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 grant 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.

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The Citadel 2017

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Pictured on the cover is the winning artwork of The Citadel 175 Design Contest by Charleston artist Bob Graham.

From the President
by Lt. Gen. John W. Rosa, USAF (Ret.), ’73

In the News
by the Office of Communications and Marketing

The Four Pillars
Character by Jennifer A. Turner
Academics by Cadet Edwin Morris
Military by Lt. Col. Kevin Dougherty, USA (Ret.)
Fitness by Jennifer A. Turner

Expanding Horizons
by Jennifer A. Turner

A Ticket to Engineering Success
by Col. Ronald W. Welch, USA (Ret.)

The Double Helix of The Citadel Experience
by Regimental Commander Cadet Col. Dillon Graham

From the Archives
by Capt. Tessa Updike

Inside Lesesne Gate

The Promise of Something Great
by Jennifer Wallace

The Nurse’s Call
by Maj. Amelia Joseph, Ph.D., RN

2017 Leaders in Philanthropy

The Citadel Campaign: Foundation for Leadership
Welcome to the 2017 issue of The Citadel magazine, a special anniversary edition commemorating the college’s 175-year history. As we recognize our beginnings and the evolution of the college, we celebrate the scores of Citadel men and women whose service to the state and the nation has preserved the principles upon which this great country was founded.

Even as we look back, we keep an eye keenly focused on the future. For seven consecutive years, U.S. News & World Report has ranked The Citadel the #1 Public College in the South offering up to a master’s degree. This publication is brimming with stories that validate our ranking, and with each story, we offer a historical complement to honor our 175th anniversary.

In this issue—thanks to a substantial gift, the business school has been renamed the Tommy and Victoria Baker School of Business. U.S. Marine Corps Lt. Col. Petra Lovetinska, Class of 2000 and one of the first four women to matriculate, spoke at the Principled Leadership Symposium in March about building resilience. Three of our innovative online programs that are being offered by The Citadel Graduate College illustrate just how far the college has come in the 50 years since it responded to the Lowcountry’s need for continuing education. Dean Ron Welch’s three-week study abroad class in Italy explores the historical and cultural implications of engineering. Joseph P. Riley Jr., Class of 1964, who served as mayor of Charleston for 40 years, now occupies an American government and public policy chair endowed here in his name. Our new Swain Department of Nursing highlights the impact of the Swain family’s gift to the college. And an article on the Foundation for Leadership campaign discusses the extraordinary success of The Citadel Foundation’s comprehensive effort to raise $175 million and the generosity of benefactors whose dollars have enabled the college to remain as relevant in the 21st century as it was when it was founded in 1842.

Donna and I returned to The Citadel in January 2006 after 32 years in the Air Force. It has been an honor to serve as president of this great institution, and while I will retire in June, The Citadel will always be at the forefront of my thoughts. Donna and I will continue to be part of the life of the college and will watch proudly as The Citadel begins a new chapter in its distinguished history.

John W. Rosa, ’73
Lieutenant General, USAF (Retired)
President

Col. Oliver Bond served as president from 1908 to 1931. An 1886 graduate, he was a member of the first class to graduate after the Civil War. During his time as a cadet, Bond kept a meticulous diary. His sentiments regarding his graduation reflect the camaraderie and the feelings of modern day cadets.

“Today the Class of ’86—the first graduating class since the War—had the honor of graduation conferred upon them,” he wrote. “There are 53 of us—true and tried friends who for four years have hung together, through good and bad, ‘thick and thin.’ Our paths diverge today, and as the 53 march from the platform, they are together for the last time on earth.”

Several years later, Bond returned to his alma mater as a professor of mechanical drawing and astronomy; he became president 22 years after his graduation.
The Citadel celebrates 175 years
The Citadel kicked off a yearlong commemoration of the college’s 175 anniversary during the Bulldogs’ football game against Newberry College at Johnson Hagood Stadium on Saturday, Sept. 2. The winning anniversary design by a local artist—featured on the cover of this magazine—was revealed on t-shirts worn by the South Carolina Corps of Cadets and with a presentation to the winning artist on the field by college officials. The 175th Design Contest, which was launched in November 2016, drew the interest of 18 artists who submitted more than two dozen entries. A college committee selected the design submitted by Bob Graham, a 49-year-old Charleston-born artist who lives in Mt. Pleasant. During his extensive career, Graham has earned a number of local and national awards, including the Mayor’s Purchase Award at the Piccolo Spoleto Outdoor Art Exhibit in 2014, 2015 and 2016. The winning design is available on t-shirts sold in the campus gift shop.

For more information on the year-long 175 anniversary celebrations, visit 175.citadel.edu.

NSA designates The Citadel as National Center of Academic Excellence
One of the world’s most highly regarded intelligence and security agencies has named The Citadel a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE). The prestigious classification from the National Security Agency and the Department of Homeland Security gives emphasis to The Citadel’s credibility in the evolving technology field.

“Cybersecurity has a tremendous impact on our daily lives,” said Maj. Shankar Banik, Ph.D., associate professor in the School of Science and Mathematics and program director for cybersecurity. “The Center of Academic Excellence designation will highlight The Citadel’s role in securing the nation’s cyberspace information systems and producing some of the country’s top cybersecurity professionals.”

Over the past several years, the demand to fill cybersecurity jobs has increased exponentially. With the CAE-CDE designation, The Citadel will be positioned to fill the gap and provide well-qualified professionals for the cybersecurity workforce.
News from The Citadel 2017 in Review

Get to know The Citadel Class of 2021
The Citadel Class of 2021 officially reported to campus on Saturday, Aug. 12. The freshman cadet recruits represent the most diverse Corps of Cadets matriculation day class in the college’s history, as well as one of the largest classes. The number of female freshmen is up by approximately 15 percent over 2016. The number of freshmen who identify as minorities is up 6 percent over the previous year. Most of the freshmen were born in 1999 and are considered Generation Z. Historically, approximately 30 percent of each class earns commissions to become military officers upon graduating from The Citadel.

Top public college in the South for the seventh consecutive year
The Citadel has earned the title of #1 Public College in the South offering up to a master’s degree (seventh consecutive year) from U.S. News & World Report for the seventh consecutive year. The 2018 Best Colleges rankings were released Sept. 12. The Citadel earned high ranks in several areas:

- #1 Public College in the South offering up to a master’s degree (seventh consecutive year)
- #1 Best Public College for Veterans in the South (second year; #2 Best College for Veterans, Regional Universities in the South, public and private)
- #4 College in the South offering up to a master’s degree (public and private)
- #19 for Undergraduate Engineering Programs in the nation (tie) offering up to a master’s degree (in top 25 since 2012)

The publisher also puts The Citadel at #1 for alumni giving participation for regional universities in the South (public and private) at 25 percent.

“Alumni giving is an important indicator of a college’s strength and how the alumni are emotionally attached to the institution,” said Jay Dowd, Ph.D., chief executive officer of The Citadel Foundation. “Citadel graduates hold extraordinary pride in their alma mater, and we, in turn, are proud that they give back so generously to sustain the college’s mission and our Foundation for Leadership campaign.”

A new section of the U.S. News & World Report Best Colleges listings explores alumni starting salaries. The median starting salary for cadets and students earning undergraduate degrees from The Citadel is listed as $55,500. Additionally, the 2018 findings show the student-to-faculty ratio at 12:1, with 38.4 percent of the college’s undergraduate classes having fewer than 20 students.

CLASS MILESTONES

| Record number of cadets who are women |
| Record number of cadets who are minorities |
| Highest number of applications from women |

OVERALL STATISTICS

| Matriculants | 822 |
| From high schools | 771 (93%) |
| Legacies (children of alumni) | 182 (22%) |
| From South Carolina | 449 (54%) |
| Out-of-State | 373 (46%) |
| Top ten states: | SC, NC, GA, FL, VA, TX, NY, PA, OH, CA |
| International cadets | 9 (1%) |
| Ethnic minorities | 207 (25%) |
| African American | 80 (10%) |
| Hispanic | 55 (7%) |
| Women | 82 (10%) |
| Average SAT | 1109 |
| Average high school GPA | 3.64 |
| Cadets on scholarship | 565 (69%) |
Citadel’s new nursing department made possible by Swain family

The new Swain Department of Nursing has been established through the generosity of a gift from the Swain family, which has been a part of The Citadel family for decades. The seven-figure gift was initiated by brothers David C. Swain Jr., Class of 1980, and his wife Mary, as well as Dr. Christopher C. Swain, Class of 1981, and his wife Debora. The Swain family’s desire to help build a nursing program stems from both personal and professional interests. Together, the Swain brothers in 2006 founded the Ob Hospitalist Group (OBHG) in Mauldin, South Carolina, with a vision to elevate women’s health care by providing quality medical care to expectant mothers.

More than a decade later, OBHG is the single largest dedicated OB/GYN hospitalist provider, partnering with more than 450 board certified physicians nationwide.

Professionally, the Swain brothers know first-hand the critical value of skilled nurses in the labor and delivery room. But their passion for the profession runs deeper on a personal level. The Swains have a long-standing history of nurses in the family, including Mary and Debbie, whose careers as registered nurses have inspired this generous gift.

The Swain Department of Nursing program consists of both an evening, degree-completion program for nursing students and a full, four-year cadet day program. “The Swain Department of Nursing will help offset the projected need for nurses in the Lowcountry, the state, and especially the United States military through a traditional classroom and lab-based nursing education curriculum,” said Brig. Gen. Connie Book, Ph.D., Citadel provost and dean of the college. “The evening program will serve veterans and others who work during the day as well as students already holding an associate of science degree.”

Transformative gift names Tommy and Victoria Baker School of Business

In February, The Citadel proudly announced a substantial gift from celebrated Charleston entrepreneur and philanthropist Tommy Baker and his wife, Victoria. In recognition of their generosity, the college named its business program the Tommy and Victoria Baker School of Business at The Citadel.

It is the largest cash gift ever made to the college’s business program and was received as part of The Citadel’s Foundation for Leadership campaign.

Baker, founder and owner of Baker Motor Company, studied business while attending the college as a veteran student with The Citadel Class of 1972 after returning from service as an enlisted Marine. The gift will fund several endowments and other resources to enhance the school’s offerings for veteran students, cadets, and graduate and evening undergraduate business students.

“The education I received at The Citadel reinforced the discipline I learned in the U.S. Marine Corps, which together laid the groundwork for any business success I have experienced,” said Baker. “Both experiences reinforced my belief in the essential values of discipline and service to others. By giving back in this way, Victoria and I hope to provide future Citadel cadets and students with opportunities for success while producing principled entrepreneurs for Charleston, the Lowcountry and beyond.”
News from The Citadel 2017 in Review

The Citadel War Memorial honors fallen alumni

Citadel alumni have proudly served in every national conflict since the Mexican War, and now 175 years since the college’s founding, those who have made the ultimate sacrifice in service will be eternally honored on campus. In recognition of its 50th reunion and in collaboration with the college administration and The Citadel Foundation, The Citadel Class of 1967 has funded the $1 million construction of The Citadel War Memorial. Numerous other classes and individuals have since stepped forward to support this important project.

The Citadel War Memorial offers a solemn gathering place for cadets, students, alumni, faculty, staff and visitors to honor and pay respect to The Citadel’s fallen heroes. Situated in front of the Thomas D. Howie Memorial Bell Tower and Columbarium, and adjacent to Summerall Chapel and Gen. Mark W. Clark’s gravesite, the war memorial has iron gates leading visitors into an interior courtyard, where black granite walls display descriptions of The Citadel’s involvement in wars and conflicts since 1846. Names of The Citadel’s fallen are etched under each respective conflict beside the names of other fallen alumni along the granite walls. Benches are placed around the courtyard to encourage remembrance, reverence and reflection.

"The creation of The Citadel War Memorial has been a vision of The Citadel and the Class of 1967 for many years," said Lt. Gen. John B. Sams Jr., ’67, former chairman of The Citadel Board of Visitors. "We are all delighted that this vision is finally coming to fruition and that we are able to honor all Citadel alumni who have made the ultimate sacrifice."

Dedication of The Citadel War Memorial will take place during Homecoming 2017, in conjunction with the Class of 1967’s 50th reunion and the 175th anniversary of The Citadel.

World-class bass opera singer and Citadel alumnus addresses Class of 2017

The Corps of Cadets commencement ceremony celebrated 551 graduating members of the Class of 2017 on Saturday, May 6, 2017, in McAlister Field House. Fifty-one cadets had the privilege of meeting their alumni family members on stage to receive their diplomas.

This year’s commencement speaker was world-class opera singer Morris Robinson, Class of 1991, the first African-American to deliver the commencement speech to a graduating class at The Citadel. After being offered scholarships for music at multiple colleges, Robinson decided to enroll at The Citadel so he could play football. As a cadet he played for the Bulldogs and sang in The Citadel Choir—excelling in academics and extracurricular activities.

Robinson graduated with a degree in English and worked for 3M Technologies in Washington, D.C., for several years before eventually auditioning for a spot with the Choral Arts Society of Washington. Shortly after earning a place with the choir, his career took him to Boston, where he was accepted into the New England Conservatory of Music’s continuing education program and ultimately earned a place in the Opera Institute at Boston University. Singing in Italian, French, German and English, Robinson currently performs in front of thousands of people all over the world and credits his time at The Citadel for fueling his international success.
Military Synopsis
Henning Frederick Adickes, Class of 1918
Sphinx, 1918

The time has now come when real military knowledge and training is brought to light as compared with any “tin-soldier” methods; and Citadel men have absolutely qualified, both in showing that they are willing to serve, and that they are trained to serve, our country in this crisis.

Of the present senior class, nine have already left school to go into the service, and it seems probable that every member of the class will be commissioned after graduation if the war continues.

A notable event in the military history of The Citadel was its entrance, last January, into the senior branch of the Reserve Officers Training Corps, the military schedule and standing of the college being more than sufficient to cover the requirements for entrance.

The practical side of the military game is, of course, of the greatest importance. Four hours a week are devoted to perfecting disciplinary drills, to signaling and to modern bayonet work. . . . A regular bayonet dummy course has been constructed. Courses in military mapping and engineering have been given, and have been accompanied with practical work in road sketching, and making contour maps, etc.; and under military engineering practice has been given in building bridges on a small scale and in constructing riveting works of all kinds; fascines, gabions, hurdles, etc. Field work has included problems arising in a war of movement; outpost problems, attack and defense of a position; attention has also been given to trench warfare. Trenches have been constructed both on the sand table and on the ground.

