THE CITADEL FUND

The Citadel’s mission is to educate and prepare its graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment. Acting in service of this mission, The Citadel Foundation aims to secure, manage and steward philanthropic support for The Citadel.

Unrestricted gifts to The Citadel Fund provide the resources and flexibility to recruit and retain outstanding students and professors, provide them with state-of-the-art technology and facilities, and enrich campus life through athletic and cultural activities.

The Citadel Fund offers every member of the college’s family an opportunity to have a direct and immediate impact on campus priorities. Each unrestricted gift, then, represents an investment that enriches The Citadel experience for every graduate student and member of the Corps of Cadets.

GIVE ONLINE AT FOUNDATION.CITADEL.EDU
Welcome to this special edition of The Citadel. It’s been 10 years since the publication of the inaugural issue, which generated enthusiasm and acclaim from family, friends and alumni alike. While much has happened in those years, our commitment to preserving the values and traditions on which the college was founded remains as strong as ever.

Our success as an institution relies on our ability to adapt to the times by offering a cutting-edge education coupled with a preeminent leader development program. To do this we have created a strategic roadmap—the LEAD Plan 2018—to achieve our vision of educating and developing principled leaders. Our Dare to Lead campaign captures the bold spirit of the LEAD Plan and highlights our academic and leadership prominence.

This issue is about cadets, students, faculty and alumni who dare to lead. From the story of Cadet Ryan Boodee’s project to build a near-infrared camera that will enable scientists to take pictures of objects in the solar system (page 12) to 2nd Lt. Collin Whiteford’s account of an Army ROTC training exercise as a senior that will prepare him for the responsibilities of a career as an Army officer (page 14), cadets dare to lead. Heather Anderson, CGC ’03 and ’12, leads every day as a school counselor helping children overcome problems (page 20). Glenda La Rue, who leads The Citadel’s STEM Center of Excellence, creates successful and innovative programs for preschool through graduate school students in the sciences, technology, engineering and mathematics fields (page 24).

Alumni, too, play a fundamental role in our Dare to Lead campaign. Bill Krause, ’63, and his wife, Gay, who were featured in the inaugural issue of this magazine, are featured again for their generous gift of $9 million to support the advancement of leadership at the college (page 50). Ashley Garry, ’03, served the nation as an Army officer in Iraq, graduated from Cornell Law School, clerked for South Carolina Supreme Court Chief Justice Jean Hoefer Toal and is now working for Nelson Mullins law firm in Washington, D.C. (page 44). He dares to lead, as do the alumni inducted this year into the Leaders in Philanthropy giving societies for their loyalty and generous support of the college (page 52).

A Citadel education continues to be in high demand thanks to the example set by our faculty, staff, graduates, cadets and other students who every day demand excellence from themselves and those around them. They dare to lead, and they make us proud.

John W. Rosa, ’73
Lieutenant General, USAF (Retired)
President
The Citadel No. 1 in U.S. News & World Report for third straight year

For the third straight year U.S. News & World Report named The Citadel the top public college in its category in the South. The college was also designated a “Best Value” and recognized for “strong commitment to undergraduate teaching.”

### Highlights of The Citadel’s Rankings

- No. 1 public college in the South offering a master’s degree
- Overall score (88) highest nationally for all public schools in The Citadel’s category
- Average alumni giving rate (29 percent) highest nationally for all colleges in The Citadel’s category, both public and private
- No. 2 “Best Value” among public colleges in The Citadel’s category in the South
- No. 22 undergraduate engineering program at schools without a doctoral program
- No. 3 public college in The Citadel’s category in the South for “strong commitment to undergraduate teaching”

“I am very proud of our cadets, students, faculty and staff for all the hard work that led to this distinction. This was a team effort,” said Lt. Gen. John W. Rosa, president of The Citadel. “We don’t chase rankings but endeavor to achieve our vision: excellence in the education and development of principled leaders.”

Among the factors considered by U.S. News & World Report (with The Citadel’s rating in parentheses) are:

- Average retention rate (82 percent)
- Percentage of classes numbering fewer than 20 students (40 percent)
- Student/faculty ratio (13:1)
- Average alumni giving rate (29 percent)

A new class of graduates

Saturday, May 4, was a big day for members of the class of 2013. The class graduated ready and confident to serve as leaders of principle in the military and a global workplace.

Participating in commencement exercises were 468 students, including 12 veteran students and 28 men and women who are currently serving as members of the Marine Corps and Navy. Among them was Nathan Cintula, who after nearly 22 years as an enlisted serviceman was commissioned as a Naval officer and was ready to embark on a whole new military career when most are considering retirement from the service to join the civilian sector.

Cintula, 39, had always wanted to be an engineer and a Navy officer, but as a 17-year-old enlisted sailor, he did not have the grades or study habits to excel. He took college courses part-time over the years, and when he was just a semester away from graduating from Southern Illinois University with a degree in science technical management, he applied for a slot in the very competitive Seaman-To-Admiral 21 program. STA-21 allowed him to earn an engineering degree at The Citadel and an officer’s commission in the Navy.

“The STA-21 program made a lot of sense to me—it was an opportunity to begin a new career, complete an engineering degree, become a commissioned officer and continue to serve my country proudly,” Cintula said.

Gen. Robert Cone, commander of U.S. Army Training and Doctrine Command at Fort Eustis, Va., who delivered the commencement address, applauded the class for enrolling at The Citadel and choosing to take the road less traveled.
The record-breaking class of 2017: a profile

They were born in 1995, and they have never had the chicken pox. Getting a cell phone and a Skype account were bigger milestones than a driver’s license and a car. They have always been able to plug into USB ports, and they’ve never needed directions—just an address.* The class of 2017 reported Saturday, Aug. 17, 782 cadets strong—the largest class in more than 56 years—to begin their four-year leadership journey.

This year marks the seventh consecutive year that the military college has matriculated more than 700 freshmen, and with 2,958 applications, it is the fifth year the college has broken all previous application records.

*From The Beloit College 2017 Mindset List.

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**College receives $1.2 million NSF grant for scholarships**

The National Science Foundation awarded The Citadel a five-year grant of $1.2 million for the Robert Noyce Teacher Scholarship Program. The award funds scholarships encouraging talented students and professionals in science, technology, engineering and mathematics (STEM) fields to become K-12 mathematics and science teachers.

The Robert Noyce Teacher Scholarship Program will provide funds to allow The Citadel to recruit and prepare up to 30 new effective teachers of mathematics and science for high-need schools in South Carolina during the next five years.

“Encouraging students to pursue careers in the fields of science, technology, engineering, and mathematics is critically important to the economic advancement of the region and the nation,” said Col. Lok Lew Yan Voon, dean of the School of Science and Mathematics. “The Robert Noyce Teacher Scholarship grant will significantly enhance The Citadel’s ability to produce a talented pool of passionate and highly qualified STEM teachers for the Lowcountry.”
CE students win Carolinas Conference

For a college that is small compared to other institutions, The Citadel has made a large mark in engineering education. The latest example—the 2012 winners of the national American Society of Civil Engineers Robert Ridgway Award for the most outstanding student chapter brought home first place in the 2013 Annual ASCE Carolinas Conference.

“Our students work hard every day to complete a grueling engineering workload to be able to graduate in four years, and yet somehow they are able to find additional time to design and build canoes and steel bridges to compete in two of the many events that are part of the Carolinas conference—exceptional!” said Dean of the School of Engineering Col. Ron Welch. “To win the Carolinas conference—incredible! The results stand on their own—producing principled engineering leaders since 1842.”

Approximately 300 students from 10 colleges and universities across the Carolinas and Georgia attended the April 4-6 competition, which was held this year at the University of South Carolina. The 45-member Citadel team included cadets as well as active duty and evening students. Students demonstrated great teamwork and academic versatility in a wide range of civil and engineering disciplines, including the flagship competitions—the concrete canoe and the steel bridge.

The year marks the fourth time The Citadel has placed first overall in the Carolinas Conference.
Citadel places second in inaugural cybersecurity competition

College and high school students came to The Citadel in March for the inaugural Cybersecurity Competition sponsored by the Palmetto Roost Chapter of the Association of Old Crows in collaboration with Space and Naval Warfare Command (SPAWAR) Systems Center Atlantic.

Student teams operated small networks that they were responsible for protecting from SPAWAR cybersecurity experts. They were scored for completing administrative and business tasks while maintaining network availability and configuring and protecting their network against threats.

The Citadel took second place in the college and university competition. The team, which was a mixture of electrical engineering and computer science majors, was advised by Computer Science Professors Capt. Shankar Banik and Maj. George Rudolph.

“There is a critical need for education in cyberdefense, and The Citadel has risen to the challenge with new initiatives,” said Brig. Gen. Sam Hines, provost and dean of the college. “It’s a testament to the value of our program that our students fared so well in this first competition.”

Several new initiatives are underway at The Citadel to bring cybersecurity education to the Lowcountry, including a new minor in cybersecurity and plans to offer a specialization in cybersecurity to students pursuing a master’s degree in computer science in the joint program offered by The Citadel and the College of Charleston.
Students discuss leadership with Congressional members

Last December more than 20 of the nation’s top Congressional leaders met with cadets, veteran students and active duty students in Washington, D.C. Organized by Mallory Factor, the college’s John C. West Professor of International Politics and American Government, the trip to the nation’s capital gave the 24 students a unique opportunity to meet and talk to some of the nation’s most prominent government leaders.

“Mallory put together an impressive group of legislators for our students to spend time with. We were all impressed and appreciative of the opportunity to talk about leadership and many of the issues facing our country with the men and women who are helping to lead the way,” said Citadel President Lt. Gen. John W. Rosa, who made the trip with the students.

Among the legislators who spent time with the students were members of the South Carolina delegation: Senators Lindsay Graham and Jim DeMint and Representatives James Clyburn, Tim Scott and Joe Wilson. The students also heard from Senators John Kerry of Massachusetts, Joe Lieberman of Connecticut, John McCain of Arizona, Jack Reed of Rhode Island, Jeff Sessions of Alabama, Richard Shelby of Alabama and Mike Lee of Utah. Lee introduced the students to then Texas Senator-Elect Ted Cruz. Speaker of the House John Boehner of Ohio participated as did Representatives Louie Gohmert of Texas, Jim Jordan of Ohio, Jack Kingston of Georgia, Steve King of Iowa and Allen West and Ileana Ros-Lehtinen of Florida. Senator Rand Paul of Kentucky hosted the students for lunch.

The Center for American Progress provided a breakfast panel discussion, and the Heritage Foundation hosted the students for an evening reception.
Cadet takes top APFT honors

Senior Cadet Phillip Martin, a criminal justice major from Cottageville, S.C., took first place in the male division of the 2nd Regiment Army physical fitness test June 18 at Joint Base Lewis-McChord, Wash.

“As an Army ROTC cadet, Phillip Martin has demonstrated great potential and is well on his way to becoming an outstanding lieutenant,” said Col. Lawrence Hutto, head of the college’s Army ROTC unit.

Competing against 459 of his peers, Martin grabbed the top spot with a score of 368.

The APFT is broken down into three parts including a two-mile run, two-minutes of push-ups and two-minutes of sit-ups. Each cadet completes all three and then receives a score based on the Army’s APFT score chart. Cadets must pass the APFT based on Army standards for age and gender in order to qualify for the Army. To pass the APFT, cadets must receive at least 60 points in each event for a minimum qualifying score of 180.

Martin is the 2013-14 Lima Company commander.

