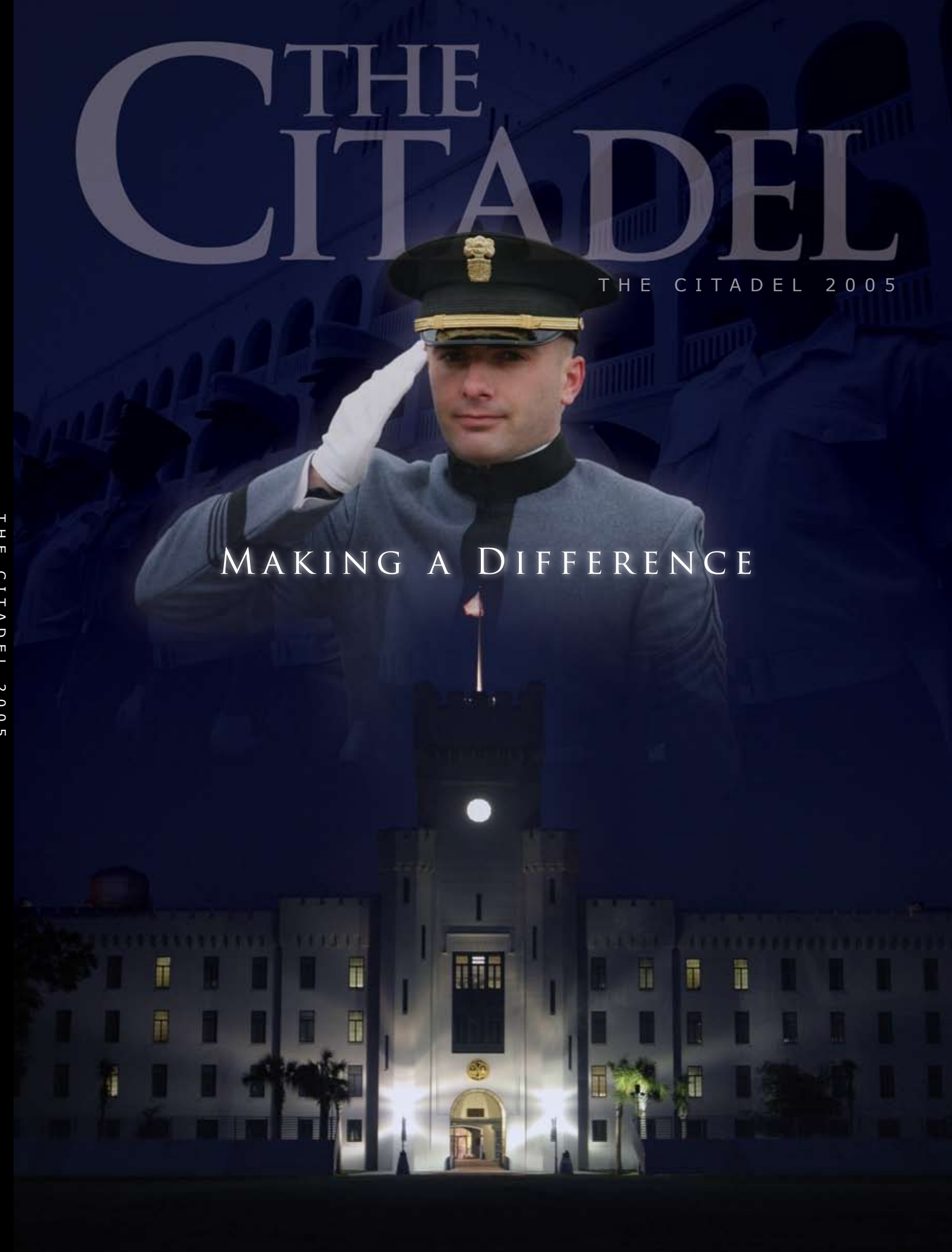


# THE CITADEL

THE CITADEL 2005

MAKING A DIFFERENCE

THE CITADEL 2005



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Contact The Citadel Foundation at [www.Citadel.edu/tcf](http://www.Citadel.edu/tcf)  
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171 Moultrie Street  
Charleston, S.C. 29409



# MAKING A DIFFERENCE

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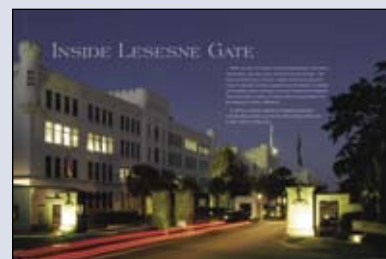
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## FROM THE PRESIDENT

Roger C. Poole, Ph.D.

*Major General, UMSC*

*Interim President, The Citadel*

It is often said that Citadel cadets are a breed apart. Indeed, rather than seeking an easy route through college, they have chosen a college and a lifestyle that not only emphasize an academic challenge, but stress the importance of leadership, service and honor. And that is why it is appropriate that this issue of *The Citadel* magazine is about making a difference.

*The Four Pillars* feature offers four examples of Corps leadership. Psychology cadets working under Col. Conway Saylor make a difference by working with adults with developmental disabilities in the Buddy Program. Cadets Stephen Cook and Tony Salinero made a difference when they were called to active duty for service in Iraq. Female volleyball cadets made a difference when they rallied behind their coach when she was diagnosed with breast cancer. And cadets throughout the Corps logged in more than 30,000 hours of community service in the 2004-2005 academic year making a difference.

School of Education Professor Col. Dan Ouzts and College of Graduate and Professional Studies students taking Reading Diagnosis and Remediation have been making a difference for 28 years with an annual summer reading program by improving the literacy skills of Lowcountry school children. Citadel graduates, too, are making a difference. Steven Haer, '95, and Alan McDonald, '93, are special agents for the Secret Service protecting the president of the United States and safeguarding the country's financial systems.

As leaders and future leaders, Citadel graduates and cadets make an impact in the community, the state, the nation and the world. Simply put, they are a breed apart.





## The Citadel sizzles

The Citadel is one of America's 25 hottest colleges according to the August 2005 *Newsweek Kaplan College Guide* that is also featured on MSNBC.com. America's Hottest Colleges named The Citadel the Hottest Military School. A panel of experts, including many high school counselors, selected The Citadel for its graduation rate and highly rated engineering program. The college's six-year graduation rate is 72 percent—the highest in the nation among public colleges with a median SAT score between 1000 and 1100. The Citadel also leads the nation in its four-year graduation rate among public colleges whose students have a median SAT score between 1000 and 1200. To read more, go to <http://www.msnbc.msn.com/id/89392421>.



## Summerall Guards perform in inaugural parade

The Summerall Guards performed in the Jan. 20 Presidential Inaugural Parade in Washington, D.C. A silent precision drill platoon, the group was named for Gen. Charles



P. Summerall, former chief of staff of the U.S. Army and president of The Citadel from 1931 until 1953. Each spring rising seniors are selected by outgoing guards for their superior physical stamina and drill proficiency. Membership in the platoon is considered one of the most prestigious honors at the college. The 61-member team performs precise drill movements based on a silent close order drill known as The Citadel Series. The series has never been written down, but has been passed down from class to class through rigorous practice.

## College leads nation in graduation rate

Cadets are much more likely than their counterparts in other public colleges and universities to earn a degree in four years according to data collected by the U.S. Department of Education. The Citadel ranks No. 1 nationally in the percentage of students who graduate on time—the top ranking comes from a comparison of all public colleges whose entering students have average SAT scores between 1000 and 1200.

Information listing the four-year graduation rates of all colleges appears on the Web site, [www.collegeresults.org](http://www.collegeresults.org), which is operated by the Education Trust, a national non-profit organization dedicated to academic achievement.

The Citadel's four-year graduation rate is 62.3 percent. The No. 2 public college whose students have similar SAT scores is James Madison University in Virginia with a four-year graduation rate of 60.6 percent.

In addition, the football team posted the best graduation rates in the Southern Conference at 94 percent. This rate compares to the second-best team at 81 percent and the national average of 54 percent for I-AA teams.





## Law Barracks razed

Demolition crews began razing Law Barracks in March as the last in the college's long-range barracks rebuilding plans. The barracks closed in May 2004.

At the time that Law Barracks opened in 1939, it featured hot and cold running water, individual clothing cabinets and stationary beds in all the rooms—important

news for faculty, staff and cadets at the time, according to campus and Charleston newspaper accounts from that year. Law Barracks is named for Evander M. Law, class of 1856, a major general in the Confederate Army. He was instrumental in establishing the Florida educational system after the Civil War.

Construction of the new Law Barracks will take about three years to complete. The \$23 million cost is being paid by institution revenue bonds and barracks account reserves.



## SACS renews accreditation

The Citadel met all standards for accreditation with no follow-ups, according to an announcement by the Southern Association of Colleges and Schools (SACS). The rating means that the college earned unqualified approval of its academic programs, operations, strategic plan and quality enhancement plan from the SACS reviewing committee.

Accreditation means that The Citadel has maintained the high standards required by the primary credentialing agency for Southern colleges and universities. The SACS accreditation, known in academic circles as a reaffirmation, is good for 10 years. The news brings to a close three years of extensive self-examination at The Citadel.

A major focus of the reaffirmation effort was the plan to improve freshmen academic performance. A centerpiece of that plan was the development of Citadel 101, a one-semester course to help incoming students become better acclimated to The Citadel's academic environment and culture. Among other changes were adjustments to the daily schedule to ensure that fourth class cadets get enough sleep, the development of a summer reading program for incoming freshmen and enhancements to the academic advising program.





## Cadet receives \$150,000 fellowship

Raymond R. Foltz, '05, was one of five civil engineering students from across the country to be awarded a National Defense Science and Engineering Graduate Fellowship. The fellowship, worth approximately \$150,000, will allow Foltz to attend any civil engineering program in the country and will pay his living expenses as well as his tuition and fees for the three-year period.

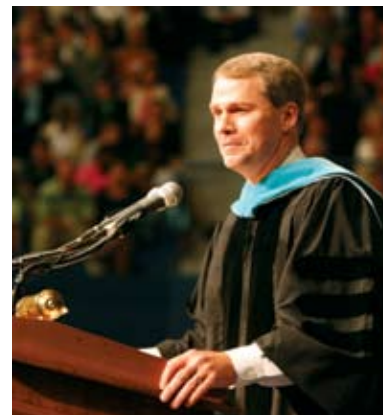
Foltz is pursuing his doctorate in structural engineering at the University of Illinois. Before receiving the National Defense Fellowship, Foltz was offered full scholarships to Georgia Institute of Technology, University of Illinois, Massachusetts Institute of Technology and Virginia Polytech Institute. He received a perfect score on the quantitative section of the Graduate Records Exam. He published four papers as an undergraduate, and his research topics included seismic rehabilitation of structures and optimized antiterrorism barrier designs for vehicular impact.

The Citadel School of Engineering was ranked 32nd in the country by *U.S. News & World Report* in the 2005 annual college rankings. This is the sixth consecutive year that the school has been ranked among the top engineering programs in the country.

## Commencement 2005 a success

Some 400 members of the class of 2005 joined the long gray line of alumni May 7 in McAlister Field House during commencement.

Republican Congressman J. Gresham Barrett delivered the address. Barrett, '83, is a native of Westminster, S.C. He currently serves on the House Budget Committee, the House Committee on Financial Services and the House Committee on International Relations.



## Fulbrights abound

With only three professors on the faculty, the German section of the Department of Modern Languages is a powerhouse for producing Fulbrights. The college announced in the spring that both Maj. Katherine Skow and Cadet Carter Lee Palmer received Fulbright grants.

Skow, who has been on the faculty since 1994, was one of 20 German scholars selected nationwide to participate in the 2005 Fulbright German Studies Seminar Current Trends in Contemporary German Literature, which took place in Berlin, Leipzig and Hamburg in June.

Palmer, '05, a history major and German minor, is the ninth cadet since 1992 to receive a Fulbright Scholarship and the fifth cadet in four years to receive a Fulbright grant to study in Germany. In his role as a Fulbright Scholar, he is examining the security role of the Socialist Soldiers' Councils in the Bavarian Republic of 1918-1919 at the Ludwig Maximilian University in Munich.





## Cadets send care packages to overseas troops

Cadets raised more than \$6,100 in cash and collected hundreds of dollars worth of merchandise to create care packages for military troops serving in the Middle East.

Cadets gathered in Mark Clark Hall Auditorium to pack boxes that were sent to the Marine Wing Service Support 271, Unit 78102 and the 111th Signal Battalion - Bravo Company ITT Systems Division, both of which are serving overseas in support of the war in Iraq. Using an assembly line setup, cadets packed boxes with items like toiletries, games, snacks, books and prepaid telephone calling cards to help make life a little easier for servicemen and women.

"Our goal was to do something nice for our troops and show them we care," said Chad Buckel, '05, who spearheaded the care package project in December 2003 and again this spring. "It is encouraging to know there are many others who wanted to show they care by helping us do that."



## Grinalds steps down

In January, Maj. Gen. John S. Grinalds USMC (Ret.), 18th president of the college, announced his plans to step down in August, concluding an eight-year tenure that started during the college's tumultuous beginnings with coeducation. Since 1997, Grinalds has led the college to a point of healthy admissions, financial strength and expanded academics.

Grinalds said he believes the time for a change is right because he has accomplished the major goals he set for his administration. Those goals include successfully assimilating women, strengthening military training, enhancing the indoctrination of freshman cadets, increasing admissions applications, improving communications to all constituencies, developing a comprehensive fundraising organization and initiating a capital campaign.

