

THE CITADEL

PREPARING PRINCIPLED LEADERS 2008





The Citadel Fund

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

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

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



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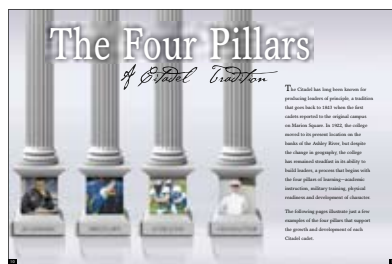
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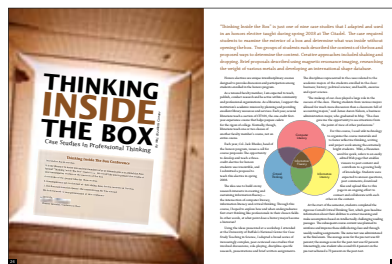
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From the President

THE CITADEL 2008



This 2008 issue of *The Citadel* magazine focuses on the unique vision to which we are dedicated: "Achieving excellence in the education of principled leaders."

What is "principled leadership"? I believe it is possessing the knowledge and experience to succeed personally and inspire others to greatness, and making the commitment to use that leadership to the benefit of our region, the nation and the world.

We put the highest priority on developing principled leaders. The Krause Initiative in Ethics and Leadership, a campus-wide effort to enhance leadership development and ethical growth at The Citadel, was established in July 2003 and provides institutional programs and activities that will help strengthen The Citadel's preparation of principled leaders.

Throughout these pages you will meet cadets and alumni who embody the "four pillars" of The Citadel that form the foundation for the Corps of Cadets: academics, athletics, military and character. These individuals provide dramatic illustrations of the very special training our cadets receive.

Our efforts to provide a unique educational experience have been recognized by the students and families who decide The Citadel will provide the best preparation for the challenges of the 21st century. This year's freshman class is the largest in 32 years and possesses among the highest grade averages and SAT scores in the history of The Citadel.

We are honored these ambitious young people have chosen The Citadel, and we are committed to the kind of success you will read about in this issue of *The Citadel*.

A handwritten signature in black ink, reading "John W. Rosa".

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



The Citadel remains top ranked by *U.S. News* for both quality and value

The Citadel continues to be among the top 10 colleges and universities in the South that offer value and a quality educational program to students, based on the 2009 *U.S. News & World Report* rankings.

In the 2009 rankings, The Citadel was named:

- No. 2 best master's degree-granting public institution in the South.
- No. 5 among all master's degree-granting colleges and universities, both public and private, in the South.
- No. 7 best value among institutions in the South.

The Citadel was one of only two public colleges in the nation to earn a spot on the "Best Value" list for master's degree-granting institutions.

"We are very proud to be one of the best overall colleges in our category and a top value as well," said Citadel President Lt. Gen. John W. Rosa. "The *U.S. News* recognition affirms our hard work at providing a unique, high quality education that is dedicated to preparing principled leaders while keeping costs as low as possible."

The School of Engineering moved up from No. 38 to No. 34 in this year's rankings of the best undergraduate engineering programs in the nation. In addition, the civil engineering program was ranked No. 8 in undergraduate engineering specialty programs.

The Citadel was one of only two public colleges in the nation to earn a spot on the "Best Value" list for master's degree-granting institutions.

Col. Dennis Fallon, dean of the School of Engineering, said he is both personally and professionally proud.

"I am proud of our engineering curriculum that is underpinned by a rigorous academic program and significant opportunity to develop principled leadership skills," he said. "To have our programs recognized nationally in this manner only enhances my sense of pride."

"We are delighted that The Citadel appears so prominently in the *U.S. News* rankings, but a more important proof of success is students who want to attend," said Brig. Gen. Samuel M. Hines, Jr., provost and dean of the college. "This year we are matriculating our largest freshman class in 32 years, which is a powerful demonstration that families believe The Citadel provides the best preparation for meeting the challenges students will face."



What else is new at Johnson Hagood Stadium?

The revitalized Johnson Hagood Stadium, with an approximate price tag of \$42 million, is an investment that will be guarded around the clock by a tenacious Bulldog monument.



Poised ferociously on the corner of Hagood Avenue and Congress Street, this impressive statue, on its pedestal, stands 10 feet tall and watches over the Corps of Cadets while gazing protectively toward The Citadel campus.

The new big dog on campus was crafted in the likeness of Bulldog mascot Boo by renowned sculpture artist Michael Hamby, a retired professional football player with the Buffalo Bills, whose commissioned sculptures include works for the NFL Hall of Fame and the College Football Hall of Fame.

The monument became a reality through private donations, primarily from the class of 1968 in recognition of its 40th reunion this year. Plaques mounted on the base acknowledge, on one side, those stadium benefactors who have contributed \$500,000 or more to the renovation project and, on the other side, those who have contributed \$100,000 or more and those who have stepped up to meet former Athletic Director Les Robinson's challenge to give \$100,000 or more.



Cadets talk politics on Fox

Fox News' Frank Luntz talked to cadets in January about the impact young voters can make in this year's election. Luntz was on campus getting feedback from cadets on issues and candidates while hosting a voter focus group in response to the Republican debate in Myrtle Beach.

"They're bright. They're articulate. They're smart, and they care about this country," Luntz said about Citadel cadets who appeared on "Hannity and Colmes" Jan. 11.



Post and Courier reporter embedded in leadership seminar

"The Citadel's top 100 cadets rose before sunrise every day this past week, threw on their physical training uniforms, laced up their sneakers and ran toward the stadium lights on Willson Field," wrote *Post and Courier* reporter Diane Knich after spending a week embedded with cadet leaders, taking part in a week-long leadership seminar to prepare for the freshman class arrival.

For the first time, a reporter stood alongside cadets at morning physical training and took part in the discussions about principled leadership development.

The week-long project, which included a series of daily online articles with multimedia content, wrapped up with a front-page story on Aug. 10.



The Citadel joins efforts to save the Morris Island Lighthouse

In an effort to help preserve one of the Lowcountry's most visible landmarks, The Citadel and the grass-roots organization Save the Light announced a partnership to conduct long-term structural monitoring of the Morris Island Lighthouse.

Under the supervision of faculty members from the civil and environmental engineering, electrical and computer engineering, and biology departments, students—cadets and evening undergraduate students—are conducting long-term monitoring of the lighthouse.

"An iconic structure and engineering marvel in Charleston, the Morris Island Lighthouse is the ideal example to use in teaching engineering and science," said Capt. Edward L. Hajduk, assistant professor in civil and environmental engineering and principal investigator for the collaboration. "The opportunities for our students to take on leadership roles in the preservation efforts of one of Charleston's most recognizable landmarks are endless thanks to this collaboration."

Long-term monitoring can aid in the understanding of the lighthouse's construction and design, assisting with future repair and renovation. It also creates new academic research and leadership development opportunities for students and faculty. The plan and data collected also can be used to educate K-12 students about engineering, the lighthouse and the importance of historic structures.



Cadet Elizabeth Penn-Sanders (left) and Citadel Graduate College evening undergraduate student Stephanie van der Horst listen as The Citadel's efforts to help preserve the Morris Island Lighthouse are announced June 5, 2008, in the Greater Issues Room in Mark Clark Hall. Penn-Sanders and van der Horst, both undergraduate engineering students, spent the summer collecting lighthouse data that will be used to develop a long-term plan for structural monitoring of the iconic Charleston landmark.

Largest freshman class in 32 years

The class of 2012, at more than 700 cadet recruits, reported to The Citadel early on Aug. 16 for academic orientation and military training.

This class represents several milestones:

- It is the largest class in 32 years with 711 freshmen.
- Forty-nine women, the second largest female freshman class since the college began admitting women in 1996, reported. Women make up about 6 percent of the Corps of Cadets and the number of female alumnae has surpassed 150.
- Minority enrollment has increased. Sixty-one African-Americans were among the 125 minorities to arrive.
- South Carolina is home to 293 of the cadet recruits; the remainder come from more than 39 other states and eight foreign countries.
- The freshman class is academically strong with an average high school GPA of 3.35 (the highest on record) and an average SAT score of 1102 (the second highest on record).

The freshman class began military training on Monday, Aug. 18.

During the first year, students learn the best qualities of character, physical fitness, ethics, honor, integrity and courage through a military and disciplined environment. The first step—learn how to be followers, so in succeeding years, additional duties and responsibilities in leadership roles can be achieved. More than 200 cadets, including 100 who took part in this year's intensive Leadership Seminar, took the reins of teaching the freshmen everything they needed to know to join the South Carolina Corps of Cadets.





Class of 2008 graduates; Class of 1944 receives special tribute

Diplomas were presented May 3 to members of the class of 2008—a class of nearly 500 students. The college's most recent graduates include cadets, active duty military students and two veterans who returned after military service to complete their education and leadership development training.

During commencement exercises, the class of 1944 received special recognition. Because the entire class was called to World War II at the end of its junior year, the cadets never had a senior year or a commencement ceremony, and they are the only class in the history of the college to receive their rings as juniors. They were dubbed "the class that never was."

Retired S.C. Supreme Court Justice A. Lee Chandler spoke on behalf of the class of 1944. It is tradition for a senior class representative to deliver commencement remarks.

"At The Citadel, we all know that the camaraderie of cadets is very special to seniors, who can reflect with pride that they have stayed the course of a disciplined four years," Chandler said. "Today... the class of '44 is NOT 'the class that never was,' but in the hearts and minds and souls of our great Citadel family, we are 'the class that LIVES FOREVER!' "

U.S. Sen. Lindsey Graham delivered the commencement address to the class of 2008 and 16 members of the class of 1944 who were in attendance with their families.

The Four

of Citadel



ACADEMIC



MILITARY



ATHLETIC

Pillars

Tradition

The Citadel has long been known for producing leaders of principle, a tradition that goes back to 1843 when the first cadets reported to the original campus on Marion Square. In 1922, the college moved to its present location on the banks of the Ashley River, but despite the change in geography, the college has remained steadfast in its ability to build leaders, a process that begins with the four pillars of learning—academic instruction, military training, physical readiness and development of character.

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





Academic Instruction

On Tuesday, Sept. 27, 2007, I anxiously walked into a large room on the fourth floor of Capers Hall for the inaugural organization meeting of the Middle East Studies Student Association (MESSA). At the beginning of the semester, I had a waiting list of students trying to get into the already filled-to-capacity Modern Middle East History course.

Were the cadets really so interested that they would spend personal time, in addition to their already busy schedules, to learn more about the Middle East? Would I walk into the room just to find a handful of history or political science majors who wanted to make the Middle East a focus of their studies?

As I walked around the corner into the room that seated 50, I paused. Every seat in the room was taken and another 20 cadets were standing along the walls. It seemed that not only had Middle East studies come to The Citadel, but The Citadel had come to Middle East studies.

After Sept. 11, 2001, the government became very mindful of its need to increase the number of Middle East specialists at its disposal and expand the American public's general awareness of the region. With governmental encouragement, universities and colleges all over the country began to increase their offerings in Middle East-related courses to help meet the growing demand. In this respect, The Citadel is no exception. New faculty members were hired, and new courses were made available at both the undergraduate and graduate levels. And like their counterparts all over the country, Citadel students enthusiastically embraced the new curriculum.

Today students may take a variety of courses on the Middle East, covering such topics as early Islamic history, the Crusades, the history of the modern Middle East,



ACADEMIC

By Capt. Christopher J. Wright

the Arab-Israeli conflict, Middle Eastern affairs, international terrorism and various special-topic courses dealing with the region and surrounding areas. Though this area of study has recently seen tremendous growth, faculty and administrators continue to look toward sustained development.

As part of a larger international focus, Provost and Dean of the College Brig. Gen. Samuel Hines and interested faculty members have spearheaded a push to increase the number of opportunities for students in Middle East studies. A key aspect of this drive is the expansion of study-abroad programs, allowing students to travel to the Middle East to take courses that expand their understanding of the region through experiencing its culture, people and languages. Thus far, students have studied in Lebanon, Egypt, Israel, Jordan and Turkey. Other promising areas of expansion include offerings in Middle East-related languages and the development of a Middle East studies minor.

The Citadel Middle East Studies Student Association is focused on establishing and advancing knowledge of the Middle East by encouraging a forum for students to engage in discussion and debate various topics about the region. The organization is open to cadets of all majors, providing them an opportunity to broaden their understanding. Meetings are also open to faculty, staff and the public. At each gathering, a specialist on the given topic is invited to speak to the organization with questions and discussion to follow. The 2007-2008 academic year included a visit from the Imam of the Grand Mosque of Charleston to speak about Islam and a member of the Charleston Jewish Federation who presented the Israeli perspective of the Palestinian-Israeli conflict, which in turn was followed by another meeting covering the conflict from a Palestinian perspective. In just two semesters MESSA has grown into one of the largest student organizations on campus.

