

Fourthclass System Review: Project Overview

The fourthclass system at The Citadel has been the subject of a series of detailed and official studies and reviews. These include:

- The 16 March 1968 “Report to The President and The Board of Visitors of The Citadel by the Special Advisory Committee on the Fourth Class System” (“The Whitmire Report”)
- The 28 March 1980 “Recommendations for Improvement of The Citadel Fourth Class System” (“The Mood Report”)
- The 30 January 1992 “Lane Report, Fourth Class System Inquiry”
- The 9 May 1997 “Enhancement Initiatives for the South Carolina Corps of Cadets” (The Mace Plan)
- The 7 September 2012 IPAC (Institutional Program Assessment Committee) Final Report

On 2 October 2018, Commandant of Cadets CAPT Geno Paluso instructed Assistant Commandant for Leadership Programs LTC Kevin Dougherty to, using these prior studies as a frame of reference, conduct a “holistic look at the current 4C system and how we train, advise and coach the upperclass, and 4C in the execution.” Dougherty pursued this tasking by organizing the current program into the “ends, ways, and means” format.¹

According to this model “ends” are objectives, “ways” are strategic concepts or courses of action, and “means” are resources. Ends explain “what” is to be accomplished. If accomplished, ends create, or contribute to, the achievement of the desired end state. They are expressed using verbs. “Ways” explain “how” the ends are to be accomplished by the employment of resources. A simple test for a way is to ask “in order to do what?” “Means” explain what specific resources are to be used in applying the concepts to accomplish the objectives and use no verb. Means can be tangible or intangible. Examples of tangible means include units, people, equipment, money, and facilities. Intangible resources include things like “will,” courage, or intellect.

Part 1: Ends

The fourthclass system has ends or objectives for both fourthclass and upperclass cadets. Those for the fourthclass cadets are stated with clarity and with some detailed development in the existing literature.

The “Staged Development Guide”² that accompanies The Citadel’s Leader Development Program identifies the following developmental foci for each of the characteristics of principled leadership in the “prepare” stage.

¹ See Arthur F. Lykke Jr., “Defining Military Strategy = E + W + M,” *Military Review* 69, no. 5 (1989) for a complete discussion of the ends, ways, and means model.

² Approved by General Walters, but as of yet unpublished.

#	<u>Characteristic</u>	<u>Developmental Focus for Fourthclass Year</u>
1	Lead with humility	Begin by confronting the challenges of the fourth-class system and the academic rigors of college, which build a new sense of self-awareness
2	Embrace a true, authentic self	Begin by acknowledging and respecting the various backgrounds, experiences, and frames of reference that give each person a sense of self
3	Act and speak with courage	Begin by learning the difference between a moral temptation, posed by a choice between “right and wrong,” and the ethical dilemma, posed by a “right versus right” situation
4	Develop and value people and resources	Begin by ensuring personal readiness
5	Empower and hold others accountable	Begin by being easy to lead; identifying and then building an array of personal skills and competencies, mastering the self-regulation necessary to use them effectively
6	Respect others by building trust and learning from mistakes	Begin by developing empathy for others, which is inherent in The Citadel’s core value of respect
7	Serve others before self	Begin by becoming mutually dependent in a rigorous environment

In the broadest context, the fourthclass system is one “way” that contributes to the “ends” associated with the “prepare” stage of the four-year development model. There are numerous other “ways” including academics that also make significant contributions but lie beyond the scope of this study. So what then distinguishes “the fourthclass system” from other elements of a cadet’s freshman year? The author proposes the following as a working definition of The Citadel’s fourthclass system and used it as a means of informing his study:

“The fourthclass system is a developmental system which requires freshmen cadets to develop the transferable skills necessary to succeed in an artificially stressful hierarchical environment while upperclass cadets develop the transferable skills necessary to lead them to that success.”

