

West Point

SPRING 2012

In This Issue:

Today's Cadets: A Day in the Life

A Publication of the West Point
Association of Graduates

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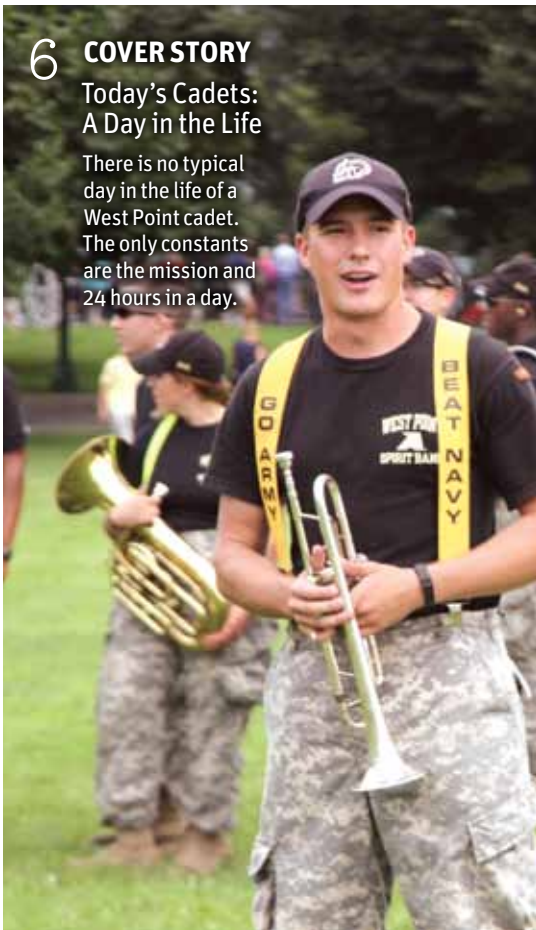
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Today's Cadets: A Day in the Life

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From Your West Point
Association of Graduates

Send your thoughts about *West Point* magazine to editor@wpaog.org
or @WPAOG on Twitter.

As you read this issue of *West Point* magazine, remember that many members of the Long Gray Line currently are deployed in combat. We honor all those who served or are serving and those who have fallen.

Dear Fellow Graduates and Friends:

It's always great to be at West Point, but it's particularly great to be here in the spring. Baseballs and lacrosse balls are flying through the air, another 100th Night Show of Academy parody has past, and plebes are counting the days until they can be called yearlings.

Over the next several weeks we'll renew friendships with the Classes of '37, '42, '47, '52, '57, and '62 when they return for spring reunions, as well as welcome the Class of 2012 to the Long Gray Line. When the last graduate crosses the stage in Michie Stadium this May, our numbers will swell to more than 49,000, and all share an experience unlike any other in America—that of being cadets at, and graduating from, the United States Military Academy. I'm certain that many of us owe no small part of whatever success we've enjoyed in life to our time at West Point.

At the alumni parade the Corps will pass in review to honor our five most recent Distinguished Graduates: Henry Hatch '57, Crosbie Saint '58, Bill Willoughby '60, Narcisco Abaya '71, and Bill Lennox '71. Congratulations to these and all Distinguished Graduates, "whose character, distinguished service, and stature draw wholesome comparison to the qualities that West Point strives for, in keeping with its motto: DUTY, HONOR, COUNTRY," as stated in the award's criteria.

As you might expect, the Distinguished Graduate selection committee's task, to pick only five from the several dozen very deserving names that were nominated, was difficult, as it is every year. However, this should not deter any Class or Society from nominating worthy graduates for this award. In the past I've asked you, the Long Gray Line, to make it tough on this committee, and you've done well. Keep it up!! The deadline for DG nominations is mid-November, and details about applications can be found on the WPAOG website.

Thayer Award nominations may come from individual graduates, classes, or societies, and are also due in mid-November. The award is given annually to a non-graduate "citizen of the United States whose service and accomplishments in the national interest exemplify personal devotion to the ideals expressed in the West Point motto: DUTY, HONOR, COUNTRY." It is not too strong a statement to say that the individuals who receive the Sylvanus Thayer Award represent to the American public citizenship of the highest caliber.

Finally, over the past year WPAOG has invested heavily in how it communicates with all graduates and everyone who loves West Point. This sixth issue of *West Point* magazine, going free to all graduates and also available on iPads, is but one example, and has been a huge hit. At the same time, make sure you download the West Point app on your phone with the new calendar function so that you can find out about cadet and graduate events in your area. It's now easier than ever to stay connected to each other, and West Point, through WPAOG.

West Point, for Thee!



Bob McClure '76
President & CEO
West Point AOG



West Point

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The West Point Association of Graduates (WPAOG) is home to all graduates and their families. Your support of the **Long Gray Line Fund** helps keep Herbert Alumni Center open and functioning, and your gifts support programs such as the Ring Melt and 50-Year Affiliation Program, as well as communications from West Point, memorial services, class and society support, career services, and graduate archives—keeping you connected to West Point and the Corps of Cadets.

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A Letter from the Superintendent

This issue of West Point magazine focuses on the central role that academics play here at the United States Military Academy.



We are very proud of the quality of our staff and faculty who teach, coach, and mentor here. Their grounded scholarship and commitment is measured in many ways: by the performance of our cadets in national-level competitions and prestigious graduate scholarships, by the collective learning that is reflected in the critical-thinking skills of our recent graduates in the tough campaigns of this

century, and by the brilliant reviews for academic excellence given the Academy by many leading periodicals. We are particularly proud of the manner in which their relevant and rigorous academic research is done here at West Point, another bellwether of a first-tier institution. That research is supportive of the top priorities of the U.S. Army and has multiple direct links to the headquarters of our Army, to other major commands, and to other service and joint commands. We have pioneered efforts with cadets and faculty in projects like the Bionic Foot and the Exoskeleton that have a direct value for our troops. And our multiple centers of excellence, from Photonics to Robotics, and from Combating Terrorism to Enhanced Performance, support the soldier on the battlefield while simultaneously contributing to the rich academic environment of the Academy. That connection to our Army is a major priority of the command, one that is reinforced every day here by the world-class capacity of the Dean's team.

A modest hum of construction noise continues to fill both sides of Thayer Road, and all to the good. The new Science Center is up and running—a state-of-the-art series of laboratories and classrooms that fill the cavernous space of the Old Cadet Library with the right learning environment for this century. Thayer Road is sharing space now with building materials as Bartlett Hall undergoes its overdue renovation, and Cullum Hall is beginning its journey back to the original concept for that monumental memorial edifice. We encourage all our graduates to visit Cullum and to view the way ahead for that remarkable space of honor and remembrance. New Cadet Barracks are in the President's budget now, and we look forward to Congressional approval later this

year for that key military construction project. We are one of the last major barracks projects in our Army to receive support, and just in time to reduce significant overcrowding. The new Visitors Center is working towards its 35-percent design phase and promises to make a dramatic and compelling case for the rich heritage and the bright future of this national treasure. It is funded by our graduates, and we appreciate the initial support it has garnered from several classes, notably 1973, 1974, and 1988. Telling the story of West Point to the highest possible standard at this moment of national austerity is central to sustaining the excellence of everything we do here for our Army and the nation.

All our winter and spring sports teams are now fully engaged in their seasons and have produced a number of outstanding victories. Two notable moments stand out: First, the 9-1 victory of the Army Hockey team over the Royal Military College of Canada after a multi-year absence from that traditional series; perhaps most notable for the sportsmanship displayed by both teams. Second, we saw a thrilling double overtime victory of the men's Basketball team over Navy at Christl Arena, the second time this season that we have beaten the Mids in that sport. It was a sold-out event attended by a crowd of very enthusiastic cadets.

Many other teams and clubs also produced their own memorable triumphs.

Finally, as you read this issue, the Class of 2012 will be a few short weeks away from their commissioning as officers in the U.S. Army. We could not be more proud of their accomplishments over the past four years and equally appreciate the strong support of their families. We are confident they will be well prepared for the tough challenges that lie ahead.

Thanks for all that you do every day for the United States Military Academy.

Army Strong!

David H. Huntoon, Jr. '73
Lieutenant General, U.S. Army
58th Superintendent, U.S. Military Academy



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TODAY TOMORROW BEYOND

 **BOEING**

Five fifteen a.m. to midnight, sometimes later if they have a reading light. That's a typical day for cadets, and has been since the United States Military Academy at West Point was founded. What happens during those hours, however, is vastly different for cadets in 2012.

TODAY'S CADETS

a Day in The Life...

By **Marissa Carl**, WPAOG staff





Below left: Cadets in the Class of 2013 after their Affirmation Ceremony. **Above left:** Cadets lunch together in the Mess Hall. **Center:** Plebes in American History class. **Right:** Firsties marching during the Class of 2015 Acceptance Day Parade.

When Colonel Joseph DeAntona '84 was a cadet, the entire Corps had a very similar 47-month experience. "Today, every single cadet's experience is uniquely tailored to his or her interests, desires, what they're good at, and what they want to get better at," he says. "Roommates can have completely different days, even though they wake up at the same time and they go to bed at the same time."

DeAntona, the Brigade Tactical Officer, attributes this to two factors: an increase in the number of clubs and more exchange immersion opportunities. "I've been able to do things that I used to envy people for doing on TV and in the movies," says Mack Ohlinger '15, "things that a lot of people can only dream of doing."

The club opportunities for cadets have grown astronomically, especially in the last decade or so. About 115 clubs are currently active, and DeAntona says that is in large part due to Colonel Craig Flowers, Director of Cadet Activities (DCA) from March 2006 through 2011, who revitalized the DCA program and brought in the necessary resources to facilitate what cadets are really interested in. (About 50 percent of DCA funding comes from private support, donations given through the West Point Association of Graduates.) Caitlin Adamowicz '12 says the hard part is choosing what *not* to participate in.

As for international opportunities, Brigadier General Tim Trainor '83, Dean of the Academic Board, is working toward a goal of having every cadet go on at least one exchange mission during their West Point education. Going into her firstie year, Lisa Warner '12 had worked with civil affair units in Uganda and Tanzania for her Cadet Troop Leadership Training and was one of the first women to ever complete the French Foreign Legion's Nautical Obstacle Course in Djibouti. She also spent a semester at the Air Force Academy in Colorado and traveled to Europe as part of an Academic Individual Advanced Development experience. (For more on Warner, see page 14.)

DeAntona says the unintended consequence of having so many opportunities, especially in a population of high achievers, is the potential to have "a time-management nightmare." Cadets also struggle with expectations, he says, as this is likely the first time they haven't excelled at everything. However, after four years at West Point they truly know their strengths and weaknesses. "Without sounding naïve or impatient, I really think I'm ready to lead a platoon of my own," says Russell Jostes '12.

By the time graduation rolls around, the intense Academy schedule has created a class of individuals able to adjust under circumstances they can't control and able to adapt to any situation. Though those aren't skills that are necessarily graded, they are necessary for success in all things that are graded. "You gain the agility and the adaptability that the Army wants our leaders to have by experiencing them, and over the 47-month period we are constantly modifying their environment so that being agile and adaptable is just who they are," DeAntona says. "They are comfortable being uncomfortable. And I think

more than anything else, that's what the West Point experience provides to the Army when it comes to being an Army officer."

The entire Corps of Cadets would have no problem graduating from Harvard because of their agility and adaptability, DeAntona says, which would not be the case if you took Harvard's student body and brought them to West Point. Maybe one in 10 would survive as cadets, he ventures.

With each generation comes new challenges, but the Corps's mission is always the same: producing leaders of character. There's really only one other constant, DeAntona says: "There are still only 24 hours in a day." ★

ACADEMICS BY THE NUMBERS

Average number of credits per semester: 18

Average number of cadets per classroom: 17

Number of students who studied abroad this year: 120

Most popular major over the last 5 years: management

Most popular major for Class of 2012: mechanical engineering

Newest Major: kinesiology (2007)



THE CORPS HAS NOT...

Then and Now, From the Commandant's Perspective

In July 1979, Ted Martin reported to the United States Military Academy at West Point, following his two older brothers (two years later the fourth Martin brother would report). "I came to the military academy because I wanted to be an Army officer, like my dad," he says.

Fittingly, Martin's fondest memories include summer military training and being captain of the swim team, both of which provided leadership skills he has utilized throughout his career. Conversely, Martin was challenged in West Point's academic arena. "My least favorite memories are term-end exams," he says, adding that chemistry and physics were particularly hard. "And I was told I was the cutoff man for EE300," a required electrical engineering course.

After graduating in 1983, Martin didn't come back to West Point for more than a couple of hours at a time, always just passing through. And like many other graduates, he routinely heard "The Corps Has," a saying traditionally used by members of the Long Gray Line to insinuate that military standards have been reduced since their time as a cadet.



Cadet Ted Martin '83

Coming back almost 30 years later, Martin immediately found a difference between his cadet experience and today's Corps. "These cadets are given a lot more leadership development opportunities and responsibility throughout the full four-year experience," he says. "When I was a cadet, pretty much for three years you were a follower, and then your firstie year you were a leader."

During his first Reorganization Week as Commandant he stopped a yearling and a plebe for what looked like fraternization: He found out that yearlings are now responsible for escorting plebes and "showing them the ropes." Martin says this system is now comparable to what cadets will experience in the Army.

"As soon as I became a lieutenant I saw the need for almost everything they did at West Point," he says.

The one thing he didn't see in the Army was negative leadership, the model practiced when he was a cadet. "I like what I see now. The tactical officers (TAC) mentor the cadets, who are truly immersed in a four-year leader development model. Our TACs talk a lot more *with* cadets rather than *at* cadets." That is an important distinction.

Top photo: BG Ted Martin '83, Commandant of Cadets, meets with the First Captain, Charlie Phelps '12, every week to discuss any issues going on in the Corps. He also routinely meets with the Honor and Respect captains.

