

THE
CITADEL

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Pictured on the front cover is Regimental Pipe Band Drum Major Blake Traynham, '10.

Note: Following Blue Book regulations chin straps are worn beneath the lower lip. Members of the Regimental Band and Pipes, however, have been granted special dispensation by the commandant to wear the straps under the nose so that they can play their instruments.

THE CITADEL

THE CITADEL 2010

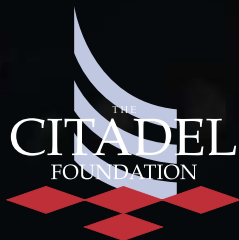


THE CITADEL FUND

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

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

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



GIVE ONLINE AT FOUNDATION.CITADEL.EDU



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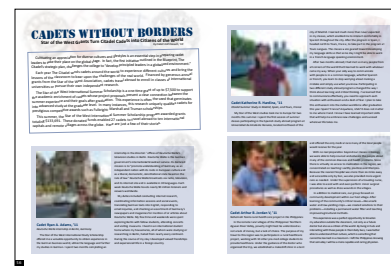
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From the President

THE CITADEL 2010



I am proud to welcome you to this year's edition of *The Citadel*.

I know that you will find it as rewarding as I did to read the many exciting initiatives gaining momentum at our college. As The Citadel navigates these unprecedented economic times to build for a strong future, I am moved by the dedication and passion of everyone in The Citadel community—our students and families, our faculty and staff, our alumni, donors and friends of the college. We will emerge from these challenging times only by working collaboratively and creatively to ensure that The Citadel's core mission and identity remain firm.

The stories of success and innovation in the pages that follow are energizing and inspiring. Our mission—producing principled leaders—is one that has never been in higher demand. Among the compelling stories of our people and campus, you will read about Lt. Col. Randy Bresnik, '89, whose career has taken him, and The Citadel, into orbit. You will read about the Regimental Band and Pipes performing on a world stage at the Royal Edinburgh Military Tattoo in Scotland. You will read about the expanded travels of our students and examples of The Citadel mission coming to life. And you will read about our progress in meeting the objectives of our three-year strategic plan, the Blueprint, which is guiding us to the next level of excellence.

Today's students benefit from an expert faculty, challenging academic programs that blend a nationally recognized college education with focused career preparation, and the rich resources of the Charleston area. The many achievements of our alumni stand as proof of our college's success—they include leaders in government and the military, business and finance leaders, attorneys, entrepreneurs, teachers, health care professionals, scientists, engineers, innovators in technology and more.

The bedrock of our achievements and continuing activities is our proven commitment to preparing and delivering principled leaders to all aspects of the global society. While our world grows smaller with almost daily advances in technology, it is our time-honored principles and values, the quality of our relationships and our ability to trust one another and grow together that will stand the test of time and help us to move forward.

On behalf of our entire community, I look forward to seeing you on campus in the near future.

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



School of Engineering continues climb to top of U.S. News rankings

The Citadel School of Engineering climbed five places in the 2011 *U.S. News & World Report* rankings of the best colleges and universities in the nation.

The School of Engineering has been on a steady rise in the rankings during the last 10 years, hitting No. 21 among 50 schools ranked by *U.S. News* this year. Last year the engineering school was ranked No. 26.

"The rise in our ranking over the last decade demonstrates significant recognition by our peer institutions and colleagues with regard to the exceptional undergraduate engineering programs that we have at The Citadel," said School of Engineering Dean Col. Dennis Fallon.

In addition to its outstanding engineering program, The Citadel remains the No. 2 top public institution in the South and No. 6 among both public and private regional universities offering up to a master's degree.

"It's very rewarding for us at The Citadel to see *U.S. News & World Report* recognize our efforts to provide a top quality academic and leadership experience," said Lt. Gen. John W. Rosa.

Two new categories this year recognized the college. The first was for institutions most often cited by college presidents, provosts and admissions deans as having faculty with an "unusual commitment to undergraduate teaching." And in an examination of college debt, *U.S. News* compiled a list of schools from which the Class of 2009 graduated with the heaviest and lightest debt loads. The Citadel ranked among regional universities where the Class of 2009 had the lightest debt load at graduation.



Class of 2010 joins the ranks of the Long Gray Line



When they arrived on campus in August 2006, the Class of 2010 found a new president at The Citadel's helm. Over the next four years, they would meet two new commandants, see the Corps of Cadets grow from 18 to 20 companies and have a front row seat at the election of a new U.S. president as

the campus became a popular stop for nearly every Democrat and Republican vying for the White House.

Members of the Class of 2010 completed their journey at The Citadel after preparing for futures as principled leaders in the military, business, education and public service. With college behind them, a world of opportunity awaited outside Lesesne Gate.

Sending the graduating class into the next phase of each cadet's life was commencement speaker Bob Schieffer, chief Washington correspondent for *CBS News* and host of the CBS Sunday political talk show *Face the Nation*. A former communications officer in the U.S. Air Force, Schieffer was presented with an Honorary Doctor of Journalism degree for his leadership and career achievements spanning 53 years in journalism, 41 of those spent at CBS.

"You leave this campus today to enter a world more complicated than the America of my college days, and the challenges are more complex. But you are better equipped to meet them because the store of knowledge increases with every generation," Schieffer told the graduating class. "It is your task now to meet the challenges of your time. But your most important task is to pass on to your children what you have learned here... basic American values."

Medal of Honor recipients visit campus

The Citadel and the South Carolina State Guard Foundation were the hosts this year of the 2010 Medal of Honor Convention. The annual convention is a time to celebrate the Medal of Honor recipients as well as all servicemen and servicewomen who protect American freedom every single day.

The Medal of Honor—known unofficially as the Congressional Medal of Honor—is the highest award for valor in action against an enemy force which can be bestowed upon an individual serving in the armed services of the United States. The award is generally presented to its recipient by the president of the United States of America in the name of Congress.

This year's convention was attended by 52 of the 87 living recipients, whose average age is 78.





Class of 2014 profile

When the Class of 2014 reported to The Citadel on Saturday, Aug. 14, it broke a number of records, including the most applications. There were 2,571 applications for fall 2010, and with 734 members it was the largest class in 34 years.

“We are happy to welcome the members of the Class of 2014,” said Lt. Col. John Powell, director of admissions. “The record-breaking number of applications and the rising number of students from South Carolina as well as the increased diversity are solid indicators that a Citadel education is in high demand for all students.”

An overview of the record-setting class	
Record number of women	56
Largest S.C. population in 46 years	378
Record number of African-Americans	83
U.S. states represented	37
Foreign countries	5
Transfer students	46
Total minority students	174
International students	9
Out-of-state and international	356
SAT average	1080
High school GPA	3.36
Top majors	
Business Administration	123
Criminal Justice	104
Civil & Environmental Engineering	100
Political Science	74
History	64
Biology	60
Health, Exercise and Sport Science	47
Electrical Engineering	46
Computer Science	26
Top four states	
South Carolina	378
Florida	49
Georgia	43
North Carolina	43



Cadet garners prestigious Truman Scholarship

Cadet Noah Koubenec, a senior Spanish and political science major from Pilot Mountain, N.C., was named one of 60 Truman Scholars nationwide. The successful candidates were elected by 16 independent selection panels on the basis of leadership potential, intellectual ability and the likelihood of making a difference.

This year’s scholars were selected from 576 nominees attending 245 colleges and universities. Koubenec was one of six finalists from North Carolina.

Named for President Harry S. Truman, who realized the importance of fostering young leaders, the Truman Scholarship funds graduate study in preparation for careers in government and public service. Scholars are accorded specialized leadership training and select internships with federal agencies. The Citadel’s former Truman Scholars are David Mills (1984), David Rawlinson (1997) and Doug Schmid (2006).

In 2008 and 2009 Koubenec held the Star of the West International Summer Scholarship for coursework and research in Mexico City. Office of Fellowships director Col. Al Gurganus, who retired in May, advised Koubenec through the year-long application process.

Koubenec’s goal is to serve as a foreign service political officer for the Department of State. As an undergraduate, he developed expertise in U.S. policy to combat Mexican drug cartels.

“Cartels capitalize on poor education and high unemployment,” Koubenec wrote in his Truman application. “By providing work, security and even infrastructure, the cartels have gained a legitimacy that often surpasses that of the Mexican government, complicating the efforts of law enforcement to win grassroots cooperation.”

Koubenec, who has a perfect 4.0 grade point average, is a member of the Honors Program, and the first commander of the newly formed Sierra Company.

Morris Island Lighthouse becomes a classroom

Thirteen area middle and high school teachers are participating in a project-based learning program that is enhancing their science and math teaching skills.

The Morris Island Lighthouse and Surrounding Ecosystem Institute is a year-long professional development opportunity being offered jointly by the School of Education and School of Science and Mathematics to middle and high school teachers. The class is being funded by a \$90,000 Commission on Higher Education grant to improve teacher quality.

In addition to instruction from Citadel faculty, participating teachers will learn the historical significance of Morris Island Lighthouse and the surrounding ecosystem from experts representing a number of leading organizations, including the Department of Natural Resources, Carolina Coastal Discovery Tour, Sandlappers Education Boat Tours, the U.S. Army Corps of Engineers and Folly Beach Coast Guard Station.

“We’re excited about this innovative opportunity to use a local historical and contextual problem to enhance teacher content knowledge and skills,” said School of Education Dean Col. Tony Johnson.





Gen. David H. Petraeus speaks to Corps of Cadets

Army Gen. David H. Petraeus, current commander of the International Security Assistance Force and commander of U.S. Forces Afghanistan and former commander of the U.S. Central Command, addressed the South Carolina Corps of Cadets in April as part of the college's Greater Issues series.

A 1974 graduate of the U.S. Military Academy at West Point, Petraeus has been lauded as a savvy leader and articulate commander at the forefront of the war in Iraq. During his 36-year military career, he has held numerous leadership positions in airborne, mechanized and air assault infantry units in Europe and the United States, including command of a battalion in the 101st Airborne Division (Air Assault) and a brigade in the 82nd Airborne Division. Additionally, he has held a number of staff assignments: aide to the Chief of Staff of the Army, military assistant to the Supreme Allied Commander Europe, chief of operations of the United Nations Force in Haiti and executive assistant to the Chairman of the Joint Chiefs of Staff.

In 2005 Petraeus was recognized by *U.S. News & World Report* as one of America's 25 Best Leaders, and in 2007 he was named by *Time* magazine as one of the 100 most influential leaders of the year.

Following his Greater Issues address, Petraeus was inducted into the School of Business Administration's Hall of Fame, which recognizes outstanding principled leaders who have demonstrated the values of integrity, diversity, respect and professional and intellectual development for all.

Visual arts broaden the cadet experience

From demonstrations to internships and from lectures to classroom discussions, the rapidly growing visual arts program led by Assistant Visiting Professor Tiffany Silverman is connecting cadets to the world of culture in Charleston and beyond.

Besides experimenting with painting, sculpture and printmaking in class, cadets have curated two exhibitions, posting an open call to local artists then selecting work to be displayed in the main lobby of Capers Hall. Also displayed throughout Capers are framed prints of masterpiece paintings, each with an informational label researched and written by cadets. These exhibits complement a display of the permanent collection of the School of Humanities and Social Sciences, including Lowcountry-inspired work by artists Jerry Raedeke, Julia Cart, John Duckworth and Karin Olah.

Partnerships with local nonprofit organizations, such as the Redux Contemporary Art Center, the Charleston Center for Photography, the Gibbes Museum of Art, the



Southeastern Wildlife Exposition and the Charleston Fine Arts Dealers' Association have offered cadets the opportunity for personal interaction with artists working in a variety of media and styles. For instance, nationally-acclaimed wildlife watercolorist Jerry Raedeke and decorated military photojournalist Stacy Pearsall were both recent guest lecturers at packed presentations to the Corps of Cadets.



The South Carolina Corps of Cadets is now 20 companies strong

Sierra Company was officially activated on Friday, Sept. 10. With 95 cadets, Sierra Company makes its home in 5th Battalion (Stevens Barracks). During the Friday afternoon dress parade Commandant of Cadets Col. Leo Mercado presented the company guidon to Sierra's cadet leaders.