"MESSA has introduced a new dimension to Middle Eastern studies," said Marc Popovich, '08, the 2007-2008 MESSA vice president. "Guest speakers—specialists and actual people of the Middle Eastern culture—offer students and members of the community a greater perspective of the people, the region and the growing problems that affect the world we live in today."

Though students continue to flock to Middle East-related courses on campuses all over America, Citadel cadets appear to take the subject much more seriously. Indeed, interest is so high that the courses are filled to capacity every semester they are offered. Cadets who take commissions in the military have much more at stake than the average student, and they have a personal interest in gaining a better awareness of the Middle East.

The military science departments have also taken an active role by encouraging contract students to take these classes

and by helping to expand course offerings. This fall a new course was piloted for graduating military contract seniors to better prepare them for deployment to the Middle East. The curriculum covers the history, culture, faith, perceptions, politics and international relations of the region—all wrapped up into one crash course. In the short time Middle East courses have been available, the impact can already be felt. Having gained a better understanding of the region and its people, many graduates who have been deployed have commented on how these courses helped them be better prepared for their mission than most of their peers.

As a professor of Middle East history and Islamic studies, I have been pleased at the level of interest and commitment our students have demonstrated. They approach the study of the Middle East in a lively and engaging manner, and most importantly, with an open mind and willingness to learn.



Most do not approach the courses as mere history classes, but as an extension of their Citadel training, to better understand the world they live in and their place in that world. With that knowledge, they can then impact society as informed citizens, soldiers and leaders.

Capt. Christopher J. Wright has been a professor of Middle East history and Islamic studies at The Citadel since 2006. He received his Ph.D. in Middle East history from the University of California, Santa Barbara. His areas of interest and research include early to modern Middle East and Islamic history, early Christianity and Roman late antiquity.



Military Training

A transport helicopter carrying 11 Marines lands noisily at the far end of an abandoned airfield. Mentally prepared for their mission, the Marines quickly exit the helicopter, fan out and drop to the ground, rifles pointed into darkness as they scan for enemy presence. The night air is warm, humid, thick with biting insects and the pervasive smell of a nearby swamp. As grit and sand swirl in the wake of the departing helicopter, the Marines rise silently and quickly move into the safety of the shadowy tree line.

Under a red-lens light, the squad leader consults his map and motions to his navigator. The squad begins moving stealthily through dense forest towards Battle Position Hotel, a little more than a mile away. The Marines wear body armor and carry large packs, and movement through the thick, overgrown trees is laborious in the darkness.

Ten minutes pass, and the point man, stationed at the front of the tactical formation, suddenly stops, turns to the man behind him, and makes a slicing movement across his throat. The second Marine does the same, and in this manner, 11 Marines are alerted that there is danger in their path. The squad, reacting on instinct, disperses into a 360-degree formation to prepare for potential enemy attack. The squad leader cautiously examines the area as two Marines lie down in the underbrush, pointing their weapons in opposite directions down a rudimentary roadway that has recently been used by the enemy. As these two provide security, two other Marines rush across the roadway side by side and disappear into what they hope is the safety of the far-side foliage. Two more Marines sprint across the danger area, their rifles pointing down the dark roadway. Two by two, the entire squad makes its way rapidly across the road, quickly re-forming itself into a tactical column as the Marines take a break. They move onward, intent on the mission, focused on its successful completion.



MILITARY

By Marine 2nd Lt. Molly Muldoon

The squad reaches Battle Position Hotel almost two hours later, weary, greasy with their own sweat and covered in insect bites, scratches and spider webs. Here they will temporarily halt, and the squad leader uses a tactical field radio to convey the squad's position to the command post before he opens the first of many envelopes containing the details of his next mission. The squad will shift its position that night and encounter a live improvised explosive device (IED) that detonates, severely wounding the navigator and forcing the Marines to prepare for an immediate medevac.

Within the next hour, these Marines must tactically maneuver into an urban neighborhood and conduct counter-insurgency operations, after which they must break into four-man fire teams to negotiate obstacles and conduct vital resupply missions.

Their first day will end more than 18 hours later as the Marines low-crawl through stagnant water while enemy shells explode around them. As they crawl under razor wire and drag themselves through sand and mud, the squad hears the unexpected sound of a diesel motor.

Their mission completed, the Marines board school buses that take them back to The Citadel.

This scenario represents realistic training offered at The Citadel during the academic year. The Marine contingent of The Citadel's Navy ROTC unit, which comprises cadets and Marines attending the military college, conducted these maneuvers the first weekend in April. Using the Marine Corps Recruit Training Depot at Parris Island, S.C., as its base of operations, the contingent transported 126 people from campus to combat in less than two hours. While the helicopters were actually modified government vans, the IED casualty was a junior cadet with a flair for the melodramatic and the shells were pinecones, the realism of the training environment was such that even the contingent's seasoned Marines benefited from the grueling mental and physical evolution.

"The training at Parris Island is the most realistic and demanding of all training evolutions conducted during the school year," said Marine Sgt. Benjamin McKee, a senior at The Citadel and coordinator of the Parris Island field training exercise (FTX). "It is designed to test the skills of even those active duty students who have spent almost a decade serving in the U.S. Marine Corps."



The purpose of the FTX, unique to the Marine contingent for its intensity and duration, is to train and evaluate future Marine Corps officers while preparing Citadel students for The Basic School and Officer Candidate School, both located in Quantico, Va. Squad leaders, tasked with navigating hundreds of meters between checkpoints while maintaining tactical integrity and accountability within their squad, conducted operations similar to those a Marine officer might encounter at some point in his or her career. Missions included the seizure of a multi-story building, a medical evacuation, an IED patrol, the attack of an enemy base and the negotiation of many scenario-based obstacles. The rigorous FTX demanded tactical proficiency not only from squad leaders, but from each member of the squad, with the result that every individual—whether knob, senior cadet or seasoned Marine—accepted an unparalleled measure of responsibility to complete a common mission.

As they board the buses to take them home—filthy,

sweat-soaked and bone-tired—Citadel students understand that the rigorous FTX prepares them for future operations as Marine officers and gives them the training and experience required to be successful leaders who will serve their country with distinction.

Marine 2nd Lt. Molly Muldoon graduated in May with a degree in English. She is currently attending The Basic School (TBS) in Quantico, Va., and will attend flight school in Pensacola, Fla., upon successful completion of TBS.





Physical Readiness

When Kevin Higgins arrived on campus in 2005, several Bulldog players met their third head coach in three seasons.

“Here we go again,” some may have thought.

At that press conference on March 24 in the Altman Athletic Center, Higgins, surrounded by media and onlookers, talked about many things, including a three-word phrase that has been a benchmark of his brief tenure at the college: an “environment for success.”

During that introductory press conference, Higgins outlined his plan for returning the football program to prominence.

“We need to be results-oriented,” he said. “We’ll talk about being Southern Conference champions, which is one of our primary goals. We’ll refer to that goal almost every day, whether we’re on the field, in the locker room or in meetings. Also, we will set personal goals and provide a way to measure them.”

Passion and leadership are also integral to Higgins’ success.

“We need to be passionate about what we do. It is a privilege to play college football, and we must not forget that. And as leaders, we’ll have adversity, and we’ll need to handle ourselves and the specific situation when things aren’t going our way.”

Looking out for one another is something else Higgins stresses.

“We have to care about each other. This program isn’t about any one individual.... It is about a place that is bigger than all of us. The Citadel was here long before us and will be here long after us. We’re all in this together, and it isn’t important who gets the credit or blame. Teamwork is the essence of everything we do.”

When a reporter asked what The Citadel needed to do to be successful, Higgins answered in his matter-of-fact style.



ATHLETIC

By Andy Solomon & Cadet Ryan Jones

“Obviously, this is something I’ve given a lot of thought. First, we need to have continuity at the top and within the staff. I’m in this for the long haul, and consistency in the staff is a major key. Secondly, we have to recruit the right players and keep them in school. We must create an environment for success, which will allow our players to develop in all areas. Finally, we must evaluate all aspects of the program and not be afraid to make the necessary changes to produce success.”

Since Higgins’ arrival that successful environment has dramatically improved. Through the generosity of alumni and friends, the Vietnam Memorial at Johnson Hagood Stadium has been a rallying point as the team touches it before entering the playing field and recalls the sacrifice that two former players—Joe Missar and Skip Murphy, both class of 1965 members—made in Vietnam.

Another generous donation to the program—the Maybank Triplets Practice Facility at Willson Field with its state-of-the-art artificial turf—was constructed last year. The football team locker room and the department’s weight room in Seignious Hall were improved and modernized. The coaches’ offices and outer lobbies were renovated, a learning center and players’ lounge were created and an updated video system was installed.

But the biggest change in the environment was the opening of the long-awaited West Side Tower at Johnson

Hagood Stadium. While the suites, club seats and lounge and press box have no direct impact on the field of play, the environment for success has been enhanced significantly.

During the 2007 season the Bulldogs finished 7-4 and recorded the most wins since the 1992 championship season. Wide receiver Andre Roberts earned All-America honors as a sophomore, and quarterback Duran Lawson nearly rewrote the entire offensive record book as the team scored 50 points or more three times and 70 points or more twice. Coach Higgins was runner-up for coach of the year, and several players have received military commissions.

Higgins and his staff have logged thousands of miles, made countless telephone calls and used reams of paper writing letters to improve the recruiting base, and the results are visible today. The team that plays on the field equals the quality of talent that is in the classroom and in the barracks. The staff continues to recruit dedicated young men who excel in class and in the Corps of Cadets. And they are good people who happen to run fast, block well, throw accurately, tackle securely, and are happy to be here and be members of this football team. The future is bright for the Bulldogs.

Associate Athletic Director Andy Solomon, a native Charlestonian, is in his 18th season at The Citadel.



Becoming a Bulldog

Growing up in Georgia, I had never heard of The Citadel until my junior year in high school. I was watching ESPN and looking at the ticker at the bottom of the screen. My favorite football team then was Florida State, and something very dramatic happened. The ticker revealed FSU losing to The Citadel at halftime. That was the very first time that I had ever heard of The Citadel, ironically, and it made me angry.

I was a high school football player at the time, and I knew that, God willing, I had a future playing college football, but I just had no clue where. After my senior season, I started getting letters and calls from coaches representing schools all across the country. It was a nerve-wracking experience but one that I cannot complain about because it was also a blessing.

In the second semester of my senior year at Collins Hill High School in Suwanee, Ga., coaches were coming to have lunch with me every day. Then one day I got a call from Coach Toby Strange, who told me that he wanted to come to my house to meet my family and me. I agreed because I wanted to keep my options open until I decided where I would spend the next four years of my life. Coach Strange just happened to be an assistant coach from The Citadel, and he was probably the most mannerly of all the coaches who traveled to see me. That alone won my parents over.

Then I proceeded through the long process of narrowing down the list of schools I actually wanted to visit. Finally, I narrowed it down to three schools. The second trip I made was to Charleston to visit The Citadel. It was my last. I skipped the third visit and decided right then to become a Bulldog.

Cadet Ryan Jones is a junior cornerback for the Bulldogs.





Character Development

“Whether you enter the world of business or military operations or higher education or any form of public service, the quality of your decision is what makes you valuable, and that quality is grounded in principled leadership,” S.C. businesswoman Darla Moore told cadets and student delegates at the Principled Leadership Symposium banquet March 14 during Corps Day weekend, the celebration of the anniversary of the college.

“The question is not what the world does to you, but how you make an impact on the world. Decision-making is ultimately a creative act. You can make mistakes, even some big mistakes, and still prevail. You don’t need to have a perfect hit rate,” said Moore.

The inaugural Principled Leadership Symposium, made possible by the generous support of Rita and Steve McManus, ’64, and The Krause Foundation of Los Altos Hills, Calif., was created to enhance the college’s growing national reputation as a preeminent leadership development institution.

“As world affairs become more complex, the demand for strong leaders is more important now than ever before. The symposium exposes cadets and delegates from other colleges and universities to a variety of speakers and panelists from various professions—all exploring the concept of principled leadership,” said Citadel President Lt. Gen. John W. Rosa.

With the theme “Principled Leadership: Foundations for Excellence,” the symposium sought to capture The Citadel’s emphasis on principled leadership to recognize how essential this quality is in all professional organizations and vocations. Offering an extensive display of leadership models, the symposium featured several dynamic speakers, including U.S. Army Chief of Engineers Lt. Gen. Robert L. Van Antwerp (pictured right); nationally renowned retired football coach Bobby Ross; William H. Swanson, chairman and CEO of the defense technology industry leader Raytheon; and Darla Moore, president of Rainwater, Inc., and founder and chair of the Palmetto Institute, a nonprofit think tank that aims to improve per capita income in South Carolina.



CHARACTER

By Jennifer Wallace

“I like to think of myself as a principled leader,” Moore said, “but let me tell you what else I am—I’m a capitalist, a committed, unapologetic, true-believing capitalist. I believe the strength of this nation was built upon the leadership of visionary, entrepreneurial, hardworking business leaders who were willing to take a substantial risk to build their business and, in doing so, made this country into the great nation it is today.”