The Citadel stands for strict discipline and for hard work. While she is, of course, bending her efforts to fit her graduates for service in the present war, her general endeavor is to instill those soldierly qualities (born of discipline) which are of the greatest value not only on the field of battle but in every walk of life.

Football
Citadel 19; Navy Yard 0
Sphinx, 1918

The team got under way on September 30 with the strong Navy Yard team as their opponents. It was the first game of the local season and a large crowd turned out to see the teams battle, and, as predicted, the game was scrappy the whole way through, every inch of ground being yielded only after a hard fight. The scrappiness of The Citadel was too much, however, for the Navy, as the team from the yard was unable to score throughout the sixty minutes of play, while the cadets managed to annex three touchdowns, one of which Crouch kicked goal, bringing the total of the Bull Dogs up to 19 points.

In the Social World
F.R.R., Class of 1918
Sphinx, 1919

The social life at The Citadel is the one and only aspect of cadet life wherein military plays a small and unimportant part. In the beginning, it is the advantages offered by it, thru the courtesy of the young ladies of Charleston, that a cadet fits himself in that part of life that virtually directs his future character and bearing in society.

The social era of the composition of the social activities of the school term comprises four formal dances: the Thanksgiving, Christmas, Senior and Commencement Hops, a Picnic and a myriad of small informal dances, given at intervals of two weeks.

However, aside from the big dances the bi-weekly informal hops are the greatest little dances to be enjoyed anywhere. It is through these perhaps more than anything else, that the cadet, his mind worrying with thought of military or its surroundings, is made to forget and live only for the joy of the attraction of the terpsichorean art.

Class Poem
Sphinx, 1918

Now at last our work is over,
Here no longer may we dwell;
Seniors, comrades, we must part now –
Bid our school a fond farewell.

Years ago we entered college;
Long and weary seemed the way.
Now how short these years of friendship –
Quickly they have passed away.

Pleasures now we leave behind us;
Dances, banquets – one and all.
Pleasures that we may with longing
In the future, dim, recall.

Trials that we have encountered
But prepare us for the fray.
May we win success thru service,
Striving, climb the stony way.

Comrades, now the world is calling –
Calling for our best alone.
Ev’ry trial we’ve endured here
Naught to serve a stepping-stone.

Seniors, grasp the hand in friendship –
Priceless treasure we have won;
Pledging “Eighteen’s” lasting union –
To our class and school and land.
Cadets Cringe as Barbers Receive New Orders

September 29, 1942

My first inkling of the disaster came after I had trustingly sat down in a chair over at the barber shop. I sat, quietly sunk in my usual reverie, until I was jostled back into everyday life by a voice saying, “Nice job, eh, sir?” I turned to the mirror for my customary inspection of my hair and stared unbelievingly at the ghastly sight that confronted me.

Trying to look as inconspicuous as possible, I quickly put on my cap and had the disturbing sensation of having it slip down…. My morale was greatly strengthened the next day when it was learned that the whole corps was to get a military haircut.

The Citadel Goes Co-Ed During Hop Week-end

November 10, 1942

Number Four Barracks will be turned over to the lady guests attending the Thanksgiving Hop Series…. The entire First Battalion will vacate barracks on Thursday afternoon, November 19, 1942, and will be assigned temporary rooms in Padgett-Thomas and Murray Barracks.

Each young lady will be registered and issued a card when she is assigned a room. This card will be exhibited when leaving and entering the barracks. Young ladies will be allowed one hour after the termination of the dance, exactly as cadets.

Provisions will be made for the cadets’ dates to eat breakfast and lunch Saturday and breakfast Sunday in the reception room.

The young ladies staying in barracks will be the guests of the college for the week-end. There will be no charge for any of the facilities extended to them during their stay on campus.

War-time Regulations Seem Liberal to Grads

November 10, 1942

Perhaps many cadets, especially the fourth classmen, feel that they are enduring great and undue hardships in the routine here at The Citadel.

An interesting contrast might be made of cadet life of ninety years ago and that of today. In those days, and years afterwards, the regulations of The Citadel had many features which cadets of today would consider pretty “tough.”

One of the strictest regulations to us today was that visiting the city could not be done without the special permission of the superintendent. Then the purpose and destination had to be given and no cadet could take any meals away or spend the night at any place other than in barracks.

If these regulations were in effect today, it is certain that our life would not be as pleasant as it is. We have plenty to be thankful for under the present system. Many of our regulations would seem quite liberal to the cadet of yesteryear.

First War-time Armistice to be Observed Tomorrow

November 10, 1942

Last November it was said, and it will probably be said again tomorrow, that we ought not revive a pale ghost of twenty-five years ago. Why should we cling to the celebration of a dubious victory in 1918 which only makes the defeats of the present war smart all the more? Was that first Armistice at Compiegne such a grand event that we should celebrate it today? Did it usher in the expected era of quiet and prosperity for the world? No, the last two decades have been the most violent in all history.

Armistice Day is no longer a symbol of a past victory, for we have learned that the victory was a false one. It is no longer a day to celebrate the return of American boys from battle in France because American boys are once more embarking for battle all over the world and we cannot know when they will return.

Armistice Day tomorrow will be the symbol of a past mistake. By recalling it we can resolve never to make the same mistake again. Armistice Day tomorrow is also a symbol of what American arms in the hands of American men once achieved and which there can be no doubt, will achieve soon again. November 11 will remain our Armistice Day until the armies of the tyrants, weary from loss of blood, will lay down their guns and ask us for a better date.

War Training Courses at The Citadel

October 13, 1942

Under the auspices of the United States Office of Education several war training courses, the purpose of which is to aid persons employed in a supervisory capacity in war industries, were begun at The Citadel on October 1, 1942, and will continue meeting twice-weekly for a period of fifteen weeks.

The importance of these instructional meetings cannot be overemphasized, since properly trained supervisors will greatly speed the production of the many industries working in the present war effort.
Dance Dance Dance
Buzz Jenkins
October 14, 1967
Boogaloo, Skate, Broadway? Believe it or not these weird-sounding names are dances. According to Mrs. Virginia Cannon, Mrs. Dufour’s dancing instructor, these are the latest dances across the nation and are now available here at The Citadel.

… “Patterns of dancing change all the time,” says Mrs. Cannon. She said that to be a good dancer you have to dance with a girl often so that you both can dance in the same pattern. In dancing classes this year there will be a girl for every student, and there will be changing of partners. So if you want to be in with the latest dances when you go home at Thanksgiving and Christmas, and for the Tea Dance, come on over to the dancing lessons.

Master’s Degree in Teaching to be Offered
November 4, 1967
The Citadel has embarked on a graduate-level educational program under which graduate students may begin courses in September 1968. In a weekend meeting The Citadel Board of Visitors approved establishing in the fall of 1968 a Master of Arts in Teaching (MAT) Program. … General Hugh P. Harris, president of The Citadel, said, “This decision extends the measures already undertaken by The Citadel to increase educational service to the Lowcountry.”

The new graduate program will be a separate academic entity at the Military College, but it will operate in conjunction with The Citadel Summer School and The Citadel Evening Program. Designed primarily to appeal to “in service” teachers, MAT courses will be offered in the summer and at night during the academic year. Teachers in nearby schools can earn a Master of Arts in Teaching degree in 15 months while maintaining their full-time, nine months employment.

Hypnotist Amazes Corps
Russell D. Long Jr.
March 2, 1968
Tuesday afternoon, February 13, 1968, a highly enthusiastic crowd of some nine hundred Cadets jammed the auditorium of Mark Clark Hall to see the world famous Preston execute his magical tricks and hypnotic acts.

…The cadets were well rewarded by the fascinating trickster as he caused birds to disappear, severed ties to be mended, and numerous cadets to act in strange, entertaining ways.

…One of the freshmen presented a dramatic speech using only the letters of the alphabet to convey his thoughts to the amused audience.

Our President’s Message
Hugh P. Harris
March 23, 1968
Corps Day 1968 culminates a spectacular commemoration of The Citadel’s Quasquicentennial.

The reputation of The Citadel as a military college has gained well-earned nationwide renown. It is equally important to recognize that The Citadel – as a liberal arts college – has kept pace with the increased demands of higher education.

Recent and current improvements in the academic area include stipends that assist selected faculty members in undertaking graduate study, a modern curriculum, and a new chemistry-geology building. These advances are geared toward maintaining The Citadel as a leading liberal arts college.

The members of the Corps of Cadets today mirror their predecessors in many ways. Most of all, they are equal to the task of playing future key roles in the advancements of Charleston, South Carolina, and, indeed, the nation.

The New Draft
Tom Whelan
March 2, 1968
Many cadets have been deeply concerned with their draft status while at The Citadel and have wondered exactly what good things might await them. The draft increase has made it necessary to call upon students who were attending colleges and universities throughout the country.

…Until now the draft board has been rather lenient on the subject, but there is to be a sudden change. This September The Citadel is required to notify each cadet’s draft board that he is a full-time student and is in good standing with his class.

Commander Robert B. Folsom has reminded the Corps that although The Citadel allows an eight hour lag in a student’s major, the selective service does not. It would be highly advisable to make up all necessary courses to prevent any possible misfortune.
Mayor Riley Addresses Corps

Christopher Brown
March 19, 1993
Charleston Mayor Joe Riley led off The Citadel’s Sesquicentennial Week Greater Issues Series on Tuesday with an address to the Corps of Cadets in McAlister Field House. His topic of discussion centered around The Citadel’s contributions to the city, as well as his personal relationship with The Citadel.

Mayor Riley appeared at ease in front of his alma mater, commenting that he had been forced to sit and listen to many of these addresses, and that he had even “slept through a few.”

“Charleston is proud to call The Citadel its own,” he began. The Mayor proceeded to outline the relationship between Charleston and The Citadel. He detailed how the city has always helped the college in its expansion needs from its first donation of a police building to the Marion Square campus to the current site of the college. He added “the City of Charleston and the Military College of South Carolina is a bond that will never break.”

Army Donates Helicopter

Sulev Savari
May 14, 1993
The 1993 Army Aviation Association of America (AAAA) officers were elected and have started this year off with numerous exciting activities. The new president, Cadet Tim Swanner said, “Army aviation will be prominent on campus this year.” He was referring to the permanent static display of an AH-1S Cobra Helicopter that was offered to The Citadel by Major General Robinson last January. According to Cadet Swanner, “The Cobra helicopter has served in all of our recent combat actions including Vietnam.” The “S” model presented to The Citadel entered service in 1977 and has a full complement of modern weaponry.

The Cobra helicopter is to replace the rocket on display in the corner of the parade field.

Citadel Football Highest Ranked Military College in the Nation

Christopher Brown
September 18, 1992
The Bulldogs are ranked 42nd in the nation ahead of former national champs Brigham Young and former bowl winners Ohio State and UCLA. It gets even better. The Citadel is ranked higher than all other military colleges; Air Force is 55th, Army 90th, V.M.I. 150th, and Navy 178th.

New Barracks Plans to Include Changes

Frank Anders
November 13, 1992
The new barracks will have central air heating and air conditioning, a great improvement over the heating radiators the Corps uses to heat its rooms now. With this central air system, the heating and cooling temperature will be controllable from each room, allowing each cadet to set his own temperature to personal tastes.

Although the barracks will be of much stronger construction, the barracks will retain the exact same dimensions of the present barracks.

Although visually the barracks will be identical, the Corps as a whole will have an increased capacity of 44 additional beds and the addition of a large computer room in each battalion. Each battalion will have the use of numerous IBM and Macintosh computers.

Blue Book Blunders

John K. Honea
October 30, 1992
Recently, I have been talking to several people about the Blue Book, and the numerous pulls it has for most anything under the sun. What was interesting was that some people told me I ought to actually look through it for a pretty good laugh at some of the more “intelligent” rules the school has created in its never-ending quest to create the Whole Man by pulling for everything except breathing right.

So I decided, hey why not give it a shot and see what they’re talking about. On first glance, I did notice one very humorous thing. There was only about three-quarters of a page of merits in comparison to twelve pages of demerits. Now there’s a nice little ratio to think about.

For example, did you know that if you left class without the authority of the teacher, you can be pulled for ten demerits and twenty confinements? Scary thought, isn’t it? And that’s only the beginning of the first page of demerits.

For those of you with poor grammar, beware. Were you aware that if you misspell something on an official report to Jenkins Hall or within the company you can get pulled for two demerits for each word? Now that might be kind of embarrassing to explain.

The Citadel, Technical Colleges Form Joint Engineering Program

Kathryn Jeffries
August 28, 1992
The president of The Citadel and four technical colleges in the Lowcountry signed an agreement on August 10 that allows students from those technical schools to transfer two years’ credit to The Citadel Evening College, where they can complete the program and earn bachelor’s degrees in civil and electrical engineering.
THE FOUR PILLARS

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—character, academics, military and fitness.

The following pages illustrate just a few examples of the four pillars that support the growth and development of each Citadel cadet.
MILITARY

FITNESS
When Lt. Col. Petra Lovetinska Seipel, ’00, returned to her alma mater in March to speak at the 10th annual Principled Leadership Symposium, her visit coincided with a personally significant commemoration. “It’s an honor to be back, especially today as we celebrate 20 years of women matriculating at The Citadel,” said Seipel, who was one of the first four women to matriculate into the South Carolina Corps of Cadets and who went on to become The Citadel’s first four-year female graduate and the first Corps of Cadets female graduate to earn a commission in the military.

As the symposium’s opening speaker, Seipel highlighted this year’s theme of resilience in a changing world while recollecting her own experiences in character-building at The Citadel. “Every time you go through an adverse experience, it will help you to deal with something later on in life,” said Seipel. “The experiences can be small, but they build up over time because you don’t build resilience overnight. It’s been taking me 20-some years to get where I am today, but it was one experience at a time, and combined, they can do wonders for you.”