Citadel leads the way in civic engagement and service learning

College wins second prestigious national award

On the heels of being named to the President’s Higher Education Community Service Honor Roll this spring, the military college has once again received national recognition for civic engagement and service learning. The Citadel was one of five colleges and universities across the country to receive the Washington Center 2013 Higher Education Civic Engagement Award, sponsored by the New York Life Foundation.

Recipients were chosen based upon their leadership and innovation in civic engagement. The Citadel was presented with the award during the Washington Center’s annual awards luncheon in Washington, D.C., at the National Press Club on Oct. 7.

Citadel students spent more than 13,000 hours in community service in the 2011-12 academic year—an estimated economic value of more than $286,000. Active partnerships with 36 community organizations make a significant impact in the Lowcountry, including students in Title I schools where test scores are critically low and poverty is high.

Sustaining student civic engagement is part of the leader development model that begins in the freshman year and is interwoven into all four years of the Corps of Cadet curriculum as well as the classes in the graduate and evening undergraduate programs.

“It is exciting to see the changes that occur when our students engage with people in the community who have diverse needs and experiences. The students are educated by the populations they set out to serve, and those served meet up-and-coming adults who really care about them. It is absolutely a win-win for The Citadel, the community, and our shared futures,” said Psychology Professor Col. Conway Saylor, who directs the college’s service-learning and civic engagement program and who was named the Governor’s Professor of the Year in 2012.
The Four
a Citadel Tradition
The Citadel has long been known for producing leaders of principle, a tradition that goes back to 1843 when the first cadets reported to the original campus on Marion Square. In 1922, the college moved to its present location on the banks of the Ashley River, but despite the change in geography, the college has remained steadfast in its ability to build leaders, a process that begins with the four pillars of learning—academic instruction, military training, physical readiness and development of character. The following pages illustrate just a few examples of the four pillars that support the growth and development of each Citadel cadet.
“When I was six years old, my family moved. I remember being unhappy and nervous—I had just started to make friends, I had just gotten comfortable in my school.... I did not want to start all over. We moved to a neighborhood near an airport where planes flew over our house at all hours. Nighttime was when the noise of the planes had no competition. I remember moving in and lying in bed that first night. I couldn’t sleep; I just lay there listening to the sounds of the planes. And instead of being disturbed, I remember being soothed, thinking about those machines in the sky. I remember that as the moment I started looking up.”

He’s been looking up ever since. Band Company Cadet Ryan Boodee—a native of North Carolina and a member of the Honors Program—sits casually, leaning back in his chair, one foot balanced on the opposite knee, smiling as he formulates his thoughts. In his newly earned blazer and crisp tie, he looks like any other junior cadet. But he’s describing a project that has been his passion for the past two-and-a-half years. It is unlike any project that any other cadet in the history of the college has undertaken. He and his mentor, Professor Luke Sollitt, are building a near-infrared camera that will enable scientists to take pictures of objects in the solar system and examine them in the infrared spectrum. Some surprising names populate the list of candidates that are opened up for new exploration by this camera—asteroids, comets, even Venus and Mercury.

“It’s absolutely staggering to realize how little we know about our neighboring planets because we have not been able to study them in the infrared spectrum,” Boodee says, shaking his head. “Even with the technology we have in place—the most prominent of which is the Hubble telescope—it’s too risky to take pictures of say, Venus, because of the potential for sun damage. In other words, it cannot look within a certain range of degrees from the sun because it runs the risk of exposing the sensors to too much light—frying them, essentially. That means repairs, and costly ones.”

Cost-efficiency. That’s another defining theme of this project. New commercial aerospace engineering companies are growing in number and scope. The advantage
efficient components that can be easily replaced. XCOR, a commercial aerospace engineering company, is creating these; in fact, it is currently assembling its first flight vehicle, the Lynx Mark I. Further models with greater capability, the Lynx Marks II and III, are planned. The camera will be deployed on these flights and collect data and images that have never been collected before, further elucidating some of the mysteries of the universe.

The final pieces are still falling into place. With the recurrent and flexible nature of these flights, combined with their cost-efficiency, the universe that was once explored only by astronauts and NASA scientists will be open to the private sector. Technological innovation of this sort means that civilians can travel to space; it means that students, even undergraduate students, could in the not-so-distant future travel to space.

It’s a concept that is near to Sollitt’s heart—the student-astronaut. The cadet-astronaut. The Citadel Astronaut Corps. It sounds like science fiction, but it’s a real and fast-approaching possibility, taking a concept from the realm of pure fantasy and transforming it into a real and attainable dream.

“It’s absolutely an achievable vision. That’s what makes this project so personal to me. It takes me back to that boy, lying in bed, dreaming about the night sky,” Boodee says.

And what would Boodee tell that boy if he could? What would he tell all those who have dreamed of that untraveled world beyond the bounds of human thought?

“I don’t have a personal motto, exactly, but I would tell them to remember that anything’s possible. But that it doesn’t come without hard work and talent. Ad Astra Per Asperum—a rough road leads to the stars.”

Cadet Jane Ma, a native of Manassas, Va., is a Citadel Scholar and member of the Honors Program. She is majoring in biology and English and is a research assistant in the biology department.
I had traveled only about 200 meters when I heard a voice calling out from a distance, shattering the eerie stillness that surrounded me. Just moments before, I had received a call on the radio.

“Charlie 3-1, this is Tango 1-6.”

“Charlie 3-1. Go ahead, Tango 1-6.”

“3-1, FRAGO, be advised there is a village elder in the area. He is armed but friendly.”

“Armed? Friendly?” There is no such thing, I thought to myself. The dense shrubbery prevented me from seeing him, but I knew that the man was coming closer and closer to my position. Taking my left hand off my weapon, I raised it high in the air, giving the command to halt my squad who flanked me.

Suddenly, a small figure of a man appeared at the top of the hill. His camouflage jacket and headdress obscured any detailed description of his facial features, but I knew what he was saying.

“Hello, my friend!” he shouted. Somehow he knew we were there.

“Hello, my friends!” he called out again, walking toward our position.

Supposedly an enemy bunker was only 100 meters away. We were in their territory. As the squad leader, it was my job to ensure we weren’t ambushed. I gave the command to establish 360-degree security. Everyone knew what to do as they scurried about the terrain to their designated positions.

I pulled myself up and walked out to meet this village elder. Manners are extremely important in these situations; after all, he might have information about the enemy. You can never have enough intelligence.

“Cómo está?” he greeted me, placing his hand on his chest.

Blast. I hardly knew any Spanish—their native language.

“Muy bien,” I answered, praying that he would start talking in English.

Instead, he started to ask me questions, a lot of them, and all in Spanish. Who are you? Where is your leader? Are you the leader? How many people do you have with you?

I didn’t answer a single one. It was strange, and I wasn’t the only one in the squad who felt that way.
“My friend... sick,” he said, finally in broken English. “He need help!”

He wanted our help. We had to do the right thing and help him. Even in an uncertain situation, our job was to win the respect of the people.

Agreeing to his plea, I walked with him to the top of the hill where his hut—a small burrow covered with tree branches and leaves—was located. As I peered into his small home, I knew I was in trouble. With all of his strength, he threw me to the ground.

As he fell with me, he whispered only two words, “You’re dead.”

This scenario was part of one of the Army ROTC field training exercises at Ft. Jackson, in Columbia. Held twice a semester, FTXs enable cadets to train and practice anything from land navigation to patrolling and squad tactics. The exercises are especially important for those who will be attending the U.S. Army Cadet Command’s Leadership Development Assessment Course. For one month each summer, cadets from all over the country attend LDAC and are assessed and graded for their leadership abilities. Each year the course is held at Joint Base Lewis-McChord in Seattle, Wash., and is required for all junior and senior cadets pursuing a commission.

I lay there on the ground motionless—no, helpless.

“Contact front, 100 meters!”

The rest of the squad echoed the call. My ears rang with the constant volley of fire that seven M-16s produced. Even though they were blanks, I couldn’t help but wonder if they were real.

It sent a chill down my spine. Someday it might be real.

The rest of the squad continued and eventually neutralized the enemy. This time, our enemy wasn’t the Taliban—it was a group of senior cadets. They had already been to LDAC and knew what was needed to succeed.

After the exercise, we discussed what was positive and negative about our situation. I felt as if I had failed my squad.

I couldn’t have been more wrong.

“You did well,” the senior grader said to me. “It was a tough situation, and you gave the right information to accomplish the objective...even though you were killed.”

We continued to talk for a few minutes about leadership. I had realized an important lesson. It was the first part of the Warrior Ethos, the creed each soldier lives by: I always place the mission first.

Each year cadets take part in FTXs like this one, learning valuable skills and lessons to become better officers in our nation’s military. We completed a total of five separate situations that day, each more difficult than the next. But after completing every one of them, I thought about the men and women who went before me, training to become Army officers.

We were next.

Band Company Cadet Collin Whiteford interned in the office of external affairs during his senior year. He graduated in May with a degree in English and commissioned into the Army as a second lieutenant. He reports to Fort Benning, Ga., in March 2014.
With a history that spans more than 80 years, The Citadel’s wrestling program consistently shines a light on a region of the country that is otherwise largely dormant for a sport with a long and storied history.

Before the 2012-2013 season, the Bulldogs had only one picture hanging on the All-American wall in the team’s Vandiver Hall wrestling room: Dan Thompson. The 165-pounder upset three seeded wrestlers in the 2006 NCAA Championship en route to a seventh-place finish.

By the time Coach Rob Hjerling’s 14th season came to an end this year, he had two more pictures to hang next to Thompson’s: heavyweight Odie Delaney and 141-pounder Ugi Khishignyam.

“I couldn’t be happier for Ugi and Odie,” said Hjerling, who is responsible for coaching all three of The Citadel’s All-Americans. “It’s a little hard to put into words, but I know how important it is for them, and it was great to see all of their hard work result in a nice reward.”

Ugi, as he is referred to by all, exploded onto the wrestling scene last fall, racking up 42 wins including regular-season victories over ninth-ranked Zach Neibert of Virginia Tech and then fourth-ranked Mike Mangrum of Oregon State, who placed second in the 2012 NCAA Tournament.

After easily defeating his Southern Conference rivals, the redshirt freshman was awarded a sixth seed in the NCAA tournament, the highest ever for a Bulldog.

Following a 6-3 decision over Lehigh’s Anthony Salupo to open the tournament and a 3-2 win over Neibert in the second round, the Mongolia native found himself pitted against Mangrum in the third round.

In one of the best matches of the tournament, the two top-10 grapplers, each 141-pounders, notched just one point apiece at the end of seven minutes, heading into a tiebreaker after a sturdy performance on both sides in the sudden victory round.

Down 2-1 with just seven seconds remaining, Ugi swooped in and posted a last-second takedown to top his Oregon State opponent, becoming the first grappler in college history to move on to the semifinal round and guaranteeing himself a spot on the All-America team.

A loss to eventual NCAA champion Kendric Maple of Oklahoma dropped Ugi to the consolation bracket, where he was set to face Evan Henderson of North Carolina, who was responsible for two of Ugi’s four regular-season losses.

Ugi made quick work of the Tar Heel grappler, earning his revenge in the form of a 1:38 fall to move him into the third-place match against top-seeded Hunter Steiber of Ohio State. Steiber collected the 12-3 major decision to drop Ugi to fourth place—still the most successful Bulldog grappler to compete in the NCAA Championship.

