

# West Point

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**In This Issue:**

**Coaching at West Point**

A Publication of the West Point  
Association of Graduates



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# The Thayer Leader Development Group at West Point

As graduates and former leaders of the U.S. Military Academy at West Point, we intimately understand the need to bring more visitors to West Point. Increasing tourism to West Point is in the best interests of the U.S. Military Academy, the U.S. Army and the nation.

Reaching out to the public and gaining exposure to our Alma Mater will help increase applications from the best and the brightest, and help bring potential financial contributors to West Point to help maintain our margin of excellence in academics, physical training and the moral development of tomorrow's leaders of character.

Making a meaningful impact on guests begins with their stay at The Historic Thayer Hotel at West Point. To achieve this, the Hotel has recently undergone a multi-million dollar renovation including the addition of 23 new executive suites and is showcasing some of our most inspirational graduates through a room dedication program in which each guest room is named after a graduate. Learn more about the room dedication program at [rdp.thethayerhotel.com](http://rdp.thethayerhotel.com)

Yet, most important is the founding of the **Thayer Leader Development Group at West Point (TLDG)**. TLDG has hosted corporate conferences and leadership training for hundreds of companies at The Historic Thayer Hotel at West Point. Most executives attending these programs have never had any military experience or

exposure to West Point. These executives are walking away from their experience at TLDG with a new found love and respect for the Armed Forces of the United States and the great work being done here at West Point. Many senior management teams in the Fortune 500 have now visited West Point to either host their own corporate conference at The Hotel or to attend leadership training at TLDG. The average rating from C-Suite executives from these great corporations is 9.5 out of 10 in terms of content, faculty, facilities and overall atmosphere of the program.

*We encourage all graduates to bring your friends, family and business teams to West Point for either corporate conferences or tourism...*

We are confident that TLDG will add value to your team and will also significantly contribute to enhancing West Point's image throughout this great country. Contact Rick Minicozzi, '86, Managing General Partner, [rick.minicozzi@thayerleaderdevelopment.com](mailto:rick.minicozzi@thayerleaderdevelopment.com) or Bill Murdy, '64, Chairman of the Board, [wfmurdy@thayerleaderdevelopment.com](mailto:wfmurdy@thayerleaderdevelopment.com) to

discuss how TLDG can tailor a program that suits your organization's needs.

The seven of us encourage all graduates to bring your friends, family and business teams to West Point for either corporate conferences or tourism, to ensure that USMA's reputation continues to be lauded throughout the United States. These are the ideas and the results that we, as former leaders of West Point, envisioned when The Historic Thayer Hotel was privatized.

**GO ARMY!**

RESPECTFULLY,

**LTG (ret) Dan Christman**

Former Superintendent of West Point



USMA '65

**LTG (ret) Buster Hagenbeck**

Former Superintendent of West Point



USMA '71

**LTG (ret) Bill Lennox**

Former Superintendent of West Point



USMA '71

**LTG (ret) John Moellering**

Former Commandant of Cadets at West Point



USMA '59

**BG (ret) Fletcher Lamkin**

Former Dean of Academic Board at West Point



USMA '64

**Mr. Tom Dyer**

Former Chairman of the Board, Association of Graduates



USMA '67

**Mr. Jack Hammack**

Former Chairman of the Board, Association of Graduates



USMA '49

# West Point

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## LETTERS

### Dear Fellow Graduates:

I first want to say how honored I am to be elected Chairman of your West Point Association of Graduates and at the same time thank Jodie Glore '69 for his leadership of our organization these past four years. Jodie's dedication to West Point and WPAOG is without equal in so many ways, and we graduates are fortunate to have had him, as Armor officers say, in the commander's hatch.

As I begin my term as Chairman, I'd like to share with you some thoughts and my strategic areas of emphasis at this critical period in history for West Point, our Army, and the Nation. I've asked the Board of Directors and WPAOG staff to look at several broad areas of focus, among which are:

- That WPAOG continues to demonstrate our contributions and relevance to USMA and all graduates
- That governance transparency and all our activities are conducted to the highest of ethical and legal standards
- That we increase the diversity of leadership and participation in regards to gender, age, and ethnicity, and we particularly help our Superintendent achieve his stated goal of increasing minority cadet admissions
- That we, as an organization, take a strategic look ten years down the road at how we're organized and staffed to ensure that we remain relevant for USMA and graduates in the future

Our organization is doing so many things very well. In terms of governance we've matured tremendously since our Bylaws were rewritten in 2006, weathered the recent national recession in good financial shape, and launched a comprehensive campaign, which we are on track to successfully complete in 2015. We should all be proud of our efforts to support West Point and each other, as well as the professionalism of the staff in orchestrating all that we do.

I look forward to continuing this excellence with you in the coming years, and I point to one upcoming date as a reference point. On May 22, 2019, the West Point Association of Graduates will celebrate 150 years of existence since our founding in 1869, and at that time our midpoint of living graduates will probably reside in the classes of the early 90s. I ask all graduates to look upon that occasion as an opportunity to help prepare our organization for the next fifty years through your participation and support.

In closing, I want to thank every graduate for your continued support of the national treasure we're fortunate to call our alma mater—West Point. I also want to take a moment and say, "Well Done, Be Thou at Peace" to Seth Hudgins '64, who passed away shortly before this issue went to press, for his 17-year leadership as President of WPAOG.

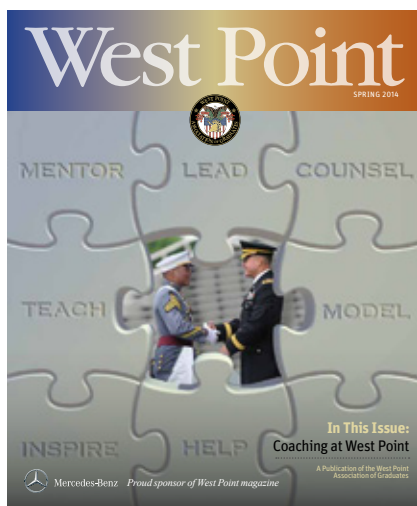
Beat Navy! Beat 'em all!!



Larry Jordan '68  
Chairman  
WPAOG Board of Directors







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From Your West Point  
Association of Graduates

Send your thoughts about *West Point* magazine to [editor@wpaog.org](mailto:editor@wpaog.org) or @WPAOG on Twitter. View the online version of this magazine at [WestPointAOG.org/wpmag](http://WestPointAOG.org/wpmag)

# A Letter From the Superintendent

In our profession of arms, military ethics impact a variety of circumstances, including the rules for the use of force and the rules of engagement.



In today's Army, ethical conduct significantly impacts our Soldiers' ability to accomplish their mission. Quite often, we find the "strategic corporal" operating within complex security environments on the front page of the *New York Times*, influencing public opinion regarding our Nation's strategic objectives.

West Point's mission is to educate, train, and inspire the Corps of Cadets so that each graduate becomes a commissioned leader of character committed to the values of Duty, Honor, Country. Our leader development models develop leaders across four pillars: intellectual, athletic, military, and character. Currently we have developmental programs for the first three, but not for character. To address this gap, we are developing the "Honorable Living" concept, which will form the basis of our character development program here at West Point.

Today's cadets continue to be governed by our inviolable Honor Code: "A cadet will not lie, cheat, steal, or tolerate those who do." Yet, "Honorable Living" is about more than just these twelve words; it is about internalizing an ethic of integrity through our honor code, elevating our character to a culture of honorable living, and serving honorably while building trust among our leaders, subordinates, peers, and the American people. The intent is not only to internalize this among each of our cadets, but to permeate the Academy and impact the entire Army.

This concept of "Honorable Living" is gaining momentum here at West Point. This past February, the William E. Simon Center for the Professional Military Ethic (SCPME) and the Class of 1970 hosted the 28th annual National Conference on Ethics in America (NCEA). This year's conference focused on honorable living and building trust within the Corps of Cadets. Cadets participated in lectures, roundtable discussions, seminars, and workshops with experts from around the country. During the two-day conference, participants examined the current character of the Corps of Cadets and the Academy's existing development programs. They also developed recommendations to improve these programs in the future.

