simply means "fool"; in time, however, the word acquired a specialized meaning. By the early twentieth century a geek was a carnival performer whose act usually consisted of biting off the head of a live chicken or a snake. The sense of the word was gradually expanded to encompass all carnival freaks, especially those who performed repulsive acts.

How geek acquired the present Academy meaning of "one who studies excessively" is unclear. Although the sense of the word is apparent--one can understand the implied comparison between the excessively studious and carnival freaks--the precise source is not. The most attractive conjecture is that of LT Richard F. Frank, who suggests that geek was popularized by Firesign Theater, a recording group with a cult following in the early 1970's. In their album All Hail Marx and Lenin, the members of Firesign Theater frequently use geek as a term of abuse. Geek caught on at the Academy sometime between 1975 and 1978; it first appeared in the 1980-81 edition of Reef Points.

As a noun, geek carries a pejorative connotation; a variety of conceptions about the character of the studious (weak, unathletic, timid, pale) are conveyed by the word. To geek out, however, is more positive, since it denotes merely a temporary

condition through which most mids find they have to pass during
midterm or final exams.

GOUGE (gaUJ), n. 1. A solution to a problem as written up for professors. 2. The answer, solution, or method of accomplishing a test or related activity. 3. A list of necessary facts. 4. A person who cheats. 5. A person who takes advantage of others.--vi. 1. To cheat. 2. To obtain unauthorized assistance. 3. To take advantage of all available resources. 4. To take advantage of another to make oneself look better.--a. 1. Excellent; superior. 2. Easy (as in a gouge class). 3. Lenient (as in a gouge prof.); hence, desirable.

Probably of Celtic origin, the word gouge originally meant "a chisel with a concave blade used for cutting rounded grooves or holes in wood." The OED records the first appearance of the noun in English as occurring in the fifteenth century; within 100 years the verb form, meaning "to cut holes or grooves in wood," was also current. In American English gouge acquired the slang meaning of "to cheat" or "a swindle"; both first appeared in the mid-nineteenth century. This development of gouge parallels what happened to that other cutting tool, the chisel; chisel came to mean "to cheat" earlier in the century in both England and America.

In the sense of "to cheat," the first recorded use of gouge at the Academy occurs in the 1881 Fag Ends, a collection of songs and cartoons describing life at Annapolis. An alphabetical poem on the Academy contains the following entry for the letter "G":

G stands for "gouging,"
Which better than "cram"
May knock a high mark
On the hardest exam.

The quotation marks suggest that both gouging and cram were regarded as slang words at the time the poem was composed. Gouge was listed in the 1898 Lucky Bag glossary with the meanings "a solution to a problem as written up for profs" and "to cheat"; the word appeared in Reef Points from 1905 through 1948 with substantially the same definition. Park Benjamin suggests that the word originated in a required "Moral Science" class in the late nineteenth century in which, ironically, cheating seems to have been endemic.

World War II brought great changes to the Academy: discipline was tightened, leave periods reduced, and the curriculum intensified. The Honor Concept, instituted after much debate in the early 1950's, states simply that "A midshipman does not lie, cheat or steal." In consequence, cheating became a much more serious offense than it was heretofore. The atmosphere that led to the institution of the Honor Concept apparently affected Academy slang as well: the definition of gouge as to "cheat"

disappeared from Reef Points and the word assumed the more innocuous sense of "a list of necessary facts" or "essential information." By 1981-82, gouge had all but shed its unsavory aura; only in the little used verbal definition of "to take advantage of another" does the trace of its earlier and primary meaning--"to cheat"--remain.

GREASE (gris), n. 1. obs. A sycophant; boot-licker; also greaser, greasoir. 2. Semester evaluations of aptitude for the service. 3. A good evaluation. 4. comb. forms grease reports, written performance evaluations; grease man, the midshipman receiving the highest marks for appearance at a formal inspection.--a. Applied to an article worn only at inspection in order to preserve its appearance and thus gain the wearer a good evaluation, as in grease shoes and grease cover; hence, best or excellent.

According to the OED the earliest recorded use of grease in English occurs in 1290 in the meaning of "the melted or rendered fat of animals." The verb form, meaning "to smear or anoint with grease" or, more generally, "to lubricate," appeared in the fifteenth century. The word soon underwent several metaphorical transformations. The phrase to grease the wheels, meaning to make things run smoothly, seems to lie behind the expression to grease one's palm or hand, which begins to crop up during the early Renaissance. Then as today, the meaning of the expression is "to bribe." In the nineteenth century, the noun form of the word also assumed the sense of "money for a bribe"; in northern English dialects, grease also meant "flattery or fawning."

The earliest recorded use of grease at the Academy seems related to this dialectal meaning: the 1894 Lucky Bag glossary defines grease as "a boot-licker." The 1903 Lucky Bag lists a whole battery of grease-related terms. Grease is defined as "boot licking" and greaser and greasoir as "a sycophant"; someone who is "excessively greasy" might be termed slimy. In Reef Points throughout the 1930's and 1940's, the greasoir was, rather aptly, "someone who oils the wheels of his own progress." The word continued to carry this negative connotation up until the last fifteen years; in Reef Points during the 1970's, grease was defined merely as "influence or aptitude for the service." The older Academy meaning of grease lingers on in grease man--the midshipman who ranks highest at an inspection, but in the sense of "boot-licker" smack has now supplanted the earlier term. The 1981-82 Reef Points defines smack as someone who is "obsequious"; the word derives from the verb smack, "to kiss," and is undoubtedly a more genteel version of the term ass-kisser. Although it has been in use for several years, smack first appeared in Reef Points only in 1981-82.

Today, the senses of grease are generally positive. When a mid does poorly academically, he can always strive to garner some good grease, or positive evaluations, from his professional activities. Since standing in the company is calculated on the basis of military aptitude and interest as well as grades, a little grease at the right time has helped many a mid slide through a rough semester.

GUNGY (gun'Yi), a. Overly enthusiastic in matters pertaining to the military, especially the Navy.

The word gungy has its origin in the phrase gung ho, which came into English during the Second World War. Gung ho derives from the Chinese words kung, meaning "work," and hau, "together." The phrase was coined by COL Evans Fordyce Carlson, an American, as a slogan for the Second Marine Raider Division which he commanded in China; Carlson took the phrase from the name of a Chinese Industrial Cooperative Society.

It is probable that gung ho was carried back to the continental United States by Marines who had used the phrase in the war. It was soon accepted into American English and appeared in Funk and Wagnalls New Practical Standard Dictionary in 1955 with the definition "a motto meaning 'work together.'" Gung ho soon began to be used adjectivally: in 1959 it was employed in the sense of "in favor of" and by 1968 had acquired the current meaning of "enthusiastic" or "zealous."

Although there is no documentation available, it seems reasonable to assume that gung ho was brought directly to the Academy by Marine instructors after the war. The phrase was soon shortened to the form gungy. According to LCDR John Harty, gungy was in common use by 1964 and it is probable that the form was current earlier. The first printed definition of gungy--"psyched up for the Navy"--appeared in the 1970-71 edition of Reef Points; this definition has remained unchanged in subsequent editions.

The transformation of gung ho into gungy is straightforward. The -y is a standard adjectival suffix in English; since gung ho lacks any suffix that would identify what part of speech it is, the addition of the -y is understandable. Midshipmen also have the predilection for shortening words and phrases in everyday use: compare trous for "trousers" and recon raids for "reconnaissance raids." The sense of gungy is usually pejorative.

HAZE (hez), vt. To subject to cruel horseplay, usually in connection with a college initiation rite; to bully--hazing, n. Brutal initiation rites formerly practiced at the Academy.

The word haze derives from the Old French word haser, which meant "to insult or to anger." The first recorded use of haze in English occurs in 1678; at that time and throughout the eighteenth century the word meant "to frighten or scare, especially with a loud noise." According to the OED, however, the word soon began to assume more sinister overtones. In the American and British navies, haze came to signify "to punish by keeping at disagreeable and unnecessary hard work; to harass with overwork." In Two Years Before the Mast (1840), Richard Dana writes, "Let an officer once say 'I'll haze you' and your fate is fixed. You will be 'worked up' if you are not a better man than he is."

Haze soon shed its merely nautical sense and by 1850 was current on American campuses in the meaning "to bully or maltreat underclassmen, esp. freshmen." The worst cases of hazing occurred at Ivy League schools, especially Harvard, Yale, and Princeton. Oddly, hazing seems to have been totally absent from the Academy during its first twenty-five years of existence. The first recorded instance occurred in 1871, when upperclassmen mistreated students of the entering class. In 1874, the entire third class was deprived of their summer leave due to another outbreak of hazing. Academy authorities intervened to stem the trend by establishing the present system of companies, platoons, and squads, in which upperclassmen were given responsibility for the performance and treatment of underclassmen. The concomitant shift of loyalties from class to company soon made the number of hazing incidents negligible. Congress outlawed hazing at the military academies by official act in 1903 and 1906. The editors of the 1901 Lucky Bag, however, suggest that the problem may merely have gone underground: instead of providing a definition for hazing, the glossary merely directs, "Ask any officer, from ensign to admiral, they will surely know the meaning."

Although reports of hazing continue to surface from time to time at the Academy, the number is very small; the fashion for tormenting plebes (at least physically) has disappeared. Most mids today agree that the threat of hazing is a thing of the past.

HO CHI MINH TRAIL (ho ċi mIn' trel) n. Long, concrete underground utility tunnels at the Academy that carry heat and water pipes to academic buildings, used by midshipmen for recon raids.

The Ho Chi Minh Trail at the Academy is named after the supply route used by Viet Cong guerrillas during the Vietnam War. Stretching from North Vietnam through Laos and Cambodia into South Vietnam, the trail bore the name of the communist leader of North Vietnam.

Midshipmen began to apply the name Ho Chi Minh Trail to the Academy utility tunnels around 1974 toward the end of the Vietnam War; the first recorded written use of the term occurs in a 1978 edition of The Log. Before the mid-1970's, the tunnels were popularly known as the Catacombs, a reference to the early Christian burial places in Rome. Midshipmen use the tunnels to carry out recon (reconnaissance) raids, or pranks, during the academic year. The Trail allows easy access to most of the buildings in the Yard while obviating the dangers of being caught in an out-of-bounds area after hours. Use of the Trail peaks during Army Week, when mids crowd its corridors en route to hanging sheet posters, painting monuments, and spiriting cannon from one end of the Yard to another. Some of the more notorious stories involving the Trail include its use to gain access to the tow tank in Rickover Hall for a skinny-dipping party in the wee morning hours; and its role in an attempt by a party of midshipmen to lock all the doors in Michelson Hall from the inside so that classes in the building would have to be canceled the following morning. Alas for the intrepid mids, the attempt failed.