For Delaney, it took four NCAA Championship competitions, but the redshirt senior
fought his way through three tough day-two bouts to earn his All-American title.

“The coaches put a lot of hard work into my training, and I have worked really hard to become an All-American,” Delaney said. “It has always been a lifelong dream of mine, and to finally achieve it is overwhelming.”

After dropping his second-round match to defending national champion Anthony Nelson of Minnesota, Delaney landed a consolation bout with American University’s Blake Herrin.

The redshirt senior bounced back, earning two escapes, a takedown and a riding time point to top Herrin, 5-2.

In his next bout, Delaney was pitted against familiar foe Levi Cooper of Arizona State. Cooper had topped the Bulldog grappler, 6-2, to open the 2012-2013 dual slate, but Delaney made a comeback at the Southern Scuffle with a 5-1 win.

In the NCAA match, Delaney managed a third period fall on the Sun Devil to advance to the All-America deciding bout against fourth-seeded Chad Hanke of Oregon State.

The Santa Rosa Beach, Fla., native jumped all over Hanke, collecting a pair of takedowns and a three-point near-fall before landing his second consecutive pin at the 4:22 mark to gain the win and secure his All-American title.

“Watching Delaney’s leadership and all-around competitive presence will be missed this season, and the Bulldogs still have huge expectations with the Mongolian duo of Ugi and two-time SoCon champion Turtogtokh Luvsandorj, who redshirted during the 2012-2013 season.

Brian Gargone joined the athletic department in 2010 as a graduate assistant. In 2012 he earned his master’s in health, exercise and sport science from The Citadel Graduate College. He is currently in his second year as assistant director of media relations.
“Are doctors morally obligated to pass along all information obtained from prenatal testing to their patients?”

The Citadel team huddles, whispering to each other while frantically writing notes. After the allotted two minutes for conferring, they return to their places quiet and confident.

Team captain Franklin McGuire begins the response, “Yes, doctors are morally obligated to pass along all information to their patients.”

For the next 10 minutes, McGuire and the rest of the team review the details of the case, present their argument, consider counter arguments and defend their position using complex ethical theories.

The case is a tricky one. Prenatal testing provides doctors and parents with all kinds of information about an unborn child, such as potential health problems or the presence of hereditary diseases. In the near future, improved tests will enable parents and doctors to learn even more details including reports that may provide detailed information about potential behavioral problems and cosmetic characteristics. While access to such information will help parents prepare for the arrival of their child, such access may also promote a trend for designer babies and result in increased abortions when expectations are not met. To make matters worse, recent psychological studies strongly suggest that a person’s ability to make good decisions can be hampered when given too much information.

After grappling with the ethical issues arising from the prenatal testing case for two months, the members of the Ethics Bowl Team have decided that parents who have requested tests should have access to all the information derived from them; i.e., the
The team, sponsored by the Krause Center for Leadership and Ethics, had seven weeks to prepare for the national championship. In early January, the 15 cases for the national competition were made public, with topics ranging from euthanasia to the ethics of blind taste tests.

The preparation was familiar to all of the team members. They had made similar preparations for the Southeast Regional Ethics Bowl Competition at St. Petersburg College in Florida in November 2012, where they qualified for the national competition. Individual team members thoroughly researched particular cases, but every member contributed to the discussion and analysis of each case, requiring that the team meet for several hours each week. As the competition approached, the team practiced debating in front of faculty members who served as mock judges.

Though preparing for such competitions requires long hours, the knowledge gained and the skills honed make it all worthwhile. The Ethics Bowl competition introduces cadets to the most important ethical theories and teaches them how to apply these theories to ethical problems that arise in professional, medical, academic and political settings while also improving each cadet’s critical thinking and public speaking skills.

Ricardo Caporale joined the team initially for practical reasons but found that what he learned extended beyond simple utilitarian calculations.

“Professional development is the reason that I originally joined the Ethics Bowl Team. I intend to practice a career in medicine after graduating from The Citadel. In today’s society, ethics are an integral aspect of the medical profession,” said Caporale, a sophomore at the time of the competition. “I feel that the preparation and practice that the team undergoes for the regional and national ethics bowl competitions prepare members not only for the competition, but also for life.”

Indeed, team members become more acutely aware of ethical problems about which many people are unaware. As a result, their training prepares them to be thoughtful leaders in a broad range of disciplines.

Beyond the preparation and the competition, competing at nationals also provides the team with the opportunity to attend lectures by professional ethicists from around the country. The Association for Practical and Professional Ethics, which sponsors the Intercollegiate Ethics Bowl Competition, hosts the event in conjunction with its annual meeting. Topics range from ethical problems in collegiate sports to the ethics of clinical research in underdeveloped countries.

From placing in the bottom half of the regional competition just two years ago, the Ethics Bowl Team advanced to defeating the 2011 regional champions and going on to compete at the nationals. With a new academic year on the horizon, the debaters are moving forward confidently, and this time, they have their sights set on a trophy.

Grant Goodrich, Ph.D., is the coach of the Ethics Bowl Team and teaches philosophy courses at The Citadel.

The Citadel Ethics Bowl Team consists of Cadets Franklin McGuire (captain), Ricardo Caporale, John Fogle, Preston Hipps, Mark Maurice and Thomas McGuire.
Heather Anderson did not earn just one master’s degree from The Citadel Graduate College (CGC)—she got two. In 2003 she earned a degree in social science education. Later after beginning her family, she felt a calling to return to work, and that’s when she came back to CGC for a degree in counselor education. With a new school year beginning, she paused to describe how The Citadel gave her the tools to be a successful educator and counselor.
As I unpack my office preparing for the 2013-2014 school year, I find myself reflecting on my career as a school counselor. The Counselor’s First-Aid kit sits on my bookshelf by the door, ready for my first classroom guidance lessons. I take it from classroom to classroom to introduce myself and explain what my role is at their school. It’s not filled with medical first-aid equipment. Instead, there’s Mickey Mouse (because of his ears—counselors listen). There is a plastic green snake that I borrowed from my own boys (we all have fears). A big red eraser that reads, in large, bold words, “for big mistakes” fits nicely into the kit (we all make mistakes, but do we learn from them?).

My favorite items in the kit are small plastic figurines. Captain America and Wonder Woman always get a great response from the students. I believe in my students and their unique super powers. My job is to help them recognize those powers and learn to use them in a positive way. As I take out each of the items, I explain to the children how I am there to help them problem-solve, to listen, to talk about study skills, to explore career paths and to provide a place for them to reset and have the best day they can.

My mother taught special education for more than 30 years, and it was her passion, caring and commitment to her students—the difference she made in their lives—along with my involvement in my own children’s school that led me to a career in education.

I chose The Citadel Graduate College for my counselor education degree because of its accreditation and its overall mission to turn out principled educational leaders who are knowledgeable, reflective and ethical professionals committed to the provision of a school environment focused on a learner-centered education.

But it’s “school counselor,” please.

Gone are the days of the “guidance counselor.” Early in the program, graduate students learn and embrace the American School Counselor Association standards. School counselors are educators with a mental health perspective who understand and respond to the challenges presented by today’s diverse student population. Professional school counselors align with the school’s mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century.
Throughout my degree program Citadel professors served in important roles to help us reach our potential as school counselors. I remember three important lessons from three different professors at The Citadel.

1. **In order to counsel, you must first learn what it is like to be counseled**

One of the first things students learn from Dr. George Williams in Introduction to Counseling is that “in order to counsel, you must first learn what it is like to be counseled.”

I reflect on Dr. Williams’s advice. Many times students find their way to my office even before entering their classrooms. They often need to reset before starting their academic day. I give them a moment. Sitting nearby with tissues in hand and genuinely listening to them builds a strong relationship. I try and let them work through their feelings and concerns on their time. It’s sometimes difficult for children to find the right words to express themselves. There are often tears, anger and confusion. I sit calmly and just listen. Most of the time we don’t solve problems—we work through them. Feeling left out, struggling academically, losing a pet, parents going through a divorce and other issues take time to sort out. We focus on our responses to some of these issues, rather than our reactions.

2. **Telling stories is an effective method for communicating with students**

One of the components of The Citadel’s counselor education program that sets graduates apart is the strong mental health aspect of the program. Counseling theories taught by Dr. Aaron Oberman expose students to psychology theories that school counselors use daily in classroom guidance lessons, small group counseling and individual counseling. Telling stories is a powerful method I use to communicate effectively with students.

My office is equipped with many magic wands, story stones, fidgets, journals, puppets, stuffed animals and a peace table. And while this makes for a very decorative office, what matters is how counselors use these tools to support our theory-based education. Students can make bad choices. One of the first lessons that I teach is that the nursery rhyme “Sticks and stones may break my bones…” is untrue. Words do hurt. To illustrate this point, I pass around a crisp sheet of white paper with a red heart drawn and colored (on the paper) and crumble the sheet every time I demonstrate a negative comment such as, You can’t play on our kickball team because you are no good; your clothes look funny; you are stupid; etc. Then I ask one student to straighten out the wrinkled paper.
and try to make it look exactly as it did before the hurtful comments.

Words are powerful and have a lasting effect. The paper will never look the way it did before I wrinkled it. I always leave the sheet posted in the classroom or in my office for the reminder.

Magic wands are used in narrative therapy to help students rewrite their stories.

“If you could use this magic wand and rewind what just happened, what could you do differently that would create a different outcome?”

Mom-and-me journals can be a great way for students to write or draw about their concerns to parents and have parents write back to their children. Counseling techniques are a collaborative effort.

Dr. Barbara Griffin’s words of wisdom in Basic Counseling Skills—“Learn to let go and trust your counselee”—are another highlight from my coursework that resonates with me.

As school counselors we must enable our students to find the answers for themselves. It’s more powerful that way. Career exploration fits into this model. When I ask third-grade boys what they want to be when they grow up, they typically respond: professional football, soccer, baseball and basketball players.

Then I begin asking them exactly what they like about that sport. Is it the uniform they wear? The competitiveness of the game? The plays? The individual coaching staff?

And the more we talk, the more we discover other careers in the sports world, such as marketing, physical therapy, coaching and even compliance. It would not be productive for me to tell the third graders that a tiny percentage of people make it to the professional levels of a sport, but what I do want them to explore are the things they are passionate about, even if they will change their mind a thousand times before deciding on a profession. This process is an example of letting go and letting the students work through their strengths and passions.

A lifeline
Effective school counseling is a collaboration among the school counselor, teachers, parents and other educators to create an environment that promotes student achievement.

I chose to be a school counselor because I can positively impact the lives of students. School counselors can be the lifelines to students, teachers, parents and intervention team members.

I believe life is about choices. How we make those choices depends on the information with which we equip ourselves. My two goals as a school counselor are to make a difference and to inspire. I cannot think of a better way to honor my CGC professors and my first teacher—my mother.

Heather Anderson received her master’s degree in counselor education in 2012. She is married to Chris Anderson, ’98, and they have two young sons. She began her first career at The Citadel as a public affairs officer in 1996. She is currently a school counselor at Memminger Elementary School in Charleston.
What is STEM? Although a quick search of the term “STEM education” returns approximately 1.32 million Google results, many people are unaware of what STEM means when it comes to education. The Citadel’s Science, Technology, Engineering & Mathematics (STEM) Center of Excellence officially launched in July 2010 to enhance STEM literacy in the Lowcountry and beyond and to increase the competitiveness of South Carolina students as they prepare for the 21st century workforce. A collaborative effort of the Schools of Education, Engineering and Science & Mathematics, the STEM Center crosses the broadest possible educational span. It seeks to inspire children in preschool through students in graduate school to explore the STEM disciplines. The center also develops innovative programming related to teacher preparation and professional development activities, supporting the college’s efforts to produce more graduates who are poised to become successful leaders in the STEM fields.