The discussion among the cadets was deep and introspective. Besides honor, topics of respect, sexual harassment, team-building, winning honorably, and serving honorably were discussed in depth. If we are going to change a culture, we have to change behavior; and if we are going to change behavior, introspection through rich, open, and candid dialogue has to occur. Listening to this discussion was enlightening, but seeing evolving and changing behaviors was the most encouraging outcome of the conference.

In his famous "Duty, Honor, Country" speech to the Corps of Cadets, General Douglas MacArthur, Class of 1903, said that these three words "reverently dictate what you ought to be, what you can be, what you will be. They are your rallying point to build courage when courage seems to fail, to regain faith when there seems to be little cause for faith, to create hope when hope becomes forlorn." These words are the foundation on which we build our ethical framework as future Army leaders that we carry forward into a lifetime of honorable service to the Nation.

As members of the Army we also live by our values of Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. These values apply to every Soldier who wears the uniform and bind us together as an organization. As we prepare our character development strategy, these values become critical in preparing our cadets to be leaders of character who will have the ethical courage to stand up for the "harder right" and to live and serve honorably.

As future leaders, our cadets must prepare their units to fight and adapt under conditions of uncertainty while maintaining moral conduct. They will be called to make critical decisions under pressure, often with little more than commander's intent to guide them. The ethical foundation we foster at West Point will help them to live and serve honorably and to inspire the trust of their Soldiers.

Thank you for your continued support of your alma mater. Our cadets today have performed magnificently during the last 12-plus years of war in some of the most difficult circumstances. Your example both in and out of uniform serves as the role model to which these young men and women aspire. Yours are the shoulders on whom they now stand.

Thank you and Beat Navy!

Robert L. Caslen Jr. '75  
Lieutenant General, U.S. Army  
59th Superintendent, U.S. Military Academy



# Make History



## Experience leadership and ethics education based on the Army's leadership framework of "Be, Know, Do" by bringing your team to the inspirational venue of The Historic Thayer Hotel at West Point

The Thayer Leader Development Group (TLDG) was founded in 2010 and is based at the Historic Thayer Hotel at West Point. Dr. Karen Kuhla, Executive Director of Education, joined TLDG from GE, where she led global leadership development programs. Dr. Kuhla has assembled a world-class faculty to teach leadership and ethics based on the Army's leadership framework of "Be, Know, Do" to help develop full-time leaders of character. Almost all faculty are West Point graduates, have deep military experience and Ph.D.s, and are well-known authors and experts in their respective disciplines.



**"The training and development conducted by TLDG was truly outstanding. All of us came away energized by what we learned and ready to take on the next leadership challenge. The topics taught were impactful, and the instructors were inspiring. I highly recommend this program for anyone looking to invest in the leadership development of their team."**

*—Joe DePinto, CEO, 7-Eleven (USMA '86)*

The combined efforts of Dr. Kuhla and her world-class team have earned TLDG the honor of being ranked as one of the top 50 large leader development consulting companies, along with such organizations as Korn/Ferry, Ken Blanchard, Deloitte/Leadership, Goldman Sachs Group, IBM, and Accenture.

TLDG has hosted over 100 corporate, non-profit, and educational organizations, by offering both customized and open-enrollment programs to over 3,500 leaders and students of leadership, at all levels. Many clients have limited military experience and most have preconceived opinions of what leadership is like in the military. Feedback from after-action reviews and assessments have shown that the training is consistently considered the best they have ever received, and they have a newly gained perspective and respect for our U.S. military and its leadership.



**"I cannot tell you enough how much I support TLDG. The lessons, fully grounded in the latest leadership research and combat-tested, are lessons not only relevant but desperately needed in Corporate America! Values-based leadership...it is sorely lacking and in my opinion only one institution can credibly deliver that message."**

*—Stephen Cannon, CEO, Mercedes-Benz, USA (USMA '86)*

All groups receive a customized experience, based on a unique 4-pronged approach to development. Programs can include any combination of the offerings. You may experience academic excellence in the classroom, around topics one would expect to hear about developing leaders of character, along with experiential learning activities such as crewing on the Hudson River, staff rides of the Battle of Stony Point, and orienteering. Clients are offered the opportunity to have retired General Officers (West Point graduates) serve as full-time mentors/facilitators through the Senior Advisor Program. Also available is a stellar cadre of Keynote Speakers who provide compelling, inspirational addresses, with messaging specific to your objectives. Programs can range from 1 day to 1 week or more, over the course of multiple months. The decision is yours.



**"There is nothing more important to P&G's continued success than the development of strong leaders with character, values, and capabilities required to lead. And your team's personal commitment to tailoring this event to our unique needs is what made it work...Thank you for a truly outstanding experience."**

*—Robert McDonald, former Chairman & CEO, Procter & Gamble (USMA '75)*

West Point, referred to as the "Key to the Continent" by General George Washington, is where you will find the Historic Thayer Hotel. The Hotel and its views of the majestic Hudson are inspirational. The Hotel has recently completed a multi-million dollar renovation including world-class conference facilities, and remains one of the most inspirational properties in the United States. In addition to tapping into this venue for a one-of-a-kind leader development experience, many companies also choose to host their corporate meetings there.

Bring your team home to West Point and share with them the lessons that have helped shape you as a leader. This will show pride in your Alma Mater and also give exposure to many individuals who might not have had the opportunity to visit West Point. The experience will continue to have positive cascading effects on us all. Please contact TLDG at your convenience, to discuss your objectives and explore how TLDG might be of value to your team. [www.ThayerLeaderDevelopment.com](http://www.ThayerLeaderDevelopment.com) or 845-446-4731 ext. 7970

William F. Murdy, USMA '64  
Chairman of the Board,  
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# Our **ARMY** Football Coach

By Keith J. Hamel, WPAOG staff

**W**hat better way to open this coaching-themed edition of *West Point* magazine than with an introduction to Jeff Monken, whom Army announced as its 37th head football coach on December 24, 2013, after a nationwide search. Concerning that search, Boo Corrigan, Army's Director of Athletics, said, "First and foremost, we were looking for someone with an understanding and appreciation of West Point." That's Monken.

"I understand the need to have a great football team and to compete at the Division-I level," says Monken, "but I know that my responsibilities as head coach go far beyond football here at West Point." Monken developed an appreciation of this fact as an assistant coach at Navy for six years (2002-07). "From my experience at the Naval Academy, I know that it is my job here as head coach to develop leaders, and I'll do this by developing toughness, loyalty, pride, and a sense of team that go way beyond what happens on Saturday afternoons."

After Navy, Monken spent two seasons as the special teams coordinator at Georgia Tech (2008-09) before landing his first head coaching job at Georgia Southern University. From 2010 to 2013, Monken lead GSU to four winning seasons, garnering a 38-16 record during his tenure (.704 winning percentage). He coached GSU in three NCAA Football Champion Subdivision semifinal appearances, won two Southern Conference championships, and was a Liberty Mutual "Coach of the Year" finalist in 2012. Given his recent successes, it is easy to champion

Monken as the coach who will bring the Army football program back to prominence, and no one is more aware of this hope than the coach himself. "No one has higher expectations for the program than me," Monken says, "and I want instant success—I am not patient when it comes to winning."

Monken realizes that there is an opportunity at this time in the Academy's history and that of its football program to do something special. "It has been a number of years since we've had sustained success," he says. "We've had some successes—winning a bowl game in 2010, beating Air Force in 2012—but they have been isolated, and I say we need to measure success by how well we can sustain it." Monken's goal is to develop the football program into one that is respected as a quality program year in and year out. He says, "We want our brothers in Division-I football to say, 'When you play Army, you better come ready to play, and you better play your best football, or you are going to get crushed.'"

Hiring Monken is the first piece of the puzzle in Army football's return to respectability, and Academy leadership is expected to make more decisions that it feels will bring success on the field while not compromising its overall mission. "We are here to develop leaders for our Army," says Monken. "That's first and foremost in everything we do; with that, however, having a successful football program is a source of pride for the Corps of Cadets, for all our graduates, and all the men and women serving in uniform around the globe."