Approximately 80 delegates from senior military colleges, federal service academies and other colleges in the region attended the two-day symposium. Students engaged in a broad range of discussions and panels to explore a variety of issues regarding leadership and ethics. Many of the visiting student delegates were housed in the barracks with cadets who participated in the event.

The symposium also included distinguished leader panel presentations, round table discussions and related social events. These leadership events will become a recurring feature of the college’s annual Corps Day Weekend celebration.

As the last of the speakers, Moore offered cadets and visiting delegates a dynamic vision for leadership.

“I like to think of myself as a principled leader,” she said, “but let me tell you what else I am—I’m a capitalist, a committed, unapologetic, true-believing capitalist. I believe the strength of this nation was built upon the leadership of visionary, entrepreneurial, hardworking business leaders who were willing to take a substantial risk to build their business and, in doing so, made this country into the great nation it is today.”



The Citadel Graduate College (CGC) celebrates 40 years this fall! Responding to a community-wide need for continuing education for teachers in the Lowcountry, graduate education came to The Citadel in the fall of 1968 when the Evening College (as it was known then) began offering a smattering of courses to the community. Today, the curriculum has grown to a full-scale program offering six graduate degrees in 14 disciplines as well as three undergraduate degrees. To celebrate CGC's anniversary we asked School of Education Dean Col. Tony Johnson to write about the education program at The Citadel today.



THE QUIET LEADER

By Col. Tony W. Johnson

The Citadel's School of Education Mission of Developing Principled Educational Leaders

Preparing educators to go out into the world to motivate, inspire and shape young minds is a tremendous responsibility and one to which The Citadel School of Education is committed. Consistent with The Citadel's mission of preparing principled leaders for all walks of life, the School of Education seeks to develop principled educational leaders for pre-kindergarten through 12th-grade. But to achieve our mission successfully, we must first plainly articulate what we mean by a principled educational leader.

Perhaps the best way to do this is to explain what is *not* meant by principled educational leadership. The Citadel's School of Education aspires to develop principled educational leaders, but the many manifestations of the conventional heroic image of John Wayne, or even Gary Cooper in *High*

Noon, do not exemplify our vision of a principled educational leader. The many John Wayne characters, along with other heroic figures in popular culture such as Dirty Harry, Rambo, the Lone Ranger, or even Spiderman, personify the hero as a loner, a rugged individual who saves the day through larger-than-life activities. Even the mild-mannered Gary Cooper goes out to face evil alone while townspeople cower in the background. This version of heroic, solitary leadership is not what we are about.

Still, the question of what constitutes a principled educational leader remains. Just as Plato reminds us that a surgeon's skill can be used to kill as well as cure, possessing the necessary knowledge and skills of an educational leader does not ensure that those skills will be used for

principled or moral purposes. Michael Fullan's assertion in *The Moral Imperative of School Leadership* that "school teaching and leadership are moral endeavors" resonates here, for principled leadership has a spiritual dimension. Such a spiritual or moral component means, in Fullan's words, that "principled behavior [is] connected to something greater than ourselves [and] relates to human and social development."

Whether grounded in a religious perspective or in a more secular philosophical tradition, this spiritual dimension as an overarching moral purpose is at the core of what it means to be a principled educational leader. To discover this overarching moral purpose, there is a key question our students must ask themselves: who is the self that teaches? It is, to be sure, necessary for teachers and other professional educators to know their fields and how to share that knowledge with

others. They must also be fully aware of why they teach what they teach. But these skills and attributes alone are not sufficient. To empower others to embrace the finely textured nature of reality, educators must be reflective and know their own hearts. In Parker Palmer's words from his book *The Courage to Teach*, "good teachers join self and subject and students in the fabric of life. They are able to weave a complex web of connections among themselves, their subjects and their students so that students can learn to weave a world for themselves."

As Palmer suggests, self-knowledge is essential to living an ethical life and a necessary prerequisite for becoming a principled educational leader. The first step to becoming an ethical leader is spiritual exploration. Lee G. Bolman and

Terrence E. Deal in *Leading with Soul* argue, "it is not our techniques, our talents or our knowledge that matter, it is our being." Educators perform perfunctory, albeit necessary tasks (taking attendance, planning lessons, grading quizzes, etc.), but the overriding responsibility, according to Bolman and Deal, is "to give passionate, relentless attention to mission and purpose, continually seeking ways to offer the

gift of significance to constituents."

Simply put, Bolman and Deal conclude that "leadership is a relationship rooted in community." By devoting themselves to a common cause or higher calling, good leaders persuade others to join the quest.

The Citadel aspires to develop professional educators as principled educational leaders, that is, students with an overarching moral purpose. More than most professional education programs, the unique Citadel experience fosters

graduates who are committed to purposeful, moral leadership. The Citadel's principled educators are quiet leaders who—through careful, thoughtful and practical efforts—influence the lives of students in their classrooms and increasingly the culture of the school and system of which they are a part. As Joseph Badaracco, Jr., suggests in *Leading Quietly*, quiet leadership is a way of thinking about students and schools in such a way that, through "small and obscure deeds," lives can be changed and schools transformed into better places and more effective institutions. "Quiet leadership," Badaracco says, "is what moves and changes the world."

Quiet leaders are humble about the breadth of their knowledge and their significance within the larger scheme



of things. But the quiet leader is also flexible, pragmatic and opportunistic. While the notions of quiet leadership are useful in fleshing out the overall concept of what The Citadel means by a principled educational leader, Jim Collins' recent work *Good to Great* offers additional insights that are especially relevant for our advanced programs in educational leadership, literacy and school counseling. Granted, this work is concerned with why some businesses make the leap from good to great, but the six core concepts Collins identifies are germane to our goal of developing principled educational leaders.

Of Collins' six core concepts, the one most relevant to and compatible with The Citadel's concept of a principled educational leader is Level Five Leadership. Collins asserts that leaders who succeed in moving their organization from good to great are more like Lincoln or Socrates than Patton or Caesar. Level Five leaders are often "self-effacing, quiet, reserved, even shy." They look both out the window and in the mirror to assess praise and blame: "the window to attribute success to factors other than themselves...the mirror to apportion responsibility...when things go poorly." As school leaders, principled educational leaders are ambitious, but their ambition is focused on creating learning environments in which all children and youth can succeed. These leaders are results oriented, but they understand that developing a shared vision or unifying framework takes time.

The remaining core concepts that Collins discusses in *Good to Great* likewise resonate with our ideas of principled educational leadership. For example, he suggests that it is necessary to get "the right people on the bus, the wrong people off the bus, and the right people in the right

seats" before deciding upon a destination. In terms of The Citadel's concept of principled educational leadership, this statement suggests that effective school leaders should focus on matching the strengths and skills of each member of the educational community with the tasks necessary for promoting and sustaining a learner-centered community.

Much like Palmer's conception of teaching as "holding the tension of opposites," principled educational leaders are capable of confronting the brutal facts regarding the obstacles to educational progress while retaining an unwavering faith that success will triumph in the end. Uncovering the brutal facts requires a climate where the truth is spoken and heard. The principled educational leader creates such a climate by fostering a learner-centered process where autopsies are conducted without blame.

We endeavor to develop knowledgeable, reflective and ethical professionals committed to ensuring that all students succeed. Knowledgeable leaders are aware of context and know their content and how to teach it. Reflective leaders know themselves and those they are teaching. And ethical leaders are committed to a moral purpose greater than themselves. Our success in preparing these leaders is apparent day after day in the small and often unseen ways that graduates of the School of Education make a difference in the lives of their students, in the places where they work and in the larger communities of which they are a part.

In his fourth year as dean of the School of Education, Tony Johnson's background is in the history and the philosophy of education. He holds a master's degree and a Ph.D. from Vanderbilt University.





Leaving with Direction

By Creighton Eddings

Many people leave college and even graduate school wondering where they should go and what they should do. When I left The Citadel, I had direction. The expectation is that a graduate of the School of Education will be a knowledgeable, reflective and ethical leader, and infused in the coursework are many opportunities to address each of the three tenets of a principled leader.

Gaining knowledge is an important part of graduate school, but learning to solve problems is just as important. I can remember several classes in which students were given a semester-long project that required us to identify a real problem in the school in which we were working, research ways to address the problem and develop a plan of action. While the projects were intense and time consuming, I have taken the practice to heart and use it today with each new initiative.

During the previous school year, a group of leaders within the school composed of teachers, administrators and support staff reviewed assessment data and noticed that about 25 third-, fourth-, and fifth-grade students were struggling with reading. After reviewing the data, we researched several reading interventions that could be used with small groups. We identified a specific reading curriculum that would supplement the regular reading instruction and designed a plan to use it with the students. We divided the students into five groups based on the area of reading with which they were struggling so that students with similar deficiencies were together. The groups met

with a teacher four days per week, and their progress was monitored over a period of several weeks. With the proper educational leadership to identify the problem at hand, we were quickly able to implement a solution for the great benefit of these struggling young readers.

Students arrive at graduate school with varied backgrounds, life experiences and personalities. The Citadel's School of Education makes use of each student's differences, while encouraging reflective practices and ethical behavior. In my time at The Citadel, the coursework reinforced my natural tendency to reflect on my actions while providing ample opportunities to further develop this habit. The Citadel also taught me not to work in isolation. As a part of this reflective approach, I was taught to seek the opinions of others to evaluate practices. With the reading intervention, some of the students learned very quickly while others made progress at a slower pace. As a result, we made changes to the structure of the groups several times over the course of the intervention to best meet the individual needs of each student. We also talked frequently with the students' regular classroom teachers regarding the students' weekly progress and any supplemental instruction that could be helpful.

It was obvious to me that The Citadel aims to produce graduates who can think and creatively apply information to real world situations, not just react based on prior knowledge. We must be guided by an internal moral compass and recognize that the bigger picture or mission is greater than ourselves. In establishing the reading intervention, it would have been easy to say that some students simply are not learning as fast as others and let them fall by the wayside. However, that approach would not be in the best interest of the students, nor would it be the ethical choice. Instead, we chose to take action and tackle the problem. All of the identified students made significant progress in reading, with many even reading at the same rate as their grade-level peers by the end of the program. At The Citadel gathering data to identify instructional needs and guide improvement efforts became a part of my way of thinking, and so did the drive to make a difference in the lives of my students. When I graduated from The Citadel in December 2007, I left as a knowledgeable, reflective and ethical leader, and I left with direction.

Creighton Eddings received two master's degrees from the School of Education, one in counselor education (2005) and the other in educational leadership (2007). He is currently an assistant principal at Devon Forest Elementary School.

THINKING INSIDE THE BOX

Case Studies in Professional Thinking

By Maj. Elizabeth Connor

Thinking Inside The Box Conference

Dear Fellow Box Researcher:


It is my pleasure to invite you and the members of your research group to attend the First Annual "Thinking Inside The Box" Conference. We would like you to present the results of your investigative studies on the contents of The Box.

A reminder of the ground rules for these studies:

1. Investigators must, to the best of their ability, describe the contents of The Box.
2. The Box may never be opened; the contents may NOT be viewed.

We look forward to your presentation at this conference.

Sincerely,


Chester Intrados, Conference Chair

Bailey, Christopher T. (2002) *Thinking Inside the Box*. In National Center for Case Study Teaching in Science.
Retrieved January 22, 2008 from <http://ublib.buffalo.edu/libraries/projects/cases/box/box1.html>

“Thinking Inside the Box” is just one of nine case studies that I adapted and used in an honors elective taught during spring 2008 at The Citadel. The case required students to examine the exterior of a box and determine what was inside without opening the box. Two groups of students each described the contents of the box and proposed ways to determine the content. Creative approaches included shaking and dropping. Brief proposals described using magnetic resonance imaging, researching the weight of various metals and developing an international shape database.

Honors electives are unique interdisciplinary courses designed to provoke discussion and participation among students enrolled in the honors program.

As a tenured faculty member, I am expected to teach, publish, conduct research and be active within community and professional organizations. As a librarian, I support the institution’s academic mission by planning and providing excellent library resources and services. Each year, several librarians teach a section of CIT101, the one-credit first-year experience course that helps prepare cadets for the rigors of college. Normally, though, librarians teach one or two classes of another faculty member’s course, not an entire course.

Each year, Col. Jack Rhodes, head of the honors program, issues a call for course proposals. The opportunity to develop and teach a three-credit elective for honors students was irresistible, and I submitted a proposal to teach this elective in spring 2008.

The idea was to build on my research interests in creating and sustaining information fluency—the intersection of computer literacy, information literacy and critical thinking. Through this course, I hoped to explore how and when undergraduates first start thinking like professionals in their chosen fields. In other words, at what point does a history major become a historian?