In her speech, Seipel focused on the current nationwide debate about whether or not there is a lack of student resilience on today’s college campuses. “I can’t even imagine how some of these students survive daily if they cannot deal with the simple aspects of life,” said Seipel. “What you know, what you experience, what you can do for yourself—nobody can take that away from you. So, being able to rely on yourself and your social network is really important.”

Pointing to the trend of some college students being unable to cope with bad grades, Seipel emphasized that at The Citadel, she had to take responsibility for her own academic performance. “You either studied, or you did not,” said Seipel. “I went to the writing center and got a tutor. And I lucked out and actually ended up with a Marine as my tutor, and he was not only the most phenomenal English tutor, but he was also a mentor for me.”

For Seipel, the network of support cadets find at The Citadel is vital. “Our students are able to live in adversity and are able to manage both the cadet life and getting those grades and keeping them up,” she said. “Resilient people have a good social network.”

According to Seipel, becoming resilient requires reaching out for support when needed. “I think coping is the other part of resilience that you have to build up,” said Seipel. “Part of building your resilience is being able to talk about it, being able to tell somebody else while getting feedback. Because, at the end of the day, we can’t do all of this stuff on our own—we need that social network.”

Seipel stressed that becoming resilient also means taking risks and preparing for hardship. “Part of building resilience is knowing what could happen and how do I react,” said Seipel. “We put so much pressure on these young kids to succeed because we just talk about failure as a bad thing. But I think we need to step back and
look at failure as a teaching opportunity and as a learning moment. Because if you don’t ever fail, how are you going to learn to deal with crisis?”

Addressing cadets, Seipel emphasized the role The Citadel experience plays in building resilience in the face of failure. “You are ahead of your peers at other colleges because you decided to take that road less traveled,” Seipel noted. “You have walked through Lesesne Gate knowing that you should expect some adversity in your life. If you come to The Citadel thinking that it’s going to be easy, it’s not. And I’m sure there have been times you have failed.”

One particularly trying experience Seipel recalled was the grueling PT run held after every weekly parade. “On Fridays, there was no meal formation, so the upperclassmen could run us until literally every single one of us fell out,” said Seipel. “We were all going to fail at some point, and I remember just coming back from parade, and you would march over the field and come in through one of the sallyports, and I would feel sweat pouring down my back, and I’m just like, ‘Oh my God I can’t do this.’ And you know what—I managed.”

The lessons in resilience Seipel learned during those long Friday runs prepared her for challenges later in life. “It worked really well for me because fast forward, the Marine Corps decides that ‘hey we’re going to have our women do pull-ups,’ and I’m thinking I’m going to be out of a job,” said Seipel. “And turns out, all you need is a little bit of determination, and you need some friends to help you along, and the next thing I know, I did 10 pull-ups and thought, me? But you have to have some of the experience coming up to it.”

For Seipel, building resilience is one of the most valuable aspects of a Citadel education. “You have to take those risks, you have to put yourself out there, to be able to learn what you’re made of,” said Seipel. “I think that is one of the things that The Citadel taught me.”

Jennifer A. Turner received her Bachelor of Arts degree in history from the College of Charleston and her Master of Arts degree in English from The Citadel. Prior to teaching in The Citadel’s Department of English for the last 10 years, she worked for four years in the 315th and 437th Airlift Wings Public Affairs and Family Support Offices at Charleston Air Force Base.

All cadets and graduates recognize the honor code—A cadet does not lie, cheat, or steal, nor tolerate those who do. John W. Moore, Class of 1900, created the first official honor code, which was implemented in 1915. Although the original honor code was dissolved in 1928, the Corps of Cadets never lost sight of the importance of ethical behavior and leadership. After careful deliberation among the Corps and Citadel community, the current honor system was implemented by order of Citadel President Gen. Mark W. Clark in 1955. However, the old system was not completely forgotten. The Class of 1919 dedicated the John W. Moore Honor Committee Courtroom in 1958. In 2009, the courtroom was renovated and rededicated by the Class of 1959.
At 8:08 a.m. on an ordinary Wednesday, I was reviewing an electric cooperative’s financial statements to update its risk analysis. Each statement took about 15 to 20 minutes to review, but because of time-management habits ingrained in me from my time at The Citadel, I was just finishing the eight accounts that had been assigned to me the afternoon before. My supervisor walked in as I was finishing the last one. The trading desk downstairs was about to issue some new commercial paper, she said, and since I had finished up early, she invited me to watch the markets open. Commercial paper is a way of raising capital for short-term use. It is cheaper to raise than stocks and bonds because it does not have to be registered with the Securities and Exchange Commission.

At the trading desk, I learned that the traders needed to raise a large sum of money in a short period of time for one of the loans upstairs. When 9:30 a.m. rolled around, I watched in fascination as calls came in and the paper sold on the open markets. While I was there, the traders allowed me to participate in the operations, which included updating their clients’ accounts before the markets opened. I also had the opportunity to answer phone calls and place orders for commercial paper. This opportunity gave me a firsthand experience at the trading desk rather than just observing the process.

The day at the trading desk was the highlight of my summer internship, and it was an experience I would have missed had I not managed my time well. As the summer at CFC progressed, I realized what an important advantage cadets have. Accountability—showing up on time to class, staying organized with a large class agenda and having a schedule that keeps me busy—
prepared me to succeed at my internship. With the different responsibilities and the demands of being a servant leader, I am prepared to relate to others in an organization. I got along with the security guards at the entrance, and I was probably the only person in the organization who knew what sitting guard was like. Time management and attention to detail allow me to work productively and efficiently. Instead of goofing off, I used my time to plan accordingly. My experiences at The Citadel have helped me transfer classroom learning to the business world.

Cadet Edwin Morris is a senior business administration major from Daufuskie Island, S.C. He is the executive officer of Sierra Company and the recipient of the William J. Magnotti Business Scholarship.

On November 20, 1846, the first class of cadets graduated from the Citadel Academy. In order to earn their diplomas, cadets had to successfully complete a demanding academic curriculum in addition to their military instruction. However, it was not until 1900 that the South Carolina General Assembly acknowledged the college’s rigorous academic standards by granting the Board of Visitors authority to award the bachelor of science degree. Ten years later, the degree of civil engineering was added because of the quality of the engineering curriculum and the professional accomplishments of alumni.

Civil engineering, the sciences and a literary course were the only majors offered until 1916. The curriculum grew in 1924, when the college began offering an elective course in business administration and later expanded with elective offerings in education and psychology. Electrical engineering, chemistry, pre-medical chemistry-biology, English, history, social science and modern languages soon followed, and the first bachelor of arts degree was conferred in 1925.
Leader development at The Citadel is a continuous process, but if you had to identify one place where the training cycle begins, the academies would be a pretty good choice. Between January and March of each year, cadets go through a detailed process that selects the chain of command for the following academic year. Then, in March and April, a series of officer, sergeant and corporal academies help cadets begin the transition to their upcoming roles. All cadets, regardless of whether they were selected for a leadership position, participate in the academy for their class year. Including all the cadets in the training is important because it elevates the training for the entire Corps of Cadets, producing better followers and ensuring a trained pool of replacements is available to fill vacancies.

Some older alumni may remember earlier versions of the academies, but the present configuration began in 2015. In 2015 and 2016, the academies were organized around the military pillar training objectives as identified in the Guide for the Leader Development Program. The addition of TAC noncommissioned officers (Teach Advise Coach NCOs) to each battalion created the opportunity in 2017 to tailor the academies to specific duty positions. Now commanders, platoon leaders, sergeants major and first sergeants, platoon sergeants, squad corporals, staff officers, staff noncommissioned officers (NCOs) and privates all meet in separate forums to receive training on their specific roles and responsibilities. There are five such sessions conducted in classroom settings, and the capstone event is a practical exercise conducted in each battalion.

TAC officers and NCOs bring their own experience to the academies, but the instruction is unified around a series of publications that describe various elements of cadet leader development. The Citadel Training Manual (CTM) describes a five-step process of practically applying principled leadership to achieve results and develop people.

How to Train at The Citadel is a manual that introduces specific training management procedures to the CTM. A Guide to Being a Cadet Officer at The Citadel discusses the duties and responsibilities of officers. And a new guide for NCOs is being developed.

In 2017, Recognition Day was moved to coincide with Corps Day Weekend. This change was made for several reasons, but one, in particular, was to reinforce the mental transition to new responsibilities the freshmen were already experiencing in the corporal academy. This synchronization is part of the entire effort to provide a better coordinated and integrated leader development process. The academies are only the beginning of this cycle. Cadets serving on cadre have always reported early for challenge week training, but now, a significant portion of the rest of the chain of command reports early to refresh their academy training and prepare for their upcoming leadership duties. Immersion training, a program in which cadets participate in a physically
Known as the Class that Never Was, The Citadel’s entire Class of 1944 missed commencement to fight in World War II but still received their coveted bands of gold. In the summer of 1943, the 549 rising seniors were called up en masse to fight in the war, with the exception of three cadets who could not serve. Citadel President Gen. Charles P. Summerall formally objected on the grounds that the cadets would be better equipped for service if allowed to complete their military education, but his concerns were overruled by a critical shortage of junior officers in the military and thus the pressing need for the entire Class of 1944. The silver lining was that the cadets were allowed to receive their class rings at the end of their junior year—they are still the only class to have been so honored.

The government was swift: As soon as the cadets completed their junior year, they were allotted two weeks of leave, then reported for 13 weeks of basic training and received their commissions after officer candidate school. Thirty-four members of the Class of 1944 were killed in World War II. Although the class did not receive their scheduled commencement in 1944, 152 eventually returned and earned their degrees. More than 60 years later, the Class that Never Was received special recognition during the Class of 2008 commencement ceremony.

The officer academy includes specific breakout sessions for rising commanders, staff officers, platoon leaders and others.

“I was impressed by how the commander sessions helped me gain an appreciation for the planning and meetings required to build a successful team and organization,” said Fifth Battalion Commander Cadet Paige Herbst.

In last spring’s training, Cadet Hunter Foster, now the regimental supply officer, spent three sessions meeting with her staff counterparts. “Meeting the rising supply chain and knowing who I would be working with this year,” said Foster, “was a very helpful part of the officer academy.”

The sergeant academy and corporal academy also train cadets in separate groups organized by rank and duty position. Sergeants major and first sergeants; platoon sergeants, staff NCOs, squad sergeants and corporals; and others all received tailored instruction. The recent addition of battalion TAC NCOs to the Commandant’s Department provided the expertise and credibility to make the training relevant, focused and detailed.

Kilo Company 1st Sgt. Cadet Nicholas Brace found the instruction for the rising sergeants major and first sergeants to be particularly valuable. “Learning how first sergeants and platoon sergeants interact and how to resolve issues with cadets who for one reason or another are difficult to lead helped prepare me for my position,” said Brace.

Over the course of the last three years, the academies have grown to become an important piece of the leader development training provided by the Commandant’s Department. They not only provide valuable training but also symbolically mark the beginning of a new chain of command preparing to take charge of the Corps.

“The academies are a critical step in the smooth transition from one year of cadets leading and commanding the Corps to the next,” said Capt. Geno Paluso, commandant of cadets. “I anticipate them becoming even bigger and better in the future.”

Lt. Col. Kevin Dougherty is the assistant commandant for leadership programs. A graduate of the Army War College, Dougherty holds a doctorate in international development with a concentration in security studies from the University of Southern Mississippi. Dougherty served in the U.S. Army for 23 years.
Named The Citadel’s 25th head football coach in early 2016, Brent Thompson joined the storied history of a sport that has captured the college’s imagination for over a century. Little did he know that less than a year later, he and his extraordinary football team would be electrifying The Citadel community and making their own mark in The Citadel’s record books.

Promoted after serving as the Bulldogs’ offensive coordinator and quarterbacks/fullbacks coach for two seasons, Thompson’s first season in charge featured a program-record 10-game winning streak, a single-season school record of six road victories, only the seventh 8-0 conference record in 84 years of Southern Conference football, a second consecutive conference championship, a #6 national seed in the Football Champion Subdivision (FCS) playoffs and the first home playoff game in 24 years.

“We won games as a team more than anything else,” said Thompson. “We were behind at Wofford, but we came back and won that game in overtime. Somehow, we just found a way to win it. At Mercer, we were behind in the fourth quarter but found a way to win it. So we were trying to take hold as a team.”

Teambuilding is significant to Thompson, who was honored as the Southern Conference 2016 Coach of the Year. Prioritizing his relationship with his players, he often invites them to his office to talk. “I’m learning to grab those guys and just pull them in,” said Thompson. “My wife made cupcakes the other day, so I just started pulling guys in and saying ‘take a cupcake, just come on in here and hang out,’ or I’ll have the NCAA game on and they come in and hang out.”

According to Thompson, making the extra effort to connect is key because the role of head coach can be isolating. “Usually the kids will come in, kick back their feet and hang out in the staff offices, but all of a sudden, you get to the head office and it changes the dynamic for you a little bit,” said Thompson. “I want to try to do a little more of that with the defensive guys and keep drawing them in a little bit more. Unfortunately, over here in this office, I deal more with the big picture of the calendars, the orders and the daily operations of moving the program forward rather than the daily operation of getting this player from point A to point B—graduation.”

In addition to making individual time for his players, Thompson works hard to instill a winning mindset and partly credits this season’s success to the motivation his players gain when they think like champions. “It’s gotten to where we think we’ve changed the culture here as far as we’ve changed our mindset from being 5-7, 4-7 season records into being conference champions and having a bigger goal in mind, and that’s making a run at a national title and those things that were never really thought about here,” said Thompson. “What we do out on the football field every day is hard because football is not easy to practice. It’s one of the worst things to practice because it’s usually hot and miserable, and you repeat the whole thing over and over and over again, so motivation has to be about how we get to the end result.”
While thrilled about his team’s outstanding performance in his first year as coach, Thompson also likes to consider the bigger picture. Beyond winning, he wants his players to value The Citadel experience. “I tell my players first and foremost that if you want a traditional education, then this is not the place for you,” said Thompson. “But if you want to learn something about yourself, something about your leadership qualities, and if you want to learn from some of the best leaders out there, this is the place you want to look at more than anything else. I get to work for future generals and captains and commanders out there—I get to work with some of the best leaders as a football coach.”