The Sierra Company shield was created by cadets to begin building company pride, tradition and customs. The motto reads "From Dust the Mountains Rise."

Many military ceremonies center on flags, also known as "colors," and guidons are carried by each unit. In early military history, the success of the battle was determined by the advancement of the colors and guidons along with the units' positions on the battlefield. The very heart and soul of a military organization at any level are embodied by its flag. It serves as a rallying point and guardian over current and future generations. The acceptance of the guidon by commanders symbolizes total accountability and responsibility for the command.

The creation of Sierra Company will not dramatically increase the size of incoming freshman classes. Instead it is part of the college's effort—as directed by the Board of Visitors in 2006 and the college's strategic initiatives—to sustain the Corps of Cadets enrollment at 2,135.

"An ideal size for a company is about 100 cadets," Mercado said. "Sierra Company will allow us to stabilize the size of all our companies, some of which have significantly more than 100 cadets."



The Four

Pillars

of Citadel Tradition

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

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

Academic • Military

Physical • Moral-Ethical





ACADEMIC

by Robert Palmer, '10

Bathed in the fluorescent glow of research equipment, Dewitt Jones maneuvers deftly through a plant ecology laboratory analyzing complex strands of DNA, searching for the clues to solve a modern day paradox like a scene from the popular television program *CSI*. An '09 graduate and a former Bulldog defensive end, Jones is working alongside Associate Biology Professor Maj. Danny Gustafson while he applies to medical schools. Much like a *CSI* agent, Jones is working to unravel a mystery, one that lies in the field of ecology. However, unlike the fast-paced show, Jones's research is a much lengthier process.

With a Research Opportunity Award grant from the National Science Foundation, Jones and Gustafson have been using DNA fingerprinting to determine if the genetics of the dominant grasses (wild-collected or artificially cultivated prairie grass) influence the genetic structure of other plant species in a developing restored grassland.

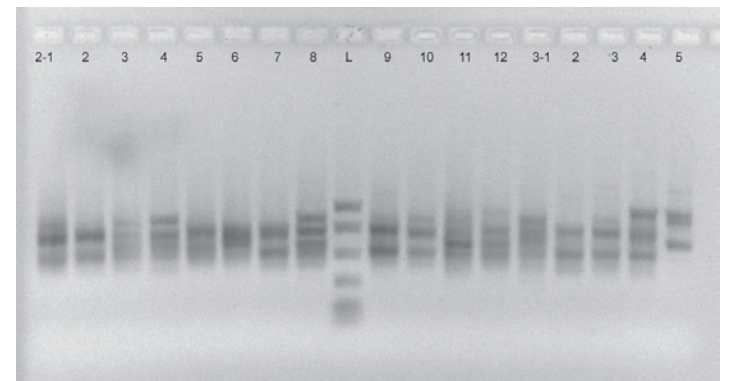
Jones began his education in 2005 as a defensive end for the Bulldogs and a business major, but when his interest in biology was rekindled, he switched his major. His friend and classmate, Charles Major, who had been working on the NSF grant before graduating, recommended Jones to Gustafson for the grant research.

Jones and Gustafson are trying to determine whether wild-collected versus forage specimens of the dominant grasses differentially affect plant community development in restored grasslands. The hours spent meticulously conducting experiments within the lab will eventually lead to a greater understanding of how genetics control plant community development. Their findings will help other ecologists find a solution to the problem of the decline of the nation's grasslands.

"We are trying to understand the mechanism structuring populations and communities," said Jones. "This research has much larger applications."

Gustafson has been working with grassland systems since his doctoral research at the University of Southern Illinois. Experiments of this magnitude require time, which is why the research he had begun in Illinois is continuing at The Citadel. The project was started in conjunction with the university, and Gustafson continues to maintain a relationship with his former institution. After two seasons of community development, plant material was collected in Illinois, and DNA is extracted in Gustafson's lab at The Citadel. For the past two years, they have been extracting DNA, generating DNA fingerprints, much like what you see on *CSI*, and analyzing the patterns of genetic variation of Rosinweed (*Silphium integrifolium*) and Partridge Pea (*Chamaecrista fasciculata*) from grasslands planted with wild-collected and cultivar grasses. The research indicates that the genetics of the dominant grasses do influence the genetic structures of the other plants in a restored grassland.

Jones comes from three generations of dentists, but like his twin sister who is currently pursuing a law degree, he plans to break the tradition and become a medical doctor. Eventually, Jones would like to work in the field of either oncology or orthopedics, and he believes his background as an athlete will provide a valuable perspective.



This past July marked the end point of their research, an endeavor that took just over two years to complete. After gathering and compiling all of the data, they presented their research at the 2010 Ecological Society of America in Pittsburgh this September.

"Now that we have presented our research to the ecological community, we are working on a scientific manuscript that we will submit to a top ecology journal," said Jones.

Robert Palmer graduated in May with a degree in English. A native of Augusta, Ga., Palmer interned in the Office of External Affairs during the spring semester. He is currently pursuing a career in publishing.





MILITARY

by John DeLago, '10, with assistance
from Patrick Boyle, '10, and Robert
Palmer, '10

Suddenly and without warning, she was unconscious on the floor. Five minutes earlier, the elderly woman had been enthusiastically describing her vacation in Florida while we both sat waiting to board a plane at Orlando International Airport. Now she lay helplessly on the cold tile.

As a 12-year-old, my instinct was to look to adults for help. I glanced desperately to the left and right, to the surrounding men and women, silently pleading with them to take action. The seconds seemed like minutes as I waited for someone to help this woman who had been so kind to me. People were either frozen in place or had shied away... then suddenly kneeling by her side was my father. He immediately took control of the situation, barking out orders. It was obvious to everyone on the scene that someone was in charge. My father had calmly turned a situation that only moments before had seemed hopeless into a lesson that would change my life forever.

For as far back as I could remember, I had heard the stories my father, a nationally recognized cardiologist, told of medical emergencies and reacting quickly to save lives. But to see my father in action that day not only changed my perception but solidified my ambition to serve others in the future. At that moment I knew my life's work would involve self-sacrifice, mental and physical preparation, the ability to take charge of a demanding situation and, most importantly, the confidence to step in to serve others and save lives.

In high school I was captain of two winning varsity sports, president of my class and record-holding member of the track team. I sought a challenge beyond the normal college experience. This desire, of course, is what led me to The Citadel.

At The Citadel it was not difficult to find cadets who, like me, wished to live a life of service. Amid all the hustle and bustle of knob year, I somehow found my way

into the Coast Guard Auxiliary detachment. Although the detachment was remarkably smaller than the other military branches represented at the college, the small size gave me the feeling that I was among a select group who wished to serve, not in glory, but quietly and unacclaimed.

All members of the unit are currently aspirants of the Coast Guard Auxiliary, a branch of the Coast Guard and Homeland Security that supplements the Coast Guard in vessel safety checks, boater safety and education and maritime patrols. Membership in the detachment allows cadets to train on Coast Guard bases and use Coast Guard training materials. With this preparation, members receive qualification in specialized areas and become rated members of the Coast Guard Auxiliary.

The Coast Guard does not offer an ROTC program, so cadets created one of their own three years ago with the assistance of Cmdr. Bill Riley, USCG Aux, '61. While the detachment is not an ROTC branch, it acts similarly, and its presence on campus has grown quickly. The detachment requirements are remarkably comparable to the other service activities, and membership allows the cadets to take part in auxiliary training, meetings and events. Most importantly for the cadets, membership gives them access to the Coast Guard Station in Charleston. Like members of other service branches, cadets participate in biweekly physical training and lab instruction every Thursday, as well as field training exercises and other training activities with the local Coast Guard unit.

For the past three years the detachment has hosted Coast Guard Day on campus. Along with the arrival of a Dolphin helicopter and a Defender-class fast boat to the parade ground, dignitaries from the port, including the captain, as well as active members of the USCG, come out to speak with the cadets.

For the last two years, several cadets from the detachment and I have been fortunate enough to participate in the Annual

Coast Guard Academy's Leadership Symposium, which features discussion of topics from the fields of business, military, government and civic leadership. Also attending the event were students from other military academies, including the U.S. Naval Academy and Maine Maritime Academy. The symposium was a great opportunity for us to demonstrate The Citadel's growing presence in the Coast Guard and to learn what other students are doing.

Other field trips we have taken in the detachment include a visit to the U.S. Coast Guard Auxiliary's National Convention in Orlando, Fla., where we represented The Citadel as the national color guard, and field training exercises with the Coast Guard at Air Station Savannah and aboard the USCGC Gallatin at the North Charleston USCG facilities. The detachment also patrols with the auxiliary twice a month, receiving training both on the water and in the classroom.

The Coast Guard's motto is *semper paratus*, always ready, protecting the nation and our natural resources as well as ensuring maritime safety, security and mobility. Although the United States has five branches of armed service, most people think only of Army, Air Force, Navy and Marines. They don't think Coast Guard... that is until a crisis dawns—terrorism, the Gulf oil spill, a hurricane. And then the Coast Guard, like my father, launches into action, taking control of the situation and restoring peace and order.

As graduation approaches, I reflect on the events years ago at Orlando International Airport that led a young child to consider a life of service. From where I stand now, I know that I made the right decision when I chose to attend The Citadel. The opportunities to grow and lead have prepared me well for a commission in the Coast Guard and a career in service that will make my father proud.

John DeLago and Patrick Boyle graduated in May. In February 2011, they will fulfill a seven-week leadership course and receive their Coast Guard commissions.





PHYSICAL

by Sarah Strickland, '09

As I stand on the starting line, my stomach starts churning. After 11 years of racing, I still get that sinking feeling in the pit of my stomach, but I'm used to it now. Full of nervous energy, I shake out my legs and smooth the race number on my jersey. The starter calls us to the starting line, and I look over and mutter "good luck" to my opponents. For a moment time stops. All I can feel is my heart pounding, and all I can see is the track in front of me. I hold my breath and lean in anticipation of the start, knowing I have nothing to fear. As the gun goes off, I leave all my worries and trepidation behind. All that matters is the race, and I feel confident I'll do well.

From my first mile race at the age of 11 to my last collegiate competition at 22, my life has changed drastically. I never dreamed I'd race in college, but a close friend showed me that my possibilities were endless. Amanda Rawl, '07, one of my best friends and teammates throughout high school, chose to attend The Citadel and became a member of the cross country and track and field teams. She may not have known it then, but she would become the biggest influence in my college search and subsequent success.

Two years later I stood in Amanda's shoes as a freshman in India Company and a proud member of the track and field team. I had always loved running, and I quickly learned I'd be doing a lot more of it as a Citadel freshman. I began my journey with no clear expectations for myself, but my experiences that year taught me to expect the unexpected. Every day was a test of my strength, courage and determination to be better than the day before. From pushups and memorization of Knob Knowledge, a book of facts freshmen learn that I would one day hold close to my heart, to relentless afternoon track practices in sweltering temperatures, I made my mark. I tested my limits every day, challenging myself to work harder, run faster and grow as

a person. I may not have believed it before, but I was slowly learning that I could do anything I put my mind to. I had to want it for myself, and no one else could do it for me.

Head Coach Jody Huddleston and Distance Coach Brian Johnson helped me realize my potential as a runner. They saw something special in me and helped me see it for myself. Every workout was another opportunity to find myself as a runner, and I slowly began to realize my talent. A few months after starting my training, I was setting personal records and moving up on the team. By the time our first competition rolled around in December, I had gained the confidence I had lacked in my former years of competition. My first collegiate race was the mile—my favorite event, the one I'd been running since I began competing back in middle school. Standing on the starting line, I was scared. My coaches and teammates believed in me, but I had to learn to believe in myself. Failure is not easy to overcome, so I often questioned my abilities. But if I wanted to succeed, I knew I had to let go of my fears and race with my heart. Eventually, I did. I ended up not only winning my race but shattering the previous college record for the mile. From that moment on, my confidence surged.