In his short time on the job, Monken has been busy hiring a staff, recruiting players, and meeting members of his team. He's reserving judgment on the state of his team at this point until after spring ball. "That's when we'll really first see the type of team we are going to have," Monken says. "We'll get an idea then of our toughness, work ethic, and the rest of those elements that will define our team as 'good.'" There may be questions now, but come football season Monken is certain that Army will field a team that is representative of the Academy's reputation as the world's premier leadership institution. "Our guys will play tough, they'll play together with great pride, and they'll play with an effort unmatched by any team in the country," Monken says. "When our cadets, grads, and fans watch our team play, they are going to be proud to say, 'That's *our* Army team.'" ★

Jeff Monken (middle), Army's new head football coach, poses with LTG Robert Caslen Jr. '75, Superintendent, and Boo Corrigan, Director of Athletics, after Monken's introductory press conference on December 30, 2013.





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# No Leading Without Coaching

By Keith J. Hamel, WPAOG staff

Yell, “Hey coach!” at most colleges and you are likely hailing one of two individuals: the head football coach or the head basketball coach. Yell, “Hey coach!” at the United States Military Academy and you never know who might turn around. It could be a cadet, a faculty or staff member, an officer, maybe the cadet hostess, perhaps a TAC NCO or a chaplain, or indeed an athletic coach. This is because coaching is essential to the 47-month West Point experience and, according to the 2012 *West Point Leader Development System Handbook* (WPLDS), “Each person assigned to the United States Military Academy shares the burden of responsibility to lead and inspire the Corps of Cadets.” Putting it another way, “Each member of the West Point community has the opportunity to coach, teach, and mentor cadets.” But just what is meant by “coach” or “mentor,” and how do these figures “lead” and “inspire?” That is the subject of this issue of *West Point* magazine.

There is both a formal and an informal definition of coaching, and each applies

Hey Coach!



definitions in play at the same time. Such is the case when TAC NCOs counsel cadets on their future responsibilities as Army officers or any military training done within the Corps of Cadets. But, in fact, the coaching culture at West Point goes beyond the Corps. Senior academic professors routinely coach the new faculty members in their department, and grads often mentor other grads in several capacities.

With all this mentoring, coaching, and counseling at or around USMA, how should one make sense of it? Just as WPLDS is modeled on the Army’s Leader Development Strategy, it is best to look at coaching at the Academy in the context of FM 6-22. This Army field manual examines the near synonymous terms that constitute the subject of this issue of *West Point* magazine. As Dr. Ted Thomas and Jim Thomas highlight in their paper, “Mentoring, Coaching, and Counseling: Toward a Common Understanding,”

FM 6-22 sees mentoring as a voluntary relationship (outside the chain of command) in which a more experienced individual helps another “develop a plan for personal or professional growth and supports that mentee in implementing the plan.” Thomas and Thomas also maintain that mentoring goes above and beyond coaching, which they say is close to mentoring but more of a direct, supervisory relationship in which one “guides another person’s development in new or existing skills during the practice of those skills.” Finally, there is counseling, which FM 6-22 defines as “the process used by leaders to review with a subordinate that person’s demonstrated performance and potential.” At the end of their paper, Thomas and Thomas show it is possible to understand the distinctions between these terms through the concept of time: “Mentoring looks at the future and at potential, coaching looks at the present and how to develop essential skills, and counseling rates past performance noting room for future improvement.” They sum up the triumvirate saying, “Counseling is part of coaching and coaching is part of mentoring.”

to the mission of the Academy. In the denotative sense, coaching refers to any teaching or training done to support the development of an individual pursuing a goal. This covers the faculty and staff at the Academy as well as the athletic coaches leading their teams to victory. There is also the colloquial definition of coaching: a relationship between two individuals in which one has more experience or expertise and thus guides the other in the learning process. This covers the remaining leader development exercises at the Academy, from peer-to-peer cadet tutoring to West Point Societies coaching candidates on Admission matters. And given the pervasiveness of the Army profession at USMA and the fact that many in coaching roles attended USMA as cadets, it is not uncommon to find both

There is another reason to place coaching at the center when it comes to the Academy. Mentoring is focused on the individual, while counseling is done for the benefit of an organization. Bridging the two terms, coaching looks at how to develop the strengths of the individual for the overall good of the team. This takes the issue back to WPLDS. Quoting that handbook, “Developing cadets into commissioned leaders of character [for the Army] is the responsibility of every cadet and person assigned to USMA, as well as all graduates and friends of the Academy worldwide.” In the following pages, you will read about many of the ways this transformation takes place thanks to the countless number individuals at West Point responding affirmatively to “Hey Coach!” ★





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**SHANE SHIPMAN**

Captain U.S. Army, APi Group employee

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# The Rookie and the Veteran: A Sit-Down With Two Army Coaches

By **Anthony DiNoto**, WPAOG Staff



## Joe Alberici: Army Men's Lacrosse

Joe Alberici is no stranger to winning. His nine seasons at the assistant coach level in Duke's premiere lacrosse program can attest to that. Alberici aided the Blue Devils in seven NCAA appearances and a remarkable winning record throughout his tenure. So, in 2006, when Army Lacrosse needed a replacement for Jack Emmer—the all-time winningest coach in college lacrosse history—West Point recruiters called on Joe Alberici to lead their famed program to further glory. Although his name didn't pop up in recruiters' minds based solely on an impressive resume with a nationally prominent team, it was a name that appeared on Army's roster nine years earlier. Alberici was the assistant coach for Army Lacrosse during the 1995-96 seasons, when he served under the mentorship of Jack Emmer and helped the Black Knights attain a NCAA appearance in 1996. However, after two seasons with Army, the two-time Alfred All-American sought new opportunities which would eventually land him in Durham.

Alberici's success in North Carolina led the team to national prominence and brought recognition to the Duke Lacrosse program. But in 2006 when a "tremendous opportunity" (as he would later recall) presented itself, he traded in his Duke blue for Army black and gold. It was Alberici's coaching values that brought him back to the Academy. "I came back to Army because the

administration shares the same philosophy as I do in terms of developing a student-athlete who is committed to winning," says Alberici. He also wanted to be part of an Army Lacrosse legacy whose storied history boasts eight national championships and four coaches in the Army Sports Hall of Fame. With a coaching philosophy quintessential to West Point, Alberici took the reins and has led Army to a Patriot League Championship appearance every year over the past eight seasons, winning the title for the first time in 2010 against Navy. Centered on leadership and the student-athlete, Alberici's coaching convictions rely on setting very high expectations, trusting that cadets will work hard to meet them at all levels. He uses sport to develop the traits for success beyond the lacrosse field, calling on cadets to give one hundred percent, one hundred percent of the time. "If you take this approach, it benefits you as a student first and then as a lacrosse player," says Alberici. "If you never turn it off, you never have to turn it on."



**Right:** Coach Alberici calls for a timeout to talk strategy with his players. **Above:** Jeremy Boltus '11 celebrates after defeating Navy 11-8 in the 2010 Patriot League Championship game. Boltus is Army Lacrosse's most recent First Team All-American.



Photos: John Pellino/USMA, courtesy of Men's Lacrosse Team



The academic statistics for Army Lacrosse show how Alberici's players bring their A-game from the field to the classroom. During his past eight seasons as head coach, Alberici has mentored 42 Patriot League Honor Roll recipients, four Academic All-Americans, three Patriot League Scholar-Athletes of the Year, and two Senior CLASS Award winners. Not surprisingly, Army Lacrosse rates highest in GPA among all athletic programs at the Academy. The emphasis Alberici places on academics is a direct result of his background. With a master's degree in education, Alberici understands that academic achievement is paramount to athletic and personal prowess. "I take it seriously because this is a leadership institution. Cadets know what good leadership is—there's no faking it. They are schooled in it," he says. Alberici attributes the success of Army Lacrosse to the dedicated players who have applied his tactics to all aspects of cadet life. "I have been blessed with a great group of men over the past eight years, and I hope they've learned as much from me as I have from them," Alberici says. "I hope cadets will draw from the way I've coached and the things I've taught down the road in their military career."

