

The CADET

U.S. Army Cadet Command's quarterly magazine

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*Maj. Gen.
Robert E. Wagner
1934-2013*

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Maj. Gen. Robert Wagner offers advice to Cadets during the 2007 George C. Marshall Awards. *Photo by Steve Arel*



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Maj. Gen. Robert Wagner receives the Cadet Command colors as its first commanding general in a 1986 ceremony at Fort Monroe, Va. *File photo*

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The Cadet

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Shaping the future leaders

*Curriculum shift aims at teaching students
'how to think,' not 'what to think'*



Today's Army depends on the judgment of its junior leaders more than ever. Decisions a lieutenant makes in a village in Afghanistan, for example, can impact the entire world.

ROTC has done a fine job of preparing students to make these decisions, but we believe we can take our leadership training to a new level.

As the war in Afghanistan winds down, the Army is adjusting its focus, trimming billions of dollars from the Army budget and thousands of Soldiers from our end strength. While Soldiers can be trained quickly, leaders take time to develop. As we look ahead to potential future conflicts, we are investing heavily in officers who can lead when threats arise.

To prepare for these challenges, we are updating the ROTC curriculum to focus on more complex topics than ever before. We are ensuring we teach students "how to think," rather than "what to think."

This change requires commitment from our instructors and from our Cadets. In this issue, you can read in-depth at what each instructor and each student can do to prepare. The article explains our thought process and details our future plans.

We want to shift much of our classroom time from skills training to education and critical thinking, and

provide student-centered interactive instruction using current technology. This will give us additional classroom time to focus on personal development.

We are relocating senior ROTC summer training next year. The Leader Development and Assessment Course (LDAC), our capstone course, will move from Joint Base Lewis-McChord, Wash., to Fort Knox to co-locate with our Leader's Training Course. This move will provide more leadership opportunities to upper-class Cadets and enhance the overall training experience of our future Army officers.

ROTC Cadets will continue to get training that will prepare them for a career in the civilian world as well as the Army. We have internships available for hundreds of students, as well as our CULP cultural immersion program. These programs provide experiences that will literally make a student's world bigger, and open the door for great things, no matter the chosen career path.

In short, what has traditionally been a great learning experience is only getting better. We're all going to have to do our part to take ROTC leadership training to the next level, but doing so will provide each student — and our nation — with a brighter future.

Maj. Gen. Jeff Smith
Commanding General
U.S. Army Cadet Command



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Around the command

News, notes and updates from across Cadet Command

LDAC heading to Fort Knox in 2014

Transition aims to consolidate summer training events

U.S. Army Cadet Command has announced it will consolidate its senior ROTC summer training at Fort Knox, Ky., to improve the effectiveness and quality of the Cadet Leader Development Program and the quality of future Army officers.

The consolidation relocates the Leader Development and Assessment Course, commonly known as LDAC, from Joint Base Lewis-McChord, Wash., to Fort Knox. LDAC will be conducted at Fort Knox beginning in the summer of 2014.

It will join the Leader's Training Course, which has been held at the Kentucky post since its inception in 1965.

Conducting both leader development courses at Fort Knox will allow the Army to adapt educational and developmental systems and resources to provide the best training to its future leaders.



Conducting training with Mount Rainier as a backdrop has long been one of the aspects of LDAC that Cadets remember. Photo by Heather Cortright

Between the two courses, there will be approximately 12,000 Cadets and supporting staff from colleges across the nation training at Fort Knox during the summer.

LDAC is the "capstone" training event for Army ROTC Cadets. All Cadets attend LDAC during the summer between their junior and senior years in college.

They must graduate from LDAC as one of the requirements to be commissioned as Army officers.

"After more than a decade of war, the Army has refined its expectations for future Army leaders," said Maj. Gen. Jeff Smith, commander of U.S. Army Cadet Command and Fort Knox.

"Cadet Command is evolving training to develop our Cadets to better prepare for the challenges they will face as Army officers in an increasingly complex environment."

N.Y. Cadet meets Nationals pitcher

St. John's (N.Y.) University Cadet Army Hidalgo got a chance this summer to catch up with Washington Nationals pitcher Gio Gonzalez.

The meeting for Major League Baseball's "Catching Up" series is presented by the U.S. Army. The segment was filmed at Nationals Park in Washington, D.C. One topic of discussion was loyalty, which the two agreed is important to both sports and the military.

"To me, I'm very loyal to my family, I'm loyal to my friends, I'm loyal to the fans that have been loyal to me," Gonzalez said. "Loyalty to you and to me is almost like, I'm not gonna turn my back on you."

Hidalgo, son of a retired major, learned about the military and its rich history growing up near the U.S. Military Academy at West Point. He said that exposure taught him discipline, duty, respect and the Army Values.

"I love what I'm a part of," Hidalgo said.

The full segment can be viewed at <http://wapo.st/1dnCpBJ>.



Thumbs, er, L's up!

Lt. Gen. Vincent Brooks, former commanding general of Third Army/U.S. Army Central, joined University of Louisville President James Ramsey and U of L Cadets in flashing the school's "L" hand sign before speaking at the Cardinal Battalion's commissioning in late May. Brooks has since been promoted to general and assumed command of U.S. Army Pacific. Photo by Steve Arel

Army, LULAC renew commitment to prepare Latino youth for success

The U.S. Army announced this summer the renewal of its long-standing partnership with the League of United Latin American Citizens (LULAC) to help prepare the nation's youth to meet the educational and career challenges of a competitive global marketplace.

Through the partnership, the Army will work with LULAC to provide students, educators and community leaders with resources, information and training that will help develop the next generation of leaders, whether in the Army or as civilians.

Army representatives met with national and community leaders at the 84th annual LULAC National Convention and Exposition in June in Las Vegas, to discuss strategies for increasing high school and college graduation rates among Latinos. Army representatives provided convention attendees with information about the financial resources it offers.

Last year, the Army awarded more than

\$280 million in ROTC scholarships for students at nearly 500 colleges and universities across the country.

In addition, the Army will continue highlighting programs such as March2Success, its free online resource that helps high school students improve proficiency in math, science language skills, prepare them

for state standardized tests and provide practice exams for college admissions tests. March2Success also has information to help parents understand the college admissions process and where to look for financial aid.

This year, the Army-LULAC partnership will expand through a new

program that brings high school students to college campuses to meet with university admissions and financial aid representatives, as well as Army ROTC personnel. The initiative aims to provide students with information about how to prepare for, apply and pay for college.



Walla Walla earns national rifle championship

The Walla Walla (Wash.) High School JROTC rifle team topped 37 teams from around the country to win the Junior Olympic Three Position Air Rifle National Title this summer in Anniston, Ala. The school last claimed a national championship rifle title in 1928.

This year's team included Cadets Caitlyn Lasseigne, Sarah Jameson, Allison Juergensen and Andrew Jenkins. They defeated last year's national champion, Sutter Union (Calif.) High School, in the final round.

"This was the pinnacle of our team shooting this season," said retired Sgt. 1st Class Mark Mebes, the team's coach.

Walla Walla's winning score of 2,330 out of 2,400 clinched the title by three points. Lasseigne and Juergensen became the second and third shooters in school history to earn the National Junior Distinguished Shooter's Badge, an honor bestowed on less than 600 shooters nationwide in the 25 years the program has been in existence.

"That (1928) national championship plaque still hangs in our rifle range today," Mebes said. "These kids look up at it every time they sit in my classroom, they learn about the names on it. ... I told my shooters today that someday, Cadets will be memorizing your names."

Deputy commander nominated for promotion

Col. Maria Gervais, Cadet Command's deputy commander, has been nominated by President Barack Obama for promotion to the rank of brigadier general.

The announcement was made in July by Secretary of Defense Chuck Hagel. The nomination must now be confirmed by Congress.

Gervais joined Cadet Command in May, replacing Brig. Gen. Erik Peterson. Peterson, now deputy commander of the 2nd Infantry Division, Eighth U.S. Army, in Korea, received his nomination to brigadier general shortly after joining the command in 2012.

Gervais is a 1987 ROTC commissionee from

Lander College in South Carolina. She also is a 1985 graduate of Basic Camp, the predecessor to the Leader's Training Course, at Fort Knox, Ky.



Gervais

Gervais, a chemical officer, has served in a variety of roles during her career. Among them were platoon leader and executive officer during

Operations Desert Shield/Storm. She also has been a nuclear, biological, chemical director, company commander and as an intern to the Joints Chiefs of Staff.

While with the 21st Theater Support Command in Germany, Gervais, deployed to Turkey, was a logistical planner for Operation Freedom. She also is a former chief of staff for the Army Chemical School and Maneuver Support Center at Fort Leonard Wood, Mo.