Each year was a new challenge in the Corps, in the classroom and on the track. Freshman year taught me to laugh at myself when I could, keep a smile on even when times were tough, and fully devote myself to every endeavor. Building friendships in the Corps was a struggle between my heavy course load and practice schedule, but my efforts did not go unnoticed. By my senior year, I had earned one of the most respected ranks in the Corps—my classmates elected me company honor representative. It was my responsibility to help uphold the honor of the Corps, The Citadel's most cherished principle. I had wanted to become an honor representative since my freshman year, so it was rewarding to be chosen by my peers for the position.

As I shook hands with the president and received my diploma in May 2009, the smile on my face reflected my pride in making it through four years of sweat, blood and tears. The summer heat was setting in as I bid farewell to my classmates that day, and one last look in my rearview mirror brought a small tear to my eye as I closed one chapter of my life and began the next.

It's hard to describe the transformation I went through during my time at The Citadel, but I grew tremendously as a woman of integrity and honor. Each day was a new lesson, and each lesson taught me more about the person I was becoming—a Citadel woman. From that hot, steamy day in August when I matriculated to the beautiful morning in May

when I walked across the stage, I had changed. I let go of who I once was for the person I wanted to become. Where I was once just a quiet girl from Honea Path, S.C., I had grown to become a strong, confident woman full of life and determination, marked with a band of gold.

Sarah Strickland graduated in 2009 with a degree in business administration and a minor in Spanish. She is currently enrolled in The Citadel Graduate College Health, Exercise and Sport Science master's program, and she is working as a counselor in the Office of Admissions.





MORAL-ETHICAL

by Ryan Keiper, '10

On a humid May morning, a Salvadoran villager named Charlie caused me to reflect on a personal journey of development that had coalesced over the past three years at The Citadel. While we dug a trench in the sweltering equatorial heat and spoke brokenly in one another's languages of his life in Tierra Blanca, I was struck by the distinct and even radical change that had occurred during my years inside Lesesne Gate. If I am honest, though, it was not shining shoes, restriction to campus, or even the honor code that changed me. Rather, the people I encountered at this bastion of tradition profoundly influenced my life and set me on the journey that would lead me to a rural village in El Salvador, and even more distantly, to a place of personal purpose, peace and satisfaction.

From Coach Kevin Higgins's football staff to Bravo Company classmates to teammates to academic faculty, these people of influence surrounded me. One man in particular, Mike Boland, the football team chaplain on staff with Campus Outreach, took a special interest in me. As a 2002 grad, he helped me to see that the hardships of knob year succeeded in exposing the ultimate futility of that which I had built my life upon—athletic success, academic prestige, social acceptance, the approval of those around me. Instead he showed me that true meaning is found in the Bible's two greatest commandments: love the Lord your God, and love your neighbor as yourself. My nurturers, specifically my parents, had amply demonstrated these principles, but somehow I had never seen them as applicable to my life.

When we learned in environmental engineering of the global water crisis that kills 25,000 people daily, my goals crystallized. Suddenly my sports experience, my desired engineering degree, my Spanish-language background transformed from lines on a resume to a means for helping people in need. I entered the environmental track of my major, but it soon became evident that I needed something in addition to lectures and labs to prepare for the fieldwork ahead. I turned to Water Missions

International, a non-governmental organization committed to meeting the water and sanitation needs of people in developing countries and disaster areas. I soon had the opportunity to research and test the erosion chlorinator used to kill microorganisms and pathogens in purification units worldwide. Funded by a grant from The Citadel, I traveled in May 2009 with the Clemson University chapter of Engineers Without Borders to Ciudad Romero, El Salvador, to assess sanitation and design water purification and distribution systems.

The humanitarian trip was in conjunction with La Coordinadora, which is part of the Foundation for Self-Sufficiency in Central America. On my first trip to a non-tourist destination abroad, I was immediately intrigued by the culture. Chickens, pigs, dogs and cattle roamed the streets, and makeshift barbed wire fences enclosed each of the dirt properties—there were too many children laughing and playing to allow the growth of any grass. Hammocks proved to be a status symbol and quickly became one of my favorite Salvadoran pleasures. The sweet taste of all-natural hot chocolate became another delight and a staple at meals, despite the heat of May in Central America. Along with her mother, a young girl, Clara, did much of the preparation of meals in a skillet over an open fire, while the father and the boys tended the tilapia farmed in their backyard.

Nobody sleeps in, whether out of discipline or because of the symphony of animal crows, barks and chirps that accompany the rising sun. Our team of undergraduates and doctoral students had several objectives deemed of highest priority by La Coordinadora leadership. The first project was to collect GPS points, pictures and general information about the 50-plus agricultural plots involved in La Coordinadora's agricultural program so they could present the program to the United Nations to obtain funding. A recently broken pump was the second project. Though I worked little on this task, I learned much about the operation of this early World War II pump that uses the energy in the flowing river rather than electricity. Perhaps the greatest impact this had on me, though, was to see the vitality of water. The pump was this community's only source of water. Without it they resorted to carrying the river water to their houses in pails. With irrigation halted, their fields were completely devoid of vegetation, save a few shriveled tomatoes. The third project was the one I spearheaded. La Coordinadora charged us with not only evaluating and fixing the problems of an existing variable-frequency water distribution system in La Solidaridad community, but also designing the expansion of the system to two neighboring communities in Ciudad Romero. The system had two major problems, the first being the cost of electricity to run it. The system was only active for eight hours a day. During this time, the pump worked constantly to pump ground water directly to the houses. Each family was responsible to pay part of this hefty electrical bill.



The second problem was in the chlorination procedure. The Salvadoran government requires a certain number of calcium hypochlorite tablets per set volume of water pumped. The community obeyed this in a flawed manner, though, by putting the tablets directly into the main line. The tablets quickly dissolved, causing huge spikes in chlorine concentration in some water while the remainder had no chlorine residual. Our proposal was to construct a water tank, which would cut electricity costs because the pump would only need to work to fill the tank once daily. It would also permit a uniform distribution of the chlorine. We then proceeded to survey the proposed expansion of the water line to determine the necessary size and elevation of the tank.

The excitement was palpable when the people heard we were surveying "para agua potable." School children ran from their classroom to thank us. By estimating the draw for each home, surveying the elevation changes and calculating the head losses, the team was able to present the local official with a design. How gratifying it was to use all that I had learned in classes like Surveying, Geomatics, Fluid Mechanics and Hydrology in a practical way that helped so many people.

Most Americans would say the impoverished people of a place like Ciudad Romero, El Salvador, have a low quality of life because of their low standard of living. Although I think I would have disagreed with this before, I do so now much more passionately. My calling in life is not to commercialize or westernize the impoverished; it is simply to gain the requisite education and experience to help provide clean water.

As I pursue means to such requisite experience, I will never take for granted the distinct personal transformation that occurred during my time here on the banks of the Ashley. Let us not forget that it is not a perfectly written set of rules, but rather the passionate, committed and humble people who make The Citadel exceptional.

Ryan Keiper graduated in May. He is currently pursuing his master's degree in Project Management at The Citadel Graduate College while completing his last year of eligibility as a fullback on the Bulldog football team.



Heroes & Bullies

Graduate Students Engage in Research and Service

by Col. Steve Nida, Col. Conway Saylor and Capt. Chip Taylor

“Heroes and Bullies” was little more than a catchy title for a research protocol when Professor of Psychology Col. Conway Saylor and a team of graduate student and cadet research assistants spent their 2005 spring break interviewing school children about their bullying experiences and their heroes and heroines. The modest first study, funded by a few hundred dollars of student research seed money from the dean of the School of Humanities and Social Sciences and The Citadel Foundation, became the springboard for a collaborative research program that documented the prevalence of several different types of bullying of students with and without special needs.

Their findings have shed a light on the powerful and positive impact heroes and heroines have in student development. By extending across years, disciplines and settings, this ongoing project continues to enhance the visibility of The Citadel, not only among researchers at other institutions, but within the local community as well.

Brad Leach, a student in the Department of Psychology’s clinical-counseling master’s program, was among the first in a long line of Citadel Graduate College (CGC) students to grow concerned about the issue of bullying after working with Saylor on another project. Leach joined Saylor in investigating their shared concerns about how the bullying of students with special needs can be an obstacle to successful inclusion with peers.

About the same time, Saylor made a commitment to study heroism as she began her three-year term as the Arland D. Williams Endowed Professor of Heroism, which supports a faculty member’s research on heroic behavior. Soon thereafter, psychology graduate students Taylor Davis and Meg Lanier became interested in how notions of heroism might be measured, collaborating on the means to measure both child and adult concepts of heroism.

What students often find most exciting about the research process is the unexpected. Serendipity can play a role in discovery, and that’s how CGC Dean and Professor of Psychology Col. Steve Nida became part of the project team. Nida had begun collaborating with his longtime colleague from Purdue University, Kipling Williams, an internationally acclaimed authority on ostracism, which he defines simply as the act of ignoring or excluding another person.

“After looking over the research protocol for a collaborative research study on bullying in which Col. Saylor was participating at the Medical University of South Carolina, I realized immediately that social rejection could be an important piece in the puzzle of bullying and social inclusion,” said Nida, who at the time was serving as head of the Department of Psychology. “She and I were both embarking on new directions in our

research, and this was simply our first opportunity to discuss these new interests. I told her about my work, and within 24 hours we had worked out an ostracism component that we could add to the MUSC research to explore heroism and bullying in youth with special needs and their families.”

Ostracism and social rejection are hot topics in Nida’s field of social psychology, but all of the previous research on the subject had been conducted with adults. While bullying and ostracism are different types of behaviors, both are used to hurt or demean others, so the connection to Saylor’s work on bullying was obvious. Nida and Saylor found that among children there is a clear relationship between ostracism and the presence of symptoms of depression, as well as the frequency of parent-reported behavioral problems. Furthermore, the children most likely

This research led Taylor on a mission to find ways for Citadel students to make an obvious difference in the schools. Taylor, along with CGC students and cadets from the Department of Psychology, recently completed a year-long trial of a program that focuses on cultivating heroic acts among students. Taylor and his students partnered with Charleston Day School, a private school serving grades 1 to 8. The Citadel and Charleston Day School have similar mission statements, and both schools endeavor to develop principled leaders and promote honesty, integrity and respect. The similar philosophical approaches of the two institutions created a wonderful opportunity for cadets and graduate students to model heroism, the principles of integrity and respect, and the concepts of duty and honor for the younger students. Through their involvement with the project, cadets and graduate students were exposed to

At Charleston Day School, Taylor’s team created a multi-faceted program that integrated heroism into academic coursework; developed individualized classroom presentations addressing heroic acts, integrity and the importance of honesty; and promoted parental and community involvement aimed at fostering principles of leadership and heroism outside of the classroom.

to have been ostracized were those who had problems such as behavioral, emotional or physical difficulties. The children most likely to have experienced ostracism were also those who were the most vulnerable.

Associate Professor of Psychology Capt. Chip Taylor, who succeeded Saylor as the Arland D. Williams Professor of Heroism, also joined the project, bringing yet another dimension to the work. With his extensive knowledge of attention-deficit hyperactivity disorder, Taylor led a student-faculty research team in a recently published study that demonstrated the additional challenge that bullying engagement presents for students who already have learning or attention problems.

the foundations of the development of community-based clinical interventions—in other words, leadership in action.

At Charleston Day School, Taylor’s team created a multi-faceted program that integrated heroism into academic coursework; developed individualized classroom presentations addressing heroic acts, integrity and the importance of honesty; and promoted parental and community involvement aimed at fostering principles of leadership and heroism outside of the classroom.