### Marcia McDermott: Army Women's Soccer

As a veteran head coach, Joe Alberici has undoubtedly led cadets to athletic and academic achievement. For Marcia McDermott—the new face for Army Women's Soccer—her career at West Point is just getting started. But make no mistake; McDermott is anything but a rookie. She brings 25 years of experience coaching collegiate,



professional, and national soccer teams to victory. Prior to joining Army in January 2013, McDermott held the head coach spots at Maryland (1989), Arkansas (1991-92), and Northwestern (1994-2000). In 2006-07, as an assistant coach, she brought the University of Illinois to two NCAA appearances. At the professional level, she headed the Carolina

Courage of the National Women's Soccer League in 2001-02 and was the general manager of the Chicago Red Stars from 2008 to 2010. Most recently, she was an assistant coach for the U.S. Women's National Team in 2011, focusing on the forwards and taking on scouting duties. Her scouting services continued through the 2012 Olympic Games, where Team U.S.A. brought home the gold medal. McDermott is now determined to continue the same pattern of success at West Point while using her coaching skills to revitalize the Army Women's Soccer team.

At first, there was much to learn and a lot to take in for the seasoned soccer star. "It was important for me to adjust to the Academy and the physical demands of the cadets," says McDermott. But once she made the necessary adjustments, McDermott soon realized she was surrounded by a group of women who displayed the same character-athlete traits she sought in all her previous scouting missions. She found commitment and leadership already in place, and if her definition of coaching had to be summarized in one

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word, it would be ‘commitment.’ McDermott notes that “college sports reveals character and teaches you a lot about yourself; you learn about leadership and setting goals but, most important, you become committed to achieving those goals.” But it’s not always just about sports for McDermott and her team. “It’s about the approach and how hard you want to work, learning and improving; but most of all, seeing the players enjoying the game,” she says. Army certainly enjoyed playing the game when they defeated top-seeded Navy last November in the regular season finale. “It wasn’t just about seeing them win, but seeing the players rise to the challenge of the Army-Navy game,” says McDermott. “The support from the Academy and all the fans who came out for the game was very special.” Her coaching philosophy may not have changed much since her arrival at West Point, although her revitalized attack game led to one of the biggest upsets of the year for the Midshipmen, who hadn’t given up a goal in their previous seven games. (Army went on to clinch the quarterfinal spot but lost to fifth-seeded American University, ending their hopes of taking the title.)

Last season with Marcia McDermott as head coach, Army Women’s Soccer knocked on the Patriot League Championship’s door. This season they will be kicking it down. ★

**Below:** Marcia McDermott coaches her team to victory during the regular season finale versus Navy last November. **Right:** Coach McDermott is honored to be part of the tradition of excellence at West Point.







# COACHING TO TEACH:

## New Instructor Training at the Academy

By **Keith J. Hamel**, WPAOG Staff

It's June. It's hot. It's muggy. Graduation has just occurred, but the cycle is about to begin again as an assortment of new faces arrives at the Academy. It's time for summer training: several weeks of stress, learning new skills, and forcing folks out of their comfort zone. Cadet Basic Training? No. This is new instructor training, a rite of passage for all the new military and civilian faculty members who will be teaching cadets come fall. The Department of Civil and Mechanical Engineering (C&ME) calls it their Instructor Summer Workshop (ISW), while the Department of Behavioral Sciences and Leadership (BS&L) calls it the Faculty Development Workshop (FDW). But no matter the name, each academic department runs its own variant of the same theme, which is to orient its new faculty members on course content and to coach them on strategies for success in the classroom.

"The overall goal of our ISW is that, on the very first day of class, cadets are unaware that our new instructors have never taught

before," says Colonel Daisie Boettner '81, Department Head of C&ME, and the department has been accomplishing its goal for decades. According to Colonel Fred Meyer '84, Deputy Department Head of C&ME, the workshop began as a more practical and less theoretical program, "But after the department received a National Science Foundation grant in 1996, it formalized its practices into an initial three-day teaching techniques workshop (TTW), placing more emphasis on learning styles and lesson objectives," which were then followed by a round of instructor practice classes. Today, C&ME's ISW is six weeks long and is run by one senior faculty member and two junior rotating faculty members (who previously went through the program themselves), with participation from several other senior and civilian faculty members. "We coach them on teaching theories, we model good teaching techniques, and then they practice teaching," says Colonel Grant Crawford '85, Director of the Mechanical Engineering Division. Over the course of the summer, the new faculty members will teach six practice classes,

**Above:** One of C&ME's new instructors practices "writing on the board," a lesson in C&ME's ISW.



MAJ Eric McCoy, BS&L's Department Operations Officer, coordinates with faculty members on the department's FDW.

which are videotaped for assessment purposes. After each practice class, C&ME's current faculty evaluates the teachers in training and coaches them on their classroom skills. "By the time we get to that sixth practice class, they are assessing themselves," says Crawford.

In fact, right after ISW ends, these new instructors themselves begin coaching other teachers. For the last 14 years, the American Society of Civil Engineers (ASCE) has been championing C&ME as the standard for teaching excellence in engineering education and has thus partnered with the department to offer a teaching workshop called Excellence in Civil Engineering Education (ExCEED), a compressed version of ISW (same foundational theory, demo classes, teaching critique, etc). "Twenty-four academics from engineering programs around the Nation compete to attend this six-day workshop," says Colonel Joe Hanus, Director of the Civil Engineering Division, and C&ME is also exporting its new instructor workshop model to other universities (Crawford even took a version of it to India in 2012). At present, 700 teachers affiliated with ASCE have gone through ExCEED. "C&ME has been able to improve the engineering profession through our pedagogical coaching," says Meyer. Interestingly, as noted above, that coaching is partly done by the department's new junior faculty members, who have just gone through ISW. "They have yet to step in an actual classroom with real

students," says Major Brad McCoy '01, Civil Engineering Instructor and ISW Coordinator, "but they coach and assist experienced teachers participating in ExCEED with the techniques they have just learned themselves in ISW." McCoy says that when he coached and assessed ExCEED participants a few years ago, having just gone through ISW himself, one of the outside professors asked him, "How long have you been teaching; you really seem to understand

the theory and techniques?" His answer: "I haven't taught yet. I've just gone through the summer workshop," and he credits the quality of ISW's lessons and all the practice teaching he did as the reason why he excelled as an ExCEED mentor.

Teaching theory and practice teaching are foundational aspects of BS&L's five-week FDW as well. After having content for the department's core courses modeled for them, the incoming faculty receives an opportunity to teach a number of lessons, right in the actual BS&L classrooms of Thayer Hall. According to Major Eric McCoy, BS&L's Department Operations Officer and

Leadership Instructor, each new faculty member may get to teach up to four lessons during the FDW, depending upon the number of instructors hired for the academic year (nine are expected for 2014). The permanent and returning faculty members coach and provide feedback in a number of lesson areas: facilitating classroom discussion, navigating difficult topics and current events, best

**“We are not teaching the new instructors how to be teachers per se, but rather we are coaching them to teach their students, our cadets, how to learn.”**

—COL Grant Crawford '85, Director of the Mechanical Engineering Division





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methods for lesson preparation, best activities for experimental education, etc. BS&L's senior faculty coach the new instructors during the academic year too. According to McCoy, junior faculty members are paired with senior ones in a master-apprentice style relationship and meet once a month. Scholarship is emphasized in these meetings, and discussions include tips on how to conduct effective research. (BS&L has a goal that every junior faculty member presents a scholarly paper at an academic conference in his or her discipline over the course of his or her assignment.) The department also has monthly colloquiums to talk about topics of academic interest. BS&L's FDW concludes at the end of July, so the new instructors have a couple of weeks to reflect on the material they learned and what topics they would want to explore further. "We don't want our new faculty coming into the classroom cold; we want to set the right conditions for them to be their best in the classroom," says McCoy. "We coach them in as many areas as possible, from teaching with technology to developing case studies, so that by the end of FDW they are as comfortable with teaching as possible."