Soon after the Board of Visitors granted permission for a football team, the Bulldogs played their first game against the Porter Military Academy on October 14, 1905. Although neither side scored a touchdown, it was the beginning of a new Citadel tradition, one that has inspired loyalty in fans for generations.

In 1960, the football team qualified for its first bowl game, the Tangerine Bowl in Orlando, Florida, and beat Tennessee Tech 27-0. The Bulldogs first won the Southern Conference championship in 1961, a feat repeated in 1992, 2015 and 2016. The Citadel football team is the current Southern Conference champion, so clearly the legacy remains in good hands.
Striving to serve the needs of working professionals, military personnel and students who need flexibility, The Citadel Graduate College offers six master's degree programs entirely online—business administration, intelligence and security studies, interdisciplinary STEM education, international politics and military affairs, leadership, and social science. In addition, a student may earn a bachelor’s degree or graduate certificate in several areas. Enrollment in online programs at The Citadel has grown significantly over the last year, and efforts are underway to expand program offerings.

Representing the future of higher education, online academic programs continue The Citadel’s legacy of academic quality while delivering innovative course materials with leading technologies and an accessible faculty. In addition to making learning convenient and focused, online graduate programs enable students to achieve their goals in a valuable way—on their own time and on their own terms.

For more information on The Citadel’s online master’s degree programs, visit citadel.edu/CGConline.

EXPANDING HORIZONS: A CITADEL EDUCATION FROM ANYWHERE

By Jennifer A. Turner

When The Citadel began offering graduate courses nearly 50 years ago, earning a master’s degree meant a late-afternoon drive to a busy campus along the Ashley River to attend classes that lasted well into the evening. Now, students can capitalize on several Citadel programs of academic excellence from wherever their journeys take them.
INTELLIGENCE AND SECURITY STUDIES

The new fully dedicated Department of Intelligence and Security Studies offering undergraduate and graduate degrees is the first of its kind in the state of South Carolina. For students completing their Master of Arts degree in Intelligence and Security Studies, the online component of the program provides more than just flexibility.

According to program director Carl Jensen, Ph.D., offering the degree online attracts working professionals who bring a wealth of knowledge and experience. "One of the nice things about online is that not only do you get students from all over the world, but you also can get faculty from all over the world. This semester, one of our courses is being taught by someone who is a high-level employee in one of the intelligence agencies who also has a Ph.D., so she will be able to share her unclassified experiences with students. With online learning we are able to attract a very diverse student body as well as a diverse faculty."

Such diversity is valued in the program and helps establish strong ties with the intelligence community. "Intelligence studies is an emerging discipline that is still in its infancy, and The Citadel is playing a major role in helping to develop that discipline," said Jensen. "We try to have as many opportunities as possible for interaction with intelligence community professionals, and we work closely with our contacts in the intel world. The intelligence community really appreciates our graduates because of not only what they learn in the classroom but also the whole concept of the honor code."

As the driving force behind the program’s connections with the intelligence community, the faculty play a critical role in the program’s success. "The focus of our program is really on teaching real-world concepts, so we base the program on analytical standards that have been set up by the intelligence community," said Jensen. "The courses that we teach meet their learning objectives, and the faculty that we have mirror that as well. I am a retired FBI special agent, Lt. Col. Michael Brady, USA, (Ret.), is a retired military intelligence officer who worked at the National Counterterrorism Center and the White House, and Melissa Graves, who teaches our analysis, ethics and legal classes, is both a Ph.D. and an attorney, so we bring those real-world skills to bear."

Another benefit offered by the program is its emphasis on real-world experiences for online students, including internships, conferences and analysis projects. "We offer the Intelligence and Homeland Security Enterprise Conference every other year which gives students an opportunity to come in, meet each other and present their research," said Jensen. "We’ve done practical open-source intelligence work for the FBI, the National Counterterrorism Center and some other groups, so students get the opportunity to act as open-source intelligence analysts and apply the skills that they learn in the classroom to real-world projects that help different agencies."

Online students have unique options to complete career-related internships. "Most of the intelligence agencies have internships, which are not in Charleston, so students have the opportunity to go to Washington, D.C., to participate in them, and many of those are paid internships," said Jensen. "In addition, students located in various parts of the country have the opportunity to do an analytical internship at their state fusion center, which is an information sharing center usually located in their state capital. There are also opportunities for online internships, usually with various think tanks in Washington that can be completed remotely."

Jensen believes the program prepares students to enhance national security through intelligence and homeland security leadership. "The intel world has to worry about things such as pandemics, outer space happenings, rogue nations, transnational organized crime, climate change and a whole list of other things," said Jensen. "This is much more than we historically had to manage, so we really need a very interdisciplinary program, which we have here at The Citadel."

INTERNATIONAL POLITICS AND MILITARY AFFAIRS

The Master of Arts degree in International Politics and Military Affairs is a career-oriented program that develops international affairs professionals with the practical skills needed to pursue careers as military officers, policy...
analysts, foreign service officers, international civil servants and business leaders as well as positions related to economic development, nation building and humanitarian affairs. According to program coordinator Sarah Tenney Sharman, Ph.D., “Most master’s degrees are halfway to a doctorate, so the training is geared to doing more research in the field. Our program is just as rigorous academically as any other American master’s program but is geared to rolling up your sleeves and going to work.”

Offered both online and on campus in the evening, the program helps students build key skills related to analytical writing and research as well as statesmanship, critical thinking and international sophistication. “Students learn how to put the most information they possibly can in the least amount of space,” said Sharman. “We try to teach that writing style, and there is a thinking style that goes with it. The objective is to give the reader everything he or she needs to know, but nothing else.”

Because students can complete all courses online, they have the flexibility to take classes anywhere in the world they have an internet connection. “With an online class, you can decide when you are going to do your work,” said Sharman. “A lot of our online students have jobs and family obligations, so they are not locked into a specific class time.” Sharman believes one of the greatest benefits of online coursework is the richness of its interaction. “The discussion for online students is in a forum where they respond every week to a question drawn from the readings, a video or an activity, and then they have to post comments. Their responses are well thought out, and different backgrounds come into play. Students draw more from their own expertise.”

Since the program promotes practical skills that will be beneficial to future careers, teamwork and collaboration are especially emphasized. “The idea that international politics is all about conflict is completely outdated,” said Sharman. “If you look at international transactions every day, the cooperative transactions outnumber those involving conflict by 100 times. There is a tendency to look at the conflict, but we are having ongoing, routine transactions with 192 other countries all day, every day.”

Précis writing is one way that teamwork is taught and practiced online. “Students need to be able to work well in very diverse teams,” said Sharman. “I have students review each other’s drafts, an exercise in covering the important information in as few words as you can. One person will write a draft, share it with another student for review, revise, and then send me the original with comments as well as the final draft.” Learning this skill is important for future success. “In a professional environment, you spend a lot of time reviewing, revising and commenting on the work of others, so there is a lot of collaboration that is done in the U.S. government,” said Sharman.

A unique feature of the program is an elective volunteer experience where students complete course work online and field work in a foreign country. “Every other year we offer a faculty-led trip with a service-learning component,” said Sharman. “Students do volunteer work and complete a class—the Politics of Economic Development. The content of the course is redesigned every time we offer the trip to complement the volunteer work. Last summer, we went to Naples and volunteered with a non-governmental organization working with refugees. The focus was human rights and economic development and the importance of developing human capital and an economy.”

Students can also participate in the elective experience by choosing any volunteer program offered through International Volunteer Headquarters; options for volunteer sites span the globe, and students complete the associated course work online. “If you are going to be in international politics, you need this type of exposure,” said Sharman. “Travel is a big part of the work, and this program gives students practical experience in their field.”

“Asynchronous learning is one of the top features of the online program,” said Smith. “Regardless of their particular time zone, students do not have to be logged in at a particular time.” This efficient design helps support the educational goals of students who have other professional obligations.

LEADERSHIP
Designed for students from any academic background and level of professional experience, the Master of Science in
Leadership is an interdisciplinary program that engages students in comprehensive learning about leadership in applied contexts. As director of graduate programs in leadership, J. Goosby Smith, Ph.D., notes, the degree helps students perform effectively as principled leaders in their present or future leadership roles. “Our program offers a broad education regarding leadership so that a student can become a leader in his or her specific field,” said Smith. “The curriculum borrows from many different disciplines and applies to any organization’s leadership roles, not just those specific to the military.”

Offering courses from the disciplines of business administration, psychology, leadership studies, political science, and education, the degree is truly interdisciplinary and provides students with a wide-range of enrichment opportunities. “The courses examine best practices of leadership and team building and explore the theories and thought processes behind sound leadership,” said Smith. “Leadership is a discipline, and there are specific skill sets involved. This is an excellent degree for someone with a specialist undergraduate degree.” The program is ideal for students seeking initial leadership positions as well as students looking for career progression in their current employment.

The ability for students to set their own pace is one of the many benefits of completing courses online. “Asynchronous learning is one of the top features of the online program,” said Smith. “Regardless of their particular time zone, students do not have to be logged in at a particular time.” This efficient design helps support the educational goals of students who have other professional obligations.

One asset of the program is that the curriculum allows students to tailor the focus of their study toward individual and career interests. “The capstone research project is student driven,” said Smith. “Working closely and directly with faculty members, the student has the chance to determine the topic of his or her interest. The faculty mentor plays an important role in the research process.” Faculty maintain close contact with online students during the capstone research project.

By investigating a leadership focus through this in-depth research process, students gain insight into themselves and their future career paths. “It is important for students to get out what they put into their research and consider what they are motivated to know,” said Smith. “They should research a topic in which it will be beneficial for them to be an expert, and they should have the goal of publishing their work.” The ability of each student to devote his or her capstone research to a specific leadership area is intentional. “No student hands in the same project,” said Smith.
A Ticket to Engineering Success
Studying the Great Architectural Structures in Italy with a Critical Engineering Eye

By Col. Ronald W. Welch

With The Citadel’s growing focus on global learning, study abroad programs are more diverse and wide-ranging than ever. This summer, Ron Welch, dean of the School of Engineering, led students on a once-in-a-lifetime adventure. His mission? Introduce future engineers to the lessons of the past with a ticket to Italy’s most renowned architectural sites.

MAPPING THE WAY
Why would a faculty member, let alone the dean of the School of Engineering, be a leader of a study abroad experience? This is a question that centers on the role of a teacher, whose job is to educate students about certain subjects. No matter how far I move up the administrative chain, one of my first loves has always been working with students to learn new engineering concepts. Sometimes doing so requires taking them out of the classroom and into the world, including visiting other countries to view the locale from a unique engineering perspective.

The current engineering study abroad experience is a three-week, multi-city trek across Italy to explore the historical and cultural implications of engineering and to immerse students in the study of ancient European and medieval engineering works of significance. Modes of study include sketching, load and stress computations, and construction means and methods. Students explore in detail the growth of civilizations as expressed in their monuments, infrastructure and great engineering works. Sites include fortifications, cathedrals, water works and roads.

Upon return, students deliver a presentation about their experience and what they learned to classmates and faculty as part of student chapter meetings. The condensed study abroad experience provides immersion learning for students who might not otherwise get the opportunity to study abroad because of the constraints of completing an engineering bachelor’s degree in four years and fulfilling summer activities required of fall athletes or cadets with military commitments.
MAKING PREPARATIONS
To prepare for the trip, each student is assigned a different location in Italy where he or she must determine key engineering or cultural sites the team should experience. Students also recommend the actual engineering analysis or design problem for each day in their assigned location. Of course, the professor has the final say on both where and what we study, but the opportunity for students to immerse themselves in one location deepens their experience and provides ownership of the learning process for the three-week period. Prior to departure, I meet with each student to further refine suggestions for locations.

As part of the preparation for the trip, the students are required to purchase a journal (ideally one with engineering paper). All that is initially stated about the journal is that they will be required to complete a daily journal entry and analysis/design problem each day.

THE JOURNEY BEGINS
After students check in at the Charleston airport, the real work begins when they are informed of the focal points for daily journaling. Military engineers have developed a process of assessing a location in the world to determine the best way to inform commanders how to make use of resources to improve the infrastructure. The acronym, initially named SWEAT, was later renamed SWEAT Plus. I use a variation of this as a way to focus on the key elements of a functioning society. The acronym stands for sewage, water, energy, academics and trash. Without the processing of sewage and trash and the availability of clean water in a systematic way, disease will flourish. Energy is necessary to keep perishables cold and provide heating and cooling to enhance quality of life. Local students should be in school preparing for the future of the region and not left to mischief.

I also include transportation, architecture, culture, infrastructure (overall), situational awareness (security), and personal feeling about the day. The goal is to improve their attention to detail as we move through the day and capture unique thoughts and impressions as they occur. This type of process also heightens their awareness of the major differences in each focus area. While in New York waiting for the flight to Rome, students begin defining what each item means to them to allow a deeper discussion of our focus for each day.

ITINERARY
For our summer 2017 trip, we visited Rome, Venice, Turin, Florence, Pisa, Naples and Pompeii. Many of the students were surprised about how different each area of Italy was when they considered the focus areas. They were intrigued by German architecture and the modern feel of Turin, which is on the edge of the Alps in Italy. Upon further investigation, they discovered that Turin was almost totally destroyed during World War II and has always had a blend of Italian, German and Swiss residents before and after the war. When rebuilding, the residents were not trying to repurpose existing buildings, as seen throughout Italy, but Turin could use more modern construction methods and a layout of the city with full-size sidewalks (versus Florence), wider streets and pedestrian-only areas.

One of the consistent observations was the placement of schools off the traveled path and the use of few markings to denote a school area as compared to the United States. In Venice, one school was in two buildings separated by a canal, but we would not have known it was a school had its students not been having lunch. Citadel students marveled at the Italian students hanging out on the canal wall at lunch and going to the same food vendors that the tourists were visiting.

The biggest surprise was the availability of clean running (actually constantly running) water in almost every piazza. We filled up our water bottles at each piazza as we traveled. Even the small town in the Florence countryside where we visited a winery had the same ability to run water continuously, but instead installed an on-off valve. At one time the United States had water fountains in each park, but never have we provided clean, running water in each park, nor free water in each three-to-four block area as they do in Italy.