Cadets participated in presentations to students that focused on kindness, heroism, honor and integrity. They also helped Charleston Day School faculty select students who had been nominated by their teachers and peers

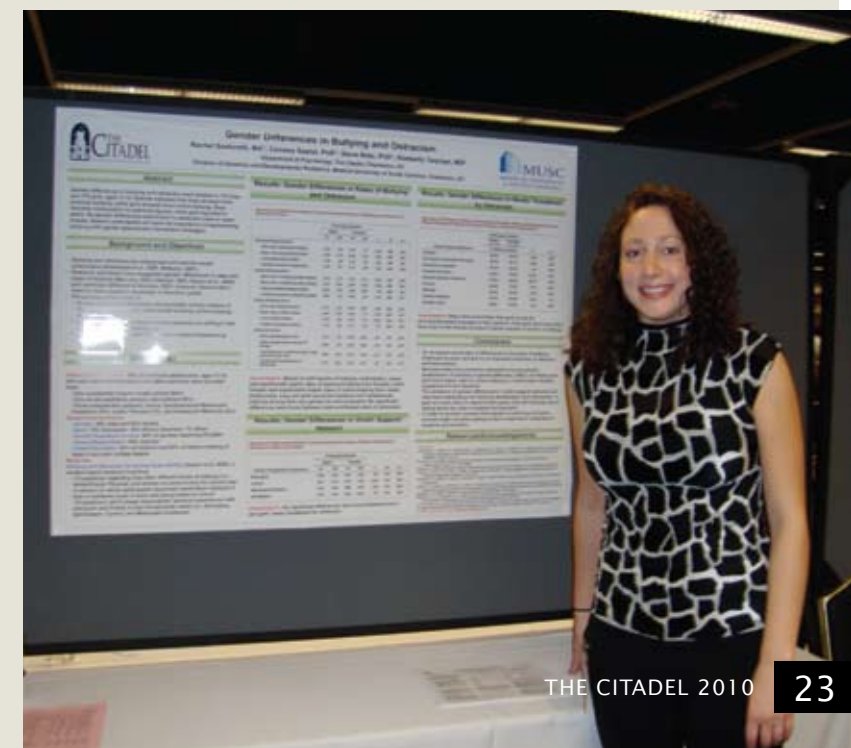
for being heroic within the classroom. Presentations took place five times throughout the academic year, and parents of students at Charleston Day School were invited to participate.

The research is making a difference. During the past year, the state’s Developmental Disabilities Council has provided funding for Saylor’s BOLD RESPONSES Project, which applies knowledge gleaned from this research to address problems tied to the bullying of youth with special needs in schools, the community and health care settings. The project aims to reduce bullying through training, education and school and community-inclusive service clubs. Cadet and graduate student volunteers who train as mentors are vital to the success of this program.

The numerous peer-reviewed conference presentations and several publications that have resulted so far from the Heroes and Bullies collaboration enhance the reputations of both The Citadel and the various researchers, but, just as important, professors are energized by their work with students. Passionate volunteers learn firsthand what Citadel scholarship can give back to the community, and those same volunteers experience a renewal of their desire to serve when they see the impact of the work.

Most importantly, young students become less vulnerable to the terribly disruptive impact of bullying and ostracism. This collaboration represents student engagement and principled leadership at their very best. It is not unreasonable to think that we can change the world, one research study, one intervention and one young life at a time.

All of the researchers identified in this article gratefully acknowledge the role that Citadel Foundation funds have played in this program, not only through the funding of faculty research, but also through the support of student and faculty travel to professional conferences, where they have shared their findings with colleagues from around the world.



When the sun comes up at 0440 and sets at 2120, there is plenty of time for cadets to see London, even when they are taking a full course load. For the past five summers, groups of cadets in The Citadel Summer in London Program have enjoyed six weeks of academic challenges, though not in the same way they are used to on campus. Because of London's high latitude, summer days can offer up to 16 hours of daylight, which means long days and short nights even if you do not have to get up early for physical training sessions.

Students in the Summer in London Program take two courses while also learning outside the classroom about life in Britain, other European cultures, and how America is perceived around the world. While the chance to earn six units of course credit in six weeks (a full course load because of the program's duration and compressed schedule) is certainly attractive, it is the extracurricular aspects of the program that make it such an eye-opening experience for cadets.

This summer, in addition to traveling to the Lake District (a scenic, mountainous area of England with great literary significance), Stonehenge and the ancient Roman baths at the city of Bath (established by the Romans in 43 A.D.), cadets took side trips to Paris and Normandy to tour D-Day sites in France. They also traveled to Madrid, Dublin, Edinburgh and several German cities, including Munich, to visit the concentration camp at Dachau, and Stuttgart. In past

summers, cadets participating in the program have traveled to Berlin and Amsterdam as well as Italy to tour Venice and Rome, including the Vatican City.

In addition to the opportunities for international experience beyond London, the Summer in London Program offers cadets the opportunity to live in the largest city in Europe. With more than 300 languages spoken in the city and immigrants from more than 200 countries, London is reputedly the world's most multicultural city. All this makes London an ideal place for cadets to have some highly concentrated international and multicultural experiences and to learn about the world beyond Lesesne Gate.

Since it was established in 2005, the Summer in London Program has served as a springboard to other

international experiences for cadets, both during their Citadel careers and after graduation. Program alumni have pursued further overseas study in undergraduate study-abroad programs in England, France, Germany and Turkey, and in graduate degree programs such as Johns Hopkins University's School of Advanced International Studies in Bologna, Italy. Other program alumni have secured overseas private-sector employment, such as teaching English in Korea, and careers in every branch of the U.S. military.

The program has also helped The Citadel continue to strengthen its international relationships by bringing cadets and faculty into contact with members of the British military, the British government, and non-governmental organizations such as charities and Muslim cultural centers in the London area.

While in London this summer, Cadets Christopher Aultman, Benjamin Canipe, Hampton Cokeley, Clifford Millar and Chonmanart Ngampeerapong ran in a 10-kilometer race to raise money for the Royal Star and Garter Homes, a charity that provides retirement homes for former British military personnel. With the support of The Citadel's School of Humanities and Social Sciences, the group raised \$1,000 for Royal Star and Garter by running in the Bupa London 10,000 along with approximately 15,000 other runners. Besides providing an opportunity for cadets to do some community service in support of a worthy cause, the race gave the runners a good look at some of London's best-known tourist attractions.

The race route followed part of the 2012 Olympic marathon route and passed Westminster Abbey, the Houses of Parliament, Big Ben, St. Paul's Cathedral and Buckingham Palace. Part of the route passed through the historic City of London, the oldest part of the London metropolitan area, which meant that for short periods thousands of runners were funneled down narrow cobblestone streets, some of which are nearly a thousand years old.

After the race, The Citadel runners traveled to the London suburb of Richmond to visit Royal Star and Garter's veterans' home. The group met with Royal Star and Garter administrators, toured the home and grounds, had tea with administrators and residents, and even caught a passing glimpse of the home's most famous resident, Nancy Wake. Wake, now 97 years old, was nicknamed "the White Mouse" by the Gestapo during World War II. She helped Allied prisoners of war escape the Nazis, commanded thousands of French Resistance fighters, parachuted behind enemy lines wearing high heels and civilian clothes, and in the course of one

mission, killed a sentry with her bare hands. In addition to awards and honors from the United Kingdom, France and Australia, Wake received the U.S. Presidential Medal of Freedom, America's highest civilian honor. The cadets were duly awed by Wake and by the distinguished service records of the home's other residents, most of whom are World War II veterans.

THE CITADEL IN LONDON SUMMER PROGRAM

by Maj. Sean Heuston

oi bonjour ciao hei hello hallo ahoj hola

With more than 300 languages spoken in the city and immigrants from more than 200 countries, London is reputedly the world's most multicultural city.

With the assistance of a 2006 Citadel graduate who was a British soldier before enrolling at The Citadel, a tour was arranged of the Royal Military Academy at Sandhurst, which is roughly Britain's equivalent of West Point. Program participants visited Sandhurst in 2006, but because of heightened security at Sandhurst, group visits had been prohibited.

Each year cadets in the Summer in London Program take two courses: one British literature course and one special course called Understanding Civilizations: Islam and the West, which is offered only during the Summer in London Program thanks to the program's partnership with the Foundation for International Education, a London-based non-profit agency that partners in study-abroad programs with dozens of U.S. colleges and universities. This year students who had already fulfilled their core-course literature requirements could take a film course about the British Empire instead of the British literature course. For obvious reasons, the Islam and the West course is especially valuable to cadets who plan to pursue military careers and highly relevant to all cadets regardless of their backgrounds or career plans. London is the ideal place to study the intersections between Islamic and western cultures because London has the largest Muslim population of any city in the Western world. As part of

the Islam and the West course (taught by a British university lecturer whose family emigrated from Iran), cadets visit a Muslim area of London (Brick Lane), go to a Muslim cultural center and visit a mosque to learn about Islamic cultures.

Summer in London Program students carry a full course load in a compressed schedule each week with lots of reading, writing and class sessions toward the middle of the week in order to keep long weekends free for side trips to other countries or other parts of England. This schedule allows students to accomplish the same amount of work a regular semester-length college course would require while also making the most of the cultural opportunities Europe presents.

This summer, one of the most noticeable cultural elements did not require cadets to travel beyond London, or even beyond their residence building. Although the World Cup is not a hugely popular sporting event in the United States, just about every other country in the world follows the quadrennial international soccer tournament with a level of intensity that has to be seen to be believed. Conveniently for Summer in London Program participants, London's expatriate communities rally around their respective national teams and generally demonstrate their national pride in ways that are difficult to overlook, such



as wearing team jerseys; waving flags; painting their faces; and cheering loudly while watching their teams' games on TV in pubs, bars and restaurants related to their home countries. Post-game celebrations often continue while the revelers ride the London Underground subway system home after the games. This means that even if you do not pay attention to the World Cup, you can often tell which national teams were playing and which team won simply by paying attention as you ride the underground or walk down the street among the celebrating Spaniards and the dejected Germans, for instance.

On one night this summer cadets got a different type of reminder of just how seriously the rest of the world takes the World Cup and soccer in general: on June 12, the United States and England faced off in the first round of the World Cup, and cadets were required to remain in their London residence building from three hours before kick-off until sunrise the next morning to avoid any chance of trouble with overly-intense England fans in public viewing areas or on the streets before, during or after the game. By that point in the London program, the cadets, a

few of whom were avid soccer fans who regularly watched coverage of the English Premier League on TV in the United States, had seen enough rowdy fan behavior to understand that there was a good reason for them to be confined to quarters that night.

Although the final result of the game (a 1-1 tie) might have been disappointing to many American fans, it was arguably a lucky break for program participants, whereas a U.S. win would have been a major upset and would have meant a tremendous number of English people upset at Americans about the result. As it turned out, Summer in London Program participants encountered nothing but hospitality and good humor from England fans, thanks in part to the one night in six weeks when they were not allowed to get out, see London, and learn about other cultures in person. Luckily for them, it was a very short night.

Maj. Sean Heuston is an associate professor of English and has taught at The Citadel since 2002. Since 2005 he has directed The Citadel Summer in London Program, which is based in the Department of English.



Making it to The End of the Journey

By Cadet Matt Holliday, '13

My room in the barracks is small and bleak. The walls are light blue, made dull by years of fading and the salt air that hangs over campus. There are no posters. The furniture is utilitarian metal—a set of bunk beds, two desks, two chairs, two sets of drawers, two lockers and a rifle rack. In stark contrast, my room back home is large, and the walls are decorated in posters. But there is one similarity—the focal picture of each room. At home it's a large poster of a hiker at Mount Katahdin, the northern terminus of the celebrated 2,100-mile Appalachian Trail. At school, there's a single 4x6 picture of my brother and me at Amicolola Falls, the southern terminus of the same trail.

In the few years leading up to my matriculation at The Citadel, I visited Charleston several times to watch the Friday afternoon dress parades and attend other campus events. I watched with fascination as my brother progressed through the ranks, first as a knob, and eventually becoming the regimental commander in my own knob year. I listened carefully for the first drone of the bagpipes and the steady cadence of the drums as the band came out of the sallyport. Everything about the college seemed perfect, and I could not wait until I became a part of it.

I had heard stories about Matriculation Day, when all of the new members of the freshman class report to campus for a week of training and instruction in drill, honor and military bearing. It is the week when they get the famous haircut and emerge from the barbershop with shorn heads that re-

semble doorknobs.

This day was the most intimidating for me, and I had to promise myself that

I would see it through to the end and that the image I had of The Citadel would not change.