Today's cadets are also required to perform at a much higher academic level, Martin says, adding that they also have a lot less free time, especially during the summers. "We have to pull them back and tell them to take some leave," he says.

While impressed with today's West Point experience, Martin has had one major disappointment: the Mess Hall experience. The "off-the-book development experiences" that happen around the table are no longer factored into the schedule. Over the years, the extreme pace of cadet life led to a reduction in mandatory dinners. When Martin arrived for the fall 2011 semester, there was only one mandatory dinner a week. "I felt like they were getting robbed," he says, emphasizing that the breakfast and lunch meals are too rushed to develop camaraderie (approximately 4,600 cadets are served in about 20 minutes).

Martin, who learned some of his most valuable lessons sitting around the dinner table with his classmates, says he'd like cadets to have that time to discuss current events as well as what went right that day and what went wrong, and more importantly, how to deal with anything that went wrong. "When I was a plebe I would be eating my meal and I would hear the upperclassmen talking about how they were tackling their SOSH paper," he says, adding that this is also where he started getting worried about EE300. A few years later he found out exactly why they were stressing over that course. "I wish that without taking away any of the goodness that comes with the current

system, we could get back to the dining experience that all the old grads fondly remember." Currently, two days a week are now mandatory dinners for the Corps, and Martin hopes to increase that number soon.

While the Corps experience has changed, the end product is the same. Martin can verify that the Academy is still producing exceptional officers. "In my other jobs, I was in close contact with officers who had graduated since I was a cadet, and the product from West Point is phenomenal," he says. "The performance didn't match up with 'West Point is a country club' and 'all the rigor has been taken out of West Point.' What I saw were disciplined, physically fit leaders of character."

From the second lieutenants he was serving with to his superiors—including Chairman of the Joint Chiefs of Staff Martin Dempsey '74, now-Director of the CIA David Petraeus '74, and Chief of Staff of the Army Ray Odierno '76—Martin is sure of one thing: West Point's leader development model is evolving, but it worked back then, and it works today.

"How can 'The Corps Has' if it's producing so well, I used to wonder," he says. "So then I come back to West Point and I find out 'No, The Corps *Hasn't*.' I'll be glad to tell all the old grads, 'Don't worry, it's still a very difficult 47-month experience. It's just a little bit different.' They'd be proud." ★



The Corps was... *Be sure to post your own memories on our Facebook and Twitter pages!*

Cadet life has changed here and there over the years, but many of the memories are the same: the food in the Mess Hall, the hours on the Area, the fatigue. WPAOG recently asked its Facebook and Twitter followers, "What is the one thing you remember most?"

Many of you responded, including brothers John '89 and James Nowell '91, who reminisced about their shenanigans and the perks of having an older sibling at the Academy. Read through some of these other responses and they will surely spark a memory of your own or at least cause a chuckle.



DISCIPLINE AT THE ACADEMY

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“When I was a plebe, the cadet in charge of quarters during dinner wrote me up for 50 demerits one night,” says a mid-1980s graduate. “It was one of those perfect storms: quick formation, laundry was thrown in our room because we were next to the elevator, and we were using the window sill to refrigerate a couple of half-eaten pies. I think I was the only guy on double probation: military and academic.”

Major Jeff Pickler '01, Tactical Officer for Company E-3, has heard his share of reasons for cadets getting written up. One of the more comical is about a group of plebes who were written up for yelling, horseplay, and not cupping their hands—common offenses, but usually not when cadets are on the receiving end of a snowball fight, as they were in this case.

Delroy Patrick, Regulations and Discipline Officer for the Corps of Cadets, says West Point’s system is corrective and developmental; discipline is not punishment. Here, cadets learn the standards required of Army officers. He adds that the system creates an environment in which each cadet can further develop a sense of duty, strengthen self-discipline, and accept responsibility for their actions.

Patrick, who looked at the delinquency card from 1930 (see right) and has seen thousands of delinquency reports, says the overall concept and the offenses remain largely unchanged, though today’s cadets don’t carry bayonets.

Some cases of being written up actually show promise for future service. Pickler says that a few years back a cadet was written up for sending out four bags of laundry right before holiday break—undaunted by limited trunk room space and the inability to use his wardrobe. The officer writing him up said, “These actions display characteristics of a future officer more than fit to serve this great nation, and demonstrate a proficiency to execute all three functions of war: strategic, operational, tactical.” The cadet received no demerits or hours for this offense.

U. S. ARMY - 42129-200

INDIVIDUAL DELINQUENCY RECORD

Name _____ Class 1933

DATE	OFFENSE	PUNISHMENT			
		D.	Edm.	C.	P.T.
JUN 1930					
10th	Smiling in ranks, lunch formation, 10th inst.	2			
13th	Sentinel, not conversant with guard detail, 12th inst.	2			
24th	Shoes not shined, p.m.i., 24th inst.	1			
26th	Shoes not shined, p.m.i., 26th inst.	1			
JUL 1930					
4th	Rust on bayonet at p.m.i., 4th inst.	5			
11th	No field belt at Infantry Drill, 11th inst.	2			
13th	Not coming to full "port arms" at inspection arms at S.I., 12th inst.	2			
14th	Dirty tumbler at p.m.i., 14th inst.	2			
30th	Shoes not satisfactorily shined at p.m.i., 30th inst.	1			
AUG 1930					
8th	Shoes under bed not shined at parade inspection, 7th inst.	1			
SEP 1930					
4th	Locker doors open at p.m.i., 4th inst.	1			
5th	Backs of shoes dirty, a.m.i., 5th inst.	2			
5th	C.O.C., leaving ranks before dismissal at sick call, 5th inst.	2			
12th	Magazine out of place on top of locker, a.m.i., 12th inst.	1			
15th	Frayed cuffs, a.m.i., 15th inst.	2			
26th	Tarnished brass on full dress hat, s.i., 27th inst.	2			
OCT 1930					
17th	Room Orderly, lights burning during supper, 17th inst.	2			
NOV 1930					
18th	Late at 7:55 a.m. class formation, 18th inst.	1			

Above: An Individual Delinquency Record from the early 1930s. **Left:** A current Cadet Observation Report.

30- and 120-Day Demerit History (10/6/2010 - 2/3/2011)						
Date	Category	Description	Demerits	30-Day Cum	120-Day Cum	
2/3/2011	Accountability	Cadet was late and unexcused for class	0	0	0	
2/3/2011	Personal Appearance	Did not shave before class	3	3	3	
10/28/2011	Accountability	Failure to Report to Reg BUB	0	3	3	
11/4/2011	Conduct	Skipped the Army/ Fordham Game	5	8	8	
12/5/2011	Conduct	Cadets in the news for STEM-Outreach activity	"+" 3	5	5	
1/9/2012	Academic	Great help!!	"+" 3	2	2	

The United States Mint's 2012 Infantry Soldier Silver Dollar

Own a piece of history with this limited edition tribute to the United States Army Infantry, minted at West Point. The coin's design features an Infantryman advancing in battle, symbolizing the legacy of courage and sacrifice that has kept our nation free for over 236 years.

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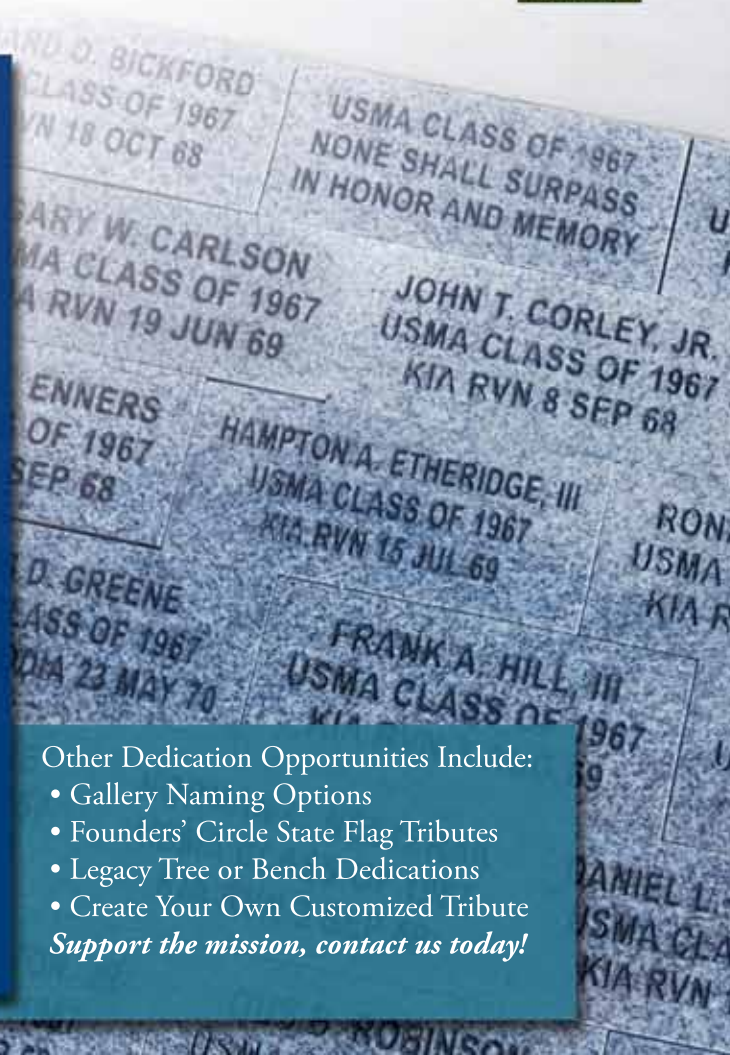
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THE WEST POINT FAMILY

What Parents Have to Say About the Cadet Experience

Mike and Deb Mihalik, parents of a Class of 2014 cadet, have a voicemail saved from their son, who performed at the White House Hanukkah Party in December as part of the West Point Jewish Chapel Choir. He says: “This is by far the highlight of my life so far, an unbelievable evening and the opportunity to meet President Obama and Vice President Biden. Who would have thought that Biden would give each of us a hug?!”

“It takes a lot to get our son in such a state of exuberance,” Mike Mihalik says, adding that opportunities like this are the “unique experiences that help to shape our sons and daughters as they become the young adults and future leaders our nation needs.”

Along with West Point’s opportunities comes independence. Laurie McDevitt, parent of a Class of 2014 cadet, says, “When my son told me he was leaving the country for spring break, and I asked, ‘You didn’t think to tell your mom?’ He seriously said, ‘Why should I? I know you would have supported the idea!’” She adds: “He is right! I think he should soak up, experience, and engage in all of the interesting opportunities West Point offers.”

John and Donna-Lee Bassette, who already have one West Point graduation under their belts and two more coming in 2012 and 2014,

agree about the standard of opportunities to which their children are exposed. “In the same day, we received a phone call from a mountain top in Afghanistan and from the base of Mount Kilimanjaro in Africa,” John Bassette says. “West Point has given my sons life experiences that can’t be taught in a classroom or learned from a computer.”

Donna-Lee Bassette sums it up nicely: “My kids signed up for a challenge and they got it!”

A typical conversation from plebe year:

Cadet: “I’m so tired, my classes are so hard! Whine, whine, whine...”

Dad: “You want me to come get you?

I can come and get you right now.”

Cadet: “NO! I’m staying!”

—Submitted by Jan Sutter, parent of Class of 2014 cadet

Plebe year is often the most challenging time for both families and cadets. Annemarie and Jeffrey Knight ’52 got a letter from their

granddaughter, a Class of 2015 cadet, during Beast Barracks last summer. She wrote about “a delicious training exercise called the Gas Chamber,” the Cadet in the Red Sash, and memorizing the crest on her plate during chow. But then she followed with, “I know I’m supposed to be here, that I am not necessarily here for myself, that I am here for something big. That is what is getting me through—that assurance that God is over me. He will not give me more than I can handle, this I know. I have been pushed though, pushed hard. Will be pushed harder, too. BRING IT ON.”

Shawn and Jill Frasier’s son, also a Class of 2015 cadet, used a blog throughout the year to keep his family and friends updated on his life as a plebe. Early on he wrote, “The first month of plebe year is a shock. That is the way it is intended to be though: you have to become mentally conditioned to work coherently and adaptively in environments that are unlike anything you have ever been a part of.”

However, the next three years are by no means easy. Tom and Louise Wells, parents of a Class of 2012 cadet, say, “In 47 months, our cadet has gone through extreme highs and extreme lows, but this time at West Point has given him a well-rounded experience so that he has now become a problem solver with the ability to carry out his life goal.”

With each new class the Long Gray Line gets stronger and many parents agree it’s these bonds—among classmates, teammates, and mentors—that can make all the difference. “I have always felt that the opportunities and friendships he has made are worth just as much, if not more than, the education he is receiving,” says Michelle Cappo, parent of a Class of 2012 cadet. “You can’t put a dollar amount on that.”

For many more submissions from parents, go to WestPointAOG.org/Parental-Perspective



Previous page: President Barack Obama and First Lady Michelle Obama listen to a performance by the West Point Jewish Chapel Choir in the Diplomatic Reception Room of the White House, Dec. 8, 2011. **Above:** Family pride is evident at a graduation-week event.

PASSING IT ON: *Sponsoring a Cadet*

By **Kim McDermott**, WPAOG staff

Everything at West Point is done with leader development in mind, and the Sponsor Program is no different. The 2011 *Sponsor Handbook* defines the objective of the program:

To provide interested staff and faculty members and their families an opportunity to get to know cadets on a more personal basis and to learn more about cadet life and its special experiences while inspiring, coaching, and mentoring cadets in their social development so that they exercise the mature judgment necessary to display behavior appropriate to the setting. It also allows staff and faculty to explore deeper mentoring relationships with cadets and thereby help with developing them across all dimensions.

Sponsoring cadets is something in which almost every family at West Point is involved. While a formal Fourth Class Sponsor Program exists (assigning sponsors to plebes), other sponsor relationships are built on ties to family, friends, classmates, teams, clubs, church, etc. Cadets and sponsor families develop special relationships that benefit each in a special way. And while not all sponsor/cadet bonds last for a lifetime, many do.