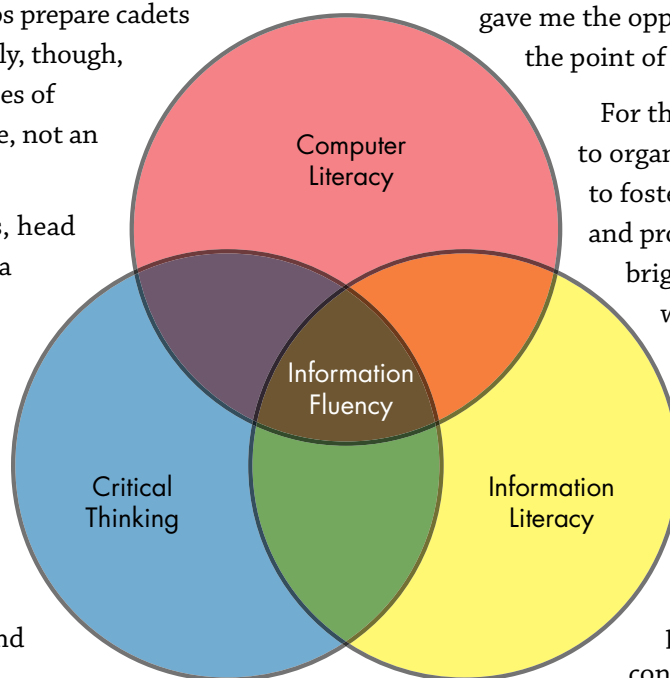
Using the ideas presented at a workshop I attended at the University of Buffalo’s National Center for Case Study Teaching in Science, I adapted a broad series of increasingly complex, peer-reviewed case studies that involved discussions, role-playing, discipline-specific research, presentations and brief written assignments.

The disciplines represented in the cases related to the academic majors of the students enrolled in the class: business; history; political science; and health, exercise and sport science.

“The makeup of our class played a large role in the success of the class. Having students from various majors allowed for much more discussion than a classroom full of accounting majors,” said James Aaron Nelson, a business administration major, who graduated in May. “The class gave me the opportunity to see situations from the point of view of other professions.”

For this course, I used wiki technology to organize the course materials and to foster reflective thinking, writing and project work among the extremely bright students. Wiki, a Hawaiian word for quick, refers to an easily edited Web page that enables viewers to post content and contribute to a growing body of knowledge. Students were expected to answer questions, post comments, download files and upload files to this page in an ongoing effort to connect and collaborate with each other on the content.

At the start of the semester, students completed the rigorous Cornell Critical Thinking Test, which gave baseline information about their abilities to extract meaning and make assumptions based on intellectually challenging reading passages. The subsequent course content was planned to reinforce and improve these skills during class and through weekly reading assignments. The same test was administered as the final exam. The average score for the pre-test was 60 percent; the average score for the post-test was 62 percent. Interestingly, one student who scored 63.4 percent on the pre-test achieved a 73 percent on the post-test.



For a textbook, I used Richard Light's *Making the Most of College: Students Speak Their Minds*, a thought-provoking book that describes the author's experiences teaching and advising students at Harvard. Each week, students answered a series of questions about a specific chapter that were similar to the kinds of questions appearing on the pre/post-test. Their answers, which were posted to the wiki, were insightful and referred often to the unique Citadel experience.

Guest speakers from a field of study related to the students' majors spoke informally each week about what it meant to think like a professional and why they chose a specific profession. The guest speakers included biology professor Capt. Paul Nolan, business professor Capt. Tim Keogh, political science professor Maj. DuBose Kapeluck, HESS professor Maj. Harry Davakos, and history professor Brig. Gen. Michael Barrett, '68. The guest speakers answered specific questions about their chosen fields and explained decisions made throughout their academic careers.

These conversations with guest speakers gave students considerable insight into how and why their professors studied specific subjects and who influenced them along the way. Students took turns taking notes on the guest speakers' comments and posted these notes on the course wiki.

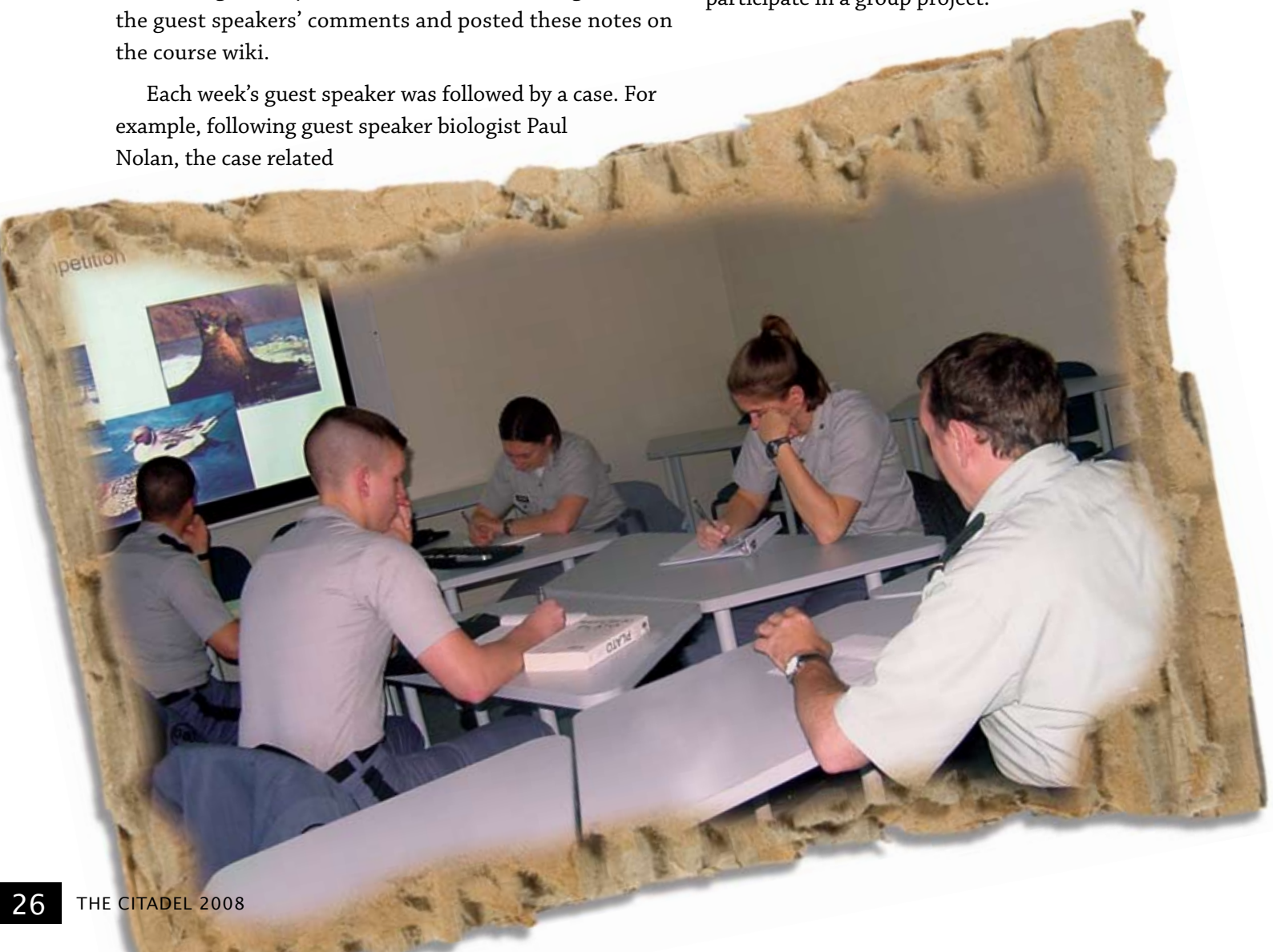
Each week's guest speaker was followed by a case. For example, following guest speaker biologist Paul Nolan, the case related

to a news story of a polar bear hunter who was charged with killing a grizzly bear/polar bear hybrid. Students read the case aloud and discussed legal, environmental and scientific aspects of the case. Again, students took turns posting answers and notes on the course wiki, which resulted in some lively discussions.

Other cases involved comparing *The Wall Street Journal* and *The New York Times* coverage of global warming research, discussing the ethics of students and faculty involved in a psychology research study, evaluating the nutritional content of various sports drinks, designing a solution to Election 2000's ballot design, planning a response to an anthrax scare, using scientific methods to determine whether an oil painting is a fake and studying economic and demographic factors of various snowboarding locations in upstate New York.

Students learned that knowledge is fluid rather than static, and that novices and experts alike seek answers from reading the published literature, engaging in empirical research and working in teams.

Because developing effective presentations is an integral part of The Citadel experience, this elective required students to make an individual presentation and participate in a group project.





group wrote a case about the Topper archaeological site in South Carolina. The other group wrote a role-playing case about peacekeeping in Kosovo. Students created a rubric (a chart that features evaluation criteria) to evaluate these presentations, which provided useful peer-to-peer feedback.

The individual presentation project offered students three choices: complete a Proust Questionnaire, develop a Web-based set of instructions or develop a presentation similar to the conversations with guest speakers about how they think. Students were asked to prepare by researching the chosen field in a variety of indexes and databases, and present orally and visually (on the course wiki) on an assigned presentation day.

One student created an instructional website about building a boat (www.instructables.com/id/Building-A-Boat/), and the other three answered the Proust Questionnaire, which raises thought-provoking questions about a variety of topics, including favorite characters in history, most admired events in military history, favorite musicians, qualities admired in men, qualities admired in women and present state of mind. Students gained considerable insight into their classmates' thinking during the individual presentations.

The group project required students to research and write a case study and present it in class. Students researched current sources of news information and interview transcripts, chose a contemporary and real-world topic based on those resources and developed a case study and teaching notes that could be used in the classroom. Students were instructed that a well-written case includes narrative punctuated with realistic dialogue, interesting characters, dilemmas or decisions prompted by the narrative, provocative case questions, useful supplementary readings and compelling images. One

Although the content was customized for these students, I have used similar approaches with medical students at other institutions and with undergraduate and graduate science students at The Citadel.

Funding from The Citadel Foundation in 2006 allowed me to travel to Baltimore to present a paper on the subject of undergraduate science learning at the Special Libraries Association Annual Conference. Opportunities abound at The Citadel for teaching faculty to use innovative and creative approaches to engage and sustain student learning, which involves thinking both inside and outside the box.

Elizabeth Connor is an associate professor of library science and head of reference at the Daniel Library. She joined The Citadel in 2003 after many years as a medical librarian at large teaching hospitals and medical schools in three states and two developing nations. She holds a bachelor's degree in anthropology and a master's degree in library science, both from the State University of New York at Geneseo.



A NEW
GRADUATE SHARES

SIX WORDS

THE SECRET TO HER

By Tara Woodside

SUCCESS



I remember the day I reported to The Citadel—August 17, 2004—and I remember the hopes and dreams I brought with me as well as the box brimming with white undershirts, white sheets and black socks. I remember watching dark clouds gather on the horizon but still being optimistic and naïve, believing that this school would never change me.

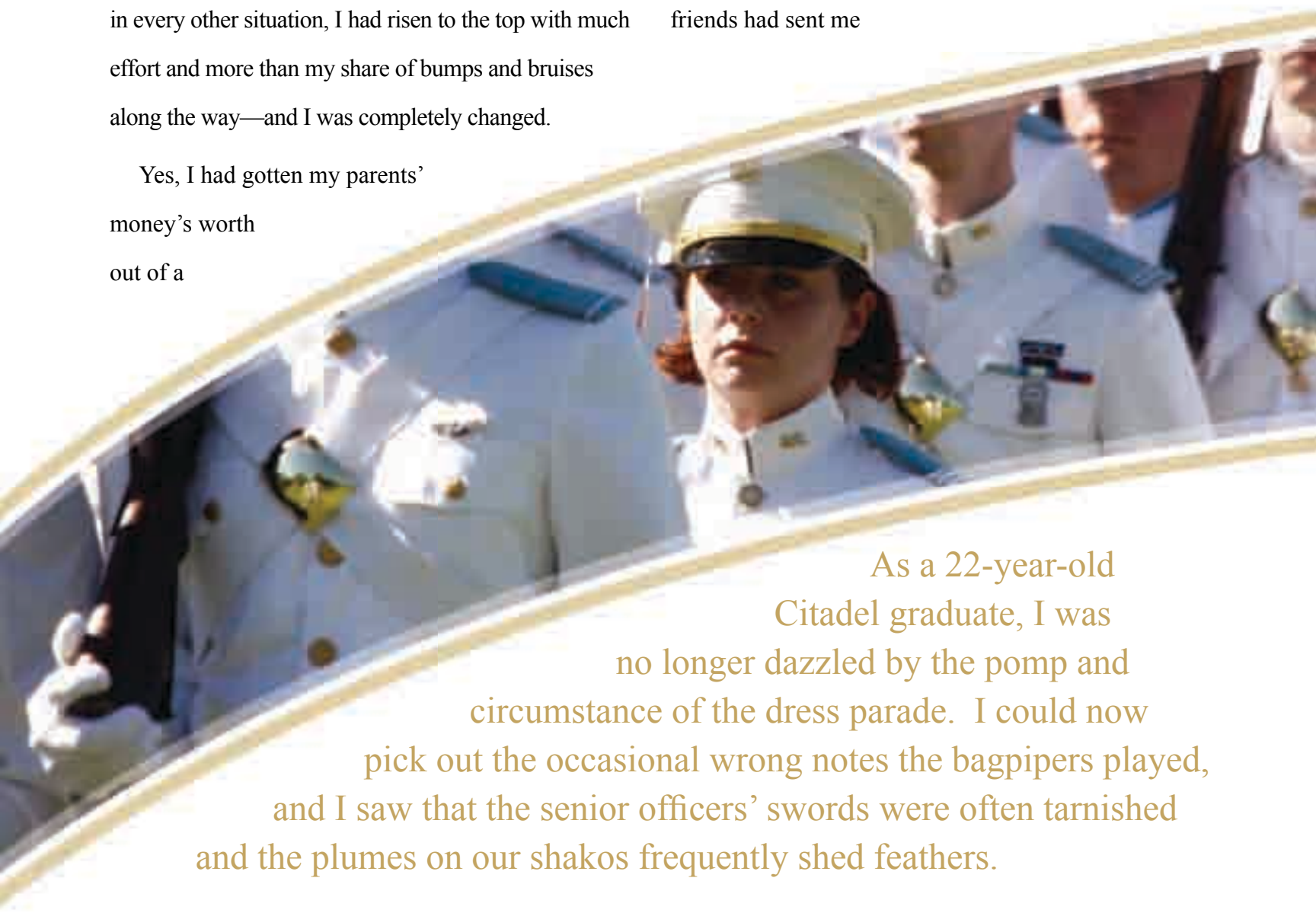
How weak I would have to be to allow that to happen. As an 18-year-old high school senior, I had been dazzled by the pomp and circumstance of the dress parades with the bagpipes' serenade and the senior officers with their shiny swords and big feathered hats they called shakos. The grass was so green, the buildings were so white and everything seemed so perfect. And I was going to be a part of it. As I had in every other situation, I planned to rise to the top, not without a little effort, but still relatively unharmed—and not a bit changed.