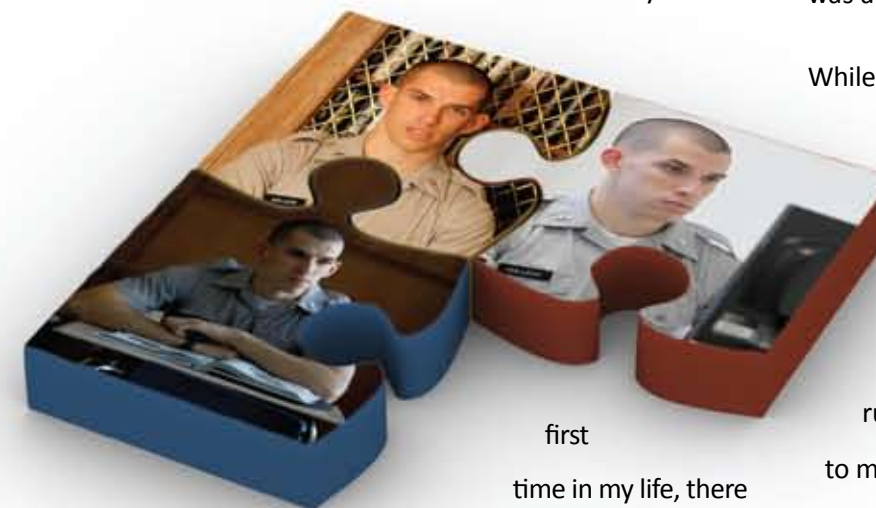
As I walked into the barracks, I looked ahead and saw my first sergeant with his cover pulled low over his eyes and a Marine contract badge on the left side of his chest. I remember walking up with as much confidence as possible. But as soon as he spoke to me in his deep, gruff voice, that confidence drained away.

This first week of fourth-class training is legendary for its long and strenuous schedule, during which the members of the fourth class are humbled very quickly so that they can eventually be built back up as leaders. It is a week of reciting knob knowledge (facts about the college each cadet is required to know), learning drill, marching with and without rifles under the hot Charleston sun and waking up for physical training before that sun rises. It is no fun—it is as if you and your classmates stand together against the world. No one is there to comfort you; you have no phone, no internet. Just your classmates. And you learn very quickly to trust what you have.

I remember the first Monday night, which is the real start of the fourth-class system. We were told to go to bed early

because the next day was going to be a long one. Inside, we all suspected that something was going to happen before the next day, and within the next 30 minutes, our anxiety was confirmed—the sergeants burst into our rooms, yelling at us to get outside.

As we proceeded down the galleries, we could see the gleam in each sergeant's eyes. We were instructed to sit on the quad, each knob to a single square. I still get goose bumps as I remember the bagpipes playing over the speaker, and we watched as the whole cadre team slowly marched out of a single room with their black hats pulled over their eyes, reminiscent of that first sergeant on matriculation day. For the



first time in my life, there was no comfort in hearing my brother's voice. It sounded cold over the loudspeaker as he made his speech. At the end, he said with no emotion, "Members of the class of 2013, the fourth-class system is now in effect."

While we stood at attention, the sergeants and officers rushed towards us. I remember jumping as one of my brother's friends, my new platoon leader, yelled, "Brace!" Bracing is an over-exaggeration of good posture. I leaned back, pushing my shoulders back as far as they could go. I tucked my chin in and got wide eyes. The only comfort I had that night was when I felt a small head rub, and I knew that my brother was there,

watching over me to make sure I did okay. Other than that, there was nothing for comfort, just the constant running back and forth between upperclassman, being told to brace and go the other way. And finally being told that it was over.

After that night, which the commandant's office refers to as Military Indoctrination Night, but we know by another name, I remember waking up every morning before the alarm would go off to look in the mirror above the sink and ask why I was still here. I knew that all of my friends were at traditional colleges, and that they were all having fun during their orientation weeks. But I also knew there was a reason I chose this path.

While many of my friends around the country started their days late in the morning, mine started much earlier. In the early hours, around 6:40 a.m., you could hear the sound of knobs yelling their knob knowledge to pacify the sergeants. If you could see inside the barracks, you would see us running around while sweeping. All of this activity was to make us mindful of the little details in life, things that do not seem significant but can have a big impact out in the field. It was hard to appreciate these sweep details, which often turned into small exercise sessions.





There are a total of 20 companies, each having about 100 to 130 cadets. And each company thinks that it is the best at something. Unlike knobs in other

companies, who all live on the fourth division, I lived with my Band Company classmates on the first floor of the battalion. We often received comments because of this, but what many people do not realize is that we had to sweep the tower of Padgett-Thomas barracks, an eight-story climb. Sweeping the tower presented many different situations, some not so good, but many that were motivational.

One time our platoon sergeant led us up there and had us recite the “Man in the Arena” speech by Teddy Roosevelt, a piece of knob knowledge that begins, “It is not the critic who counts.... The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood....” We were all ready to take on the world. That is the thing about the sergeants—there were times when we could not stand the pressure and the yelling, but then there was the reassurance from those sergeants who could motivate anyone to do anything. Our class had sergeants like that, and they inspired us all to do our best at times when we had no desire to do so, even with sweep details. No one ever wanted to do them, but we felt a sense of pride when they were done because our platoon sergeant was out there with us.

On Friday afternoons after parade, we were finally released on general leave. I have had many fun times on leave with various classmates who have become my best friends. I have made better friends here in the past nine months than I have in my 18 years before, and I attribute it to the unique atmosphere of The Citadel. I will never forget the excitement of my first general leave and just hanging out downtown. It seemed as if we went into every restaurant

and ice cream shop in Charleston. At our first stop, the look in the waitress’s eyes was priceless as she realized that a new group of knobs from The Citadel was ready to be fed.

The family of my classmate and closest friend, Josh Rodgers, visited from Georgia the next day. His parents laughed at how much we slept and ate. As we laughed along, Josh and I did not even realize how much more we would continue to be tested at The Citadel, and how much we would lean on each other and all of our classmates throughout the year. As knobs, we usually find one of two things to do in our scarce free time—eat and sleep.

Despite the difference in lifestyle, The Citadel is still a college. The academics are challenging, and academics come first. More than once, sergeants have told me when I had to choose between studying and performing knob duties, do the academic work first. Most everyone understands this priority. I was constantly motivated by professors who were willing to help any cadet who put forth the effort to do better in class. Unlike many colleges, all classes are taught by professors, not teaching assistants, and most have doctorate degrees. Whether someone is a civil engineering student or an exercise science major like I am, we all get a great education at The Citadel.



People often ask me why I chose to come to The Citadel. I think the more important question, though, is “Why do you choose to stay?”

As soon as visitors arrive, they know that the college is different, not from the brochures about the school, or even from what someone has told them. There is simply an atmosphere that indicates we are different. Everyone has reasons for coming, and, more importantly, for staying. For example, I chose to come because my brother was here, and I have always been very close to him. But by no means is that a good enough reason for someone to stay, no matter how close they are to a brother or sister. When I first arrived and would wake up in the morning, the face looking back at me asked me every time, “What are you still doing here?” I knew I could have been somewhere else—somewhere easier, somewhere where the food tasted better, somewhere with my friends from high school. But to that face in the mirror, I would respond that I wanted to grow. I wanted to move forward with my life and not hold on to things from yesterday.

It was hard, and still is in some ways. But as I look at my new friends every day, I know I made the right decision. Sure, it was tough standing out on line getting yelled at. But there is something that The Citadel offers that no other college does, something other than yelling and hard work. It offers anyone who accepts the challenge a chance to do the growing, the moving forward in life that is required to be successful. I have just begun to understand what this is all about. I heard stories about the friendships I would make and the bonds I would form. But I never truly understood until knob year. I never thought that Recognition Day would come, the day when we were no longer knobs.

Beginning early in the morning, Recognition Day was a



day of non-stop physical activity, and by the end, I realized that it was the most physically exhausting day I had ever experienced. I remember being awakened as if it were the first week of fourth-class training all over again, going outside to get on line and screaming, “We love BAND!” Running out of the front gates was exhilarating, and running back through them at the end of the day was even better. And finally, when my sergeants shook my hand and the bagpipes played, and the intercom blared, “The fourth-class system is no longer in effect”—I knew I made the right decision.

I now have my own stories of these strong friendships, of going on leave with my best friends, of relaxing in their rooms, having a genuinely good time with them.

The Citadel is not a perfect place, but it is the best place to appreciate the small things in life: family, faith, friendships. At The Citadel, no longer are they small things, but they become the foundation of your character. And that makes all the difference. No, it is not perfect, but you learn to appreciate it. When we come to the end of the journey, I believe we will be better prepared to embark on a new, bigger journey. I now know why I stayed here. I wanted to grow, to be a better person, and if some yelling and hard work came along with that, so be it, because I know I will be better for it. Anyone who has come here knows how important the end of the journey is, but it is the journey that makes the difference in our lives.





Inside Lesesne Gate

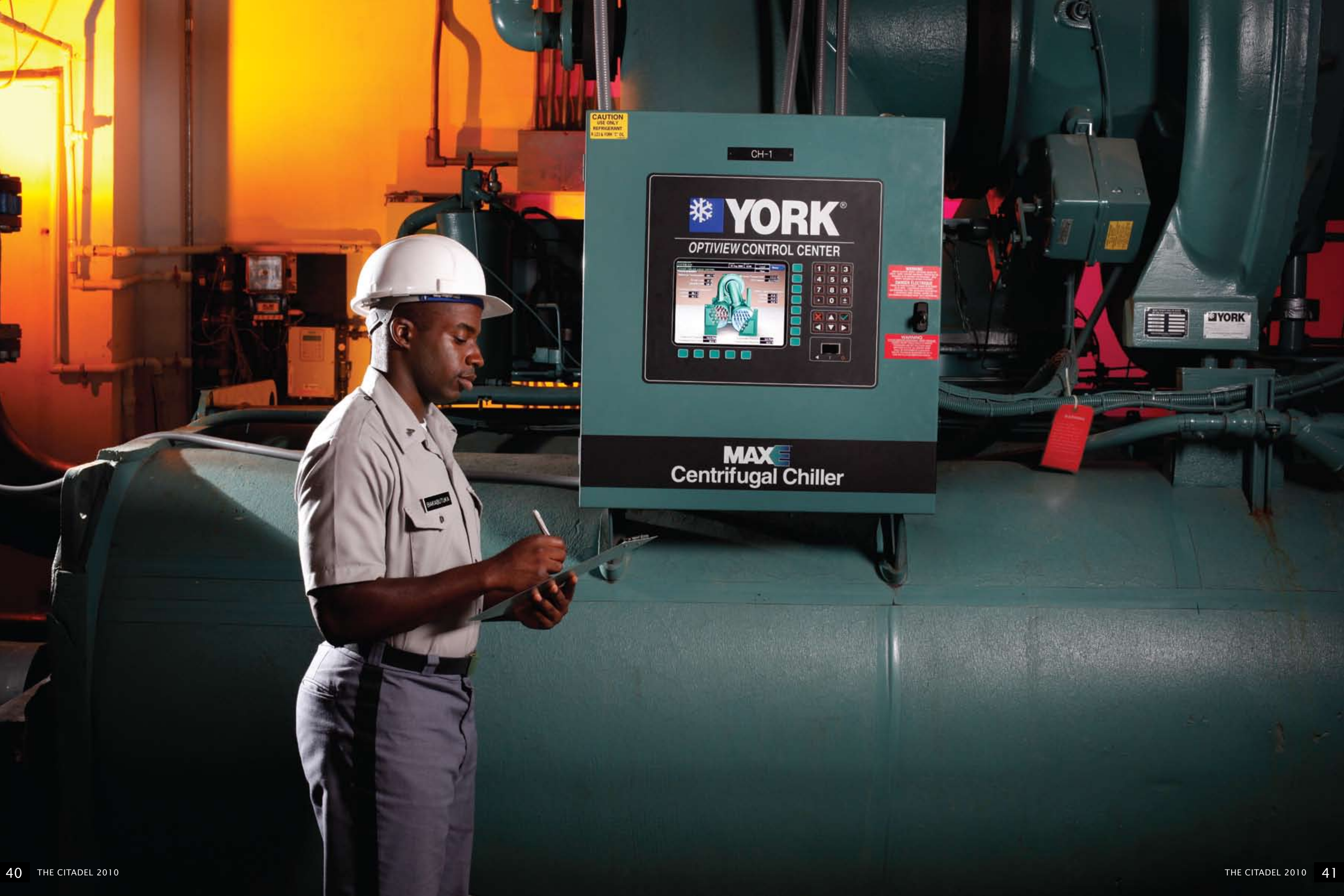
Photography by Russell K. Pace

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 at campus through a lens—Parents’ Day, Homecoming, the Christmas Candlelight Service, Corps Day, Graduation. And he’s around on uneventful days, too, when the sun creeps up over the chapel and then later when it sinks over second battalion, when reveille is played in the morning and when taps is played after lights out, when cadets hustle to class and when they march to lunch, when the sun shines and when it rains. With 25 years and more than 600 parades under his belt, his pictures tell The Citadel story in a way that words cannot.