The work that pleases him most, however, is in the area of character development—a topic the president consistently emphasizes in his casual conversations with cadets, in his writings and in talks to Citadel groups. He takes special pride in the establishment of the Krause Initiative in Leadership, a comprehensive program that focuses campus-wide attention on the development of ethical leadership within The Citadel's graduates.

"The most important quality our Citadel graduates have is their sense of honor," he said. "The Krause initiative is a way to intensify that sense of honor in a society that increasingly fails to recognize its importance."



## Board names Rosa president

The Citadel Board of Visitors selected Lt. Gen. John W. Rosa to be the college's 19th president subject to his release from active duty. Rosa, '73, is currently serving as the superintendent of the U.S. Air Force Academy in Colorado Springs, Colo.

"I am extremely honored to be selected as The Citadel's next president, and I sincerely appreciate The Citadel Board of Visitors' vote of confidence in me," Rosa said of his appointment.

"Donna and I are excited about the prospects of

returning to Charleston and taking on the challenges of running this great institution.

"It goes without saying, however, that—pending my release from active duty—we will truly miss the outstanding men and women of our Air Force family with whom we've had the privilege to serve for more than 32 years.

"But, it's time to move on and I can't think of a better place to begin the next chapter in our lives than in Charleston and at my alma mater."

Rosa, 53, took over as superintendent of the Air Force Academy in July of 2003.

A command pilot with more than 3,600 flying hours, Rosa was commissioned in the Air Force in 1973 after graduating from The Citadel with a B.S. in business administration. He

holds a master's degree in public administration from Golden Gate University and has completed programs at Harvard, the U.S. Army War College, the U.S. Army Command and General Staff College and the Air Command and Staff College.

*"I am extremely honored  
to be selected as The  
Citadel's next president, and  
I sincerely appreciate The  
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vote of confidence in me."*





## Poole named interim president

In August, Maj. Gen. Roger C. Poole, UMSC, began his term as interim president of The Citadel, marking the second time he has assumed leadership of the college. The Citadel Board of Visitors appointed Poole, '59, to head the college until Rosa arrives.

Poole also served as interim president from 1996 to 1997, between the administrations of Lt. Gen. Claudius Watts, '58, and Grinalds.

"We are delighted to have someone of Cliff Poole's experience and vision to head The Citadel during this transition," said Billy Jenkinson, chairman of the Board of Visitors. "With his superb academic credentials, extensive military experience and knowledge of the college, he is qualified in every way to maintain The Citadel's momentum as we begin a new college year."

Poole has been associated with academics at The Citadel since 1993 when he joined the administration as vice president of academic affairs and dean of the college. He is currently The Citadel Board of Visitors Distinguished Fellow of Finance, a designation he has held since 1999.

In addition to his bachelor's degree in English from The Citadel, Poole holds an MBA with a management specialty and a Ph.D. in finance from the University of South Carolina. He also holds a diploma from the U.S. Army War College, a post-doctoral certificate from the London School of Economics and a certificate from the London Business School as well as an honorary doctorate of business administration from The Citadel.

Poole is a retired brigadier general in the United States Army Reserves. A highly decorated soldier, his last active duty assignment was as director of transportation, troop support and energy for the Army Operation Center during Desert Shield/Desert Storm.



## Stone named new commandant

Col. Gregory A. Stone will be the new commandant at The Citadel. He was appointed by Rosa and received the unanimous endorsement of the Board of Visitors.

Stone, 51, is the chief of staff and deputy commandant of the United States Corps of Cadets at the U.S. Military Academy at West Point.

Stone will assume his duties at The Citadel in early fall after retiring from the Army.

"I am excited by the opportunity to continue having an impact on the development of young people," Stone said. "I want to find a way to take the passion that alumni, faculty, staff and cadets feel for The Citadel and infuse it into the development of young people."

A 1976 graduate of West Point, Stone has commanded armor-cavalry units at every level from platoon to brigade and had assignments in Germany and the Middle East. When he was deployed to Bosnia, Stone commanded the Army's first unit to cross the Sava River. He has also served in the Office of the Chief of Staff at the Pentagon.







# *The Four Pillars*

## *Building leaders* **THE FOUR PILLARS OF SUCCESS**



SINCE THE FIRST GRADUATING CLASS  
IN 1846, THE CITADEL HAS BEEN  
MOLDING EDUCATED LEADERS:

LEADERS WHO FIGHT FOR FREEDOM, FOR DEMOCRACY  
AND FOR WHAT IS RIGHT—LEADERS WHO FIGHT  
TO MAKE A DIFFERENCE. IT IS AN EXTRAORDINARY  
SUCCESS STORY, AND THE KEY TO THAT SUCCESS IS  
EMBEDDED IN THE FOUNDATION UPON WHICH THE  
EDUCATIONAL SYSTEM IS BUILT—THE FOUR PILLARS.  
THE FOUR PILLARS OF A CITADEL EDUCATION ARE  
ACADEMIC INSTRUCTION, MILITARY TRAINING, PHYSICAL  
READINESS AND CHARACTER DEVELOPMENT.  
THE FOLLOWING PAGES ILLUSTRATE AN EXAMPLE OF EACH  
OF THE FOUR PILLARS OF EDUCATION AND PROVE JUST  
HOW IMPORTANT THEY ARE TO MAKING A DIFFERENCE.



# ACADEMIC

By Sara Saylor

The costumed crowd dances gleefully to the disc jockey's oldies. The auditorium is a pulsing blend of humanity as cadets, graduate students, Medical University of South Carolina trainees and nearly 150 adults with disabilities converge to celebrate Halloween. It is the Buddy Dance, a biannual tradition of 12 years, and the cadets here are immersed in a deeper learning experience than books, classrooms and computers can provide.

The Buddy Dance, which pairs cadets with people with disabilities, is one of many outreach programs integral to the psychology department's curriculum. For more than a decade, the department has offered service-based internships as well as other internships at schools, recreational programs, the Medical University and the Charleston County Sheriff's Department. For many cadets, these internships have led to research opportunities and employment: Regimental Human Affairs Officer Cadet Harris Ligon worked in a summer service camp with teens with disabilities; Marine Corps

Sgt. Gerard Gaje, '98, published his senior research study on how volunteering affects students' anxiety levels; and Patrick Holland and Bart Stevens, both of the class of '04, presented research on the social behavior of children with disabilities at a conference of the Southeastern Psychological Association.

As the science of behavior and mental processes, psychology appropriately gives cadets a firsthand understanding of how to apply course material in the real world. Undergraduate service experiences are not only beneficial but necessary for psychology majors because they provide a competitive edge in graduate school admissions and a chance to explore careers in psychology.

At The Citadel, where the mission is to create principled leaders, the importance of service learning is even more evident. As the numerous success stories from internships like the Buddy Program reveal, students who participate in service learning emerge not only with increased knowledge of course material, but also with an appreciation of diversity and an awareness of their responsibility to make a difference in the community—qualities that are essential in any principled leader.

The program was founded in 1992 as a volunteer initiative by Michael Palazzo, '94, and former psychology professor Capt. Tim Daugherty. Since then the Buddy



Program has expanded into an academic internship under Col. Conway Saylor's leadership, involving more than 100 interns. Saylor, who has been with the psychology department since 1993, has been instrumental in the program's success.

While the psychology department continues to involve cadets in volunteer service activities at the homeless shelter, the Special Olympics and the Buddy Dance, academic internships are distinguished by the rigor and commitment they require: Buddy Program interns spend at least 80 hours with their buddies, supplement this with work in school or recreational programs for persons with disabilities, and document their experiences with a journal and a final paper.

Interns in the Buddy Program are matched in single-gender pairs with adults who have developmental disabilities, including autism, Down syndrome, cerebral palsy, mental retardation and emotional and learning problems. Buddies typically reside in group homes or with their families and have limited opportunities to get out and socialize independently. The pairs meet regularly for recreational activities from sports to shopping. Even a seemingly commonplace activity, such as a trip to the bowling alley, can make a great difference for someone who is rarely able to leave home with a friend.

The program is available to majors as well as non-majors since it is as important for business majors to learn directly about future employees and colleagues who may have disabilities as it is for students of education and psychology to interact personally with the populations they study. As one participant remarked, "Reading about something and training for it and actually doing it are very different experiences. . . . I feel that I have learned more this semester from this course than I could have learned from several years in a classroom."

Although the Buddy Program has enriched the lives of countless people with disabilities, it is anything but a one-sided charitable outreach: participants overwhelmingly report that they gained as much or more from the program as their buddies.

"One of the best things about the Buddy Program is that you learn that these are people too. It teaches you to be open-minded about people," says Ligon. "When we were trying to revitalize an oyster bed, I was amazed at the intelligent questions they asked. They were so inquisitive, and I was so happy to work with them."



Saylor says the shifting and equalizing of caretaker roles is one of the most significant effects of the Buddy Program. One cadet with a fear of heights made it through the Cooper River Bridge Run with the help of his buddy and a group of friends with disabilities who cheered him on.

"Through experience," says Saylor, "they realize that these are people like them, but also how cruel and challenging the world can be for people with disabilities."

Many cadets are initially apprehensive about interacting with adults with disabilities, but by gaining exposure to the issues that their buddies face, they gain a more comprehensive awareness of these issues. Since the objective of the Buddy Program is to break down the barriers that separate people with and without disabilities, it is fitting that the program was awarded the Breaking of Barriers Award in its first year. In the years since, service learning has continued to expand its impact on The Citadel and the Charleston community. This year Saylor received the Advocate of the Year Award from the Advocacy Coalition for People with Disabilities for her leadership.

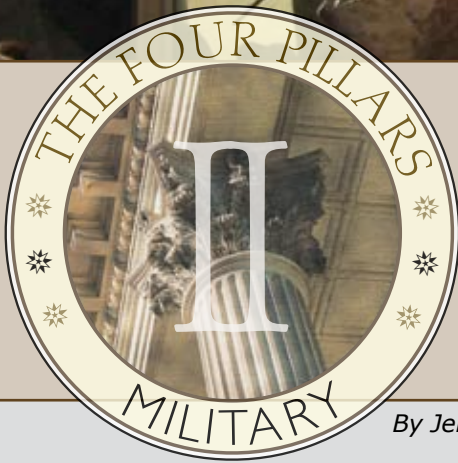
For Saylor and countless participants over the years, the true success of the internship lies not in the awards received, but in the way it transforms students' outlooks from apprehension to understanding—as shown by the cadets who enter the Buddy Dance with visible uncertainty and discomfort but end up laughing and dancing in the middle of the richly diverse crowd.

"I'm proudest of The Citadel at moments like this," says Saylor. "I love when the students get it."

*Sara Saylor is a junior English major at the University of South Carolina and the daughter of Col. Conway Saylor. She is currently studying abroad at the University of Grenada in Spain.*







*By Jennifer Wallace*

# Military

In a small town in a very hot, dry and dusty country where sanitation was horrendous, where electricity worked erratically and where employment was very low, people were wary of the American soldiers stationed there. Stephen Cook laid his bazooka down and dropped his gear in the town police station that had recently become an Iraqi and American Joint Communications Center. The windows were blown out and the office ravaged by sniper gunfire, yet miraculously a black vinyl couch sat in the middle of the room without a scratch or speck of dust. Cook sat down on the couch and wondered at the enormity of the situation in which he found himself.

Before his group was deployed to Iraq, he had been in intense training, learning how to drive, shoot, guard and run, and how to handle a prisoner. Now he was tasked with guard duty and patrol. A team leader, he was in charge of four soldiers who patrolled the town in a Humvee, looking for the bad guys—the insurgents who regularly sabotaged the American efforts to bring stability to the troubled country.

Cook, who began his freshman year in 2000, was called up for a year-long tour of duty in October 2004 with his National Guard unit. Returning to The Citadel for the spring 2005 semester, he found settling into his former routine difficult.

"It's odd being a cadet again. I'm still adjusting," he said. All of the things important to everyone else seem trivial to me. I'm still jumpy. I want to take cover when I hear loud noises like doors slamming or the cannons going off at parade."

In addition to the fourth class training that each cadet receives upon his or her first days at the military college, all cadets are required to take an ROTC class every semester. And 30 to 40 percent of each graduating class goes on to serve in the armed forces. But some are even called on to serve before they graduate.





What happens academically when a cadet is interrupted by a mid-semester call to serve?

"We explain several options, and then do whatever the cadet wants to do," said Col. Spike Metts, '65, associate provost.

Cadets can drop their classes and get a refund, except for things they have already used like room and board. Or cadets can take incompletes in some or all of their courses. Cadets who take incompletes and later find it difficult to make up the work still have the option to withdraw from the classes.

"The Citadel makes a commitment that this interruption in the student's education will not harm the student, financially or academically," said Metts. "We actually had one cadet complete his coursework while he was stationed in Kuwait, sending in assignments to his instructors by mail and e-mail."

Instead of graduating with his class, Tony Salinero, a member of the class of '04, found himself in a combat zone in war-torn Iraq when his reserve unit was called up for active duty. He started his tour as a field radio operator sergeant in charge of company communications. Charlie Company 4th Landing Support

Battalion, 4th Service Support Group provided services for port operations. When they arrived in Kuwait in February, Salinero and his company were in charge of offloading amphibious ships and gear that would be used by the First Marine Expeditionary Forces.