In this context, the present fourthclass system has its own stated ends or objectives. The Blue Book lists the objectives of the fourthclass system as:

- To provide new cadets with an understanding of The Citadel’s core values of Honor, Duty, and Respect
- To teach new cadets the regulations, customs and traditions of The Citadel
- To remove wealth and former station as factors in the development of new cadets
- To instill in new cadets a sense of humility and selfless subordination
- To develop personal character and create a foundation for honorable and ethical decision-making

- To instill new cadets with self-discipline
- To physically challenge new cadets and establish a foundation of understanding the necessity of physical fitness for life
- To instruct new cadets in time management
- To prepare new cadets for academic achievement
- To inculcate class cohesion in support of The Citadel Mission and the development of Principled Leaders.

Each of these objectives are explained and discussed in detail in the *Guidon*. That discussion is at Annex A.

The Blue Book in a single sentence identifies the objective of the fourthclass system for the upper class: “The system provides upper class cadets with the opportunity to demonstrate learned leadership characteristics as they set the example, motivate, train, and mentor new cadets.” The disproportionate attention paid to fourthclass objectives in Citadel publications transfers in to execution, and it is recommended that the Office of the Commandant develop a more detailed definition and description of upperclass objectives of the fourthclass system. In the interim, the four broad objectives listed in the Blue Book serve as a starting point. The fact that there are ten singularly-listed objectives for the fourthclass suggests that, in order to emphasize the role that the fourthclass system plays in upperclass development, there be a similar number of upperclass objectives. A potential list of upperclass objectives based on this logic would be:

- To use “leadership by example” as a means of imparting new entry-level skills
- To model The Citadel core values as a means of providing inspiration and example to new cadets
- To motivate subordinates to overcome adversity, build resiliency, and accomplish organizational objectives
- To receive, in-process, assimilate, and prepare for success, new members of an organization
- To develop skills as a trainer and to use them to facilitate subordinate development by delivering standards-based training
- To use the CTM model to deliver standards-based entry-level training and to prepare individuals for greater responsibilities
- To create a training environment that uses artificial stress and rigid discipline to accelerate learning, but which is fair, positive, and consistent with all regulations and guidance, and is built on the challenge and support development model
- To assess individual development and assist individuals in personalized development

- To demonstrate care for individuals who have limited knowledge of or experience with the resources that are available to them

- To contribute to the continued success and vitality of The Citadel by adopting a “training your replacement” philosophy

Part 2 Ways

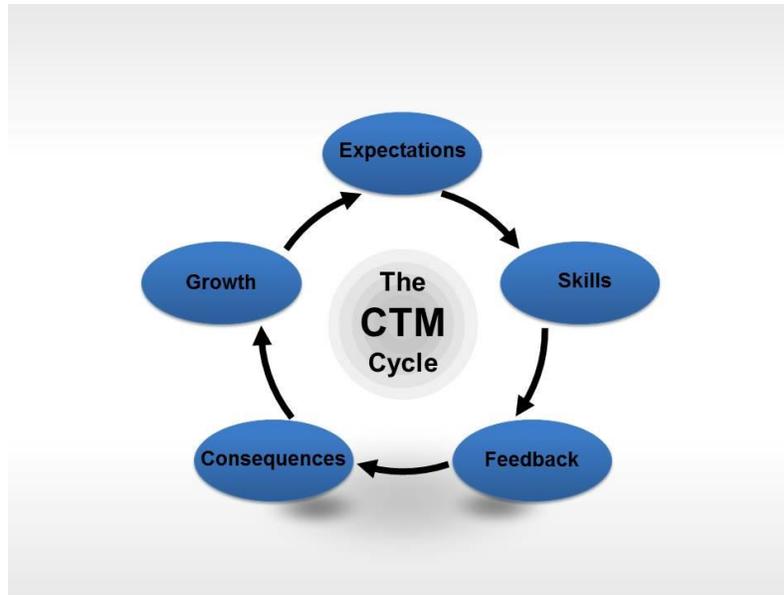
The ways associated with the fourthclass system include:

- artificial stress
- The Citadel Training Model
- team-building and shared experience
- discipline
- direct leadership and close supervision
- the Challenge and Support theory of development