I was drawn to the STEM Center’s mission, and in October of 2012, I happily took over the reins from former Director Carolyn Kelley, who with support from the deans of Education, Engineering and Science & Mathematics, built the STEM Center program from the ground up. To date, the center has served more than 2,000 students and 300 teachers through activities such as the STEM Innovation EXPO, the Quality Teacher Morris Island Lighthouse Institute program and K-12 summer camps, to name a few.

Why is this significant?

According to a 2011 report by the National Academy of Sciences, National Academy of Engineering and Institute of Medicine entitled *Rising Above the Gathering Storm Revisited: Rapidly Approaching Category 5*, “The primary driver of the future economy and concomitant creation of jobs will be innovation, largely derived from advances in science and engineering...4 percent of the nation’s workforce is composed of scientists and engineers; this group disproportionately creates jobs for the other 96 percent.”

In addition to an ever-increasing number of jobs requiring STEM knowledge, citizens on a daily basis make decisions that require some understanding of these concepts, from comprehending issues about the environment to digesting a medical diagnosis.

The STEM Center works from multiple angles to expand the STEM-capable workforce, delivering programs that target students and teachers. The STEM Center’s newest grant from the South Carolina Commission on Higher Education is allowing us to develop the STEM Ambassadors teacher professional development program, a program for Lowcountry math and science teachers that focuses on interdisciplinary STEM content and pedagogy with a concentration on college and career readiness for their students. While teacher preparation and professional development in STEM content and pedagogy can contribute significantly
to the advancement of a STEM-literate workforce, initiatives focused on sparking and sustaining the interest of students in science, technology, engineering and mathematics are also key.

At The Citadel, activities that accompany Engineers’ Week, which includes the Storm The Citadel! Trebuchet Competition as well as Lego robotics and bridge competitions, and summer camps in forensic science and MINDSTORMS robotics, do just that. One of the best things about these activities is that the STEM Center works to weave in a component that allows both Citadel students and local high school students to serve in leadership capacities as counselors, volunteers or mentors.

Thanks to the volunteer efforts of faculty and staff members of The Citadel STEM departments, Lowcountry school children have had the opportunity to put themselves in the shoes of college students by participating in lab demonstrations and experiments, learning about the latest scientific or engineering research and picturing themselves as future cadets.

As a former practicing engineer, one of my passions is helping people connect what they learn (or teach) in the classroom with real-world problems that those in the STEM fields solve every day. Through partnerships with companies such as Boeing, Google, MeadWestvaco and SAIC, the STEM Center is able to accomplish this goal. This past year, the STEM Center partnered with SPAWAR and the Association of Old Crows, a professional organization that specializes in electronic warfare and tactical information operations, to host the inaugural Palmetto Cyber Defense Competition in April. In fact, The Citadel’s home team took second place in the collegiate competition.
A friend of mine working in the banking industry recently told me that institutions continually face a barrage of attacks from foreign sources—at times more than a hundred in a day. Cyber security presents enormous opportunities for the workforce of tomorrow, so the STEM Center values its internal partners such as the academic departments within the Schools of Engineering and Science & Mathematics, as well as local external partners such as SPAWAR to help deliver the message that STEM education should be the focus today to ensure success and security in the future.

Promoting the success of students, whether they are enrolled in a STEM major or in one of our science or mathematics teacher preparation programs, is yet another initiative that the STEM Center works to support. Recently the college formed a partnership with the Clemson Workforce Development Center through which the STEM Center will be overseeing a new scholarship program for undergraduate and graduate students majoring in biology, chemistry, civil engineering, computer science, electrical engineering, mathematics or physics. With The Citadel having recently been awarded a prestigious National Science Foundation grant through the Robert Noyce Scholarship program, students interested in becoming science or math teachers can apply for scholarships and an opportunity to serve in a high-needs school in the region. The STEM Center will build upon The Citadel’s existing foundation of advising and retention offered through the School of Education and faculty in their content areas by providing additional student support through group networking and informal learning opportunities. The STEM Center continues to explore ways to develop internal and external collaborations to benefit students from primary school to graduate school.
As the STEM Center looks to the future, we envision a new home. The class of 1986 has kicked off the effort with a pledge of $500,000 for bricks and mortar that will include a dedicated classroom, computer and lab spaces, as well as a suite of offices. These facilities will be available for internal and external uses related to STEM education and outreach. The STEM Center is also planting the seeds for a future regional STEM festival, a collaboration among the higher education institutions, industries and community organizations in the area that want to work together to raise awareness of how STEM is the key to the future economic success of the region.

As we grow, watch out for opportunities for you to learn virtually through our new online master’s degree in education in interdisciplinary STEM education or through future talks and events on campus that will be broadcast widely over the web. There will also be many opportunities to get involved by investing your own time and talents in the STEM movement.

Glenda P. La Rue joined The Citadel as director of the STEM Center of Excellence in October 2012. She received a bachelor’s and a master’s degree from Virginia Tech and is a licensed professional engineer.
The Citadel is no ordinary college experience—it’s a comprehensive leader development program and a college education all in one. On the outside people often wonder what life is like behind those mysterious gates. To get a behind-the-scenes look, we asked two cadets to keep a journal of a day in their lives—Thursday, April 4, 2013.

A chronicle written by freshman Cadet James McManus, an honors student in Sierra Company majoring in education, is juxtaposed with an account written by his company commander, senior biology major Cadet Lance Braye, also in the honors program. While McManus writes about the beginning of his Citadel experience, Braye’s entry shows a young man who is fulfilling his leadership potential and is about to embark on life outside of Lesesne Gate.

Both accounts show young lives full of the promise of success that only The Citadel leadership experience can unleash.
0620 I hear the piercing blare of the alarm clock cut through my dreams. Ugh. Time to wake up for another day as a knob. I get up and put on my duty uniform, taking care to attach the shirt stays of my gray shirt tightly so they won’t snap unexpectedly at some point during the day. I turn on the lights and sit down groggily at my computer, wiping the last remnants of sleep from my eyes before retrieving my shining gear from the desk drawer. Better be careful not to touch my belt buckle accidentally while putting it on before sweep detail!

0650 I venture out into the crisp morning air with a knob’s bible, a well-worn copy of The Guidon, in my back pocket and a dustpan in my hand. I pass by my classmates as they begin to sweep the Sierra corner of Stevens Barracks, on my way to start my role in the morning ritual that is a sweep detail. I enter one room at a time on second division, or what civilians call the second floor of the battalion, removing the trash cans and emptying them into the large gray can while two of my classmates do the same elsewhere on the division. My classmates appear from the floor above, ready to sweep second division as another classmate and I grab the now-full can and run it to the dumpster.

0710 The cold wind buffets my classmates and me, bumping us together as we “pop off” our knob knowledge to our squad corporal and company clerks. I cringe as they descend on my classmate next to me with a roar of untempered fury, determined to make sure none of us will ever stain our uniforms again.

Cadet James McManus, ’16

0620 I open my eyes to a pitch-black room. My alarm will be going off in five minutes, but the past three years of my life have ingrained an early weekday awakening into my DNA. The first to rise, I move silently through the large corner room in order not to disturb my two roommates. I quickly change into my bathrobe and brace myself for the cold trek to the showers. Armed with nothing but my robe and flops that are just a little too small, I scurry to the bathroom with the speed of a knob. Luckily, I make it to the showers before they fill with contract cadets fresh from PT. A consequence of living in the not-yet-renovated Fifth Battalion, I head straight for the one good shower head and begin to prepare myself for the day ahead.

0705 I take my usual position in the center of Sierra’s corner of the quad, surveying the knobs who still aren’t good enough. They never are. My TAC officer, Maj. Bates, approaches and updates me on notes from yesterday and discusses the tasks for the day ahead—the senior duty officer’s required presence at dinner formation, a few counseling appointments and parade practice at 1100.

0810 As the colonel explains the finer points of being an Air Force officer, I wonder how many more slides I will have to endure since I will be serving my country as a civilian after graduation. And then I remember a Gold Star Journal meeting today. Almost forgot.

0850 Finally free from my ROTC class, I make my rounds before heading back to the battalion. Approaching my mailbox hoping for a scholarship letter from the Medical University or a package from Mom, I look instead at the great void of an empty rectangle that seems to go on forever. I guess I shouldn’t expect much as a senior whose home is an hour away. On the way back to Stevens Barracks, there is no shortage of knobs to salute me. The familiar “Sir, give it all, Sir” of my own knobs in Sierra stands out, to which I reply with a proud, “Nothing less.”

Cadet Lance Braye, ’13
After knobby walking at 120 paces per minute to class and getting settled in at the front of my general psychology class, I finally relax as I immerse myself in my professor’s PowerPoint presentation. I’m glad he breaks up the monotony of a slideshow with well-placed and relevant YouTube videos to illustrate important points, otherwise I would probably find myself standing at the back of the classroom to stay awake.

Thankfully I had scheduled this morning’s classes with a 15-minute gap in between, giving me some time to check my mail or run some short errands before my Naval history class.... Jackpot: a care package from home!

Halfway through an extremely heated debate on the development of the U.S. Navy after the Civil War. Who knew history could get so intense?

"Give it all, Sierra!" shouts Mr. Braye, my company commander, right before we execute a column-right on the parade deck. After tying for first place in parade last Friday, our company drillmaster is making sure we’re all at the top of our game to make certain we’re so far above the rest that we don’t tie this time.

Having time to spare, I stop in Maj. Bates’s office for our daily meeting. Eventually we get on the subject of the leadership for next year. For the first time in my cadet career, I realize that I will have nothing to do with the Corps next year and can only listen and give my recommendations on what Sierra’s next commander and first sergeant have planned. After we discuss business, we have a conversation about life as if we were two old friends. Even though I have only known him for three years, the alumnus tactical officer exudes an almost grandfatherly aura in his office adorned with pictures from 2010, the year Sierra was created. Some pictures include me and my four-year roommate, Matt Bowden, new to the world of rank as company clerks. Now we’re company commander and platoon leader, respectively. Every now and then, I can see Cadet Bates resurface in my conversations with the major. Once a cadet, always a cadet, I suppose. I’d love to keep chatting with him, but I have things to do before practice parade.

When I get back to my desk—or as I like to call it, “the batcave”—I am greeted by a slew of new emails ranging from the latest company transfers to strength numbers and from unit rosters to the unchallengeable demands of Jenkins Hall. I respond accordingly before getting into an intense discussion with my other roommate, Alex Duffield, about the current state of politics in the United States.

With 30 minutes to spare, I enter the microbiology lab in Duckett Hall to get down to work. Having the lab to myself, I escape from the cadet life for a moment as I exchange my field jacket for my lab coat and prepare to continue the work that Dr. Rocha, my lab partner Jamel Brown ’08 and I have been doing since July. Dr. Rocha walks in, and I update her on my progress. Much like my relationship with Maj. Bates, my years here have given me a mentor and friend in the microbiology professor who has become my lab mom.
1215 “Mess” is a rather accurate term for today’s lunch. I tune out the dull roar that is commonplace in the mess hall during meal times; mainly it’s a mishmash of conversation, knob knowledge, mess facts and knobs requesting things from adjacent tables. I bite down on my tongue hard, the pain stopping my laughter as one of my classmates tells a surprisingly funny mess fact regarding her topic of local current events.