By the end of the month when all of the equipment was unloaded and distributed, Salinero's unit was divided, and he was sent to Al Asad Air Base where his unit loaded and unloaded Air Force and Marine airplanes and helicopter cargo. Later when an opportunity came to go on hazard duty, Salinero quickly volunteered and soon was in charge of a field military police squad of 12 Marines and four armored Humvees. Their mission was to protect convoys that supplied infantry units throughout the Al Anbar province. For five months, he and his team were in charge of security, reconnaissance and ground intelligence reports. As they searched for roadside bombs and mines and enemy insurgents, they sometimes were called upon to defend the convoy from ambushes.

Danger was very real. During one rescue mission, Salinero, traveling in the last vehicle, watched as the truck in front of him blew up. Fortunately, it was an anti-personnel mine, which contained enough explosives to destroy the underside of the vehicle, but the Marines traveling in it were able to jump to safety.

"The Citadel helped prepare me to function under pressure," said Salinero. "The Citadel prepared me for long nights with little sleep. I was well trained in weapons through Marine training and my involvement with the Rifle Team and Ranger Challenge. I was mentally alert at all times and proud to serve my country like the generations of cadets before me."







*By Andy Solomon*

# Athletics

It was on the afternoon of Oct. 23, 2004, that Citadel volleyball coach Wendy Anderson called what her players thought would be another team meeting. However, this would be no ordinary gathering.

"I told them that I had breast cancer," Anderson said. "I told them the road that I'd be taking and I wanted them to be aware."

Aware may be the key word, as Anderson, at the time, was a world-class athlete who had traveled the globe through her skills as a handball player and who previously starred on the volleyball courts as a Clemson student-athlete. She wanted to make her volleyball team aware of her personal situation; she also wanted her team to be aware that if breast cancer can happen to her, it could happen to anyone.

After she told the team her unfortunate news, a hushed silence filled the coach's cramped office. Rarely had a team meeting been so quiet.

"Oh, it was an emotional meeting, to say the least," Anderson said. "I talked with them and said that this was more of an obstacle than anything else. This was not going to stop us as a team; it was not going to derail us from what we had to do."

But the cadets were uncertain. "I was in shock and certainly worried," admitted Cadet Stefanie Farris, a junior on the team who is from Wasilla, Alaska. "I had lost my great-grandmother to breast cancer, so I was more than concerned."

The news, still shocking to a group of 10 players who had all been recruited by Anderson, was hard for the team to digest. At the next game the team members wore pink headbands. Pink is the universal color for the prevention of breast cancer. And in each contest that followed, the team donned something pink.

In storybook fashion, the first contest after that team meeting, the Bulldogs defeated UNC Greensboro, 3-1.

"I felt that we, as a team, had to do something for Coach Anderson to show support for her," Farris explained. "I went on the Internet and ordered the headbands for the team. We put them on in the locker room prior to the UNCG game, and when Coach came in and saw us with them on, she got teary-eyed. We all did."



"But we played very hard and with a lot of emotion," Farris continued. "We seemed to have all come together for that match. We had good chemistry."

Word about Anderson's physical condition began to spread. Many supportive e-mails arrived, two of which remain in her computer today.

"There was a very nice man in Savannah," Anderson recalled, "a 1971 Citadel graduate named Paul Meyer, who e-mailed me and said, in essence, that I had been dealt a crummy hand and that I would have to fight a good fight. It was totally unexpected, and it meant a lot to me.

"Another came from the director of athletics at Appalachian State [Roachel Laney]," she continued. "I had met him once or twice, but never had a lengthy conversation with him. In his e-mail, he shared a personal situation he had encountered with a loved one and breast cancer, and his words were very comforting."

Before the season's conclusion, Anderson had her mastectomy and she missed the final match. A team party at Anderson's house followed with the team making a complete dinner of Greek chicken, eggplant parmesan, Greek potatoes and salad. After dessert, the team gathered around Anderson and cut her shoulder-length hair.

"They put my hair in a ponytail and each took turns cutting it, like a championship team cuts down basketball nets," she said. "Kreg [Assistant Coach Kreg Togami] had the honor of making the last cut.

"I kept the hair, and it is still in a ziplock bag," she recalled.

It was a symbolic event for the team.

"I remember the irony involved when we were cutting her hair," Farris said. "Coach Anderson was there when we got our haircuts as freshmen, and she'd say to us, 'It's only hair; it'll grow back.' We said the same to her that night."

While the team unified through their coach's condition, Anderson remained upbeat.

"I was around my team and around people I wanted to be around," she stated. "The kids made a difference. They were supportive. They were able to focus and do the job at hand. I learned what I had meant to them. They were difference-makers for me."

Anderson's first chemotherapy treatment was on Friday, Dec. 10, 2004. She remembers that every one of her players stopped by or called with unconditional support.

"I told them that I was fine, but in reality, I was scared. Who wouldn't be? But I've always been a believer that everything happens for a reason.

"And even though I always kept asking myself,



*Why me?*, perhaps the reason I got breast cancer was to help others. I can verbally communicate to others that if it can happen to me, a person in her mid-30s, and in what I considered to be good physical shape and the prime of my life, then it can happen to anyone."

Since Anderson was diagnosed and treated, she has spoken publicly about breast cancer. She also has visited a few schools to share her message.

"I'm doing very well now," she said. "On March 11, I had my last surgery and on the 14th, my doctor called with a clean bill of health. Oh, was I thrilled."

Anderson refused to go the route of wearing a wig, and prefers to showcase her hairless head.

"This is me," she said.

Another surgery was scheduled for May, this time for reconstructive purposes. Anderson now plays softball, some volleyball and works out with weights, although she has some restrictions.

"Things are looking up and getting better every day," she said. "I've got a great group of players. I wouldn't have it any other way."

The players would not have it any other way either.

"Each person has something to offer and Coach Anderson offered me the chance to get a Citadel education and to play Division I volleyball," Farris explained. "I hope that I have offered something to her."

While Anderson will call her episode "a bump in the road," she is proud of her players, and they, in turn, are proud of her.

"We have a common bond that will never be broken," the coach said. "I love my players. They were there for me, and they helped make a difference in my life when I truly needed one."







# Character

By Jennifer Wallace

*On Hutchinson Island, Fla., 45 cadets sacrifice a November weekend to clean up a retirement community ravaged by Hurricanes Frances and Jeanne. They spend long hours raking, weeding, removing broken glass, furniture and appliances from apartments and demolishing ruined sheetrock and cabinets.*

*Early on a bitterly cold Saturday morning in December, 20 cadets from the Health, Exercise and Sport Science program kayak throughout Shem Creek scouring the waterway for trash.*

*Meanwhile Cadets Daniel Beasley,*

*Richard Kellahan, Peter Rooney and other members of the baseball team serve as volunteer coaches at the Mt. Pleasant Recreation Department. Seven cadets assist elderly voters by transporting them to the polls on Election Day. Cadets majoring in physics help a group of school children learn some of the basic principles of space and rocketry as part of the annual Rocket Day event on Summerall Field. And a group of cadets leads a drive to collect money and donations for Easter care packages that are sent to the troops stationed in the Middle East.*



Last year cadets logged more than 30,000 hours of community service work, an important part of the college's mission of building character and educating responsible leaders.

Capt. Casey Behrendt, '00, who works in the commandant's department in operations and training, is responsible for coordinating cadet community service hours.

"We probably get 10 to 15 requests a week for cadet help. We try to accommodate as many requests as possible but academics come first," said Behrendt.

Behrendt works closely with the cadet human affairs officer in coordinating activities.

"When we get a call for a big event like Clean City Sweep, which required 387 cadets, I work closely with the regimental human affairs officer, and we coordinate the day, the time, the number of cadets needed, how long they will work and how they're going to get there. During these large projects, the Corps of Cadets shows us, the administration, what type of positive leadership and teamwork skills they possess."

The rewards for their work are plentiful. Cadets are recognized for their community contribution, and they earn time away from campus—15 hours of community service earns an overnight pass and 25 hours earns a weekend pass.

Lt. Col. John Carter, head of the department of health, exercise and sport science, has been assisting with community service coordination for much of the 21 years he has been on faculty.

"Before there was ever a community service coordinator position, people would call asking for cadet help, and often those calls were passed along to me."

Carter stays very involved even though the community service coordinator position was created. He and his departmental faculty and staff members organized cadet



assistance for the Creek Sweep litter pick-up program, the Cypress Gardens Halloween in the Swamp, the Halloween Run at James Island County Park, the Senior Olympic Games, the annual maintenance of the Martin Luther King Jr. Community Pool, the Cooper River Bridge Run and the Family Circle Cup Tennis Tournament.

Other faculty members, too, encourage community service.

The cadets who traveled to Florida for the hurricane relief were enrolled in Capt. Karen Shuler's Organizational Problem-Solving and Teambuilding course. Rocket Day is sponsored by the physics department. And as part of National Engineers' Week, the School of Engineering annually hosts an engineering



fair for Lowcountry school students that includes a bridge building competition and a robotics competition.

Not only do cadets give their time to the community, they also give their blood. In the 2004-2005 academic year, cadets were responsible for donating 1,347 of the 1,500 units of the blood that the American Red Cross collected at The Citadel. In fact, The Citadel received the Red Cross Good Neighbor Award in February for being the largest educational sponsor group of blood drives in the Charleston area for more than a decade.

"We have a reputation in Charleston for helping people," said Behrendt. "More than 150 cadets helped with the Junior League's Whale of a Sale event, 30 assisted with Relay for Life and 45 took part in the Big Brother Big Sister program. Word gets around."

Helping people in the community—it is just one way cadets make a difference.









# Reading Makes a Difference

By Col. Dan T. Ouzts and Mark J. Palombo



Education professor Col. Dan T. Ouzts founded The Citadel Summer Reading Program 28 years ago to boost the reading skills of local school children. The program has flourished and has had a tremendous impact on the community. In 1990, it received a literacy award and since then it has received national recognition from the International Reading Association. With the help of a generous grant from the Wachovia Foundation, it has become a driving force to stamp out literacy problems in the Lowcountry. Now called The Wachovia Reading Program, it continues under the direction of Ouzts with technical assistance in analyzing data from Mark J. Palombo, director of computer services at the University of South Carolina-Beaufort.

A fourth-grade girl reads at a first-grade level and does not know simple words. A little boy cries at the thought of reading aloud; it's embarrassing to stumble. And, still, a 32-year-old man admits he cannot read well enough to read to his child.

The stories are sad but true. Reading difficulties are a common reason children have problems in school and adults have problems in the world. Reading is basic and without the skill it is hard to survive.

Just because children have reading difficulties does not mean that they have to continue having them. With a movement to improve literacy in education, it is important that all schools of education in the state be aware of their roles in improving the reading levels of South Carolina students. For several years now, statewide efforts and initiatives have done this. For a long time reading educators have explored success or failure in reading by examining what happened at school.

Now the focus has changed, and researchers are broadening their data to include the home environment, research-based instruction





and community efforts to enhance literacy skills for children. Studies conclude that children are better able to improve literacy skills and maintain these skills and abilities when parents are involved and when they continue instruction in summer months. Summer reading programs minimize loss of skills and hopefully enhance academic achievement.

The Wachovia Reading Program was designed for children who are reading two or more years below grade level and is offered for two weeks during the summer for children who are experiencing reading problems. Approximately 25 children are selected by referral from the three neighboring school districts (Berkeley, Charleston and Dorchester). Many children have little opportunity to expand their literacy skills during the summer, and many experience summer reading loss. Often children will spend their time watching television, playing video games or being with friends. To offer an educational alternative,

*"It is amazing to see the gains in reading that many of these children make. It is obvious that something remarkable occurs in the two weeks the children are enrolled in the program."*

—Mark J. Palombo



the Wachovia Reading Program offers a summer curriculum to the community. The program is conducted within a graduate level reading course (Education 590, Reading Diagnosis and Remediation) and graduate students who are pursuing a master's in reading or school psychology carry out the instruction.

The Wachovia Reading Program supports the School of Education's principle that the learner is the most important person in the teaching-learning equation. Program referrals begin in January, and often many children are not accepted because of space limitations.

The summer program is a one-on-one tutoring program, which is based on diagnostic-prescriptive case studies. Each child who is enrolled receives the services of a skilled and caring graduate student who understands the importance of the program and how it can change the future and academic achievement of the children.



"This is a really rewarding program for everyone involved," said Kate Peacock, who is working on her master's in reading education. "We were given the opportunity to teach and learn at the same time and to work with some amazing kids. It was great to have the chance to apply everything that I have learned in my graduate classes to a real-life teaching experience. My student gave me a card on the last day that said 'Thanks for helping me. Reading is cool!' That was the biggest reward of all."

All tutoring sessions are held on campus. After administering diagnostic reading tests, each graduate student develops a portfolio and case study based on the child's strengths and weaknesses. Quality children's literature is an integral part of the program and is used to reinforce reading skills and comprehension abilities. At the program's conclusion parents are given a case study report and results of the diagnostic tests. This

type of service that has often changed them as teachers. Through their experience with the program, graduate students become more sensitive to the needs of children who have reading problems and more sensitive to the dilemmas that the parents of these children experience.

Parents, too, learn from the program. Many have changed their attitudes in working with their children. On the evaluation they receive after the program concludes, parents praise the program and write that



*"Without doubt, this program has been the highlight of my career at The Citadel. Often I receive calls from parents who had children in our program many years ago and they relate how the program changed their child's life as well as their own. And, that is what reading instruction is about—changing lives."*

—Col. Dan T. Dvzts

program is a free service offered to the community, children and parents.