Artificial Stress. The Blue Book notes that “The Fourth Class System creates artificial stress to accelerate and make second nature the habits of self-discipline, teamwork, and a collective sense of accountability for everyone on the team.” The artificial stress created by the fourthclass system can promote remarkable individual growth in such areas as dealing with adversity, pushing yourself beyond your perceived limits, time management, understanding that life is not fair, teamwork, perseverance, and prioritization for the fourthclassmen. The potential leadership problem develops when the upperclass perceive their primary role as administering this system rather than helping the fourthclassmen succeed in it. The upperclassmen then assume an adversarial rather than a service or positive leadership relationship with the fourthclassmen. The “system” should be a fairly neutral, detached, and impersonal organizational bureaucracy made up of rules, traditions, schedules, duties, knowledge requirements, etc. The “system” exists largely of its own accord. It is merely the operational environment.

Like the fourthclass, the upperclass operate within that existing environment but their role is to learn leadership themselves rather than to ensure the fourthclassmen get their money’s worth. Instead of focusing on making things hard for their subordinates, the upperclass role is to serve the fourthclass by helping them succeed as they negotiate the environment. To do otherwise is antithetical to leadership.

The Citadel Training Model. The Citadel Training Model is a five-step process of expectations, skills, feedback, consequences, and growth.



Its principles are mutual respect, leadership as service, and accountability. While CTM is applicable throughout the entire Citadel Experience, it is especially useful in bringing organizational order and conceptual understanding to the fourthclass system.

Cadet recruits enter The Citadel with little or no familiarity with their new environment. Their initial encounters with their cadre center around upperclass cadets setting, and new freshmen understanding, the expectations of The Citadel and the fourthclass system. These expectations are established for both the broad Citadel Experience and individual training iterations, and are especially demanding of fourthclassmen. The cadet recruits then begin a year of building the necessary skills, under the training direction of their upperclassmen, to meet those expectations using standards-based training. As this training progresses, fourthclassmen and upperclassmen give, receive, and exchange developmental feedback. Consequences are a significant part of the rigorous fourthclass system, and performance above or below the standard, however slight, receives deliberate positive or negative reinforcement in an effort to build good habits. As fourthclass cadets grow in their development, transactional exogenous consequences are replaced with principled endogenous ones, and fourthclassmen are given additional responsibilities to complete under less supervision.

The principles of CTM apply to all cadets, but are particularly appropriate in the context of the objectives for upperclassmen in the fourthclass system. Although upperclassmen enjoy nearly absolute positional authority in the fourthclass system, they should foster an environment of “mutual respect” that affirms the worth, dignity, and feelings of fourthclassmen and includes a “training your replacement” philosophy. While it may seem counterintuitive for an upperclassman to “serve” a fourthclassman, that is exactly what “leadership as service” requires. Upperclassmen identify and meet their fourthclassmen’s legitimate needs in order to create conditions for them to be successful. Finally, the “accountability” referred to in the sense of the CTM principle transcends traditional notions of responsibility and requires a culture that encourages people to internalize and take ownership of a broad commitment as a leader.

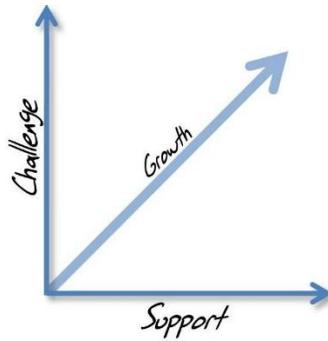
Upperclassmen model this type of accountability with holistic and benevolently intrusive leadership of their fourthclassmen.

Team-building and shared experience. Individual weaknesses and insufficiencies are quickly laid bare by the rigors of the fourthclass system. This new self-awareness is not designed to humiliate fourthclassmen but to impart in them the value of cooperation, unity of effort, synergy, and teamwork. In this experience as followers, they will realize the necessity as future leaders of building teams that balance the strengths, weaknesses, perspectives, experiences, and skills of individual members to create a whole that is greater than the sum of the parts. They will also, as a class and as Citadel men and women, gain the connection borne of shared hardship. In this sense, the fourthclass system transcends being a mere individual rite of passage, and its successful completion becomes a foundational piece of the shared vision that leaders must instill in their followers. With Recognition, fourthclass cadets now possess the skills needed to make a greater contribution to The Citadel, and their upperclassmen have succeeded in “training your replacement.”