ROME
The other activity that students worked on each day was a design or analysis problem. The primary goal was to apply basic
statics and strengths of materials concepts to consider how the great engineering marvels run or were constructed without modern tools. The first design mission occurred in Rome: How would you convert the Forum and the Colosseum to usable space while continuing to highlight the rich history on display?

This question was beyond anything students had done at this point in the curriculum and set the stage for the out-of-the-box thinking required throughout the trip. The second mission was at Santa Maria Church, where the inside was majestic compared to the rather dull outside that showed signs of centuries of deterioration: How did they set the large columns in the church? The columns of granite are close to 40 tons each, so how were they transported and lifted into place?

Next was the Pantheon mission: How did they build the dome out of concrete without modern-day cranes? What supports were needed? If formwork was required, what was the order of work placement?

Throughout the trip there were impromptu lessons that did not result in a formal design/analysis solution. An example occurred when we crossed the Tevere River. The river was extremely green, which led to a discussion as to why it was so green (e.g., algae bloom or fertilizer). Students questioned how this occurred in a river when the phenomenon normally is found in ponds and asked if the water was drinkable. The answer is that weirs are used to maintain water height for boats along the river in the drier season, resulting in near stagnant water.

VENICE

In Venice, the first mission was in the San Marcos Piazza where we traveled up the tower. The mission: What is the weight of the tower on the lower bricks in pounds per square inch? What was the process used to build the tower? What is the effect of a 0.5 and 1 percent lean in the tower? How does the stress change?

The Basilica de San Marcos was our next stop. Unfortunately, the basilica has experienced excessive settlement—heavy weight in certain sections and varying soil conditions led to uneven settlement—which has caused tremendous distress on the structure. The Italians have reinforced the structure and have done much work to slow the settlement, but many areas were off limits. The mission: Locate five areas of distress and discuss why they are occurring. How can they be corrected? Can this portion of the structure be stabilized?

A key structure for engineers to consider in Venice is the opera house La Fenice (the phoenix). After burning down three times—the most recent in 1996—it is the perfect location to study engineered fire protection. The mission: Study fire hazards, locate and determine acceptability of firefighting equipment, and determine proper egress for every area of the building.

TURIN

The first mission in Turin: Compare and contrast water consumption in the United States with Italy. What are the primary differences? Why? Is tap water safe in Italy? Estimate how many plastic bottles are discarded each day. What is the environmental impact of discarded water bottles? What is the amount of energy required to produce plastic bottles? How many homes per year could you power with this energy? What are the carbon dioxide emission levels to produce this number of water bottles?

This mission and the next covered our time in Turin and the trip to Florence and were the result of observations made by the students as we traveled. The next mission posed this question: What are the public transportation modes in Italy (heavy rail, light rail, highway, subway, bus, bike, auto, motorbike and foot)? What are the advantages/disadvantages of each, especially considering economic, social, political and environmental conditions? What is the amount of energy to power the trains in Italy? How does that compare to the energy to produce water bottles?

FLORENCE

In Florence, we traveled to see the leaning tower of Pisa. The mission: Study the famous failure and determine the factors contributing to its tilt. How has it been stabilized? How much more slant can it sustain before it fails? How much compression stress can the stone withstand before it crushes? What types of distress are seen in the tower as you climb the stairs? Could the structure be righted at this time? Why or why not?

The team then visited Ponte Vecchio, which is a major bridge congested with foot traffic visiting the gold and silver shops that replaced the original butcher shops. The mission: Determine whether the bridge was designed for current large pedestrian loads. Why or why not? How are building loads, especially those hanging off the side of the bridge, supported and attached to the bridge? What is the size of the load that is hanging off the sides of the bridge?

After visiting vineyards using organic farming, students were assigned the mission: What are the advantages and disadvantages to organic farming? How much water is required
The Citadel engineering program is the fifth oldest in the nation. Engineering was part of The Citadel’s founding core curriculum, and in 1910 the South Carolina General Assembly authorized the Board of Visitors to confer upon graduates the degree of civil engineering. This approval was granted in part because of the college’s special emphasis on the subject and the national prominence many Citadel alumni had achieved in civil engineering. Today the school is consistently ranked by U.S. News & World Report among the top 20 undergraduate engineering programs in the nation for institutions at which the highest degree offered is a master’s degree.

LAST DAYS
On the trip back to Rome, where we continued excursions and visited Naples, the mission on the train: Compare and contrast Rome, Venice, Turin and Florence using our focus for daily journals (SWEAT-T, culture, infrastructure, architecture, air and water quality, and feelings each day).

In Pompeii, students were asked to solve this mission: How could you protect the village from lava, ash, earthquake and blast?

Each student struggled with some part of these assignments, but eventually through active group discussions, calculations, drawings, web searches, and time spent pondering each mission over a number of days, they were able to develop a solution. This process allowed them to have a better understanding of how medieval structures were constructed and how to prepare a broader scope and think outside of the box during solution development.

REFLECTIONS UPON RETURNING
The three-week trek allowed the students to eat, breathe and live the culture of Italy through a focus on the history (design and analysis) of Roman and medieval engineering and society. By the end of the trip, students felt comfortable communicating and functioning in a foreign setting and gained an appreciation for the important perspectives and achievements of other peoples and cultures, especially early engineers. They sketched famous structures and settings while spending time among the people and with important large-scale historical artifacts, including the canals and bridges, bridge houses of Venice, the Leaning Tower of Pisa, and the cathedrals and museums of Rome. They analyzed the structures mathematically as well as sensing and discussing their proportion and importance to Italian communities in the past and present. They each led an orientation to the importance of a key historic site or structure.

Most importantly, they established a context for the education they are receiving at The Citadel. Each student grew from a very American-centric person to a more culturally aware member of the wider world; this sort of growth is critical to developing the next generation of engineering leaders for our asymmetric world. As a teacher, observing the intellectual growth of each student was stunning and makes the three weeks away from family worth it. Of course, the thoughtful questions the students asked me throughout the trip helped me to grow as a person as well.

Col. Ronald W. Welch, U.S. Army (Ret.), Ph.D., PE, FASCE, FASEE, FSAME, has served as dean and LeTellier Chair of The Citadel School of Engineering since 2011. He is a graduate of the U.S. Military Academy at West Point, where he earned a B.S. in Engineering Mechanics and eventually became a professor, and served in leadership roles for the Army while on active duty for almost 25 years.
ALL BIOLOGY MAJORS know that two interconnected biopolymer strands coil around each other to form a double helix that makes up each deoxyribonucleic acid molecule. Embedded in that DNA molecule is the individual genetic code that makes us all unique individuals. Like the double helix, all cadets are defined by unique experiences that identify who they are. It’s the little things—company rosters, academic majors, faculty schedules, roommate assignments, leadership selection—all seemingly random personal encounters that make up each cadet’s individual experience.
The experiences I have had profoundly impacted my development. The people, the opportunities and the adversity all changed me in ways greater than I could have imagined. Years before I decided to attend The Citadel, I didn’t know my experiences growing up would have any bearing on my college decision, but remarkably, they have. In 2010, when I was in the 8th grade, my first exposure to The Citadel was by a successful orthopedic surgeon. Dr. William Mills, the father of a friend of mine, was a member of the Class of 1981. His commitment to service and his willingness to help his patients in any way he could inspired me to follow a similar path in my college education. As a young student intent on eventually attending medical school, I was motivated by his example to do well, succeed academically and attend a respected college.

In high school, a Delta Company cadet, Hunter Brandon, ’16, became a mentor to me. His advice on exercise and books to read had a profound impact. “If you choose to go to The Citadel,” he said, “it will be the greatest decision of your life.”

One day in the gym, he pushed me harder than I thought possible. I had worked so hard to keep up with him that I physically could not work any harder, yet his intensity and his resolve were so motivating that I kept working.

“Think about your goals, Dillon,” he said. “Your hard work will separate you from everyone else at The Citadel.”

Those words stuck with me, and from that point on, I was committed to becoming a member of the Corps of Cadets. In the military environment, I realized, I would be immersed in an environment that would constantly push me to reach my full potential.

On the night before matriculation, the air in Mt. Pleasant was typical of a Lowcountry August night—warm and humid with the occasional respite of a breeze blowing off the ocean. On a pull-out mattress at the Holiday Inn, I slept fitfully. I knew this was a big step in my life, and I was both excited and nervous about the challenge ahead of me.

The next day I sat in the backseat of my parents’ car as the traffic slowly snaked around the Holliday Alumni Center until it was time for me to check in. When a neatly dressed cadet handed me a packet of information, including my company and battalion assignment, I thought, ”I’m just another piece of the puzzle,” and I quickly realized that this was no longer about me.

To my surprise, I was dropped off at Murray Barracks, where I became a member of Delta Company. Hunter Brandon and Dr. Mills were both from Delta Company, and Dr. Mills’ son, Luke Mills, was also matriculating that day in Delta Company. For a second, I thought I might be getting a break.

As soon as I approached the battalion, I was greeted by a group of parents eager to assist me in moving to my new room. “Tuck your shirt in and pull up your socks,” one of them advised me. “They won’t get on you as much if you look good.”

Showing up in basketball shorts and a bright-red Rogue Fitness t-shirt was probably not my best idea. Inside the gate, the atmosphere was charged with noise and intensity, and I got a rush. At the Delta Company letter, I was confronted by an intimidating cadet. “This guy is the real deal,” I thought to myself. Even though he was only a year older than I was, there was a world of difference.
between us. I was ordered around the quad to pick up basic issue items and constantly corrected for not saying "sir" and for making eye contact with the cadre. I had only been there a few minutes, and somehow I was already flustered and nervous. All of the training and mental preparation I had done before arriving seemed useless. I felt hopeless and at the mercy of my cadre.

When I got to my room, I looked at the name cards on the door and noticed that, coincidence or not, I would be rooming with Luke. The next minute, he arrived with all of his gear just as flustered as I was, and I felt an immediate commitment to something bigger. All of my classmates were going through similar challenges, and we would make it through this together.

We changed into our physical training uniforms, strapped on our camelbacks and wore our identification bags as we were formally introduced to our cadre for the first time. The remainder of training week is a blur. The long days ran together, the heat was severe, the sleep was slim and training was intense. I got a haircut, made more close friends in a week than I had in years and became completely dedicated to doing everything I could to be successful and help others do the same.

Every morning started off with a cleaning detail. We reported behind the letter on fourth division, the top level where we all lived, to clean the barracks before morning formation. And every morning, Mr. Dunphy, our formidable cadre platoon sergeant, hot coffee in hand, greeted us, "Good morning, knobbies."

In unison, we replied, "Sir, good morning, sir."

This short exchange was followed by an explanation about what we were doing right, what we were doing wrong and what we needed to be doing to move forward. To my classmates and me, Mr. Dunphy was a sterling example of the cadet we should all aspire to be. His personal appearance was flawless, and he was clever, smart and stern. We all respected him without question. On a daily basis he motivated me to go outside of my comfort zone and search for opportunities, study, become more physically fit and help others in any way I could.

Every cadet needs this kind of positive influence in knob life. Without great leadership, we are dropped into a system with no guidance or light to push us in the proper direction. Mr. Dunphy was there for us, and he wanted nothing more than to see us succeed.

Christmas was the toughest part of the year for me. I went home to relax and enjoy the holiday season with friends and family. My friend, Hunter, had always told me that trips home would never again be the same. "You will always have different values than the people you used to be close with," he said, "and that will distance you from the ones you were close to before leaving."

Without a doubt, he was right. This was not a bad thing, though. I was now dedicated to something larger than myself. I was committed to making myself better in order to make myself more capable of succeeding in the challenging system I was now a part of. I was motivated to help others and set a positive example for my class, so I worked as hard as I could. I ran, lifted weights, read books and got rested up for second semester. Despite this preparation, I was not ready to go back to school in January. Once again, I left my family and my girlfriend. With butterflies in my stomach, I returned to The Citadel and finished the year.

Through a combination of friends, mentors and challenges, I succeeded as a knob and made the rank of company clerk for my first semester as a sophomore. As a rank holder, I was responsible for being the leader of my class and setting a good example for everyone to follow. My sophomore year was one of opportunities, and I began doing academic research, seeking out mentors and anything I could to maximize my experience. My second-semester roommate, Ivan Dingle, became my best friend. Together, we explored academic life, served as presidential aides and motivated one another. The biggest lesson I learned that year was to take advantage of opportunities, no matter what they are. The independence of the year helped me to understand the duty to act independently. The year was punctuated by a biology trip to Panama, an experience so rich and intense that it changed my cultural perspective and piqued my interest in science.

At this writing, I have just finished my junior year, which was a juggling act for me. My extracurricular activities ranged from participation in the Pre-Health Society to Junior Sword Arch and rigorous Bond Volunteer Aspirant training to join the Summerall Guards. It was the Junior Sword Arch that intensified my appreciation for excellence and a commitment to selflessness. Kevin MacDonald, the 2016-2017 regimental commander, was the commander of the 2017 Junior Sword Arch, which performs during Ring Ceremony on Parents’ Weekend to honor the senior class. The process to become a member is an enormous commitment, but I was dedicated to being accepted.

I was still attracted to the discipline of knob year, and this process in a way was similar. We were taught the importance of attention to detail, respect, honor of tradition and heritage, professionalism and physical fitness. Only the best cadets are selected for this group, and I longed to be one. Kevin exemplified everything that I wanted to be as a junior and senior cadet. He had risen through the ranks. He was a highly respected classmate,
and now he commanded the entire regiment. I looked up to him and modeled his behavior.

Throughout the process, I always put maximum effort into preparing my training uniform, helping my classmates prepare and performing during the training sessions. Kevin’s example was a constant motivation to become the best that I could be.

My hard work paid off. I was named commander of the Junior Sword Arch by my peers and had the challenge of preparing our platoon for the performance on Parents’ Weekend. At the conclusion of Junior Sword Arch, I emerged with the experience of being dedicated to a mission that is solely selfless. The hours of dedicated practice that were put into this organization were solely for one performance to receive little acknowledgment and simply to honor those before us. It was a rewarding experience. I applied this same effort to my cadet duties and activities for the rest of the year, staying in contact with Kevin and my other mentors. In the spring, I learned that I would follow Kevin’s footsteps as the 2017-2018 regimental commander.