JIMMYLEGS (Jim' i lEgs), n. The Academy security force; a security force patrolman.

Jimmylegs, the slang name for Academy security officers, first appeared in Annapolis in the late nineteenth century. The 1881 Fag Ends refers to members of the security force as "the watch," but according to Puleston, jimmylegs was in use by 1898. The etymology of jimmylegs is obscure. The word apparently derives from the term jimmy, a shortened form of jimmy guard, a name given to the guards at St. James Palace in London. Jimmy guard came into use in the early seventeenth century and there is some dispute whether the name refers to the palace or to the first Stuart monarch, James I (1603-25).

Jimmylegs is first recorded in the eighteenth century in a rather different context from jimmy: it was the name applied to a first mate on a ship in the merchant marine. In ensuing years, the term was applied to the master-at-arms--the principal police officer--on board a merchant ship. The connection between jimmy and jimmylegs is logically clear--as Noel and Beach put it, both words denominate "a sort of cop"--but the addition of the suffix -legs is a puzzle. Patrolman H. A. Spies of the Academy Security Force offers the following explanation. In the old days of sailing ships, relates Mr. Spies, a certain first mate named Jimmy was charged with patrolling the deck of his merchantman. His shipmates below deck would keep close tabs on his comings and goings through the open hatches. From that vantage point, all they could see was the lower part of Jimmy's body; whenever he strolled by, they would say to each other, "There goes Jimmy's legs (or Jimmylegs)." This tale may be apocryphal, but it does account for the peculiar suffix.

The major responsibilities of the Academy's jimmylegs include enforcing the Uniform Code of Military Justice and the Maryland Criminal Code, investigating alarms, directing traffic, and maintaining security not only at the Academy but also at the Naval Station across the Severn and at the golf course. In addition, they provide a "welcoming committee" for those mids a bit tardy in returning to the Academy Saturday nights.

KAYDET (ke' dEt), n. Cadet; a student at the United States Military Academy at West Point.

Wentworth and Flexner define kaydet as a "slighting and/or humorous mispronunciation of standard cadet." Although Puleston claims kaydet was in use as early as 1898, the word does not appear in the Lucky Bag glossary for that year. The earliest written use of the word appears to be in The Lighthouse: The Plebe's Bible (1929), in which kaydet is defined as "one who has been equally foolish as a midshipman." Kaydet is entered in all Reef Points slang glossaries from 1932-33 to the present day. Perhaps the most amusing definition is that which appeared in 1943-44 and persisted, with the usual variations, until the early 1960's: "Kaydet--supplier of grey bathrobes to midshipmen." This definition alludes to the custom in which a losing athletic team forfeits some article of clothing marked with the school insignia to the winners of the contest; obviously, midshipmen of yesterday (and today) entertained no doubts about their superiority to the West Point kaydets.

In recent years, kaydet has largely been superseded by woop in Academy slang. During World War II, kaydet was also used to refer to the training biplane employed by the Army Air Corps.

MIDSHIPMAN (mīd šīp' mīn), n. A student at the United States Naval Academy in training for commission as an ensign in the Navy or as a second lieutenant in the Marine Corps.

The word midshipman first appeared in English in the seventeenth century in the form midshipsman to designate those men who were stationed "amidships," i.e., in the waist or middle portion of the vessel, when on duty. By 1687, according to the OED, the second s had been dropped to give the current form of the word. Midshipmen were originally boys, sometimes as young as seven or eight, who were apprenticed to sea captains to learn the sailor's trade. In the nineteenth century these boys were sometimes called midshipmites, a humorous combination of midshipman and mite that attests to their young age and small size. At worst, these boys were severely abused; at best, their lot was a hard one. A number of words and phrases testify to the low rank midshipmen held aboard ship. Midshipman's nuts were broken pieces of biscuit served as dessert. A midshipman's devil was the lowest-ranking steward on ship and thus the one who was forced to wait on the midshipmen. Midshipman's half-pay is defined somewhat cryptically in the OED as "nothing a-day and find yourself." Midshipman's butter is another name for the avocado, the buttery pulp of which sailors sometimes used as a substitute for dairy products not easily obtained or stored at sea.

In the early days of the American Navy, midshipmen trained aboard ship until they were eventually commissioned as ensigns. With the founding of the Academy in 1845, however, it became possible for a midshipman to enter the Navy directly from civilian life, although most of the early graduates had already served at sea before coming to Annapolis. The Academy was, in a sense, a sort of naval finishing school at which young sea-dogs could complement their nautical experience with the sort of supervised book-learning that was nearly impossible to obtain at sea. Students at the Naval Academy were called midshipmen until 1870, when Congress changed their title to Cadet-midshipmen for regular students and Cadet-engineers for two-year students. In 1882 Congress struck again, designating all students Naval Cadets. Finally, in 1902, Congress restored the original title of Midshipmen and it has remained unchanged since.

The common abbreviation for midshipman is mid, the term which midshipmen generally use to designate themselves and their classmates. The diminutive middy, however, is never heard within the Yard. As the 1981-82 Reef Points acerbically defines it, middy is "an odious term sometimes used synonymously with mid by mothers and newspapers."

Midshipmen have lent their name to two articles of clothing and to one member of the animal kingdom. A middy blouse is "any

of various loose blouses with a sailor collar, as worn by sailors, children, and young girls." In the nineteenth century midshipmen aboard ship were sometimes called reefers because one of their duties was, according to the OED, to "attend in the tops of the masts during the operation of taking in reefs." The warm, close-fitting coat worn during this process was known as a reefing jacket or, as it is called in the Navy today, a reefer. Finally, the midshipman is a fish that derives its name from the round luminous bodies along its belly, like the buttons on a midshipman's coat. Having a fish named after one is certainly an honor of which no woop can boast!

PLEBE (plib), n. A midshipman fourth class; a freshman.

According to the Dictionary of American Slang, plebe was first used in the 1850's to refer to any college freshman. This broad use of the word disappeared by 1920, and its application thereafter has been limited to only those freshmen at the United States Naval Academy and the United States Military Academy.

Plebe derives from two Latin words, plebs and plebeius. Plebs is a collective noun referring to the Roman common people as opposed to the Patricians or aristocrats; by extension, plebs was used to name the commonalty of any other nation. Plebeius is an adjective, meaning "belonging to the plebs," that was also used substantively to refer to a single member of the plebs. Both Latin words have come into English with little change in meaning: Plebs became the English plebe and plebeius became the English plebeian. When it first appeared in English in the sixteenth century, plebeian was a noun designating a member of the Roman plebs or any person not of noble or privileged rank. By the seventeenth century, according to the OED, plebeian was also used adjectivally to mean "of low birth or rank; of or pertaining to the common people." Plebeian soon broadened in meaning to describe the qualities associated with the lower classes: "commonplace, undistinguished; vulgar or vulgar-looking, low, ill-bred, coarse, mean, base, ignoble." Plebe, from its introduction into English in the early seventeenth century until about 1850, continued to mean "the common people" as a whole. The new sense of the word, "a college freshman," is apparently a shortened form of plebeian even though it has the same spelling as the older collective noun.

The use of plebe to refer to Naval Academy freshmen carries with it the idea that the fourth class are the very lowest group of beings in the officer corps. The 1898 Lucky Bag glossary conveys this attitude to perfection in its brief definition of plebe: "That insignificant being, the Fourth Classman." This definition has persisted with minor variations for over eighty years; the most recent Reef Points tells us that a plebe is "that insignificant thing that gets all the sympathy and chow from home."

Although most fourth class tolerate the name plebe, few appreciate it and the sensitive civilian will not use the term indiscriminately. At the Academy a fourth class is sometimes referred to by the alternate form pleber; the addition of the final r is apparently in imitation of the many nouns denominating persons in English that end with that letter--compare farmer, officer, or sailor. At West Point during the 1880's the word plebeskin was a slang term for civilian clothes, which plebes wore before donning their uniforms; there is no evidence, however, that this word was ever used at the Naval Academy.

At the Air Force Academy, a fourth-class cadet is called a doolie. Doolie derives from the Greek doulos, "slave, bondsman," and is modeled on plebe. When the Air Force Academy opened in 1954, its founders apparently wanted to give the institution a set of traditions that were similar but not identical to those at West Point and Annapolis. Hence, instead of appropriating plebe outright, they turned to the other great classical language, Greek, to find a word roughly equivalent in meaning. The debt to the other service academies nevertheless remains clear. Doolie is defined in the 1980-81 Contrails, the Colorado Springs version of Reef Points, as "that insignificant thing whose rank is measured in negative units"; the first words betray the influence of the definition of plebe used at Annapolis since 1898.

When a midshipman fourth class enters the Academy, he finds that many demands and heavy duties are placed upon his shoulders. He is expected to function within his rank in a manner that shows he can measure up to the high standards of the Academy and the U.S. Navy. He must work hard to learn his rates, study efficiently, and perform the duties expected of him in the hope that when his freshman year is over, he truly will have earned the right to graduate from his position as the common, working-class, insignificant creature within the framework of Academy life--the plebe.

RACK (raek), n. 1. A bed. 2. comb. forms rack-monster, a midshipman who spends most of his time sleeping; a personification of the sleepiness that attacks midshipmen when studying.--vi. rack out. To sleep; to lie in one's bed, especially during the day.

In the early days of sail the rack was an instrument of torture. But mention the word rack to a midshipman today and he won't shriek in terror; instead, he'll close his eyes and smile at the thought of resting in his rack, or bed. To understand how rack acquired the slang meaning of "bed," it is necessary to explore its relationship to two other slang words, sack and hay.

The first recorded uses of rack date from the fourteenth century. According to the OED, the word soon acquired a variety of meanings, including "an instrument of torture," "bars used to support a spit or other cooking utensil," and, most pertinent to this discussion, "a frame made. . . to hold fodder for horses and cattle." By the eighteenth century this last sense had given rise to a special verb form: to rack up meant to fill a stable rack with hay or straw before leaving the horses for the night. Rack in the sense of "bed," which first appeared in American naval slang during World War II, may well derive from the stable rack. According to this etymology, the development of rack would be related to the expression hit the hay, first recorded in American English about 1910. Since the hay and a rack of hay are both places where one could sleep the night, a connection is quite possible.

There is yet another possible etymology for rack. In his Dictionary of Armed Forces Slang, Eric Partridge suggests that rack is a derivative of the phrase barrack ranger, which in early World War II was applied to a seaman who had not yet been assigned to a ship. A barrack ranger spent most of his days loafing or sleeping until he received word of his assignment. Thus, rack may be a shortened form of barrack, that place where sailors, like fish out of water, have nothing better to do than spend the day in bed.