Cadets have the opportunity to see what military family life is like and can learn from both the adults and the children. Time at a sponsor’s home also provides a great setting for informal mentoring on career advice, service etiquette, and academics. It gives the cadets a chance to enjoy some family time in a home environment, complete with “phenomenal meals, lounging space, and great advice about life after USMA,” says Demetrius Perry ’98. Cadets also seem to love the big brother/big sister role they take on with the younger children in their sponsor family.

For the sponsors with young children and teens at home, this is the best part. The cadets serve as excellent role models and enjoy a special connection with the kids. Danielle McDermott was one of those teens: “As a high schooler, these older brothers and sisters were an invaluable influence on my life. If I ever needed to talk to someone about problems with school, friends... anything, I had several moral compasses to guide me in the right direction.” Gigi Kail, a current West Point sponsor, says, “I love having these young adults in my home, especially now that my own child is away at college.”

Other sponsors hope to return the favor shown to them as cadets. Cathy Kilner ’90, another current sponsor, says whenever she thanked her sponsor for having her over, she always replied, “Pass it on...,” and that is what she tries to do now when cadets visit her family’s home.

a day in the life of...

MX400 (Officership course)



Company A-2 wine tasting



My Schedule

Day 1

- 5:00 a.m. Wake Up
- 5:30 a.m. – 6:30 a.m. Company Training Meeting
- 7:05 a.m. – 7:20 a.m. Breakfast
- 7:30 a.m. – 8:25 a.m. History of Military Art
- 8:40 a.m. – 9:35 a.m. *Coffee w/Lit Majors*
- 9:50 a.m. – 10:45 a.m. The Novel
- 11:00 a.m. – 11:55 a.m. Combat Applications
- 12:10 p.m. – 12:35 p.m. Lunch
- 12:50 p.m. – 1:45 p.m. *Meet with Mentor*
- 1:55 p.m. – 2:50 p.m. Criticism
- 3:05 p.m. – 4:00 p.m. *Study Break*
- 4:15 p.m. – 6:30 p.m. Lacrosse
- 6:45 p.m. – 7:20 p.m. Dinner
- 7:30 p.m. – 8:30 p.m. Navigators Bible Study
- 9:00 p.m. – 11:15 p.m. Homework

Day 2

- 6:15 a.m. Wake Up
- 7:05 a.m. – 7:20 a.m. Breakfast
- 7:30 a.m. – 8:25 a.m. Constitutional/Military Law
- 8:40 a.m. – 9:35 a.m. Constitutional/Military Law
- 9:50 a.m. – 10:45 a.m. *Meet with Mentee*
- 11:00 a.m. – 11:55 a.m. Film and Film Theory
- 12:10 p.m. – 12:35 p.m. Lunch
- 12:50 p.m. – 2:50 p.m. LAB: Film and Film Theory
- 3:05 p.m. – 4:00 p.m. *Paint!*
- 4:15 p.m. – 6:30 p.m. Lacrosse
- 6:45 p.m. – 7:20 p.m. Dinner
- 7:30 p.m. – 8:30 p.m. Fellowship of Christian Athletes
- 9:00 p.m. – 11:15 p.m. Homework

Go Army Lady Lax!



With Dr. Elizabeth Samet after our Senior Seminar capstone project presentations

CADET LIEUTENANT LISA WARNER

Class of 2012

Hometown: Morgantown, West Virginia

Major: Art, Philosophy, and Literature

Activities: Women's Lacrosse (Captain), Navigators Bible Study, Fellowship of Christian Athletes, Studio Arts Forum

Warner, set to graduate on May 26, will be the 12th person in her family to attend West Point, closely followed by her brother Scott '15. Her firstie year has been busy—in one night scrambling from the Corps spirit dinner to her Fellowship of Christian Athletes meeting to the A-2 company wine tasting event. Then, as on any typical Thursday night, the group headed off to the Firstie Club.

“I am definitely a creative person and have not let my Army experiences change that,” says Warner, who painted a self-portrait this year depicting the bonds she has with her family, her faith, her teammates, her country, West Point, and herself (see photo). Her individuality and strong leadership skills have made Warner a highly recommended mentor for rising cadets, especially young women preparing to lead this next generation of soldiers.

Next on her agenda, after leading the lacrosse team to another winning season with Co-Captain Lauren French '12, Warner will head to Germany as a second lieutenant in the Adjutant General Corps.

“Lisa has allowed me to take a step back and relax when things get tough ... She is full of helpful advice and encouraging words. She has truly been my battle buddy both on and off the lacrosse field.” —Cadet Kiley Hunkler '13

Go to WestPointAOG.org/cadetlife for video.

Firstie: Cadet slang for a first-class cadet (senior) at the United States Military Academy at West Point. Over time, cadets shortened the full phrase to just “firstie.” It is during this year that cadets have the most privileges and are transitioning from life as cadets to life as Army officers. The first steps in their military career include their branch and duty station assignments, both of which happen during this last year.

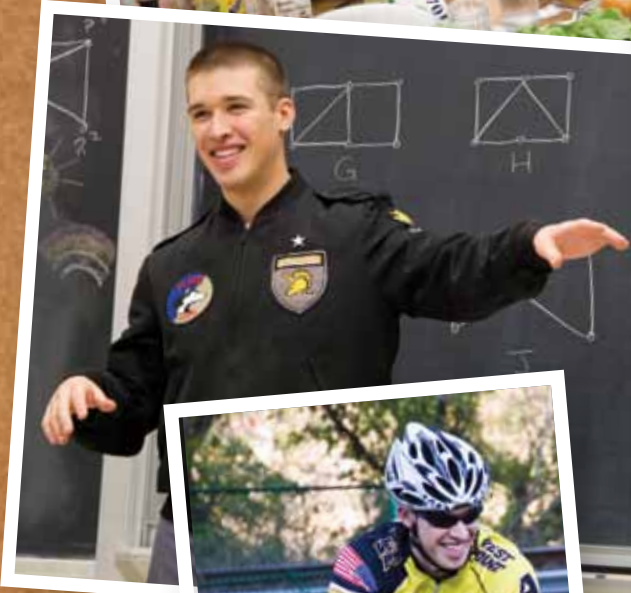
With my brother Scott '15 at my capstone presentation



Between classes

a day in the life of...

Lunch in the Mess Hall with my sister Stasia '14



Cycling practice

My Schedule in Paris

Monday

- 6:00 a.m. – 6:30 a.m. Wake Up and Breakfast
- 6:30 a.m. – 7:30 a.m. Commute to School
- 7:30 a.m. – 11:30 a.m. Programming in C++
- 11:45 a.m. – 12:45 p.m. Lunch and Coffee
- 1:00 p.m. – 5:00 p.m. Distributed Applications
- 5:15 p.m. – 6:15 p.m. Commute Home
- 6:15 p.m. – 7:15 p.m. *Update Blog & Email Home*
- 7:15 p.m. – 8:30 p.m. Homework
- 8:30 p.m. – 9:00 p.m. Dinner With Host Family
- 9:00 p.m. – 10:30 p.m. Homework

Tuesday

- 7:00 a.m. – 7:30 a.m. Wake Up and Breakfast
- 7:30 a.m. – 9:00 a.m. *Robotics Research*
- 9:30 a.m. – 11:45 a.m. *Bike Ride*
- 12:30 p.m. – 1:00 p.m. Lunch and Coffee with Host Family
- 1:15 p.m. – 2:00 p.m. Commute to School
- 2:00 p.m. – 6:00 p.m. Mechatronics
- 6:00 p.m. – 8:00 p.m. French
- 8:00 p.m. – 9:00 p.m. Commute Home
- 9:15 p.m. – 9:30 p.m. Dinner With Host Family
- 9:30 p.m. – 10:30 p.m. Homework

Wednesday

- 6:00 a.m. – 6:30 a.m. Wake Up and Breakfast
- 6:30 a.m. – 8:30 a.m. Commute to School/Fontainebleau
- 8:30 a.m. – 11:30 a.m. Theory and Automata
- 11:45 a.m. – 12:45 p.m. Lunch and Coffee
- 12:45 p.m. – 1:15 p.m. Trip to Airfield
- 1:15 p.m. – 2:45 p.m. Flying With Automata Professor
- 3:00 p.m. – 6:30 p.m. Commute: Fontainebleau/Paris/Home
- 7:00 p.m. – 8:00 p.m. *Skype Home*
- 8:30 p.m. – 9:00 p.m. Dinner With Host Family
- 9:00 p.m. – 10:30 p.m. Homework

CADET SERGEANT STEPHEN ROGACKI

Class of 2013

Hometown: North Caldwell, New Jersey

Major: Computer Science

Activities: Cycling Team, Polish Club

Rogacki spends a significant amount of time every day thinking about how he can better develop robots that communicate. In November, he and Nolan Miles '13 presented their academic paper on Android integration with swarm robotics at an international conference. This semester he is studying at l' École des Mines in Paris and will continue his swarm robotics research there. The ultimate goal (long story short) is to use Android phones to control robots that can gather information from their environment.

While still at the Academy, Rogacki was a Brigade IT NCO, dealing with cadet computer issues. To clear his head of all the codes and algorithms, Rogacki took to his bike. As a leader on the Cycling Team, he was in charge of coordinating the inaugural Army Cyclocross race. Although his teammates are much like family, Rogacki actually sat next to his sister, Stasia '14, during lunch every day, which allowed them to debrief each other on their hectic schedules.

Now that he's in France, his classes are very different: they are in French once a week, and four hours long. (The schedule to the left is representative of the first half of his week.)

Next year, Rogacki plans to be just as busy. He's looking forward to training for Cycling Nationals and taking more classes in his major, not to mention unlimited passes and having his car at West Point.

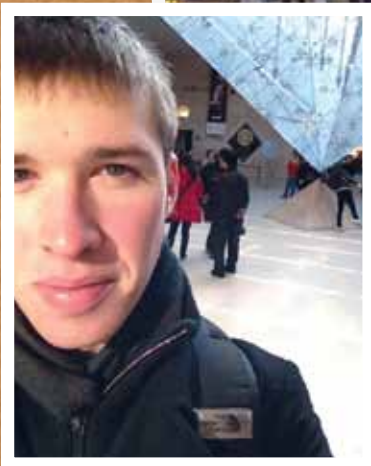
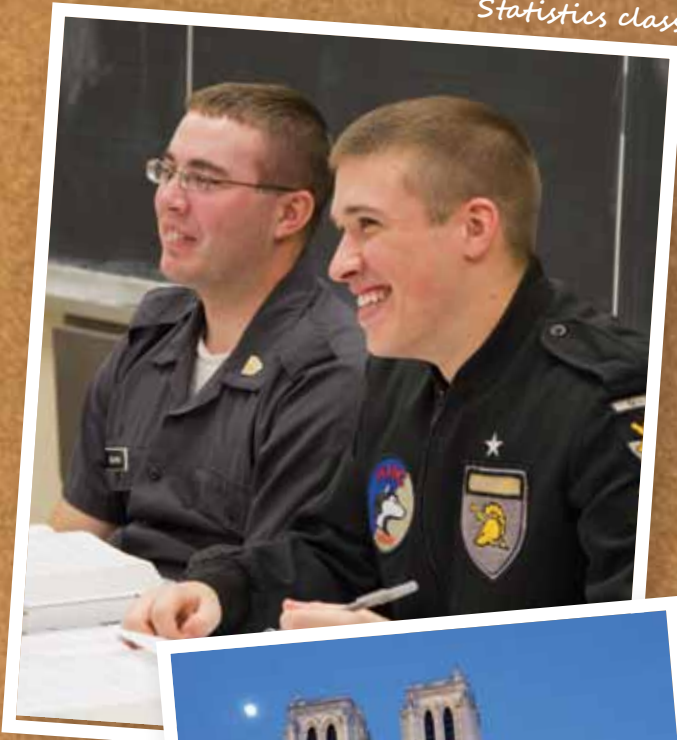
“Steve has a successful career in the Army ahead of him, either in the regular army as a battalion and brigade commander, or as a future department head at West Point.”

— COL Kevin Huggins '86, Professor in the Department of Electrical Engineering & Computer Science

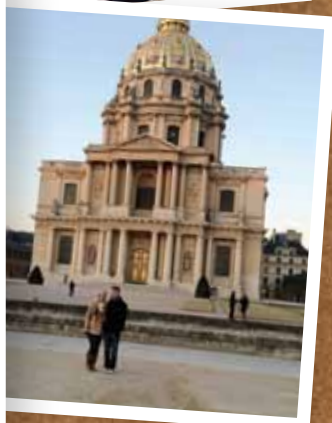
Go to WestPointAOG.org/cadetlife for video.

Cow: Cadet slang for a second-class cadet (junior) at the United States Military Academy at West Point. In the 19th century, cadets were given only one period of leave during their cadet life. Upon their return, the cadets would gather in New York City and take a riverboat back up the Hudson. En masse, they would then stampede up Dock Hill. One observer noted that it sounds like “the cows are coming home.”

Statistics class



Me at the Louvre



Exploring Paris

a day in the life of...