After commanding the U.S. Army Environmental Command for nearly two years in Maryland, Gervais took over in May 2010 as chief of staff for the director of the Iraq Train and Advise Mission. In that role, she was responsible for building force capability for the ministry of interior and police forces. Prior to joining Cadet Command, she most recently served as the division chief for full dimension protection in the Army G-8 at the Pentagon.

Gervais' awards and decorations include two Legions of Merit, the Bronze Star, six Meritorious Service Medals, three Joint Service Commendation Medals, Southwest Asia Medal with three bronze stars, Kuwait Liberation Medal, parachutist badge, air assault badge, joint staff identification badge, and Army staff identification badge.

‘An indelible mark’



Cadet Command’s first commanding general, self-proclaimed oldest Cadet, remembered for intense focus, vision that impacts the organization to this day

Story and photos by Steve Arel • *U.S. Army Cadet Command*

Even after he retired, Maj. Gen. Robert Wagner never stopped serving. The first leader of U.S. Army Cadet Command, known for his high-spirited and straightforward demeanor, was a regular at the Fort Monroe, Va., headquarters, staying close to the command he loved so much.

“His interest in Cadet Command never waned,” said Paul Kotakis, the command’s deputy director of marketing and outreach and Wagner’s former speechwriter. “He always made it a point to be available at any juncture where he thought he could make a difference.”

Wagner, the man who presided over Cadet Command’s creation and is largely heralded for orchestrating the Senior and Junior ROTC structure that exists today, died Aug. 14, from heart failure at age 78.

Wagner, a Virginia native and graduate of the Virginia Military Institute, served 33 years in the Army, to include two combat tours in Vietnam. As commander of the 2nd Armored Cavalry Regiment in Germany, defending the West German border at the height of the Cold War, Wagner became known as “The Dueler,” a handle that stuck with him the rest of his life.

Back in the early ’80s, he led several squadrons on a major field maneuver exercise. To build esprit de corps, Wagner’s squadron commanders were dubbed “dukes.”

The exercise was a huge success, and a party was staged at a German castle to celebrate. On the way to the event with his wife and youngest daughter, Kris, Wagner’s vehicle was “car-jacked.” Dressed in

MAJ. GEN. ROBERT E. WAGNER: 1934-2013

casual clothes, they were taken from their vehicle to a trailer not far from the castle and ordered to change into medieval costumes befitting of the gathering's theme.

"It was all part of the camaraderie after the exercise," Kris Wagner Rarig said.

It was during the party that Wagner was hailed as "The Dueler" and his wife as "Queen" of the dukes.

Shortly afterward, Wagner carried his mantle to Fort Lewis, Wash., where he commanded Army ROTC's 4th Region. Though ROTC had long been headquartered at Fort Monroe, Va., there was a move afoot to restructure the organization as a separate command reporting directly to the Training and Doctrine Command.

Wagner, an avid yachtsman, would be the first to take the helm. The task of standing up Cadet Command in 1986 wasn't easy, those who were part of the effort said.

"We knew we were doing important work for him," said Judy Taylor, Wagner's secretary during his four years leading Cadet Command. "It was so worth it; I knew it all the time. I don't know of anyone I ever met in my 37-year career who would've done it better than General Wagner."

The period was the most hectic she ever encountered. Staff members put in countless hours, and Wagner spent considerable time lobbying leaders above him for adequate funding, manning and resources.

Through his persistence and determination, he established a program that raised the bar by setting and enforcing standards and placed more rigor in academics and leader development. His effort established a solid curriculum that produced distinguished leaders for the Army and standardized training to ensure students attend-



(Left) Wagner is honored in 2010 as the Cadet Command colors are cased at Fort Monroe, Va. (Below, left) Wagner and former Command Sgt. Maj. Hershel Turner talk at Fort Knox. (Below) Wagner motivates Cadets at the Marshall Awards in 2011, the last he would attend.



ing Advanced Camps – the predecessors to the Leader Development and Assessment Course, at Fort Bragg, N.C., and Fort Riley, Kan. – were consistent with instruction at Fort Lewis.

The instructional revamp strengthened the quality of leaders developed in the program, giving the Army officers who proved more capable of creating holistic plans, overcoming challenges and achieving a higher degree of mission success. Scores of those who commissioned during Wagner's tenure and beyond have gone on to play pivotal roles in the success of multiple humanitarian and combat operations in countries that include Bosnia, Kosovo, Iraq and Afghanistan.

It wasn't just standards where Wagner made his mark. He devised the Cadet Command leadership excellence patch, Cadet Creed and

the Cadet Command song, "A Bar of Gold on Army Green."

"He really laid a strong foundation in virtually every area that has resulted in what we have in Cadet Command today," Kotakis said. "He really put his heart, mind, body and soul into the development of junior leaders. We've certainly had modifications to curriculum and many things have changed within our organization, but the fundamentals of what Cadet Command is today can be traced back to General Wagner's tenure and the decisions he made."

Wagner initially focused on Senior ROTC and once he accomplished his vision, he applied the same zeal and vigor to standardize the curriculum and enhance the effectiveness of the junior program. He started by creating a high school division within Cadet Command's training division, a significant upgrade from

WAGNER, continued on page 19

HIGHLIGHTS OF WAGNER'S CAREER

1957

After commissioning from VMI, attends the Infantry School at Fort Benning, Ga.

1960

Takes his first command, leading Co. B, 34th Armor at Fort Ord, Calif.

1966

Promoted to the rank of major and serves the first of two combat tours in Vietnam

1978

Commands 2nd Armored Cavalry Regiment in Germany.

1983

Leads the 4th ROTC Region at Fort Lewis, Wash., as its commanding general

1986

Becomes first commanding general of new organization known as Cadet Command

1990

Retires from the Army after 33 years of service

PUTTING A NEW

EMPHASIS

ON ROTC'S CURRICULUM

Focus to shift to outcomes-based instruction

The leaders developed by Cadet Command over the years have done many great things and served well in the finest Army in the world. But after more than 10 years of war, the Army is changing the lecture-based style of instruction common to ROTC classrooms and incorporating lessons that will be useful in a rapidly changing world containing attacks from an adaptive, unconventional enemy.

The officer corps of the 21st century must be more adaptable, with enhanced abilities to critically and creatively think, to solve tough problems on our future battlefields. The urgency of this effort cannot be overstated.

So how does a command in 275 host locations raise its standards of learning? Over the next three years, Cadet Command will phase in a radical overhaul of curriculum and training through an initiative referred to as BOLD Transformation. A key component of BOLD Transformation (BOLD stands for Basic Officer Leadership Development) is a change in the way learning happens in the classroom. This will require instructors and Cadets to take responsibility for their approaches to learning.

The initiative follows guidance outlined in the "U.S. Army Learning Concept for 2015," a 2011 publication describing the desired learning environment for future Army classrooms.

The publication stated that the old model of instruction delivered only concepts and knowledge, not critical thinking. Its lecture-based methods weren't engaging, and its focus on mandatory subjects did not leave enough time for the student to reflect on lessons or receive repetition needed to master fundamentals.

Tests were often open-book, lacking rigor and failing to measure actual learning levels. The goal in changing curriculum is to improve instruction and provide more engaging lessons that encourage higher levels of critical thinking. In the last few months, Cadet Command leaders assessed the ROTC classroom environment to see if the command was effectively using the "U.S. Army Learning Concept 2015." Maj. Gen. Jeff Smith, Cadet Command's commanding general, visited classrooms and a quality assurance officer conducted random classroom observations in 7 percent of Cadet Command host programs.

Their findings: Instructors were well-prepared and re-

hearsed, but ROTC classes do not engage the learner. The ROTC instructor talked about 80 percent of the time, and students participated in answering direct questions about 20 percent of the time.

Too often, academic instruction was limited to the delivery of information, either through reading assignments, lectures or slide presentations.

The active, student-centered learning brought by BOLD Transformation is founded on the belief that interaction is central to the learning process. For effective instruction, Cadets need the opportunity to apply the knowledge received from instruction by experienced cadre. Learning occurs during class in the same way it does outside the classroom – through unstructured and structured experiences in which the Cadet interacts with cadre, with the instructional material and with other Cadets.

The Cadet Command approach to learning centers around five basic steps:

- ▶ Readiness for and openness to the experience
- ▶ The experience itself
- ▶ Reflection upon the experience
- ▶ Analysis, application of theory or additional explanation of information to clarify the relationship between theory and actions, with an understanding of lessons learned regarding needed changes
- ▶ The opportunity to re-experience (practice in new situations/practical exercises).

To reach these higher levels of learning, each student must be responsible for his or her own learning. The emphasis must first be on the Cadet's pre-class preparation. Cadets must come to class with a foundation of knowledge from their pre-class readings. This allows the cadre to focus on explaining the concepts or material that need clarifying.

Instruction also must change. Smith wants instructors to use their creativity in delivering lessons, rather than just reciting information. The focus must be on the learner's outcome: Did the learner gain the knowledge he or she needs to be a leader in our Army for the 21st century?