Discipline. In the fourthclass system, upperclass cadets “use discipline” to help fourthclass cadets “develop discipline.” For the upperclassmen, this discipline is “training that corrects, molds, or perfects the mental faculties or moral character.” For the fourthclassmen, this discipline is “self-control.” The upperclass cadets administer discipline consistent with Schofield’s definition. In order to meet the relentless demands of the fourthclass system, fourthclass cadets develop the endogenous discipline necessary to subordinate impulses to values. Upperclass cadets use discipline as part of the consequence step of CTM in order to help fourthclassmen develop discipline as part of the “growth” step of CTM. Discipline within the fourthclass system is always developmental and purposeful.

Direct leadership and close supervision. Both the intensity of the fourthclass system and the formative stage of development that fourthclass cadets are in makes the leader-led environment of the fourthclass system one of direct leadership and close supervision. In this environment, fourthclass cadets learn the attributes of followership that will help them as leaders and the skill and will necessary to sustain peak performance at all times. Upperclass cadets learn the hands-on, leadership by example techniques associated with direct leadership and the accountability of holistic leadership.

The Challenge and Support theory of development. The theory of challenge and support posits that in order for growth and development to occur, challenges in the environment must be balanced by environmental supports.



When there is either not enough challenge and too much support, or not enough support and too much challenge, there will be no developmental change. For growth to occur, each cadet needs to be challenged and supported appropriately through a variety of experiences. The overall leader development program at The Citadel provides such an environment, and it is especially prominent in the fourthclass system. “Challenges” are omnipresent in the fourthclass system and leaders must ensure that they are balanced with the appropriate “support.”

Part 3: Means

The five steps of CTM provide a convenient organizational tool for the means of the fourthclass system. While some steps overlap in some means, the means are grouped according to their primary focus step.

Expectations

Challenge Night

Fourthclass regulations and traditions

Athletic and other event support

Guidon

Skills

Cadet Leader Development Training (“Cadre Training”)

Challenge Week

Cadre Period

Physical Training

Leadership Training Program

Feedback

Developmental counseling

Senior Mentor Program

Consequences

Kelly Cup

Regimental Commander's Bowl

Cadre Rodeo

Corrective Push-ups

Cadre Leadership Award

Milton D. Bonnoitt Award

Most Influential Upperclassman Award

Growth

Parents' Day Promotion

Recognition Day and Gauntlet

Inspections

Fourthclass duties and details

Fourthclass knowledge

Corporals' Academy

Annex A, Objectives of the fourthclass system as described in the Guidon

The Blue Book lists the objectives of the fourthclass system as:

- To provide new cadets with an understanding of The Citadel's core values of Honor, Duty, and Respect
- To teach new cadets the regulations, customs and traditions of The Citadel
- To remove wealth and former station as factors in the development of new cadets
- To instill in new cadets a sense of humility and selfless subordination
- To develop personal character and create a foundation for honorable and ethical decision-making
- To instill new cadets with self-discipline
- To physically challenge new cadets and establish a foundation of understanding the necessity of physical fitness for life
- To instruct new cadets in time management
- To prepare new cadets for academic achievement
- To inculcate class cohesion in support of The Citadel Mission and the development of Principled Leaders.

These objectives are trained by a combination of specifically designed events as well as by the collective fourthclass experience. To help you better understand and prepare to accomplish these objectives, each objective is discussed in some detail:

To provide new cadets with an understanding of The Citadel's core values of Honor, Duty, and Respect. Values help establish a collective identity by embodying what the organization believes is important and providing a basis for the behavior of its members. Values set the parameters for decision-making, inform priorities, and serve as guides to action. Contemplated leadership decisions and actions that run counter to the organization's values are automatically rejected by definition.