1340 Almost done with RPED (health class) for today. My professor shows us some top news stories from around the country that are relevant to our topic of balanced diet and exercise, as well as video clips from the various in-season Citadel Bulldog sports teams.

1400 Heading off to my honors tutorial with Dr. Rhodes, the director of the Honors Program, where we will comb through my paper to help improve my logic and grammar. With the paper in my bag, I step out of my room and turn around, locking the door securely behind me. Bracing with my arms at 90-degree angles, I take off for the stairs to third division. I make it down to the last staircase when I see Mr. Braye coming towards me up the stairs. Uh oh. “Sir, Mr. Braye, sir,” I scream at the top of my lungs, “Cadet Private McManus requests permission to drive your stairs, sir!”

1545 Standing on the parade deck for the second time today, albeit in a different place and wearing a different uniform: time for Coast Guard lab. Around me are cadets wearing a veritable rainbow of camouflage: Army ACUs, Marine Desert and Woodland MARPATs, Navy NWUs, Air Force ABUs, and Coast Guard OUs. I recognize many of my classmates in the different units, each pursing a contract with a different branch. I notice one classmate with the Air Force unit being congratulated on his highly coveted and brand new wings (Air Force contract badge). He’s been working hard and he definitely earned them!

1805 Sprinting back from lab. I have to make it back to the barracks and into formation before retreat sounds...

1100 On a quest to establish Sierra as the best drilled company in the Corps, I approach parade as an art form. At each turn I count my steps, making sure to call commands at just the right time with just the right measure of authority in my voice. What seemed a forced task knob year has become a military means of expression for me, like dancing to the beat of Regimental Band. There must still be some marching band left in me from high school. Practice makes perfect.

1200 At lunch formation I oversee the personal appearance inspection, trying to make it as quick as possible to keep the company happy and fed. In the mess hall, I weigh my limited options to make a nutritious but palatable decision. When the meal is finished, I listen to the knobs in my company recite mess facts. Hutchinson, my potential war correspondent, updates me on the situation in North Korea. Bungarden, my political analyst and spy, tells me about the latest news in D.C. and updates me on his current investigations. Ellis informs me of a hidden treat in a movie scene from “Bruce Almighty” when my Knob News Agency is interrupted by announcements from the regimental adjutant. A sophomore was convicted of the honor violation of lying. No leniency. Rest is called, but before I let Ellis continue his fact, I remind the knobs...
Cadet James McManus, '16

1815 As I sit at mess and look around at my classmates, I realize how far we've come as a class. It truly does seem like just yesterday that we barely knew each other's names and were being taught how to iron a duty shirt and shine shoes. We were yelled at for things that are now second nature. Initially I wasn't sure I made the right choice in coming here, but now, as I look around, it's easy to see I most certainly have. I have made friends I will have for the rest of my life—friends I count on and who count on me always to be there for each other, through thick and thin. I look forward to the ever approaching Recognition Day with mixed feelings—sheer joy because we're so close to being done with knob year, but also a sadness as I realize a formative chapter in my life is about to end.

1915 I blink the spots from my eyes as I try to recover from looking directly at the stadium light. The wind whips across the football field and penetrates our field jackets, chilling us to the bone. I grab my rifle and fall-in with the Rifle Legion regulation platoon as we practice for our annual national competition at Tulane University. I want us to do our best and practice as much as we need to, but, man, is it cold out!

2205 This ESP has been productive so far! I finished much of the homework I needed to have for classes tomorrow and began some assignments for next week. I was also able to help out a classmate with his English paper. I'm thankful that there are three guaranteed hours in the day with no upperclassmen to mess with me, so I can focus solely on school work.

2300 Taps comes across the loudspeakers. A time for silence and reflection. I make some notes of errands I need to run and things I have to prepare for tomorrow while I think about today. As I look at the board on the back of my desk and see Sierra Company's motto, I ask myself one question: have I "given it all" today?

Cadet James McManus is currently a sophomore cadet from Mendham, N.J. A social studies education major, he plans to teach and eventually become a school principal.

Cadet Lance Braye, '13

that no situation is worth compromising their integrity. Even if 300 tours are hanging over their heads, honesty is always the best choice. When Ellis finishes, Underwood tells me of the eerie phenomenon of the black-eyed people and other supernatural occurrences as part of the Underwood Terror Theatre. Sweat then gives me a random fact. I honestly cannot remember if I had assinged him something specific like the others, but his facts will do for now.

1300 Trying to hurry through my lab experiments for Dr. Rosenblum's physiology class before the meeting. I realize I left my notebook back in the battalion. I shouldn't need it.

1400 I need it. Slipping out of class, I run across the street to retrieve my forgotten notebook. Coming up the stairs, I notice Knob McManus on his way down. Uncertain if sees me, I give him my patented Death Stare until he realizes what to do. Locking eyes with me, he requests permission to drive my stairs. On a mission, I tell him to go ahead. Maybe Dr. Rosenblum hasn't realized I'm gone yet.

1545 Somehow out of breath from climbing every flight of stairs in Byrd Hall, which will happen no matter how fit you are, I make it to the Gold Star Journal meeting. As head editor, I lead the design, paper selection, advertising, and distribution of the journal that publishes the best academic papers the college has to offer. This is our last meeting of the year, and it is when I get to see the knob who will be filling the void I'll leave in the staff when I graduate. Surprisingly enough, it's Parrado, one of my Sierra knobs. The kid looks a little intimidated, and I flash back to when I first joined the staff, not really understanding all the work it would take each year to produce the journal. Looking at Robert, Jane, and Ryan, the rest of the team, I remember when I first met them and realize suddenly that they will be juniors and a senior. Four years go by way too fast.
1800 At dinner, the mess hall resembles a really bad buffet restaurant. I settle down to my usual dinner with Paris Scott, my human affairs sergeant. Since actually talking to each other like human beings for the first time on her Recognition Day, she has quickly become one of my closest friends here.

1845 "...in your precious name we pray. Amen." I finish the opening prayer for Gospel Choir practice as we prepare a new song for our last gig of the year.

1950 Ahh, ESP. The time when everyone else gets to study, and I get to answer 1,001 questions from people about special leave or punishments or anything you can find in the training schedule. Oh, and there are more emails.

2300 Taps plays as I finally begin to start studying for my exams tomorrow. I should also start that paper tonight. Looks like another all-nighter.

0117 Somehow convincing myself that I can study from my bed, I connect my laptop to the outlet next to my rack and lay down on the bare mattress beneath my perfectly made top bunk. As I stare into the glow of the computer, the rest of the room is silent and dark. Matt and Alex went to sleep about an hour ago. I begin to drift off mentally as I think that it seems like just yesterday I was lying in my rack in Palmetto Battery, hearing the voice of Noah Koubenece, my cadre squad sergeant and Sierra’s first company commander, screaming my mispronounced last name during Hell Week. Now it is probably my voice that is haunting some poor knob who tries to sleep. It’s going to feel weird not rushing back to campus in August to train a new class of cadets. And I pray that my and my classmates’ legacy will continue on through Sierra ’14, ’15 and ’16 as they take my beloved company and institution into the future. As dreams begin to take over, and I feel sleep’s sweet embrace, I smile as I think of all that we have accomplished in such little time. It’s been a wild ride, but I’d do it all over again if I had to... even the bracing.

Glossary

**Knob:** according to college lore, freshman cadets are called knobs because their closely shorn heads resemble door knobs.

**Sweep detail:** usually in the morning, a duty performed by freshman cadets to clean the barracks.

**The Guidon:** a book that contains information all freshman cadets are required to learn before they report, including history, the Honor Code, the Alma Mater, Knob Knowledge and the Cadet Code of Conduct. A guidon is also a small flag carried by cadet companies.

**Knob Knowledge:** also known as Fourth Class Knowledge, it is a compilation of Citadel facts and history that freshman cadets are required to cite on demand. Knobs pop off or instantly answer questions asked by upper-class cadets.

**Knobby walking:** knobs are required to walk 120 paces per minute at all times.

**Sierra Company:** one of the 21 companies in the Corps of Cadets, Sierra Company is housed in Stevens Barracks. The 20th company of the Corps of Cadets was founded in 2010. Cadet Noah Koubenece was the first company commander.

**Barracks:** the building where cadet companies are housed. There are five battalions: Murray, Padgett-Thomas, Law, Watts and Stevens barracks.

**ROTC classes:** Reserved Officer Training Classes (Army, Navy/Marine, or Air Force). Cadets are required to enroll in an ROTC class for every semester they attend The Citadel.

**Rifle Legion:** the nationally ranked precision drill team is one of the many club sports offered at the college.

**ESP:** Evening Study Period. Cadets are required to study Monday through Thursday, 1950 to 2300.

**Taps:** a bugle call that sounds at 2300 to signify lights out.

**PT:** physical training. Cadets are required to participate in vigorous physical training throughout the year.

**TAC Officer:** tactical officer. A retired military officer assigned to guide cadets in their barracks activities at the company and battalion levels.

**Jenkins Hall:** the campus building that houses the commandant’s and ROTC offices. As commandant, Col. Leo Mercado is in charge of cadet life and discipline.

**Lunch formation:** cadet companies form up to walk to lunch at 1205 Monday through Friday.

**Drive the stairs:** when freshmen take the stairs at the same time as an upper-class cadet. Knobs must request permission.

**Mess Hall:** Coward Hall, where meals or mess is served.

**Gospel Choir:** created in 1988 by three cadets, the Gospel Choir has become a renowned religious chorus made up of about 25 cadets.

**Palmetto Battery:** a company in Stevens Barracks that is responsible for firing the cannon and other support duties for the Corps of Cadets.

Lance Braye of Walterboro, S.C., graduated in May. He is currently enrolled in his first year in the College of Medicine at the Medical University of South Carolina where he is on a full academic scholarship.
A well-known figure in black pants and a black shirt with one camera slung over a shoulder and another in front of his face, Citadel Photographer Russ Pace is always looking at campus through a lens—Parents’ Day, Homecoming, the Christmas Candlelight Service, Corps Day, Graduation. And he’s around on uneventful days, too, when the sun creeps up over the chapel and then later when it sinks over second battalion, when reveille is played in the morning and when taps is played after lights out, when cadets hustle to class and when they march to lunch, when the sun shines and when it rains. With 28 years and more than 650 parades under his belt, his pictures tell The Citadel story in a way that words cannot.
From Kings Mountain Street To Constitution Ave

A Story of Success

by Jennifer Wallace

photo by Russ Pace
In the small, rural town of Clover in York County, S.C., Kings Mountain Street, where Ashley Garry lived with his grandmother, bustled in summer months with the happy sounds of children playing and neighbors exchanging the local news. In the winter months, though, everyone was inside and the houses were closed up tight. December was cold and dreary; the trees were bare, and the smell of the smoke of a fireplace tinged the air. But on Christmas Eve 1998, in the little brick house at 508, excitement filled the house. Garry had just received a letter awarding him a Citadel Scholarship, an academic full ride to the military college.

Beth Garry, a devout Methodist, had instilled in her grandson an unwavering work ethic and a profound sense of right and wrong. She had devoted her life to seeing her grandson succeed, and now her prayers had been answered.