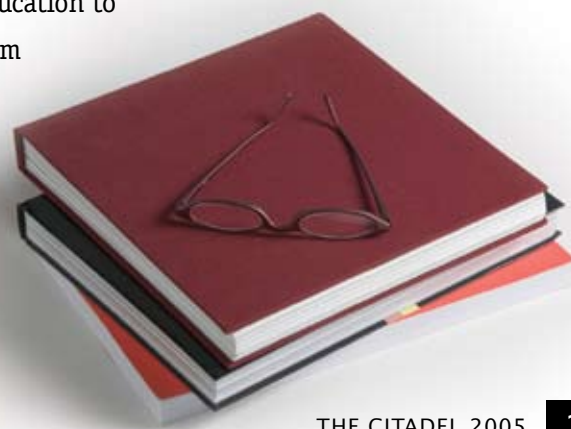
"The Reading Program was an extraordinary program for both the graduate student tutors and their reading students," said Jana L. Garl, who is pursuing her master's degree in school psychology. "I saw students improve their reading skills and, most importantly, their confidence in their reading abilities. The picnic for the students and their families at the end of the program was a great end to an enlightening experience."

Who learns in the Wachovia Reading Program? Graduate students evaluate the summer reading program once the children leave campus with course evaluations. Comments range from "outstanding" to "best course I ever had." They are emphatic that this is the kind of learning that every teacher needs, and this is the

they are delighted with their child's progress.

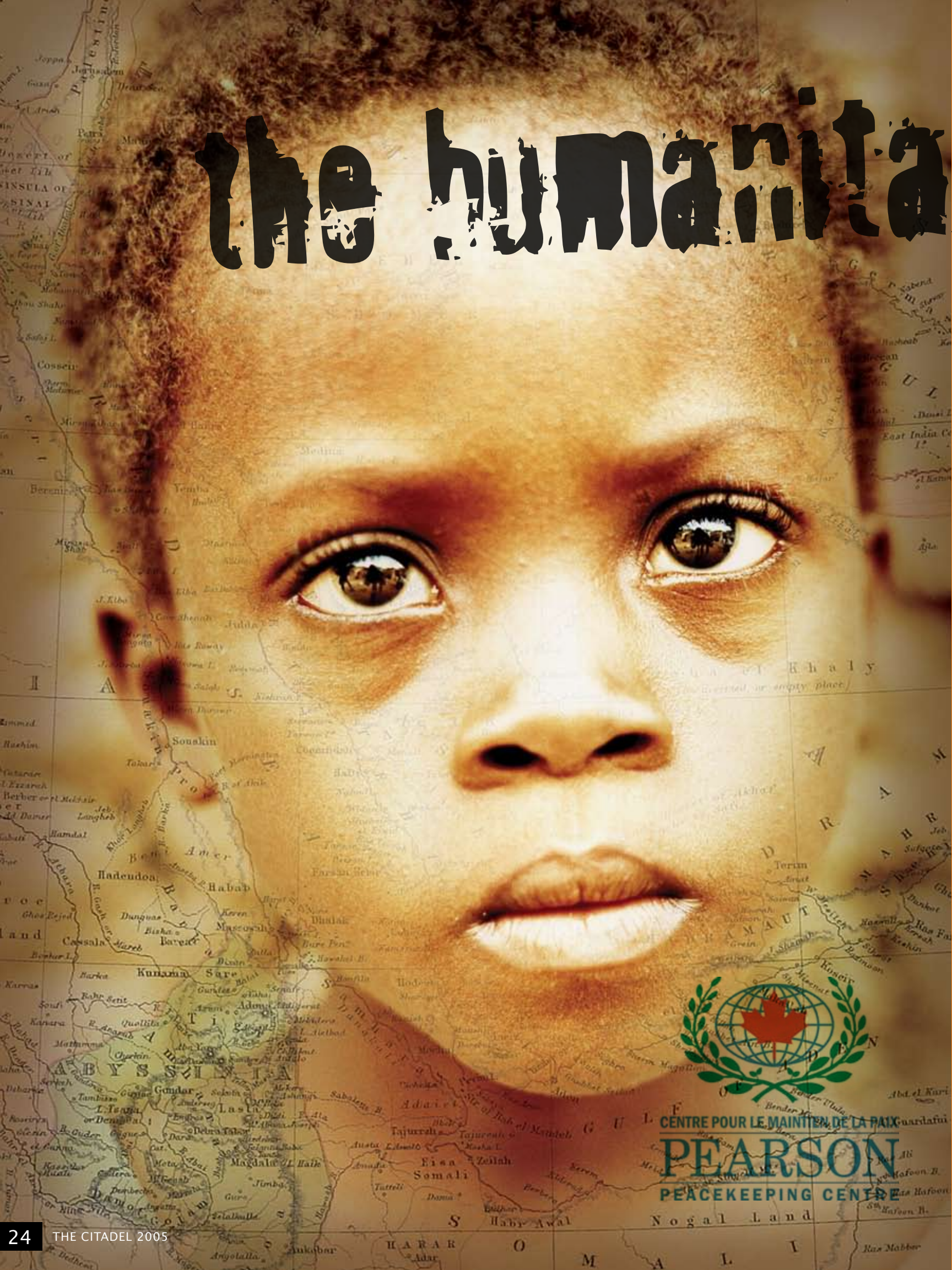
"My husband and I were thrilled with our grandson's success in the reading program—his reading skills improved by a year and a half! Clearly, the Wachovia Reading Program is an asset to Lowcountry students," wrote Mary Lynch, grandmother of a 2005 participant.

Responding to The Citadel Foundation's public call to action, the Wachovia Foundation made a \$250,000 donation to the School of Education to support this program for five years because making a difference is a model Wachovia totally supports.





# the humanity



CENTRE POUR LE MAINTIEN DE LA PAIX

**PEARSON**

PEACEKEEPING CENTRE

Nogal Land



# Humanitarian Challenge

by Lt. Col. Terry M. Mays

An internship with the Pearson Peacekeeping Centre in Nova Scotia, Canada, gives political science cadets a rare undergraduate opportunity—open only to Citadel cadets—to work with some of the world's leading humanitarian crisis authorities.

*A cold gray dawn greets the family of Truttan refugees huddled under a tarp that substitutes for their home. Maria wonders if she and her three children will ever see her husband again. After all, most men never return after they are picked up across the border in her home country for questioning by members of the Frolan Resistance Front (FRF).*

*Wet blankets are the family's only protection if they walk through the mud for the morning 15-minute wait to use a restroom facility dug in the ground. Breakfast rations will be nutritious but hardly plentiful after waiting 30 minutes just to collect them. Rumors whispered between refugees in line report that 12 more people died of cholera in the camp infirmary during the night. Another 1,500 refugees survived the torturous journey across the border, dodging the FRF rape gangs, and entered the camp in the past day. Twice that number could enter the camp in the next 24 hours based on CNN reports of refugee movements.*

*At the refugee camp headquarters, overworked and exhausted aid workers face a shortage of food supplies, material for shelters, fuel for generators and the pipes to keep up with the increased demands for clean well water. Rumors indicate that the FRF have infiltrated the camp posing as refugees. And now the home office of the aid agency overseeing the camp has radioed a message to announce a 25 percent cut in funding for the operation due to increased needs in other areas.*



## What do you do now?

I faced a similar crisis situation as the lone American looking across the room at a group of men and women from 16 countries. We traveled from five continents to learn and develop solutions to such problems in a course known as the Humanitarian Challenge: Emergency Response in Peace Operations which was taught at the Pearson Peacekeeping Centre in Nova Scotia, Canada. For five days in June 2004, the course facilitators, all of whom had multiple experiences working in refugee

camps in Africa, Eastern Europe, or Asia, kept us challenged with actual problems associated with the establishment and maintenance of refugee camps.

Timothy Pitt of Canada had worked for Doctors Without Borders since 1992 and would depart after the course to help the United Nations operate a camp in the Darfur region of Sudan. He assumed the title head of mission for Doctors Without Borders in Chechnya after his boss was kidnapped in 2001. Anne Wood, also



a Canadian, had worked for at least five aid agencies in Somalia, Afghanistan, Sri Lanka, Chechnya and the Great Lakes region of Africa (an area near Rwanda and the Democratic Republic of the Congo) since 2001. My goal, with the assistance of a Citadel Foundation grant, was to acquire a better understanding of non-governmental organization operations in crisis situations to develop new lectures for my courses on international organizations and peacekeeping at The Citadel.

Sitting behind me as an observer for the first day was a Citadel cadet—Joel Funk. As an intern, Joel's duty



*Cadet Joel Funk and Lt. Col. Terry Mays*

to the Pearson Centre.

The Pearson Centre offers approximately 15 highly competitive graduate-level internships to students from across the globe. The Citadel is the only college with an annual guaranteed internship position and

the only college that sends an undergraduate student. For six weeks the internship provides one cadet with the opportunity to observe and interact not only with the staff and other interns but also an international group of civilian and military personnel, many of whom deploy to peacekeeping operations after their courses at the Pearson Centre. Lodging, food, and local transportation are provided by the Pearson



*The Pearson Peacekeeping Centre in Nova Scotia, Canada*

for the day was to observe the opening of the course. Throughout the week, he would have the opportunity to meet and chat with the instructors and the international students, some military and some civilian, as they interacted and learned the issues behind refugee camp management. Joel spent six weeks in 2004 assisting with courses and helping research issues associated with peacekeeping operations. The insight he gleaned from the Pearson Centre is evident in his contributions to class discussions this year at The Citadel. The investment made in this one cadet has enhanced the learning environment for all of the cadets around him.

As a peacekeeping specialist in my research, I contacted the Pearson Centre in 1999 and discussed the possibility of establishing a formal relationship with The Citadel. They were enthusiastic, and we set up an arrangement with their existing internship program. That enthusiasm and support continues today under the leadership of Sandra Dunsmore, the president of

Centre, and The Citadel Foundation pays for the cadet's airfare. Each intern is required to complete my course on multinational peacekeeping before attending the program to develop a familiarity with the theories and issues within the field. Joel is the fifth cadet to complete the internship program and return to share what he learned in the field of peacekeeping.

The Pearson Centre assigned Joel to the Research and Program Development Department.

"As a 19-year-old undergraduate, I was the youngest in a group of interns who had either completed their master degrees or were in master degree programs. The faculty were highly educated and at least one had two doctorates," Joel said after completing the program.

Joel assisted graduate students as they conducted peacekeeping research which allowed him to apply many of the peacekeeping principles he learned in the classroom. Beyond the research, the ability to interact with instructors, discussion facilitators and students from

across the globe is perhaps the greatest experience of the internship. Joel recalled chatting with an intern from Peru during one cool Canadian evening. They discussed fiscal economic policy while comparing the structures of the United States and Peru. In addition, interaction with facilitators like Timothy Pitt and Anne Wood, who have each spent more than 10 years working as aid workers in some of the worst humanitarian crises of the past decade, is a rare educational opportunity for an undergraduate student. Joel said that these and similar experiences were the highlight of his six weeks.

The true benefit of the relationship with the Pearson Peacekeeping Centre can be seen in what it offers The Citadel. Joel and four other cadets have been able to apply the theories of their peacekeeping coursework to a real-world setting where individuals are trained to fill roles in peacekeeping operations. Each cadet has returned for a final year at The Citadel and shared this experience with fellow classmates in senior-level political science, ROTC and other classes.

"The knowledge I gained from the internship will also assist me in the military. The program has given me an understanding of peace operations that is not taught to the average military officer," said Joel. "This was a great experience that will follow me for the rest of my life."

I assign each cadet a research project to complete while on the internship. Two of the five cadets, including Joel, have had their papers published in the *Gold Star Journal*, the college's scholarly magazine. This speaks highly of the caliber of students representing the college in this program.

Programs like the Pearson Centre internship enhance the image of The Citadel and demonstrate our progressive steps in ensuring our students are on the forefront of the growing academic field of peace operations, an area that is not well developed in our military. The Pearson Centre has provided me with the opportunity to develop an entire two-week section in two different courses devoted to teaching students about the problems associated with the

**The Pearson Centre offers approximately 15 highly competitive graduate-level internships to students from across the globe. The Citadel is the only college with an annual guaranteed internship position . . .**

*Lt. Col. Terry M. Mays is an associate professor of political science and has taught at The Citadel since 1992. His research specialty is peace operations with a particular emphasis on Africa and Ireland. Mays is a deputy commander of the 1189<sup>th</sup> Transportation Terminal Brigade in the Army Reserve.*

establishment and maintenance of refugee camps by non-governmental organizations. At the same time, the Pearson Centre has given five of our cadets real world experiences that they will carry for a lifetime.





# WHEN POMP AND CIRC



by Cadet Tara Woodside, '08

# UMSTANCE FADE

The background of the page is a photograph showing the silhouettes of several Citadel cadets in uniform. They are standing in a line, holding rifles, against a bright, hazy sky at sunset or sunrise. The cadets' uniforms and the barrels of their rifles are clearly visible as dark shapes against the lighter sky.