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SHUTTLE TAKES THE CITADEL TO NEW HEIGHTS

by Jennifer Wallace Photos by Russell K. Pace

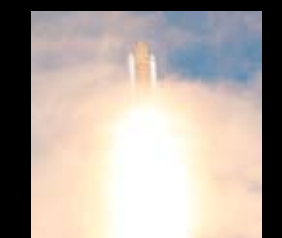
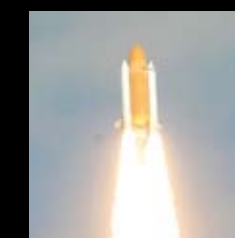


When the space shuttle Atlantis blasted off from Kennedy Space Center last November, Randy Bresnik, '89, was among the six crew members. The spaceflight was a first for both Bresnik and The Citadel.

The excitement among the crowd surrounding the countdown clock at Kennedy Space Center was palpable in the last 10 minutes before liftoff. Two unconcerned seagulls circled the spectators, and the American flag danced about as if anticipating the liftoff of the 4.5 million pound space shuttle.

Lt. Col. Randy Bresnik, '89, one of six shuttle crew members, was born Sept. 11, 1967, in Fort Knox, Ky. When he was 2 weeks old, his father, who was in the Army, drove the family to California. Just south of Malibu and a little north of Venice Beach in Santa Monica, where there's always an ocean breeze, Bresnik grew up riding his motorcycle along the Pacific Coast Highway and the canyons of Malibu. His interests were diverse. He inherited a love of photography from his grandfather Albert Louis Bresnik, who photographed Amelia Earhart, and he learned to play the drums, a pastime that he continued through college.

When it came time to attend college, Bresnik accepted a Marine Corps scholarship and moved 2,500 miles away to The Citadel. He had not been east of the Mississippi since he was an infant, and he had never visited the college, nor spoken with any of its alumni.





"I thought it would be a good way to prepare myself for my time in the service," Bresnik said. "I just accepted on blind faith that this was the right place for me."

As a cadet, Bresnik majored in mathematics and earned Gold Stars for academic excellence. But the challenge that left an indelible impression on him was Junior Sword Drill, a precision drill platoon composed of junior cadets.

"Their intensity, attention to detail, perseverance, meticulous practice and all the effort that it took to become a member was something to which I aspired," Bresnik said. "But it didn't come without sacrifice, difficulty and challenge."

Bresnik began his senior year with an excellent academic record and Officer Candidate School just behind him. But he began the year without rank as a consequence of a misdeed he committed at the end of his junior year.

"I did something stupid, took responsibility for it and was held accountable, but I took the time during the punishment to ensure that my way of thinking changed so that I would never put myself in that kind of situation again. A regrettable and embarrassing incident at the time, it became a hugely valuable lesson from which I learned a great deal. I was able to use those lemons to learn how to make lemonade," he said.

A few months into the year, he was promoted to cadet second lieutenant. He became a platoon commander, and he never looked back. Among the Band Company seniors graduating in 1989, there would be a U.S. Secret Service agent who worked on the president's detail for five years, a physicist, a Navy commander and pilot, a Navy Seal, a police detective, an Air Force colonel... and a NASA astronaut.

Bresnik was commissioned second lieutenant in the Marine Corps after graduation in 1989. As a Marine, he gained wide-ranging experience in complex aircraft, first by attending flight school and being selected to fly jets, then by attending TOPGUN and Test Pilot School, flying F/A-18s and various test aircraft, ultimately logging more than 5,000 hours in 80 different aircraft.

The space program always fascinated Bresnik, but it was always just a dream. Yet every step of his career led



him in that direction. The training and assignments he earned were all things that he loved doing, and it was this experience that eventually qualified him to be considered for the space program. Simply being in the group of 100 who were interviewed out of the more than 4,000 applicants was an honor for Bresnik, not something that he ever considered would become a reality.

His substantial flight knowledge and experience uniquely qualified him to enter NASA's 2004 astronaut class. One of only 11 candidates—and one of only two test pilots—chosen by NASA for that class, he represented his service branch as the only Marine Corps officer in the 19th group of astronauts selected since 1959 and the first since the Columbia tragedy in 2003.

During Homecoming 2009, while Bresnik's classmates were in Charleston celebrating their 20th class reunion, he was sequestered at Johnson Space Center in Houston in final preparations for the STS-129 mission.

"I wish that I could be there with you," he said to members of his class in a videotaped message. "I can't believe that 20 years have passed by since we were there making those friendships and memories.... I have something going on in a couple of days that makes it so that I can't be with you."

On the afternoon of Nov. 16, 2009, the Space Shuttle Atlantis sat poised on launch pad 39A for takeoff. The shuttle's protective rotating service structure had been rolled away in preparation for the launch. Bresnik and the five other crew members were strapped in and performing communication checks with Houston Mission Control Center. When the communication checks were completed, the hatch was closed and the countdown began.

Atlantis blasted off among great billowing clouds of smoke, leaving a trail of exhaust clouds serpentine in its wake. Two days later, about 200 miles above the earth between Australia and Tasmania, the shuttle docked at the International Space Station, where the crew met the international residents and fellow American Nicole Stott, who had arrived with the STS-128 crew and who would return to earth on Atlantis.

"There we were—two Russians, a Belgian, a Canadian, a bunch of Americans from all walks of life and all disciplines—all sharing dinner around the table at the International Space Station. We were just one team accomplishing a mission," Bresnik said.

At the Space Station the American team was conducting three spacewalks, also known as extravehicular activity (EVA), and Bresnik would take part in two of them.

"We're going around the earth every 90 minutes. There was a sunrise and a sunset every 45 minutes. It was hard not to be distracted. It's absolutely gorgeous. You could sit there all day just looking at the earth going by. On my first EVA, when the sun first came up, it stopped me in my tracks. I was awestruck. But that's where my Citadel training came in, and I focused on the mission and went to work installing two antennas on the outside of the European Space Agency Columbus module."

Back on earth, something just as momentous was going on. After being told they would never have a biological baby, Bresnik and his wife, Rebecca, had adopted a 2-year-old boy from the Ukraine. A few months after the adoption, Rebecca learned she was pregnant, and the birth of the baby would coincide with the space mission. Abigail Mae Bresnik was born on November 21, between her father's two spacewalks.

"You would think that things just couldn't get any better than doing your first spacewalk, seeing the earth from the confines of your own personal spacecraft, seeing the world whiz by at Mach 25 below your feet while you help build the most amazing engineering marvel that humans have ever built, but yesterday God decided to make Rebecca's and my cup runneth over. At 11:04 p.m., our daughter Abigail Mae Bresnik came into the world at 6 pounds, 13 ounces, and 20 inches long," Bresnik wrote from space, signing himself the proudest zero-G papa.

After passing out bubblegum cigars in the Space Station, Bresnik was back to work preparing for the final spacewalk, and this time, he was in the lead, with the main task of installing a 1,500-pound high-pressure oxygen tank onto its permanent position on the exterior of the Space Station airlock.

"There are no two bigger life events that I have experienced than in those two days. But it's the discipline, the things I went through at The Citadel, that gave me the ability to go out and work when work needed to be done."

The Atlantis returned to earth on Nov. 27, ending the 11-day mission. Bresnik had traveled 4.5 million miles, participated in two spacewalks and an unusual Thanksgiving, and celebrated the birth of his daughter, all the while taking himself and The Citadel to extraordinary new heights ■



Image Courtesy of NASA

THE REGIMENTAL BAND AND PIPES Performing on a World Stage

By Charlene Gunnells, CGC '04
Photos by Russell K. Pace



*“Oh Citadel, we sing thy fame
For all the world to hear.”*

These opening lines of The Citadel’s *Alma Mater* have never rung so true as they did for one month in Edinburgh, Scotland.

On a normal Friday afternoon at The Citadel, the cadets in Band Company prepare for the weekly dress parade—a custom and an audience they know so well that it has become routine. But for a month in the summer of 2010 something extraordinary happened, something that would inspire and challenge this

group of cadets like nothing they have experienced before as performers.

The stage: Edinburgh Castle and the Royal Edinburgh Military Tattoo, a 60-year-old festival featuring musicians and performers from around the globe. The audience: a packed house of 8,700 people who converge on the castle nightly and twice on Saturdays in August for the chance to see the world’s premier military tattoo.

The Citadel Regimental Band and Pipes spent 31 days in Scotland this summer, performing in 26 shows before a combined audience of 217,000 people, impressing not only the people of Scotland but the world. The Regimental Band and Pipes was the only U.S. organization invited to participate in the 2010 tattoo and is the only American military college ever invited to take part.





“There’s something about being 3,000 miles from home that makes this feel different. The change in environment is refreshing, but there’s this need to impress, to put on our very best performance every night because the people in the audience are different every night,” said Cadet Will Moore, a trumpet player from Longs, S.C. “And we’re surrounded by professional musicians. We have to prove ourselves here. This is our chance to show the world who we are and what we can do. We don’t want to miss that opportunity.”

The road to Edinburgh began nearly 20 years ago, when The Citadel received its first invitation. In 1991, the Regimental Band and Pipes became the first U.S. military college ever invited to the month-long tattoo. When retired Navy Cmdr. Mike Alverson took over as director of music in 2004, he soon felt the undercurrent pushing The Citadel back to tattoo.

“The rally actually came about four years ago from alumni who wanted to see The Citadel go back to what is considered the mecca of tattoos,” Alverson said. “But musically, the band just wasn’t ready to perform competitively at that level.”

In 2008 Alverson and Pipe Director Capt. Jim Dillahey, ’01, former Citadel bagpiper and well known professional bagpiper, looked at their bands and decided they were ready. They took aim at a 2009 tattoo appearance. It was fitting that the band celebrated its 100th anniversary that year. But when they learned that the tattoo cast was already set, all eyes turned to 2010—the Diamond Jubilee year.

Alverson contacted the tattoo producers and pitched a military-style band and pipes as a single performing unit. A combined regimental band and pipe band is unusual for Scotland, birthplace of the great Highland bagpipes. The tattoo’s producers were intrigued. In April 2009 Maj. Gen. Euan Loudon, tattoo CEO and producer, came to The Citadel to see the bands perform. Before he returned to Scotland, Loudon extended an invitation for 2010. Four months and a trip to Scotland later, Alverson got word that the band and pipes would be a featured individual act with one of the longest performing segments. Not all groups receive a feature segment, but to be granted seven minutes was a testament not only to the faith Alverson and Dillahey had in their bands but also to what the tattoo’s top man thought they could offer an international audience.

With the invitation secured, Alverson and Dillahey had to get the cadets ready for the rigors of performing nightly alongside professional musicians as well as find a way to finance the airfare to and from Scotland for 80 cadets and a small staff. The Edinburgh Tattoo provides



accommodations and meals as well as a stipend for performers, but the band faced the challenge of getting the players and equipment to Scotland in a tough budget year for the college.

Helping make it happen was one of the band’s biggest, and most vocal, supporters. Tom Culler, ’50, led the charge to raise the money needed to get the band to Scotland. Culler is well known on campus, recognizable by his black Stetson cowboy hat adorned with cadet hat brass. Without Culler, Alverson said raising the money would have been much harder. By the time the cadets left for Scotland at the end of July, nearly \$185,000 was raised from 344 donors, including Culler, many parents of Band Company cadets and numerous alumni eager to share their Citadel pride with the world.