That was 15 years ago. Today, the 2003 graduate spends his workweek at the law offices of Nelson Mullins on 101 Constitution Avenue in Washington, D.C.—more than 400 miles north of the little town of Clover. In a Brooks Brother’s suit and a starched white shirt with cufflinks at his wrists, Garry is the picture of success. He has a deep infectious laugh and he’s easy to talk to, and, yet, an interview with him does not come easy. He is remarkably humble about his achievements. He does not mention that he received the Bronze Star for his service in Iraq. Nor does he note that his tuition to Cornell Law School was paid in part by a scholarship or that he was executive editor of the Cornell Journal of Law and Public Policy, and he does not expound on his work with South Carolina Supreme Court Justice Jean Toal.

At The Citadel, Garry was a model cadet. He was so thankful to have his education paid for that he would do nothing to jeopardize his scholarship. A political science major, he worked hard as a member of the Honor’s Program.

“It took me a while to find a balance between academics and military life,” Garry said.

But Garry was driven, and he soon struck the right balance, excelling in his classes and achieving rank. As a sophomore, he was a regimental operations clerk. As a junior, he served as regimental sergeant major—the highest ranking cadet in his class, and as a senior he was regimental executive officer, second in command of the Corps of Cadets.

Army Maj. Bobby Cox, the 2002 regimental commander, who now serves as a defense legislative fellow for U.S. Senator Saxby Chambliss in Washington, has been friends with Garry since their time on regimental staff.

“With his background and ability, Ashley could have done anything after graduation,” said Cox, “yet he chose the self-sacrificing path of serving in the Army during a time of war.”
In the spring of 2001, as a sophomore, Garry made the decision to join the Army after graduation.

“I knew that I wanted to go to law school,” said Garry, “but I wanted to try something else first.”

It was some months after Garry filled out the paperwork to serve in the Army that terrorists launched a series of attacks on the nation.

“I remember walking over to Gen. Barrett’s history class. He had the television on the big screen projector, and we watched the news of the attacks for the entire class.

Classes were canceled after that,” said Garry. “It was all so surreal. There were cadets who had family in New York, and we were in a state of shock, not knowing what would happen.”

The events of September 11th had a tremendous impact on the country, and Garry was no exception.

“After September 11th, I was even more confident in my choice to serve. I realized that my generation was going to have a war, and I was going to be part of that war.”

Garry was in his element in the Army. He made friends
easily, and he realized the value of his political science degree when he deployed to Iraq in January 2005. As a 24-year-old lieutenant of the Black Platoon of Charlie Company, 2-7 Infantry Battalion, 1st Brigade, 3rd Infantry Division, Garry’s battalion was in charge of al-Auja, a small village near Tikrit and the birthplace of Saddam Hussein.

Garry’s mission was to help rebuild the war-torn Iraqi village, teaching its residents how to run democratic elections, set up a city council, contract for bids, and reestablish water, sewer and commerce. During his tour, Garry’s platoon opened three schools and a hospital that had once been the private facility of Hussein and his regime.

“It was a war-time situation, so you relied heavily on your military training, but you also learned a lot about people.”

In this role Garry hobnobbed with local sheiks and landowners, meeting weekly in palatial homes that were surprisingly Western with state-of-the-art appliances, furniture and technology. Together, they worked to assess the needs of the community and stem the violence that raged in the streets.

“I was almost too young to be afraid,” he said. “Leading soldiers has a way of making you not afraid because you have to set a good example for them.”

When he returned home in January 2006, Garry stayed in downtown Savannah for a week and got his fill of the American food he had missed. It was not until he watched the news accounts of war from home that Garry realized the gravity of the circumstances he had left behind.

Garry was not idle for long. Soon he packed up with his girlfriend, Maureen McAnnar, whom he would later marry, and headed for Washington, D.C., to begin the next phase of his life.

While he did consulting work, focusing on emerging markets and Iraq, Garry begin applying to law schools. It was at Cornell Law School that the young veteran, now 27, found a sense of purpose—he became passionate about social justice and upward mobility.
Bobby Kennedy, who died before Garry was born, is Garry’s role model.

"His emphasis on one America and the well being of all people and his overall dedication to public service really resonated with me."

Another role model is Chief Justice Toal, for whom Garry clerked for a year after law school. By this time, Garry and Maureen had married and had a young son, Beckett.

"It wasn't just working for Jean Toal—she took us in and watched over us. She helped me to see the balance between work and family. Her directive to me was to make sure that Maureen and Becks came first," said Garry. "Not only did I leave her chambers a better lawyer, I had grown as a person."

“Ashley is dependable. He’s charming and funny. He’s a very hard worker and extremely ambitious, and he wants the best for the people he loves,” said Maureen. “And he’s very humble. He’s made a difference in the lives of a lot of people across the world, but he would never tell you.”
Ten years after graduating from The Citadel, Garry is just embarking on his law career, primarily working in litigation with a special interest in pharmaceuticals. “The science of pharmaceuticals is fascinating—they take molecules and create products that improve our quality of life.”

At home, Garry is a loyal husband and father. “Ashley is dependable. He’s charming and funny. He’s a very hard worker and extremely ambitious, and he wants the best for the people he loves,” said Maureen. “And he’s very humble. He’s made a difference in the lives of a lot of people across the world, but he would never tell you.”

Fatherhood for Garry has been an unexpected surprise. “I didn’t know that being a father would have this kind of effect on me. Teaching Beckett and seeing him grow is amazing,” said Garry of his 2-year-old son.

Garry, who never had any experience around small children, surprised Maureen too. “Beckett really softened him and turned him into a big kid. Becks is a little Ashley,” said Maureen. And, Ashley, when he’s with Becks, lets his guard down and looks at things through Beckett’s eyes.”

From his office building on Constitution Ave., Garry can see the Capitol, but he is humble about his success and puts everything into perspective by thinking about his great grandfather, who was a grave digger.

“Even on my days when I’m tired, when I think I can’t finish something—my hardest day here is of no comparison—so I draw my inspiration from him.”

Beneath the veneer of his professional appearance is a person of depth and character who has worked hard to get to where he is. What would Beth Garry, who passed away when her grandson was a junior at The Citadel, say if she could see him now?

“She would be very happy. All she really wanted for me was to stay out of trouble, go to college and be a family man.”

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“She would be very happy. All she really wanted for me was to stay out of trouble, go to college and be a family man.”
Gay and Bill Krause, ’63, have once again generously stepped forward to help The Citadel become the preeminent institution in the nation for the education and development of principled leaders. The Krauses have committed to giving $9.1 million dollars to support, advance and endow the college’s leadership development curriculum. These activities are ingrained in The Citadel educational experience and are led on campus by the Krause Center for Leadership and Ethics, which was created in 2001 with a $2 million gift from the Krauses. The new gift places the Krauses among the top three lifetime donors in the college’s history.

“Leadership is the cornerstone of a Citadel education, and Gay and Bill Krause have long been committed to enhancing our ability to educate and train the next generation of ethical leaders to serve our communities and our nation,” said President Lt. Gen. John W. Rosa.

A Legacy of Leadership
“Along with launching the LEAD Plan 2018, our six-year strategic plan, this major gift will equip The Citadel to become one of the foremost institutions in the nation committed to producing leaders of principle,” Rosa said. “At the same time, it will ensure that Gay and Bill’s legacy of leadership education at The Citadel will continue for the life of the institution.”

Rosa announced the Krause gift in March at the college’s 6th annual Principled Leadership Symposium, a two-day conference on leadership and ethics that attracts nationally renowned military and business leaders to campus. As the signature event sponsored by the Krause Center for Leadership and Ethics, the symposium attracts student delegates from colleges nationwide to discuss and debate what it means to serve as a leader of principle prepared to meet the challenges facing the nation and the world today.

“Our curriculum will encourage and support a dramatic evolution in the fundamental culture of The Citadel,” said Bill Krause. “It makes The Citadel a unique place to be—not only in the state of South Carolina, not only in America, but around the world and internationally as a renowned institution for producing principled leaders. But none of this is possible without the philanthropic support of our alumni and other friends of The Citadel.”

The Krauses’ generous gift through The Citadel Foundation will provide vital resources now and in the future, including ongoing operational support for the Krause Center and an endowment to ensure its long-term growth. Part of the gift is an estate plan that will further enhance the Krause Center endowment while providing unrestricted funds for the college’s greatest needs.

As part of the gift, Krause has also challenged the Class of 1963 to mark its 50th reunion this year in a meaningful and lasting way. He has offered to match the reunion gifts made by his classmates for a total of $1.25 million to name and endow the Class of 1963 Senior Leadership Integration Experience. This professional development program coordinated by the Krause Center will help graduating senior cadets incorporate their ethical reasoning abilities and leadership lessons learned at The Citadel into their professional and personal lives.

“Through their extensive professional accomplishment and community investments, both Bill and Gay Krause have demonstrated their profound commitment to leadership, innovation and education. The Citadel Foundation is pleased to express its gratitude for the Krauses’ long-term dedication to principled leadership and the ethical development of students across all aspects of a Citadel education,” said TCF Chief Executive Officer Jay Dowd.

About the Krauses

L. William Krause

Bill Krause is president of LWK Ventures, a private investment firm specializing in mentor capital. He is perhaps best known for stewarding 3Com Corp. through its high growth years in the 1980s as president and CEO, and subsequently as chairman of the board through 1993 when he retired. Krause’s leadership transformed 3Com from a venture capital start-up into a $1 billion+ publicly traded data networking company with operations worldwide.

Prior to his leadership of 3Com, Krause spent 14 years at Hewlett-Packard, where his final position was general manager of the General Systems Division with worldwide responsibility for the company’s personal computer business. Krause also currently serves as a director of Brocade Communications Systems, Inc.; Coherent, Inc.; Core-Mark Holding, Inc.; CommScope, Inc.; and Power Assure. He earned a bachelor’s degree in electrical engineering from The Citadel in 1963 and received an honorary doctorate of science in 2000. This year, he was nominated by his peers and selected to receive The Citadel Alumni Association’s Alumnus of the Year Award.

L. Gay Krause

Gay Krause, Bill’s wife and a former teacher, counselor and middle school principal in Mountain View, Calif., has been instrumental in developing the Krause Center for Innovation, a teacher training center at Foothill College in Los Altos, Calif. As executive director of the Krause Center for Innovation, she has established an outstanding regional professional development center for educators in Silicon Valley and beyond.

About the Krause Center for Leadership and Ethics

The mission of The Krause Center for Leadership and Ethics is to coordinate, promote and enhance the development of curricular and co-curricular programs in leadership and ethics that support The Citadel’s vision to lead in the development of principled leaders. The core values of honor, duty and respect form the centerpiece of a Citadel education, which is based on an honor code that expects cadets not to lie, cheat or steal, nor tolerate those who do.

With the program’s particular emphasis on principled leadership and ethical reasoning, cadets are challenged to study the practice and supporting theory of leadership in everyday life through an interdisciplinary, strategic and action-oriented approach. Regardless of their majors or fields of study, cadets emerge as better problem-solvers, strategists, innovators and team-builders.
In September, The Citadel Foundation hosted its fifth annual Leaders in Philanthropy induction ceremony, celebrating the generosity of those donors whose lifelong support allows the college to pursue its vision of achieving excellence in the education of principled leaders.

New members of the college’s lifetime, legacy, and loyalty giving societies gather each year in Summerall Chapel to be honored in front of their peers. The four lifetime giving societies honor those individuals who have expressed their profound commitment to the college through their leadership gifts totaling $100,000 or more by the close of the preceding calendar year. Donors who have included The Citadel in their estate plans become members of The Citadel Legacy Society.