Before coming through the symbolic Lesesne Gate, I never dreamed of accomplishing anything close to what I have since my arrival. Sure, I read The Lords of Discipline and Sword Drill in high school, and I pictured myself as another cadet going through the system and emerging as a principled leader, but I never envisioned the minute details—the people, friends, memories, muggy days, cold nights, rainy days, haircuts, lack of sleep and extraordinary motivation that would ultimately mold me into the cadet I am today.

DNA is remarkably similar in this way. We will never know about all of the individual nucleotides that code for the genes that make us who we are, but we should all take the time to reflect upon the little things that so eloquently paint the picture of the type of person we are and will become in the years to come. In the grand scheme of things, the double helix molecule so beautifully comes together that we often fail to appreciate its monomers. Successes and accomplishments are far from a product of our own efforts. The profound influence of others and outside experiences shape us into who we are. The perspective to see beyond the cloudy days, the early morning physical training, formations, uniform inspections and regulations has an impact much greater than what is visible on the surface. The heritage of The Citadel is profound and beautiful, and it is the duty of the Corps of Cadets to carry the torch of this legacy in the right direction.

Cadet Colonel Dillon Graham is a senior from Myrtle Beach. Currently serving as the 2017-2018 regimental commander, he is a biology major who plans to attend medical school upon graduation.

The Summerall Guards, The Citadel’s silent precision drill platoon, traces its formation to the 1931-1932 academic year with the establishment of the Richardson Rifles, a company of cadets composed of a senior platoon, Lang’s Grenadiers, and a junior platoon, the Summerall Guards. The senior platoon took its name from then-current Commandant of Cadets John Walton Lang, while the junior platoon honored the newly installed president, Gen. Charles Pelot Summerall.

Several events caused the names to be changed and even switched. When Col. Lang resigned in 1933, the senior platoon was renamed the Bond Volunteers in honor of former President Col. Oliver J. Bond. When Bond died that same year, the senior platoon assumed the name Summerall Guards and the junior platoon was designated the Bond Volunteers. After 1943, the two platoons were no longer together called the Richardson Rifles.
Preserved in The Citadel’s Archives are cadet diaries from the late 19th and early 20th centuries, which give us a fascinating view into the lives of cadets through the years. From worrying about exams to dating woes and an inside look at the 1898 student rebellion, cadet diaries are a treasure trove of student life and institutional memory.
OLIVER J. BOND  
CLASS OF 1886 
At a dance party, November 13, 1885  
My confidence immediately vanished when I got my arm round her. It might have been about her neck instead of her waist for aught I knew.  
The second time I danced I did passably, owing to the fact that the young lady could guide well & my mind was relieved from that & could be devoted to my legs. I began to gain confidence & before the evening closed my cheeks were red only from the effects of the heat.

ROY WONSON  
CLASS OF 1902 
December 8, 1900  
This morning I experienced one of the most pleasant two hours of my existence. It was the time while I was playing on the organ at the Citadel Square Church. There is something exhilarating and uplifting in playing the pipe organ that comes to me, from no other instrument. It seems to bring me nearer to something of a higher being that thrills me to the very marrow.

WILLIAM W. SMOAK  
CLASS OF 1900 
Witnessing the total eclipse of 1900 with other Citadel cadets in Wadesboro, N.C.  
The most beautiful sight I saw was just at the instant the sun broke over the upper edge of the right hand quadrant. A narrow band of bright brilliantly colored light seemed to be thrown in a twinkling from the moon to the earth, as if it had been a band of ribbon thrown as a lasso.

ALLEN JONES  
CLASS OF 1938 
April 20, 1936  
Our corner here in barracks is quite disturbed by the full-length mirror which has just been put up—one of the General’s ideas for the betterment of the appearance of the corps. We are all comparing our builds, telling each other how handsome we are, and the golfers have found in it a fine place to practice their swing. It’s quite an addition!

JAMES H. THAYER  
CLASS OF 1902 
September 14, 1901  
All this week the city, aye the country, has been waiting in suspense the news from Buffalo concerning the condition of President McKinley, and this morning a little after 2 A.M., tho prepared for it, we were deeply grieved to hear that he had passed away.  
With his dying lips he recited a part of “Nearer My God to Thee” and his last articulate words were “Good-bye, all, good-bye. It’s God’s way. His will be done.” So passed away one of, if not the greatest man the American people have produced since the time of Abraham Lincoln.

HUGH HENDERSON  
CLASS OF 1939 
September 16, 1935  
One thing I’ll never forget—yesterday when we marched back from chapel we had to stand at attention while Colonel Gaston gave a speech. After about ten minutes a dozen or more boys had fainted and fallen on the cement. They were of course carried off the quadrangle, but the colonel didn’t lower his voice. He only said, “A few of you are dropping out of ranks but you’ll get accustomed to it after a while.”
The story of The Citadel is one of compelling vision and rich tradition. Since its founding in 1842, the college has sought to prepare its graduates intellectually, physically and morally to be productive citizens in all walks of life. Remaining true to this vision, The Citadel strives to instill in students the core values of Honor, Duty and Respect in a disciplined academic environment and to prepare its graduates to understand their obligations as citizens and to become principled leaders in their chosen field of endeavor.

Spanning three centuries, The Citadel’s enduring legacy of service to the state of South Carolina and the nation is a tradition of which its founding fathers would be justly proud. Graduates have participated in many of the pivotal events in the history of the United States and have fought in every American war since the Mexican War of 1846. Alumni have achieved prominence in such diverse fields as military and government service, science and engineering, education, literature, business, the medical and legal professions and theology. For 175 years, Citadel graduates have answered the call to serve.

As an institution that builds character, educates the mind and develops principled leaders, The Citadel embraces the timeless values that have always served this country well. Drawing from a foundation of character, academics, military and fitness, The Citadel’s strong sense of purpose and community will remain relevant for generations to come.
**Founding of The Citadel**

In 1842, the South Carolina Legislature passes an act to convert the Citadel in Charleston into a military academy. On March 20, 1843, 20 cadets report to The Citadel at Marion Square. Today, this date is known as Corps Day. The curriculum includes courses in history, French, math, astronomy, military and civil engineering, physics, chemistry, philosophy, economics, international law, and infantry and artillery tactics.

**The First Graduates and the Mexican War**

The first class of cadets graduates in November of 1846. Charles Courtenay Tew is the First Honor Graduate. South Carolina prepares for the Mexican War. Citadel cadets train the South Carolina volunteer infantry, which is named the Palmetto Regiment. J. H. Howell, a member of the Class of 1846, becomes the first alumnus to fall in battle. Citadel graduates have fought in every American war since the Mexican War of 1846.

**The Association of Graduates**

The Association of Graduates is founded in 1852. Charles Courtenay Tew, Class of 1846, is the first president and John P. Thomas, Class of 1851, is elected secretary.

**A New Citadel Campus**

By 1918, The Citadel has outgrown its campus. King and Calhoun Streets are now the business center of Charleston, and Marion Square is becoming increasingly popular as a public greenspace. The city offers the state 176 acres along the Ashley River for a new campus. Over 5,000 people, including several hundred alumni, come to watch the cornerstone of the new campus being laid on Thanksgiving Day 1920. The Citadel opens the 1922 academic year at the new campus.

**Homecoming and Parents’ Day Established**

On October 25, 1924, The Citadel observes the first Homecoming. Ten years later on October 27, 1934, Parents’ Day is established as an annual event.

**Gen. Charles P. Summerall Becomes the 10th President**

Gen. Charles P. Summerall serves as The Citadel’s president from 1931 to 1953. His belt-tightening policies help the college survive the Great Depression. He institutes programs to improve faculty graduate qualifications, advance teaching effectiveness and modernize curricula. The Summerall Guards, The Citadel’s silent precision drill platoon named for Summerall, is established in 1932.

**First African-American Cadet Enters the Corps**


**The Evening College is Formed**

The coeducational undergraduate Evening College (known today as the Evening Undergraduate Studies program within The Citadel Graduate College) is founded in 1966. Two years later, the Evening College offers the first graduate classes.

**First Female Faculty Member**

Dr. Aline Mahan becomes the first female faculty member, teaching psychology in the Department of Psychology.

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**Star of the West**

In December 1860, Gov. Francis Pickens orders superintendent Maj. Peter F. Stevens, Class of 1849, and a group of cadets to establish a battery on Morris Island to guard the harbor entrance. On January 9, 1861, Cadet George E. Haynsworth pulls the lanyard to fire shots across the bow of the federal steamer Star of the West.

**Union Occupation**

Union forces occupy The Citadel and add “U.S.” to the college’s gate. Operation of The Citadel is suspended until 1882.

**Reopening of The Citadel**

The South Carolina General Assembly passes an act to authorize the reopening of The Citadel. On October 2, 1882, 189 cadets report to the college. The Board of Visitors appoints Col. John P. Thomas, Class of 1851, as superintendent.

**FDR Comes to Campus**

On October 23, 1935, Franklin D. Roosevelt becomes the first U.S. president to visit The Citadel. He grants amnesty, excusing all punishments for the Corps. Other presidents who visit The Citadel include President Ronald Reagan, who presents the commencement speech in 1993, and President George W. Bush, who delivers a post-9/11 speech on national security in 2001.

**The Ring Takes a Standard Form**

The Citadel ring is standardized in 1940 by the Ring Committee with approval by the Classes of 1940, 1941 and 1942.

**The Citadel in World War II**

On December 8, 1941, the United States enters World War II. The Class of 1944 is known as the Class that Never Was because the entire class is drafted during its junior year, despite a formal objection by college President Gen. Charles P. Summerall. A total of 1,927 Citadel graduates serve during World War II. By the end of the war, 280 Citadel men have given their lives in defense of their country.

**Fallen Citadel Alumni in Lebanon, Grenada and the Persian Gulf War**


**Four Women Join the Corps**

The Board of Visitors announces the college will eliminate gender as a restriction to admission. Four women join the Corps of Cadets. Nancy Mace becomes the first female graduate in 1999. The second female graduate—and the first to receive a commission in the U.S. armed forces—Petra Lovetinska graduates in 2000 and joins the U.S. Marine Corps.

**Pat Conroy Speaks to the Graduating Class**

The Disasters of 1886 and 1892
A major earthquake strikes Charleston in 1886 and destroys The Citadel’s exterior parapets. Six years later on the morning of March 14, 1892, a serious fire at The Citadel starts on the third floor and destroys the upper two stories. By nightfall, however, cadets are relocated to the old Roper Hospital buildings on Queen Street, which had been vacated after the 1886 Charleston earthquake.

First Bachelor of Science Degrees
The South Carolina Legislature passes an act allowing the Board of Visitors to grant bachelor of science degrees.

International Cadets at The Citadel
Since the early 1900s, cadets from many foreign countries have added to the cultural diversity of the Corps of Cadets. Cuban students enroll in 1905, and in 1911, Cadet Wu Ying is the first student from China. Cadet Fong Lee Wong, a native of Peking, China, joins the Corps of Cadets in 1928. Pictured is Cadet Wong’s yearbook photo.

First African-American Female Cadets Graduate from The Citadel

First Citadel Alumnus Dies in Operation Iraqi Freedom

Veteran Students Admitted
On September 30, 1944, the Board of Visitors passes a resolution to accept as students the veterans referred to The Citadel by the Veterans Administration under the provisions of the Serviceman’s Readjustment Act of 1944; commonly referred to as the GI Bill. Some veterans attend as cadets and others attend as civilian students.

The Citadel in the Korean War
Over 1,500 Citadel alumni serve in the Korean War; 31 are killed. The cross on Summerall Chapel is installed in 1951 as a gift from the family of Wesley Hartwell Johnson, Class of 1948, the first Citadel alumnus killed in action in Korea. Located above the main altar, the Eternal Flame in memory of “The Citadel’s Patriot Dead” is dedicated March 21, 1952. Also known as “The Perpetual Light,” it is a gift of Angus H. Macaulay, Class of 1914, and Angus H. Macaulay Jr., First Honor Graduate of the Class of 1950.

Gen. Mark W. Clark Becomes the 11th President
Gen. Mark W. Clark becomes president of The Citadel and serves until 1965. Under Clark’s leadership, the current Honor System is implemented. Clark’s papers become the basis for The Citadel Archives.

Lt. Gen. John W. Rosa, Class of 1973, Becomes the 19th President
Lt. Gen. John W. Rosa graduates from The Citadel in 1973. He becomes the college’s 19th president on January 3, 2006. In his inaugural address, Rosa speaks about the importance of principled leadership as a quality of every graduating cadet.
1910

NAME IS OFFICIALLY CHANGED TO “THE CITADEL”
The South Carolina General Assembly approves the name change from the South Carolina Military Academy to The Citadel, The Military College of South Carolina. Superintendent Col. Oliver J. Bond, Class of 1886, leads the movement to change the name. The college is granted the authority to award degrees in civil engineering. Enrollment reaches full capacity with 242 cadets.

1916

ROTC ESTABLISHED AND CURRICULUM EXPANDED
The National Defense Act of 1916 establishes a Reserve Officers’ Training Corps, and The Citadel is selected as one of the first institutions to form a unit of the ROTC. Academic offerings are expanded to include electives for juniors, including civil engineering, English, chemistry and physics.

1917

THE CITADEL IN WORLD WAR I
The United States enters World War I. All members of the Classes of 1917 and 1918 enter military service upon graduation. Due to wartime mobilization requirements in 1918, The Citadel’s ROTC unit is suspended and the Corps is inducted into the Student Army Training Corps in late October. The Armistice of November 11, 1918, eliminates the need for the SATC, and ROTC returns in 1919. In total, 316 Citadel graduates serve in World War I, 277 as commissioned officers. Nine graduates die and 17 are wounded.

1954

THE THOMAS DRY HOWIE MEMORIAL CARILLON AND TOWER ARE ERECTED
The Thomas Dry Howie Memorial Carillon and Tower, featuring one of the largest Dutch bell installations in the Western Hemisphere, are installed at The Citadel in 1954. The carillon and tower are donated to The Citadel by Charles E. Daniel, Class of 1918, and R. Hugh Daniel, Class of 1929, in tribute to their friend, Maj. Thomas Dry Howie, Class of 1929, who was killed on July 17, 1944, while commanding the unit that liberated St. Lo, France.