This change is going to be extremely hard, but to create the transformation, every instructor must work to prepare himself or herself with these new skills in teaching. This will require substantial changes in what each individual in Cadet Command thinks are acceptable instructional

RELATED STORIES

▶ Cadets undergoing training at the Leader Development and Assessment Course in Washington experienced the first wave of changes this summer, seeing fewer assessments and giving the new approach a thumbs up / page 8

▶ Third-year Cadets got a chance to lead other students at the Leader's Training Course in Kentucky, allowing them to get a leg up before LDAC / page 9

techniques.

Creativity in meeting the curriculum outcomes is the sole responsibility of the instructor with the assistance of the entire chain of command and staff.

Instructors can begin by taking the following steps, which were outlined in "U.S. Army Learning Concept 2015:"

- ▶ Convert most classroom experiences into collaborative problem-solving events led by facilitators (instead of instructors) who engage learners to think and understand the relevance and context of what they learn.
- ▶ Tailor learning to the individual learner's experience and competence level based on the results of a pre-test and/or assessment.
- ▶ Dramatically reduce or eliminate instructor-led slide presentation lectures and begin using a blended learning approach that incorporates virtual and constructive simulations, gaming technology or other technology-delivered instruction. Instructors must prepare for class. A leader

would never start out on a mission without preparation.

Instructors should take at least two hours to prepare for a one-hour class. To facilitate learning, students must be allowed to come up with the answer. It is always easier to give students the answer, but that is the instructor's answer and not the learner's answer.

If the instructor provides the answer, it is remembered for a short period of time, normally long enough to pass the quiz, test or assessment. If the learner comes up with the answer, it sticks. Colin Rose and Malcolm Nicholl in "Accelerated Learning for the 21st Century" stated, "When we enjoy learning, we learn better!" This can be accomplished, Rose and Nicholl say, by:

- ▶ Creating a low-stress environment – one where it is safe to make mistakes, yet expectation of success is high.
- ▶ Ensuring the subject is relevant. You want to learn when you see the point of it.
- ▶ Ensuring the learning is emotionally positive. It generally is when you work with others, when there is humor and encouragement, regular breaks and enthusiastic support.
- ▶ Consciously involving all the senses, as well as left-brain and right-brain thinking.
- ▶ Challenging your brain to think through and explore what is being learned with as many intelligences as are relevant to make personal sense of it.
- ▶ And consolidating what is learned by reviewing in quiet periods of relaxed alertness. Teaching is both art and science. The art is that everyone facilitates a group of learners differently. The dynamics of the group, the personality of the facilitator and the environment all play a part in this domain. The science is learning the skills to facilitate: Open-ended questions, patience, case studies, analogies, storytelling, analysis and an understanding of adult learning principles.

Several professors of military science recently attended a workshop on integrating outcomes-based training and education. The instructors filmed two classes demonstrating how to make learning student centric by using tactical decision guides in class. These classes are great examples of what the commanding general is looking for in terms of implementation. They can be viewed on the ROTC Blackboard website.

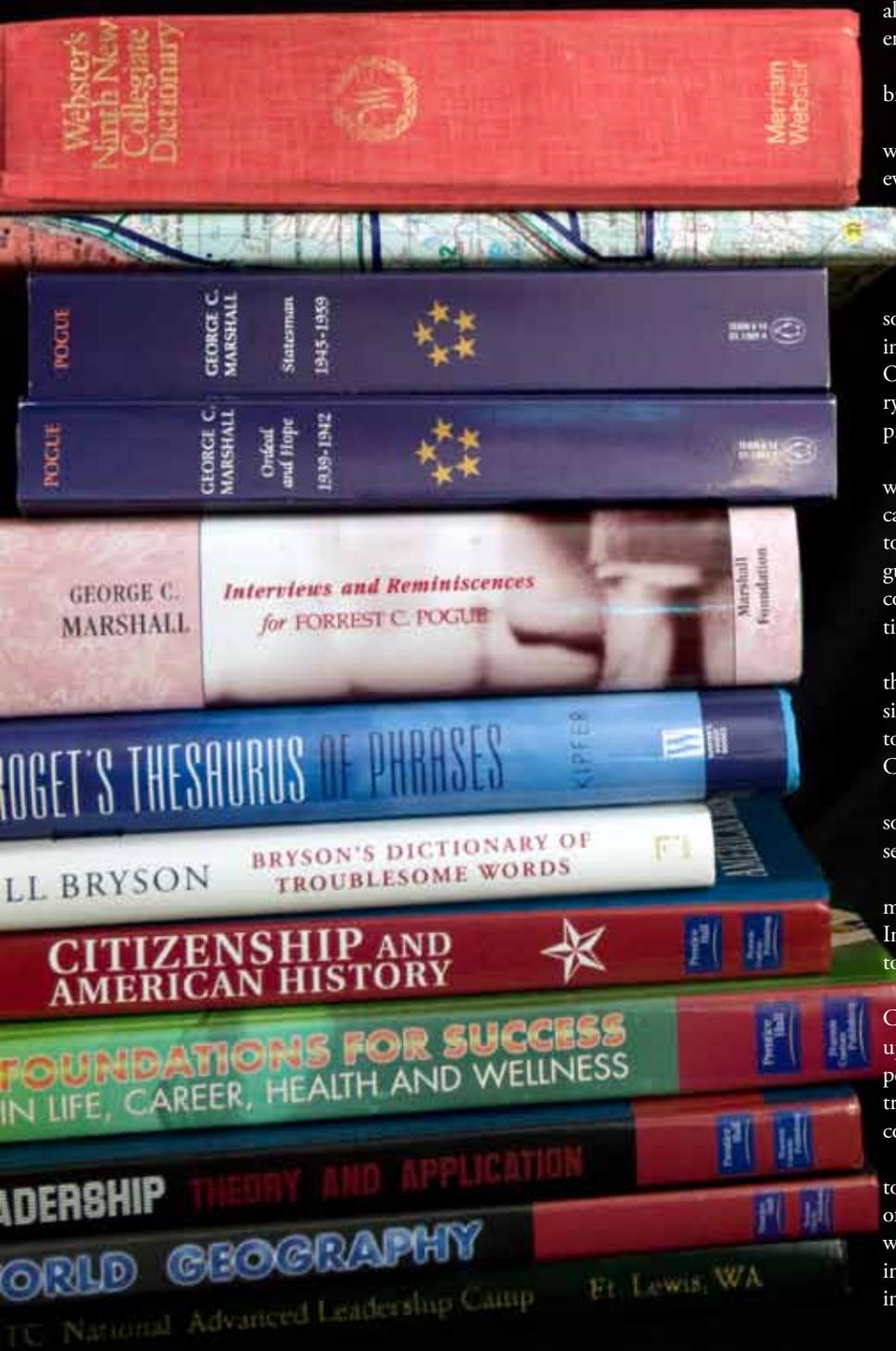
BOLD Transformation will be phased in over the next three years. The command's plans involve shifting some basic military skills training from the on-campus curriculum to a new off-campus summer training event attended by all Cadets.

This will allow for more classroom time to focus on personal development, including additional training on counseling and developing subordinates.

Some tasks once taught on campus will be taught in summer training (usually after the freshman year) called Cadet Initial Entry Training (CIET). It will help introduce Cadets to Army values and help them develop the Warrior Ethos.

Instead of LDAC, our new capstone course will be the Cadet Leader Course (CLC), a seven-week course that gives upper-class Cadets the opportunity to have a leadership experience over under-class Cadets participating in CIET. This transformation begins in Fiscal Year 2014-15 and will be complete by FY '16.

As Cadet Command undergoes these changes, instructors can expect to be visited in the classroom by the chain of command — to improve every instructional opportunity with our future leaders. The standard for Cadet Command in 2013 and beyond is to focus on instructing Cadets, using innovative methods that produce great outcomes.



Development takes center stage at premier training event

By Tim Oberle
U.S. Army Cadet Command

This year's Leader Development and Assessment Course marked the start of a four-year bold transformation process – incidentally, referred to as BOLD – to tailor the Army ROTC curriculum with an eye toward enhanced Cadet development.

Reaching that goal meant major changes, such as reducing the number of evaluations to four from six to allow Cadets to experiment with various leadership styles without fear of it adversely affecting their eventual placement on the National Order of Merit List.

By the time the first regiment completed the field leader's reaction course at Joint Base Lewis-McChord without the added pressure of evaluations, it was clear to Lt. Col. Joseph Worley Jr., the committee's chief, that the changes helped create a learning environment conducive for experimentation and feedback.

"In the past, Cadets were afraid to voice their opinions about their own performance or offer possible solutions on how others could improve because they were afraid of making themselves or others look bad for their evaluation," Worley said. "Now that the evaluation portion is taken away (from FLRC), Cadets went out of their way to encourage others and experiment with different leadership styles."