*The Citadel is not a frivolous place; it is a world of uniforms, marching and challenge where students go not for an adventure but for an intense academic program after which they know they will graduate prepared to become leaders. It is a world where freshmen cadets are referred to as knobs because their closely shorn heads resemble door knobs, where knobs walk 120 paces per minute and where they undergo a rigorous system of training called the fourth class system. And when a wide-eyed young woman from Salem, N.J., leaves behind the comforts of home to begin her first year, she is certain to grapple with her feelings for the institution she admires.*

When I reported to The Citadel in August 2004, I promised myself that the college would not change me. After all, it was just a college. Like so many outsiders, I had been dazzled by the pomp and circumstance of the dress parades with the bagpipes' serenade and the senior officers with their shiny swords and big-feathered hats that they called *shakos*. The grass was so green, the buildings were so white and everything seemed so perfect. Still, I did not understand the fierce loyalty cadets and alumni swore, not only to one another, but to their alma mater. No, I assured myself, this place would never change me. It just did not make sense that a single college could change a person.

I repeated my vow as knob year began. There were days, many of them, when I wondered why I had bothered to report. Matriculation day, Aug. 17, was the worst day of my life. It seemed like I had talked about going to The Citadel forever. I had sent my application in more than a year before. My parents and I had made several trips to the campus, including visits for an Honors Program interview and the pre-knob overnights where I, as a prospective academically accepted student, spent 24 hours with a knob. On each visit, we strolled across the perfectly manicured parade field located at the heart of the campus and admired the jet, cannons and tanks on display. We visited the gift shop, and I bought a t-shirt. Why then, I wondered, was this day so different from the others? Then it hit me. This was the culmination of all those preceding days. This was the day I walked across the red and white checkered quad all by myself and accepted the challenge to earn the right to be called a Citadel cadet.






*It is no wonder, then, that the vision  
I had of pomp and circumstance  
dissipated in the sweat of sweep  
details and was drowned in the  
yelling of cadet corporals  
and sergeants.*

Even as I write this article as a rising sophomore, pangs of the emotions I felt that day and in the days, week and months following still haunt me. Never before had I felt so alone and hopeless. Each day I had yet another encounter with the unfamiliar. To start with, there was my room. The dimly lit shoebox where I piled my belongings the first day felt cold and barren with its gray walls, hardwood floor and metal door and furniture. It was a stark contrast to my bedroom back home with the Mickey Mouse theme and friendly, bright white walls, red down comforter and rich cherry furniture. Early in the academic year my best friend e-mailed me from college and went to great lengths to describe how she and her roommate had bought matching bedspreads and posters to hang on the walls in their dorm room. I looked over at the bunk beds we referred to as *racks*. Not only did my roommate and I have matching bedspreads, but so did the entire Corps of Cadets. Then I looked up at my naked, gray walls. Even if I had wanted to hang a poster or two, I was not allowed. If these simple facts did not make me homesick enough, the last line of her e-mail was the clincher. She wrote about how much she loved college, her roommate and how happy and excited she was to finally be on her own. . . . I started crying.

It was difficult to love a college where you do cycles of running, sit-ups, push-ups, crunches, flutter kicks and relays two times a week for an hour; where you sit up straight on the first three inches of your chair at every meal; where at meals you are required to pop off a fact about the history of the college and know the menu three meals in advance; where you wear a gray uniform all day, every day; where you are required to walk 120 paces per minute and where on the Avenue of Remembrance you walk those 120 paces in the gutter; where you salute and say, "Sir, good afternoon, sir!" to passing senior officers; where you are only permitted to have one 8x10 picture frame on your desk; where your room must be immaculate every morning; where your uniforms are hung in a specific order; where it is not even convenient to sleep between the sheets and certainly not recommended that you bring your favorite teddy bear.



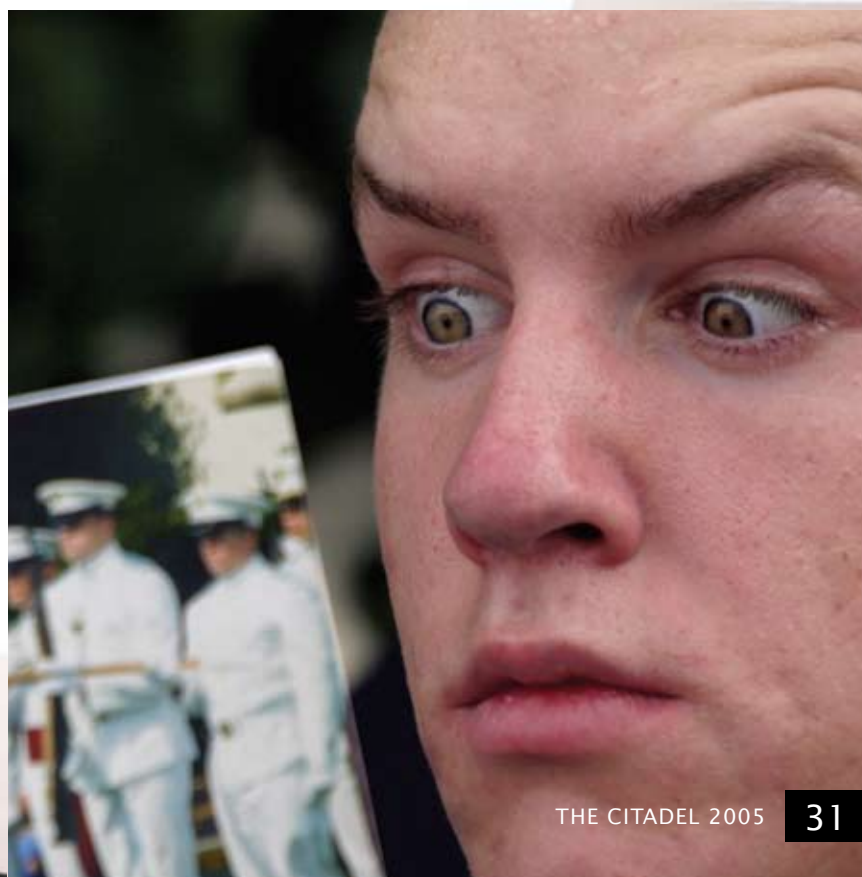


If adjusting to these lifestyle changes, as insignificant as some of them seemed, was not challenging enough, what little vanity we each carried around inside of us came under attack. From the moment I reported, I knew it was only a matter of time before I entered the barber shop to receive the infamous haircut that distinctly denotes a member of the fourth class system. When the time arrived, I sat in the barber chair, biting my tongue, clenching my teeth and gripping the handles of the chair so hard the blood left the tips of my fingers and they turned white.

I could hear the snips of the scissors around my ears, and while they left me and the other female cadets with some hair, I watched as they completely sheared off the shaggy black locks of the boy across from me. After that, I did not look in the mirror for two weeks. It is no wonder, then, that the vision I had of pomp and circumstance dissipated in the sweat of sweep details and was drowned in the yelling of cadet corporals and sergeants. The drone of the bagpipes, which had once filled my eyes with tears, now became the norm, and the shiny swords and feathered plumes, which denoted senior cadet officers, were now things I wanted to avoid. Upon closer examination, the grass no longer seemed so green, the buildings were cracked and weathered, and the occasional weed sprouted up in the cracks of the sidewalk and quad. It seemed that nothing was perfect.

Life in the barracks was not perfect either. Returning to the barracks every morning from mandatory formation and breakfast, we retreated to our rooms, grabbed the brooms each one of us had been issued and lined up on the gallery outside of our rooms for sweep detail. The knob closest to the outside of the gallery bordering the quad started first and swept the debris that littered the cement walkway toward the wall. The second knob then began and so on until we reached the end of the gallery with a pile of dust bunnies, cigarettes and candy wrappers. This duty had to be performed quickly and efficiently. If we were not fast enough or missed something along the way, our sergeants yelled at us to go back and sweep again. And as we swept we usually recited knob knowledge,

*It was difficult to love a college where you do cycles of running, sit-ups, push-ups, crunches, flutter kicks and relays two times a week for an hour...*





which could include the alma mater, the Cadet Creed and the company chain of command. By the time the bugle sounded and I walked my 120 paces per minute to class, beads of sweat rolled down my cheeks and the opportunity to sit in a chair and take notes for 50 minutes came as a welcomed relief.

I found my classes challenging, and, for the most part, captivating and interesting. Beyond anything else, I was both pleased and a bit astounded to discover how approachable and eager to help my professors were. I could jot an e-mail or stop by the professor's office, and if it was not convenient to go over my questions or

concerns then, we would schedule a time when we could.

Shortly after first semester

midterms, one of my professors asked me why I never asked for help on any of my assignments. I shrugged my shoulders and said I did not think it was necessary because I had an A in the class. Still, he insisted I drop by to have my papers critiqued.

As the months slipped away and the year progressed, I settled into my routine as a knob. While it never became easy, it became tolerable after I accepted that sweep details, morning room inspections by upperclassmen and tactical officers, and parades were simple facts of life. I grew accustomed to my short haircut and started looking in the mirror again. At one point I became proud of it because it was a physical

**I began to understand the passion and fervent devotion upperclassmen and alumni have for the college, for their college.**

symbol that I was a member of the class of 2008 and that my classmates and I were going through this year, our knob year, together. I had started knob year, and I was going to finish it.

For nine long months, from August until May, I saw through the eyes of a knob the college I swore would never change me. I could never have been more wrong. On Recognition Day, May 4, 2005, when the class of 2008 emerged from the fourth class system, it was as if the fog had lifted and the clouds had parted. As the bagpipes played and my classmates and I lay tired and exhausted in a dirty, sweaty heap, piled on top of one another on the quad around our company flag, tears streamed down my face as we recited the cadet prayer in unison.

In my final moments as a knob, I began to understand the passion

and fervent devotion upperclassmen and alumni have for the college, for their college. It is something a tourist, a prospective student and, especially, a knob cannot understand. Although my fascination for the pomp and circumstance had not returned, something much deeper and stronger had taken its place. I finally understood that it was not about how loud the bagpipes played, or how shiny the swords were, or how large the plumes on the officers' hats were. It was not even about how green





For nine long months, from August until May, I saw through the eyes of a knob the college I swore would never change me. I could never have been more wrong.

the grass was or how white the buildings were. None of these things, so impressive to the outsider, is what inspires the bond between the cadets and their college. Everything we did during that year from mess facts to sweep details and all that was in between was designed to break us down as individuals only to later rebuild us as a team, wholly and utterly dependent upon one another. In reality, I was correct when I said that a college could

not change a person. The Citadel, buildings composed of mortar and bricks, did not change me. The fervent devotion cadets and alumni have is not inspired by mortar and bricks. It is instead the final masterpiece of the unity, dependence and common thread of experience forged beginning with knob year that binds them to one another and to The Citadel—their Citadel.



# INSIDE LESESNE

A nighttime photograph of The Citadel, a large white building with a crenellated roofline and a prominent corner tower. The building's windows are illuminated from within, casting a warm glow. In the foreground, a black wrought-iron gate stands between two stone pillars, one of which is brightly lit. To the right of the gate, a palm tree is visible. The bottom of the image is dominated by long, horizontal light trails in red and green, suggesting traffic or light painting. The sky is a deep, clear blue.

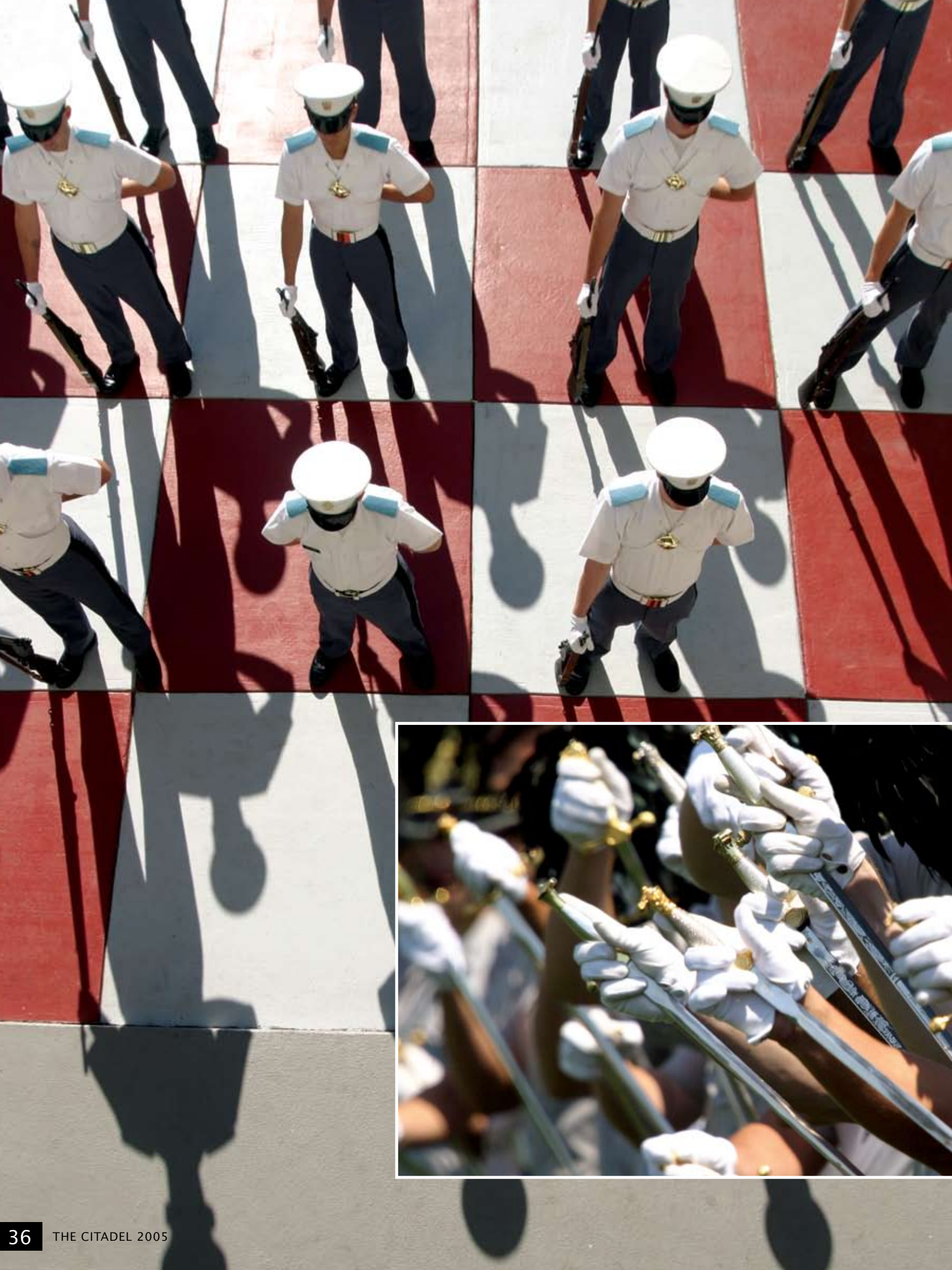
# GATE

When you see The Citadel through photographer Russ Pace's camera lens, you see a story of hard work and success. The pictures tell the story of senior cadets marching to get their rings, of Saturday morning inspections and formations, of athletes on the gridiron and on the hard court, and of time in the classroom. They tell a story of duty and honor and of young leaders who are learning to make a difference.