Through the Order of the Tartan, we acknowledge those loyal donors who have given consecutively each year for 25 years or more at any level. Beginning at the five-year mark, donors are recognized for their consecutive giving with a tartan-patterned lapel pin, with additional recognition offered at 10, 15, and 20 years. Upon reaching the 25th year, these loyal donors receive their tartan sash and are officially inducted into the Order of the Tartan at the annual ceremony.
The Citadel Foundation proudly welcomes the new Leaders in Philanthropy listed here, who have joined their peers in this annual tradition celebrating charity and service as virtues of the principled leader.

On behalf of the South Carolina Corps of Cadets and the entire campus community, we salute these individuals for their extraordinary generosity, vision, and lifelong loyalty to The Citadel.

For more information about the Leaders in Philanthropy program, please visit http://foundation.citadel.edu/lip.

The Citadel 2013 Leaders in Philanthropy New Inductees

Lifetime Giving Societies

Society of 1842
$1,000,000 and Higher

Since its founding in 1842, The Citadel has molded individuals into citizen-soldiers who put into action the guiding principles learned in the barracks, in the classroom, and on the parade field as they serve their families, their communities, their professions, and their country with distinction. The Society of 1842 is The Citadel’s most prestigious giving society.

• The Abney Foundation
• The Nicholas J. and Anna K. Bouras Foundation, Inc.
• Dr. and Mrs. Carroll S. Brown, ’64
• Mr. and Mrs. Charles I. Small, ’69
• Mr. and Mrs. Wade H. St. John, III, ’64

Mark Clark Society
$500,000 to $999,999

Gen. Mark W. Clark (1896-1984) became president of The Citadel after a career seldom equaled in the United States Army. During his tenure (1954-1965), The Citadel achieved international recognition, and the Corps of Cadets increased to the maximum capacity of the barracks. One of Gen. Clark’s most enduring accomplishments was the founding of the Cadet Honor Code, whereby a cadet does not lie, cheat, or steal, nor tolerate those who do.

• Mr. and Mrs. Dalton K. Brasington, Jr., ’62
• Mr. and Mrs. A. Foster McKissick, III, ’78
• Mr. and Mrs. Claudius E. Watts, IV, ’83

Star of the West Society
$250,000 to $499,999

Citadel graduates have served their country in every conflict since the Mexican War. Named for the historic Civil War action led by a detachment of Citadel cadets, the Star of the West Monument on Summerall Field commemorates all Citadel cadets and graduates who have died in defense of their country and recognizes the strong call to service demonstrated by Citadel men and women.

• Mr. and Mrs. Robert A. Daniel, ’49
• Mr. William W. Gaffney, Jr., ’73
• Mr. and Mrs. Charles A. Laffitte, Jr., ’61

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Mr. and Mrs. William M. Ogburn, '67 Δ
Dr. and Mrs. Christopher C. Swain, '81 Δ
Mr. and Mrs. David C. Swain, Jr., '80 Δ

Summerall Society
$100,000 to $249,999

Gen. Charles Pelot Summerall (1867-1954) assumed the presidency of The Citadel in 1931 after retiring as chief of staff of the United States Army. During his 22-year tenure as president, the campus was greatly expanded to include many of the buildings that shape The Citadel footprint today, including Summerall Chapel, Capers Hall, LeTellier Hall, and McAlister Field House.

Mr. and Mrs. C. Douglas Barnes, '87
Lt. Col. and Mrs. David P. Beshlin, '82
Mr. and Mrs. T. Furman Brodie, II, '69
Mr. and Mrs. S. Truett Cathy
Mr. Karl J. Clauss, '62
Mr. and Mrs. William C. Cooper, II, '82
Mr. and Mrs. E. Bart Daniel, '77
Mr. and Mrs. Timothy J. Geddes, '88
Mr. and Mrs. Benjamin H. Hill, III, '63
Mr. and Mrs. Robert R. Hill, Jr., '88
Mr. Jack Katz, '63
Mr. and Mrs. Joseph J. Keenan, '67
Mr. and Mrs. Alan J. Kroboth, '69
Mr. and Mrs. S. McDowell Leitner, '69
Ms. Debbie Davidoff and Mr. Earle Mauldin, III, '63
Mr. and Mrs. Sidney P. Mitchell, '63
Dr. and Mrs. Terence N. Moore, '64
Mr. and Mrs. Daniel Quirk, Jr., '80
Mr. and Mrs. Jules W. Riley, Jr., '72
Lt. Gen and Mrs. John B. Sams, Jr., '67
Lt. Gen. and Mrs. W. Michael Steele, '67
Mr. and Mrs. Maxwell E. Westmoreland, '63
Mr. and Mrs. James H. Whetstone, '60

Delta Increased Giving Level

Legacy Society

Planned Giving

The Citadel Legacy Society recognizes alumni and friends who support The Citadel with deferred gifts. Through their generosity and foresight, legacy donors help to secure the future of the institution through a variety of estate planning tools. The Citadel Legacy Society is open to individuals who have included The Citadel in their estate planning and who provide the college with documentation of their gift.
Mr. and Mrs. Richard L. Cook, Jr., '84
Dr. and Mrs. David F. Corbin, '66
Mr. Rodney B. Croom, '59
Dr. and Mrs. Calhoun D. Cunningham, '62
Mr. Francis M. Curtis, '44
Dr. and Mrs. W. Scott Curtis, Jr., '68
Mr. and Mrs. Joseph C. De Brux, '68
Mr. and Mrs. David P. DeBonis, '81
Dr. and Mrs. Gary G. Durante, '80
Col. and Mrs. Melvin H. Ezell, Jr.
Mr. and Mrs. John J. Filak, '51
Lt. Col. and Mrs. Richard O. Fish, '58
Lt. Col. Lloyd W. Fitzgerald, Jr., USAF, Ret., '66
Mr. and Mrs. Marion O. Fogle, '66
Mrs. Joan W. Fox and Mr. Paul M. Fox, '53 *
Col. and Mrs. Leonard C. Fulghum, Jr., '51
Mr. and Mrs. Paul S. Gionfriddo, '50
Mr. and Mrs. Francis R. Grant, '66
Maj. Gen. and Mrs. James A. Grimsley, Jr., '42 *
Mr. and Mrs. Thomas B. Hamilton, Jr., '66
Col. and Mrs. Myron C. Harrington, Jr., '60
Mr. and Mrs. Thomas M. Hearne, Jr., '73
Mr. Roy R. Hemphill, '87
The Honorable and Mrs. Jay D. Hockenbury, '69
Mr. Eugene G. Hogan, II, '85
Mr. and Mrs. Conrad A. Holbert, Sr., '58
Mr. and Mrs. Roger M. Holcombe, '66
Mr. and Mrs. Wallace G. Holland, '69
Mr. and Mrs. J. Blakeney Jackson, Jr., '60
Dr. and Mrs. John C. Jarrard, Jr., '65
Col. and Mrs. William E. Jenkinson, III, '68
Mr. and Mrs. Brian J. Kennedy, Sr., '83
Mr. and Mrs. Robert G. Kiggans, '65
Mr. and Mrs. Luther C. Kissam, IV, '86
Mr. and Mrs. Charles A. Laffitte, Jr., '61
Mr. and Mrs. Ronald L. Larson, '54
Mr. and Mrs. W. Loring Lee, III, '56
Lt. Col. and Mrs. Ben W. Legare, Jr., '63
Dr. and Mrs. Thomas C. Leitner, '74
Maj. Gen. and Mrs. Carroll N. LeTellier, '49
Mr. and Mrs. Van D. Lott, III, '74
Mr. and Mrs. Robert H. Lovvorn, Jr., '64
Mr. and Mrs. Jan M. Malinowski, '76
Mr. and Mrs. Andrew A. McCreight, '75
Mr. Daniel T. McKeithan, Jr., '44
Mr. and Mrs. Jim V. McMillan, '69
Col. and Mrs. W. Thomas McQueeny, '74
Mr. and Mrs. Philip H. Moise, '71
Dr. and Mrs. Jerome W. Newman, '59
Col. and Mrs. Bennett G. Owens, Jr., '60
Lt. Col. and Mrs. Sam Payne, '50
Capt. and Mrs. Charles A. Peberdy, Jr., '74
Mr. and Mrs. James P. Perry, '64
Lt. Col. and Mrs. James B. Plair, Sr., '50
The Honorable and Mrs. Robert S. Poydasheff, '54
Col. and Mrs. Fred L. Price, Jr., '75
Mr. and Mrs. W. Townley Redfearn, II, '68
Col. and Mrs. Forest S. Rittgers, Jr., '53
Dr. and Mrs. C. Ford Rivers, Jr., '49
Lt. Col. and Mrs. Franklin J. Rivers, '56
Mr. and Mrs. Thomas E. Rogers, III, '87
Lt. Gen. Donald E. Rosenblum, USA, Ret., '51
Mr. and Mrs. Claude A. Saleebey, '71
Dr. and Mrs. C. David Schloss, '54
Mr. and Mrs. Earl B. Seay, '62
Mr. and Mrs. Philip A. Simmons, '86
Mr. and Mrs. George A. Singletary, '59
Mr. and Mrs. James D. Smith, Jr., '59
Mr. and Mrs. Park B. Smith, Jr., '78
Mr. and Mrs. Joseph K. Strickland, Jr., '46
Mr. and Mrs. D. Sumner, Jr., '81
Mr. and Mrs. J. Frank Swygert, Jr., '59
Mr. and Mrs. Roger W. Thompson, '55
Mr. Richard M. Toucey, Jr., '66
Mr. and Mrs. Terrance M. Tucker, '82
Mr. and Mrs. Michael C. Watson, '75
Mr. and Mrs. Charles L. Williams, '76
Mr. and Mrs. Josiah M. Williams, III, '70
Capt. and Mrs. Louis F. Williams, Jr., '54
Capt. and Mrs. Thomas D. Williams, IV, '75
Mr. and Mrs. Andrew H. Wilson, '87
Capt. and Mrs. Burton G. Womble, Sr., '60
Ms. Kathleen D. Cartland, '97 and Mr. J. Eric Wooten, '79
* Deceased
They Rest So We May Live Free

By Cadet Jonathan T. Ammen
“More of my classmates will die, and there’s not an adequate place on campus to show our respect. There’s just a small placard on Summerall Chapel when we could do so much more. If all it would take is just a little more giving, then let’s go ahead and do that.”
—Stanley A. “Beau” Quarles, II, ’07

Stories like Quarles’ are widespread among alumni. Since the college’s founding, more than 400 alumni have given their lives in the service of their country. Across the country, many public colleges have buildings, monuments and memorials dedicated to their fallen. But The Citadel, despite its long and prestigious military history, does not.

To remedy this, the class of 1967 stepped forward to collaborate with the college, The Citadel Foundation, and all interested alumni and friends to build The Citadel War Memorial.

Timed to coincide with The Citadel’s 175th anniversary as well as the class of 1967’s 50th reunion, The Citadel will break ground on the project in 2016 for the formal dedication of The Citadel War Memorial during Homecoming 2017. A campaign to raise funds for the project is underway, and several alumni have already stepped forward to support the cause. So far, joining the class of 1967, which aims to raise $1 million for the memorial as part of its 50th reunion gift, are the class of 1974 with a $500,000 commitment as a founding class and the class of 2003, raising $100,000 as a sponsoring class.