With my platoon at regimental training



Discussing game strategy with Blake Hunnewell '14



After our game against the New York Athletic Club

My Schedule

Day 1

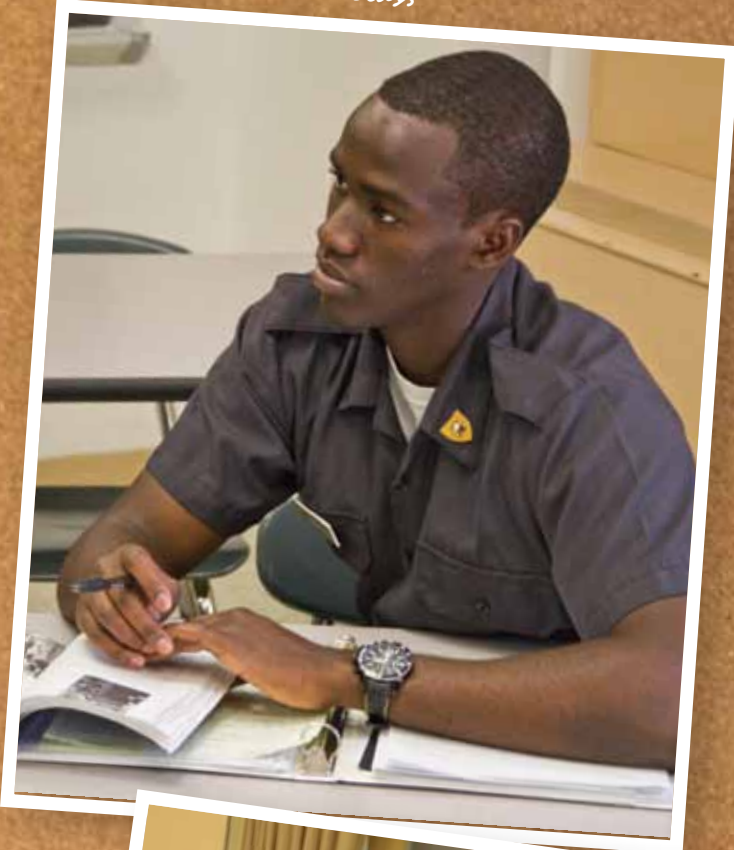
6:20 a.m.	Wake Up
7:05 a.m. – 7:20 a.m.	Breakfast
7:30 a.m. – 8:25 a.m.	Systems Engineering
8:40 a.m. – 9:35 a.m.	Statistics and Probability
9:50 a.m. – 10:45 a.m.	Physical Geography
11:00 a.m. – 11:55 a.m.	Modern Army Combatives
12:10 p.m. – 12:35 p.m.	Lunch
12:50 p.m. – 1:45 p.m.	<i>Study Break</i>
1:55 p.m. – 2:50 p.m.	<i>Nap</i>
3:30 p.m. – 6:00 p.m.	Rugby Practice
6:45 p.m. – 7:20 p.m.	Dinner
7:30 p.m. – 11:00 p.m.	Homework

Day 2

5:15 a.m.	Wake Up
5:30 a.m. – 6:30 a.m.	Morning Practice
7:05 a.m. – 7:20 a.m.	Breakfast
7:30 a.m. – 8:25 a.m.	<i>Break</i>
8:40 a.m. – 9:35 a.m.	Physics
9:50 a.m. – 10:45 a.m.	French Civilization
11:00 a.m. – 11:55 a.m.	American Politics
12:10 p.m. – 12:35 p.m.	Lunch
12:50 p.m. – 1:45 p.m.	LAB: Physics
1:55 p.m. – 2:50 p.m.	LAB: Physics
3:30 p.m. – 6:00 p.m.	Rugby Practice
6:45 p.m. – 7:20 p.m.	Dinner
7:30 p.m. – 11:00 p.m.	Homework

CADET CORPORAL ALEX ABIA

French Civilization class



Domestic Affairs Forum in Boston

Class of 2014

Hometown: Kigali, Rwanda

Major: Systems Engineering

Activities: Rugby

“Abia! Abia! Abia!” If you go to any Army Rugby practice you’ll likely hear his teammates call this out as they run down the field. Abia, who plays a wing, doesn’t have the traditional build of a rugby player but his coaches say he’s rapidly becoming a team leader. He originally picked up the sport during his junior year of high school while attending a boarding school in York, England, and is now working hard toward a winning season for Army.

And the field isn’t the only place he succeeds. Abia excels in his classes, including French Civilization, a course typically taken by firsties. His company mates are quick to keep him in check though, especially about some movie appearances he had in the past.

Years ago Abia first heard about West Point through the Rwandan government and then had a family friend graduate in 2010. “I saw it as an amazing opportunity to get a college education and military training from the best academy in the world,” he says of choosing West Point.

Abia knows how important it is for him to succeed here. Not only will his performance benefit the Rwandan Defense Forces after graduation, “but also the future bonds that will be formed between the United States and Rwanda,” he says. It is important that he has a positive influence on his country, he says, and West Point provided the perfect environment. Before heading back to serve in Rwanda, though, he wants to pursue a master’s degree in either systems engineering or aeronautical engineering.

“Alex represents himself, his country of Rwanda, his family, and now West Point with great poise and professionalism.”

— Rich Pohlidal, Rugby Head Coach

Go to WestPointAOG.org/cadetlife for video.

Yearling: Cadet slang for a third-class cadet (sophomore) at the United States Military Academy at West Point, chosen when the United States was an agrarian nation familiar with the naivete of young animals and because these cadets are now a full year into their 47-month journey. Yearling has now given way to yuk, which arrived sometime in the 1960-70s, the origin of which is unknown.

a day in the life of...

1-1 IM Football, 7-1



Practice at the West Point Bowling Center



American History class



My Schedule

Day 1

- 6:15 a.m. Wake Up
- 7:05 a.m. - 7:20 a.m. Breakfast
- 7:30 a.m. - 8:25 a.m. Calculus
- 8:40 a.m. - 9:35 a.m. Psychology
- 9:50 a.m. - 10:45 a.m. Break
- 11:00 a.m. - 11:55 a.m. *Work Out*
- 12:10 p.m. - 12:35 p.m. Lunch
- 12:50 p.m. - 1:45 p.m. *Pickup Basketball*
- 1:55 p.m. - 2:50 p.m. *Nap*
- 3:05 p.m. - 4:00 p.m. U.S. History
- 4:15 p.m. - 5:45 p.m. Bowling Practice
- 6:45 p.m. - 7:20 p.m. Dinner
- 7:30 p.m. - 11:30 p.m. Homework/Fourth-Class Development Time (FCDT)

Day 2

- 6:15 a.m. Wake Up
- 7:05 a.m. - 7:20 a.m. Breakfast
- 7:30 a.m. - 8:25 a.m. Calculus
- 8:40 a.m. - 9:35 a.m. Military Science
- 9:50 a.m. - 10:45 a.m. Chemistry
- 11:00 a.m. - 11:55 a.m. LAB: Chemistry
- 12:10 p.m. - 12:35 p.m. Lunch
- 12:50 p.m. - 1:45 p.m. *Work Out*
- 1:55 p.m. - 2:50 p.m. Break
- 3:05 p.m. - 4:00 p.m. English
- 4:15 p.m. - 5:45 p.m. *Shoot Hoops*
- 6:45 p.m. - 7:20 p.m. Dinner
- 7:30 p.m. - 11:30 p.m. Homework/FCDT

CADET PRIVATE NICHOLAS BRUNO

Class of 2015

Hometown: Castleton, Vermont

Major: Undecided

Activities: Intramural Football, Bowling

The hardest part of Beast Barracks for Bruno was not being able to talk freely. "It killed me," he said after the fact. "Bottom line is that I love to talk." But once fall semester hit, he had plenty to chat about.

Many nights you'll find him practicing at Buffalo Soldier Field with his company's football team. On game day he plays quarterback and calls the plays. When football is not in season, he spends free time playing basketball and focusing on academics. Other nights he's with a smaller group yukking it up before bowling practice. The friends he's made this year, he says, will be lifelong comrades.

Last June, Bruno made the trek from Vermont for Reception Day—"you can count the number of people at the Academy from my home state on two hands"—and he looks forward to eventually moving back, but hopefully only after getting to Hawaii and possibly Germany during his Army career. In the meantime he's content with continuing on his journey toward becoming a leader of character.

While plebe year has increased his confidence and helped him find his way at the Academy—he's currently debating between systems engineering and engineering management as his major—Bruno is looking forward to yearling year and the chance to be a team leader. He's especially excited about mentoring plebes in the Class of 2016.

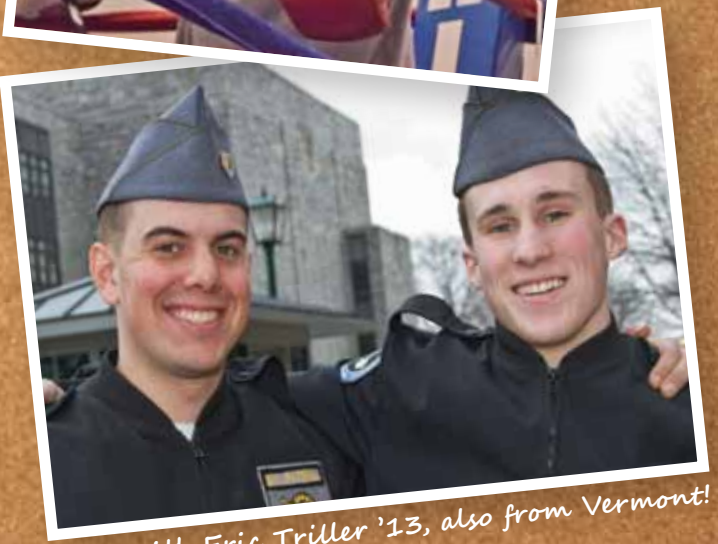
"Nick understands when it is time to focus on getting work done and when it is time to have fun and relax, and I respect that." – Seth Pinkston '15

Go to WestPointAOG.org/cadetlife for video.

Plebe: Cadet slang for a fourth-class cadet (freshman) at the United States Military Academy at West Point. Like the terms yearling, cow, and firstie, plebe has also evolved over the years and become part of everyday lexicon at the Academy. It is believed that "plebe" came from the Latin word "plebeian," which was first used to designate the common people of ancient Rome.



Plebe Boxing class (Fall 2011)



Me with Eric Triller '13, also from Vermont!



Lab Lives Up to Lessons: Phase One of Science Center Complete

By Mike Strasser, USMA

Twenty-first century research requires a 21st century research facility, and the new Science Center in Bartlett Hall will be such a facility.

Although West Point cadets and faculty have had the knowledge and equipment to conduct cutting-edge research for some time, they were doing so in a laboratory environment that pre-dated World War I. Now, with its north wing complete (located across from Jefferson Hall Library) and three more to be renovated in the next four years, the Department of Chemistry & Life Science (C&LS), the Department of Physics, and four research centers have a new complex with cutting-edge amenities to match their pioneering experiments.

One new feature is the “classatories,” classroom-laboratories that Lieutenant Colonel John Hartke ’88, Professor of Photonics, says allows cadets to “come into a space where they not only see the information being presented but experience the science.” As Hartke describes it, “One side of the room is nominally the classroom, with the students’ desks and chairs and with an overhead projector and screen, while the other side is nominally the laboratory, with the instructor benches used to conduct experiments corresponding to what is being taught.”

Other facility enhancements include a high-energy laser in the Photonics Research Center, a scanning electron microscope for nanotechnology research, a cold lab (for sub-degree temperature experiments), a tissue lab (a completely sterile environment), and 61 fume hoods that can safely eliminate any noxious or poisonous gasses that might result from experiments. The building itself also got seismic upgrades and antiterrorism force protection to meet regulatory requirements.

Perhaps the most exciting renovation is the Science Center’s new interior windows, which provide a glimpse into the “classatories”

from the hallways. “We got the idea from a study as a way to increase student interest in the sciences,” says Hartke.

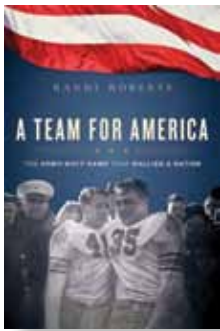
Colonel Russ Lachance ’85, Academy Professor and Acting Deputy Head of C&LS, sees the windows as a way of “making science visible.” Another aspect of this philosophy is the Science Center’s display cases, which contain various eye-catching science items such as plastic skeletons and body parts that were all but hidden in the old facility. “A lot of the labs and equipment had been buried out of sight in the basement, and even people in our own department never knew about some of the things we had down there,” says Lachance.

Hartke and Lachance credit Colonel (Retired) David C. Allbee ’70, the former head of C&LS, with supplying the dream for the new Science Center. “It was Allbee who kept the vision alive and kept the fire burning through it all,” Hartke says; “we were just here to bring it home. It was his perseverance that allowed this all to happen.”

While the center was Allbee’s vision, many of its upgrades (such as the “classatories”) were materialized by CASTLE, the Cadet Advanced Science & Technology Learning Environment, which is a pedagogical program primarily designed to help cadets master their science lessons. Created by the Academy in 2010, CASTLE also gives the West Point community the resources it needs to advance science exploration and experimentation far into the 21st century. Currently accepting donations through the West Point Association of Graduates, CASTLE will eventually receive a 4,700-square-foot home for its state-of-the-art capabilities and programmatic initiatives when the entire Science Center is completed in 2014. ★

Mike Strasser is the Assistant Editor of Pointer View, the Army civilian enterprise newspaper.