In A Dictionary of American Slang, Wentworth and Flexner define rack as the naval equivalent of the Army's sack. While both words came into common use during the 1940's, Partridge suggests in his Dictionary of Slang and Unconventional English that sack in the sense of "bed" dates back to at least 1828; sack was slang for the hammocks used by sailors in the Royal Navy, probably because the hammocks were made of sack-cloth. Sack, moreover, is not peculiar to the Army. The word was first recorded in the 1943-44 Reef Points with the definition "bed or bunk" and only disappeared in the 1968-69 edition. Between 1963 and 1980 the word pad, variously defined as "abbreviation for the blue trampoline" and "hunting ground for Z's," also appeared in

Reef Points. "Blue trampoline" refers to the tautness of the sheets (proverbially one could bounce a dime off them) and to the regulation blue bedspread, emblazoned with the Academy seal, that still tricks out every mid's rack today. According to LCDR John Harty, USN, and LT Walter J. Donovan, USN, however, pad lagged far behind rack in everyday use during the 1960's and early 1970's. Midn. Alison McCrary recalls hearing the word pad during her plebe summer in 1979 but not since. Oddly, rack only entered Reef Points in 1980-81 though, as a discussion of the verb forms will demonstrate, the word has been in use much longer.

The verb phrases describing diurnal dormition at the Academy have followed an even more complex pattern. To caulk off meant "to sleep, especially during the daytime" from the early 1930's until 1943, when it was replaced by flake out, with the same definition, in the Reef Points of that year. Rack out--"to utilize one's sack between reveille and taps"--first appeared in 1951. It is noteworthy that the mid utilized his sack rather than his rack until 1970-71; this definition suggests that the verb form rack out is older than the noun. The definition of rack out remained constant between 1970-71 and 1980-81, when rack out was dropped from the glossary in favor of rack.

To the casual observer, few words seem as engrained in a midshipman's vocabulary as rack. But in relation to the Academy's 137-year history, the word is actually new. The changing fortunes of the various words for "bed" and "to sleep," moreover, suggest the 1980's may bring with them a totally new set of expressions. But it's a sure bet that the rack-monster--that irresistible desire to sleep that attacks even the most confirmed geek--will continue to stalk the shafts of Bancroft during study hour, whatever name it bears.

REAM (rim), vt. 1. To yell at (someone) in an abusive way; to admonish severely. Also vi. ream on or ream out. 2. obs. To place on report. 3. comb. form ream, steam, and dry clean, to admonish in the most severe manner possible; to degrade utterly.

Against a wall stands a plebe at attention, body braced, eyes wide open. Hovering in front of him like a vulture is an upperclass, usually a firstie or a second class. He screams loudly at the plebe, shouting things such as, "Can't you do anything right, Mister?" and "You're starting to piss me off." Meekly, the braced-up plebe answers with one of his five basic reponses: "Yes, sir"; "No, sir"; "No excuse, sir"; "I'll find out, sir"; or "Aye aye, sir." His inquisition complete, the upperclass saunters down the shaft with a self-satisfied snicker playing across his face. He has just reamed on the hapless plebe.

The origin and history of ream is a puzzle: it is listed in none of the many glossaries of Academy slang that have appeared over the years. And when the researcher turns to the OED, his confusion increases: the dictionary lists four verbal and three nominal definitions for ream and countless others for the related forms reem, reme, and rime. It is relatively easy to eliminate "a measure of paper," "cream," "to pull apart," "to stretch," and "to foam" from consideration. The most promising definition is that for ream sb. 1, which derives from the Old English word hream. This word means "clamour, outcry, shouting" or "great sorrow, distress, or trouble." The definition seems to describe to a tee the plight of the reamed-on plebe and the actions of his persecutor until one reads the small print: "not found after c. 1250." The related verb reme--"to cry, call out, shout"--presents a similar problem: its last recorded use is in a Lancashire dialect in 1674. How could this word surface at the Academy 300 years later? Is ream an unrecorded survival of Old English that Murray overlooked?

Unfortunately for the philologist, the answer is no. The final OED definition of ream--"to enlarge or widen (a hole) with an instrument"--is undoubtedly the source of the Academy meaning; Wentworth and Flexner's Dictionary of American Slang holds the key to the puzzle. According to Wentworth and Flexner, ream has two slang meanings: "1. Lit. and fig., to poke something up another's rectum. 2. To take advantage of, cheat, or swindle another." The connection between "to enlarge or widen a hole" and "to sodomize" requires no explanation. The relation between the latter and "to cheat," though less clear, parallels the development of the verb screw: originally meaning "to attach" or "to press as with a screw," the word has subsequently acquired the meaning "to cheat, extort" and, more recently, "to have sexual intercourse." It is worth observing how many English words for tools--screw, chisel, gouge--have assumed the verbal

meaning "to cheat." The American Thesaurus of Slang adds one final phase to the slang development of ream: in the military, "to report a delinquency." Again, one can cite a parallel meaning of screw--screw over, to undermine someone or to get him in real trouble. Since placing a midshipman on report is usually preceded (and followed) by a volley of verbal abuse, it is not hard to see how ream has acquired its current Academy meaning.

It is perhaps no coincidence that ream is an everyday word in Annapolis but not at West Point, since the earliest modern uses of the word are nautical. The OED states that reeming is a shipbuilding term that refers to "opening the seams of the planks with iron wedges, called reeming irons, in order that the oakum used in caulking may be more readily admitted." Perhaps ream has been primarily a naval term throughout its various stages of development, though the evidence to support this conjecture is lacking.

Undoubtedly because of its vulgar slang meaning, ream has never been listed in any glossary of Academy slang. CAPT Randell H. Prothro, USN (Ret.), reports that the word was used as early as 1941 at the Academy in the sense of "to put on report" and "to chastize verbally." The alternative form ream on seems to be a recent development: CAPT Prothro states that his classmates in the 1940's used the verb without the preposition and LCDR John Harty observes that the preferred expression in the 1960's was ream out. The rhyming triplet ream, steam, and dry-clean also dates back to World War II; though still used today, it is rare. Perhaps each verb in the locution once carried a special meaning; if so, these have been lost and the phrase now simply means "to yell at with extra severity."

It is ironic that, in a rather circuitous fashion, ream has acquired at the Academy nearly the same meaning that its early English homonym possessed: "to yell." When a midshipman reads Beowulf, hream is one word that needs no gloss.

SANDBLOWER (saend'blo er), n. A short person.

Sandblower first came into use at the Naval Academy sometime between the years 1905 and 1932. In the 1932-33 Reef Points, sandblower is defined as "a shorty; a member of the fourth platoon." The definition in the 1938-39 Reef Points helpfully adds that the fourth platoon "contains the short chaps." This definition has remained substantially the same over the past forty years; the current edition of Reef Points declares that a sandblower is "any short person; he who walks at low altitudes."

The circumstances behind sandblower date back to 1865, when Vice Admiral David D. Porter was installed as Superintendent of the Naval Academy. Among the many changes Porter instituted was the adoption of infantry drill. The average midshipman was loath to take on the duties of a "sojer," but he eventually accepted his fate. By the time midshipmen were sufficiently resigned to the drill routine to joke about it, the practice of marching according to height had been established. The tallest midshipmen were placed at the head of the company in the first platoon while the shortest men, comprising the fourth platoon, brought up the rear. As the midshipmen marched, they raised a veritable dust storm with their feet. By the time the first three platoons had passed the reviewing stand, the dust had become so thick that the men in the rear had to blow it away from their faces in order to breathe. Hence their eventual nickname--sandblowers.

As these gasping shorties went into the fleet, they carried the word with them as a nickname for any short person. In the aviation branch of the Navy, sandblower was also applied to a "low-level flight, or an aircraft designed for same." This nickname, according to Noel and Beach, stems from the tendency of the aircraft's exhaust system to blow sand, dirt, and debris astern. Sandblower, therefore, seems to be one of the few slang terms to move from the Academy to the fleet rather than vice versa.

SPOON (spun), vt. (Of an upperclassman) To address an underclassman, especially a plebe, by his first name; to befriend an underclassman. Also vi., spoon on--n. obs. An upperclassman who drops all intimations of seniority with an underclassman.

In Old English spoon was a noun meaning "a thin piece of wood; a chip, splinter, or shiver." By 1340, according to the OED, this definition had been narrowed to designate a thin piece of wood used for eating and it is in this sense that we usually employ the word spoon today: "a utensil consisting essentially of a straight handle with an enlarged and hollowed end-piece (the bowl) used for conveying soft food or liquid to the mouth." By the end of the eighteenth century, however, spoon had assumed some rather puzzling slang meanings. In colloquial speech, a spoon was "a shallow, foolish, or simple person; a simpleton, ninny, goose"; at Cambridge University, the student who ranked last in each class in the list of mathematical honors was designated the spoon. The connection between "a simpleton" and "an eating utensil" is difficult to comprehend, but the definition of the related adjective spoony in the 1811 Dictionary of the Vulgar Tongue provides an interesting clue: "craving for something; longing for sweets." Perhaps the slang spoon originally referred to someone who thought only about food to the exclusion of all else, or to someone who was foolishly obsessed with his appetites. By the 1830's, spoon in the sense of "a simpleton" had given rise to another, more specific definition: "a sweetheart." The adjectival and verbal forms of the word clarify the relationship. The OED defines spoony as "sentimentally or foolishly amorous" and the verbal form as "to make love, esp. in a sentimental or silly fashion."

The Naval Academy usage of spoon dates from at least 1894. The Lucky Bag glossary of that year counsels, "To spoon on a plebe is to befriend him. To spoon an inanimate object is to admire it, like it, etc. To spoon on a girl needs no explanation." It is probable that the Academy meaning of spoon, "to befriend a plebe," is a humorous extension of the common slang meaning "to make love, esp. in a sentimental fashion." In the formerly all-male environment of the Academy, midshipmen often used terms of endearment jocularly to describe their relationships with one another; one still sometimes hears a mid refer to his roommate as his wife. By 1899 spoon had also assumed a substantive form at the Academy--an upperclassman who dispenses with all the perquisites of rank in his relations with an underclassman.

In the early years of this century spooning followed a very precise ritual. The upperclassman who wished to befriend someone junior in rank would shake the underclassman's hand; afterwards, they would refer to each other on a first-name basis and the upperclassman could no longer ask the underclassman rates. The

handshake was sacred and, once given, the upperclassman could not renege on the tradition and try to reassert his authority. Crafty plebes would mull around the fringes of sports events and wait for their upperclassmen to score a touchdown or hit a homer. The plebes would then join the crowd of well-wishers and hope that in the jubilant confusion the upperclassmen would accept the handshakes they proffered. This practice became so commonplace as to constitute an abuse of the seniority system and the authorities took appropriate action. New Regulation 2102.1 of the Academy Regulations states, "The act of shaking hands with upperclassmen does not necessarily constitute the cancellation of rates between classes." With the enactment of this regulation, spooning became less important to plebes since it conferred no extra benefits. Today, to spoon a plebe merely means to call him by his first name. Yet, after enduring the hardships of plebe summer, it is a singular fourth class who doesn't feel a surge of pride when a firstie calls him "Bob" or "Joe" after eight weeks of "Mr. Smith." At the Academy today, to be spooned is still a sign that you've made it.