A couple weeks into the summer, the benefits from the de-emphasis on assessments not only became evident to cadre members, but they also stood out to participating Cadets.

"I think there was more of an emphasis on the development aspect at LDAC than there has been in years past," said Cadet Benjamin Baker, from Wheaton College in Illinois. "I was the platoon sergeant during our first patrolling lane and instead of it being another pressure-cooked event used during our evaluations, the cadre made suggestions and coached us throughout the training."

At one point during the course, Baker got to experience firsthand how this year's changes helped Cadets identify their own strengths and weaknesses and work together as a team.

"I was actually disappointed with my performance during the field leader's reaction course," Baker said. "I expect a lot of myself, and I just didn't bring my A game during my leadership role. I was glad that the event was not evaluated because it allowed us to focus on building our team chemistry, and we were able to identify individual strengths and weaknesses."

Besides the decrease in evaluations, the changes to this year's course also included the implementation of a squad live-fire exercise and the re-addition of basic rifle marksmanship to help familiarize Cadets with the weapon systems they would employ once they enter the Army as commissioned officers.

While Baker and other Cadets from this year's course never had the opportunity to experience LDAC under the old training regimen, several former Cadets from last year's course who returned as cadre members this year offered a unique perspective regarding the recent changes.

"The basic rifle marksmanship at LDAC this year was some of the best training that I have ever been a part of," 2nd Lt. Emily McComb said. "It



A 13th Regiment Cadet pauses to double-check her location during the land navigation test this summer at LDAC. Photo by Heather Cortright

is really a great way for Cadets to prepare before they go to their first unit."

To make room for the squad live-fire exercise and basic rifle marksmanship, retesting of the Army Physical Fitness Test is no longer conducted at LDAC and instead transferred back to the campus.

"That way it actually gives Cadets the time to physically improve and allows the regiments to move on with other training," Baker said.

The final major addition to this year's course included a class on advanced land navigation, giving Cadets a chance to experience training they can use down the road.

With this year's course complete, the initial steps in its transformation seemed to be a success. But over the next couple of years, there are more changes to come. It all leads up to the transformation process' completion during the summer 2016 when the course will be known as the Cadet Leader Course.

"We are trying to give the Cadets an opportunity where they can really experiment and ultimately ... put more tools in a Cadet's leadership tool bag," said Phil Kaiser, Cadet Command's deputy chief of staff. "We need young leaders who are extremely capable, adaptive and very quick on their feet."



Cadet Trevor Gay of Elizabeth City (N.C.) State University assists Charlie Company Cadets with a map reading exercise in July. Photo by Peyton Hobson

Third-year Cadets take on new leadership opportunities at LTC

By Matthew Langston
U.S. Army Cadet Command

The Leader's Training Course tested Cadets daily as part of their leader development. But those students weren't the only ones challenged from a leadership standpoint.

As part of a pilot program this summer, 20 third-year ROTC college students were brought to the course and placed in the role of squad leaders, giving them a chance to polish their teaching and leadership abilities for a month before heading to more advanced training at the Leader Development and Assessment Course.

The contracted Cadets taught LTC Cadets on different subjects in the company area. While in the field, their tasks included making sure squads were in the correct uniform and showed up at the right place at the right time. Once at the training site, they took on a leadership role as they went through the training with the LTC Cadets.

The program was the idea of Cadet Command's commanding general, Maj. Gen. Jeff

Smith, and is an initiative to enhance senior-level Cadet development by placing Cadets in leadership positions.

With the selected Cadets being top performers in their collegiate programs, they represented a cross-section of schools. They chose to attend to get extra leadership experience, something Lt. Col. Tim Farmer, the company tactical officer of Charlie Company, said would give them a larger audience than what they may have experienced before.

"They are used to getting up in front of eight or nine people, but in some instances here, they could be getting up in front of the whole platoon or even larger size groups of 40 or 50 people," Farmer said.

Farmer said the Cadets gained knowledge at LTC in leadership tasks, helping them to perform well in future endeavors. Anytime they got the chance to lead, inspire, motivate and manage, the better off they would be.

"These 20 have received on-the-job experience and training that definitely doesn't hurt them

when they go to LDAC," he said.

As the contracted Cadets are only 12 to 15 months ahead of the LTC students, Lt. Col. Brian Slack, chief of training for LTC, believes the close age difference played a role in the interactions between the groups.

"It's a good leadership development environment for them," he said. "They are closest in age group to the LTC Cadets, so there is an immediate connection."

That connection was felt by Cadet Justin Valentine of the University of Cincinnati. He said the junior Cadets were the middle ground between LTC participants and drill sergeants.

"It seemed to really help out the new Cadets," Valentine said. "They had a person to go to between us and the drill sergeants, which made them a little more comfortable."

The contracted Cadets had nine leadership tasks they were expected to know -- such as drill and ceremony, physical training and uniform

LTC, continued on page 20

GLOBAL OUTREACH

With Cadets at the
forefront, CULP forging
positive relations with
nations around the world

By Rachael Tolliver
U.S. Army Cadet Command

As more than 1,000 Cadets plus cadre headed overseas in support of Cultural Understanding Language Proficiency missions, they can look back on this summer and see the result of their efforts for years to come.

Many missions took Cadets to countries that are economically challenged to teach conversational English. One of the tools such countries use to reach economic prosperity is learning English because international business is conducted in English.

But foreign militaries must also learn English because NATO missions are conducted in English, and participants must be able to understand their counterparts. While U.S. Army Cadets trained with foreign militaries and learned about their weapons, their tactics and their leadership styles, they also made life-long friends.

Cadets who traveled to France also participated in Normandy's D-Day remembrance ceremony where they also visited Omaha Beach. But their mission was to teach conversational English — or Cadet English Language Training missions — to our NATO allies, and to learn French.

The group was interviewed for a story by European Command and said in the interview that every week they would get a new group of French soldiers.

In the mornings, they led discussions to help high-ranking French officers and NCOs improve their English, Cadet Michael Marshall, a junior at the University of Utah, said for the story. In the afternoon, Cadets took French classes — practicing French and learning about French military and culture.

“Getting to know the French NCOs and officers was an excellent opportunity; other Cadets are doing that around the world, and it’s beneficial for all

of us,” said Cadet Rebecca Thoms, a junior at Marquette University.

“We’ve formed friendships that will last throughout our careers,” Marshall added. “I couldn’t ask for anything else.”

Other English teaching missions included Togo, Africa. Cadet Garrett Schoenfelder said the trip to the training facility in Pya, Togo, where Cadets taught Togolese Cadets, took eight hours but they were able to see much of Togo on the trip.

And the Cadets who traveled to Dar Es Salam, Africa, on CELTT missions were able to learn Swahili, learn about the Tanzanian culture and practice the leadership skills they have learned in ROTC.

Cadet Jordan Oberlander, who attends the University of Alaska-Anchorage, said the CULP mission was an opportunity to experience a new culture. He said he learned valuable lessons, was able to fine-tune leadership skills and learned to be flexible in what he



(Above) Cadets in Guyana participated in several service projects that involved painting murals on the walls of McKenzie Sports Club that have positive messages for the community, including “say no to drugs” and “keep Linden litter-free.” (Top) Cadets join World War II veterans in Normandy, France, folding flags on the D-Day anniversary. *Submitted photos*

was doing and to think on his feet.

"The first leadership skill I fine-tuned was public speaking," Oberlander said. "As a platoon leader, you have speak to 30 to 40 Soldiers. ... I think speaking in front of 40 students was a pretty good start. And, adaptability was another skill. Like, we ran out of lesson plans and had to be flexible and adaptable so we had to wing it. So we asked what they wanted to do, because we wanted to know. And they wanted to teach us Swahili, which I think I got a lot out of."

This year also saw the first ever nursing CULP missions. Cadet nursing majors were sent to the Philippines and to Indonesia in support of medical humanitarian missions.

From treating locals who line up for blocks to receive free medical care in Indonesia, to helping the Guam National Guard teach combat-life saver and emergency response classes to the Philippine armed forces, ROTC nurse Cadets left their mark in foreign countries.

Maj. Jumaryel "Jay" Castro is the Guam National Guard J3 plans and operations officer. He is also the state partnerships program coordinator.

"The reason they needed the CLS course is because (until recently) they didn't have medical platoons or a medical forward support company to deploy to the southern Philippines where they are at war with terrorists—a hotspot for terrorist organizations moving into Asia," he said. "They were suffering a 25 percent casualty rate."

Additionally, he said that because of the location of the Philippines, it is prone to natural disasters. Training the reserve forces in emergency responder techniques allows it to be ready when they are called to duty.

"Because they have the medial knowledge and know body assessments, they are helpful even at the reception station where we have to get the blood pressure of 1,000 people," Castro said.

"With nursing Cadets there, they could assist at the beginning before the patient ever gets to the practitioners. They could also be paired up with the actual nurses and some of the nursing students from the local college that help out."