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—Robert Woods, First Captain,
West Point Class of 1945

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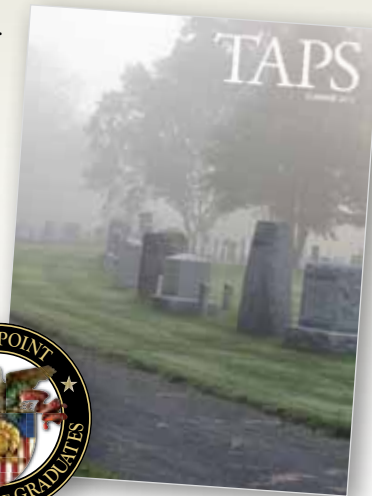
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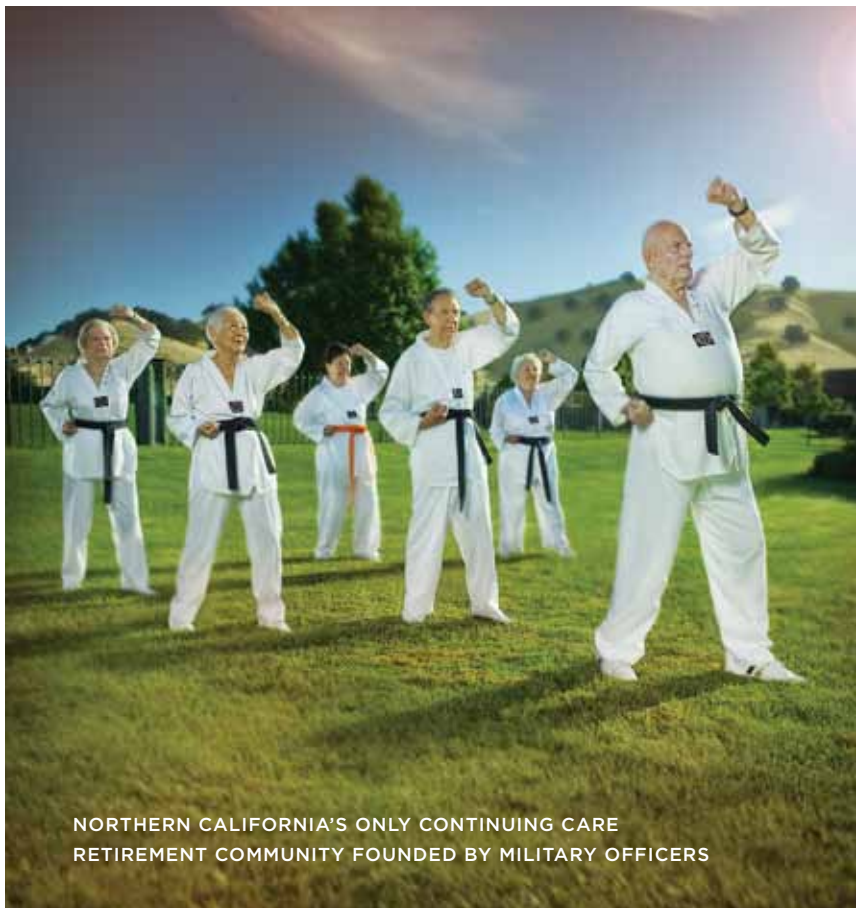
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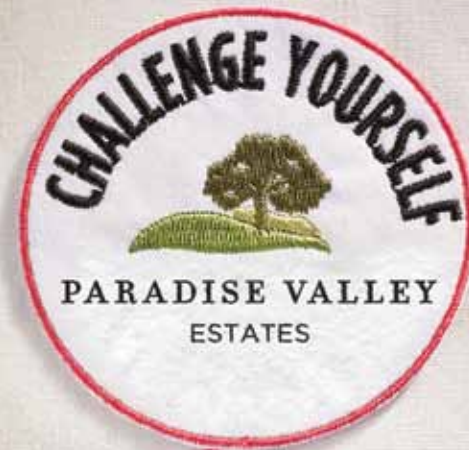


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“Never eat more than you can lift.” —Miss Piggy





Assessing West Point's Academic Majors

By **Ted Spiegel**, Guest Writer

“I’ll remember that January 2011 seminar in academic assessment techniques as one of the most inspiring days that I’ve had at West Point. I was just overwhelmed and impressed with how dedicated everyone was to understanding and then implementing processes that would be efficient and effective, that would meet the Dean’s intent to create as rigorous an assessment approach to our disciplinary majors as we now have for our core curriculum.”

Colonel Edward Sobiesk, facilitator and director of the Information Technology Program within the Department of Electrical Engineering & Computer Sciences (EE&CS), met with more than 60 faculty members from 15 other departments during that seminar.

He continues, “I think in the long run, West Point is going to be far, far better for it. In the end, we are not evaluating our students, we’re evaluating our disciplinary programs.”

The Vice Dean, Dr. Jean Blair, chairs the Academic Major Assessment Council, which is charged with improving assessment procedures for the 36 majors currently offered. Asked about how academic success is measured, she responded:

“The whole focus here at West Point is to have the education be outcome-based. We need depth from the major—academic depth, intellectual depth. Developing that ability to think, to reason, to construct well-supported arguments of their own is not restricted to any particular subject area and not restricted to any particular discipline.”

The Dean, Brigadier General Tim Trainor ’83, recognizes that studies in depth are now an essential component of the curriculum and must be accomplished as effectively and efficiently as possible. He has challenged the faculty to ensure continuous improvement by reinforcing a culture that values comprehensive and organized assessment of the majors, and believes it is critically important to shape an assessment program that is both effective and sustainable.

As the highest ranking civilian member, Blair personifies the advantage of having a 75-percent military / 25-percent civilian blend on the West Point faculty. Her 30 years as an academic includes eight years at the University of Tennessee and a stint at Oak Ridge National Laboratory as a research scientist. Joining the West Point faculty in 1994, she assumed her current post in 2010. Blair directed the Computer Science Program in EE&CS and the Information Systems Engineering Program for four years while heading up the Accreditation Board for Engineering and Technology (ABET) assessment teams for those programs.

Blair cites a dean’s office publication, *Educating Future Army Officers for a Changing World*: “Look on page six—it tells you that we have one overarching academic goal—‘Graduates anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world.’ On page 20, the engineering and technology goal is ‘graduates apply mathematics, science, technology, and the engineering design process to devise technological problem solutions that are effective and adaptable.’ The capacity to think of doing something in a different way is what we need all of our Army officers to do: No plan survives the first contact—you need to be able to adjust.”

But not to over-adjust. Scores of graduates write back saying that their most beneficial experience at West Point was participation in the three-day Cyberdefense Exercise (this digital duke-out involves all of the service academies, facing off against the National Security Agency and other professional cyberwarfare teams).

Blair observes, “We have looked at that cyberwarfare course over and over again. Do we have to have everybody taking the course—36 cadets—participate in the exercise, or just say it’s more efficient to have six cadets participate in the exercise and then teach the others what the six learned? Then 30 would lose the growth experience.”

All of West Point’s academic departments have been developing their academic assessment skills. A new eight-page DPOM, the *Dean’s Policy and Operating Memorandum: Assessment of Student Learning in Academic Majors*, mandates the use of student outcomes supporting objectives, performance indicators, curriculum maps, direct and indirect evidence, rubrics (criteria that categorize cadet performance with respect to specific student outcomes), scheduled evaluations, and finally, closing the loop (taking action based upon the assessment process).

“It was time for us to require consistency across all of our departments in the assessment process for their majors,” Blair continued. “We had great work across the Academy in terms of assessment of the core curriculum, but we were very inconsistent in the assessment of majors. The engineering and science majors, which have their own disciplinary accreditation agencies, like ABET, had already required assessment processes. Regional accrediting bodies—those that accredit institutions rather than programs—are now insisting that every academic major within an accredited institution have its own assessment process. The Middle States Association on Higher Education now insists that outcome goals be clearly stated, and that you assess whether you are achieving them.”

Colonel Grant Jacoby ’85 heads the faculty members who both teach and assess the computer science major. Throughout the academic year his program gathers direct assessment evidence: performance indicators gathered from tests, capstone projects, and classroom presentations. Indirect evidence is gathered from the cadet’s educational experience. “During the very last lesson of the year, I will sit down with all of my firsties for a year-end program review and ask, ‘Which courses delivered the outcome you thought you would get? What did you like about this course? What didn’t you like? Who were the most impactful instructors?’ All of this evidence helps inform the changes in our curriculum.”

How does the head of the English & Philosophy Department, Colonel James Kerin ’72, relate to the dean’s office memorandum? “We’ve come to realize that it just takes time to do it—and do it properly. We have to build the idea of assessment and the practices that enable it into our consciousness as much as into our schedules. We need to think about whether or not what we are doing now is indeed the best way to go about this. What do we want for the cadet experience? We have to look at our program as it exists and say, ‘an outcome may be possible, but does it necessarily happen?’”

Kerin’s focused comment about outcome has resonance: “That process clearly calls for thinking and projection, listening and response. When you’re a writer, you don’t just crank it out and turn it in. You let it sit, you come back to it. Revision is essential; it provides the rigor one associates with scientific and mathematical reasoning. It simply has found a different form.”

“You have to know what you want before you can figure out the means to get there,” offered the English & Philosophy Department’s acting deputy head, Lieutenant Colonel Brian Imiola. Apart from his Ph.D. in philosophy, he brings into the classroom an infantry officer’s experiences gained in Germany’s Fulda Gap, Korea, Turkey, Kuwait, Somalia, Haiti, and Iraq. “Army training uses task, mission, and standard. Here’s the task, here’s the conditions under which the task must be accomplished—in a certain amount of time, or with certain equipment or tools—and here’s the standard by which you know you have achieved it. But that’s a training model. Education is different from training. It’s broader, so when we talk about student outcomes they actually are not measurable: you have supporting objectives that are measurable. It’s not the course, it’s the outcome that’s important. We are assessing ourselves in relation to the standards we’ve set.”

And part of West Point’s rigor over two centuries has been some version of an after-action review: What did we do right, what did we do wrong, how can we improve? Doesn’t that sound like the core of the assessment process? ★

Ted Spiegel is a long-time contributing writer for various WPAOG publications and formerly worked for West Point Admissions.



Top of previous page and above: Members of the Assessment Steering Committee and Academic Majors Assessment Council discuss the way ahead.



Academic Milestones

- 1803** Teachers of French and Drawing authorized for the Academy.
- 1812** The size of the Corps of Cadets is set at 250; entrance requirements are established.
- 1817** Sylvanus Thayer, Class of 1808, is appointed Superintendent.
- 1841** Old Cadet Library, a three-turreted Tudor castle, is completed.
- 1853** William H. C. Bartlett, Class of 1826, Head of the Department of Natural & Experimental Philosophy (1834-71), publishes *Elements of Analytical Mechanics*.
- 1857** A Professor of Spanish is authorized.
- 1904** Civilian instructors (native speakers) authorized in the Department of Foreign Languages.
- 1908** Departments of English and History are added.
- 1918** War Department orders early graduation for two remaining upper classes and the establishment of a one-year curriculum.
- 1919** Brigadier General Douglas MacArthur, Class of 1903, is appointed Superintendent and initiates significant reforms, including a course in economics and government, increased English instruction, up-to-date military training, and mandatory intramural athletics. Month-long visits by permanent professors to civilian colleges initiated.
- 1920** Congress reinstates four-year curriculum due mainly to efforts of John J. Pershing, Samuel Tillman, and MacArthur. Rough balance is achieved between quantitative and non-quantitative disciplines.
- 1920** At MacArthur's request, the Commandant (Major) Robert M. Danford, Class of 1904, introduces a course in leadership based upon the pioneering work *Military Manpower*, by Lincoln C. Andrews, Class of 1893. The course is taught by tactical officers as part of military training.
- 1925** Association of American Universities lists West Point as an "approved technological institution." It is the first external accreditation received by the Academy.
- 1925** First West Pointers receive Rhodes Scholarships: Francis R. Johnson '23; Standish Weston '25; and Charles E. Saltzman '25. Cadets could not compete until the Academy was accredited.
- 1926** Lucius H. Holt of Yale appointed acting dean for two years; at the time he was head of the Department of Economics, Government, & History.
- 1931** Department of Physics is established.
- 1933** Congress authorizes the award of the Bachelor of Science degree.
- 1937** All living graduates receive the Bachelor of Science degree retroactively.
- 1941** Study of German is introduced.
- 1942** Study of Portuguese is introduced.
- 1942** Transition to war-time, three-year curriculum begins.
- 1944** Seventy percent of faculty members are Reserve, National Guard, retired, limited service, and temporary officers, many with significant teaching credentials.
- 1945** Four-year curriculum is restored.
- 1945** Study of Russian is introduced.
- 1945** The Academy begins sending officer-instructors to graduate school routinely.
- 1946** Major General Maxwell D. Taylor '22 is appointed Superintendent and modernizes the curriculum.
- 1946** Congress authorizes a Dean of the Academic Board.
- 1946** Office of Military Psychology & Leadership is established.

- 1947** Department of Social Sciences is established.
- 1948** Department of Social Sciences allows academically proficient cadets to substitute advanced courses for some standard courses; the first “electives.”
- 1949** Middle States Association of Colleges and Secondary Schools becomes the accrediting body for West Point.
- 1960** The entire Class of 1961 is allowed to select one elective course as the movement away from a completely prescribed engineering curriculum begins.
- 1962** The Academic Computer Center is established.
- 1965** Four electives are authorized per cadet; 67 electives available.
- 1965** West Point becomes one of the first educational institutions at which every undergraduate student has experience in programming and operating a computer.
- 1966** Study of Mandarin Chinese is introduced.
- 1968** Six electives authorized per cadet. Four broad areas of academic concentration offered—basic sciences, applied science and engineering, humanities, or national security and public affairs.
- 1970** Fifth concentration in management sciences offered.
- 1970** Army funds up to 12 full-time faculty research positions.
- 1971** Department of History experiments with visiting civilian professor program.
- 1971** Seven graduates enter medical school under an Army-subsidized program.
- 1975** Electronic calculators replace slide rules in cadet instruction.
- 1976** Borman Report, critical of adverse effects of excessive demands on cadet time, recommends curriculum review and restricting military training to summer.
- 1976** Study of Arabic is introduced.
- 1977** West Point Study Group completes a comprehensive study of the Academy and makes 156 recommendations for reform. General Andrew J. Goodpasters ’39 implements most, including visiting (civilian) professors in all academic departments.
- 1977** Department of Behavioral Sciences and Leadership established. The instruction includes leadership challenges for which there are no “approved solutions.”
- 1977** Four-week summer term established for academic remediation.
- 1978** Core curriculum has 13 quantitative and 17 non-quantitative courses. Ten electives authorized.
- 1979** Standard system of letter grades is adopted.
- 1979** Fluid mechanics is eliminated from core curriculum.
- 1981** Core courses increased to 31; semesters added in military history, law, and chemistry. Electives reduced to eight.
- 1983** Sixteen optional majors authorized; eight each in the humanities and public affairs and mathematics, science, and engineering tracks. Courses required for graduation increased to 44.
- 1986** Personal desktop computers replace electronic calculators for Class of 1990.
- 1989** First Center of Excellence established—the Performance Enhancement Center.
- 1989** Academic goals are developed based on challenges graduates to will face after graduation. The resulting publication, **1997** *Educating Army Leaders for the 21st Century*, provided a blueprint for curricular design and assessment.
- 1990** Over-scheduling concerns again reduce courses required for graduation to 40, with 31 being core courses, but selection of an academic major adds three courses.
- 1990** Five-course engineering sequence in one of six engineering disciplines (civil, mechanical, environmental, nuclear, systems, or computer) required for all cadets majoring in non-quantitative disciplines.
- 1990** Operations Research Center of Excellence established to work on projects relevant to the operational Army.
- 1993** Congress requires the hiring of civilian professors.
- 1994** Center for Teaching Excellence established; offers two-year “master teacher” program.
- 2000** Engineering sequence reduced in order to add an information technology course and a foreign culture course.
- 2000** An interdisciplinary capstone course is required for all first class cadets.
- 2002** Laptop computers replace desktop computers for Class of 2006.
- 2003** Combating Terrorism Center opens.
- 2003** Academic majors required beginning with the Class of 2007.
- 2007** Center for Oral History opens.
- 2007** Center for Languages, Cultures, and Regional Studies opens.
- 2007** Percentage of cadets majoring in humanities and public affairs exceeds 60 percent.