Culler was not in Band Company as a cadet, but he is their biggest fan. Culler said he supports the band because he wants to support his alma mater and he gives now rather than later so he can have an immediate impact on cadets’ lives.

“I recognize the quality of the band and the discipline it takes to play a musical instrument. Being in the band is regimented and disciplined and fits in nicely with the program at The Citadel,” Culler said. “They go into the

community more than any other group of cadets, and they always present a good image and are great ambassadors for the school. I have always respected that.”

Culler made the trip to Scotland himself, arriving a few days after the band and attending rehearsals and nightly performances. He had a front-row seat to the leadership development that occurred on the trip.

“They worked hard to make their performance the very best they could. On their own they took responsibility for themselves and their classmates, for their musicianship and the marching,” Culler said. “They talked among themselves about what they knew they needed to do. That impressed me.”

The band remained in control of its chain of command for the duration of the trip to Scotland. Calling the shots were 2010 graduates Regimental Band Drum Major Christopher Mitchell of Charleston, S.C., and Pipe Band Drum Major Blake Traynham of Greenville, S.C.

“It was good to have the 2010 graduates back to make the trip with us,” said Cadet Caleb Fair, who plays clarinet and is from Easley, S.C. “It just made sense for them to take the lead because of their experience. There’s a level of respect for them and their abilities.”

Dillahey said that's the same logic he and Alverson used when planning the trip. "There was already a high level of respect for them, and they afforded us strong role models and an experience level from which younger members of the band and pipes could learn."

Having watched and learned from Mitchell and Traynham, 2011 Regimental Band Drum Major John Tousignant of Brighton, Mich., and Piper Band Drum Major Robert Roberson of Simpsonville, S.C., were able to prepare for the leadership duties they would assume when the band returned to campus.

"Our band is so young and inexperienced compared to the other acts," Roberson said while in Scotland. "But I think we are holding our own considering that performing is all they do, and we juggle performing with school and military duties. We feel refreshed and energized, and there's a new sense of motivation because we are doing nothing but concentrating on our music and on performing. My goal is to bring that new attitude and morale with us and keep it in all that we do back home."

The trip to Scotland was by no means a vacation for the band cadets. The first week in the country was filled with one rehearsal after another. The pipers barely had time to let their reeds and bagpipes dry out from one day to the next. And the days started early—8 a.m. is early when your body is still on U.S. Eastern time, which is five hours behind the United Kingdom—and ended 12 hours later, only to start over again at 8 a.m. the next day. Then there

was the rain—every day. Once the tattoo began, the cadets enjoyed the routine of having their days free followed by nightly tattoo performances.

The cadets did manage to find time to take in the sights throughout Edinburgh, Scotland's capital and the country's second largest city after Glasgow. Some spent their days walking the hilly streets from one side of the city to the next, and others took day trips by train to the Scottish Highlands, Inverness and Stirling. Many spent considerable time mastering the 823-foot climb to the top of Arthur's Seat, formed 350 million years ago by a now extinct volcano and the main peak in a group of hills in Holyrood Park, not far from the University of Edinburgh dormitories where the band lived.

Cadet Thomas Happe, a bagpiper who learned to play tenor drum for the tattoo, said the sightseeing was awesome, but it was the tattoo and the trip itself that bonded the already tight Band Company cadets and gave many of them a fresh outlook on performing. "We came here thinking work means something bad, but I have never had so much fun working," he said.

The word "tattoo" comes from the 17th century closing-time cry in the inns—"Doe den tap toe" or "Turn off the taps." It was the signal to innkeepers and pubs to stop serving so soldiers would heed the call of drummers and return to camp for the night. Once there a ceremonial performance took place to bring the day to an end.

As the term "military tattoo" implies, military organizations from around the world were showcased at Edinburgh Castle. But that did not mean there was no room for fun.

In 1991 the college was catapulted into international headlines when two cadets performed a clogging routine that the tattoo producers incorporated into each night's show along with the song "Turkey in the Straw" performed by an all-woman military band. In 2010 it was the popular 1960s song "Hey Baby" that endeared the cadets to the United Kingdom.

"The Citadel playing 'Hey Baby' made us chuckle, as it came out of the blue after they'd been playing several military-type tunes," said Michael Hewitt, a chemical engineer who lives in the city of Lincoln in Lincolnshire, England. "They were dancing away to the tune, and it tickled my sense of humor!"

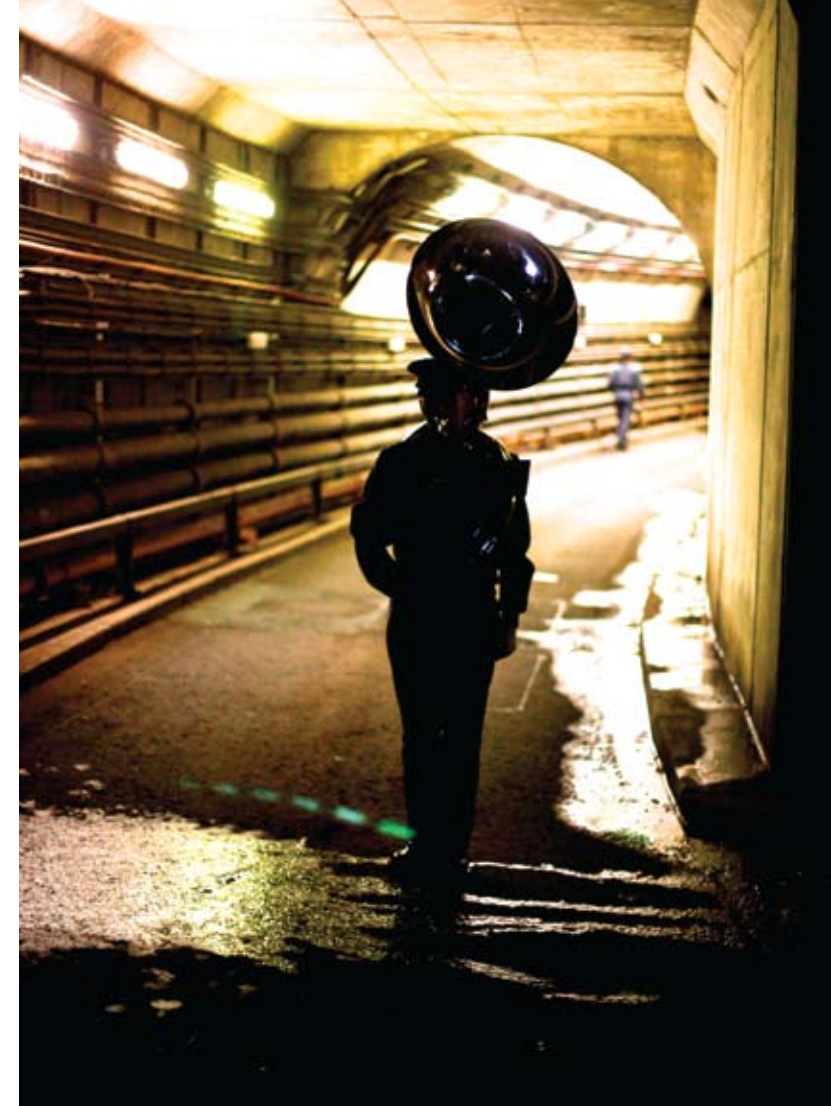
The hit single is well known and liked in Scotland and a stadium favorite at soccer matches. It also became an anthem during England's quarter-final performance in the 2002 World Cup.

Like the cloggers of 1991, it was "Hey Baby" that put cadets at the top of international headlines on their second day in the country when a photographer from *The Scotsman*, Scotland's largest newspaper, snapped pictures of the cadets during a rehearsal. What followed were countless interviews with television and radio programs from all over the United Kingdom, including the British Broadcasting Corp., and television stations from the Ukraine, Russia and Japan. One morning, the front page of the *London Times*, the largest newspaper in the United Kingdom, featured Citadel cadets.

"The cadets can be proud of what they accomplished on the world stage. We showed the world that we are on a musical par with any of the professional bands performing in a world-class tattoo," Alverson said. "The pride I feel in what has been generated in these cadets, the sense of accomplishment I hope they feel, cannot be put into words."

Cadet Christopher Tipton, a trumpet player from Charleston, S.C., sums it up this way: "As a musician I have improved. I got my second wind and have regained a passion for music. As a person, it is just an honor to represent the United States and my school. We learned to respect people for who they are and not think of them as the Jordanians, the English, the Polish, but rather as people just like us. This trip has truly been a life-changing experience."

The members of The Citadel Regimental Band and Pipes express their deep appreciation for the many alumni, family and friends who stepped forward to make this trip possible.





To Hear Their Voices

The Citadel Oral History Program Brings the Past to Life

By Robert Palmer, '10, with assistance from Cadet Colt Fossum, '11

By then, I had taken my boot off—it could have been a heck of a lot worse—evidently the sniper was using the armor-piercing ammunition because the hole where it came out was no bigger than the hole where it went in, which was about the size of a pencil. It didn't hurt all that bad, and I put some sulfur and a bandage on it. The medic wanted to give me some morphine and I said, "No. This thing's not hurting and I don't know whether this is going to be it and we're still in this halftrack and we've still got rifles and I don't need to be under sedation."

Former Citadel Fellow Jack Bass, a distinguished author whose brother Herbert graduated from The Citadel in 1941 and died the following year in the battle for Guadalcanal, fastidiously records the words of World War II veteran Col. Phillip Minges, '48, who describes being shot in the foot by a sniper during the Battle of the Bulge. The interview with Minges is just one of 26 discussions conducted by Bass and Professor Kerry Taylor, as part of the ongoing research for The Citadel in War and Peace, one of the primary research projects of The Citadel Oral History Program. The Citadel endeavors to prepare principled leaders who serve in the military as well as in business and civic affairs worldwide. By tracing the life histories of alumni, staff and faculty, The Citadel in War and Peace sheds light on the college's contributions to business, politics and the military.

Traditions have been passed down orally from one class to the next since the Corps of Cadets gathered for its first formation, but it was not until the publication of the oral history interviews that the dramatic roles these alumni played in the war effort were documented.

Among the oral histories included are those of former South Carolina Supreme Court Chief Justice A. Lee Chandler, '44, and his classmate Robert S. Adden, '44. The members of the Class of 1944 went on active duty after their junior year and became "the class that never was" because they were not able to graduate on time.

"Formatting the materials makes them very convenient for classroom use, and they are reaching an even larger audience online," said Taylor, the director of the Oral History Program, who is responsible for its strong growth. "The inclusion of the oral histories in the Lowcountry Digital Library also helps build what is becoming a premier regional online archive."

Founded in 2008 with a seed grant from the Henry and Jenny Johnson Endowment for Historical Studies, the Oral History Program is an ongoing initiative to deepen the understanding of the Lowcountry's rich history and culture through the gathering and presentation of recorded memories from area residents. The program's research efforts focus on three goals. The first is to promote the study of the Lowcountry's culture by amassing and presenting personal interviews of historical significance. The second is to provide research opportunities for Citadel students. Finally, the program encourages the public's appreciation for oral history through community workshops and consultations. To achieve these objectives the program focuses on three subject areas: The Citadel in



War and Peace, Working Charleston, and Charleston and the Long Civil Rights Movement.

Each area serves a different function in the Oral History Program. The Citadel in War and Peace is a program that documents the college's contributions to the U.S. military, business and politics through interviews with alumni, students, staff and faculty. The Working Charleston series examines the work experiences of the broad range of city residents who have made Charleston a prime center for tourism and global trade. The third project, Charleston and the Long Civil Rights Movement, features interviews with a range of Southerners to investigate how the modern South was shaped by the social movements of the 1960s.

Still in its infancy, the program is gaining momentum. The Citadel has forged constructive partnerships with a wide range of community organizations and research institutions, better positioning the college to compete for federal and private grant funding available in the fields of history and the humanities. At the same time, cadets and graduate students are engaging in internships, directed research and new classes.