The Citadel War Memorial will serve as the center of remembrance for The Citadel men and women who have given their lives to ensure our freedom. Not only does the monument serve as a fitting project for the college’s anniversary and the class of 1967’s 50th reunion, it also shows the class’s dedication to honor the fallen, including 10 of its own. Noting that there are monuments and other markers throughout campus that signify the sacrifices alumni have made during particular conflicts, the class proposed something more: a place to observe, reflect and forever honor all the members of the Long Gray Line who sacrificed their lives. The design and placement of the memorial on campus will provide a solemn, fitting and dignified space for quiet reflection and remembrance.

The memorial will be placed directly in front of the Thomas D. Howie Memorial Bell Tower and Columbarium, adjacent to the Summerall Chapel and Mark Clark’s gravesite. Etched with the names of the fallen from each war or campaign since The Citadel’s founding, the walls of the memorial will be made of black marble, and the memorial itself will be an enclosed space, affording its visitors privacy and peace as they view the names of those who have fallen in combat.

The Citadel War Memorial will stand to show that those who are lost are not forgotten.

For more information, or to view the design plans and a stirring video of The Citadel War Memorial project, please visit foundation.citadel.edu/warmemorial.

Cadet Jonathan T. Ammen is a senior English major who will be enlisting in the United States Marine Corps upon graduation. Ammen plans on going into the infantry division of the Marines, where he wishes to make a career out of serving. He is also engaged to be married upon graduation.
Each year, approximately 20 incoming freshman are named Citadel Scholars based on their exceptional academic achievement, leadership potential and commitment to service. The recipients are awarded a merit-based, full-tuition scholarship for their freshman year, renewable each year that the cadet maintains a grade point average of 3.0 or higher. Beyond tuition, these prestigious awards funded by The Citadel Foundation also cover all fees, room and board, and book and uniform expenses over a cadet’s four years.

The largest and most prestigious scholarships offered by the college, Citadel Scholar awards enable the college to recruit the top academic students who aim to excel scholastically while preparing for a lifetime of leadership. Upon applying, all members of the incoming class are considered by the Faculty Scholarship Committee, which invites the top candidates to compete for the available awards. Those who demonstrate superior academic performance based on high school achievement and SAT scores are asked to write an essay on a suggested topic. They are then invited to campus for a pre-knob visit to participate in a scholarship competition, during which the applicants discuss their essays with a professor and several fellow applicants in a classroom setting. The process offers the faculty an opportunity to meet the students and gauge their potential performance, while the students begin to get a feel for The Citadel’s unique academic environment.

From this competitive field, the scholarship committee selects the most qualified candidates, 18-20 of whom opt to enroll as Citadel Scholars. The students who accept The Citadel’s admission offer receive full academic scholarships and, in many cases, additional funding such as LIFE or Palmetto Scholarships for South Carolina students. These supplementary awards, in turn, enable the college to reduce the amount of The Citadel Scholar award required to cover tuition costs, and thus to stretch vital scholarship resources by offering additional awards or enhancing the endowment.

Historically, Citadel Scholars have become the leaders of the Corps, the strength of the Honors Program and key players in all aspects of cadet life. In recent years, Citadel Scholars have served as regimental, battalion and company commanders while consistently proving themselves in the academic realm.

In the fall of 2012, for the first time in The Citadel’s history, a pair of identical twins matriculated as Citadel Scholars. Cadets John and Wilson Hope of Moore, S.C., who are both double majoring in German and political science with a concentration in international and military affairs, share their thoughts about The Citadel upon completing their freshman year.
“It is an old-fashioned place,” he said of The Citadel. “But that’s all right, and the fewer things that change here, the better. Every society needs something that is pure, and The Citadel is right pure.”


This “old-fashioned place” has given me the opportunity to flourish in all aspects of cadet life, whether academic, military, moral or athletic. And with the help of The Citadel Scholars award, I have successfully done so in my time here at the military college.

On August 11, 2012, my twin brother and I entered a world vastly different from the one we had known. We made it past Hell Week and finally entered the academic year, prepared to meet the challenges that lay ahead of us. More than a year later, I can say we were successful. I have achieved Gold Stars for academic excellence each semester while also being enrolled in the Honors Program; I have been awarded the Star of the West scholarship for summer study abroad in Germany; I have been selected to participate next semester in The Citadel’s exchange program with Helmut-Schmidt, the German military academy in Hamburg; I have earned President’s List; and I am currently on track to receive an Army contract. Without the help of my scholarship, I might never have had the chance to pursue these accomplishments.

In the Honors Program, I have been taught by professors who are experts in their fields and been guided through personal tutorials and meetings. The environment has been one in which I can challenge myself academically while being surrounded by an eclectic group of ambitious cadets. The classes are enhanced by engaging discussions powered by the intellectual strength of fellow cadets. The Honors Program further stresses long-term planning: every two weeks I meet with program director Col. Jack W. Rhodes to discuss my future, whether it be applying for summer study scholarships and programs or career planning.

With my Star of the West scholarship this summer, I immersed myself in two four-week intensive German-language courses at the Goethe Institute in Bonn and Munich, Germany. Both cities and regions abound with language, culture, leisure and learning opportunities, all of which I took advantage of extensively. For eight weeks, I lived in an almost entirely German-language environment in which I practiced my speaking skills, oftentimes embarrassing myself but always learning.

As a result of these experiences, I have begun my sophomore year more ambitious than ever. I am applying again for the Star of the West summer scholarship, this time to study at the London School of Economics. I plan to apply for several post-graduate fellowships for study in the United Kingdom or Germany. On campus I am active in the Corps of Cadets as a Mike Company corporal and member of cadre, and I will soon have my Army contract. These opportunities simply would not be possible without the help of my Citadel Scholarship.

Cadet John W. Hope

If I had been asked on New Year’s Day 2012 where I would be in 18 months, my answer would have been staggeringly different from reality. I had no idea of the extraordinary development I would undergo, and even less the kind of success it would bring me. Last August, I entered Lesesne Gate with my identical twin brother; we were both naive 18-year-olds, fresh from high school with long, curly hair. Sure, we both had read extensively about the college to which we had been accepted, and we had heard our fair share of stories from graduates and cadets alike, but you can never truly be prepared for the kind of combination of mental, physical and emotional stress that the fourth-class system creates.

A Citadel education is much more than a degree, a fact that was quickly impressed upon me from the moment I matriculated. My knob year changed my outlook on life. When I go home I notice now that I have become a different person than my friends. I hold myself more upright, I am more willing to communicate my views, and I have become more aware as a person. At the same time, I don’t empathize with the complaints of other college students. I wake up around 5:30 every morning. My duty uniform takes an hour to iron and shine. I take more credit hours than most of my college friends back home. The difference between many cadets and our counterparts at other institutions is that we understand and have come to terms with our challenges; we came to The Citadel with the understanding that we would face them. We are trained to overcome adversity. We expect and welcome it.

The benefits of my time here are numerous. I am a clerk in F-Troop. I have earned Gold Stars, been named to the President’s List, and will soon be inducted into the National German Honor Society. All of those awards will make me more marketable to potential employers and graduate schools. But those are not the most important rewards. What is crucial to me is that I become a graduate capable of facing any challenge, in any phase of my life. Citadel graduates are a unique breed.

The possibilities that my education has opened are endless. The person that I have become is astoundingly different from the one who matriculated. I am forever grateful for this institution—for the discipline it instills, for its emphasis on tradition and for the values it upholds. May it remain a bastion of honor forevermore.

Cadet Wilson R. Hope
Leadership Excellence and Academic Distinction = LEAD

With The LEAD Plan 2018—the college's six-year strategic road map, The Citadel is clearly navigating a new landscape and realizing innovations. Innovation in curricula and program growth. Innovation in service to our students and families. Innovation in facilities. Innovation in developing regional partners in industry and the Lowcountry community. In true Citadel fashion, the college faces each challenge and emerges stronger.

Highlights of the first year in the six-year plan include:

**Objective: Enhance and integrate The Citadel’s Leader Development Model**
The Citadel implemented a new four-year leader development model. The existing Citadel 101 freshman experience course and the Leadership 201/211 sophomore leadership seminar and service learning experience are complemented by a junior ethics enrichment experience and senior leadership integration seminar.

**Objective: Enhance student retention**
The Citadel's Academic Support Center expanded the Supplemental Instruction program, which uses peer-assisted study session, by adding 20 new SI instructors, doubling the subjects covered from four to eight. As a result, subject area tutoring grew from 352 students in fall 2011 to 634 students in fall 2012.

**Objective: Enhance student retention**
The Citadel Success Institute helps incoming freshmen become oriented to The Citadel the summer before matriculation. At CSI, students complete two courses in the summer, work on their physical and military performance, and gain a preview of life at The Citadel. Students who attend CSI have a higher retention rate. CSI enrollment grew from 140 students in 2010 to 296 in 2013.

**Objective: Create programs of excellence and distinction within each academic school**
This year two new programs were designed, approved by The Citadel’s faculty governance structure, and approved by the South Carolina Commission on Higher Education.
- Master of Education in Interdisciplinary STEM Education
- Bachelor of Science in Mechanical Engineering

**Objective: Transform student academic learning spaces**
The Citadel completely renovated Jenkins Hall Auditorium. The 1962 auditorium was fully gutted and renovated this summer and opened for the start of classes in the fall of 2013. Work included new fixed seating, new flooring and base, new wood wall panels, new fabric acoustical wall panels, new ceiling tiles, new LED lighting and a full AV upgrade.
Objective: Expand the veteran population
The Citadel values the service of America’s veterans and believes that veteran students serve as powerful role models throughout the campus environment. The Citadel continues to actively recruit veteran students, 80 of whom enrolled in 2012-13.

Objective: Recruit and retain a diverse faculty and staff
The Citadel’s National Coalition Building Institute team launched its leadership development program on The Citadel campus. The Citadel NCBI Team mission is to develop a culture of principled leaders who recognize and appreciate diversity as a foundation of the core value respect.

Objective: Foster a culture of assessment and continuous improvement throughout the campus community
The Faculty Analysis and Assessment Team inaugurated the college’s first Assessment Awards program during the past academic year. Carrying a monetary award of $1,000, the Assessment Awards program recognizes faculty and staff who have implemented techniques or programs that focus on achieving learning outcomes. Three assessment awards were issued recognizing innovative practices.

Objective: Establish faculty and staff enhancement programs
The Staff Council and Citadel Human Resources Office designed and implemented a staff scholarship program for external degree programs this year. Through a competitive process, the program selected the four scholarship recipients who are expanding their education in areas where The Citadel does not offer degrees, such as instructional technology.

Objective: Promote college-wide participation in service learning and civic engagement
In 2012-13, The Citadel’s service learning program documented 13,047 hours of community service at an estimated economic impact of $278,684 for the community. Leadership Day alone accounted for 7,591 of these hours, engaging 1,186 students, faculty and staff in community service. The Citadel served with more than 50 community partners and earned national recognition.

Objective: Implement a comprehensive leadership assessment model
The Citadel’s E-Leadership Portfolio, which links curricular and co-curricular assessment within the institution’s four-year leader development model and general education program, expanded to include all freshman, sophomore and junior cadets.

Objective: Expand grant-writing expertise throughout the campus community
The Citadel established a grants office division within The Citadel Graduate College and hired a second full-time grant writer and a part-time post-grant administrator and designated a grants compliance officer. Each of these positions will work with faculty on grant-writing strategies and host grant-writing workshops for faculty on campus. The Citadel also adopted grant writing software to automate the grant submittal process.