From the book *Carved from Granite: West Point since 1902*, by Lance Betros '77 (Texas A&M University Press, 2012).

START THE DAYS!

DISTINGUISHED GRADUATE AWARDS | May 22

The 2012 recipients receive their medallions during a review on the Plain, followed by a luncheon in Washington Hall.

MAY 3 PROJECTS DAY

The Class of 2012 presents their final research projects. Open to the public.

Graduation Parade

The Class of 2012 participates in their final review.

MAY 25



May 23

USMA BAND CONCERT

Trophy Point

MAY 26



Graduation for the CLASS of 2012

RECEPTION DAY: Class of 2016 | JULY 2

Glee Club Graduation Concert

7:30 p.m., Eisenhower Hall **May 22**

19TH ANNUAL

Alumni Golf Outing.

Come join fellow alumni and friends for two days of golf, socializing, and fun. Visit usma.edu/daa for details.

JUNE 7-9

MAY 4

WPAOG Advisory Council Meeting at West Point

ACCEPTANCE DAY: | AUGUST 18

The Class of 2016 is formally accepted into the Corps of Cadets during the Acceptance Day parade.

AUGUST 12-13 Grad March Back with Class of 2016

This event is only open to West Point graduates!

Visit usma.edu/daa for details.

Class of 1967 West Point Alumni Leaders Conference

August 16-17



The Class of 2013 receives their West Point rings, kicking off Ring Weekend.

AUGUST 24

Upcoming events suggested by West Point staff & faculty. Events for August–October should be sent to editor@wpaog.org by May 15, 2012. For the whole calendar, go to WestPointAOG.org/calendar.

On page 42 of the winter issue, General Robert Cone '79 was incorrectly listed as General David Cone '79

The Class of 2011 Top Scholarship Recipients: WHERE ARE THEY NOW?

By **Marissa Carl**, WPAOG staff

It's only a year after graduation, but these three lieutenants are already well accomplished in their careers, and they haven't even begun their Army commitments.

"There are a lot of smart kids in college, but there's really a thin slice of them that are high-fliers," says Colonel Leon Robert, Head of the Department of Chemistry & Life Science, which last year produced a Truman Scholar and a Marshall Scholar. In the Class of 2011, ten cadets received scholarships, allowing them to immediately start graduate school. While in school, they are on active duty but incur an additional service obligation of three days for each day they spend in grad school.

Captain Daniel Lennox '07, who was awarded a Fulbright Scholarship, says that although he had less time as a lieutenant to learn how the Army works, his experiences studying diplomacy and international relations in Cameroon eventually helped him and his platoon in Iraq and Afghanistan.

Scholars from the Class of 2011 are now at the crux of their own post-West Point studies and are deciding what course to take next:

Jeremy Smith, Life Science – Marshall Scholarship

West Point's "hyperkinetic lifestyle" has been replaced with weekend trips to Iceland and day trips to ancient Roman bathhouses for Smith. He is about to finish his first year of graduate school at Imperial College London, where he is studying epidemiology.

"I knew Jeremy was a different kind of student when he asked me early on in the course about the atomic-level structure of single-stranded DNA binding proteins and how they work to separate DNA so that it can be replicated easily," says Dr. John Wickiser '92, who taught Smith both cell biology and biotech.

After graduation, Smith completed the Sapper Leader Course. Though his choices for the future are unlimited, this experience helped him decide to serve in the Army before continuing his education. "The great training I received there reinforced my desire to join my classmates and fellow soldiers as an engineer lieutenant before I go to medical school," he says.



After graduation, Kelly MacDonald had one more mountain to climb, literally. Here she is at the top of Mount Kilimanjaro.

Tom Dean, Electrical Engineering – Hertz Foundation Fellowship and National Science Foundation Fellowship

Major Stephen Hamilton '98, Assistant Professor in the Department of Electrical Engineering & Computer Science, predicts that Dean, if he so chooses, will return to West Point as an instructor at some point. Right now, Dean is studying electrical engineering at Stanford University.

Ted Hromadka, Professor of Mathematical Sciences, says encountering someone like Dean was possibly a "once in a lifetime experience." In the letter of recommendation he wrote to Stanford on Dean's behalf, he said, "[Dean's] research achievements surpass what is accomplished by most faculty in the United States, not to mention undergraduate students!"

As a cadet, Dean wrote a cover story for a niche publication targeting amateur radio experimenters and built the satellite array on Bartlett Hall. His future plans include finishing his master's degree next June then getting a technical assignment that allows him to use his degree. After about four years in the Army, Dean hopes to go back to Stanford to get his doctorate and utilize the final three years he is guaranteed under the Hertz Fellowship.

Kelly MacDonald, Life Science – Truman Scholarship

Upon graduation, MacDonald opted to postpone graduate school and the use of her scholarship to be a medical student at Brown University's Alpert Medical School. Down the road, she plans to pursue a master of public health degree with her Truman Scholarship. "I'm fortunate that this is one of the few scholarships that make exceptions for military service and can generally be deferred for as long as one's in the military," she says.

Next year she will be leading an elective on wilderness medicine and plans to start a student group for military medicine. She's also excited about getting involved with a group of students and alumni advocating for the return of Brown's ROTC program. ★

The JEFFERSON HALL LIBRARY BY THE NUMBERS



1968 Class that donated statue of Jefferson displayed in first-floor rotunda

148,000 Size of library in square feet

Number of full-time head librarians since 1902 **12**

1 COFFEE SHOP *Courtesy of the CLASS of 1957*

431 Currently printed periodicals titles

one million Capacity (in volumes) of compact shelving



LIBRARY FLOOR DISPLAYING BUSTS OF MANY FAMOUS GRADUATES, INCLUDING SCHWARZKOPF '56; BRADLEY, CLASS OF 1915; PERSHING, CLASS OF 1886; & FLIPPER, CLASS OF 1877

54,482 Volumes of electronic books

19 MILES of shelf space (over 100,000 linear feet)



460,819 Volumes of printed books

8.5

Height
in feet
of book
stacks

○ Class rings of graduates on
○ display in the Class of 1986
○ Ring Case on the second floor



fourth

LIBRARY FLOOR
DISPLAYING BUST
OF KOSCIUSZKO IN
THE CLASS OF 1949
READING ROOM

65,347

Electronic
periodicals titles

“History Means Something Here”

Meet Christopher D. Barth, the New West Point Librarian

In July 2011, Christopher D. Barth became the 12th U.S. Military Academy Librarian, arriving from Kenyon College in Gambier, Ohio, where he was serving as an adjunct history professor. Barth received his bachelor's degree in library science from Kenyon and his master's degrees from the University of Wisconsin in library and information science and history, with a special collections and archival focus. He says he was excited to accept the job as Librarian at West Point because “history means something here.”

Barth likes the fact that the Special Collections and Archives permit the introduction of primary-source materials directly into the classroom, and says that the fourth floor of the former library will again house Special Collections and Archives and consolidate materials currently on the lower level of the library with those at the West Point Visitor's Center. “The West Point Room will be a magnificent conference room and reading room once again.”

Since focus groups of cadets and other users indicate a high level of satisfaction regarding library services at West Point, he finds not much is broken here.

“My role is to be the glue that holds the various functions of the library together.

One of our top priorities must be the transition from print-centric to electronic-centric collections. In the near future, the default medium will be digital, and we must rethink what this means to us.”

This of course poses many questions, says Barth. “Do we have the infrastructure to support such a transition? How hard do we want to push into areas beyond print publications? How do we collect primary digital data...acquire digitized files of primary source documents that exist at other libraries? How do we best store them so as to provide heretofore undreamt-of access to primary materials in electronic form? These are the questions of digital library infrastructure that we look forward to considering.”

“Every year, high-quality, curriculum-related research is published. Previously, providing access was a purely physical process in a print-only world. Now it takes just a few clicks.” Suddenly, a lifetime of faculty research becomes available online instead of from dusty boxes stored in a remote warehouse. “This brings up another critical role of our library,” he says; “teaching cadets how to evaluate all of the competing information available, and weighing the sources and value of all this information. Finding data may be easier, but honest research remains difficult.”

But the current state of the economy and efforts to cut costs and reduce government spending have had a chilling effect. “It becomes increasingly important to focus, first and foremost, on how we best can support the current curriculum, faculty, and cadets,” says Barth.

“The most powerful argument for our existence is support of the core academic mission at West Point.” ★





MAKING Waves

ARMY SWIMMING & DIVING

By **Marissa Carl**, WPAOG staff

The pounding starts just minutes before each home meet. The metal door that leads from the men’s locker room to the pool deck is pulsating, and looks like it could rip from its hinges with every push from the other side. If you listen closely, you’ll hear voices. Then you’ll want to sing along: “The Army team’s the pride and dream, Of every heart in gray...”

After finishing “On, Brave Old Army Team” and pounding on the door nearly 100 times, the men’s swimming and diving teams burst from the holding area and flood the deck of Crandall Pool. All 62 swimmers and divers, men and women, then huddle together to sing the song again in front of the crowd, which is sometimes standing room-only.

This year, the Army men won 12 of 15 meets, their third straight 12-win season, and the women won a commendable six of 16. At the Patriot League Championships in February, the men placed third overall and the women’s team took fourth, achieving its highest score since 2005.

This Army team is unique in the fact that it’s actually two sports. The divers aren’t very fast in the water and many of the swimmers are more prone to belly flops than full somersaults. It’s also one of the

few gender-mixed teams. But despite the differences, every day at 3:30 p.m., Army Swimming & Diving is one team in one pool.

Head Coach Mickey Wender, who’s on his 20th year as a head coach and his sixth at West Point, thrives on this dynamic atmosphere and the “family environment” these differences create. “It’s a lot like life,” he says. “We try to use swimming as a vehicle to teach life and leadership skills they can use after West Point.”

Alyssa Tran ’13—The Leader

Tran is definitely one of the swimmers rapidly developing into a future officer, leading by example in and out of the water. She is the first female swimmer in four years to earn the title Patriot League Swimmer of the Week and has spent the past three seasons breaking records—she owns the Academy record for the 50 freestyle and four

relays, in addition to the current top times in the 50 free and 100 butterfly.

Despite her star status, she's quiet and reserved, often downplaying her in-pool accomplishments while her teammates go crazy. "I swim fast, but I don't like to say I'm fast. I feel like my actions speak louder than my words," says Tran, whose father served in the Vietnam War after being drafted into the Vietnamese National Army. "My dad was telling everyone at work, his friends, and family about me coming to West Point," she says. "He was so excited."

Chris Nguyen '13—The Glue

Nguyen, whose family also emigrated from Vietnam, is often considered the athlete that binds the team together. This season he tied the Patriot League single-season record by earning six Diver of the Week recognitions—pretty good considering Nguyen was a gymnast for 12 years and only started diving as a high school junior. But he attributes his individual successes to the team and the cadet leadership who helped him develop as a plebe. "If I didn't have my teammates around me, I wouldn't be where I am today," he says.

Nguyen—now Patriot League Diver of the Meet two years in a row—isn't the only diver to watch, however. Men's diving swept the podium six times this season and the women swept it twice. Though their events are done in a matter of seconds, it's not hard to see the amount of training and perseverance that goes into each dive. The team spends a significant amount of time in the yoga studio and in the gym lifting weights before they even hit the pool. Once there, they practice each dive over and over again.

Paige Brink '12—The Comeback Kid

Brink knows the importance of perseverance all too well. In August of 2010, the start of her cow year, she had shoulder surgery to remedy



Previous page: Kelsey Rebelez '15 Above: Matt Joiner '12.



Before each meet the team gathers to sing "On, Brave Old Army Team."

17 years of wear and tear. Despite not being able to compete, Brink, who then owned Academy records in the 100 free, 200 free, 100 fly, and 200 fly, spent the year cheering from the deck and began training for the 2011–12 season as soon as she was able. When the time came, she was voted by her peers to be a co-captain for the women's team. "I didn't think this season would be what it has been," she said in January. "And I'm really excited about Patriots because I think it's going to be my best one yet." That turned out to be an understatement as Brink went on to break six more Academy records during the league championships, including a gold-medal performance in the 100 free. She now owns the most Academy records of any swimmer.