1955

THE FIRST PIPE BAND FORMED
Gen. Mark Clark orders the formation of the first Citadel pipe band. The band wears Royal Stewart tartan.

1962

THE CITADEL IN THE VIETNAM WAR
Capt. Terry Cordell, Class of 1957, is the first Citadel graduate killed in Vietnam. Four alumni earn the Distinguished Service Cross, and one earns the Navy Cross for extraordinary heroism. Several Citadel graduates are held as prisoners of war in North Vietnam.

2009

RANDY BRESNIK, CLASS OF 1989, BECOMES FIRST CITADEL ALUM IN SPACE

2015

BRIG. GEN. CONNIE LEDOUX BOOK BECOMES FIRST FEMALE PROVOST
Brig. Gen. Connie Ledoux Book, Ph.D., becomes The Citadel’s first female provost, the second female vice president at the college, and the second highest-ranking officer after the president.

2017

CITADEL MAKES SEVENTH INAUGURAL PARADE APPEARANCE
The Citadel Archives, located in the Daniel Library, houses collections relating to the history of The Citadel. Dating from the college’s founding in 1842, holdings include institutional records and publications, papers of Citadel presidents, audio and video recordings, photographs, and manuscript collections that include letters, diaries and scrapbooks. The Archives is open to the public by appointment with priority given to Citadel students, faculty and staff.

Archivist Capt. Tessa Updiike joined The Citadel in December 2016 and is building the framework for a new online catalog and a digital collections program, including a website where patrons will be able to view select archival collections online.

The Archives is available to help answer historical reference questions and to assist researchers. Updiike offers instruction with primary sources for Citadel classes and academic internships for Citadel students. Tours of the collections are available by appointment, and public talks and events are scheduled through the Daniel Library’s Friends of the Library outreach program.

The Archives solicits and acquires papers and stories that help tell the history of The Citadel. A new program is underway to seek out and preserve collections that reflect the importance of diversity on campus, including the role of women and minorities throughout the college’s history. An important part of this initiative is to record oral histories with members of the community through an institutional oral history program called The Citadel Experience. Interviews are currently being recorded with former Citadel presidents Claudius E. Watts III and Roger C. Poole.

The Archives has a small team of dedicated volunteers to assist with projects and programs but is in need of funding to support preservation, digitization and oral history projects. Donations are gratefully accepted.

Questions and comments are welcomed! Email archives@citadel.edu.
COLLECTION VIGNETTES

Letters, diaries, scrapbooks, photographs and much more! Visit the Archives to transport yourself to the past. Here are just a few examples of what you might find:

ELLISON CAPERS COLLECTION
Ellison Capers was an 1857 graduate who served as a brigadier general in the Confederate States Army during the Civil War. His collection in the Archives includes letters and diaries from 1861 to 1865.

OLIVER J. BOND COLLECTION
Oliver Bond was an 1886 graduate and a professor of math and astronomy. He served as superintendent from 1908 to 1931. His collection includes papers from his tenure as superintendent and diaries from his experience as a cadet and faculty member.

MARK W. CLARK COLLECTION
World War II Gen. Mark W. Clark served as Citadel president from 1954 to 1965. His collection in the Archives includes both his war papers and those from his tenure as president. Of particular note are his World War II diaries, dated 1942 to 1950.

HISTORICAL PHOTOGRAPHS
From 19th century portraits of cadets and documentary images of disasters and special events to snapshots of student life, the photograph collection is an invaluable resource that illustrates not only the history of the college but also the history of photography.

Pictured in the Class of 1990 Reading Room are alumni historian Maj. Steven V. Smith, archivist Capt. Tessa C. Updike, Jennifer A. Turner, and CGC student Amie Parris. Smith is Class of 1984, and Turner is a 2007 CGC alum. Together they all worked indefatigably in the Archives, carefully sifting through old papers, researching histories and identifying photographs to bring the historical portion of this magazine to life.
The Promise of Something Great

by Jennifer Wallace

Former Charleston Mayor Joseph P. Riley Jr. graduated in 1964 and returned to his alma mater in 2016. In the 52 years between, Charleston, once a shabby Southern city mired in racial tensions and economic hardship, has emerged as a major tourist destination that attracts people from all over. And Riley, who led the way, has come full circle and is now drawing on his experiences to teach the next generation of leaders.
When the plebes, as the freshman cadets were then called, reported in the sweltering hot August days of 1960, John Fitzgerald Kennedy, a young senator from Massachusetts, was running for president of the United States. Famed World War II Army Gen. Mark W. Clark was president of The Citadel, and Lt. Col. Thomas Nugent Courvoisie, who would later be immortalized as the Boo in Pat Conroy’s book, was about to become assistant commandant of cadets. In those days, cadets attended weekly hops where they danced with young girls who wore pearls and white gloves and skirts with crinolines. The hops took place under the direction of a hostess, Mrs. Louise B. Dufour, and her assistant, Mrs. Llewellyn Izlar, who held dancing and etiquette classes for the Corps of Cadets. It was in these halcyon days that Joseph Patrick Riley Jr., a fresh-faced, fair-haired boy of Charleston, matriculated at The Citadel.

Today, 57 years later, Riley sits in his office that overlooks Broad Street in downtown Charleston. On the wall behind his desk hang a picture of Martin Luther King Jr., an antique map of Charleston and a picture of baseball legend Jackie Robinson. Riley’s hair is now white and on his face are the horned-rimmed glasses that he has worn for most of his adult life. He wears a striped red tie and a navy blazer, and his bearing is as erect as it was in 1960. A lifelong runner, he remains as fit as in the days he wore his cadet uniform. He speaks in modulated tones with a charismatic Charleston brogue—a voice instantly recognizable to anyone who has lived in the Lowcountry over the last 40 years.

At 74, Riley is a legend in Charleston. He took office as mayor in 1975 and served for 10 terms and has the distinction of being one of the longest serving mayors in U.S. history. Upon his retirement in 2016, he returned to his alma mater, where he currently serves as the first occupant of an endowed chair of American government and public policy named in his honor.

Riley has a vivid image of his first week at The Citadel in 1960—the drills, the haircut, the physical demands, the exhaustion. And then he describes the esprit de corps that anyone who knows The Citadel comes to expect. “There’s really something about the bonding that happens at The Citadel,” he said, “because you’re going through something intense—harsh, not in a brutal way, but difficult. What’s so interesting about The Citadel experience is that these were people—only one I knew of, who was a classmate of mine at Bishop England [High School]—from different parts of the country and parts of South Carolina. But immediately, you became close friends. You were in something new and challenging together.”
As a cadet, Riley majored in political science, but it was a history professor who most influenced him. Maj. Edward H. Phillips taught one semester on the Old South, and the next semester, the New South. “What I learned, and what I felt at this young age, was the tragedy of the South. It had burdened itself with the indefensible institution of slavery.”

This challenge arguably prepared Riley for the next challenge of leading Charleston from a faded seaport that struggled under the weight of economic stress and neglect into a thriving urban city known for its architecture, restaurants and cultural appeal. Named the top U.S. city by Travel and Leisure for five years running, Charleston’s popularity and success are a direct result of Riley’s tenure. As mayor he was responsible for bringing Spoleto Festival U.S.A., a 17-day performing arts festival, to Charleston in 1977 and for overseeing the revitalization of the city. Under Riley, parks and public green spaces were created, dilapidated buildings were replaced with elegant construction, and the declining King Street district evolved into a sophisticated shopping mecca.

As a cadet, Riley majored in political science, but it was a history professor who most influenced him. Maj. Edward H. Phillips taught one semester on the Old South, and the next semester, the New South. “What I learned, and what I felt at this young age, was the tragedy of the South. It had burdened itself with the indefensible institution of slavery. And it was always the promise of the South to emerge as a national leader, and yet how would you rationalize the institution of one group of people owning another group of people or the succeeding institution of Jim Crow laws?”
After graduating from The Citadel in 1964, Riley attended the University of South Carolina School of Law, receiving his law degree in 1967. He married Charlotte DeLoach of Camden, S.C., and they had two sons, Joseph P. Riley III and Bratton Riley. He served in the S.C. House of Representatives from 1968 to 1974, where he helped push legislation for change, pioneered ethics reform and was the first to introduce a bill to hold a holiday in honor of Martin Luther King Jr. “I got into politics as a young legislator,” he said. “I gravitated to addressing issues involved with racial progress.”

Lessons in equality learned at The Citadel had a profound influence on Riley. “You learn a lot at The Citadel because of the system. Everyone is equal. You have the same uniform, the same shoes, the same room, the same everything. You don’t have station or your family’s resources—it’s a life-enhancing lesson.”

Riley was only 32 when the African-American community asked him to run for mayor of Charleston. “There was this great disaffection in the African-American community,” he said. “There were many who didn’t understand the impact of the Civil Rights bill passing in 1964, the lunch counters being opened, the white and the colored water fountains going away, and the balconies in the theaters going away, and the schools being integrated. And that was progress, and...”

“You learn a lot at The Citadel because of the system. Everyone is equal. You have the same uniform, the same shoes, the same room, the same everything. You don’t have station or your family’s resources—it’s a life-enhancing lesson.”
the Voter Rights Act of 1965 enabled African Americans to register, so they were empowered and then they wanted change.”

When the business leadership and the African-American leadership asked Riley to run in 1975, he had not considered the idea of running for mayor.

“I had never been to a city council meeting. I had no aspirations, but I knew enough, and just having an interest in all of this, that there was a change afoot and the need to build substantial bridges of racial connection, or the city would continue in the kind of tragedy of the South that there would be unrest and people would be disappointed. That’s why I ran for mayor.”

Honor, duty, respect—The Citadel’s core values. Riley was born to be a public servant, and his leadership was fostered by his Citadel education. “There is nothing more powerful or more important to the success of our country, our community,” he said in his commencement speech to the Class of 2003, “than citizen service.... But what does this service ethic have to do with The Citadel? Everything. The brass, the plaque that I passed in the sallyport in Padgett-Thomas every day with the wonderful words of Robert E. Lee, ‘Duty is the sublimest word in the English language.’ For duty is service, and service is duty. You learn that here and perhaps unknowingly as well. This ethic of service stems from basic fairness, human fairness. The Citadel is profoundly about just that.”

Riley took his duty to heart. When he took office in 1975, he inherited a city steeped in racial discord. As mayor he hired African Americans into city administration, including Reuben Greenberg, the city’s first black police chief, who
served for 23 years. When Hugo, a major category 4 hurricane, swept into Charleston in 1989, devastating homes and wreaking havoc in the city, Riley was praised for the way he brought Charleston together during a crisis. Another crisis that occurred at the end of his last term in June 2015, a hate crime in which nine members of the Emanuel AME Church, including pastor and state senator Clementa C. Pinckney, were killed by a white supremacist, illustrated how unified the Holy City was with Riley at the helm. Instead of anarchy, the citizens of Charleston, black and white, came together to mourn the loss of nine beloved members of its community and worked to heal the wounds, demonstrating to the world that the actions of one deranged young man could not destroy Charleston.

“Being a leader means that you have to lead,” Riley said. “You have a duty to move forward—to advance. You have a duty to people following your lead. And then to work intensely to get to the point where you’re confident about the right course of action. You accept responsibility to get from here to there and do everything you possibly can for the best course of action. Then you inspire and assist and encourage people to follow, and then you work hard to develop the resources so you can do it. As a leader, as mayor, you have to lead the people under your command so they’ve got to be motivated. They’ve got to respect you. They’ve got to be confident in your course of action, and then you’ve got to lead a community. It’s a democracy, so they have to feel, for the most part, that you’re moving the community and them in the right direction.”

Riley never did a TV interview without first asking himself what the goal of the interview was and knowing what he was going to say. “Because what I’m looking at isn’t a camera—I’m looking at a family in their den, and I’m talking to them.”

When Riley returned to The Citadel in 2016, he returned with a lifetime of valuable experiences and wisdom to impart to cadets. The lessons he teaches could fill volumes of history books. But instead of books, cadets get the real deal—former Charleston Mayor Joseph P. Riley Jr. in person—a legend, a visionary, a leader. In addition to his Broad Street office, the former mayor has an office in Capers Hall where he once took classes as a cadet. Where he previously sat behind a desk, he now stands behind a lectern. The 17-year-old, who once held the promise of something great, has returned home to mentor a new generation of cadets who now hold that same promise.

A special thanks to City of Charleston Records Manager Meg Moughan for her assistance in finding archival photos.
Preparing graduates to serve their communities is part of The Citadel’s mission, and the Swain Department of Nursing is helping to achieve that goal in a direct and meaningful way. As the first head of the department, Maj. Amelia Joseph, Ph.D., RN, knows how vital a comprehensive nursing program is and how necessary the students are who answer the call to serve.
The Citadel has recognized the need to develop the future nursing workforce, both for the military and for the community. With a seven-figure gift courtesy of brothers David C. Swain Jr., '80, and Dr. Christopher C. Swain, '81, and their wives, Mary and Debora, The Citadel has established a nursing program. The Swain Department of Nursing allows both cadets and evening undergraduate students to pursue a bachelor’s degree in nursing to help meet this growing demand for well-qualified nurses.

What compels students to pursue a degree in the field of nursing? Three evening undergraduate students and two cadets talk about what motivated them to enroll in The Citadel’s program.

**CADET ANAMALAE TIA**

I am a sophomore in Kilo Company and an Army contract cadet from Vatia, American Samoa. Helping my mother and grandmother take care of my great-grandmother when I was a young girl inspired me to become a nurse. When I visited my great-grandmother in the hospital, the nurses always showed compassion when they talked to me, and I saw that they genuinely cared for their patients. It stuck with me.

My father has been in the Army for 27 years, and he influenced my decision to attend The Citadel. I grew up with structure and discipline, and I love the fact that the college is a place of discipline and integrity. I think my Citadel nursing degree will set me apart wherever I go and open more doors. As a part of the medical branch of the military, I will get to see the world, explore other countries, perhaps work as a combat nurse caring for wounded soldiers and serve a wide variety of patients.

The nursing major is a rigorous program, and it makes us prioritize everything. The faculty are eager for us to ask questions and never move forward if we don’t understand something. I see our core values in the way we are learning how to interact with patients, their loved ones and our classmates. We do rehearsals—if you are my patient, this is how I will treat you. We are learning how to step back to analyze a situation and how we should react to improve it.