SQUARED AWAY (skwerd ə we'), a. 1. Neat, clean, tidy. 2. Well organized. 3. (Of a midshipman) Well organized; professional in appearance, bearing, and behavior.

Like ream, squared away is a term that has never been listed in any official Academy glossary. The only standard dictionary to list the phrase is the new Oxford American Dictionary, which defines it as "tidied up." Squared away has at least three plausible origins. It may derive from the sailing command to square away, which means "to bring the helm to right angles to the keel and let the ship run before the wind." A squared away ship, then, would be one sailing at top speed with a minimum of effort.

Closer in sense to the Academy use of squared away, however, is the very similar command square off. According to Granville in Sea Slang of the Twentieth Century, to square off means "to make things shipshape and generally tidy. To straighten, as in the order 'Square off your caps.'" Finally, Bradford's Mariner's Dictionary lists square up--"arrange all gear in an orderly fashion." What all three of these expressions have in common is the verb square in the sense of "to arrange, adjust, render fit or exact"; according to the OED, square has carried this meaning since the end of the sixteenth century.

According to CAPT Randell Prothro, squared away was current at the Academy in the early 1940's in the sense of "organized." The absence of the phrase from the "Advice to Plebes" sections of the earliest Reef Points argues that squared away was not used much earlier than the 1940's since the antithesis of the proverbial touge, or cocky, plebe would surely be a squared away one. The omission of the term from later Reef Points glossaries is less understandable, though perhaps the sense seemed so obvious that an entry would be superfluous. MAJ Laurence W. Mazzeno, USA, reports that squared away is also used in the Army and has been since at least the late 1960's.

To describe a classmate as squared away is perhaps the highest compliment that one mid can bestow upon another. A squared away midshipman is one who embodies the best of Academy ideals: physically, mentally, and spiritually, he or she has it all together.

WOOP (wup) n. A student at the United States Military Academy at West Point.

According to popular legend, woop originates from the 1939 film classic The Wizard of Oz. Midshipmen relate with relish how Victor Fleming, director of the film, hired the West Point gymnastics team to play the part of the flying monkeys who whisk Dorothy and Toto off to the castle of the Wicked Witch of the West. As every child knows, the monkeys possess a rather rudimentary vocabulary, restricted to the single cry, "woop"; midshipmen viewed these monkeys as emblematic of the intellectual and linguistic capacities of their brothers-in-arms and thus applied the name woop, drawn from the cry, to any and every West Point cadet.

Appealing though it may be, this etymology raises several difficulties. First of all, the credits of The Wizard of Oz make no mention of the West Point gymnasts. If the cadets did perform, one would expect them to be named in the proper place, right after the Singer Midgets who played the Munchkins. Second, if the nickname woop does derive from the film, why did it take twenty-five years for the word to appear in Reef Points?

Marie Capps, Head of the Division of Manuscripts at the USMA Library, was able to throw some light on this subject. The Wizard of Oz legend has circulated for a long time, she states, but it is just that--a legend. Despite the similarities between their uniforms, no cadets played monkeys in the film, and the U.S. Military Academy waives all credit for terrifying helpless little children for the past forty years. Woop is actually a shortened form of woo-poo, a term for cadets that has been employed at West Point since at least the 1940's. Woo-poo itself appears to be a vocalized version of WP, the acronym for West Point.

Woo-poo first appeared in the 1964-65 Reef Points with the definition, "The Army's answer (?) to a midshipman." The nickname was superseded in 1978-79 by the shortened form woop. Although cadets use woo-poo to refer to themselves, woop is never heard within the walls of "that isolated government institution which overlooks the Hudson." Like the older kaydet, which it has replaced in midshipman slang, woop carries largely pejorative connotations.

ZOOMIE (zu' mi), n. A student at the United States Air Force Academy in Colorado Springs.

According to the Shorter OED, zoom first appeared in English in 1886 with the meaning "To make a continuous low-pitched buzzing sound"; the word is apparently echoic in origin. During World War I zoom acquired an aeronautical sense as well: "to rise very steeply after flying horizontally at a low level." It was only with World War II, however, that zoomie appeared; Marjorie Taylor in The Language of World War II states that zoomies is the "nickname of fliers in the Aleutians" and cites its use in a 1943 magazine article.

Although the Air Force Academy was founded in 1954, zoomie first appears in the 1970-71 Reef Points; there is no other entry for Air Force cadets before that date. During the past ten years the humorous definition of zoomie has remained unchanged: "Air Force Cadet; one of our collegiate buddies who lives at the government play school in Colorado Springs and wears a blue bus driver cap."

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For START Ratification, New Negotiations*

By Don Oberdorfer
Washington Post Staff Writer

LISBON, May 23—Ukraine, Kazakhstan and Belarus, three states of the former Soviet Union that have nuclear arms on their territory, formally agreed with the United States and Russia today to give up those weapons by the end of the decade and not to seek nuclear arms again.

In a wordless, austere ceremony in the barroom of a Lisbon hotel, Secretary of State James A. Baker III and officials of Russia and the three other nuclear-armed former Soviet republics signed a protocol, or legal supplement, to the 1991 Strategic Arms Reduction Treaty (START), pledging to carry out its terms.

They thus laid the groundwork for ratification of the landmark START treaty and for permitting negotiations to go ahead between the United States and Russia for deeper cutbacks in nuclear arms.

The full significance of the occasion, which took months of difficult negotiation to arrange, went far beyond the pale legalism of the six-page documents the diplomats signed. Today's ceremony was a hard-won milestone in a mostly invisible, yet intense diplomatic struggle to maintain control over the world's largest and

most awesome array of long-range nuclear weapons, as the Soviet Union, the nation that created and held them during the decades of the Cold War, splintered into more than a dozen parts.

The agreement signed today "is one of the most important international documents that have been worked on in recent times [reflecting] contemporary political reality and the fact that new independent states have appeared on the international stage," said a written statement issued by Russian Foreign Minister Andrei Kozyrev, whose nation will be the only former Soviet state entitled to retain nuclear weapons in the long term. Baker, in a separate written statement, called the signing the reflection of "a new era in political relations among our respective nations."

The ceremony took less than six minutes from the time the five diplomats walked into the Winter Garden Room of Lisbon's Hotel Ritz, sat side by side at a long table and waited uncomfortably as each signed all five copies of the accord, which was written in five languages.

After all had signed, applause rang out from the several dozen invited guests. The signers, all foreign ministers of their countries ex-

See START, A44, Col. 1



BY HARPREET SINGH FOR THE WASHINGTON POST

he calls village life "useless, finished."

in a Village

United Nations-sponsored conference dubbed the Earth Summit and aimed at developing strategies to protect the world's atmosphere

Mrs. & crew/
officers

(301-267-2291) (410-267-3133) FAX
Michael Johns - PAO
Mike
Submarine USS Annapolis 688 class
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☐ NAVY COMMENCEMENT

* 25 Aug. 88 FIRST DAY OF CLASS (WHEN FRESH)
SUMMER? BOOT CAMP.

READ POST FROM THAT DAY (88)

INT'L PAGE

THOS HARRIS GOV'T ABOUT IN POWER ANYMORE

* ☒ ☒ PUEBE SUMMER (7 wks. long) → 6 July 1988

☐ PLANS → TO PENNACOLA FLIGHT TRAINING

☐ SIZE OF CLASS / COMPARED TO PAST CLASSES

☐ BOBS HOPE BLDG. DED.

✓ ☐ honorary graduate (first Arnold Schwarzenegger) @ NIH NOW
favourite bar (port-o-call) Main street / city dock area
Naval Academy

410-267-6100 general #

→ Michael Johns

stole army's 4 mules (names)

last year Gen. Schwartzkopf -

☐ during class of '42 years there did Navy beat Army in Football all 4 yrs.?
President Jimmy Carter

Roger Staubach played on that field

'64 Capt. of team / Center KS → Adm. Lynch

64 yr. Staubach won the Heisman

Superintendent of School

I like people who eat well before they fight. It is a good sign.

Maurice de Saxe, 1696-1750

The human heart is the starting point in all matters pertaining to war.

Maurice de Saxe: Mes Rêveries, 1732

A battle is lost less through the loss of men than by discouragement.

Frederick The Great: Instructions for His Generals, xx, 1747

Let us therefore animate and encourage each other, and show the whole world, that a Freeman contending for *Liberty* on his own ground is superior to any slavish mercenary on earth.

George Washington: General Order to the Continental Army, 2 July 1776

Morale makes up three quarters of the game: the relative balance of man-power accounts only for the remaining quarter.

Napoleon I, 1769-1821, Correspondence.

In war the moral is to the material as three to one.

Napoleon I, 1769-1821

In war, everything depends on morale; and morale and public opinion comprise the better part of reality.

Napoleon I, 1769-1821, Pensées

One fights well when his heart is light.

Napoleon I: To General Gaspard Gourgaud, St. Helena, 17 February 1816

A cherished cause and a general who inspires confidence by previous success are powerful means of electrifying an army and are conducive to victory.

Jomini: Précis de l'Art de la Guerre, 1838

It is the morale of armies, as well as of nations, more than anything else, which makes victories and their results decisive.

Jomini: Précis de l'Art de la Guerre, 1838

No system of tactics can lead to victory when the morale of an army is bad.

Jomini: Précis de l'Art de la Guerre, 1838

Universal suffrage, furloughs, and whiskey have ruined us.

Braxton Bragg: After Shiloh, 1862

Combat today requires . . . a moral cohesion, a unity more binding than at any other time. If one does not wish the bonds to break, he must make them elastic in order to strengthen them.

Ardant du Picq, 1821-1870, Battle Studies

The men thought that victory was chained to my standard. Men who go into a fight under the influence of such feelings are next to invincible, and are generally victors before it begins.

John S. Mosby: War Reminiscences, vii, 1887

The [French] people had always concentrated on material questions. They thought that the offensive power of the enemy would be broken by the defensive action of new and terrible weapons. In that way they ruined the spirit of their army. That is what chiefly weighed in the scale.

Colmar von der Goltz: of the French defeat after 1870

Battles are beyond all else struggles of morale. Defeat is inevitable as soon as the hope of conquering ceases to exist. Success comes not to him who has suffered the least but to him whose will is firmest and morale strongest.