Brink, who is the only female firstie this year and is leaving the team to four rising cows, knows the team's strength has to start coming from underclassmen—the women's and men's teams each have 13 plebes. Early in the season the swimmers worked with Colonel Samuel Johnson '82 (recently retired), who helped teams create leadership guides specific to their team dynamics and goals. The swim team's plan is to give plebes and yearlings the chance to lead much earlier, Brink says. "It has made the team a lot stronger because everyone has the opportunity to be a team leader." Some of the younger swimmers have already caught Brink's eye, including Samantha Allen '15.

Sam Allen '15—The Fireball

"I'm kind of the loudmouth," she says. "I try to be the one that, when we get the worst set imaginable, is the positive one and the one that's always smiling." As one of four freshmen topping the team's list of fastest times, she has a lot to smile about.

"Our plebes have an expectation that they're going to contribute immediately. They're here for a reason, we picked them to be a part of this, and they're important elements of the team," Wender says. "There's no finding your way and seeing how it plays out. This is your role and these are the things expected of you; and we'll help you achieve that."



Left: Breawna Davis '14 competing against American, George Mason, and Old Dominion. **Center:** Renee Mihail '15 supporting her teammates. **Right:** Casey Woudenberg '15 set to swim against Navy.

Though she has a lot of winning moments under her belt (four first-place performances this season), Allen's fondest memory is the Army-Navy meet, even though the women lost 73.5 to 226.5 and the men lost 114 to 186.

"I just took a second and looked at my team, and even though we weren't winning, we were still proud to be the United States Military Academy," she says. "I've never seen some of my teammates cheer as loud as they did on that day."

Dan Foky '13—The Speed Demon

The Army team's upbeat mood during that meet—which was the Thursday before Army faced Navy on the football field—helped Foky take gold in the 50 free and 100 free. Later in the evening he was also the anchor swimmer in an Academy record-breaking 200-yard medley relay, obliterating the previous record by almost a whole second. His accomplishments earned him the Army Athletic Association's Athlete of the Week award amid numerous competitive Army-Navy matchups.

"I saw him at Lake Popolopen last summer while he was a cadre member at Buckner," says Wender, who was wakeboarding at the time. "He did an entire perimeter of the lake, and later I saw him working on his second lap—and he prides himself as a sprinter!"

Foky is the first in his family to swim for Army but comes from a long line of Academy graduates. Their Army pride, he says, helped him choose West Point. "There's a lot more required of me as a cadet but I think the extra stress helps me develop as a swimmer," he says. "I don't think I'd get the same opportunity at another university."

Brigadier General Ted Martin '83, Commandant of Cadets, sat down with the entire team at the beginning of the season to discuss his experiences as captain during the 1982–83 season. "I told them point-blank that the lessons I learned from the swim team were lessons I applied to the world," he says. Martin and his brother Colonel Andrew Martin '85, two of three Martin brothers who swam for Army, attended this year's Senior Day.

Sam Lough '12—The Captain

Lough, the current captain of the team, doesn't know if his military journey will hand him a fate similar to Martin's—right now he's just looking forward to being a platoon leader—but success at West Point is in his blood. His grandfather, father, uncle, and two older siblings have already graduated from the Academy. Lough and his twin brother will throw their hats next month, and his cousin is set to graduate in 2013. "I never even thought about choosing another place," he says. As captain, Lough has been instrumental in building the bonds among his teammates. He says these relationships, which come from doing everything together, are the team's greatest strength.

This group of athletes and their range of personalities are contagious. Mark Aikman, of Danbury, Connecticut, spends his days working in marketing then heads to the Army meets on weekends to take pictures, many of which you'll see in these pages.

Aikman, who also volunteers for Army hockey, baseball, and soccer, says the swimmers and divers are some of the most appreciative athletes he has worked with. "They always make the effort to thank me for taking photos and ask if I am coming to the next meet. I find it really hard to say no, so it keeps me coming back," he says.

Coach Wender agrees about the caliber of athletes he encounters every day. "The biggest thing that sets this team apart is that they're very conscious of the legacy that they'll leave behind, especially our seniors," he says. "They've taken an interest in making sure they leave the program better than how they found it." This isn't a new concept for the team, which annually participates in "Run With Dennis," a 3.5-mile event that memorializes Lieutenant Dennis Zilinski '04, who was captain of the men's swim team as a firstie and included the team in his will.

The fact that all 62 of the team's athletes compete on an individual level does not affect this group's mentality, which is 100 percent team-focused. They eat meals together, help each other study, hang out together on the weekends, and, of course, cheer for each other during every event of every meet—even the very long 1,650-yard free. "It's very individual but you're working toward the same goal," Tran says. "Swim faster, beat the other team." ★



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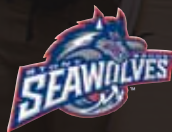
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NORTHERN ILLINOIS
SEPT. 15



STONY BROOK
SEPT. 29



BOSTON COLLEGE
OCT. 6



KENT STATE
OCT. 13
HOMECOMING



BALL STATE
OCT. 27



AIR FORCE
NOV. 3



TEMPLE
NOV. 17

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Three Weeks in Xi'an

By the **Department of Foreign Languages**



Top photo: Cadets Clark Yuan '12 and Sean Christman '12 teach first-grade children English at a rural elementary school in Lantian. **Above:** Cadet Spencer Donaldson '12 helps a boy to read the *Wellness Magic* book.

“You are my first American friend.” These simple words reflect the impact eight West Point cadets had on their Chinese counterparts during a cultural immersion experience in the summer of 2011. For three weeks, the cadets participated in a Department of Foreign Languages-sponsored program in the People’s Republic of China. The trip was sponsored by the Friendship Fund, an initiative of Major General (Retired) Burn Loeffke ’57, fostering mutual understanding and friendship between young Chinese and American leaders.

Daily, the cadets studied the Chinese language at the prestigious Jiaotong University in Xi’an, a city of over four million. Classroom studies were supplemented by historical and cultural excursions throughout the region. Xi’an is the starting point of the fabled Silk Road, an ancient trade route that spanned Central Asia, but most Americans are more familiar with Xi’an’s famous Terracotta Warriors, unearthed by the thousands since their discovery in 1974.

In addition to their language studies, cadets taught and mentored young children at local elementary schools to strengthen the bonds of friendship through the teaching of preventive medicine. “My vision,” said Loeffke, “is to teach each child to teach. When the child teaches, the family learns. When the family learns, the school and the community benefit.” To this end, cadets spent hours at the local schools teaching the importance of exercise, proper diet, and other aspects of health using materials provided by the Friendship Fund.

The full richness of the summer program was amplified by the leadership of Dr. Qun Ao, Associate Professor in the Department of Foreign Languages. Her knowledge of the local area provided cadets with a first-rate academic experience while simultaneously achieving the Friendship Fund’s vision. “I want the Chinese people—especially those within the schools—to know the true character of West Point cadets and what our future American leaders will be like. The Chinese people visualize Americans based on what the media says, so they don’t always have an accurate impression.”

Former Chinese Language Desk Chief Lieutenant Colonel Brady Crosier added: “The Loeffke Friendship Fund has had the greatest impact on our cadets. When they return from this Chinese immersion opportunity, they are humbled by the experience of performing as junior ambassadors of the United States, the Army, and West Point. Their interaction with the Chinese people and students introduces fresh perspectives and provides the opportunity to become lifelong friends with future Chinese leaders.” The current desk chief, Major Matt Radik ’01, will oversee the selection and preparation of the cadets sent to China in the summer of 2012.

“You are my first American friend,” or some variation, is often heard by cadets who experience cultural immersion opportunities while at West Point. Immersion opportunities enhance classroom experience by means of firsthand interaction with people, languages, and cultures throughout the world. These Academy Scholars Program experiences offer experiential learning opportunities that enhance cadets’ education and leadership development, while also allowing cadets to apply the skills and knowledge learned in the classroom to “real-world” situations, all the while increasing their cultural exposure and broadening their perspectives.

The Academy Scholars Program and the Friendship Fund help cadets build international relationships and hone valuable linguistic and cultural skills that will pay dividends over a lifetime of service. ★



Above: Students from a second-grade class at Lantian rural school learn to take their pulse. **Right:** A young student at an elementary school in Xi’an practices her newly acquired skills after cadets taught the students how to take their pulse. **Far right:** Engaging in active, cross-cultural interaction with the cadets, third-grade students at Xi’an elementary school practice the “Rocket.”





PREVENTING A DIGITAL PEARL HARBOR

By COL Gregory Conti '89 and LTC David Raymond '89, USMA

It is 11 p.m. on a Saturday in April 2011, and Thayer Hall is dark except for a well-lit computer lab in a corner of the second floor. While most of their classmates are on pass, a handful of firsties toil into the night putting finishing touches on a computer network that, in a little over 48 hours, will be put to the test by some of the National Security Agency's (NSA) top computer network attack specialists.

For these cadets, a group of computer science, information technology, and electrical engineering majors, this is much more than an academic exercise or course grade. This is their "Army-Navy Game." Their branches already assigned and their first posts chosen, these cadets hope to carry on West Point's winning tradition in the annual Cyber Defense Exercise (CDX).

As our national infrastructure, economy, and military have become increasingly dependent on computers and networks, it is critical that the United States works to prevent what Defense Secretary Leon Panetta labeled a "Digital Pearl Harbor." To do this, the country needs leaders both with experience fighting on the cyber battlefield and with the ability to integrate cyber effects into the kinetic battlefield. Since the late 1990s, the United States Military Academy at West Point has been educating such leaders through its cyber security education program, which includes West Point's Cyber Research Center and the annual Cyber Defense Exercise.

Held annually since 2001, the CDX is a cyber security event sponsored by the NSA that involves undergraduate competitors from the five service academies, along with graduate student teams fielded by the Air Force Institute of Technology, the Naval Postgraduate School, and the Royal Military College of Canada (although rules state that only the undergraduate teams can compete for the NSA Director's Trophy). West Point has won the CDX Trophy more times than all other service academies combined, which demonstrates the skill of the cadets and the commitment that the Academy has made to educate leaders in this critical domain.

For the cadets involved in the CDX, getting to the competition has been a journey. Making the CDX team requires them to take part in a rigorous, four-year preparatory program organized by West Point's Cyber Research Center (formerly the Information Technology and Operations Center). Part of the Department of Electrical Engineering & Computer Science (EE&CS), the Cyber Research Center takes an interdisciplinary approach to cyber security education and research and seeks to educate all cadets in cyber security, not just CDX team members. Every cadet receives substantial cyber security training in West Point's two core Information Technology courses and the cadet Cyber Warfare Club boasts members from every academic department.

CDX team members must also undergo supplementary education and training, which runs the gamut from upper-level electives to Academic Individual Advanced Development internships. Some team members also have given up their Second- or First-Class Spring Leave to prepare for the competition by taking intensive cyber security training courses, while others attend security conferences, such as DEFCON and ShmooCon, where cadet teams have presented their research to audiences of 1,000 or more security professionals. Many of these CDX-related activities were made possible by generous gifts from the SANS Institute and from Marshall N. Carter '62, in memory of his father Lieutenant General Marshall S. Carter '31, a former Deputy Director of the CIA and Director of the NSA. To support the broader cyber security education program, the Cyber Research Center selectively seeks

Above left: Members of the 2011 CDX team reacting to NSA "Red Team" intrusion attempts.

additional sponsored research and education funding, often building faculty and cadet research teams to help solve pressing needs for organizations such as U.S. Cyber Command, NSA, Army Cyber Command, Office of the Secretary of Defense, and the FBI. The results have been impressive and have resulted in widespread media attention, including coverage by the *New York Times*, BBC, *Time*, MSNBC, the *Economist*, and the Associated Press.

Over 40 cadets were on West Point's 2011 CDX team, and their mission was to design and implement networks that are representative of the systems and services normally found in a command post. They then had to defend these networks against an attacking NSA "Red Team," a group of over 40 network security experts from the NSA, U.S. Cyber Command, and their contract partners, who relentlessly hammer all of the academies' networks, finding and exploiting vulnerabilities wherever they can. If a team can maintain the availability of services as well as the confidentiality and integrity of critical data stored on their networks, they'll score points in the exercise.

It is now day three of the four-day CDX competition, and the Red Team has penetrated the networks of all but two teams: West Point and Air Force. Scoring favors the Falcons, but the West Point CDX team, as indicated by Cadet Christina West '11, remains optimistic: "We're up there right near the top so it's anybody's game at this point and we really think that today is going to be the day that we pull it off."

Success in the CDX requires a careful balance between securing the network and ensuring availability of network resources to those authorized to access them.

"We know how to secure physical assets, put up walls and fences, and add guards," says Cadet Anthony Rodriguez '11, USA 2011 CDX Team Executive Officer. "Now we are trying to figure out how to translate that to the digital realm, putting those same fences and guards up to prevent people from getting in." An age-old system administrators' edict states that "the only way to make a system 100 percent secure is to unplug and bury it." Unfortunately, this prevents anyone from accessing your website or exchanging email with your employees. It is very difficult to maintain both availability and security, and in the CDX, availability points are critical. Before system configuration even begins, the cadets need to design a network sophisticated enough to ensure the security of critical resources, but simple enough to keep everything running if a Red Team attack compromises one portion of the network.

To do this, an incremental approach to developing a CDX network is preferred. Here, the team first builds the network, then deploys the services (such as web, email, and file sharing), and finally, when

everything is working, it starts hardening the network. This is difficult because the security group has to wait until the network is operational before they can begin their work, reducing the potential for parallel efforts. While the cadets must design and build the network, several Academy faculty and staff members act as coaches and volunteer their expertise in computer science, network administration, and information security.

It is the last day of the competition, and the CDX organizers are analyzing final scoring data. West Point's CDX team, along with scores of cadets, staff, and faculty gather for the final teleconference. After opening remarks, the Deputy Director of NSA's



Members of the winning CDX team with the NSA Director's Trophy in front of the mess hall, before the trophy presentation with NSA Deputy Director Chris Inglis.

Information Assurance Directorate, Rob Joyce, makes the presentation: "The academy winner in 2011 for the Cyber Defense Exercise is . . . the United States Military Academy at West Point!" The room erupts as the team celebrates their hard-fought victory and sound dethroning of the 2010 champ, Navy.