Then I remember the day I left The Citadel—May 3, 2008—and I remember the hopes and dreams I had brought with me as well as the pile of yellowed undershirts and worn sheets and holey black socks I left behind in the dumpster. I remember the blue Carolina sky in my rearview mirror and the realization that four years

after that stormy August day, I was no longer quite as optimistic or naïve as I had once been. I was a changed young woman. This time, however, I did not believe it was because I had been weak. It was because I had been willing to learn. As a 22-year-old Citadel graduate, I was no longer dazzled by the pomp and circumstance of the dress parade. I could now pick out the occasional wrong notes the bagpipers played, and I saw that the senior officers' swords were often tarnished and the plumes on our shakos frequently shed feathers. I saw the patches of dead grass spotting the parade deck and the cracks in the white buildings. And I had been a part of it. And as I had done in every other situation, I had risen to the top with much effort and more than my share of bumps and bruises along the way—and I was completely changed.

Yes, I had gotten my parents' money's worth out of a

Citadel education. As I walked across the stage on the morning of commencement, an army of achievements and a crowd of family and friends accompanied me. To that date, I had accumulated two majors, one diploma, three rank positions, zero punishments, 160 credits, four internships, 68 classes, two honor society memberships, three campus jobs, one live television interview with CNN and a list of contacts as long as I am tall. In four years, my parents had made the 1,300-mile round-trip journey from New Jersey to South Carolina and back again 42 times, my mom had e-mailed me at least twice a day and my parents, grandparents, uncle, great aunts and church friends had sent me



As a 22-year-old Citadel graduate, I was no longer dazzled by the pomp and circumstance of the dress parade. I could now pick out the occasional wrong notes the bagpipers played, and I saw that the senior officers' swords were often tarnished and the plumes on our shakos frequently shed feathers.

thousands of packages and cards and hundreds of dollars in one- and five-dollar bills.

Looking back on the past four years, are there words, actions and circumstances I regret? Yes. But is there anything I would change? No.

By the end of my four years, I had learned how to spit-shine black low quarters, make a bed with t-pins, cook chicken noodle soup in a coffee pot, execute a proper push-up, carry a sword and pack a car to perfection. I became well acquainted with Pavlov and classical

laundry, what time the window at the post office opened and how long it took a package to travel from New Jersey to Charleston. I knew every Chick-fil-A, every Starbucks, every Coach outlet and all the cleanest gas stations on Interstate 95. I had assimilated well into my Lowcountry military college lifestyle.

But out of everything I had learned in the past four years, the most important



conditioning, Freud's psychosexual stages, the clinical diagnosis for an anti-social personality disorder, Johannes von Tepl's *Der Ackermann*, Goethe, the genitive case and the German language. I knew the ins and outs of Charleston, the menus and phone numbers of every delivery place, how to avoid traffic on Calhoun Street and when it was best not to attempt to cross the Cooper River Bridge. I knew what movie theaters gave student discounts, how much it cost to do a load of

lesson came not from a textbook, phone book or map. It was not the old cliché of "What does not kill you will only make you stronger." It was a reminder that came from a retired Marine and the former director of The Citadel Regimental Band and Pipes, Maj. Herb Day.

It was a naïve girly girl from New Jersey that first met Maj. Day, who was preparing to retire. And he tried to talk me out of attending The Citadel. He told me it would be hard. I told him I did not care. He

That is when he gave me this advice—the greatest lesson I learned at The Citadel—and the six words I will pass on to every young man or woman planning to join or currently enrolled in the Corps of Cadets.

told me I would have to cut my hair. I told him that it did not matter. He told me I would want to quit. I told him I would not. So when he saw me at the end of sophomore year, he seemed interested in how I was doing. Then I told him my designs to leave the Regimental Band and move up to Regimental Staff, the governing body of cadets in the Corps.

That is when he gave me this advice—the greatest lesson I

expertise you possess, these words apply. Take it from someone who has been there and done that, has paid her dues, and has been to the highest peak and lowest valley emotions know. Here is the secret to success—my parting words: “Never forget



where

you came from.”

learned

at The Citadel—

and the six words I will

pass on to every young man or

woman planning to join or currently enrolled

in the Corps of Cadets. Regardless of who you are or where you are from or what faith you claim or what

Through trials and tribulations and in moments of unimaginable joy, your faith will guide you, but only if you remember it. Your family and friends will stand behind you, but only if you reach for them. Your past will teach you, but only if you are willing to learn from it. Your wisdom, regardless how limited or vast, will resonate, but only if you do not abandon it.

I do not pretend to know everything. In fact, in the grand scheme of the universe, I know very little. But I know enough to realize that any task worth accomplishing cannot be done single-handedly. Yes, I was the only one who could fight my way through

and in the post office, to the ladies in the external affairs office, the library and the cadet store and to Lt. Gen.

Rosa



himself.

My diploma and ring belong not

knob year and the following six semesters. I had to wake up every morning and put my feet on the floor. No one could do that for me. But when I needed support, my classmates were there. When I needed reinforcements, my parents and family and friends were there. When I needed strength, my God was there. There are several people for whom I walked across that stage on the morning of May 3, 2008, because without them, I could not have done what I did. They ranged in rank from my best friend from high school, to my roommate, to my friends on the maintenance staff

only to me, but also to them. Most of all, however, I could not have done anything without my God and my two closest friends—my parents.

The Citadel is now a place I can say I came from. And if I had the chance to do it all over again, I would come back to The Citadel and I would not change anything. Never will I forget those who helped me through. Never will I forget where I came from—Regimental Band, The Citadel Class of 2008.

Tara Woodside graduated in May with a double major in German and psychology.



Inside Lesesne Gate

Photography by Russ Pace

A well-known figure in black pants and a black shirt with one camera slung over a shoulder and another in front of his face, Citadel Photographer Russ Pace is always looking through a lens on campus—Parents' Day, Homecoming, the Christmas Candlelight Service, Corps Day, Graduation. And he's around on uneventful days, too, when the sun creeps up over the chapel and then later when it sinks over second battalion, when reveille is played in the morning and when taps is played after lights out, when cadets hustle to class and when they march to lunch, when the sun shines and when it rains. With 22 years and almost 600 parades under his belt, his pictures tell The Citadel story in a way that words cannot.