French Army Field Regulations, 1913

Moral forces may take a back seat at Committees of Imperial Defense or in War Offices; at the front they are put where Joab put Uriah.

Sir Ian Hamilton: The Soul and Body of an Army, x, 1921

The unfailing formula for production of morale is patriotism, self-respect, discipline, and self-confidence within a military unit, joined with fair treatment and merited appreciation from without. It cannot be produced by pampering or coddling an army, and is not necessarily destroyed by hardship, danger, or even calamity . . . It will quickly wither and die if soldiers come to believe themselves the victims of indifference or injustice on the part of their government, or of ignorance, personal ambition, or ineptitude on the part of their leaders.

Douglas MacArthur: Annual Report, Chief of Staff, U.S. Army, 1933

Morale is a state of mind. It is steadfastness and courage and hope. It is confidence

ROBERT DEBS HEINL, JR.
COLONEL, U.S. MARINE CORPS, RETIRED

DICTIONARY
OF
MILITARY
AND
NAVAL
QUOTATIONS

UNITED STATES NAVAL INSTITUTE
ANNAPOLIS, MARYLAND

that marriage was years away. My training days were drawing to a close at the Naval Air Station in Charlestown, Rhode Island. In the fall of 1943 I was assigned to VT-51, a torpedo squadron being readied for active duty in the Pacific.

Eight months after V-J Day, *Life* magazine ran a story, "Home to Chichi Jima," telling of the war-crimes trial of two Japanese officers charged with executing American fliers shot down over the Bonin Islands and "even more revolting, of practicing cannibalism on them."

I read the piece as a Yale freshman, not long out of the Navy. It brought back memories of the worst hours I spent during the war.

The date was September 2, 1944. It was the second day of concentrated air strikes on the Bonins by our squadron, VT-51, operating off the *San Jacinto*, one of eight fast carriers in Vice Admiral Marc Mitscher's Task Force 58. My aviator's log book for that day reads: *Crash Landing in Sea—Near Bonin Is.—Enemy action.*

Under the column for *Passengers* were the names *Delaney* and *Lt. (jg) White*. Jack Delaney was the young radioman/tail gunner on my Grumman Avenger torpedo bomber. William G. (Ted) White was the squadron's gunnery officer, filling in that day for Leo Nadeau, our regular turret gunner.

VT-51 had an air complement of twenty-six F6F Hellcats and nine TBM Avengers. The quick, mobile Hellcat fighter kept the skies clear of enemy aircraft. The Avenger had earned a reputation as the biggest, best single-engine bomber around, used for torpedo runs, glide bombing, antisub patrols, and providing air cover during amphibious landings. The TBM carried a three-man crew—aviator, turret gunner, and radioman/tail gunner, or "stinger," along with a 2,000-pound bomb payload.

The target for that day was a radio communications center on Chichi Jima, one of three islands in the Bonin chain. The others were Haha Jima and the best-remembered Pacific island of World War Two, Iwo Jima. The day before, Delaney, Nadeau, and I had

ning days were drawing to a
stown, Rhode Island. In the
a torpedo squadron being

magazine ran a story, "Home
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n fliers shot down over the
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not long out of the Navy.
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ommunications center on
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ney, Nadeau, and I had

flown a mission targeting gun emplacements on Chichi. We
knocked some out, but not enough. The Japanese who were dug in
on the island still had a potent antiaircraft reserve.

Delaney, Nadeau, and I had been together since VT-51 was
first attached to the *San Jacinto*, back in the States.

We'd flown missions over Wake Island, Palau, Guam, and Sai-
pan, and survived a fair number of close calls, including a ditching
operation when our plane sprang a leak while still carrying four
depth charges intended for enemy subs. How do you put a TBM
Avenger into the water with four 500-pound bombs in its belly?
Very carefully, with adrenaline running, a prayer on your lips, and
your fingers crossed.

In flight training at Corpus Christi and along the East Coast,
we were taught to gauge wind velocity and the height of waves.
Given winds at about fifteen knots and a fair chop on the sea, I
trimmed the nose of the plane as high as possible without risking a
stall. We landed tailfirst and were able to scramble onto the wing,
inflate our safety raft, and start paddling, just as the plane went
down.

We felt lucky. Within seconds we felt even luckier, when the
plane's torpedoes detonated after their safety devices gave way to
undersea pressure. Then, about thirty minutes later, came a happy
ending: the destroyer U.S.S. *Bronson* sighted our raft and picked us
up.

Like most TBM Avenger pilots, I liked the teamwork and ca-
maraderie that went with being part of a three-man crew. I became
attached to my plane, nicknaming it "Barbara."

The TBM Avenger wasn't fast—the unofficial Navy line de-
scribed it as "low and slow." As Leo Nadeau once put it, the TBM
"could fall faster than it could fly." Cruising speed was about 140
knots, brought down to less than 95 knots for a carrier landing. But
it was sturdy and stable. Sturdy and stable enough to allow for
pilot error on even a bad landing. From the start, back during flight

E300
.79
.881
WH

LOOKING FORWARD

George Bush
with Victor Gold



Doubleday

NEW YORK

1987



From: Mike John

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Page one of 3 pages

Attention:

Jeannie Buntow
202/456-6218

Here is the information we have so far... more to follow.



TRIDENT

Serving the Annapolis-area Navy community

Vol. 1, No. 37

Annapolis, Maryland

September 13, 1991

Academy honors Persian Gulf warriors

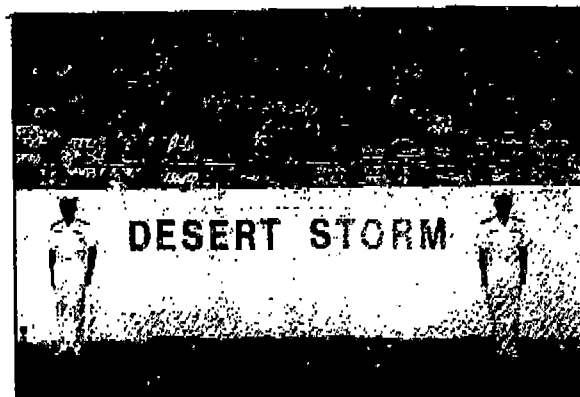
By Trident Staff

A football field is place of battle. And, from bombs launched to wide receivers to blitzes run on quarterbacks, gridiron discussions use the terminology of great wars. America's football heroes sometimes sacrifice their bodies to overcome their opponent.

Last Saturday at Navy-Marine Corps Memorial Stadium, the Naval Academy recognized real heroes — heroes who made the ultimate sacrifice. The academy dedicated a plaque in honor of the more than 100 Americans who died during the Persian Gulf buildup and subsequent war. The words "Desert Storm" are painted on the facade of Navy-Marine Corps Memorial Stadium along with 42 other battles in which American lives were lost. The Desert Storm nameplate was unveiled by Midshipmen 4th Class Harry Gardner and Gene Coryell II. They are veterans of the Desert Storm Operation.

Naval Academy Superintendent Rear Adm. Thomas C. Lynch welcomed a crowd of 22,661 to Navy's football season opener against Ball State. It was an evening which encouraged American support for the armed services and honored military personnel, both past and present.

"The names of battles and campaigns proudly inscribed in this stadium are a constant reminder that America and her ideals have and will be challenged by others; that it takes courage to carry the day; and that it takes proud professionals-willing to make the ultimate sacrifice, if needed, to keep the peace and insure the freedoms each of us holds so dear," said Lynch.



USNA photo by PH1 Alex Hicks

Operation Desert Storm veterans Midshipmen 4th Class Harry Gardner and Gene Coryell III unveiled the newest battle nameplate at Navy-Marine Corps Memorial Stadium last Saturday night during half-time of the Navy-Ball State football game.



U.S. Navy photo

An aircraft handler pauses beneath an A-6 aboard the aircraft carrier *USS Saratoga* as the sun rises on another day of intensive air operations during Desert Storm.

Battles remembered

Desert Storm added to a long list of battle nameplates on the facade of Navy-Marine Corps Memorial Stadium:

Blue Side (West)		Gold Side (East)	
Southern France	Anzio	Marianas	Tarawa
Belleau Wood	Chateau Thierry	Kwajalein	Sicily
Pearl Harbor	Java Sea	Philippine Sea	North Africa
Wake	Coral Sea	Peleliu	Leyte Gulf
Midway	Savo Island	Lingayen Gulf	Iwo Jima
Eastern Solomons	Santa Cruz Islands	Okinawa	Salerno
Guadalcanal	New Georgia	Normandy	Inchon
Bougainville	Rabaul	Chosin Reservoir	Battle of the Atlantic
Cape Gloucester	Hollandia	Mekong Delta	Thua Thien
Market Time	Quang Nam	Quang Tri	Yankee Station
Quang Tin	Quang Ngai	Desert Storm	

UNITED STATES NAVAL ACADEMY
MIDSHIPMEN SERVICE SELECTION INFORMATION

TOTAL SELECTING	CLASS OF 1990		CLASS OF 1991		CLASS OF 1992	
	1004		952		1016	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
USMC	91	2	93	3	138	3
<u>NAVY UNRESTRICTED LINE (URL)</u>						
GENERAL URL	1	35	1	27	6	34
SURFACE WARFARE						
(conventional)	239	9	256	5	273	10
(nuclear power)	37	--	41	--	19	--
URL/ENGINEERING DUTY OPTION	4	0	4	1	--	--
URL/OCEANOGRAPHY OPTION	1	1	4	1	3	1
SUBMARINE WARFARE	135	--	101	--	92	--
SPECIAL WARFARE	20	--	19	--	10	--
SPECIAL OPERATIONS	5	--	6	1	9	1
<u>NAVAL FLIGHT OFFICER</u>	109	5	99	5	109	5
PILOT	223	10	195	15	216	14
					325	19
<u>RESTRICTED LINE/STAFF CORPS</u>						
AVIATION MAINTENANCE DUTY	--	1	--	1	--	--
CRYPTOLOGY	4	4	1	1	1	2
INTELLIGENCE	2	2	4	1	3	2
OCEANOGRAPHY	--	3	1	1	--	1
MEDICAL CORPS	8	--	8	--	15	--
SUPPLY	22	17	26	14	19	13
CIVIL ENGINEERING CORPS	3	7	7	4	4	6
<u>INTER-SERVICE TRANSFER</u>						
USAF	4	--	6	--	5	2

325
19
344 TOTAL TO
PENSACOLA
~ one-third of graduating
class

182 100 YEARS OF ARMY-NAVY FOOTBALL

halfback Donny Parcells scored. Army missed the conversion and the score at halftime was 15-6.