By capturing, preserving and learning from the oral histories of people whose voices would otherwise remain unheard, The Citadel Oral History Program is making an impact, not only on posterity, but on teaching and research in history, government, politics, literature, the arts, heritage tourism, international commerce, national defense, race and labor relations and leadership studies. Through it all, The Citadel Oral History Program, with the continued generosity of alumni like Henry Johnson, '75, will promote an ever better understanding of major issues in regional and national life.

CADETS WITHOUT BORDERS

Star of the West Grants Turn Citadel Cadets into Citizens of the World
by Cadet Colt Fossum, '11

Cultivating an appreciation for diverse cultures and lifestyles is an essential step in preparing cadet leaders to take their place on the global stage. In fact, the first initiative outlined in the Blueprint, The Citadel's strategic plan, challenges the college to "develop principled leaders in a globalized environment."

Each year The Citadel sends cadets around the world to experience different cultures and bring the lessons of the classroom to bear upon the challenges of the real world. Financed by generous annual grants from the Star of the West Association, cadets travel abroad to enroll in classes at international universities or pursue their own independent research.

The Star of the West International Summer Scholarship is a one-time grant of up to \$7,500 to support the academic enrichment of cadets whose project proposals present a clear connection between the summer experience and their goals after graduation. This experience is often the seed that germinates into advanced study at the graduate level. In many instances, this research uniquely qualifies cadets for prestigious competitive awards such as Fulbright, Marshall and Truman scholarships.

This summer, the Star of the West International Summer Scholarship program awarded grants totaling \$133,691. These donated funds enabled 27 cadets to travel abroad to 10 international capitals and remote villages across the globe. Here are just a few of their stories.



Cadet Ryan A. Adams, '11

Deutsche Welle internship in Berlin, Germany

The Star of the West International Study Scholarship offered me a valuable opportunity to obtain experience in the German business world, utilize the language and further my studies in German. I spent two months completing an

internship in the directors' offices of Deutsche Welle's television studios in Berlin. Deutsche Welle is the German government's international broadcast service. Its declared mission is to "promote understanding of Germany as an independent nation with its roots in European culture and as a liberal, democratic, constitutional state based on the rule of law." Deutsche Welle broadcasts via radio, television, and its internet site and is available in 30 languages. Each week Deutsche Welle boasts nearly 90 million listeners and viewers worldwide.

My duties included conducting internet research, coordinating information sessions and social events, translating German texts into English, responding to email inquiries, and checking an assortment of Germany's newspapers and magazines for mention of or articles about Deutsche Welle. My free time and weekends were spent exploring Berlin with fellow students, attending concerts and visiting museums. I lived in an international student home where my housemates, all of whom were studying or researching in Berlin, hailed from nearly every continent. During the course of my stay I developed valued friendships and experienced life in a foreign country.



Cadet Katherine R. Hardina, '11

Citadel Summer Study in Madrid, Spain, and Tours, France

My Star of the West studies took me to Europe for two months this summer. I spent the first session of summer classes participating in the Spanish study abroad program at Universidad de Alcalá de Henares, located northeast of the

city of Madrid. I learned much more than I ever expected in my classes, which enabled me to interact comfortably in Spanish throughout the city. After the program in Spain, I headed north to Tours, France, to take part in the program at Tours Langues. The classes were geared toward developing my language skills so that some day I might be able to work in a French-language speaking environment.

After two months abroad, I had met so many people from all corners of the world that I learned to work with whatever came my way. When your only way to communicate with people is in a common language, whether Spanish or French, you learn to stop worrying about making a mistake and simply use what you know. Participating in two different study abroad programs changed the way I think about learning and critical thinking. I've learned that to communicate effectively, you need to approach each situation with enthusiasm and a dash of fear. I plan to take this enthusiasm into the civilian workforce after graduation this year. Spain? France? Anywhere, USA? It does not matter to me where I land. I know I have learned important skills that will help me embrace new challenges and succeed wherever life takes me.



Cadet Arthur B. Jordan V, '11

Nehemiah Teams rural health care project in the Philippines

In the remote rural villages of the Philippines' Northern Agusan River Valley, poverty might best be understood as not a lack of money, but a lack of choice. The purpose of my travel to this region was to participate in a rural healthcare project, working with 10 other pre-med college students to provide healthcare. Under the guidance of the doctor who organized the trip, we established a makeshift clinic in a tent

and offered the only medical care many of the local people would receive for the year.

With no real preparation beyond our classes in biology, we were able to help counsel and educate the people about many of the common diseases and health problems. Since there is virtually no access to medication in the region, we concentrated on teaching healthy practices and lifestyles. Because the nearest hospital was more than six miles away and accessible only by foot, we also provided more urgent care as needed. Under the supervision of a traveling nurse, I was able to assist with and even perform minor surgical procedures as well as dress wounds in the villages.

In addition to medical care, our group focused on community development within our host village. After learning of the community's critical issues—like unsafe water and low-yielding crops—we created solutions to their problems—installing a permanent water filter and teaching improved agricultural methods.

This experience was a perfect opportunity to broaden my education outside the classroom, not only as a future doctor but also as a citizen of the world. By living in huts and interacting with these people in their daily lives, I was better able to understand their culture, which is something that cannot be learned in a classroom. I left the Philippines knowing that someday I will be a more capable and caring physician.



Cadet Noah J. Koubenec, '11

Consolidation of SAIA chapter in Mexico City, Mexico

I traveled to Mexico City to further a joint student association for inter-American affairs between a Mexican university and The Citadel. One of the goals of the Student Association for Inter-American Affairs is to publish a bilingual undergraduate research journal. With the support of the Star of the West Association, I traveled to Mexico City where I solicited submissions for the journal and attracted the attention of some of the Mexican institution's brightest students.

My travel and experience in Mexico gives my resume a unique perspective and greatly enhances my candidacy for graduate institutions. I will be applying to the University of Texas at Austin and Princeton University this year, and the Star of the West scholarship has helped to make me a strong candidate, not only for admission to those schools, but for aid to finance my graduate study. In addition, the connections and friends I have been able to make in Mexico City will prove invaluable as I embark on a career in the field of U.S.-Latin American relations.

of London to our visit to the Lake District where William Wordsworth lived, each class was exciting.

A course entitled Islam and the West gave us a look at the world from a different perspective. The lessons of this class became real in the museums we visited throughout London and Brick Lane, a Muslim community in England.

My day-to-day experiences in the countries I visited advanced my academic and personal development. I gained a greater understanding of many different cultures that I would never have experienced at home. I return to The Citadel with a broadened understanding of the world, and I know this trip will support my growth as a leader.



Cadet Mitchell L. Wetherington, '10

Citadel Summer Study in Cholula, Mexico

Who would have thought that one day I would have climbed to the top of ancient pyramids in Mexico? Or have lived in the household of a wonderful and caring Mexican family? The opportunity to travel and study in Cholula, Mexico, has been the experience of a lifetime, sure to impact me long after my return home.

Little did I know when my Spanish professor encouraged us to take advantage of study opportunities outside of the United States that my perspective on people and the world would change drastically from what was a myopic understanding to an international perspective. My original goal during the six-week immersion program was to improve my Spanish-speaking skills significantly to make myself useful in a free dental clinic for minorities and ultimately bolster my chance of acceptance into the Medical University of South Carolina College of Dental Medicine. Not only did my language skills improve dramatically, so did my love and understanding for the diverse people of the world. Living in Mexico for six weeks and studying at the Universidad de las Américas Puebla, an international university, allowed me to meet the most amazing people from all different backgrounds and countries. Incredibly, my life changed in only six weeks.

Cadet Jordan L. Panter, '11

Engineers Without Borders project in Obrajes, Bolivia

I spent part of my summer in Bolivia working with a group of engineering students from the Duke University chapter of Engineers Without Borders, an organization of socially-conscious engineers determined to build a better world. Our team traveled to the rural village of Obrajes in the La Paz region to assess the community's irrigation system. We set out to survey the region's arid landscape in the high, flat plains of the southern Andes to determine the best way to bring water to land that could be used for growing crops. In the course of our research, we interviewed local citizens and officials to determine the needs of the community and potential funding options to carry out our recommended irrigation project.

In addition to our engineering work, we got a taste of the Bolivian culture as we explored the capital city of La Paz. We watched part of the 17-hour parade that celebrated the anniversary of the joining of two communities. We also spent two days in Coroico, a small tourist village that borders the jungle. On the trip through the Andes Mountains from La Paz to Coroico, we glimpsed the beautiful but treacherous Yungas Road, known as one of the most dangerous roads in the world because of the hundreds of deaths that occur there every year. The trip was an incredible experience, and I am truly grateful to all those who made this remarkable opportunity possible.



Cadet Katherine J. Player, '13

Citadel Summer Study in London

Before receiving the Star of the West scholarship, I had never ventured out of the country, and now my travels have taken me to England, Wales, France and Germany.

From the beginning, my classmates and I were immersed in English literature in the landscape where many of the world's greatest writers penned their poetry, novels and plays. Many of my learning experiences were outside of the classroom where we discovered the places that inspired each of the writers we studied. Maj. Sean Heuston of the English department guided us on our literary tour of the ages. From a walking tour

2010 Star of the West International Summer Scholars

Ryan A. Adams

Deutsche Welle internship in Berlin, Germany

Caleb J. Bowers

Study at the Goethe Institute in Dresden, Germany

Benjamin T. Canipe

Citadel Summer Study in London, England

George H. Cokeley

Citadel Summer Study in London, England

Matthew C. Collier

Citadel Summer Study in Madrid, Spain

David K. Corbett

Citadel Summer Study in Madrid, Spain

Lucas M. Crawford

Citadel Summer Study in Madrid, Spain

Anthony A. Garcia

Study at Instituto Tecnológico Autónomo de México, Mexico City

Katherine R. Hardina

Citadel Summer Study in Madrid, Spain, and Tours, France

Carl E. Herro

Citadel Summer Study in Tours, France

Tatum N. Jestila

Citadel Summer Study in Cholula, Mexico

Arthur B. Jordan V

Nehemiah Teams rural health care project in the Philippines

Noah J. Koubenec

Consolidation of SAIA chapter in Mexico City, Mexico

George H. Martin III

Citadel Summer Study in Cholula, Mexico

Michael Z. Monaghan

Citadel Summer Study in Cholula, Mexico

Jordan L. Panter

Engineers Without Borders project in Obrajes, Bolivia

Andrew T. Pease

Citadel Summer Study in Tours, France

David W. Peck

Citadel Summer Study in Cholula, Mexico

Katherine J. Player

Citadel Summer Study in London, England

Brendan O. Prince

Citadel Summer Study in Madrid, Spain

Michael J. Rowland, Jr.

Citadel Summer Study in Cholula, Mexico

Ian M. Sanchez

Citadel Summer Study in Madrid, Spain

William M. Scurry

Citadel Summer Study in Tours, France

John D. Synovec

Citadel Summer Study in Panama

William C. Thomas III

Citadel Summer Study in Cholula, Mexico

Mitchell L. Wetherington

Citadel Summer Study in Cholula, Mexico

Lucas C. Wren

Citadel Summer Study in Tours, France

Building The Citadel of the Future

Providing a quality education for undergraduate and graduate students. Attracting future generations of students. Meeting the needs of the Lowcountry. Maintaining The Citadel standards of tradition and excellence. These were the priorities that fueled the development of The Citadel Blueprint, a strategic plan carefully designed to build a strong foundation for the college's continued growth.

The achievements of the plan, now in the second year of a three-year initiative, are beginning to emerge through campus improvements and programs that will guarantee that The Citadel of tomorrow will remain competitive.

To view the Blueprint Annual Report, go online to www.citadel.edu and click the Blueprint icon. To learn more about how you can contribute to the Blueprint and The Citadel's future, contact **The Citadel Foundation** at foundation.citadel.edu or call 800.233.1842.

Ensure talent in faculty and staff to realize the goals of the Blueprint

Improve campus communications and reporting tools in all areas of assessment

Provide new academic resources

Increase diversity among students, faculty and staff

Expand the reach of The Krause Center for Leadership and Ethics

Continue to enhance the leadership development programs to ensure optimal performance

Expand enrollment and improve the quality of prospective students

Engage the community at large to help advance the region's economic development

Upgrade the campus facilities and resources