Sgt 1st Class Gerber Urbino, Guam's J3, operational, said he felt Cadets were not only helpful to the mission, but got a lot out of it.

"The Cadets are very receptive and eager to learn all they could about the culture and the

people," he said. "They are not afraid of any challenges. To them it is an adventure."

Cadets also traveled to Benin, Africa, where their main mission was to teach English to Beninese cadets at the National Officer Academy in Toffo. They lived in the barracks at the academy for two weeks and provided four hours of daily English instruction five days a week.

But, Cadet Adria Penatzer said, the most important lessons for her came outside of the classroom. After the 37-day deployment she said she learned invaluable lessons about her-

positions within U.S. Combatant Commands. The purpose was to allow Cadets a better understanding of what goes on in the world, specifically how the U.S. military interacts in a joint environment. An internship also allowed them to focus on their leadership skills and see how a higher command operates.

Ray Causey, CULP division chief, said most Cadets are given responsibilities commensurate with those of field grade officers in various staff sections. These real-world staff

responsibilities, such as planning, coordinating, writing and briefing high-level staff officers, are valuable broadening Cadets' leadership experiences.

Cadet David Kemp, from Weber State University, is enrolled in ROTC on the Green to Gold program. He said the hardest part of the mission for him, other than missing his dog, was also his favorite: adapting to a staff officer position.

"We are being trained for second lieutenant positions in ROTC, but here we are given assignments or assisting in assignments that an O-4 or O-5 are working on, and in some cases O-6. We are way above our pay grade here, and it is challenging but very, very, very rewarding. I

wouldn't trade this experience for anything; even seeing my dog."

Whether it was to teach conversational English, help build fences, paint walls, plant trees or learn another militaries tactics by training with them, ROTC CULP Cadets didn't waste their summer.

"I have matured and also acquired skills to further develop my career," said Cadet Edward Caraccioli from St. Bonaventure University. "Many of my non-ROTC peers do not have a long-term career plan and rarely think beyond whatever homework they are currently doing or the next exam.

"I have set personal goals, and I am trying to achieve those goals through ROTC. CULP has given me an opportunity to interact and work with people who have taught me a lot and have helped me consider possibilities in terms of career development."

ALL AROUND THE WORLD

A rundown of countries where Cadet CULP missions were held this summer:



self and her biases.

She added that by interacting daily with Beninese cadets and the locals of Benin, she has vowed to overhaul her standard method of judging people and character.

"Judgment has a negative connotation, but we all do it, consciously or unconsciously," Penatzer said. "People judge everything from brand names, to social norms, to people. Living in Benin was an eye-opening experience in terms of how, if and when judgment is appropriate. Relative to the American lifestyle, I perceived that the Beninese live in (poverty.)"

"I was ashamed of my ignorance, but I began to recognize how socialization within Western culture was affecting how I perceived Benin and the locals' way of life. One of the precise purposes of CULP deployments is to force Cadets out of their comfort zones and into an unfamiliar environment, freeing them from judging and experiencing foreign cultures through a solely American and Western lens."

And CULP Cadets also served in internship

THE PROFESSIONAL

Snubbed on NFL draft day, 2nd Lt. Rockne Belmonte isn't ready to give his dream the boot. He landed a contract to kick for the Cedar Rapids Titans of the Indoor Football League.

By Steve Arel

U.S. Army Cadet Command

Rockne Belmonte, the second lieutenant who gave up an active duty slot for a shot at playing professional football, is back on the field this fall.

It's not exactly the field he hoped to be on, volunteering as a kicking coach with his high school alma mater. But it's football, nonetheless.

And if Belmonte can't be in the game, he can be close to it.

In the meantime, Belmonte waits for the call from the National Football League, from the Canadian Football League, from any major pro league needing his strong left leg to give their team a lift.

"There are no guarantees in football," he said. "I'm just training and waiting for a call. It could happen tomorrow."

Belmonte was considered a professional kicking prospect earlier this year – still is, in fact – when he wrapped up his collegiate career as Northern Michigan University's career leader in field goals made. He was invited to and competed in a host of combines and tryouts from coast to coast.

As the NFL draft loomed last April, Belmonte knew his chances of being picked were slim. NFL teams rarely take kickers, seeing better opportunities to add them to their roster through free agency.

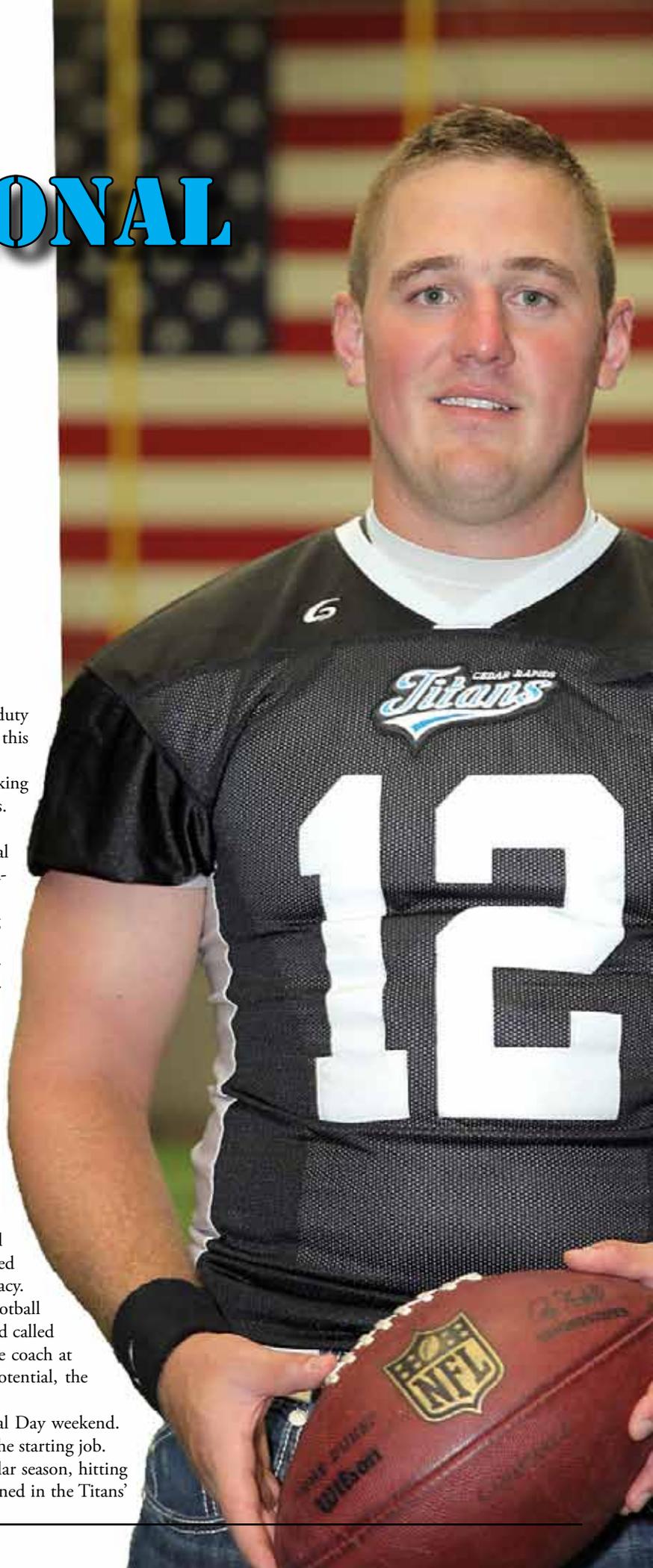
So the reality of going undrafted didn't deter Belmonte. He continued to try out and showcase his skills at combines, while his agent promoted him around the country.

At the time, the Cedar Rapids (Iowa) Titans of the Indoor Football League began losing confidence in its placekicker, who had grappled with injuries that affected his leg strength and diminished his accuracy.

Head Coach Mark Stoute, a former kicker in the United States Football League and the Arena League, learned of Belmonte's availability and called Rob Boss, one of his former Arena League players and an offensive coach at Northern Michigan, for a scouting report. Sold on Belmonte's potential, the team offered him a tryout.

Belmonte drove from his Grand Rapids, Mich., home Memorial Day weekend. He tried out one day and suited up for practice the next, winning the starting job.

Belmonte played the team's last two games of the 14-game regular season, hitting 11 of 14 extra point attempts and missing three field goals. He shined in the Titans'





Second Lt. Rockne Belmonte poses in his Cedar Rapids Titans jersey inside Van Andel Arena, where he practices kicking while back home in Grand Rapids, Mich. *Photo by Jim Hill*

(At right) Belmonte kicks an extra point during a Titans game this season. *Photo by Stevie Petersen*

lone playoff game against eventual IFL champion Sioux Falls Storm, connecting on two of five field goals, including a 53-yarder, and two extra points.