At The Citadel, our core values are honor, duty, and respect. They are described in detail in A Guide for the Leader Development Program available at the website of the Krause Center for Leadership and Ethics <http://www.citadel.edu/root/krause-center-publications>. You will be formally instructed on the Citadel core values in a variety of forums including LDRS academic classes and the Leadership Training Program (LTP).

To teach new cadets the regulations, customs and traditions of The Citadel. "Regulations" are prescriptive in nature and are the rules established by the proper authority to govern how an organization or system operates. At The Citadel, the regulations come from the authority of the Commandant and are described in the "Blue Book." Many of the procedures that support implementation of those regulations are in the "White Book." Both documents are available at

the website of the Office of the Commandant at <http://www.citadel.edu/root/cadet-regulations>. You will have dedicated periods of instruction about some of the specific regulations, but you are responsible for mastering their entirety by independent study. “Customs” do not have the authoritative or prescriptive characteristics of regulations, but they do represent the usual way of acting in given circumstances in a particular society. A military society such as The Citadel has numerous “customs and courtesies” that contribute to good order and discipline as well as add interest, pleasure, and graciousness to life. As a knob you will participate in many customs such as remaining standing as a class to cheer on the team at football games.

“Traditions” are customary patterns of thought, action, or behavior held by an identifiable group of people that help connect one generation to another. They are usually passed by word of mouth rather than written instruction. The Citadel has its own collective traditions, and individual companies also have their own unit traditions. At the Citadel level, for example, there is a Thanksgiving tradition of a celebratory meal in the Mess Hall, and as knobs, you will contribute to that tradition by making hats for upperclass cadets. At the company level, many individual companies have unique mottos that are a part of their unit tradition. Customs and traditions are subordinate to and can never conflict with regulations. Likewise, regulations are routinely reviewed by the Commandant to ensure consistency with Citadel values.

Unfortunately, some cadets occasionally attempt to excuse or justify their deviations from Citadel values and regulations by misidentifying them as customs or traditions. As a knob, you may find yourself deliberately or accidentally placed in such situations. You should know that there are no customs or traditions at The Citadel that do not align with our values and regulations, and knobs, like all cadets, are responsible for using proper judgment in all circumstances. The knob response “Request better judgment, Sir or Ma’am” is a tactful way of signaling that you perceive a lack of alignment between an upperclassman’s instructions and your understanding of the Citadel’s values and regulations.

To remove wealth and former station as factors in the development of new cadets. Cadets at The Citadel operate in a standards-based environment in which natural and logical consequences are generated by performance. Rewards and punishments are governed by “rule of law,” rather than the fickle and capricious whim of an individual. There can be no appeal to favoritism or privilege in such a system. Additionally, the routine cadet life includes myriad tasks of varying degrees of tedium and fulfillment. All of them must be done in order for the organization to function as a whole and there is sufficient work that all cadets must do their share. No one is “too good” to pitch in and no task is “too menial” for anyone. Because Citadel cadets come from a variety of socio-economic backgrounds, not all have operated in such an egalitarian and communal environment. The austere initial knob haircut, the prohibition against cars for fourthclassmen, and the close quarters living arrangements are all contributors to this objective.

To instill in new cadets a sense of humility and selfless subordination. While The Citadel is in the business of developing leaders, it also recognizes that even leaders have someone that they report to, receive guidance from, and obey the orders of. The Citadel also recognizes that to be a good leader, you must be able to empathize with your subordinates. Therefore, The Citadel’s

leadership development model begins by teaching cadets how to be good followers, and its fourthclass system helps cadets understand the sense of humility and selfless subordination that characterizes a good follower. Like all followers, fourthclass cadets should strive in all ways to be “easy to lead.” This means respecting authority, complying with regulations and standards, giving maximum effort, being open and receptive to new ideas, and being active participants in the learning process. It also means putting aside one’s own opinion or preferences and willingly adopting the leader’s agenda and her decisions as if they were your own. Such an attitude may at first seem unnatural and cause conflicts with your previous habits. The fourthclass system is designed to disengage you from this self-centered attitude and begin you on a path of leadership as service to others.