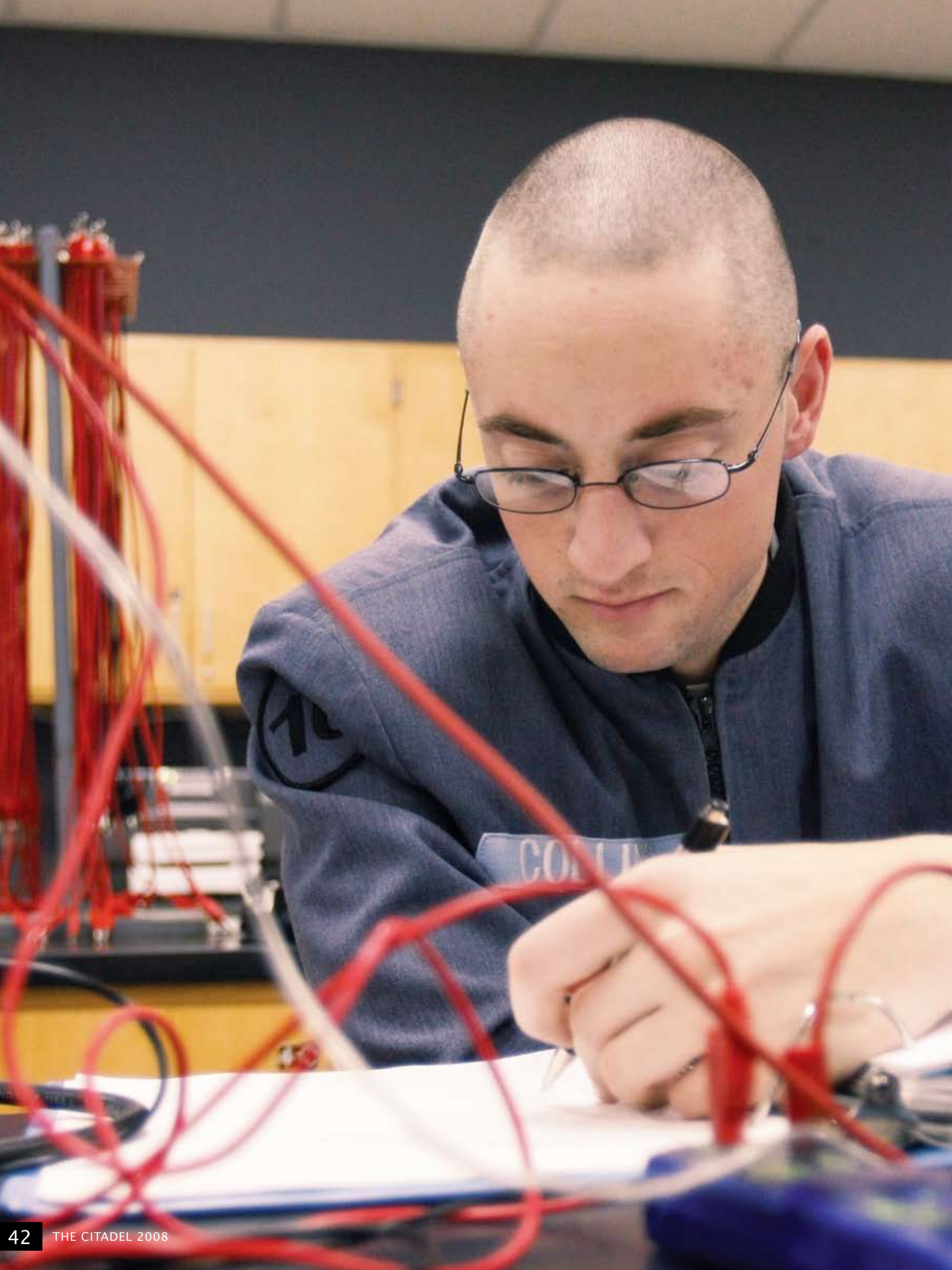














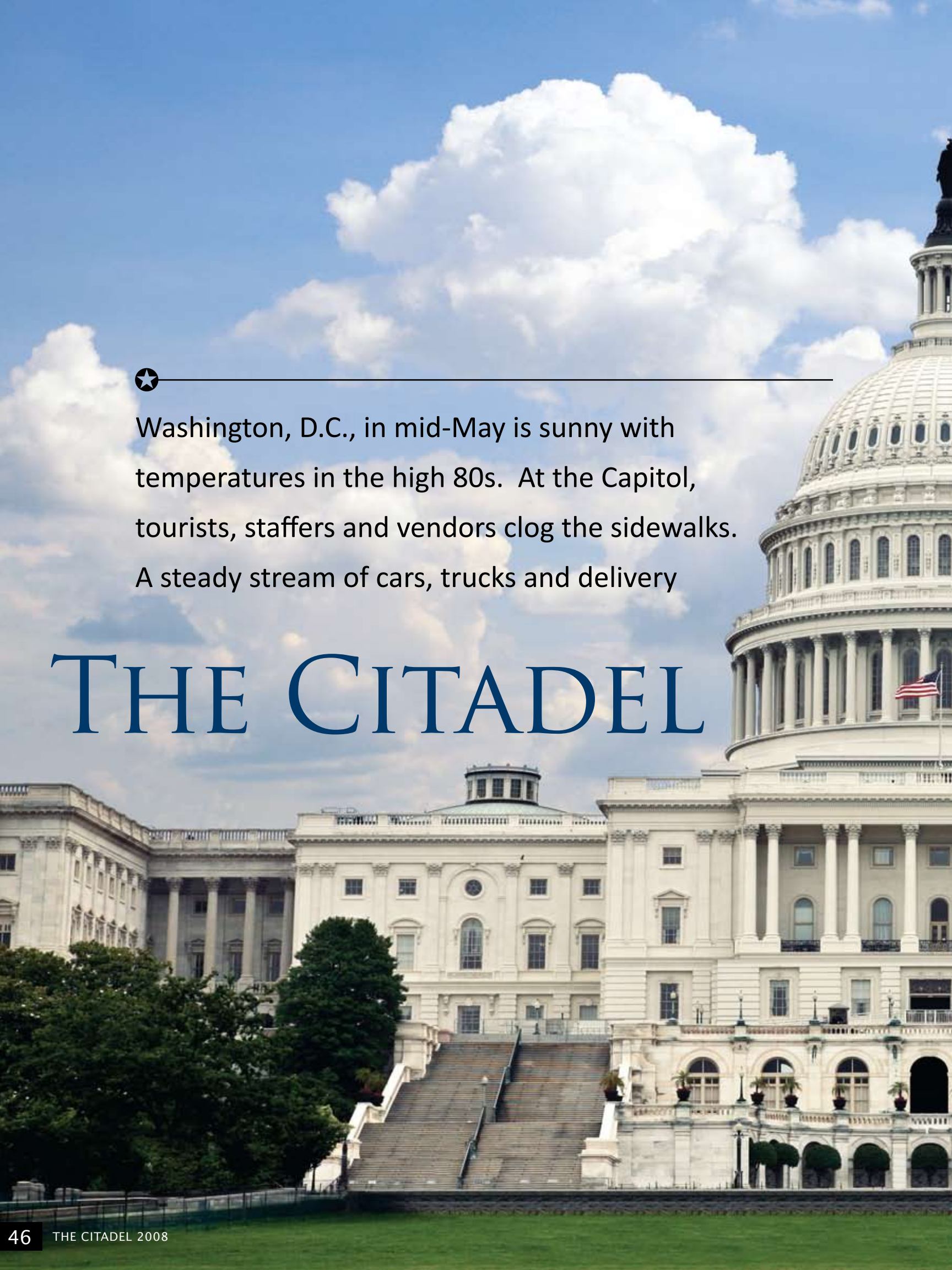






Washington, D.C., in mid-May is sunny with temperatures in the high 80s. At the Capitol, tourists, staffers and vendors clog the sidewalks. A steady stream of cars, trucks and delivery

THE CITADEL





vehicles moves through Independence Avenue despite the soaring price of gas, which, along with the flagging economy, is a hot topic in the news and among presidential candidates.

ON THE HILL

by Jennifer Wallace



Rep. Gresham Barrett, '83, and Rep. Steve Buyer, '80

Across the street from the Capitol on the steps outside of Cannon Office Building, Rep. Steve Buyer (pronounced Boo-yer), a Republican from Indiana, flanked by a number of supporters, is rolling out his Main Street USA Energy Security Act. The bill would bolster energy security and independence by responsibly tapping domestic energy resources. Among the bill's supporters is Rep. Gresham Barrett, a Republican from South Carolina. Their concern about energy is not the only thing Buyer and Barrett have in common. Both are graduates of The Citadel—Buyer, '80, and Barrett, '83—and both are very proud and staunch supporters of their alma mater. For proof, all you need to do is look at the walls of their offices covered with pictures, memorabilia and diplomas to realize the importance of The Citadel in their lives.

A tradition of service

In his office Buyer is meeting with Brig. Gen. Jim Lariviere, the Republican staff director of the House Committee on Veterans' Affairs—a committee of which Buyer was the former chairman and on which he now serves as the ranking member. But long before their association with the Committee on Veterans'

Affairs, Buyer and Lariviere took part in a plot to decorate the clock of Padgett-Thomas Barracks. It was Corps Day 1979 when John Buyer, '79—Buyer's brother and Lariviere's roommate—rappelled over the top of the tower with a rope and added a Mickey Mouse face and Mickey Mouse arms to the clock.

Fast forward 29 years.

The two alumni are joined by Capt. Philip Schneider, '04—one of a group of Army officers that has come to testify before the House Armed Services Committee on the survivability of the Stryker, an armored combat vehicle currently being used in Iraq. Schneider is well qualified to talk about the merits of the Stryker. In the 12 months he served in Iraq, he was wounded twice—the first time when a suicide bomber with 300 pounds of explosives rammed into his Stryker and the second when his Stryker ran over a deep buried improvised explosive device.

Unlike many of his colleagues in Washington, Buyer has a first-hand understanding of the gravity and the sacrifice that service men and women like Schneider make. After graduating from The Citadel, Buyer was commissioned a second lieutenant in the Army Reserve as a Medical Service Corps Officer. He subsequently went to law school and later served as a JAG officer



on active duty for three years. Called back to active duty on three days' notice during the first Gulf War, Buyer was awarded the bronze star for his service.

"I wasn't surprised at all when the first man killed in the second Gulf War was a Citadel graduate," said Buyer. "It is something about what The Citadel does to you to go over the top and take the hill, be out front and lead. You have to stand and put your face into the cold wind, and if your orientation is in principle, it will guide you through the difficult times. And that's what most of the alumni, I think, find out there in their everyday lives."

Buyer's brother John is an active duty Army colonel, and their father, Dr. John Buyer, Sr., '50, was a sergeant who declined his commission to attend dental school. But when the Korean War broke out, he was drafted into the Army where he served proudly, never complaining that he was not an officer.

At the age of 16, Buyer brought home an application to Indiana University. Later the same year, he visited The Citadel and found himself in the museum with his father.



"My father was a very tall man, almost 6'4." He was very John Wayne-like," said Buyer. "I found him in a corner, and he had two books open in front of him. One was on those who died in Korea, and the other was on those who died in Vietnam, and he was reaching out and he was touching the pictures of their faces and calling them by their nicknames with tears coming down his face. It was the first time I had seen the tears of my father."

Another Army veteran who influenced Buyer is Col. Joseph Trez, '69, The Citadel's director of staff and an ROTC instructor when Buyer was a cadet. Frustrated that cadets did not have a true understanding of what service meant, Trez wrote on the blackboard, "Those who serve their country on a distant battlefield see life in the dimension which the protected may never know."

That statement still resonates with Buyer, a colonel in the U.S. Army Reserve, and one of only three members of Congress who currently hold an active reserve commission. In 2002, he shared the story with cadets when he gave a Greater Issues address:

"Col. Trez stood at the back of the room. All we had to do was look at that statement in silence. I looked at it. I memorized it. I left The Citadel and served my country and then went back home and stayed in the reserve. I thought I understood. And then like, many of those who came before me, I was called to serve our nation in time of war. It wasn't until my friend was killed in the Gulf War and I stood at that cemetery that I began to understand what Col. Trez had written and the tears of my father."

Applying principles of leadership

When he's not in the Washington frenzy, Gresham Barrett is at home with his wife, Natalie, in what he calls a "respite" from Washington. Home is Westminster, S.C., population 1,700, in a house half a mile from where he grew up. More often than not, Madison and Jeb, their two older children who attend college, are home along with the youngest, Ross, a junior in high school. Two dogs complete the household—Pig, an old pound dog with a bad hip, and Ballot, a mountain feist born on Election Day 2000. Despite the long hours spent in Washington, Barrett's passion is his family.

"I love my family," he said. "And I love spending time with my family. Like most parents, I wondered when my kids would fly from the nest. Now I just want my two oldest who are in college to spend as much time at home as possible so that the whole family can hang out."

Barrett's father was a World War II veteran, and his brother, Lee, graduated from The Citadel in 1971. He grew up in a young boy's paradise—among the guns, knives and sporting equipment in his father's hardware store. He lettered in all of the sports in high school and followed his brother to The Citadel where he played baseball, majored in business and was commander of Romeo Company.



At The Citadel, Barrett roomed with Cardon Crawford during his sophomore and senior years. Crawford's father, Col. Ted Crawford—a member of Merrill's Marauders, a U.S. special forces military unit famous for its role in the Burma Campaign—inspired Barrett to accept a commission in the Army in field artillery.

"In the field artillery, you have to be very precise and have attention to details, and I am very detail oriented," said Barrett.

Being detail-oriented has also served Barrett well as a congressman. "Not that I am a micromanager," said Barrett, "but I expect that when my staff brings an issue or briefs me, they know what they are talking about, so I know what I am talking about. When somebody comes in, I look at their shoes, I look at their appearance. Do they represent me well? A lot of that comes from my military training, my Citadel training."

Barrett served in the Army for four years and then went to work running the family furniture business. He served for three terms in the S.C. Legislature and then ran successfully for Congress in 2002. He is currently serving his third term as a representative for South Carolina's 3rd Congressional District. For Barrett, service is a calling.

"I may not be the smartest guy in the room," said Barrett, "but when I sit down on any issue, I am going to put the smartest people on that issue. I really feel like the gift that the Lord has given me is the ability to lead, motivate and follow through, and sometimes that's hard."

Barrett credits his Citadel training for making him the leader that he is.

"It comes from my home training and my Citadel training. You don't give your word very often, but when you do, that is it.... If you tell somebody you have got a policy with this mission, follow it. My daddy always said, 'Character is not one of the things that



matter. It's the *only* thing that matters.' Congressman is a very temporary title, but if you strip that away, what do you have? You've got Gresham Barrett. Well, what kind of man is Gresham Barrett? I want to be known as a Citadel man."

Citadel leaders making a difference

Two Citadel graduates in Congress—one from rural Indiana, the other from rural South Carolina. There are 600 miles separating Monticello from Westminster, but there is no distance between the graduates' integrity and their willingness to work for their constituents and for their country. That sense of mission is apparent in their efforts to secure reliable energy for the United States.

"The linchpin that we are facing now and in the future—and I've said this for the last six years—is energy," said Barrett. "I think it is more than just keeping our economy strong and our businesses strong—it's our national security. When you



are dependent on everybody else, especially for your energy needs, you can be held hostage very quickly. You shut off our oil for a day, and we get cold. You shut it off for a week, and we can die from pneumonia."

When Republican Majority Leader Tom DeLay stepped down, John Boehner of Ohio turned to Buyer and Barrett and asked them to give nominating speeches on his behalf.

"How fascinating it was that, at a time of political change, two Citadel graduates stepped in to define the moment and give nominating speeches for the next majority leader of Congress," said Buyer. "So our colleagues here know who we are. They know what we do, and they know that when we speak they are going to get straight answers. You may not always agree, but you know we are going to step forward. It's the same with this energy crisis. I am not surprised at all that Gresham and I would say, 'Here's what we need to do for the country.'"

Steve Buyer, '80, Hotel Company, Band Company

U.S. Representative serving Indiana's 4th Congressional District

Family: wife, Joni, and their children, Colleen and Ryan

Citadel Bio: Gold Stars, Master of Revels, Summerall Guard, Crew, Distinguished Military Graduate

Education: Bachelor's Degree, Business Administration, The Citadel

Juris Doctor, Valparaiso Law School

Advice to Cadets: "Maintain the relationships and the bonds that you have created while at The Citadel and not just with your classmates. There are other people that you have met along the way who helped mold and shape you as to who you are and set you up on a course of success.... Stay in touch with them."