Army tried a fake kick after a drive to open the second half, but the play boomeranged and Navy recovered the ball on their 35-yard line. On the very next play the Middies' fine fullback, Nick Markoff, took off for the far sidelines, outran a couple of Army defenders, then jumped high into the air for a Staubach pass that easily was thrown at least 60 yards. Once Nick had the ball safely tucked under his arm, he had to run only 10 more yards for another Navy score. The play covered some 65 yards and brought the three thousand Middies and the crowd of more than 100,000 to their feet with a roar that could be heard back at Annapolis. Now Navy had a 22-6 lead.

In the fourth period, Navy drove downfield for 90 yards and another score. Two Staubach passes, one to end Dave Sjuggernud for 50 yards, another to halfback Johnny Sai for 10 yards, brought the ball to the Army 2-yard line. Then Staubach knifed through tackle for the touchdown.

Army wasn't ready to throw in the towel just yet. With Lewis directing their attack, the Cadets drove downfield, completing five straight passes. The fifth pass, to halfback Johnny Seymour, was good for an Army touchdown. Then Army scored on a 2-point conversion, and the score was 28-14 with less than five minutes remaining to play in the game.

Army continued their passing attack and reached the Navy 10-yard line, but just when it seemed the Cadets would mount another drive, Navy intercepted a pass. Then Ron Klemick, who had come in for an exhausted Staubach, passed to end Jim Campbell for another touchdown. Navy missed the conversion, but by that time it was Navy 34, Army 14.

In the dressing room after the game, Terry Shore, a reporter for the *Minneapolis Star*, asked Wayne Hardin if he felt there was a turning point in the game. Hardin looked at Staubach, grinned, and said, "Yep. When he showed up on the field."

hard for me to believe all this has happened," he said, wiping the burnt cork from under his eyes. "It will take awhile for me to get used to all this."

Although pro football scouts traditionally have ignored players on the service teams because of their military commitments, several of them were already vitally interested in Roger Staubach.

With Hardin having announced he would switch over to a more wide-open passing offense in 1963, Staubach, who had the height and potential to play pro football, figured to attract even more interest in his next two seasons at the Academy.

"Right now, it looks like I'm going to be in the Navy for quite a while," he said. "But who knows: I kind of like the idea of playing professionally, the challenge of proving I'm as good as some quarterback from Miami or Michigan. It's certainly something I'm going to think about."

But if the Army and Paul Dietzel had had their way, Staubach shouldn't waste time thinking. He should turn pro immediately. And Army and Dietzel would be willing to give him a thirty-two-gun salute and best wishes on his way.

President John F. Kennedy was assassinated on November 22, 1963, and the Army-Navy game, scheduled to be played the next weekend, was postponed. It was then rescheduled for December 7 at the request of the President's widow.

The pregame ceremonies of this sixty-fourth meeting of the two service rivals were appropriately simple and dignified. An honor guard of two hundred Cadets and Midshipmen in alternate rows marched to the center of the field after the two teams had warmed up. The National Anthem was played, and a minute of silence was asked for by Cadet Richard Chilcoat, first captain of the Corps, and first captain of the Middies, Walter Kesler. Then the honor guard marched off the field. There were no floats, no signs, no taunting skits as were

Stanbach laughed easily. "It's still really

usually part of the game's anticipation. Just

two traditional features were in evidence: the impressive parade into the field by the two student bodies, and the hat-waving roaring produced by both rooting sections.

The year before, President Kennedy had tossed the coin at midfield. This time, no dignitary took part in the tradition. The two captains, Tom Lynch of Navy and Dick Nowak of Army, were brought together by Barney Finn, the referee. The starting lineups were then announced and the game began.

For the want of a time-out, the game was lost by Army. On their way to what could have been a tying or winning touchdown, the gallant Cadets, slowpoke and confused, used up fifty-six seconds to get off one play and were two frustrating yards from glory when the gun ended this playing of the annual service classic. With a trip to the Cotton Bowl hinging on the outcome, Navy came off with a 21-15 victory as fullback Pat Donnelly scored three touchdowns to tie a record and Roger Staubach never stopped acting like the most exciting quarterback in the country.

It was Navy's fifth consecutive triumph in this end-of-season spectacular, and it equaled a record set by the Midshipmen from 1939 through 1943.

At the same time, Wayne Hardin extended his own victorious coaching streak over Army to five in a row, and there were many, including his players, who hailed him as the "Coach of the Year."

Said team captain Tom Lynch: "If he isn't, there is something funny."

The Middies also accepted, by acclamation, an invitation to play the national champion, Texas, at the Cotton Bowl in Dallas on New Year's Day.

A 12-point underdog, the Cadets scored the first time they got hold of the ball. From their own 35, a possession team strictly, Army kept pounding up the field. First Ray Pasko, then Ken Waldrop, and then a masterful running quarterback named Carl Stichweh.

When Stichweh, on a third and 9 count-down, went around his own left end 10 yards

things looked good for the blue-and-gold Cadets. Dick Heydt placekicked the extra point, and many of the 100,000 onlookers were saying, "Maybe we're going to see a ball game after all."

The same watchers knew for sure a few minutes later. After Navy took the ensuing kickoff they moved quickly to the Army 3, with first down and goal to go. And then . . . Sai made a yard off tackle. Sai lost 2 around end. Staubach went to the 1-foot line on a keeper. Roger was stopped for no gain off tackle. Army had stopped the Middies on four thrusts from within their 5-yard line!

Taking over on downs, the Cadets immediately added insult to injury. After two power plays gained 3 yards, Dietzel's offense got uncharacteristically tricky. After going into their regular T formation, the West Pointer backfield started to shift for a punt. But as kicker Ray Hawkins was moving into position, Stichweh took the snap from center and barreled off tackle for 8 yards and a first down.

"A well-educated play," Hardin admitted.

But then Army had to kick, and it became a question of coping with Staubach.

With the ball slightly in Army territory, Jolly Roger took over. Twice he ran for big gains after being forced out of the pocket. He also hit Sai for a 26-yard gain. Finally, with the ball on the four, Donnelly went off tackle to score. Marlin kicked the point and the teams went into the dressing room at halftime with a 7-7 stalemate.

"That's when we changed around," said Hardin afterward. "We went back to our basic stuff after wasting a lot of time on special plays we put in for Army."

What he meant was—they gave the ball to Roger.

The third period was well on its way when the future All-American and Heisman Trophy winner asserted himself. He made it look easy, too. He connected on passes to Neil Henderson and Orr, and there were a couple of runs up the middle after apparently being trapped. And

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THE WHITE HOUSE
WASHINGTON

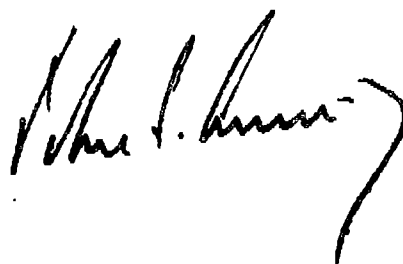
December 2, 1961

TO THE CORPS OF CADETS AND THE BRIGADE
OF MIDSHIPMEN

It is easy to pick the real winner of the annual Army-Navy football game: the people of the United States. For the outcome is certain from the great spirit of competition, the lessons of good sportsmanship, and the skill and perfection with which the players of both teams perform, all of which bring to the Officer Corps of our Armed Forces lasting benefit in terms of leadership. From this leadership, our nation is stronger, and the cause of freedom in the world is safer from encroachment.

A less serious benefit, of course, is what the Army-Navy football game brings to intercollegiate football, and to the world of sports. The game sets a fine example of hardhitting fair play that I hope will inspire Americans, young and old, in the world of sports.

My greetings and warm good wishes go to all of you who support the West Point and Annapolis teams today.



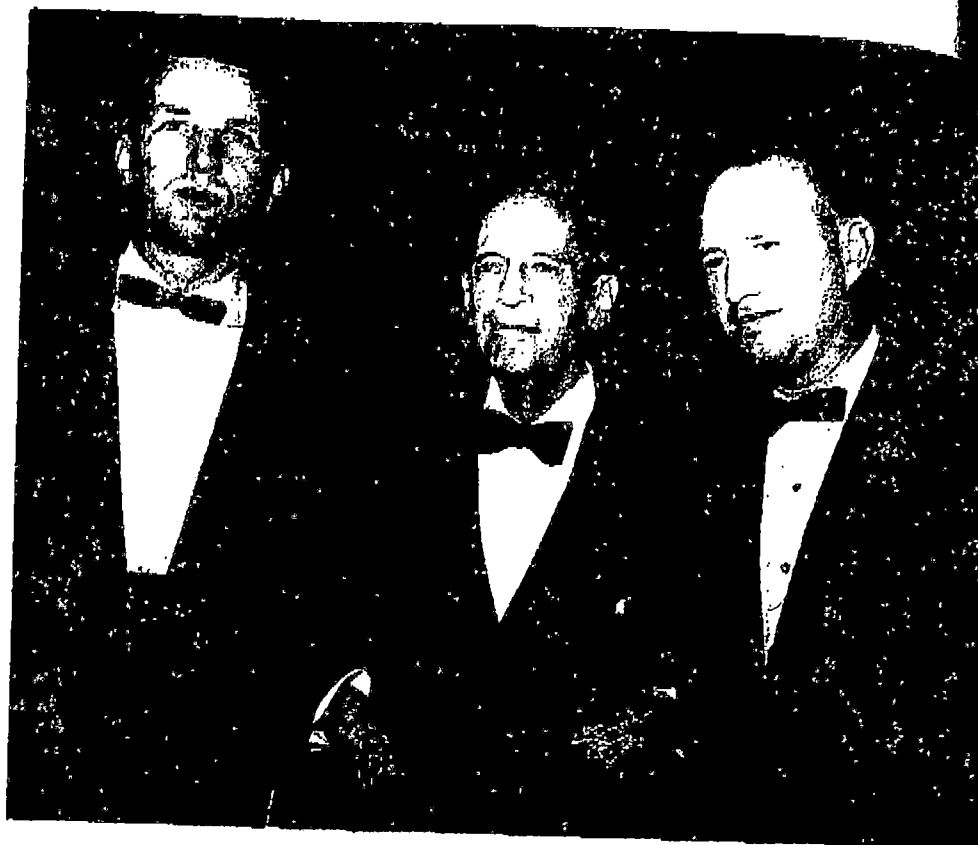


A president who loved the game. Opposite page: In 1961, President John F. Kennedy expressed the meaning of the Army-Navy game, both for himself and for the nation, in a letter to the "Corps of Cadets and the Brigade of Midshipmen." Above: A year later, prior to the start of the sixty-third contest, President Kennedy flipped the coin at midfield; watching are Army captain John Ellerson, an end, and Navy captain Steve Hoy, a guard. Below: In 1963, barely a week after the President's assassination, the sixty-fourth game was played at the request of his widow. The only pregame ceremony was the observance of a moment of silence in tribute to the slain commander in chief. Shown standing before the array of flags with heads bowed are Midshipman Boyd Knowles and Cadet William Cesarski. The following year, Philadelphia's Municipal Stadium, which had become the traditional site of the annual service classic, was renamed John F. Kennedy Stadium.