In a field as dynamic as cyber security, to stand still is to fall behind. West Point aggressively continues to evolve its cyber security program through educational innovation, outreach, and partnerships. In terms of education, the EE&CS has an ongoing self-organized group working toward the Certified Ethical Hacker and Certified Information Systems Security Professional certifications. In addition, West Point is the first undergraduate-only institution to receive the NSA's prestigious Center of Academic Excellence in Information Assurance Education designation, and is now pursuing

certification in the NSA's new Center of Academic Excellence in Cyber Operations program. West Point is also in the process of building a Sensitive Compartmented Information Facility to provide classified operational briefings and facilitate classified research. Seeking to outreach, West Point faculty have spent summers working at NSA, U.S. Cyber Command, and Army Cyber Command, and one was deployed as Officer in Charge of U.S. Cyber Command's Expeditionary Cyber Support Element in Iraq. Lastly, pertaining to partnerships, West Point's NSA Fellow, Howard Taylor, is working to organize a new cyber warfare course to be used by West Point and later by other service academies and ROTC programs. Army Cyber Command and the NSA also have helped to develop post-graduation internship programs, enabling select second lieutenants to experience strategic cyber operations before beginning their branch-specific Basic Officer Leader Course. Finally, a team of cadets and faculty recently worked with experts from Raytheon to help seek solutions to the insider threat problem.

With the Department of Defense's recognition of cyberspace as an operational domain alongside Air, Land, Sea, and Space, and with the formation of U.S. Cyber Command and Army Cyber

Command, the Army is preparing to defend the nation against aggressive and persistent adversaries threatening its global online network. Given the high stakes, a robust cyber security program is a critical component of the Academy curriculum that prepares our graduates to be leaders of the 21st century Army. West Point currently offers one of the best cybersecurity programs and is training its cadets to become technically literate leaders who have the knowledge to understand the domain of the cyber battlefield and the strategic ability to win in cyber warfare. Perhaps General Keith Alexander, NSA Director and Commander, U.S. Cyber Command, says it best: "The reality is, five years from now, if the cadets who went through [the CDX] learned something that can help defend our nation, then we all win." ★

Colonel Conti is an Associate Professor in the Department of Electrical Engineering & Computer Science as well as the Director of West Point's Cyber Security Research Center. Lieutenant Colonel Raymond is an Assistant Professor in the Department of Electrical Engineering & Computer Science, and he is the lead instructor for CS482, Cyber Security, and faculty advisor for West Point's Cyber Defense Exercise team.

Below: A Beat Navy nametape using the hacker alphabet. The CDX is West Point's cyber Army-Navy Game.



Visit WestPointAOG.org/CDX
to connect with the team on Facebook.

Branch Results for the Class of 2012 By Jay Olejniczak '61, Guest Writer

Speaking on behalf of the 50-Year Affiliation Class of 1962, Lieutenant General (Retired) Ted Stroup described his branch night to those firsties who were eagerly awaiting their own branch assignment. Back then, only five branches were offered—Armor, Artillery, Engineers, Infantry, and Signal Corps. He described how each classmate was called based on general order of merit: each stood, surveyed a screen showing the number of slots available for each branch, and announced his choice. Then, the officer in charge erased that slot and updated the number remaining on the overhead slide with a grease pencil. To illustrate the procedure, Stroup called the names of several '62 classmates in attendance, and they rose to proclaim their choice of branch.

When the time came for the branch assignment envelopes to be opened by this year's cadets, pandemonium erupted in the auditorium, cell phones were immediately pressed into service to inform friends and family of the news, and dozens of digital cameras immortalized the moment with the photos being immediately uploaded to social media sites. Cadets then scattered to various rooms to receive their first set of insignia from branch representatives. After the ceremony, members of the class regrouped at Ike's Riverside Café, where snacks and beverages awaited.

In total, 1,027 members of the Class of 2012 received branch assignments as detailed in the charts to the right.

Go to WestPointAOG.org/BranchNight for video.



COMBAT ARMS	
Air Defense Artillery	51
Armor	99
Aviation	120
Engineers	134
Field Artillery	145
Infantry	239
SUPPORT ARMS	
Adjutant General's Corps	23
Chemical Corps	9
Finance Corps	6
Medical Service Corps	20
Military Intelligence	53
Military Police Corps	15
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Quartermaster Corps	23
Signal Corps	38
Transportation Corps	19

54 cadets branch-detailed into AR, FA, IN

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—Bishop Shipman, 1902



General Officer Promotions

(Since December 20, 2011)

The Secretary of Defense has announced that the President has nominated:

To the rank of lieutenant general:

Major General Daniel B. Allyn '81

Major General Raymond P. Palumbo '81

To the rank of major general:

Brigadier General Kenneth R. Dahl '82

Brigadier General Gordon B. Davis, Jr. '81

Brigadier General Joseph P. DiSalvo '81

Brigadier General Robert M. Dyess, Jr. '82

Brigadier General William C. Hix '81

Brigadier General Herbert R. McMaster, Jr. '84

Brigadier General John G. Rossi '83

Brigadier General John Uberti '83

Brigadier General Bryan G. Watson '82

To the rank of brigadier general:

Colonel John M. Cho '84

Colonel Richard C. Gross '85

Colonel Timothy P. McGuire '87

The following Army National Guard Officers have been confirmed by the Senate for Federal recognition in the next higher grade:

To the rank of major general:

Brigadier General Michael G. Swezey '80

To the rank of brigadier general:

Colonel Patricia M. Anslow '89

Colonel William J. Coffin '88

Colonel John M. Epperly '89

Colonel John A. Goodale '80

Colonel Robert A. Moore '81

On page 44 of the winter issue, it states that Gene Dewey was in the West Point class of 1969. Dewey is a member of the Class of 1956.

1975

P&G Top Exec Bob McDonald Recognized for Leadership and Corporate Excellence

In January, U.S. Secretary of State Hillary Clinton presented Procter & Gamble CEO Bob McDonald with that department's 2011 Award for Corporate Excellence for improving the lives of P&G consumers in Nigeria and Pakistan through its Live, Learn, and Thrive initiative. P&G is the first company in the award's 13-year history to win multiple nominations in the same year. McDonald also led P&G to the #1 ranking in *Chief Executive* magazine's 2012 list of the 40 Best Companies for Leaders, thanks to his efforts to train company management in values-based leadership. Each July, McDonald takes 150 individuals to either West Point or the Center for Creative Leadership for this training.

1982

Burcham Receives Historic Promotion



BG Margaret W. Burcham became the first woman to be promoted to general officer in the U.S. Army Corps of Engineers. She was promoted on January 27, 2012, in the Corps' Washington, DC, headquarters.

1998

Cox Honored with MWSA Silver Medal

Edward Cox received a 2011 Silver Medal Award from the Military Writers Society of America (MWSA) for his book *Grey Eminence: Fox Conner and the Art of Mentorship* at an awards banquet in October. In his review for *ARMY* magazine, retired Colonel Cole Kingseed wrote, “In *Grey Eminence*, West Point assistant professor Major Edward Cox chronicles the career of one of the Army's premier military minds of the 20th century and discusses how his mentorship altered the lives of some of America's greatest World War II generals.”

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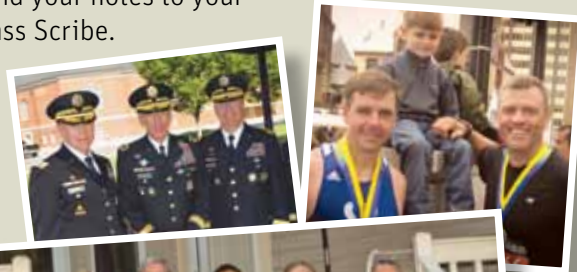


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West Point magazine Winter Issue "Where is it?" Winner:

LTC Rick Black '94.
 The eagle is on the lectern in the Old Cadet Chapel.



Past in Review

THE LONG GRAY LINE IN FIVE HANDSHAKES

by COL Ty Seidule, USMA

“Much of the history we teach is made by the people we taught.” So reads the most effective West Point recruiting poster. We discuss the famous graduates in the poster, Ulysses S. Grant, Douglas MacArthur, Dwight D. Eisenhower, and Robert E. Lee, but it is difficult for current cadets to relate to these icons. The most effective way I have found to show current cadets their place in the Long Gray Line involves five handshakes.

In the fall of 1996, as a young major, I was tasked to escort General William C. Westmoreland '36. The Vietnam War had ended more than 20 years before, but West Point had not come to terms with the military defeat or with the distinguished graduate who led the war effort. As a young officer, I leapt at the opportunity to escort such a prominent historical figure.

Westmoreland, in addition to commanding the war in Vietnam from 1964 to 1968, had served with distinction as a combat leader in World War II, seeing action in Tunisia, Sicily, France, and Germany. During the Korean War, he commanded the 187th Infantry Regiment. From 1960 to 1963, he was the 45th Superintendent of West Point, instrumental in increasing the size of the Corps of Cadets by 40 percent. He ended his career in 1972 as the Army's 25th Chief of Staff.



GEN William C. Westmoreland '36.

When he visited West Point in 1996, General Westmoreland's health was suspect, and he was beginning to show signs of the Alzheimer's disease that eventually would take his life. I knew, and I think he knew, that this was his last visit to West Point. We set up discussions with the faculty on the Vietnam War and the state of the Army in the early 1970s.

The highlight of his visit was a dinner with cadets, Army officers, and spouses, including General Westmoreland's wife, Kitsy. I invited Cadet Dan Shaheen, '98. Dinner was at a large round table at the Hotel Thayer, and Kitsy Westmoreland regaled us with stories of the “Old Army.” Her father, Edwin Van Deusen, was a member of George Patton's Class of 1909.

We discussed Kitsy's brother, Lieutenant Colonel Frederick Van Duesen '52, who died commanding an infantry battalion in Vietnam hours after Westmoreland assumed duties as the Army Chief of Staff in 1968. I could see the pain on both Westmoreland faces as they recalled that terrible chapter in their lives.

Mrs. Westmoreland, however, refused to focus on the painful moments of their lives.



GEN John J. Pershing, Class of 1886.

A superb storyteller, she kept the cadets enthralled with one amusing tale after another.

As the evening progressed, General Westmoreland looked at Cadet Shaheen and smiled. “Cadet, when

I was your age, I escorted another old grad on his last visit to West Point—General of the Armies John J. Pershing.” I could see the cadets doing the mental math. That was a long, long time ago. Pershing, Class of 1886, had commanded the American Expeditionary Forces during World War I. He retired in 1924 after three years as the Army Chief of Staff. Pershing returned to West Point for his 50th reunion to present the 276 men of the Class of 1936 with their diplomas.

Pershing, then 76, reminisced during his speech that, as a cadet, he hid contraband food in the barracks, saving it to feast with “the charming young ladies who were our contemporaries.” For the stern, taciturn Pershing to admit that he had ever had fun, or broken a rule, must have come as a shock to the older soldiers in the audience who served with him in France.

When Pershing handed out the diplomas, the *New York Times* reported that the First Captain, William Childs Westmoreland, “received loud applause” upon ascending the dais. For Westmoreland, seeing a young cadet from the Class of 1998 evoked a memory of his 1936 graduation when he met the storied commander of the Great War. General Pershing could have told Cadet Westmoreland a very similar story for they both had served as first captains.

Cadet Pershing graduated in June 1886 and received his diploma from the Commanding General of Army, Lieutenant General Philip Sheridan. Sheridan, Class of 1853, had won



Past in Review, *continued from page 47*

fame as the cavalry commander of the Army of the Potomac and, later, the commander of the Army of the Shenandoah. He played a prominent part in the capture of Robert E. Lee's Army of Northern Virginia at Appomattox.

In 1886, Sheridan welcomed the young graduates to the Army with a few short sentences and then released them

because "the sooner you put on your plain clothes, the sooner you will be gratified." Pershing then led the newly minted second lieutenants aboard the steamer Daniel Drew, headed for New York City. That night they dined together at New York's then most famous restaurant, Delmonico's.

Another West Pointer attended June Week in 1886, Alfred Mordechai, Class of 1823.



LTG Philip Sheridan, Class of 1853.

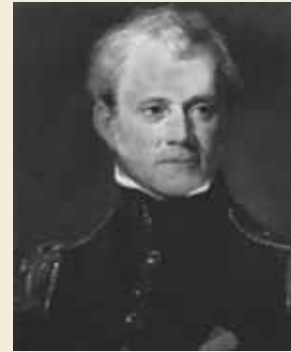
As first captain, Pershing would have met the 82-year-old grad who was first in his class and taught engineering at West Point. He also wrote the Army's first ordnance manual and helped reorganize the artillery branch. Mordechai had received his diploma from an 1808 West Point graduate, Superintendent Sylvanus Thayer.

Cadet Pershing had one more brush with the Long Gray Line before he graduated. Former President Ulysses S. Grant, Class of

1843, died after a long battle with throat cancer on July 23, 1885. A funeral train took Grant from Albany to his final resting place in New York City, and Cadet Pershing led the entire Corps of Cadets across the river to Garrison to pay tribute. As the black-draped train slowed to a crawl, Pershing brought the Corps to attention and

commanded, "Present, Arms." Back at West Point, the Corps wore black arm bands to acknowledge the death of the man who "freed a race and saved a nation."

West Point history can seem like unending rows of fuzzy gray uniforms extending into the past. Yet when I explain the Long Gray Line to cadets taking military history, I



SUPT Sylvanus Thayer, Class of 1808.

simply tell them that Dan Shaheen shook hands with William Westmoreland, who shook hands with John J. Pershing, who shook hands with Alfred Mordecai, who shook hands with Sylvanus Thayer. Only at West Point can five handshakes represent

the history of the United States Army. ★

Colonel Ty Seidule teaches in the History Department at the United States Military Academy at West Point.

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