Gresham Barrett, '83, Romeo Company

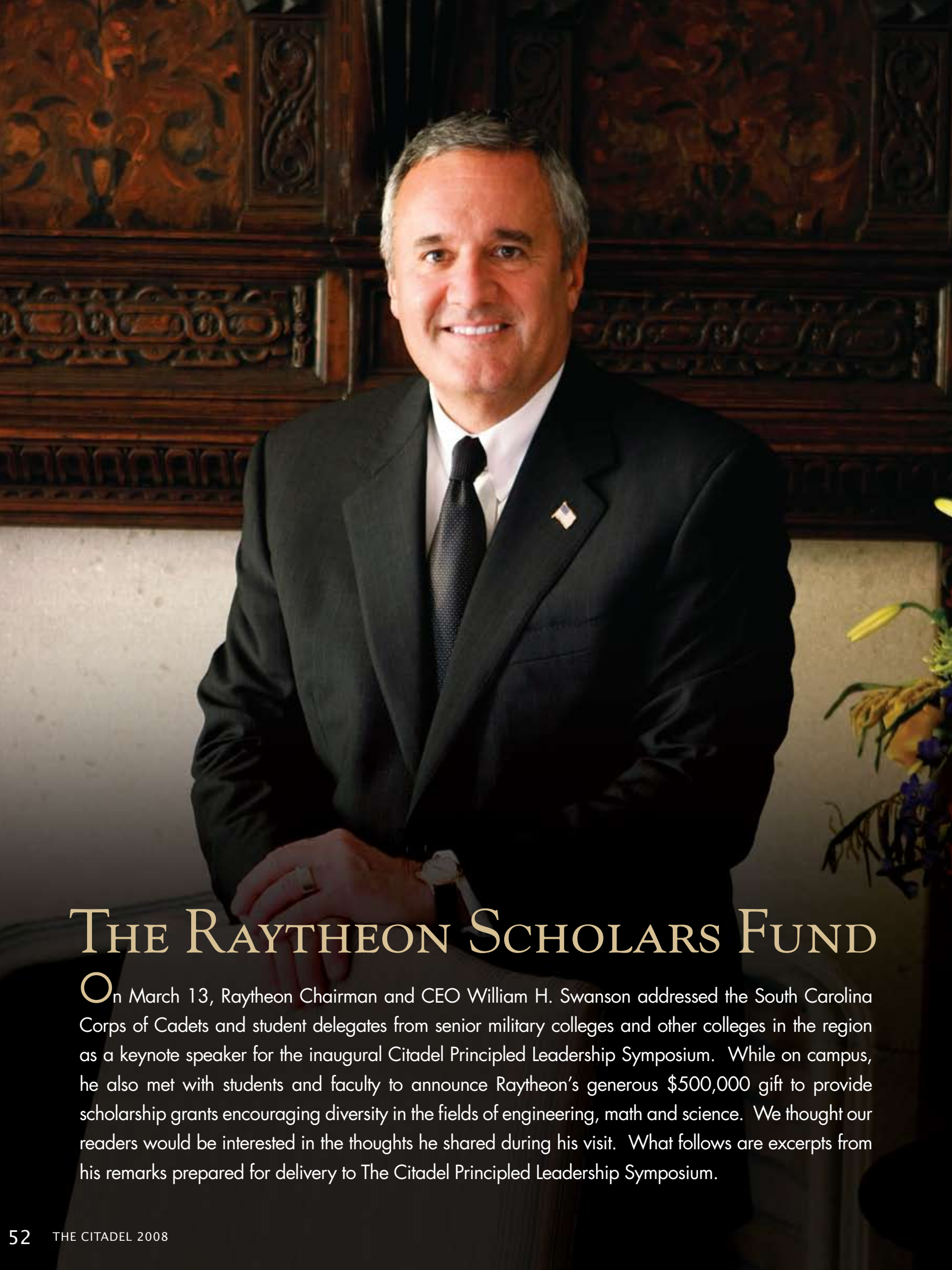
U.S. Representative serving South Carolina's 3rd Congressional District

Family: wife, Natalie, and three children—Madison, Jeb, Ross

Citadel Bio: baseball player, Romeo Company commander; graduated with military honors

Education: Bachelor's Degree, Business Administration, The Citadel

Advice to Cadets: "We need you. We desperately need you. We need men and women of character, of high moral standing and men and women who believe in what they are doing and believe in this country. I don't think there has ever been a time like this in history where we have needed your leadership more."



THE RAYTHEON SCHOLARS FUND

On March 13, Raytheon Chairman and CEO William H. Swanson addressed the South Carolina Corps of Cadets and student delegates from senior military colleges and other colleges in the region as a keynote speaker for the inaugural Citadel Principled Leadership Symposium. While on campus, he also met with students and faculty to announce Raytheon's generous \$500,000 gift to provide scholarship grants encouraging diversity in the fields of engineering, math and science. We thought our readers would be interested in the thoughts he shared during his visit. What follows are excerpts from his remarks prepared for delivery to The Citadel Principled Leadership Symposium.

A few minutes ago, it was my pleasure to announce the formation of a Raytheon Scholars Fund to provide scholarship grants to female and minority cadets studying engineering, math and science at The Citadel. This is important to The Citadel, to our company and to our nation.

The Citadel and Raytheon both have strong values to guide them, values such as academics, duty, honor, morality and discipline for The Citadel—and people, integrity, commitment and excellence for Raytheon. In addition, one of our shared values is diversity.

Our company prides itself on being a technology leader. Raytheon engineers and scientists pioneered some great technology through the years. And today the expertise of Raytheon engineers and scientists is felt in many ways: from air traffic management systems that track you across the U.S. and over two-thirds of the world's airspace, to the capability to develop border security systems to safeguard some of our major airports, to a pivotal role in that successful intercept of a non-functioning satellite.

The technology is very exciting. But it takes people to develop the technology, talented and diverse individuals, grounded in math and science, who tackle and solve difficult technical challenges.

The security and prosperity of our country depend on our ability to continue to retain, attract and develop talented individuals who will push the envelope in technology—in a very competitive world. But will our country have enough engineers and scientists to do this important work in the future? That's an important question. And we see the demographics changing.

First, the current Boomer generation of engineers and scientists, the great population bulge, is moving ever closer toward retirement. According to the Social Security Administration, the first Baby Boomers (born on or after Jan. 1, 1946) are now eligible for Social Security.

And the Social Security Administration projects that nearly 80 million Americans will become eligible for Social Security benefits over the next two decades. That's more than 10,000 per day, almost seven people a minute! And the demographics suggest that not only are Boomers getting older, but the labor pool is becoming more diverse.

Given these demographics, it stands to reason that we need to do everything we can to encourage the next generation of technologists and innovators, and to encourage women and minorities to go into engineering and scientific fields. We need different perspectives around the table to come up with the best new ideas and solutions.

Where will we find bright, educated individuals to carry the flag in engineering and science? The Citadel and the other colleges represented in this room today are great places to look.

We also need to help individuals earlier in their development. At Raytheon, we decided to look at the attitudes of middle schoolers toward math.

A Zogby survey we commissioned found that most middle schoolers aren't making the connection between the need to study math and science and achieving dream engineering-oriented careers, like video game development, amusement park ride design, and even Mars exploration. Helping them make this linkage is very important.

Our thinking is that if we can get students excited about math in middle school, they will be more likely to pursue degrees in science, technology, engineering and math later on, which will help replenish the technology pipeline. So middle school is another area we are focusing on at Raytheon.

I am here today to focus with you on the opportunity to continue this effort at the college level, which is important to us and our nation. And I would ask everyone in this room to please join this effort. Please help us replenish our engineering and scientific pipeline so that future generations of Americans can enjoy the security and prosperity that my generation has enjoyed.

Let me thank you in advance for your leadership, and let me ask all the students here to please be sure to thank your teachers and parents for the personal commitment they are making to your future.

I would like to close by saying our company wants to make sure that those of you who will serve in the military—that we can provide you with an unfair advantage on the battlefield if ever needed. Thank you for inviting me to speak with you, and all the very best!



CADET H.E.R.O.S FUND FREEDOM

BY JARRET SONTA

It is impossible to predict where inspiration might strike. For Brannon Darby, '08, his travels abroad for a summer internship sparked a uniquely American idea that would draw upon the innovation, leadership, commitment to service and business administration skills he had been cultivating throughout his cadet career.

While traveling in Spain the summer before his senior year, Darby became increasingly aware that American foreign policy was not being well received across the globe. Keeping up with the war in Iraq through international newscasts, he was dismayed by the prevailing negative attitude toward the country's military objectives, and particularly uncomfortable with the lack of support being shown for our troops fighting on foreign soil.

Darby decided to make a difference.

Drawing upon his cadet experience as an accounting major, and gathering the support of volunteers on campus and friends across the country, Darby launched the Fund Freedom project, www.fundfreedom.org. Throughout the course of his senior year, this small volunteer effort would grow into a registered nonprofit, nonpartisan national fundraising organization with a mission of preserving the freedoms outlined in the U.S. Constitution and educating the public of these basic rights.

Returning to campus as a senior in the fall of 2007, Darby quickly got to work. He and rising junior Ryan Newkirk, '09, a fellow accounting major, came up with a business plan and a viable model for operating a real-world and online fundraising business. The newly minted entrepreneurs decided that Fund Freedom's first major initiative to recognize and build support for

American troops would be the *H.E.R.O. Project: Honoring their Efforts through Recognition Operation*, in appreciation of the service men and women who risk their lives daily overseas for the safety and security of those back home.

To honor the efforts of these heroes and to raise funds for them in the process, they needed a product to sell. Darby cut a deal with California-based Rock'N Tags to produce, at a significant discount, commemorative dog tags bearing the names of current active duty Citadel students and recent graduates who have served or are currently serving in Iraq and Afghanistan.

With a business model and product in place, next they needed a work force. They easily recruited cadet volunteers, with a particularly strong showing from the members of The Citadel Republican Society, with whom Darby had worked for several years to coordinate the college's participation in the Never Forget Project, an annual memorial that bedecks Summerall Field with American flags to honor those lost in the Sept. 11, 2001, attacks.

Clad in their digi camo uniforms, the cadet volunteers hit the streets to work the crowds during the 2007 Parents' Day and Homecoming weekends. While building awareness among campus visitors about the sacrifices being made across the globe on our behalf, the cadets offered dog tags for a \$10 donation. Thanks





to Darby's astute negotiations, the charitable component or net profit was nearly \$9 per unit. They sold half of their preordered supply each weekend and, when combined with additional donations pledged along the way, they raised roughly \$12,000.

With contributions in hand, all that remained was to find a worthy cause to support that reflected the H.E.R.O. Project's mission. Perhaps with a notion that charity best starts at home, Darby and Newkirk sought the advice of Capt. Matthew Kutilek, '01, Maj. Stephen Pritchard, '95, and Col. Kevin Frederick, Marine Corps officers in The Citadel's Naval R.O.T.C. department, who encouraged the cadets to assist the families of those overseas.

At the same time, the cadets were approached with an opportunity from one of their alumni advisors, Col. Bill Crowe, '74, a Charleston businessman who serves on the School of Business Administration's advisory board and Mentors Association. Crowe had just been approached by classmates to help fund the 1st Lt. Almar L. Fitzgerald Memorial Scholarship through The Citadel Foundation in memory of the class of 2004 graduate who was killed in action while serving with the Marines in Iraq.

Recognizing an opportunity to honor the memory of a fallen alumnus and underwrite the education of a future cadet while still supporting those serving overseas, the cadets decided to provide approximately \$8,000 that was needed to put the Fitzgerald Scholarship above the minimum level required to create a perpetual endowment at The Citadel. The remaining funds would then be used according to the H.E.R.O. Project's overarching directive "to support our heroes overseas" and their families at home.

In fulfilling Fund Freedom's mission on campus, Darby and Newkirk also sought to provide a link between graduating seniors and alumni while serving as an example of giving back for underclass cadets. In addition to recruiting volunteers for this past year, they hoped to educate future cadets and students across the country about the value of volunteering and the personal rewards of philanthropy.

As they defined their mission and established their methods, the cadets turned also toward organizational matters to ensure Fund Freedom's ongoing success, appointing Darby to serve as president and Newkirk as treasurer for the 2007-2008 academic year.

To expand their reach beyond the campus gates, they invited San Diego State University student Jay Lara to serve as secretary, and tapped Joel Johnson, a researcher and fundraiser with Gallup in Nebraska, to fill the vice president slot. Together, the team began the process of filing for 501(c)(3) nonprofit status with the Internal Revenue Service.

In addition to the mentoring of Crowe, the young entrepreneurs sought counsel from several prominent Citadel professors, including D. Sykes Wilford, the Hipp Distinguished Chair in Business Administration and Darby's assigned mentor in the business program. They also looked to business professor Richard Dowell, who gave the eager cadets a crash course in developing a business with an online presence.

The founders of Fund Freedom hope that the passion and purpose that got the organization off the ground will sustain it for the long term, both for the good work it seeks to do and for the hands-on business experience it provides.

Eager to put his carefully honed business skills to work, Darby, who graduated in May, joined IBM Global Business Services in Washington, D.C., as a financial management consultant. While he aims to play an active role in the nonprofit he created, he also hopes that other cadets and college students nationwide will get involved under Newkirk's leadership. A successful organization, he acknowledges, is one capable of thriving in the absence of its founder.

The Fund Freedom project was conceived by a single cadet in response to his vision of the world, and how that world might be improved through the selfless service of a few committed individuals. The experiment dramatically demonstrates how The Citadel instills in each graduate a philosophy of leadership through service, cultivating a lifelong commitment to giving of oneself when called to serve the greater good.

Perhaps most importantly, this project has given the participating cadets a hands-on education in philanthropy, confirming that giving back—to one's college, one's community, one's country—is a key virtue of the principled leader.