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Right: General of the Army Douglas MacArthur (who had been superintendent of the U.S. Military Academy from 1919 to 1922) acts as intermediary between Army coach Paul Dietzel and Navy coach Wayne Hardin at the 1963 Hall of Fame dinner. Opposite page, top: A few weeks earlier, the Midshipmen had beaten the Cadets 21-15. Some of the action in that scintillating contest. Opposite page, bottom: After Army had drawn first blood, Navy fullback Pat Donnelly takes a handoff from quarterback Roger Staubach and heads for a second-period touchdown. And late in the fourth quarter, Army quarterback Carl Stichweh scores on a roll-out just as Navy's Skip Orr (23) and Johnny Sai (48) meet him at the goal line. Stichweh was spectacular all afternoon as he led the Cadets to a pulsating close-but-not-quite finish against the highly favored Middies.



"What can you do with a guy like that?" the soldiers seemed to be saying.

From the Army nine, Sai made 4, and Staubach then took it to the 1. Sai was stopped for no gain, and it looked as if Army was making another stand. But Donnelly went off left tackle for the 6 pointer, Marlin's kick was good, and Navy was ahead, 14-7.

It stayed that way until the start of the final period, when the Cadets made a wrong call that may well have decided the game. It went like this:

With the ball on the Navy 17, Army sent Waldrop off tackle for a 7-yard gain. But Navy was offside on the play.

Official: "You Army fellows can keep the ball where it is and have a second down and three to go—or you can take the penalty and have a first down and five to go. What'll it be?"

Dietzel on the sideline: "We decline the penalty."

This is what followed: Ray Paske went up the middle for no gain. Paske went off right

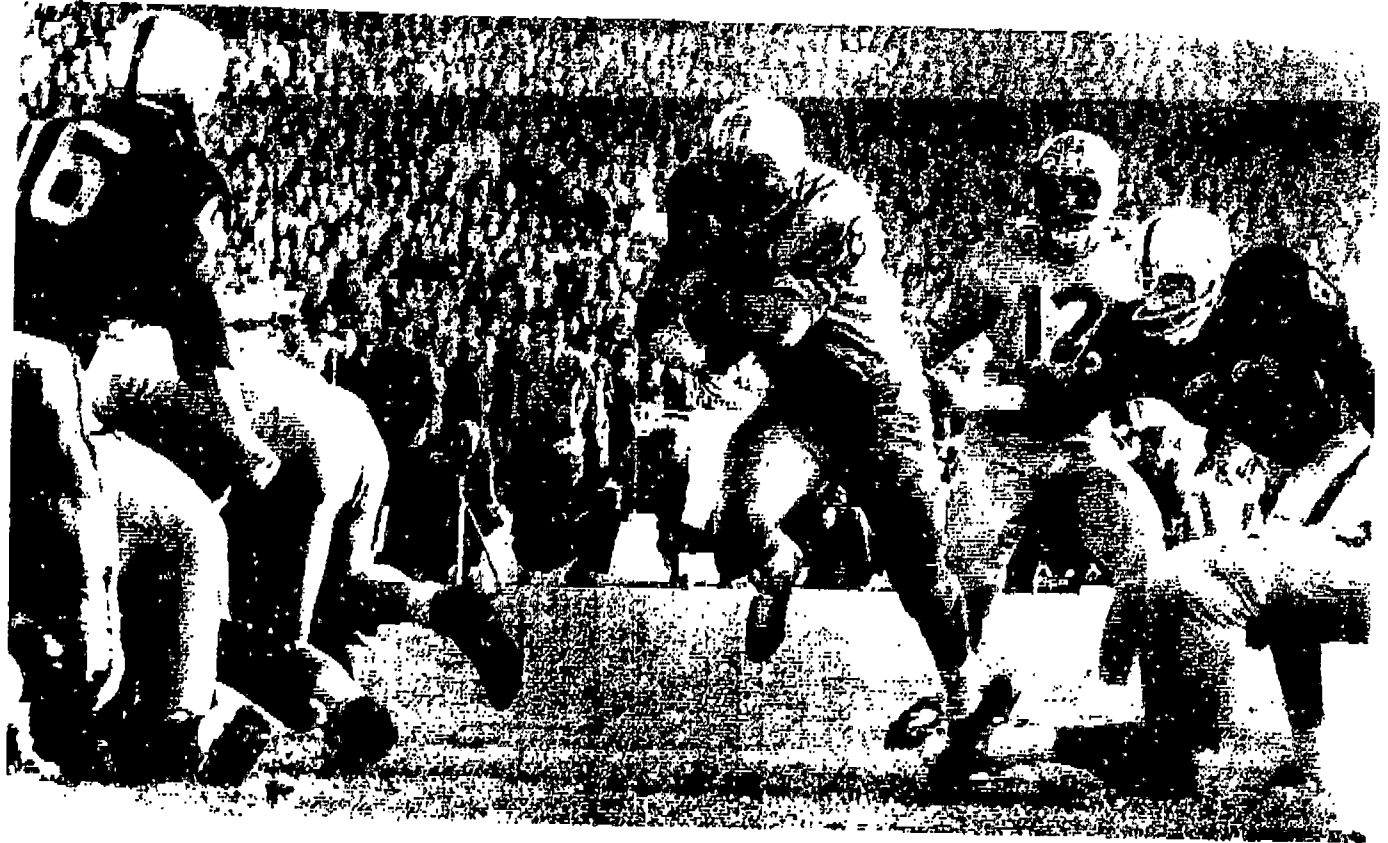
tackle for 2 yards, inches short of a first down. Ken Waldrop was thrown for a yard loss on fourth down. Navy took the ball at the 8.

With the Middies given a new lease on life, Donnelly scooted for 13 yards, then made 4 more. And when somebody was detected piling on, a 15-yard penalty was added. Then an Army player hit a Navy player on the chin (out in the open, too), which brought 15 more yards. This put the ball on Army's 28, and three plays later Donnelly went off tackle, hightailed it for the sideline, and eluded Stichweh to score.

Now it was 21-7, and Army sounded the famous cavalry charge. And on the field, the Cadets charged back. Nothing fancy, simply power football. Slam-bang stuff. Stichweh and Waldrop took turns bruising the Navy line. The leather was really cracking.

Stichweh ended a 52-yard drive by rounding his own right end for a touchdown after faking to Waldrop. Quarterback Carl then stormed into the end zone for the 2 extra points. It was Navy 21, Army 15.

THE YEARS OF JOLLY ROGER: 1962-64 187



188 100 YEARS OF ARMY-NAVY FOOTBALL

Dietzel again reached into his bag of grid-iron tricks. On the kickoff, Army lined up as usual, only Heydt was turned sideways near the ball as though he was going to give the "go" sign to his teammates. As Hawkins took his steps toward the ball, Heydt eased over and gave the ball a cross-field boot—and Stichweh grabbed the slick onside kick to give Army the ball on Navy's 49.

Six minutes and thirteen seconds remained in the game.

But it wasn't quite enough.

With Ken Waldrop and Ray Paske hammering away at off-tackle plays, the Cadets kept grinding out the yardage, twice barely making the necessary inches on fourth-down situations.

There was one point at the 23 when Dietzel sent in a replacement to use up Army's last time-out. Stichweh obliged the West Point cheering section with a pass in the flat to Don Parcells at the 7 for a first down with one minute and thirty-eight seconds to play.

It seemed ample. For Hardin it seemed forever.

Now the audience was in a standup bedlam. Stichweh couldn't hear his own signals.

Parcells made 2 hard yards over left guard. Navy was digging in and everyone was watching the clock. Only 1:22 to go.

Waldrop pounded off tackle and was hit hard and stopped at the 4. There were fifty-eight seconds left as he picked himself off the ground.

Army went into a huddle, then came out and took formation. But Stichweh backed away. Too much spectator noise. The referee, Barney Finn, stopped the clock. And that's when Navy got a break.

Not knowing that the clock was started again as soon as order was restored, the Army players went into another huddle, which used up twelve more seconds.

So, only twenty-four seconds remained when Waldrop finally took a handoff from Stichweh and went off tackle again—to the 2.

Now it was fourth and goal for the Cadets. Only they never came close to running off an-

other play. The Middies took their time getting up from the ground, and there were a lot of blue-shirted soldiers running around trying to get in formation just as the game ended.

The jubilant Middies jumped and danced in glee. The crestfallen Cadets trudged off the field. Some of them went into the clubhouse and cried—unashamedly.

Dietzel said: "Our boys couldn't hear the signals. There was too much racket and the clock ran out as we tried to get a little quiet."

Some of the Army players said they were not aware that the clock was restarted when they went back into that second—and useless—huddle.

But as a local football official pointed out: "It took some guts for Ray Barbutti [field judge] to stop the clock in that kind of a situation—in an Army-Navy game."

Stichweh said he couldn't believe the game was over. "We tried to yell out a play but our ends and tackles couldn't hear because of the noise. We tried to go to the referee, but either he didn't hear me or see me."

At least the slender 185-pounder from Wiliston Park, New York, had the satisfaction of stealing some of the individual thunder from the heralded Staubach.

Dietzel praised Stichweh as "the outstanding player on the field, bar none."

While Stichweh was pounding out 103 yards for the Cadets, mostly on rollouts and keeper plays, Staubach handled Navy's pro-type attack like an artist. Roger not only completed six of eleven passes but he caught one from Ed Orr and himself picked up 20 running yards.

Donnelly's three touchdowns tied a Navy modern service game record set by Joe Bellino in 1959. He went over twice on short bursts and once from 20 yards out.

The motif set by Navy after 1963 was, "Even the Score in 64." and even though the Middies did not reach their goal in the sixty-fifth game with Army at newly named John F. Kennedy Stadium Philadelphia 21-17.

THE YEARS OF JOLLY ROGER: 1962-64 189

edge in the extra-game activities that make the Army-Navy game the most colorful of college football extravaganzas.

The Middies provided all of the color, both before the game and between the halves. And for the first time in years, Army seemed to disdain such activities as immaterial. Once seated, the Corps of Cadets did not even bother to form the traditional lane through which its football team runs out onto the field.