At The Citadel, we learn that to be the best, we have to work for it. If I really want to be the best, I have to take all the resources provided to me and work as a team with my classmates. I don’t want just to meet the standards—I want to exceed them.

**CHERIE DONEY**

I am a Navy veteran, mother and military wife who has recently completed an associate degree in pre-nursing from a community college in Tacoma, Washington. Juggling my time in the Navy, my children and my husband’s assignments across the United States has delayed the time it has taken me to get to where I am in my education. But I am more dedicated than ever and excited to have been selected to pursue my Bachelor of Science degree in nursing at The Citadel.

Nursing has been a calling of mine since I was a teenager. I have a sincere passion for caring for others, as well as a passion for the science behind the care given. During my time in the Navy, I was blessed to meet and work with people from all parts of the world, which broadened my knowledge of different cultures and societies and which will surely help guide my relationships with and care for future employers and patients.

The generous gift from the Swain family allows students like me the opportunity to learn from top clinical and research-affiliated nurses, such as Amelia Joseph—our current advisor, instructor and, most importantly, cheerleader. Completing a degree with The Citadel will only strengthen our abilities to succeed in the future and take advantage of opportunities available within the field of nursing through the vast number of specialties and education advancements offered. The Citadel’s core values of Honor, Duty and Respect are being ingrained in us with each
I have always had a passion for healthcare and have been working in nonprofit management since I finished graduate school. Through all of that, I still felt that I have more to give back, and after exploring my options, I was delighted to find out about The Citadel’s new program.

Nurses are versatile. They are healers, patient advocates and counselors. They serve on the front lines to comfort patients in their time of need. Nurses give of themselves every day, both through their knowledge and their skills, to help patients heal from the inside out. Providing not only physical support but also emotional support, they reassure patients and their families. As patient advocates and healers, nurses are partners in the healing process. They are the ones who make the greatest impact on patients and support them in their time of greatest need. Through a series of life events, I have been able to watch firsthand the incredible effect that nurses have on both their patients and their families.

I am so grateful for the opportunity to pursue my dreams and make a difference in the lives of patients. The Citadel’s long and honorable history as a defender of our community, coupled with its reputation of team learning, creates an environment perfect for this new program. In our first class, Introduction to Nursing, we learned about the profession of nursing and the role of a nurse. We explored the opportunities that exist for nurses and learned about the different methodologies of care, the history of nursing and how nurses are often the only defense between patients and disaster. In the course, we learned to become advocates for both patients and their families and to examine not just the patient but also their entire support network.

As part of the inaugural nursing class we are setting the stage for other cadets. It is exciting to see the future this program has for men in nursing because people often don’t think about nursing as a profession for men. This program will draw more men into the field of nursing because it’s at The Citadel, and more women will be attracted to The Citadel because it offers a nursing major.

The Citadel’s nursing program will help me be a leader when I begin my career. As nurses, we will serve others, and with The Citadel’s leadership training, we learn how to follow and be leaders at the same time. The program also incorporates our core values. For honor, we are under a code of conduct, and there are certain procedures we must follow—if we skip a step, we put someone’s life in danger. We must respect our patients in our care even when we are working long hours, and it is our duty to check on them and not leave our posts.

We perform clinical rotations and get to see the different facets of nursing, which help us see where we fit best and what kind of nursing we want to do. For me, nursing means the human connection and having a purpose in life, a calling that is bigger than myself.
In 1919, when President Woodrow Wilson called for volunteers to combat a typhus outbreak in Poland, only four military doctors stepped forward for the life-threatening assignment to an area where 45 doctors in the previous two months had already contracted the disease. One of the courageous volunteers was Lt. Col. Edward Chauncey Register, a World War I veteran and a member of the Class of 1905. Assigned by himself to a Polish-Russian border posting with no other English speakers, Register cared for over 1,000 sick refugees and established a 1,500-bed hospital equipped with supplies, which had been concealed from enemy forces and found by him. Fifteen days after his arrival in the city, he contracted typhus fever and died on January 3, 1920. His sacrifice earned him the Distinguished Service Medal (awarded posthumously) and the Polish Cross of the Valiant. Register Road on campus is named in his honor.

Nurses are versatile. They are healers, patient advocates and counselors. They serve on the front lines to comfort patients in their time of need. Nurses give of themselves every day, both through their knowledge and their skills, to help patients heal from the inside out. Providing not only physical support but also emotional support, they reassure patients and their families.

Finding a program that is challenging, a college that is well-respected and a schedule that is compatible with other demands on my time has been extremely difficult. Thankfully, I discovered The Citadel’s evening Bachelor of Science in Nursing degree program, which has since exceeded my expectations. Our small classroom setting has encouraged a feeling of community and helped cultivate strong relationships. Amy Joseph, our department head, is experienced, knowledgeable and affable—she is a remarkable leader. Both John E. Weinstein, interim dean of the School of Science and Mathematics, and Connie L. Book, provost and dean of The Citadel, have been present. And a few weeks ago, we had the opportunity to meet the Swain family, who were genuine, inspiring and motivating as they affirmed their faith in us and the program.

Maj. Amelia Joseph is the department head for the Swain Department of Nursing. She has almost four decades of clinical nursing experience and has developed several programs related to nursing students and newly graduated nurses.

their families have truly guided me to nursing.

When passing on the care of a critical patient to the receiving facility as a first responder, I am left wondering about the patient’s outcome. I feel a void in not being able to continue to take part in the recovery, particularly for pediatrics. My greatest calling, though, has come from volunteering with hospice. Caring for and growing with patients in the final stages of their lives while often simultaneously supporting their loved ones as they grieve takes great attentiveness and compassion. This level of intimate care has filled me with purpose and made more evident my fit in the nursing profession.
In October, The Citadel Foundation hosts its 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 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.
Founders’ Society
$5,000,000 and Higher
Just as the founders of The Citadel conceived of an institution that would "awaken greater ardor in the people, and a warmer interest in our rulers, to advance the cause of education," members of the Founders’ Society demonstrate the vision and commitment that will ensure the long-term vitality of the college. The Founders’ Society is The Citadel’s most prestigious giving society.

Mr. and Mrs. Tommy B. Baker, ’72
Mr. and Mrs. Robert F. Helms, ’59
Dr. and Mrs. Christopher C. Swain, ’81

Society of 1842
$1,000,000 to $4,999,999
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.

Mr. and Mrs. Mark N. Blackwell, ‘84
Mr. and Mrs. A. Foster McKissick, III, ’78
Mr. and Mrs. Jerry W. Murdock
Mr. Creighton H. Smith, ’79
Mr. Dean I. Sproles, ’98
Mr. and Mrs. David C. Swain, Jr., ’80

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. G. William Beale, Jr., ’71
MG and Mrs. Joseph G. Garrett, III, ’69
LCDR and Mrs. Allen J. Kanuch, ’80
Mr. Charles L. Land, Jr., ’76
Mr. and Mrs. Thomas J. Mann, ’48
Dr. Wade H. Sherard, III, ’66
Mr. and Mrs. Charles H. Sotire, ’59

Star of the West
$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. Jeremiah M. Bacon, III, ’68
BG and Mrs. Ernest D. Brockman, Jr., ’67
Mr. and Mrs. Donald M. Cathy
Mr. and Mrs. Alan J. Cohen, ’56
Lt Col and Mrs. William R. Culbreath, Jr., ’79
Mr. and Mrs. G. Steele Dewey, III, ’67
Mr. and Mrs. H. Emmett Godbee, Jr., ’60
Mr. and Mrs. Chris Hoffman, ’68
Mr. and Mrs. Alfred R. Kennickell, Jr., ’77
Mr. Jack C. McCormac, ’48
BG and Mrs. R. Clifton Poole, ’59
Mr. and Mrs. Dudley Saleeby, Jr., ’66
Col. Ned M. Sanders, USAF, Ret., ’53
Mr. David B. Summer, Jr., ’81
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. James C. Alexander, ’65
Mr. and Mrs. Ingram P. Barlow, Jr., ’72
Mr. and Mrs. John M. Barnes, Jr., ’81
Mr. and Mrs. Michael R. Bennett
Mr. and Mrs. James C. Blakely, Jr., ’64
Mr. and Mrs. G. Austin Blood, Jr., ’65
Brig Gen and Mrs. Michael L. Bozeman, ’67
Mr. and Mrs. Timothy B. Clark, ’72
Mr. and Mrs. David Douglas
Brig Gen Neil C. Edwards, II, ’87
Col and Mrs. John A. Fisher, ’87
Mr. Willis Fuller, Jr., ’62
MG and Mrs. Joseph G. Garrett, III, ’69
Mr. Tyler C. Gibbs, ’06
Lt Col and Mrs. John E. Goodwin, ’62
Mr. Robert E. Goodwin, Jr., ’94
Mr. Francis R. Grant, ’66, and Ms. M. Lea Meadows
Mr. and Mrs. Robert F. Helms, ’59
Mr. Robert E. Jacobs, ’79
Dr. and Mrs. B. Thomas Kays, ’66
Mr. and Mrs. Alfred R. Kennickell, Jr., ’77
Mr. and Mrs. John C. King, ’66
Mr. Charles L. Land, Jr., ’76
Lt Col and Mrs. Wilson D. Lannom, Jr., ’83
Mr. Alvin D. Lewis, IV, ’08
COL and Mrs. John W. McCoy, Jr., ’66
Mr. and Mrs. Travis T. Mooney, ’99
1LT Christopher M. Murray, ’07
Mr. and Mrs. John E. Goodwin, ’62
Mr. and Mrs. Ramon Palazuelos, ’52
Mr. and Mrs. Russell G. Parker, ’76
Mr. and Mrs. William P. Patton, ’78
COL Alvin A. Perkins, ’79
BG and Mrs. R. Clifton Poole, ’59
Dr. J. Felix Rogers, ’65
Mr. and Mrs. Matthew C. Scalise, ’91
Lt Gen and Mrs. Ellie G. Shuler, Jr., ’59
Mr. Creighton H. Smith, ’79
Mr. Dean I. Sproles, ’98
Mr. and Mrs. Mark M. Stubley, ’85
MAJ and Mrs. Edward C. Sutton, II, ’06
Mr. and Mrs. M. Emerson Wiles, III, ’95

Order of the Tartan
The Scottish tartan, a woolen cloth woven in a distinctive pattern of plaid, has long served as a symbol of loyalty and association with a particular region, family, or clan. The Citadel’s Order of the Tartan recognizes and celebrates those loyal donors who have given consecutively to The Citadel each year for 25 years or more.

Mr. and Mrs. H. Grady Adkins, Jr., ’66
Mr. and Mrs. Matthew C. Scalise, ’91
Lt Gen and Mrs. Ellie G. Shuler, Jr., ’59
Mr. Creighton H. Smith, ’79
Mr. Dean I. Sproles, ’98
Mr. and Mrs. Mark M. Stubley, ’85
MAJ and Mrs. Edward C. Sutton, II, ’06
Mr. and Mrs. M. Emerson Wiles, III, ’95
Prior to 1842, the South Carolina Legislature allotted the annual sum of $24,000 to fund two companies of enlisted soldiers—one at The Citadel in Charleston and the other at the Arsenal in Columbia. With the conversion of the two locations into military schools, the annual allotment was modified to support the education of young South Carolina men. The Arsenal received $8,000 a year while The Citadel received $16,000 a year. Together both institutions admitted a total of 108 cadets. Half of the enrollment slots were designated for beneficiary cadets. Proportionately drawn from the 29 state judicial districts, beneficiary cadets paid nothing for room, board, clothing, tuition, books and other expenses. The remaining slots were for pay cadets, who paid $200 per year for the same benefits and who were also proportionately recruited from the judicial districts. Policy strictly dictated that no distinction should be made between the two groups of cadets—each cadet was to be judged only on his own merit. Today, The Citadel receives less than 10 percent of its operating budget from state appropriations.
For nearly 175 years,

The Citadel has answered the call to develop leaders of principle equipped to meet the challenges of an increasingly complex world.

In honor of this proud tradition, The Citadel Foundation has launched the Foundation for Leadership campaign, a comprehensive fundraising drive to raise $175 million by the close of 2018 in celebration of The Citadel’s 175th anniversary.

The impact of this fundraising drive will be felt on every corner of the campus. Initiatives funded by the campaign will significantly enhance our leader development programs and enrich the cadet experience. We will raise the funds needed to rebuild Capers Hall and construct a new building, Bastin Hall, to house the Baker School of Business.

We will enhance our academic offerings by creating programs of distinction within each academic school and the Daniel Library. We will increase the financial independence of our athletics programs. Finally, we will raise the unrestricted resources that are essential to implement our strategic plan. Organized to support the LEAD Plan 2018, the college’s strategic plan, the Foundation for Leadership campaign will position The Citadel to achieve the LEAD Plan’s desired end-state—to strengthen The Citadel into a nationally recognized college for the education and development of principled leaders.

Thanks to the tireless efforts of our Campaign Steering Committee and the generosity of donors who have made leadership gifts since May 2012, we have already surpassed our $175 million goal! In fact, we have raised in excess of $200 million and will continue to push forward until the campaign concludes in May 2018. Several key priorities still require funding, such as the new Bastin Hall to house the Baker School of Business, a fully rebuilt and modernized Capers Hall, as well as new leader development initiatives and LEAD Plan objectives that will help The Citadel achieve national prominence.

For 175 years, Citadel graduates have answered the call to serve. To conclude the Foundation for Leadership campaign as a triumphant success, we must marshal the talents, resources, and participation of all of our alumni and friends.

Now is the time for us all to step forward to make a meaningful gift to the Foundation for Leadership campaign. Together, we are laying the foundation for the continued success of the Long Gray Line.
The Citadel provides the foundation for leadership upon which graduates build their success. Citadel alumni go on to serve their communities and their country with pride and distinction.

The college now calls upon this spirit of service, rallying alumni and friends alike to play a leadership role in supporting the LEAD Plan 2018 by making a gift to the Foundation for Leadership campaign.

You are invited to become a partner in the most ambitious fundraising initiative in The Citadel’s long and honored history.

You are called to stand with the college as it builds the foundation for tomorrow’s principled leaders.

campaign.citadel.edu