The successful launch of the H.E.R.O. Project at The Citadel is the result of the hard work of many cadet volunteers. Among those whose service went beyond the call of duty are:

Cadet R. Webb Atkinson, '11	Cadet Adam P. O'Dell, '11
Cadet Tiffany M. Bennett, '11	Cadet Thomas C. Pichette, '11
Cadet James T. Callahan, '10	Cadet E. Justin Ramie, '11
Cadet Marissa M. Fowler, '10	Cadet William I. Sapp, '11
Cadet Robert A. Moss, '10	Cadet Bryan J. Sikkema, '11

Leadership and service are the hallmarks of a Citadel education. Encouraged to seek the road less traveled, those who wear the ring are always challenged to choose the honorable path. Citadel graduates have distinguished themselves in all walks of life, sharing their influence and showing integrity in the face of adversity.

Featured here are a few of the different paths explored by members of The Citadel family who have sought interesting ways to make a difference in the lives of others.



Dr. Eric M. Bailey, '84

President and CEO, NeuroLogica Corporation; Danvers, Mass.

Lima Company, B.S. in Electrical Engineering

As an electrical engineering student, Eric Bailey was well known for thinking outside the box—and occasionally outside the gates, when a grits-and-water diet grew tiresome for this Yankee knob from Rhode Island. The innovation and scientific exploration he cultivated on campus, coupled with a stubborn perseverance in solving even the most persistent problems, continue to serve him well as president and CEO of NeuroLogica Corporation.

Bailey currently holds 20 patents and has been recognized widely throughout a distinguished career for his contributions to the diverse fields of aerospace and defense, homeland security and medical imaging. Serving in the U.S. Air Force, Bailey worked on nuclear missile guidance systems which included responsibility for two underground nuclear tests during the peak of the Cold War. Following the Air Force, he joined Northrop Grumman, where he is credited for the management and invention of numerous weapon guidance systems. He later became vice president of engineering for X-ray imaging systems at Analogic Corporation, where he developed the world's first multi-slice Computed Tomography system, which is used in all U.S. airports to scan luggage for terrorist explosives. This invention also revolutionized the field of medical imaging, enabling full body CT scans.

Inspired by the loss of his brother to a traumatic brain injury, he turned his talents toward the human brain and cofounded NeuroLogica with his mentor, fellow engineer and inventor Dr. Bernard Gordon, who likewise is a master of high-precision instrumentation. Together, they developed the CereTom CT, the world's first and only portable head and neck CT scanner that can be

brought bedside to the patient in the OR, ER, or ICU to diagnose time-sensitive and life-threatening brain ailments. This new product, which has already been credited for saving thousands of lives and received the prestigious Medical Device Excellence Award, is also installed in the ICU at the Medical University of South Carolina campus in Charleston.

For his many innovations, Bailey has received an honorary doctorate from Northeastern University, has been featured in an exhibit for Innovative Engineers in the Boston Museum of Science, and in 2006 was named to The Citadel's list of notable alumni. His numerous public appearances have included ESPN and the Discovery Channel. Bailey and his wife, Dawn, reside with their three children in Hampton, N.H., where he continues to scan the horizon for the next major innovation.

THE ROAD LE

Marc A. Buoniconti, '88

President, The Miami Project to Cure Paralysis; Coral Gables, Fla.

F-Troop, Psychology major

Sporting the #59 Bulldog jersey, the 220-pound Marc Buoniconti at 19 was a powerful, hard-hitting linebacker absolutely determined to succeed, much like his father, the legendary All-Pro and Hall of Fame linebacker and former Miami Dolphin Nick Buoniconti. Little did this inspirational leader know the shape that success would take.

On October 26, 1985, Buoniconti suffered a severe spinal cord injury while making a tackle for The Citadel against East Tennessee State. The injury, which left him paralyzed from the shoulders down, also set the course for Buoniconti's greatest achievements and life's work. After learning how to operate a breath-controlled wheelchair, he returned to college at the University of Miami and earned a degree in psychology.

Since that fateful October afternoon, Buoniconti has turned his hard-hitting focus and intense dedication toward raising money and awareness for spinal cord injury research, acting as a leading advocate for the cause and securing more than \$200 million in the quest to cure paralysis. With the tireless support of his family and a deep commitment to service, Buoniconti founded and currently serves as president of The Miami Project to Cure Paralysis, now the world's most comprehensive spinal cord research center, with The Buoniconti Fund to Cure Paralysis serving as its international fundraising arm.

Through its clinical trials and ongoing efforts to unlock the secrets of spinal cord repair and regeneration, The Miami Project offers paralyzed persons everywhere hope for a better future. Never one to give less than his all or to find confinement in the seat of his wheelchair, Buoniconti proudly offers hope and inspiration in his quest to help others walk again.

Each October, The Citadel and The Buoniconti Fund partner to host the Marc A. Buoniconti Golf and Tailgate Weekend, a fundraiser to benefit both organizations and to establish the Marc A. Buoniconti Citadel Football Scholarship. For information about how to attend or contribute, please call (888) STAND-UP or visit www.thebuonicontifund.com.



Photo courtesy of Scherley Busch



Hal E. Cobb, '92

Founder, President and CEO,

Atlantic Bank & Trust; Charleston, S.C.

Lima Company, B.S. in Business Administration

A class of 1992 business administration graduate, Hal Cobb has not rested much since his undergraduate days as a member of the Summerall Guard and the cross country and track teams. After graduating, he earned an M.B.A. from the University of South Carolina in 1997 and his graduate degree in banking from Louisiana State University in 2003.

Keeping up with his college athletic training while raising his son Tyler, Cobb continued running marathons and in 2005 competed in his first full Ironman triathlon. Along the way, he turned his attention toward running a new business as well. Realizing the need to serve those who were not flourishing under the structure of existing larger banks, Cobb formed Atlantic Bank & Trust in 2007 with two of his Citadel classmates, Chris Landers and Dean Lang. Under Cobb's leadership, Atlantic Bank has grown from a fledgling new bank to a highly successful venture with \$150 million in assets, 45 employees and offices in Charleston, Myrtle Beach and Savannah. Atlantic Bank is a semi-private bank with a main focus on serving professionals, small and medium businesses plus residential mortgages.

Today, Cobb credits his time at The Citadel for giving him a fear of being ordinary and for cementing his drive, work ethic, and perseverance to attain his personal and professional goals. In fact, his bank set a record in the state of South Carolina by raising more than \$38 million in capital, the most ever for a new bank of any kind. With the success of Atlantic Bank & Trust and the intentions

to expand to four additional Southeastern markets within the next three years, Cobb clearly continues to run at full speed these days.

SS TRAVELED

Dr. Joseph M. Salley, '89

President and CEO,

Milliken & Company; Spartanburg, S.C.

Tango Company, B.S. in Chemistry

Studying chemistry at The Citadel helped Joe Salley learn to time all of his reactions right, chemical and otherwise. Highly active as a cadet, he earned the prestigious four-year Star of the West Scholarship, served on the Junior Sword Drill Platoon, received the Distinguished Military Student Award and was named First Honor Graduate.

After The Citadel, Salley attended Stanford University, where he earned his M.S. and Ph.D. in chemical engineering before continuing upon a path of distinction with a career at Milliken & Company, a diversified, technology-based company headquartered in South Carolina. Since starting with the company in 1994, he has held a variety of positions including research and development engineer, strategist, process manager, vice president and chief operating officer.

Earlier this year, he was appointed to serve as president and CEO of the company, which *Ethisphere Magazine* ranks as one of the “most ethical companies in the world,” and *Fortune Magazine* ranks among its “best 100 companies to work for,” citing its employee satisfaction and sterling safety record.

Salley's own impressive record of service extends far beyond the corporate realm. He is a member of the Young Presidents' Organization and a former member of the Industrial Research Institute and the University of South Carolina Chemical Engineering Industrial Advisory Board. He currently serves on the Board of Directors of the University of South Carolina Research Foundation and the South Carolina Manufacturers Alliance.

He was also selected as a member of South Carolina's Class of 2006 Liberty Fellowship, the esteemed statewide leadership initiative sponsored by Liberty Corporation, Wofford College and The Aspen Institute to empower future leaders to realize fully their potential. This inaugural class consisted of 20 young executives deemed by the fellowship's directors to be “secure, articulate and flourishing in their fields.”



David L. Rawlinson, II, '98

Attorney, 2008 White House Fellow; Rock Hill, S.C.

2nd Battalion Commander, B.A. in Political Science (Law/Criminal Studies)

In the space of only 10 years, David Rawlinson graduated from The Citadel, earned a law degree from the University of South Carolina and received an M.B.A. from the Harvard Business School. Along the way, he extended the Long Gray Line into the White House, where he has recently been appointed to serve as a 2008-2009 fellow and special assistant to the White House chief of staff.

A native of Rock Hill, S.C., Rawlinson has always been intrigued with the intersection of politics, business and law. He practiced law for five years in Dallas, representing Fortune 100 companies before domestic and international agencies and courts. After practicing law, he pursued his business degree at Harvard where he served as the editor-in-chief of the *Harbus*, the historic business school weekly. As a result of an intense juried speaking competition, he was selected to give the commencement address to his graduating M.B.A. class during the 2008 ceremonies. A Leadership Dallas graduate and a Truman Scholar, Rawlinson has held many volunteer leadership positions, including service on the board of directors of Bryan's House, a pediatric HIV/AIDS organization.

No stranger to Pennsylvania Avenue, Rawlinson was appointed in 2007 to the White House Conference on Youth, Drugs and Violence, and has drawn upon his legal expertise to submit testimony to the U.S. Congress. As a 2008-2009 White House Fellow, Rawlinson represents The Citadel in the nation's most prestigious fellowship program for leadership and public service, following in the path of fellow alumnus Lt. Col. Robert Smullen, '90, an active duty Marine Corps officer who served in the 2003-2004 class.



W. Britt Reames, '96

Pitching Coach, Furman University; Seneca, S.C.

Romeo Company, B.S. in Business Administration

Knowing all along that he was a more lethal force on the ball field than the battlefield, Britt Reames never planned to pursue a military career. Still, he credits the discipline he developed at The Citadel for enabling him to succeed as a professional baseball player. While pitching for the Bulldogs, this hard-throwing right-hander posted an 18-7 record, twice earned All-Southern Conference honors, and closed his cadet career with an impressive 296 strikeouts, ranking him second in the college's history.

After his senior season, Reames was drafted in the 17th round by the St. Louis Cardinals and advanced through the minor leagues to reach the majors in 2000, when he pitched for the Cardinals in the Division Series against the Atlanta Braves and against the New York Mets in the National League Championship Series. His major league career spanned six years, during which time he suited up for three seasons with the Montreal Expos, the Oakland Athletics in 2005, and the Pittsburgh Pirates in 2006 before retiring to his hometown of Seneca, S.C.

In 2008, Reames was selected to share his professional experience with the Paladins as the pitching coach for the Furman University baseball program. He is slated to return to the campus of his alma mater on November 1, where he will be inducted into the Athletic Hall of Fame. We hope that he will also return to view the contest from the Bulldog side of the stands at the next Citadel-Furman game!



Photo courtesy of the St. Louis Cardinals



Delmar R. Staecker, '72

Published Author; Lancaster, Penn.

Bravo Company, B.A. in History

When Del Staecker attended The Citadel on a four-year Army ROTC Scholarship, he had one thought in mind: "graduate, do four years to pay back Uncle Sam and then attend graduate school." He had dreams of being a history professor, but the 1975 fall of Saigon routed him into a career in fundraising.

Assigned to raise emergency support for the Vietnam Orphan Relocation at Ft. Lewis, Wash., he found that "Congress let the kids in, but they arrived with nothing," so he was tasked with raising funds from the local community. In the end, he raised more than \$250,000 and was selected to receive his unit's commendation from Congress. "I was hooked," he said. "For 30 years I raised money for charities."

Staecker is most proud of raising the funds to build the Tampa Children's Hospital and the Country Music Hall of Fame. Along the way he was his profession's national volunteer leader and received several international honors. But, in his early 50s, his career and life hit hard times. "In a six-week period I lost my mother, sister, job and health. That's when my Citadel training meant the most."

In an isolated cabin in Idaho, Staecker penned his first novel, *The Muted Mermaid*, which was released to critical acclaim. Soon, the sequel, *Shaved Ice*, followed, as did plans for several more, including a World War II historical work (to be released in January 2009).

Today, the fellow of the Royal Society of Arts is a full time author with plans for several more novels and at least one more historical volume. "The Citadel taught me how to meet challenges. I highly value the time I spent there, and I especially treasure the relationships with my classmates. One in particular, my roommate Bill Byrd, exemplified the loyalty found in the Long Gray Line and helped me as only a Citadel brother could."

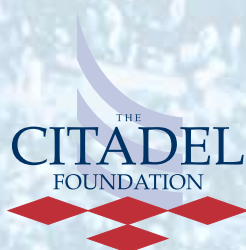


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