To see the complete collection of Citadel photography, including these pictures, go to the online college photo site at <http://photo.Citadel.edu>.







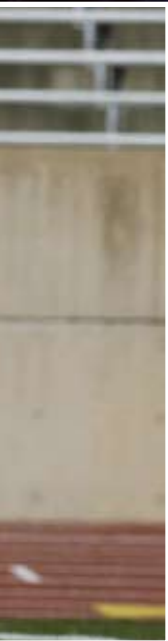




























**In Washington, D.C., Citadel grads Steven Haer, '95, and Alan McDonald, '93, both from Kilo Company, work for one of the most elite law enforcement agencies in the world, protecting the leader of the free world and investigating high-tech crimes. Working for the U.S. Secret Service is not an ordinary job, and they are not ordinary people. Both credit their Citadel background with preparing them for the challenge.**

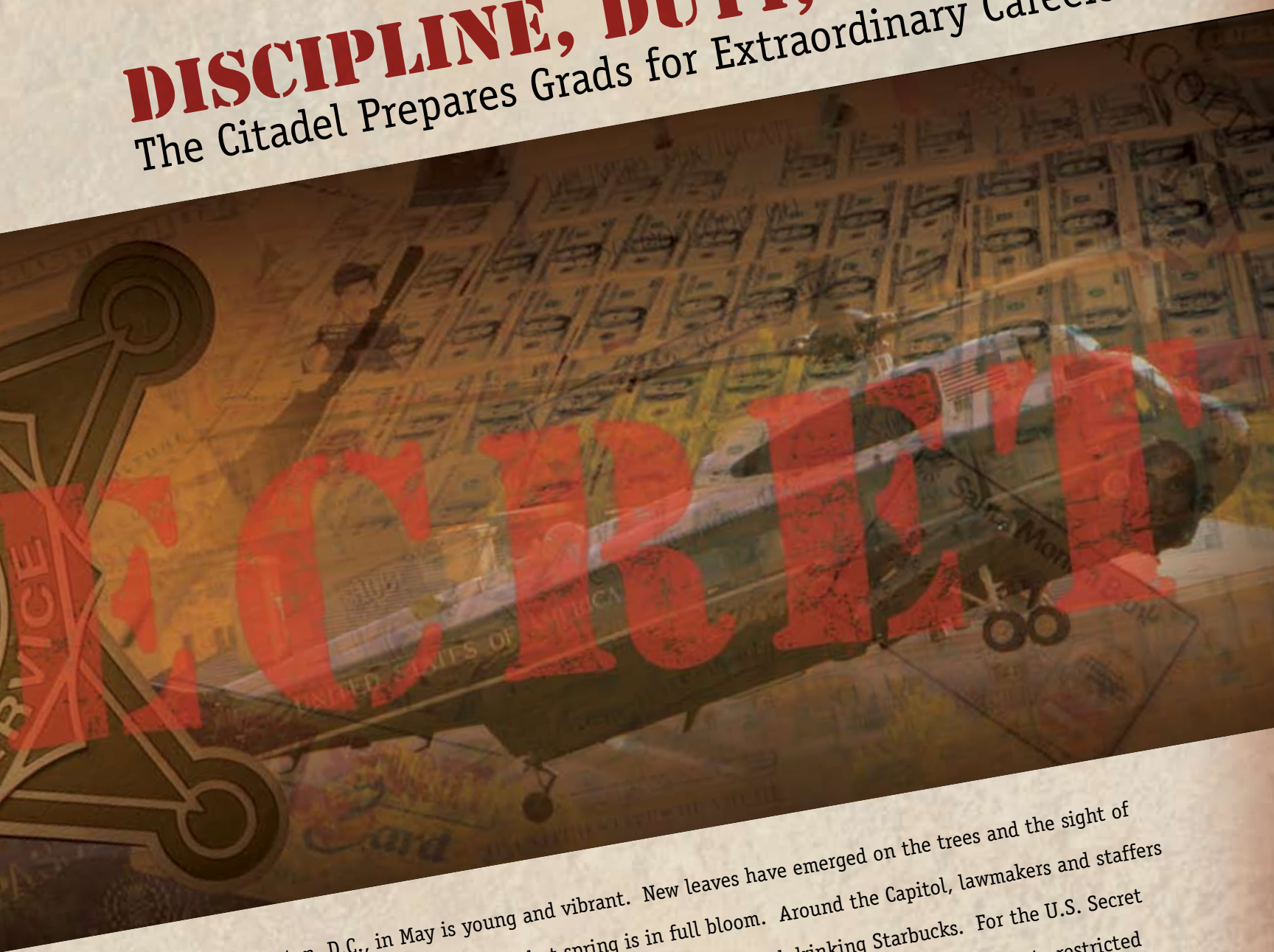


*By Jennifer Wallace*



# DISCIPLINE, DUTY, HONOR

The Citadel Prepares Grads for Extraordinary Careers



**W**ashington, D.C., in May is young and vibrant. New leaves have emerged on the trees and the sight of azaleas, tulips and irises signals that spring is in full bloom. Around the Capitol, lawmakers and staffers scurry about, talking on cell phones, checking BlackBerrys and drinking Starbucks. For the U.S. Secret Service it is just another routine day until the pilot of a single-engine Cessna unknowingly strays into restricted airspace flying toward the White House and sending Washington into a panic. The White House and the Capitol are immediately evacuated. Vice President Dick Cheney is whisked off to an unidentified location, and first lady Laura Bush and guest Nancy Reagan are taken to an unknown site. The president, who is biking at Patuxent Wildlife Research Center in Beltsville, Md., is safe.

The Secret Service is on alert.



Excitement and intrigue have always clung to the reputation of the Secret Service. The image of agents in dark suits and sunglasses talking into a radio microphone concealed under their wrist cuffs preserves the mystery. And while most people associate the Secret Service with the protection of the president, many do not know that it was actually founded by the Treasury Department to combat the rampant counterfeiting wave that threatened the nation's financial stability at the end of the Civil War. Created

in 1865, the agency did not begin presidential protection until

1901 with the assassination of President

William McKinley. In 2003, the Secret

Service began operating under the

Department of Homeland Security.

Today, it is still charged with the dual mission of protection and investigation.

Protection includes the current president

and vice president as well as their

immediate families, former presidents

and their spouses, presidential candidates

and their spouses, and visiting foreign

heads of state. Investigations range from

counterfeiting and financial institution fraud to telecommunications fraud and identity theft.

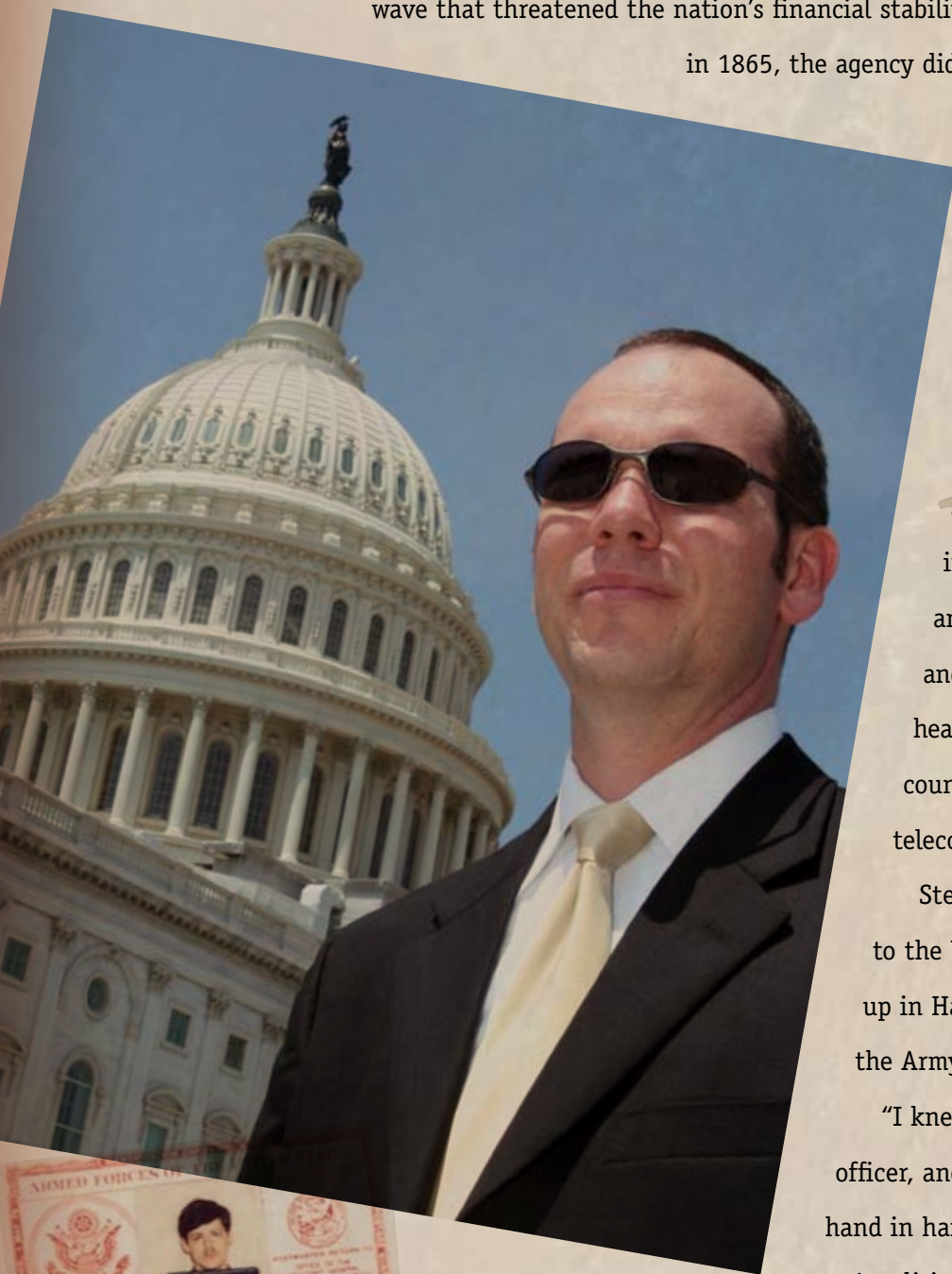
Steven Haer, '95, is a special agent assigned to the Washington Field Office. As a kid growing up in Harrisburg, Pa., Haer dreamed of a career in the Army.

"I knew growing up that I wanted to be an Army officer, and The Citadel and the Army kind of went hand in hand," said Haer.

A political science major, Haer interned with the North Charleston Police Department. After graduation

he fulfilled his childhood dream with an Army commission as a second lieutenant of infantry, which included several training missions and a six-month peacekeeping mission in Sinai, Egypt. Five years later, he was a captain and had accomplished everything he wanted to in the Army.

His Citadel roommate, Paul Tippet, '95, became a special agent after a stint as a Secret Service Uniformed Division officer, and Haer decided to give the service a try. It took him two years to get accepted. While the application time has since been shortened to approximately a year, it is still an intensive process. The





preliminary application for special agent positions is a daunting 35 pages and includes questions about assets, debts and tax records. Applicants must agree to a thorough background check, which includes credit reports and tax returns. They also answer a series of essay questions ranging from how well they deal with people to what their experiences are, and they take a written Treasury Enforcement Agent examination and a polygraph test before interviewing with a team of agents.

What qualifications should cadets looking for a career in the service have?

"I believe that the number one qualification for a special agent is integrity," said Haer. "The Secret Service motto is 'worthy of trust and confidence.' After integrity come decisiveness and flexibility. The Citadel does a good job of developing these qualities."

Leadership is another essential quality according to Lorie Lewis, a spokeswoman for the Secret Service. "We're looking for leadership, and a lot of what comes out of The Citadel and other military institutions is a good foundation, but they also have to have an open mind when they come here to learn something different."