C&ME's overall objective is also predicated on getting their new faculty comfortable with teaching. It is surprising to learn then that one of ISW's intents is "to get people out of their comfort zone," as Hanus puts it. For many of the rotating military instructors, who have a strong classroom presence after leading Soldiers, this means no more "death by PowerPoint" (an Army colloquialism used to refer to the mind-numbing effect caused by dozen-plus slide briefings) when teaching. For some incoming civilian teachers, who are strong in the subject matter, this means trusting in ISW's inventive team-building or socialization activities such as performing karaoke or completing scavenger hunts. One activity even involves the new faculty members performing skits demonstrating the worst teaching they encountered in their graduate degree programs. Despite initial participant embarrassment, such frustrating and/or frivolous directives actually play a pedagogical role. "We believe effective teaching is a combination of intellectual expertise and interpersonal rapport," says Hanus. "Studies show that teachers who are high in these two areas create very positive learning environments in the classroom." In other words, the more teaching techniques one develops and the more interactions one has with others, the better his or her teaching will be.

By all practical measures, both BS&L's FDW and C&ME's ISW have been developing excellent teachers. Members of BS&L faculty, for example, have won four of the last ten Apgars (an Academy teaching award for innovation in the classroom named for the

Honorable Mahlon "Sandy" Apgar IV, former Assistant Secretary of the Army). Similarly, four of the ten American Society for Engineering Education's National "Outstanding Teacher Awards" have gone to C&ME faculty members. "It would be impossible for the department to receive such high praise without the ISW," says Hanus. But the overall purpose of these new instructor workshops is not for individual accolades. Noting that BS&L's core courses impact cadets as they enter the Academy and as they prepare to leave, McCoy says, "Everything we do in our faculty development program enables our faculty to engage cadets in a transformative experience." C&ME's workshop is likewise cadet focused. "We are not teaching the new instructors how to be teachers per se," says Crawford, "but rather we are coaching them to teach their students—our cadets—how to learn." Given that these new instructors routinely receive

higher scores on end-of-term course evaluations than the department's more experienced faculty members, C&ME's ISW is hitting its mark. Feedback from the new instructors themselves has also been favorable. "We do an assessment at the end of the program and then have the new instructors re-evaluate it at the end of their first semester of teaching so they can put what they learned in the context of their teaching," says C&ME's McCoy. "Everyone notes the value of the practice classes," he says. "They say that the theory they learned was good, but that the practice classes are what really improved their teaching." In an example of those coached becoming coaches themselves,

both C&ME and BS&L use the feedback they receive from the new instructors to develop the calendar and the coaching required for the following summer's teaching workshops. ★



## ACRONYM GUIDE

C&ME	Department of Civil and Mechanical Engineering
ISW	Instructor Summer Workshop
BS&L	Department of Behavioral Sciences and Leadership
FDW	Faculty Development Workshop
TTW	Teaching Techniques Workshop
ASCE	American Society of Civil Engineering
ExCEEd	Excellence in Civil Engineering Education





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There is a well-known saying: "Who dares to teach must never cease to learn."

This is the Center for Faculty Excellence's (CFE) *raison d'être*. While each department conducts its own new instructor workshop during the summer, CFE is an Academy-wide effort to serve those instructors seeking further mentoring during the academic year. It was founded in 1994 with a mission "to provide consultation and resources to faculty, conduct educational research and development, and serve as a conduit of educational information." It does this by offering tools and tips for teaching, various brown bag sessions, faculty development workshops, an annual academic luncheon, and most of all a Master Teaching Certificate Program (MTP).

Launched in 2004, "MTP is anchored in the belief that teaching and learning are inextricably linked—that faculty members are learners as well as teachers, and students are teachers as well as learners," according to CFE's website. Designed to continue the development West Point's teachers received in their academic department's individual new instructor summer workshop, MTP has grown tenfold in ten years. "We originally had 20 graduates," says Dr. Mark Evans, CFE Director. "Now, there are approximately 200 faculty members in the program at any given time." In the beginning, every MTP candidate was paired with a mentor, a senior faculty member from another academic department who would coach that candidate on topics relevant to teaching at West

Point and assess his or her classroom techniques. But with the growth of the program, only about a quarter of the candidates have individual mentors today. "There aren't enough senior faculty members at USMA to match up with all the MTP candidates," says Evans, but he notes that he and his Deputy Director, Dr. Steve Finn, directly mentor and coach all the candidates as they proceed through the program. These two directors and the senior faculty mentors play the role of "master teachers" and observe at least two class sessions of each MTP participant teacher, coaching them on areas that need improvement.

As a separate classroom activity itself, MTP occurs over the course of four semesters (two years). Diversified groups of ten meet once a month around CFE's conference table and discuss assigned readings on a variety of teaching topics. The group members represent all different Academy departments—all academic departments plus the departments of Military Instruction, Physical Education, Professional Military Ethics, Tactical, and even Band (if someone mentors cadets, he or she is eligible for MTP)—which is integral to the success of the program. Early on, MTP coaches the teachers on developing their teaching philosophies (a one- to two-page document that Evans says "helps one to develop the framework of the teacher he or she wants to be") and explores the psycho-social development of the undergraduate, theories of



By Keith J. Hamel, WPAOG Staff





Eight USMA faculty members receive certificates at the 2013 MTP graduation.

"Everything about MTP relates to shaping and framing the participants' ideas on teaching and student learning."

—Dr. Mark Evans, CFE Director

classroom motivation, and learning styles. Later in the program, MTP turns to "active learning" strategies, course design, and classroom assessment techniques. The capstone project of MTP is a classroom research paper or a literature review on a topic relevant to teaching. "Everything about MTP relates to shaping and framing the participants' ideas on teaching and student learning," says Evans.

MTP allows ample opportunity for participants to reflect on these ideas. They write reflection papers based on their assigned readings, and they complete a reflection-related activity at the end of each semester. "Evidence indicates that a hallmark of an effective teacher is practicing self-reflection," says Evans, "and these exercises are designed to develop that habit of reflection among MTP participants." End-of-the-semester feedback demonstrates that MTP's self-reflection coaching is heightening the participants' self-awareness in the classroom. One survey response from 2010 states: "The readings, reflection papers, and discussions have made me aware of the things I am doing right and highlighted things that will make my classroom environment and course structure that much better;" and another, asking respondents to describe "how MTP activities improved you as a teacher," states: "MTP forced me to think more about how I teach and less about what I teach."

Yet, the biggest take-away reported from MTP is the interaction faculty members have with those from different departments. Lieutenant Colonel Jakob Bruhl, who went through the program in 2008 when he was a major teaching civil engineering, says, "What you learn from your peers in the program is as valuable (and perhaps more at times) than what you get from the readings." Then-Major Brian Novoselich '96, who taught mechanical engineering at USMA from 2006-09, echoes this, saying,

"Meeting faculty members outside your department is a great way to expand your teaching knowledge base." In this way, MTP's peer coaching resembles the Academy's Cadet Leader Development System. "No single course or professor can produce leaders," said Brigadier General (Retired) Daniel Kaufman '68, former Dean of the Academic Board, in a brochure detailing USMA's vision of teaching and learning. "It is the West Point experience; a combination of challenges guided by our dedicated faculty and staff that produces the leaders needed by our Army and our Nation." CFE's MTP is dedicated to helping USMA faculty members meet the challenge of challenging cadets in every class they teach. ★



Turning Technologies, an industry leader in student response systems, conducts a training session for USMA faculty as part of CFE's brown bag series.





# Coaching the Cadet Mindset

By Ted Spiegel, Guest Writer



*“In my day, when the old attrition model—the Fourth Class System—held sway, a cadet’s weakness earned him or her a one-way trip out of here,” says Brigadier General Dean Tim Trainor ’83, making a gesture with his right thumb over his left shoulder. “Today we use a developmental model—the West Point Leader Development System—which has built-in academic coaching provided by the Center for Enhanced Performance.”*

The United States Military Academy has always been committed to geographic diversity in its Admissions selection, and incoming cadets reflect the broad quality range of our state education systems. Given the academic workload of the typical cadet, the Academy routinely assesses each one’s ability to absorb and recall information. Those who demonstrate difficulty in these areas are directed into the Academic Excellence Program (AEP) within the Center for Enhanced Performance (CEP).