To develop personal character and create a foundation for honorable and ethical decisionmaking. Character is the complex of mental and ethical traits that mark and often individualize a person. The fourthclass system uses artificial stress to create the competing demands for time, energy, effort, and resources that help a knob become aware of and develop his or her character. A major part of this development will come from learning to live by the letter and spirit of the Honor Code. You will be formally instructed on the Honor Code in a variety of forums including the Leadership Training Program, and the Honor Manual is available at the website of the Krause Center for Leadership and Ethics <http://www.citadel.edu/root/krausecenter-honorcommittee>. Your development in ethical decision-making will be aided by LDRS 111: Freshman Ethical Fitness Seminar which uses Dr. Rushworth Kidder’s *How Good People Make Tough Choices*. Dr. Kidder explains the difference between the “moral temptation” posed by a choice between “right and wrong” and the ethical dilemma posed by a “right versus right” situation. During Challenge Week you will also be provided an orientation to the host of on- and off-campus religious activities available to all cadets. Additional information is available at the website of the Office of the Chaplaincy <http://www.citadel.edu/root/chapel>.

To instill new cadets with self-discipline. Self-discipline is the ability to regulate, manage, and hold accountable oneself throughout the process of achieving one’s vision, values, and mission. In spite of all the attention they get from upperclass cadets, knobs remain responsible for developing in themselves the discipline necessary to succeed at The Citadel. The artificial stress of the fourthclass system is designed to accelerate this process, but it is not designed to sustain it. Throughout the course of the year, fourthclass cadets should rely progressively less on externally-motivated discipline and more on the internally motivated kind. They should develop the disciplined habits of duty, prioritization, obedience, time management, problem-solving, decision-making, and consistency that achieve results. Only by this transition can they fulfill what author Pat Conroy (Citadel, 1967) calls the “immortal epigram” that “discipline is the training that makes punishment unnecessary.” At the heart of self-discipline is the ability to subordinate an impulse to a value. As knobs embark on their Citadel experience, they are encouraged to follow Stephen Covey’s proscription to “begin with the end in mind” by writing a personal mission statement that focuses on what you want to be and what you want to do, and on the values or principles upon which being and doing are based. This mission statement then becomes the criterion by which you measure everything else in your life. Whenever you

discover an inconsistency between your mission statement and your actions, it is self-discipline that restores alignment. During your counseling sessions with your TAC, you will articulate your near-, mid-, and long-term goals. This exercise will help you decide where you want to go and a plan to get there. Self-discipline will help you follow that plan.

To physically challenge new cadets and establish a foundation of understanding the necessity of physical fitness for life. All cadets participate in Regimental Physical Training (PT) every Monday and Thursday morning. These sessions vary but typically include a combination of warm up exercises, movement drills, calisthenics, cardiovascular training, strength training running, and organized athletics. All cadets also take a Cadet Physical Fitness Test (CPFT) each semester consisting of pushups, crunches, and a 1.5 mile run. Cadets must also comply with height and weight standards and take four Required Physical Education Program (RPED) courses. All cadets can participate in NCAA, club, and intramural sports. Some intramurals are open to all cadets, some are exclusively for men, some are exclusively for women, some are co-ed, and some are exclusively for knobs. Intramurals promote both physical fitness as well as comradery. In addition to these physical effectiveness pillar requirements and opportunities available to all cadets, knob year is especially physically challenging because of its rapid optempo and numerous duty requirements. You will be required to push your physical endurance beyond what you probably consider your present limits. This stress is intentional in order for you to realize your full potential and also develop resiliency. Each company has a Cadet Athletics Officer who is a resource to assist you with your development in the physical effectiveness pillar. The Blue Book provides provisions for knobs to be ordered by authorized individuals, under authorized circumstances to perform a set of 30 push-ups during Fall Semester and a set of 40 push-ups in the Spring Semester. You will not be required, nor are you authorized to partake in, any additional knob-specific physical training activities unless they have been submitted through the Company Commander to the TAC and approved by the Commandant.