Lewis also stresses the importance of a workplace background. "What we tell most people who look to apply to the Secret Service is to get all you can while you're in school; get some full-time work experience. Many of our applicants come from police departments, military and financial or computer backgrounds. But these jobs are not necessarily prerequisites. Get something underneath your belt that's going to make you more marketable to law enforcement."

Secret Service training is a grueling six months. Half of the training takes place at the Federal Law Enforcement Training Center in Glynco, Ga., and half in Beltsville, Md., at the Secret Service training facility, a 420-acre compound whose exact location is classified. The Beltsville training facility houses classrooms and firing ranges, an armorer's workshop and a canine training facility. There are two tactical villages where students practice simulated attacks on protectees. Half of the time is spent in the classroom, learning essential investigative and protective procedures, and the other half is spent in advanced weapons training, learning high speed driving techniques and applying principles of protection and investigation.

Alan McDonald, '93, has been working at the Washington Field Office for five years, but he took a different route into the Secret Service than Haer. In fact, after high school McDonald took odd jobs that ranged from waiting tables to working at a horse race track, mucking out stalls and exercising horses.







"I almost didn't go to college, and most of the reasons were financial. My dad convinced me to go to The Citadel. My family helped and there were Pell Grants and loans and friends. I managed to make it through in four years. I did come out with some debt, but it was all well worth it."

With loans to repay and a young wife in law school, McDonald found himself working for a small company in pharmaceutical sales, instead of following a law enforcement career.

"Before going to The Citadel, I was pretty much an introverted person. The Citadel gives you a confidence in yourself. It brings your personality out, which was helpful when I went to be a pharmaceutical sales rep. It's a tough business to be in, and you've got to be somewhat of an extrovert. The Citadel training helps you in any aspect of life that you pursue."

While people skills are very important to a career in the Secret Service, agents must also be equipped to deal quickly with the unexpected.

"At The Citadel, you learn to adapt to your environment and to deal with unexpected issues that pop up," said McDonald. "In the service, you've got to be able to adjust rapidly to both good and bad."

The Secret Service is widely associated with presidential protection. Assassins have attacked one out of every four American presidents, necessitating that every president have 24-hour protection. Unfortunately, protection and politics are not always compatible. By its very nature, the position of a president elected by the people is public—making speeches, shaking hands, greeting supporters, kissing babies—which makes protection a constant challenge. After an agent has been with the Secret Service for several years, he or she may be eligible for the presidential or vice presidential protective detail, a group of agents whose sole mission is to safeguard the president and vice president. Agents from field offices provide additional protection when the president leaves the confines of the White House.

"The training that we go through," said Haer, "teaches us to be proactive as opposed to reactive."





We always have a very well prepared game plan whether we're doing criminal work or working a protective assignment."

When President Bush spoke at The Citadel on Dec. 11, 2001, an advance team of agents began preparing for his arrival weeks before he was scheduled to come. The advance team included agents from the presidential detail and the Charleston Field Office as well as local and campus law enforcement. The goal was to secure McAlister Field House, identify potential places that could be used to stage an attack, map out routes, check all entrances, including the roof, and thoroughly sweep every inch of the building using canine bomb detectors. After McAlister was secured, it was sealed off to the public. The Secret Service had taken control of the building, and every exit was guarded. Every person entering had to pass through a metal detector.



Charleston International Airport was on lockdown for the arrival of Air Force One. Every detail had been anticipated, from having the president's own blood supply and armored motorcade to having a route planned for the hospital in the event of an emergency.

"I enjoy a lot of the protection work we do," said McDonald. "The advance work is like playing chess. When you're preparing, you want to secure the site. You use everything you've been trained to do to protect that site. There is a lot of thinking behind it."

At the White House, mystery shrouds the methods the service uses to guard the president's home. The Secret Service's Uniformed Division patrols the grounds and enforces crowd control. On the rooftop, a counter-sniper team stands on the lookout for anything out of the ordinary. And then there is the Joint Operations Center (JOC), whose location is highly classified. Secret Service personnel at the JOC monitor everything that goes on at the White House: perimeter alarms, interior alarms and environmental hazard alarms—air, water, and food—all to maintain the president's safety.

The Secret Service Washington Field Office (WFO) is one of 115 domestic field offices along with 17 foreign offices, including London, Canada, Paris, Nicosia and Rome. It is arguably the most challenging of all the field offices.

"WFO is clearly a distinct office because of the number of protectees that are here in D.C.," said Lewis.

Advance teams are constantly sent out to prepare local sites for the president's arrival, and protection details are regularly provided for visiting foreign heads of state. The field office also investigates threats and unusual interest in protectees in the surrounding area.

"A lot of these people suffer from mental disorders and are often harmless," said Todd Rich, a





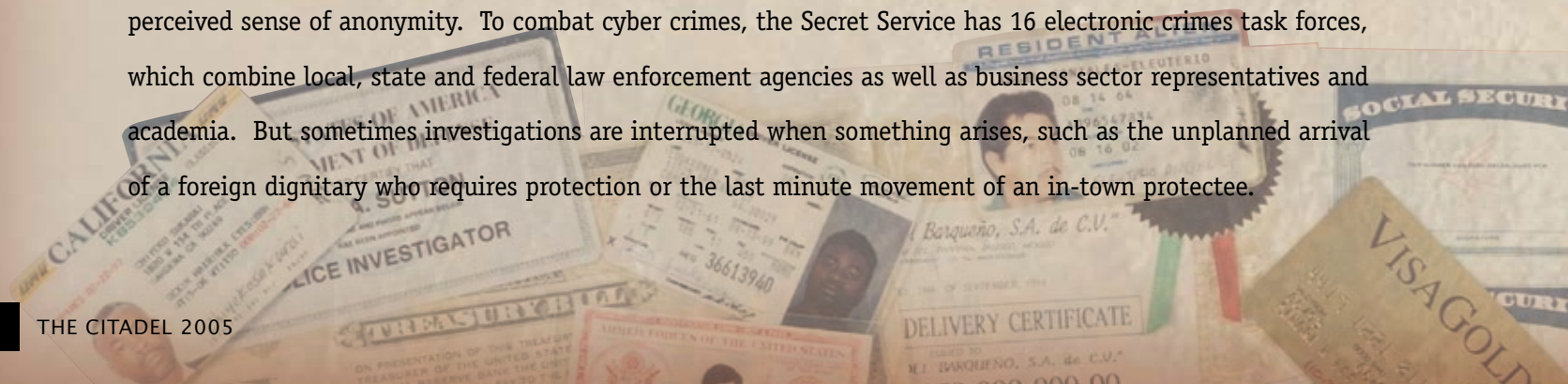
spokesman for the Washington Field Office. "But still we investigate every incident to its conclusion."

When calls are made to the Secret Service to report a crime, they are taken in the 24-hour call center and are fielded by the agent on duty. In the same room, televisions are tuned to different news stations. Next door is the operations center which features large magnetic dry erase boards with the names, schedules and cell phone numbers of everyone under protection in the Washington area. In another room is an investigation center where agents analyze, research and resolve crimes.

"That's the interesting thing about the service as opposed to other law enforcement agencies," said Haer. "Here we work both protection and investigation compared to other law enforcement agencies where they work just investigation. It keeps you interested."

With the sophistication of today's printing industry, counterfeit crimes occupy a large portion of Secret Service investigations. Desktop publishing, scanners and high-tech printing equipment make it easier than ever to print counterfeit currency. In laboratories, the bills are analyzed to reveal fingerprints and the ink and paper on which the phony currency was printed. From there, agents begin a complex investigation to trace the bills back to the criminals who created them.

Computer crimes, such as network intrusions, which often lead to identity theft, are on the rise because of a perceived sense of anonymity. To combat cyber crimes, the Secret Service has 16 electronic crimes task forces, which combine local, state and federal law enforcement agencies as well as business sector representatives and academia. But sometimes investigations are interrupted when something arises, such as the unplanned arrival of a foreign dignitary who requires protection or the last minute movement of an in-town protectee.





In the sky, the plane failed to respond to a Black Hawk helicopter and a small military jet's signals to change course and is now circled by two F-16 fighter jets. The F-16s fire flares until the plane moves away from the restricted airspace over Washington, D.C. Later, after questioning the two men on board the plane, the Secret Service determines that the incident was merely an accident. Amazingly, the innocent actions of an amateur pilot can send an entire city into a tailspin, especially since Sept. 11. Yet, whatever the

magnitude of the crisis, the Secret Service is poised to respond.

"The Citadel teaches a lot of lessons outside the classroom. It teaches discipline, perseverance, duty and honor," said Haer. "These are concepts that I learned there and have honed in my adult life. They are what have prepared me to become a successful U.S. Secret Service special agent."





# *The John S. Grinalds* CITADEL LEADERSHIP SCHOLARSHIP FUND

## *The Grinalds Tribute Campaign*

In January, Maj. Gen. John S. Grinalds announced his plan to step down as the 18th president of The Citadel. In recognition of his accomplishments in the last eight years, The Citadel Foundation launched a special campaign to raise a minimum of \$100,000 to establish a Citadel Leadership Scholarship in his name.

By Grinalds' Aug. 1 retirement, the foundation proudly surpassed its initial goal, raising more than \$120,000 to endow in perpetuity the John S. Grinalds Citadel Leadership Scholarship Fund. Additional gifts are currently being sought to maximize the scholarship's impact upon future cadets. The foundation has also received several private contributions to commission a presidential portrait for display in Daniel Library. It is currently being painted by the renowned American portrait artist John Howard Sanden, who painted Grinalds' likeness to commemorate his service as headmaster of the Woodberry Forest School in Virginia.

One of the hallmarks of Grinalds' administration at The Citadel has been the integration of leadership and ethics into every aspect of campus life. During his tenure, Grinalds defined success as developing each member of the Corps of Cadets into a principled leader educated in mind, body and spirit.

*"Through his actions and his words, Gen. Grinalds exemplified the concept of principled leadership at The Citadel," says The Citadel Foundation Executive Director Frank Shannon. "It is, therefore, fitting that so many have given in his honor through The Citadel Foundation to establish this scholarship in his name. This will forever continue his legacy of fostering ethical leadership within the Corps."*

## *The Citadel Leadership Scholarship Program*

The Citadel recruits young men and women who have demonstrated the qualities of leadership, academic achievement, self-discipline and service—qualities that will enable them to excel in the college's unique military environment and continue to flourish after graduation. The Citadel Leadership Scholarship Fund offers partial scholarships to a select number of outstanding prospective students each year.

## *Giving to The John S. Grinalds Citadel Leadership Scholarship Fund*

A scholarship that recognizes the qualities of leadership, character and service is an appropriate legacy for an extraordinary leader. Recipients of the John S. Grinalds Citadel Leadership Scholarship will stand as evidence of his profound impact upon the college for generations to come.

To make your gift recognizing the leadership and legacy of Maj. Gen. John S. Grinalds, please call 800.233.1842 or visit [www.citadel.edu/tcf](http://www.citadel.edu/tcf). Contributions to the fund may also be made payable to:

The Citadel Foundation  
171 Moultrie Street  
Charleston, S.C. 29409

*Please be sure to designate your gift to the John S. Grinalds Citadel Leadership Scholarship fund.*





# THE McCORMICK

## The McCormick Tribune Foundation Continues a Tradition

**I**n December 2004, The Citadel Foundation received \$400,000 from the Robert R. McCormick Tribune Foundation to renovate and maintain the McCormick Beach House on the Isle of Palms. This substantial gift from one of the nation's largest charitable foundations will underwrite improvements that will enhance the appearance, comfort and functionality of the beach house and its ability to provide educational and recreational opportunities to The Citadel and the Lowcountry.

An integral part of the cadet experience and a prominent landmark on the Isle of Palms, the McCormick Beach House provides an outstanding off-campus recreational facility and cadet retreat that enriches the educational offerings of the college. During the next two years, the McCormick Tribune Foundation's \$400,000 grant will enable the college to conduct extensive renovations to improve and beautify the beach house while making it more accessible for year-round activities.

In addition to providing funds for the beach house renewal, this gift reinvigorates the longstanding relationship between The Citadel and the McCormick Tribune Foundation. The continuing partnership between the two institutions is rooted in the friendship of Col. Robert R. McCormick, editor and publisher of The Chicago Tribune, and Gen. Charles P. Summerall, who served as the 10th president of The Citadel from 1931 to 1953. Prior to that, Summerall was McCormick's commanding officer in the First Infantry Division Artillery during World War I.

For a quarter of a century before his death, McCormick maintained an interest in The Citadel that resulted in several generous investments in the college. Beginning in 1934, the McCormick Tribune Foundation supported the First Field Artillery Brigade Scholarships, which eventually became known as the McCormick Scholarships. The McCormick Scholarships benefited cadets from Illinois and other Midwestern states for decades, covering full

tuition and all expenses for four years. More recently, the foundation supported the Salute to the Citizen Soldier program for the 1995-1996 school year. Along with the current generous gift for the beach house, the McCormick Tribune Foundation has revived the McCormick Scholarships beginning with the 2005-2006 academic year.

Anticipating Summerall's approaching retirement, McCormick in 1941 deeded to the college Whitehall Plantation, a beautiful estate in Aiken, S.C., as a permanent residence for Summerall, who lived there from his retirement in 1953 until his death in 1957. When Summerall passed away, Citadel President Gen. Mark Clark sold the plantation and used the proceeds to purchase a five-acre tract on the Isle of Palms and build the Col. Robert R. McCormick Beach Club of The Citadel, The Military College of South Carolina.