The transition to an indoor league posed several challenges, with uprights that are half the width of the standard 18 feet used in college and in the NFL and smaller arenas with low ceilings. Belmonte's first several field goal attempts rattled in the rafters.

The league dynamics created a difficult learning curve. Belmonte was forced to look differently at how he booted balls, thinking more about trajectory than ever before and having to alter his kicking style slightly to increase his accuracy.

The misses were somewhat frustrating.

"Our league is not very forgiving," Belmonte said. "I had my low moments in college. It's something I've learned to overcome training to be an officer. You can hide behind excuses, or work on it and get better. The kick that matters is the next kick."

Belmonte's performance, though in just a few games, made such a positive impression on Stoute that the Titans already have signed Belmonte for the 2014 season. He could make up to \$350 a game, with his room, meals and expenses paid for by the team.

Stoute has such confidence in Belmonte's ability to flourish in the IFL and in his potential that he has no plans to bring in an additional kicker to challenge him.

The job is Belmonte's.

"We need leadership in the locker room," Stoute said. "We're looking for Rock to be one of those guys to step up and be one those leaders."

Besides Belmonte's talent on the field, Stoute likes what Belmonte brings off it as well. Belmonte is focused on making a difference, participating in school visits, speaking at public engagements and consistently representing the team as a

professional – traits he attributes to Belmonte's upbringing and ROTC training.

"When your background is one of structure, you have a task and hit that point time and time again," Stoute said. "He's very dedicated and focused."

Signing Belmonte early and having him as the lone kicker in camp in January will give Stoute, the 2013 IFL coach of the year, more time to work with him individually.

"One good thing about Rock is that he has a good work ethic," Stoute said. "We hope we can provide a platform for him to continue to work on his skill set and that call (from a larger professional league) will come."



Belmonte sees coaching high-schoolers as something of a welcome break and a chance to give back to Grand Rapids Catholic Central. He went through much of the last year at a feverish pace.

His college team began training for the 2012 season in August. His season ran from September to November. He was chosen to

compete in South Carolina all-star game for seniors in December, right around the same time he was graduating from Northern Michigan.

In January, Belmonte spent a week attending the U.S. Army All-American Bowl, an all-star game for the nation's top high school seniors. He was showcased throughout the week's festivities in San Antonio as an example of someone who possesses the academic, athletic and leadership abilities that comprise Army officers, speaking to various groups, parents and players about his ROTC experience and his collegiate success.

The week culminated with Belmonte being commissioned on the Alamodome field before the game, having his parents pin on his rank in front of 35,000 fans.

"It's been a fun year," he said. "That's

BELMONTE, continued on page 20

Welcome back



(Left to right) Maj. Gen. Jeff Smith, commander of U.S. Army Cadet Command; Matthew Goldstein, chancellor of City University of New York (CUNY); and Lisa Coico, president of City College of New York (CCNY), sign a memorandum of agreement during a ceremony May 21 that reestablishes Army ROTC at CCNY. Photo by Andre Beckles, CUNY (Below) Smith speaks with retired Gen. Colin Powell at the ceremony. Powell, a CCNY alumnus who served as chairman of the Joint Chiefs of Staff and later as secretary of state, served as the ceremony's keynote speaker. Photo by Lt. Col. Matt Hackathorn

After 40-year hiatus, City College of New York enlists Colin Powell to help mark school's heralded ROTC return

By Lt. Col. Matt Hackathorn
U.S. Army Cadet Command

The City College of New York called on one of its favorite sons this spring to help announce the return of ROTC to campus.

Retired Gen. Colin Powell, a CCNY alum and product of Army ROTC, delivered the keynote address at the historic ceremony May 21 to mark ROTC's return to the college after more than 40 years.

Powell served as the appropriate advocate to promote the new partnership, given his background of humble means and the impressive way he applied his education from CCNY and ROTC to become the military's top general officer and ultimately secretary of state.

One of Powell's many inspirational messages to Cadets, cadre and university administrators regarded his early assessment of the Army, and how being a minority is irrelevant when it comes to achievement.

"The Army doesn't care about color; if you can perform, then you'll be successful," said the former Chairman of the Joint Chiefs of Staff. "I'm deeply moved and touched my alma mater will again be developing future Army leaders."

Dr. Lisa Coico, president of CCNY, quoted Powell's book "My American Journey," when pointing out the status of City College's ROTC program when he was a Cadet as once the largest in the United States. In 1971, the



CCNY, continued on page 20

After serving his country, former Army ROTC Cadet Wes Moore is leading national conversations about issues important to him. For starters, he is focusing the dialogue on creating opportunities for young people and on helping veterans.

Moore to the story

By Jacob Bennett
U.S. Army Cadet Command

Wes Moore's life story includes working alongside top leaders of the federal government, writing a best-selling book that is taught in schools around the country and hosting a television show for Oprah Winfrey.

But before he joined ROTC, the first act of his story looked much different: fighting, truancy, getting cuffed and thrown in the back of a cop car at age 11 for spraying graffiti.

Moore, 34, advocates for the benefits of guidance and discipline to a young person's life, because he knows firsthand. He says his own life would have been different if his mother hadn't sent him to Valley Forge Military Academy, where he trained to be an Army leader.

"It gave me a chance to reinvent myself and my life, and taught me that the world was bigger than what was directly in front of me," Moore said. "What ended up happening was, so much of my thought process, so much of how I think about the world, evolved from my time in ROTC."

With the brains of a Rhodes Scholar, the build of a wide receiver, and the face of one of People Magazine's "Top 50 Bachelors" (July 2001), it would seem Moore was destined for great things. But he is a classic example of how leadership can make a difference — without timely guidance from some caring adults, he could have led a completely different life. In fact, he even knows one possibility for what that life could have been. Another man named Wes Moore — who was roughly the same age, from a similar neighborhood and who also grew up without a father — went down a more tragic path. Wes Moore, the ROTC grad, wrote



MOORE, continued on page 20

CROWNING ACHIEVEMENT



*After long, trying seasons,
West Creek and Francis Lewis
capture gold at
national drill meet*

By Steve Arel
U.S. Army Cadet Command

DAYTONA BEACH, Fla. – A national title drought discouraged some veteran members of Francis Lewis High School’s unarmed drill team.

Despite the fact they helped build the team into a perennial power at the sport’s highest level since winning a national crown in 2010, it wasn’t enough not to win more regularly. So they quit, leaving the Patriot Pride dominated this year by freshmen performers.

Those newcomers, feeding off the experience of seniors who were part of the school’s last national winner, propelled Francis Lewis back to the top of the unarmed division this spring.

The New York program, the largest in Army JROTC, narrowly recaptured the national championship, beating Brandeis (Texas) High School, an Air Force unit, by six points.

Schools are judged in five categories – inspection, regulation, color guard, squad exhibition and platoon exhibition. Teams can earn 1,200 points in each for a total of 6,000.

Francis Lewis racked up 5,760 points, winning regulation and squad exhibition with perfect scores.

“They really worked hard,” said retired Sgt. 1st Class Helen Batts, the Francis Lewis coach. “There were times where they were more determined than me. They had the discipline, stepped up and it showed.”

The 31st annual national meet featured more than 100 Army, Navy, Air Force and Marine Corps schools from across the country, duking it out on the drill floor over three days of competition at Daytona’s Ocean Center. Programs competed on two levels, the challenge level for novice and less-experienced team and the masters level, which is designed for the most experienced

West Creek (Tenn.) High School co-captains Christopher West, hoisting trophy, and Khianna Anthony, express their joy after their team won the challenge division in the national drill meet.
Photo by Steve Arel

and skilled JROTC programs.

On the challenge level, West Creek (Tenn.) High School, which has only been in existence for four years, won its first national crown by topping the armed division. It beat out Passiac High School, a Navy program from New Jersey.

The victory was the second major win this year for West Creek, which took the 7th Brigade championship in March. The Coyote Guard, as the team is known, finished a distant 11th in April's Army Nationals.

The national victory stunned Christopher West, West Creek's co-captain, who was somewhat underwhelmed with the team's performance.

After hours of practice in the days before the meet and a 19-hour bus ride to Daytona, Coyote Guard members just didn't seem to be at their best inside the Ocean Center, he said.

"Imagine if we were at our best," said Khiana Anthony, the other co-captain.

Randall Hickox might have wondered the same thing. On the eve of the year's biggest drill meet, he tore two ligaments in his left wrist while practicing a rifle spin.

The Cadet from Airport (S.C.) High School went to a doctor, who gave him two things: A splint and orders to reduce the stress on his wrist.

But by the masters level dual exhibition competition on the meet's last day, Hickox had shirked both. After losing the splint during an earlier event, the sophomore took to the floor with Patrick Nix, his left hand to the middle of the forearm wrapped in padding and gauze.

"I love drill with a passion, and I'm not going to let this stop me," Hickox said. "I guess you can call me hard-headed."