To instruct new cadets in time management. Perhaps the greatest challenge you will face during knob year is learning how to manage your time. You will purposely be given more to do than you can leisurely or conveniently manage. You will be forced to become more efficient, to ruthlessly prioritize, to plan ahead, and to push yourself to go faster and do more. Prepare yourself. There are several schedules posted on-line to help you understand your time obligations. The Academic Calendar is available at <http://www.citadel.edu/root/aacalendar>. This calendar notes such information as when semesters begin and end, holidays and furlough periods, the last day to drop classes, and exam periods. An annual calendar that includes Commandant Department events such as open and closed weekends, football games, parades, and inspections is available at <http://www.citadel.edu/root/operations-and-training/trainingschedules>. Each of your classes will also have a syllabus that identifies key dates such as when papers or projects are due, major assignments, and tests and quizzes. It is a good idea to transfer key dates from these individual sources into one master calendar or planner so that you can see the big picture.

Routine cadet life is organized according to the “24 hour schedule.” This document is available at the website of the Office of the Commandant <http://155.225.198.23/root/24-hour-schedule>. It is where you go to find the recurring events such as formations, ESP, and MRI that will become your regular “battle rhythm.” More specific weekly schedules are available at <http://www.citadel.edu/root/operations-and-training/training-schedules>. Check these at least one week in advance to find specific information about things like that week’s LTP, a CPFT, or a special requirement such as a rifle draw or turn-in. Key events from these sources should also be transferred to your master calendar or planner. While the Citadel experience will place many demands on your time, you also have other obligations such as to your family and your friends. Do not forget about the anniversaries, birthdays, and other significant events in the lives of those who are important people in your life. Add them to your master calendar or planner. You may not be able to participate in person in some of those events, but you will be able to mark them in other ways, even if only by a card, text, or phone call. Having all your obligations on one document allows you to synchronize your scheduling. You will no doubt find some weeks or days busier than others, and you will have to plan ahead to accommodate them. You will also find some periods that are less busy and you will have to use them to absorb some of the spillover from the busier times.

As previously noted, it is always helpful to “begin with the end in mind.” In terms of time management, this is accomplished by the “backwards planning” technique. Begin with the date an event occurs and then work backwards to the present date to assign target completion dates for every interim step. So if a paper is due on a certain date, write that down on your calendar and then work backward to assign dates for when you want to have a friend proofread your final draft, complete the bibliography, write your introductory paragraph, go to the library to do your research, write your thesis, meet with your professor to discuss your topic selection, etc. Backwards planning also incorporates the technique of breaking a big task up into manageable pieces that will also help you accomplish complex tasks that at first may appear overwhelming. You will seldom be given large swaths of time to focus on a single activity. Instead you will have to learn to master Kipling’s challenge to “fill the unforgiving minute with sixty seconds worth of distance run.” Maintain a mental inventory of small tasks that can fill short increments of time. Shining shoes, preparing your uniform for the next day, reading a few pages of your textbook, and going for a short run are all examples of how you can productively fill a few random minutes that might otherwise be lost. Maintain a written “to do” list for more pressing obligations. Some researchers claim that simply writing something down increases your chances of actually accomplishing it by almost a third. Post the list on your desk or somewhere where you will continually see it and check off the items you accomplish. Avoid the temptation, though, of focusing on the easiest or most enjoyable tasks. Discipline yourself to prioritize based on importance. Do not forget to consciously program sufficient time for sleep. The amount of sleep required varies among individuals, but most college students report being sleep deprived, and sleep deprivation negatively affects academic, mental, physical, and emotional performance. Sufficient, uninterrupted, quality sleep each night is not a luxury or weakness. It is a physical requirement and a performance-enhancer. You will not get all the sleep you want as a knob, but you must get all the sleep you need. You should not organize your time in a way that routinely prevents you from getting at least six hours of sleep each night.