As indicated in its mission statement: “CEP is West Point’s comprehensive student assistance center, providing all cadets with

a variety of individual and group programs and services focused on helping them develop further as self-regulated learners and leaders of character.” Ultimately, through AEP and its Performance Enhancement Program (PEP), CEP is training cadets to coach themselves to reach their full potential. The center also supports the peer-to-peer tutoring that takes place within the Corps of Cadets by running a training session (TEE Prep) that supplements the cadet company academic support plan. Interested cadets with a “B” or better average in the course for which he or she tutors can also earn a College Reading/Learning Association certification





Sitting in one of CEP's "egg chairs" and using the Heart Math program, a cadet works on enhancing her performance through relaxation with the help of Dr. Nate Zinsser.

through CEP with 10 hours of training and 25 hours of documented tutoring. Prior to 1991, CEP didn't exist, and the change in attrition rate over the decades speaks to its utility. The attrition rate for Dean Trainor's class was high; only 63 percent of those who entered with the Class of 1983 graduated four years later. The Class of 2013, on the other hand, graduated 78 percent of those who entered on R-Day in 2009. While these programs are essentially non-credit and have no bearing on class standing, they do seem to be making a strong impact on cadet development.

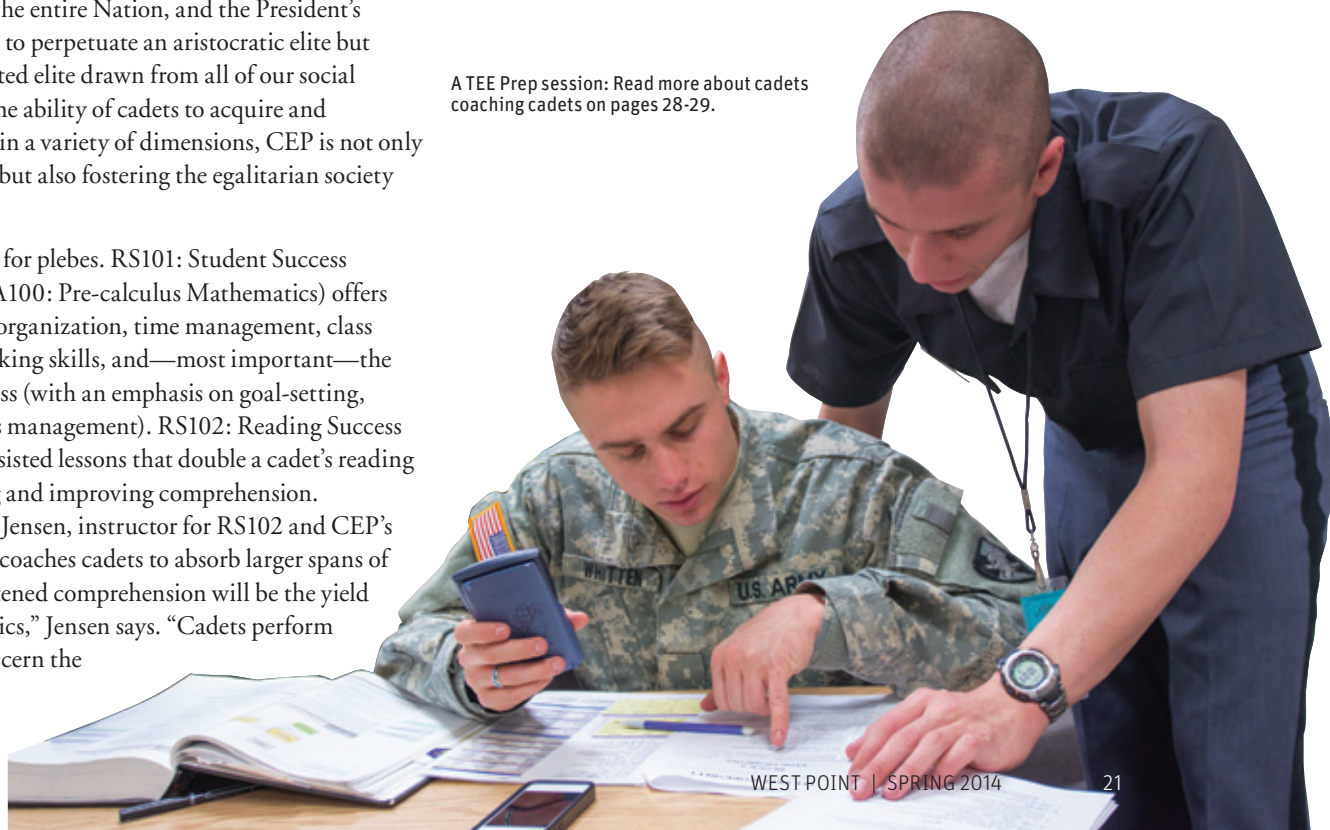
Strategically located on the first floor of the Jefferson Library, CEP helps fulfill that founding father's intentions for the Academy. Lieutenant Colonel Carl Ohlson '87, the recently retired Director of CEP, says, "As proscribed by President Thomas Jefferson, the Cadet Corps represents the entire Nation, and the President's educational goal was not to perpetuate an aristocratic elite but rather to create an educated elite drawn from all of our social levels." By heightening the ability of cadets to acquire and comprehend knowledge in a variety of dimensions, CEP is not only enhancing performance but also fostering the egalitarian society Jefferson sought.

AEP offers three courses for plebes. RS101: Student Success (imbedded as part of MA100: Pre-calculus Mathematics) offers 20 lessons that focus on organization, time management, class prep, note taking, test taking skills, and—most important—the mindset leading to success (with an emphasis on goal-setting, concentration, and stress management). RS102: Reading Success provides 10 computer-assisted lessons that double a cadet's reading speed while maintaining and improving comprehension. Lieutenant Colonel Pete Jensen, instructor for RS102 and CEP's Director, says his course coaches cadets to absorb larger spans of the printed line. "Heightened comprehension will be the yield of their new reading tactics," Jensen says. "Cadets perform an initial scanning to discern the

author's intent and then do a review scanning to heighten absorption of the material." Lastly, RS103: Information Literacy and Critical Thinking, a stand-alone course offered in the spring semester to plebes at the top of their class, coaches these high performing cadets to develop a personalized plan for logic and research, mentoring them in a systematic and comprehensive process of steps and strategies, realizing that these are the cadets who will likely compete for a Rhodes or Marshall scholarship later in their academic careers.

CEP describes PEP (staffed with aptly named Performance Enhancement Instructors) with the same self-confidence it seeks to build within cadets—"The Nation's most comprehensive training program for learning, practicing, mastering confidence despite

A TEE Prep session: Read more about cadets coaching cadets on pages 28-29.



setbacks, concentration amidst distractions, and composure under stress.” Through its two courses, PL360: Psychology of Elite Performance and PL399A: Advanced Sports Psychology AIAD, PEP helps cadets achieve excellence in West Point’s developmental pillars—as students, as athletes, and as emerging leaders—by providing them with the mental edge that allows them to reach their full potential. PEP’s efforts are supported through the sophisticated resources of the Kinesthetic Room and the Alpha Chamber System with its mind-training “egg chairs.”

Designed to assist with energy-building relaxation techniques, the “egg chairs” are the most iconic aspect of CEP. There is nothing magical about the chair itself—it is simply a comfortable physical environment that resembles an oversized egg complete with earphones providing background music that is conducive to overall relaxation (such as Pachelbel’s “Canon in D Minor”). Dr. Nate Zinsser heads PEP, and he and four trainers work with approximately 200 cadets a year, cultivating their capacity to self-manage the stress created by their demanding sports and academic programs. After positioning them in the chairs, the trainers urge cadets to deliberately shift their emotions by having them close their eyes and visualize a scene that evokes a sense of gratitude and appreciation. “Choose a simple image so you can stay with it,” a trainer will tell a cadet. “De-activate as much as possible and deliver yourself to a tranquil place.” The trainer then uses more verbal cues, trying to get the cadet to control his or her breathing and heartbeat with the ultimate goal being to get the cadet to build his or her own relaxation skills.

While this is underway, EKG-like monitoring leads attached to the cadet from terminals within the egg chair provide an analytic display of the trainee’s heartbeat on the giant computer screen in front of him or her. At some point between two and ten sessions with the PEP trainer, the cadet’s heartbeat wavelengths (processed through the special “HeartMath” computer program) begin to shift from visualized cacophony to harmonic waves showing his or her “mind over matter” progress. Zinsser is quick to claim that fifteen minutes in the egg chair (or anywhere distractions can be controlled) roughly equals an hour’s worth of sleep. “Intentional relaxation enhances performance,” he says. “It’s extremely restful and restorative for these hard-charging cadets to allow their muscles to rebuild, which helps their system to function at the highest level, and that provides a little bit more motivation to find out how good they can be, giving them a mental edge in their chosen activity.”