Marmion Military Academy hoped to ride the wave of an Army Nationals title in April to the top of the National High School Drill Team Championships demilitarized arms division. Unfortunately, it didn't happen, as the Army champs from Illinois ended up fifth in Daytona.

The national meet tends to be a nerve-racking experience for many Cadets, with dozens of people looking on as they execute their performance. For those like senior Stuart Kofron, there was the added responsibility of ensuring his team's younger Cadets were ready and focused.

"We're one big team, so we all share the pressure together," he said. "We've been prepping all year, so we know what we're in for."

Kofron competed with junior Alex Kirtley in solo exhibition and ended up fourth. As the two warmed up prior to taking the floor, running through their routines, Kirtley eyed his performance with considerable anticipation.

"There's nothing like this," he said. "You step on that floor and get a huge adrenaline rush."

Fung and Zhang were feeling a rush after the national victory, mugging for pictures with the 6-foot-tall trophy.

Fung's phone buzzed continuously with congratulatory texts and phone calls.

The scene was drastically different than the night of the Army Nationals in Louisville, Ky., when the unarmed team was sixth, its worst finish at a service-level meet in years. But that night sounded an alarm to Francis Lewis cadets, who had become accustomed to winning countless trophies and events in the New York region.

"We went to Kentucky and – boom – we didn't get it," Zhang said. "It was a wake-up call."

The team went home, collected itself and focused on fixing mistakes judges pointed out. The team that performed in Daytona was much different than the one that took the floor in Kentucky, Fung said.

In fact, she expects the national success to attract a number of new Cadets who want to be part of the team, as well as some of those who bailed earlier in the season.

"They'll have to compete for a spot like everyone else," Fung said. "This was the whole reason I wanted to be part of the team; I wanted to be a champion."



Marine Corps Staff Sgt. Alberto Andino demands the answer to a question from Michael Willis of James Madison (Texas) High School during demilitarized arms inspection competition at the national drill meet this spring in Daytona Beach, Fla. Photo by Steve Arel

NATIONAL SPOTLIGHT

A look at how the top Army JROTC teams fared in the two levels of the all-services National High School Drill Team Championships this spring in Daytona Beach, Fla.:

CHALLENGE LEVEL

ARMED

1. West Creek (Tennessee)
5. West Creek (Tennessee)
8. St. John's Northwestern Military Academy (Wisconsin)
11. Murphy (Alabama)
14. Alvin C. York Institute (Tennessee)

UNARMED

7. Mulberry Senior High (Florida)
9. Murphy (Alabama)
10. Airport (S.C.)
12. North Salem (Oregon)
15. Waukegan (Illinois)

MASTERS LEVEL

UNARMED

1. Francis Lewis (Florida)
6. James Madison (Texas)
7. Smith Cotton (Missouri)
8. North Miami Beach (Florida)
13. Hubbard (Illinois)

MIXED ARMS

2. J.H. Reagan (Texas)
3. Smith Cotton (Missouri)
5. Winter Springs (Florida)
6. Airport (S.C.)
7. Miami Coral Park (Florida)

DEMILITARIZED ARMS

4. Francis Lewis (N.Y.)
5. Marmion Academy (Ill.)
7. James Madison (Texas)
8. North Miami Beach (Florida)
11. Hubbard (Ill.)



To access the online photo galleries for the 2013 National High School Drill Team Championships, scan the code above.

1ST BRIGADE



COMMANDER
Col. David Wood



CSM
Command Sgt. Maj.
Christopher Martinez

2ND BRIGADE



COMMANDER
Col. Scott Heintzelman

3RD BRIGADE



COMMANDER
Col. Troy Douglas



CSM
Command Sgt. Maj.
Richard Johnson

New leaders join the ranks of

Cadet Command

CADET COMMAND HEADQUARTERS

DEPUTY COMMANDING OFFICER

Col. Maria Gervais

Col. Maria Gervais is Cadet Command's new deputy commanding officer. She replaced Brig. Gen. Erik Peterson in late May.

Referring to herself as a "country girl," she told the audience gathered at Fort Knox's Gen. George S. Patton Museum that after spending the last six years on the East Coast, with two of those six "buried in the bowels of the Pentagon," she had looked forward to the ceremony being outside, standing on the parade field, with its wide-open spaces. However, due to possible rain, the ceremony was moved inside to the museum.

Gervais said her parents, and especially her father, would be pleased at the location of the ceremony.

"My father greatly admired Patton," she said.

As an ROTC Cadet years ago attending Basic Camp, the predecessor to the Leader's Training Course, she said her drill sergeant saw potential in her, something she did not see in herself at the time.

Realizing she had potential to do well helped ignite the passion Gervais has for the Army. She wants to help ignite that spark in current and future ROTC Cadets.

"Our mission here at Cadet Command is priceless," she said. "I'm deeply honored to be a part of that."

Photo by Steve Arel

WAGNER, continued from page 5

the single position charged with oversight of the nearly 900 schools with JROTC programs at the time.

Within a year or so of Wagner taking command, he expanded the division into a directorate that handled the administrative and personnel aspects of the junior program and a specific training branch that developed, monitored and managed the educational curriculum, Soldier skills training, and utilization of resources.

Wagner focused, too, on the general quality and appearance of those throughout JROTC. He raised qualification standards for instructors and enforced those standards more stringently by requiring them to meet Army height and weight guidelines and undergo an interview before being hired.

As he pushed for change among those leading Cadets, Wagner also moved to make the curriculum more relevant to the citizenship mission. Gone was training that spotlighted weapons and tactics. In its place were lessons that centered on technology, citizenship and leadership.

Wagner used the military expertise of instructors on the senior level through what he dubbed Operation Capital, where he gave cadre at colleges and universities the additional duty of partnering with JROTC units, particularly those in urban areas, to help make the programs more effective. The practice continues today.

By the time federal government officials considered nixing JROTC in the mid-1990s; Wagner had seen such positive strides in high schools nationwide that he successfully challenged leadership, alongside Senior ROTC product Gen.

Colin Powell, to keep the effort vibrant.

“His efforts really helped save the program,” said Donna Rice, a now-retired JROTC curriculum chief.

Even after Wagner retired, his affinity for JROTC remained strong. Having long seen the impact the annual George C. Marshall Awards had on exposing the top college Cadets to senior Army leadership and world issues, he urged Cadet Command and the Marshall Foundation that puts on the senior event, to create a similar version tailored to junior Cadets. The first George C. Marshall JROTC Leadership Symposium was held in October 2005 in Lexington, Va. Speaking to those inaugural attendees, Wagner encouraged them to be examples to all students.

“You have a responsibility to your entire school, to your classmates, to be better citizens,” he said.

Wagner was at his most joyous around youth, be it students, Cadets or young Soldiers, his daughter, Kris Rarig said. He bubbled with excitement in being able to mentor them and share some of his wisdom.

Well into his 70s, Wagner, once described by former Cadet Command commander Maj. Gen. W. Montague Winfield as still having “plenty of pep in his step,” was a regular visitor to the senior and junior Marshall events and Cadet Summer training venues. He also frequented Barron Elementary School in Hampton, Va., near his home, where he read to the children, who came to know him as “Story Bob.”

“He just loved young people,” Rarig said. “You could see it. He would just blossom.”

One of his last official engagements came in 2011 when he delivered the keynote address at the College of William and Mary’s commissioning ceremony and commissioned his granddaughter, Amy Rarig. Wagner loved his family, Kris Rarig said.

He loved his Cadet Command family, too. The command was what he was most proud of during his career. Wagner even considered moving to Kentucky when Fort Knox became its new home in 2010, Kotakis said.

“General Wagner made an indelible mark none of us will ever forget,” said Maj. Gen. Jeff Smith, the current commanding general of Cadet Command. “What he did in standing up Cadet Command, which is so vital to the success of our Army, speaks volumes about the superior leader he was. When you think about the thousands of lives he touched by developing this organization that every year commissions thousands of officers and provides leadership training to thousands of high school and college students, it truly is impressive.”

Kris Rarig said her father would want to be remembered as a patriot, a gentleman, a husband and a father. But above all else, he would want people to know he loved his country.

After rousing Cadets with his speeches, Wagner, the self-proclaimed oldest Cadet, routinely ended his remarks by leading them in a chorus of “Hooah.” He would raise what he referred to as his “mighty right arm,” and when he lowered it he wanted his audience to sound off with a ferocity that would rattle the walls of the venue.

His booming voice led the charge. Now, that mighty right arm and booming voice rest.

REFLECTIVE MOMENTS: Former command leaders remember Maj. Gen. Robert Wagner

RETIRED MAJ. GEN. ARTHUR BARTELL,
former commanding general

I was saddened, like the rest of the Cadet Command family, to hear of the passing of Maj. Gen. Robert Wagner, affectionately known by his cavalry moniker, “The Dueler.” During my tenure as the Cadet Command CG, I had the opportunity to spend some very quality time with The Dueler. There was no more passionate advocate for Cadet Command, and more importantly, both Junior and Senior ROTC Cadets than he.