To prepare new cadets for academic achievement. Knobs are presented with a host of urgent military pillar duties. It may be tempting to concentrate on these matters of immediate consequence at the expense of longer-term academic goals. Do not fall victim to this short-sightedness. The military pillar is designed to complement, not compete with, the academic pillar. The skills that contribute to success in the military pillar such as attention to detail, strong work ethic, and procedural compliance are directly transferrable to academic success. Maintain a proper balance between military and academic responsibilities. Both duties must be accomplished, and you will have to make conscious decisions about how to allocate the resources you have available, especially time. As you develop this capability, always remember that academic success is non-negotiable. You obviously were a successful high school student or else you would not be here. However, you should understand that college is different from high school and what made you successful in high school might not be sufficient in college. Generally speaking, in high school you were regularly told what to do and corrected if your behavior did not conform to those instructions. In college you, will be expected to take much more individual responsibility for your actions and you will experience more serious consequences. The Altshuler Learning Enhancement Center at Southern Methodist University has developed a detailed comparison of high school and college that may help you better understand the transition. It is available at <http://www.smu.edu/Provost/ALEC/NeatStuffforNewStudents/HowIsCollegeDifferentfromHighSchool>. In spite of college's additional emphasis on student responsibility, The Citadel prides itself on making available all the resources you will need to be academically successful. Evening Study Period (ESP) begins at 1950 each school night and is a time designated to provide conditions conducive to studying. Quiet is maintained, no meetings or other duties are scheduled, and no upperclass other than those involved in academic tutoring will visit your room. You are required to be in your room, the library, or another approved study area during ESP. While The Citadel can create these conditions to help you, it is up to you to use them effectively. As the name states, ESP is a study period. It is not a shine period, social period, or slack off period. It is OK to study for 50 minutes, take a ten-minute study break to prepare your uniform for the next day or call home, and then get back to studying, but if you do not discipline yourself to use ESP for its intended purpose, you will probably soon fall behind. You have a wide academic support network available to you. Each company has a Cadet Academic Officer who will monitor your academic progress and can connect you with additional resources. He or she should be your first stop at the first sign of academic difficulty. Do not wait until the situation worsens. Your Academic Officer can answer many of your questions about the academic pillar, but he or she can also refer you to other resources. Each company and battalion maintains a list of cadet tutors who are available to you. There are also cadets who have the same major as you in your company who will be willing to help you less formally. You will have to maintain the appropriate military bearing, but the fourthclass system will not stand in your way when receiving academic help from an upperclassman. The Cadet Academic Officer works closely with a Faculty Company Academic Advisor who is another resource for general academic pillar support, but who should not be confused with the Academic Advisor within the department of your academic major to advise you specifically on your academic program. Even more specifically, each of your professors maintains "office hours" in which he or she is available for

walk-in assistance. You can also make specific appointments to see your professor outside of established office hours.

The Academic Support Center, Library, Career Center, and Public Speaking Lab also are excellent resources for specific academic needs, and their services are described elsewhere in The Guidon. The main thing for you to remember is that there is a healthy support network available to assist you. You do not necessarily need to know the details of each resource yourself. If you go to your Cadet Academic Officer or TAC and describe your situation, he or she can quickly point you to the appropriate resource. Your responsibility is to take that first step.

To inculcate class cohesion in support of The Citadel Mission and the development of Principled Leaders. There is an old adage that “No one makes it through The Citadel alone.” Your classmates are your teammates and together you will motivate, encourage, assist, and support each other. You will balance out each other’s strengths and weaknesses, and work together to succeed. You will discover the “law of the niche” and with it that everyone can contribute. You will also discover the “law of the weakest link” and with it that the team has a vested interest in helping each of its members. Inevitably there will be those among you who have difficulty keeping pace. In those cases, “insulate, don’t isolate.” Treat that team member with dignity. Help him develop. Help her find her niche. Follow Max Ehrmann’s advice not to compare yourself with others, “for always there will be greater and lesser persons than yourself.” Square yourself away so you can lead by example and then look around you and find someone to help. Certainly the time will come soon when the roles will be reversed.