Cadet Domenic Casinelli ’14 is the Men’s Team Captain for West Point’s Fencing Club. He has participated in PEP over the last three years and has worked with Dr. Jeffrey Coleman on improving his physical skills through psychological and physiological training. Using the resources of the Kinetics Laboratory, Coleman has coached Casinelli on his eye-hand coordination by using a Dynavision board, a device with flashing red targets that need to be hit when lit within a certain amount of time. Casinelli is presently hitting the targets within .4 second with 87 percent accuracy. “Thanks to the coaching at PEP, I’ve built up my self-confidence, maintained appropriate energy levels, and learned to stay focused and mentally prepared for my bouts,” he says.

As Coleman works with cadets like Casinelli, he shares with them a fundamental philosophy: “You’re only going to be as good as you believe you can be;” and he coaches them on the techniques of positive visualization. “We fear to tell ourselves we are capable of great things,” he says, “but we must allow ourselves to believe that we are capable of great things so that we can push through the barriers and limitations we place on ourselves.” Coleman recognizes that accepting this challenge will create stress in cadets, but he

believes stress can be a good thing. “We perform our best under stress, against great competition,” he says. “When you embrace stress your body is energized and you become more focused on what is important now.” Coleman says this leads to cadets visualizing success in all its forms.

If this sounds like something right out of a psychology course, know that CEP has a roster of sports psychologists teaching on its staff. In addition, one of PEP’s courses, PL360: Psychology of Elite Performance, is cross-listed with the Department of Behavioral Sciences and Leadership. Cadet Lucas Brandt ’14 came into CEP for the first



CDT Domenic Casinelli ’14 works on his eye-hand coordination by touching flashing red targets on the Dynavision board.

time when he took PL360. At first he took it just to fulfill the requirements of his major, but he says he left it “with a better understanding of how my mind affected my performance.” A nationally ranked powerlifter, Brandt used the principles of PL360 while competing in the 231-pound weight class this fall, helping Army post its 12th consecutive victory over Navy. “The course really helped with my mental game,” he says. “In competition you need to turn your mind off and stop thinking about all the things worked out in practice—knee positions, angles of feet, where to place the bar on your back—and come to the platform with no doubts about making the lift.” Brandt’s elite performance as a powerlifter can be measured by his uniform. He has had to buy new





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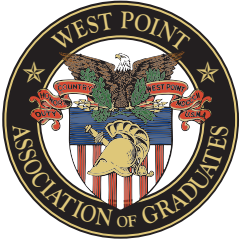
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—Tim Sughrue '85





cadet uniforms twice and anticipates a larger size in Army blue after competing in the 260-pound weight class during the spring season, when he hopes to squat 800 pounds. While wearing that uniform Brandt will remember self-coaching lessons learned in PL360: critical self-evaluation, handling psychological obstacles, problem-solving skills, motivation, persistence, focus, and achieving high-level performance in high-stress environments. He believes these lessons will lead to greater confidence as he faces any performance challenge—academic, athletic, or military.

Team counseling is another CEP function. Zinsser and his staff of sports psychologists begin with individual team members, providing each with a one-on-one perspective on how to handle the emotional challenges of athletic competition (think fumbling the football). The goal is to get the player focused on how well he or she performs between mistakes. “We need to get the player to focus on ‘the process’ rather than ‘the play,’” Zinsser says. After working with individual players, CEP shifts attention to the whole team. Dr. Angela Fifer, for example, is a sports psychologist assigned to the Women’s Basketball Team. She’s an observer at all of their games and leads them through regular group talk sessions, encouraging them to keep their confidence high. “Focus on what we need to do as a team in the present moment,” she tells the players. “Do the little things really well and the big things will take care of themselves.”

When funding restrictions threatened to reduce CEP’s programs and services, the Department of Intercollegiate Athletics (ODIA),

whose NCAA teams are strongly supported by PEP’s sports psychologists and AEP’s instructors, stepped in to help. ODIA’s non-appropriated funds support four faculty positions within AEP. Corps Squad cadets utilizing the resources of CEP find themselves in a win-win situation: their hours available for homework deliver a higher yield thanks to the skill sets learned in AEP (like rapid-reading, time management, and stress release), and they handle the challenges of competitive sports with a psychological edge provided by counseling sessions with PEP trainers.

**“CEP’s programs coach cadets to use their fixed and limited quantity of time more efficiently.”**

—BG Tim Trainor ’83, Dean

Dean Trainor points out that CEP is not just concerned with athletic performance: “The faculty is also available to help cadets perform better both militarily and academically, and CEP’s programs coach cadets to use their fixed and limited quantity of time more efficiently,” he says.

Furthermore, the Dean is excited to highlight CEP’s robust contribution to the national discussion on how to help students succeed at the undergraduate level: “By sharing their program knowledge with other colleges through academic papers and presentations at national conferences, CEP has become a benchmark organization in college education, once again demonstrating West Point’s leadership role on a nationally important topic.” ★

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

Dr. Angela Fifer works with members of the Women’s Basketball Team.











“I have observed that baseball is not unlike war,  
and when you get right down to it,  
we batters are the heavy artillery”

—Ty Cobb



# From Company to Chemistry: Peer-To-Peer Coaching

By Anthony DiNoto, WPAOG Staff

In 1992, the West Point Association of Graduates presented one of the first Distinguished Graduate Awards to Andrew Goodpaster '39. On the day of the ceremony, there was a heightened sense of excitement from the grads in attendance. Goodpaster's award did not come as a surprise to them, as their thoughts were echoed when one grad said, "I awarded him pure gratitude in the fall of '38 when I was failing calculus and in deep danger of being separated. Goodpaster didn't know me from Adam but he tutored me over a three-day weekend, and he's why I'm here today." Andrew Goodpaster went on to become a top White House aide to President Dwight D. Eisenhower, Class of 1915, and rose to the four-star slot of NATO commander, but that wasn't his last call of duty. Goodpaster came out of retirement to take the three-star slot of Superintendent in 1976. His dedication to peer-to-peer coaching during his tenure is a theme still evident at the Academy today.

Life as a plebe is demanding. Life as a plebe who's trying to grasp the relationship between pressure, volume, and temperature as it relates to the laws of gas? Brutal. The expectations of a Fourth Class cadet can be overwhelming to say the least, and plebes enrolled in the Chemistry and Life Sciences program are challenged with complex concepts that can cause the most studious cadet to feel anxiety and pressure. Fortunately, there is a place where plebes can seek academic support from their peers. Cadet Jon Lindefjeld '15 is the leading force behind West Point's American Chemical Society

Club (ACS) tutoring sessions. As treasurer of the ACS, he felt the need to accomplish more in his role while providing plebes with support vital to academic success. Under the mentorship of Ms. Melissa Phillips from the Center for Enhanced Performance (CEP) and Dr. Caitlin Kneapler from the Department of Chemistry and Life Sciences, Lindefjeld developed an extremely successful tutoring program that focuses on cadets tutoring cadets. "Enhancement, as utilized within CEP, is a verb, not a noun," says Phillips. With that adage in mind, Lindefjeld took action and assembled his program. In conjunction with the College of Reading and Learning Association (CRLA), CEP provides tutor certifications, and Lindefjeld tapped its bank for a handful of yearling tutors. However, Lindefjeld thought if he offered the program he designed to plebes seeking the tutoring hours required for CRLA certification, it would serve the purpose of his mission. It's not chemistry or high exam scores that he is passionate about; his goal is to empower plebes with the understanding that peer-to-peer support in their first year at the Academy will ensure academic success for the next three. "When I was a plebe, it took me a long time to adjust to Academy life, so just to have somebody there to give me structure and guidance was extremely helpful," Lindefjeld says. He compares his program to a "grassroots movement" that has gained popularity through word-of-mouth—although Mess Hall announcements and instructor notifications have helped increase participation.