Navy, on the other hand, was busy with cute tricks and gimmicks, electrically and manually. First, they put up two huge electric signs on two buildings outside the stadium reading, GO NAVY, and BEAT ARMY. Inside the stadium, they erected another electric display that would have done credit to Times Square. It blinked SIX AND EVEN, wishful thinking that their team would even the series at thirty victories each (five have been ties) and take the sixth in a row over the Cadets.

Then, among other lavish displays, there was a group of Middies clad in the national cos-

tumes of several foreign countries. And each Middy carried a colorful banner which read, BEAT ARMY, NEIGHBORS, inscribed in the native language of the country, including one printed in Russian.

Among the high-ranking officials who enjoyed the antics were Deputy Secretary of Defense Cyrus Vance, Secretary of the Army Stephen Ailes, Navy Secretary Paul Nitze, and Secretary of Labor Willard Wirtz, along with dozens of high-ranking Navy and Army officers, who took their seats just as Navy kicked off to Army and the game began.

With the wholehearted cooperation of an old-fashioned Army football team, a team that disdained cute gimmicks, platoons, and free substitutions, "Rollic's Redemption" played a smashing one-stand performance before a crowd of 100,000 at John F. Kennedy Stadium that November 29.

Army's Captain Rollie Stichweh, its indefatigable running-and-passing quarterback and top all-around performer, finally caught up



Army coach Paul Dietzel gives some final pre-Navy instructions to his 1964 backfield: John Johnson, Don Parcells, John Seymour, and Carl Stichweh. It apparently worked because Stichweh, Johnson, and Parcells stood out in a thrilling 11-8 Army win.

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with Navy and its great star, Roger Staubach, and beat them as decisively as any team could in an 11-8 contest. It was Army's first victory over Navy since the 1958 battle, when the Cadets triumphed by a 22-6 margin.

Thus the grim and resolute underdog Cadets got even with their tormentor Staubach in his final varsity game. The Cadet defenders harried, harassed, and tackled Roger from the opening moment of the game to the final whistle.

In the first fifty-three seconds of play Army charged and battered Roger to wrench a safety and 2 points from Navy with a gang-tackle of Staubach 13 yards behind the goal line. For most of the first half they dominated the fierce action of the game. They marched 54 yards for a touchdown on Johnny Seymour's two smashing runs and Stichweh's 5-yard pass to Sam Champi. Navy came back on a drive featuring the indomitable Pat Donnelly, before the injured fullback had to leave the game. Donnelly's inspired running was the key to Navy's tying the game just before halftime, helped by a holding penalty. And so the game stood until Army marched 77 yards in the fourth period to set up Barry Nickerson's 20-yard field goal to wrap up the win.

Roger Staubach, penned and cornered and hit hard as he never had been in his three varsity years, wound up with minus 22 yards for the day, but he was always a dangerous threat passing, completing twelve of twenty-one for 110 yards. And he did make a 2-point play for Navy to tie the score 8-8 at halftime.

"And if you can't run the ball, you can't win the game," said Rip Miller as he sadly made his way out of the field after the game.

Rip should know. He was one of the Seven Mules on the legendary Four Horsemen team at Notre Dame back in the 1920s and had been serving Navy in a number of capacities, including a stretch of three years as head coach.

Perhaps the Old Ripper was merely pinpointing the obvious and there was no need to look further for an explanation of Army's upset of Navy. The Cadets had hammered out 215 yards on the ground, the Middies a mere 31. That was the big difference.

Except for one stretch in the second quarter when Navy drove for a touchdown and its 8 points, the pressure on the Navy wonder-worker never eased.

Yet Navy dreamers of the might-have-been could not help but imagine the difference if the injured Pat Donnelly had been healthy. Only for a brief time was this ripsnorting fullback in the offensive lineup, and only on that late-first-half drive could the Middies move. Once he limped to the sidelines, the Annapolis attack lost its flow.

Navy was balked at every turn, although Army almost let its traditional foe wriggle off the hook in the last quarter by the most stupid of all mistakes. When the frustrated Middies were forced to punt, an overeager West Pointer poleaxed the kicker. Reprieved, Navy regained possession and went down to the 27-yard line. That's when Army, scenting victory, rose in all its might and blitzed Staubach with a controlled fury. They handed him a fourth down and 45 yards to go, an impossible situation even for the brilliant Jolly Roger.

And so Coach Paul Dietzel produced his first success over the Midshipmen. He had planned well and deserved it fully.

19 May 1992 11:45 a.m.

Museum of Naval Aviation - Pennsacola, Florida

Capt. Rassmussen - [904] 452-3604

TBF Avenger - in bottom of Lake Michigan, POTUS didn't put it there, a Naval student crashed it one year to the day that POTUS had qualified in it.

Looking to recover it some time this summer. No funding yet to recover it.

Flight jacket - [book] record of training from his training command; POTUS never trianed in Pennsacola, got wings in Corpus Christi.

N2S "Yellow Peril" - Naval Air station Minneapolis Mn. 18-19 Jan 1943. will be going on exihibit in Pennsacola end of May. Refurbished, put together in original condition.

From flingt record -- instructor commented Cadet Bush is a pretty good pilot, but tends to be a little bit eccentric -- probably meant erratic.

Pennsacola Air Station -- "Cradle of Naval Aviation"

~~XX~~ Army mule
names.



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Page one of 1 pages

Attention:

Jeannie Benton

here goes: Ranger, Spartacus, Traveller &
Trooper

seopardy "mules napped by Navy"

NEWS



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

5/23/92

Jeannie...

Here is the information on the Herndon climb... I have also included that sheet that tells what it is in case you can't find your first copy.

It appears that the class of 1992 has nothing to fear when it leaves... USNA still in good hands. Note that the gent who made it to the top of Herndon was an **enlisted SEAL**, who fought in Urgent Fury in **Panama** (**received a Bronze Star**) back in Dec. 1989. He then attended the Naval Academy Preparatory School before arriving last July with the Class of 1995. Not bad, and he is a local boy too... from **Silver Spring, Md.**

If any other questions, please call...

work... (410) 267 - 2291

home... (410)267 - 7247

Cheers!

Mike Juhl

HERNDON

James Golladay
22 year old

2 hours, 21 minutes, 37 seconds

From Silver Spring, MD
Graduate of Springbrook High School
15th Company

Former enlisted
Graduate of NAPS (Naval Academy Preparatory School)
Navy Seal
Received Bronze medal during invasion of Panama.

Friend who helped him up Herndon:
Daniel Morris, 22 years old
Springfield, Massachusetts

NAPS graduate
BT3; Nimitz
Four years in the service

FACTS



United States Naval Academy • 121 Blake Road • Annapolis, Md. 21402-5000 • (410) 267-2291

COMMISSIONING WEEK TRADITIONS

Plebe Recognition Ceremony: Herndon Climb

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.

By throwing t-shirts and shoes, plebes remove some of the 200 pounds of lard smeared on the monument by sophomores, who remember how hard it was for them last year and try to make it equally hard for this year's class. 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.

According to legend, the midshipman who switches the hat will be 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. After successfully completing the Herndon climb, the freshmen are no longer called plebes but "fourth classmen."

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 following a graduation ceremony as an exuberant rush of new youngsters (sophomores) to cavort on Lover's Lane in the vicinity of Herndon, which had been off limits to them while they were plebes.

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

Previous times for making the Herndon climb are:

1962 - 3 minutes (first recorded time)
 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
 1990 - 1 hour, 34 minutes, 50 seconds
 1991 - 2 hours, 36 minutes, 57 seconds

Graduation Hat Toss

The "hat toss," now a traditional ending to graduation and commissioning ceremonies at all of the service academies, originated at the Naval Academy in 1912. Before 1912, Naval Academy graduates were required to serve two years in the fleet as midshipmen before being commissioned as officers in the Navy, thus they had a need for their midshipmen hats. The Class of 1912, commissioned at graduation, was issued officer caps. In a spontaneous gesture, the new officers tossed their midshipmen hats into the

HERNDON

James Golladay
22 year old

2 hours, 21 minutes, 37 seconds

From Silver Spring, MD
Graduate of Springbrook High School
15th Company

Former enlisted
Graduate of NAPS (Naval Academy Preparatory School)
Navy Seal
Received Bronze medal during invasion of Panama.

Friend who helped him up Herndon:
Daniel Morris, 22 years old
Springfield, Massachusetts

NAPS graduate
BT3; Nimitz
Four years in the service

Who are the VIPS?

Guests

distinguished alumni?

MIDS OR MIDSITAMEN OK

NOT CADETS NOT MIDDIES.

Roger Staubach
played here in stadium
in the 60s

hat toss

silver dollar
to first person
who catches
quick buck

names of mules

very hot

campus over Rt. Rr. Tracks

"Choker whites"
uniforms

[Wed. May 27th]
parade day in Spring & Fall

* Desert Storm
num. players
battles
last event
LaChapelle match
Football game

battles from WW2

new cover held by
parents / Wood one

last parade Tues.
tumble into water
in full dress

Honorary grad.
reunions by
ex. classmates

Blue Angels
from behind
low / noise

* Notes in clothing clothes - MD notes

Protocol - for PAIS / KOL.

Plebe - take hat off (this Friday)

18 May 1992
Monday

PRE-ADVANCE/WALK-THRU QUESTIONNAIRE

Mitch Ross - WHCA
Cray - LEADE
Brian - PRESS

EVENT: Navy Commencement

DATE: May 29, 1992

Ansober
— Capt. Hines
Anthem
— in script.

TIME:

LOCATION: Navy Stadium → Navy Marine Corps Memorial Stadium
(GIVE DETAILS) Alumni Hall (rain plan) [on campus]

EXPECTED AUDIENCE: outdoor 15,000 - 20,000
(NUMBER AND COMPOSITION) indoor 6,500
in 600 mins

PRESS COVERAGE: open (24-25 with HMC)
35-40 mins

DIAS PARTICIPANTS:

underclassmen -
March in line @ a
football game

EXPECTED PARTICIPATION BY MEMBERS OF
CABINET/CONGRESSIONAL/ADMINISTRATION:

POTUS INTRODUCTION: FBO Sec. Garrett
Adm. Lynch

PERTINENT SPEECH TOPICS:

REASON FOR EVENT:

PLEASE ATTACH PRE-ADVANCE/WALK-THRU CALL SHEET

* Blue Angels flyover - to salute graduating class [10:25 am]
Honors and guns for POTUS - inside or out

Post-It™ brand fax transmittal memo 7671

4. **Redacted**

7

To	From
Jessie Dunton	B. B. Bessman
Cf	Co.
	NMNA
Dept.	Phone #
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Fax #	Fax #
303) 454-6218	904) 452-3296

September, 1944

[illegible]

10-17610

[illegible]

14-10610

EXPIRATION DATE BULK LOSS
08/07/2009 08/07/2009 08/07/2009