The original McCormick Beach Club served as a recreational retreat for the Corps of Cadets, veteran students and faculty and staff for more than 30 years. In 1989 it was destroyed by Hurricane Hugo. At a total cost of more than \$900,000, provided through the insurance payments, funding from the Federal Emergency Management Agency and additional gifts from the McCormick Tribune Foundation, the college rebuilt the beach house. Today it boasts a grand ballroom with vaulted ceilings, a large stone fireplace and a screened porch and wooden deck running the length of the house.



*"We are honored  
particularly so  
and specifically"*

*—Brig. Gen. Richard*

In addition to the generous grant of \$400,000 for the McCormick Beach House, the college will also receive \$40,000 annually from the McCormick Tribune Foundation to reestablish the Robert R. McCormick Scholarships, which will enable two students from Illinois to attend The Citadel each year. The first two scholarship awards will be offered to incoming freshmen for the 2005-2006 academic year.

The selection of scholars will be made by The Citadel and will involve assessment of character, financial

need and promise in addition to academic merit. Preference will be given to the children of military veterans. Beginning in 2005, two incoming McCormick Scholars will receive \$5,000 per year for a maximum of four years, renewable as long as the cadet remains in good academic standing. Each subsequent year, two additional incoming cadets will receive scholarships so that up to eight students will be enrolled as McCormick Scholars at any given time.

The spirit of the McCormick Scholarships was

# BEACH HOUSE

By Jarret Sonta



*ored to continue the legacy of McCormick's support of The Citadel. This grant is significant because it involves an institution McCormick supported during his lifetime ally mentioned in his will."*

*A. Behrenhausen, president and CEO of the McCormick Tribune Foundation*

Maj. Gen. Neil Creighton, former president and chief executive officer of the McCormick Tribune Foundation, was the guest of honor for the reopening and dedication in 1995. The McCormick Tribune Foundation has supported the needs of the McCormick Beach House ever since.

The current generous support of the McCormick Tribune Foundation is extended as part of the foundation's 50<sup>th</sup> anniversary celebration, revisiting and renewing support for some of the projects that resonate with McCormick's original intentions.

"We are honored to continue the legacy of McCormick's support of The Citadel," said Brig. Gen. Richard A. Behrenhausen, president and CEO of

the Robert R. McCormick Tribune Foundation. "This grant is particularly significant because it involves an institution McCormick supported during his lifetime and specifically mentioned in his will."

On behalf of the Corps of Cadets and the members of The Citadel family and Charleston community who derive so much enjoyment from the McCormick Beach House, The Citadel Foundation sincerely thanks the McCormick Tribune Foundation for its loyal and generous support and for providing a unique and appreciated venue.

perhaps best articulated by William A. Reiss, '65, an Illinois native who attended The Citadel as a McCormick Scholar and who wrote to the McCormick Tribune Foundation upon his graduation:

*"Now I have the tools I've long desired and needed to become a success and an asset to the environment in which I will live. The Citadel has given me knowledge, confidence, and above all, a strong sense of Americanism...The demands of the academic curriculum, the intricacies and responsibilities exacted*

*by the military department, and the strong personal demands of our Honor Code ingrain into each of us an extreme sense of duty and obligation which can never change and never be removed."*







# MINIATURE CADET COLLECTIBLES

MUSEUM-QUALITY PIECES DESIGNED EXCLUSIVELY FOR THE CITADEL FOUNDATION'S DONORS



## WHAT ARE THE CITADEL FOUNDATION'S MINIATURE CADET COLLECTIBLES?

Frequently referred to as cadet miniatures or toy soldiers, these museum-quality pieces are designed exclusively for The Citadel Foundation as a token of appreciation for the annual benefactors of The Citadel. Handcrafted in the United Kingdom by Trophy Miniatures Wales Ltd., each piece is crafted of solid lead and clad in full dress salt and pepper uniform.

## HOW CAN I BEGIN COLLECTING CADET MINIATURES?

Cadet miniatures are reserved as an exclusive thank you gift offered each year to any individual who contributes \$2,500 or more to The Citadel or any of its supporting organizations (The Citadel Foundation, The Citadel Brigadier Foundation, The Citadel Alumni Association). These highly prized collectibles are not available for purchase, and The Citadel Foundation maintains an agreement of exclusivity with the artists who produce them to ensure that they retain their value.

Annual donors at the Dean's List level (\$2,500 to \$4,999) receive one miniature; donors at the Gold Stars level (\$5,000 to \$9,999) receive two miniatures; and donors at the Esprit de Corps level (\$10,000 or more) receive three miniatures, the maximum number available in a given year.

## HOW ARE CADET MINIATURES DESIGNED?

Based in South Glamorgan, Wales, Trophy Miniatures Wales Ltd. has earned a reputation throughout the world for handcrafting some of the finest traditional toy soldiers. For the line of Citadel figures, the design of each piece begins with studio photographs of actual cadets in full dress uniform. The artist at Trophy Miniatures works from the photograph and samples of cadet uniform cloth to craft an intricate wax replica from which a gravity mold is cast. The lead is poured into the mold, cooled, and removed for subsequent inspection and painting. The process is repeated until the designer achieves near perfection. The miniature is then ready for production.

Meanwhile, painting supervisors prepare master paint samples and mix The Citadel colors in quantity. The final figures are cleaned and expertly painted by hand. The extraordinary skill of the painters creates a nearly exact replication, as is evident in the tartan of the bagpiper's uniform. Closer inspection reveals even the Hungarian knots stitched around the buttons of the full dress blouse.

## HOW MANY MINIATURES COMPRISE A COMPLETE SET?

The complete set includes a full platoon with color guard, pipe band, and Palmetto Battery artillery unit marching at parade. Currently, the set consists of 39 miniatures in 15 different designs with four new designs slated for future production. Additional signature pieces, such as a company commander, guidon bearer and various artillery pieces or campus structures, may be produced to expand the set.

## WHY HAVE I RECEIVED THE SAME PIECE MORE THAN ONCE?

Because the complete set will represent a full platoon, duplicate pieces are required. For example, the pipe band features eight cadet pipers along with various drummers, while the full rifle platoon consists of 18 individual rifle bearers accompanied by a platoon leader. The awarding of cadet miniatures follows an order designed to maximize the variety of pieces you receive in a given year while still accurately building a full complement of toy soldiers. More information and a complete list of the awarding order of cadet miniatures is available online under Giving Societies at [www.Citadel.edu/tcf](http://www.Citadel.edu/tcf).

## WHEN ARE MINIATURES AWARDED EACH YEAR?

Due to the high level of craftsmanship and detail, production can take up to six full months. Individual pieces are custom ordered and hand crafted, so that miniatures received in the fall of one year are offered in recognition of the prior year's giving.

## HOW CAN I LEARN MORE ABOUT RECEIVING A CADET MINIATURE WHILE MAKING A VITAL CONTRIBUTION TO THE ONGOING SUCCESS OF THE CITADEL?

For additional information about the importance of your annual gift to The Citadel and the benefits you may receive in return, please call The Citadel Foundation at 800.233.1842, e-mail [supporttcf@Citadel.edu](mailto:supporttcf@Citadel.edu), or visit [www.Citadel.edu/tcf](http://www.Citadel.edu/tcf).





# A Lasting

Many alumni and friends find that a gift to the college in their estate plans leaves a lasting legacy that underscores a lifetime of supporting The Citadel.

What impact would you like to make on the future of The Citadel? There are many options for structuring your gift:

- An outright gift of cash or marketable securities—an outright gift may be completed at once or over several years while enjoying certain tax-related advantages.
- A bequest in your will or living trust—this deferred giving method may permit you to make a substantially larger gift from assets once they are no longer needed.
- Converting highly appreciated assets (such as securities and real estate) into lifetime income or related benefits for you or other loved ones, after which time the remaining principal of the asset would be used for your chosen gift purposes. Life Income Gift Plans include the Charitable Remainder Trust and the Charitable Gift Annuity. A family residence, farm or vacation home may be transferred into a Retained Life Estate for the ultimate benefit of charity while the donor continues to enjoy the privileges of lifetime use. Significant tax-related advantages often apply to such gift plans.
- Designating income from appreciated assets to The Citadel



"THE CITADEL CAME AT A TIME IN MY LIFE WHEN I NEEDED EXACTLY WHAT IT PROVIDED, PARTICULARLY IN TERMS OF A DISCIPLINED, STRUCTURED ENVIRONMENT. I'D BE LESS THAN HONEST IF I CLAIMED TO ENJOY EVERY ASPECT OF MY CADET EXPERIENCE, BUT I CAN SAY TRUTHFULLY THAT ATTENDING THE CITADEL RANKS AMONG THE TOP THREE EVENTS THAT HAVE SHAPED MY LIFE.

"I EARNED LIFELONG FRIENDS THROUGH THE BONDS FORMED WITH MY CLASSMATES, AND THE SELF-DISCIPLINE I LEARNED AS A CADET HAS MOTIVATED ANY SUCCESS I HAVE ENCOUNTERED SINCE. PERHAPS MOST IMPORTANTLY, THE CITADEL INSTILLS IN CADETS THE ABILITY TO TAKE THINGS IN STRIDE, THE DESIRE TO FOCUS AND WORK HARD AND THE UNDERSTANDING THAT IF YOU DO THE BEST YOU CAN, SUCCESS WILL FOLLOW.

"SCHOOLS LIKE THE CITADEL—THE FEW THAT THERE ARE IN THE COUNTRY—HAVE A STRONG PLACE IN SOCIETY, AND THEY NEED OUR SUPPORT TO MAINTAIN THEIR POSITIVE IMPACT ON YOUNG FOLKS. BY ENDOWING A SCHOLARSHIP AT THE CITADEL, I HOPE TO PROVIDE AN OPPORTUNITY FOR THOSE YOUNG INDIVIDUALS WHO ASPIRE TO JOIN THE CORPS BUT MAY NOT HAVE THE FINANCIAL OPPORTUNITY TO DO SO. JUDITH AND I STRONGLY BELIEVE THAT ENABLING WORTHY YOUNG INDIVIDUALS TO EXPERIENCE A CITADEL EDUCATION WILL ULTIMATELY HAVE A LONG-TERM, POSITIVE INFLUENCE ON OUR SOCIETY. FOR THAT REASON, WE ARE PROUD TO LEAVE A LASTING LEGACY FOR FUTURE CADETS AND THE FUTURE OF THE COLLEGE."

—Bo Aughtry, '71

# ing Legacy

for a term of years, after which time the assets revert to your own use. The Charitable Lead Trust allows you to provide income to charity for a period of time, then to pass assets to family members at a reduced tax cost.

- A carefully crafted combination of the above will help you reach your financial and philanthropic goals.

A well-designed charitable gift plan may also provide the donor with certain tax-related benefits. The gift plan you select may provide income tax charitable deductions, avoidance of tax on capital gain for highly appreciated assets and reduction of estate and gift tax.

Please consider your own wishes for the future of The Citadel and let us know where and how you would like to implement them.

For more information or to arrange an appointment to discuss your personal goals, please contact Dan Shephard, director of planned giving at The Citadel Foundation:

*171 Moultrie Street  
Charleston, S.C. 29409  
800.233.1842  
Dan.Shephard@Citadel.edu*

“MY EXPERIENCE AS A CADET HAS HAD A TREMENDOUS IMPACT UPON MY LIFE, AND SHERMALYN AND I FEEL FORTUNATE THAT WE ARE ABLE TO GIVE SOMETHING BACK TO THE CITADEL IN THE FORM OF A BEQUEST. THE COLLEGE’S COMMITMENT TO HONOR AND SERVICE ALONG WITH ITS RIGOROUS TRAINING IN SELF-DISCIPLINE PRODUCES INDIVIDUALS SCHOOLED IN VALUES THAT, UNFORTUNATELY, ARE NOT PREVALENT ENOUGH IN SOCIETY TODAY.

“I AM PROUD TO NOTE THE REMARKABLE STRIDES THE CITADEL HAS MADE OVER THE LAST SEVERAL DECADES. WHEN I ARRIVED ON CAMPUS IN THE 1950S, THE COLLEGE WAS WELL KNOWN THROUGHOUT SOUTH CAROLINA, BUT ITS REPUTATION DID NOT EXTEND FAR BEYOND THE STATE’S BORDERS. THANKS TO THE TIRELESS EFFORTS OF A SERIES OF STRONG LEADERS, THE CITADEL NOW OFFERS AN EXCEPTIONAL ACADEMIC PROGRAM, DRAWING STUDENTS FROM ACROSS THE COUNTRY AND CONSISTENTLY ACHIEVING PROMINENT RECOGNITION IN COLLEGE RANKINGS NATIONWIDE.

“WE SINCERELY HOPE THAT OUR CONTRIBUTION WILL HELP THE CITADEL CONTINUE ITS LONGSTANDING TRADITION OF TRAINING YOUNG CADETS TO BECOME MEN AND WOMEN OF HONOR. SIMPLY PUT, I CANNOT THINK OF A BETTER PLACE FOR OUR MONEY TO GO AFTER WE ARE GONE!”

—Lee Kelce, '56







Your gift will help continue the long march of tradition

*On January 20, Summerall Guards performed at the presidential inaugural parade in Washington, D.C.*





at The Citadel.

To learn how your gift can make a difference in the life of a young cadet, call The Citadel Foundation at 800.233.1842 or visit [www.Citadel.edu/tcf](http://www.Citadel.edu/tcf).







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