Bob Wagner, the Father of Cadet Command, lived and breathed everything Cadet Command for over 25 years and the hundreds of thousands of young men and women who were motivated to be better citizens through JROTC and were commissioned as second lieutenants through SROTC are his legacy. I will miss this Cadet Command icon. Rest in peace my friend, knowing that Cadet Command remains in very good hands.

RETIRED MAJ. GEN. W. MONTAGUE WINFIELD,
former commanding general

In many of our hearts and minds, the Dueler was “Cadet Command.” Cadet Command was his brainchild. He was passionate about developing our new officers into warriors, and the Warrior Ethos was the centerpiece of the Cadet developmental program.



The Dueler was the ultimate mentor. I met him the first time when he was the 60th Regimental commander of the 2nd Armored Cavalry Regiment. He selected me, a first lieutenant at the time, to command his enormous regimental headquarters and headquarters troop, and later Bravo Troop of the 1/2 ACR. There is no doubt he was instrumental in me being selected to succeed him 15 years later as the commanding general of U.S. Army Cadet Command.

After retiring, he passionately served as a “grey beard,” providing insight, mentoring and encouragement to each subsequent Cadet commander. The Dueler was a visionary before his time.

Cadet Command, the U.S. Army and our nation HAVE lost a true American hero. God Bless the Dueler as he heads to Fiddler’s Green.

RETIRED BRIG. GEN. ARNOLD GORDON-BRAY,
former deputy commanding general

He is one the most important Army officers in the standardization of development in our nation’s history. He is the “Father of Cadet Command.” I ask that every ROTC commissioned officer and JROTC student say a prayer or send a “like” in his memory.



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► **ALSO ON THE WEB**
Former speechwriter Paul Kotakis remembers Wagner as a man of many facets. Check out his column at <http://1.usa.gov/17NGWuM>.

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college's faculty senate voted to sever ties with the Army in protest to the Vietnam War, like other colleges at the time.

Cadet Command's partnership with the City University of New York, a system of 24 colleges across the city, started last fall when Army ROTC began teaching classes at York College in Queens and at St. John's Campus on Staten Island. Army ROTC classes will also begin at Medgar Evers College in Brooklyn in January.

The goal for Army ROTC is to produce an officer corps that reflects the racial and ethnic diversity of America. Obtaining the right balance of new second lieutenants will equal the right balance of senior officers in 2030 and beyond.

Maj. Gen. Jeff Smith, commander of U.S. Army Cadet Command and Fort Knox, hailed the new partnership as an opportunity to bring back a great tradition.

"This is a partnership we've been waiting to implement," said Smith, who originally directed the new partnership be implemented next year but changed his mind after visiting the campus. "There's a tremendous pool of talent and diversity in New York City, and Army ROTC is seeking unrivaled academic excellence."

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for sure."

Belmonte, who branched transportation, has been designated into the Army Reserves and assigned to the 401st Transportation Co. as a platoon leader. He also works as a salesman and broker for a private transportation firm in Grand Rapids.

Belmonte has the leg strength to compete in the NFL. The key to winning a job, besides the fact that an opening has to exist, is being at one's best when the opportunity surfaces.

"A lot of times for a kicker, it's about being at the right place at the right time. It was with us," Stoute said. When trying out, "it's got to be your day. You have a bad workout, you're not going to get to tomorrow."

As the NFL season gets under way, Belmonte hasn't lost sight of his dream.

But if the bigs never call, he'll still have his service.

"One of my big loves is still the Army," he said.

LTC, continued from page 9

and rank structure -- and had to be able to execute a class on those topics to LTC Cadets.

Weary about teaching, Valentine became comfortable with the material by remembering the LTC Cadets would soak up all the information he presented. Practicing to teach helped him become confident to actually teach, something that was different than understanding it.

"You can learn something and know it. But to teach something is completely different."

For all the success, the program wasn't without hiccups. The pilot started with Alpha Company and proved to not be what the Cadets ex-

MOORE, continued from page 15

an insightful, well-read story about the similarities and differences in their lives: *The Other Wes Moore*.

The *Cliff's Notes* version goes something like this: Moore the author was born in Maryland; he was 3 when his father died of a rare virus; his mother moved them to be with her parents in the Bronx, he tried private school but ended up on academic probation before his mother sent him to the military academy. He attempted to run away several times, but he eventually seized the chance to make something of himself. When he graduated at 18 in 1996, he was a company commander and a second lieutenant in the Army Reserves, on his way to a life of leadership.

The *Other Wes Moore* did not get the same guidance the author did; to put it mildly, he also made some poor choices. He was part of a group that perpetrated the robbery of a Baltimore jewelry store, which ended in the shooting death of a police officer. The *Other Wes Moore* was sentenced to a life behind bars.

After military school, Wes Moore took advantage of his opportunities. He interned with the mayor of Baltimore, and he studied international relations at Johns Hopkins University, where he was also a star wide receiver. He also served as a White House Fellow to Secretary of State Condoleezza Rice.

As an Army paratrooper, Moore served a combat tour of duty in Afghanistan with the 1st Brigade of the 82nd Airborne Division. After serving in the Reserves and on active duty, Moore honorably discharged in 2008.

Just about the time Moore earned a Rhodes Scholarship to study at the University of Oxford in 2000, he learned of the other Wes Moore. The

story haunted him so much that after he finished up at Oxford he mailed a letter to the inmate Wes Moore, beginning a correspondence that shaped the book.

The book captured national attention, including an interview on "The Oprah Winfrey Show." That led to a gig hosting a television series called "Beyond Belief" on OWN: The Oprah Winfrey Network, a show focusing on inspirational stories.

"Wes Moore's life-changing story and aspirational message made him a perfect host for 'Beyond Belief,'" said Mashawn Nix, OWN Senior Vice President of Programming, who worked with Wes Moore on the show.

Moore founded a production company, Omari Productions, which films shows for several networks. It is currently filming a PBS series called "Coming Back," which highlights triumphant stories of veterans returning from Iraq and Afghanistan, due to run in 2014.

The production company is based in Baltimore, where he lives with his wife, Dawn, and their 2-year-old daughter, Mia (another baby is on the way). The company's goal is to tell stories that help build stronger, more supportive communities, starting with improved education.

"I had no intention of being a television host," Moore said. "I had an intention of being a change agent, of being able to change ideas and minds and thoughts and hearts. I never thought television would be the means to do it. One of the things I got from the book was how exactly stories can mobilize people, mobilize action. I'm very much about digging deeper into stories and just really helping people change mindsets and change thought processes."

pected. Instead of starting as squad leaders as was the initial intent, they were put into the role of drill sergeants and other positions for which they were not sure how to react.

"It led us to only this NCO scenario when we're trying to become officers," said Jenneffer Gonzalez, a program participant. "It kind of distracted us from what our goal is at LDAC."

Gonzalez, a student at Southern Illinois University-Edwardsville, said in Alpha Company, she and her fellow juniors were correcting Cadets on facing movements and positions instead of being involved with planning and tracking equipment.

Amid the confusion, the program was restart-

ed with Charlie Company.

Cadet Command is reviewing data from after action reports and will make recommendations for improvement to Smith. The ultimate goal is to expand the program to include juniors in all LTC companies and at all levels of leadership.

Gonzalez said she would leave with a positive experience. She became more confident in her skills, realizing her importance and how much she actually knows. The LTC training taught her how to work with the many different personalities and to always be prepared.

"It's helping me be more resilient to changes," she said. "You always have to have a contingency."

Cadet Spotlight

A quarterly look at some of ROTC's future leaders who are already making an impact on their campuses.

Auburn University's Piper Newman was her program's George C. Marshall Award winner last spring, recognizing her as its top Cadet. After spending part of the summer on a CULP mission to Bulgaria, she is focused on her studies and commissioning in December.



AUBURN
UNIVERSITY
ESTABLISHED 1856

Hometown: Daleville, Ala.

Major: Aviation management

GPA: 3.92

ROTC activities: Besides CULP, she has been part of the school's Ranger Challenge team, color guard and was an platoon trainer to third-year Cadets last year.

Other activities: Has her private pilot's certificate.

Branch: Aviation

What motivates you to be an Army officer?

In my junior year of high school, I had a passion for flying. The Army had a lot of options for training and flying. Looking into that, the Army profession would be a cool career. You constantly have opportunities for advancement. It's a good way to serve, and I would feel pride in doing it.

What are your future Army goals?

I plan to be career military. Even if I stay in 20 years, I will have a good leadership foundation to open my own business, which is what I want to do after retiring.

LAST LOOK

Cadets with Golf Company finish their final 6.2-mile march back to the Leader's Training Course garrison area in early August as the sun begins to rise. The march is the last training event at LTC. *Photo by Corey Ohlenkamp*