On the third floor of Thayer Hall, study sessions are divided into blocks based on topics, then subdivided among learning objectives. On any given day, Lindefjeld has upwards of 200 cadets attending his sessions. Rather than getting overwhelmed, he quickly assesses the situation and guides cadets to sign in, select a block, and grab a cookie. (What's a good study session without a tray full of cookies?) "What I've learned most is that you shouldn't spend too much energy on the things you can't control," says Lindefjeld. "I can't control the number of cadets who will show up, but I can control the number of worksheets I provide and conduct an organized, efficient tutoring session." Since exam content and scores are strictly confidential, Lindefjeld relies on evaluation worksheets to gauge the success of his program. "We usually get a lot of perfect 10s," he says. "I'll be walking to class and I'll have another cadet say, 'You're the only reason I passed chemistry.'" Lindefjeld has a modest attitude towards such assertions, but there is no doubt he has created a successful, plebe-oriented tutoring program.

With exponential attendance and high evaluation scores, Lindefjeld's only concern is sustainability. "My ultimate

CDT Jack Christoffersen '14 (right), the warrior-athlete.





goal for next semester is to create a sustainable program that consists of plebes working with plebes for plebes.” That leaves the success of the program in the hands of Zachary Cohen ’17. As Lindefeld’s protégé, Cohen will carry the torch with the same fervor as Lindefeld. “My passion in life is leading people, and West Point is the best place to receive leadership training,” says Cohen. “I think it’s beneficial to both the students and the world that I can attempt to instill the appreciation and enjoyment of learning, or at least a fundamental understanding of what they wanted to know.” And their mission is the same: equipping plebes with the confidence and determination that will enhance learning techniques, study habits, and coaching skills, preparing them for leadership roles throughout the rest of their academic careers and beyond.

Peer-to-peer coaching isn’t left on the academic tutoring block. Cadets also look to each other for support during the intense match-ups of company athletics. Each semester at West Point, approximately 450 cadets serve in leadership positions in company athletics and competitive club athletics. The competitive sports program is an integral part of the West Point curriculum and, to Brigade Athletics Officer Jack Christoffersen ’14, more than just an intramural activity. Beyond just a “pick-up game” to him, the competitive sports program is full of warrior athletes who must embrace competition with respect, integrity and self-control—with the end goal of creating character through sport. In order to develop and maintain this model sporting behavior, Christoffersen ensures that every cadet abides by the regulations and policies governing sportsmanlike behavior. Teamwork and conflict management are left to the cadets on the field, where they must exhibit character and discipline when faced with adversity. This is where peer-to-peer coaching is essential to every athlete. Competitive play, regardless of the opponent, always invites conflict. The combination of

adrenaline and competition could enable any player to lash out at an opponent or referee after a blown call or aggressive play. Athletes rely on their teammates for support to help quell that inner rage. According to Christoffersen, that’s the intent of competitive sports—to be put in a situation where an athlete must face conflict with integrity and respect. As Brigade Athletics Officer, Christoffersen’s job is to maintain the dignity and honor of company athletics as a whole, while direct counsel is left to the cadet coaches. But when he stands on the sidelines of Buffalo Soldier Field, the reward is seeing the characteristics of a true warrior-athlete exemplified. “It’s great to see all the teams from all regiments playing at the same time and see it run smoothly,” says Christoffersen.

From academics to athletics, cadets understand the importance of peer-to-peer coaching, and Goodpaster, Lindefeld, and Christoffersen are textbook examples of leadership at West Point. ★



CDT Jon Lindefeld ’15 (right) and CDT Zachary Cohen ’17 review a tutor evaluation worksheet.

### SAVANNAH HADEN ’14 | Women’s Team Handball

“Peer-to-peer coaching is unique to many teams here at the Academy and allows us to develop leadership skills essential to our future careers and to help our underclass classmates out along the way.”

### ADAM RUBALCABA ’14 | Power Lifting Team

“The most important job that our veteran lifters have is to act as a role model for the younger lifters, enforcing the Army values that are so often preached at the Academy.”

### CHARLES WHITAKER ’14 | Orienteering

“Peer-to-peer coaching is essential for orienteering because it passes down learned knowledge and experience to transform fit cadets into competitive orienteers.”



Once upon a time in the 1930s, the Cadet Hostess was responsible for teaching mandatory dancing classes during plebe year. Back then, cadets took turns leading and following their male classmates—with the “designated female” often marked by a handkerchief on his arm—under the watchful eye of said hostess. She also arranged blind dates during plebe Christmas or a special weekend and later, maintained a file of young ladies willing to come to West Point to date cadets, and planned and supervised social events.

West Point still has a Cadet Hostess, but her responsibilities have been greatly expanded and the coaching that she provides currently falls under the umbrella of “Character,” one of the four pillars of leader development that the Academy provides all cadets—the others are the Academic, Military, and Physical Programs. (The Character program includes aspects of moral/ethical, social, and human spirit, which are all important in developing “Leaders of Character.” These critical aspects of character will be tested often with the demands of the profession, evaluated by Soldiers in their leaders, and emphasized throughout our Army in all leaders. Character plays a critical role in an individual’s effectiveness and—ultimately—the success of the mission.)

Sharyn Kennedy Amoroso, the 11th and current Cadet Hostess, has a calendar filled with appointments, ranging from coaching small groups of cadets prior to debutante balls to class-wide briefings before big events, foreign culture etiquette training, wine sophistication classes, wedding etiquette each spring, and training in just plain manners—such as writing thank you notes. She also speaks at local community events, coaching middle and high school students for prospective job and college interviews, and at the Child Development Center, preparing girls for their father-daughter dance. New since the USMA Preparatory School moved on to West Point grounds, she also provides etiquette training to USMAPS cadets in April, prior to graduation.

Amoroso is one busy lady, and you can tell she really loves her job. “I receive thank-yous from cadets,” she says: that is, thank-yous from cadets who found themselves at an event with students from other academies and colleges and saw them all look to the West Pointers to know which fork to pick up or how to respond to the wine being presented; thank-yous from cadets who found themselves on an AIAD in a foreign country, confident that they would not—and did not—make a cultural etiquette blooper; thank-yous from groups of cadets who found that her coaching saved them from embarrassment when representing the Academy at an event; thank-yous from the invited guests of cadets, to whom she provided guidance on how to dress for an upcoming event; and, most important, from recent graduates who thank her for preparing them to be “an officer and gentleman—and lady” when commissioned as second lieutenants in the Army. The best part is, she says, “they get it—they really understand and appreciate the value of their etiquette training.” ★

# CADET HOSTESS

*by the numbers*



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Hostesses  
since 1931

forty  
cotillion/  
debutante  
ball escorts



*"At West Point, Cadet Hostess Sharyn Amoroso does much more for the Corps of Cadets than teach table manners. She is a key player in the planning of almost all major events and interacts with military and civilian personnel across an array of agencies and levels of importance. Mrs. Amoroso is well-liked and respected by all those she works with and always lights up the room with her gregarious personality and genuine concern for others; her calm demeanor is always effective in reassuring those around her."*

—Cadet Will Goodwin, Class of 2015 President



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# Finding Jewels in the Gem State: West Point Societies Coaching Candidates

By **Anthony DiNoto**, WPAOG Staff

The arms of West Point Admissions stretch far and wide, thanks to the assistance of their volunteer Field Force. One integral member of this team is Albert Gomez Jr. '79, who has been recruiting potential West Point cadets from Idaho since 1997. Now president of the West Point Society of Idaho (started in 2010), as well as Idaho's State Coordinator for West Point Admissions, Gomez's duties over the years included making public presentations, hosting educator luncheons, manning booths at college fairs, meeting with the Idaho Congressional delegation, and managing Academy information meetings. Given Idaho's population, Gomez says Field Force members "know each candidate like we knew the strengths and weaknesses of our Soldiers," and they are honored and proud "to welcome home the Idahoan leaders that West Point produced."

The population of Idaho may be small, but what it lacks in people it makes up in land. Vast mountain ranges divide Idaho into different geographic locales, creating a population sporadically spread across the landscape. This makes Gomez's task of locating a West Point jewel in the Gem State quite difficult. "There are unique and qualified candidates throughout the state, which makes it tough, but Field Force is all over," says Gomez. "I've traveled the state far and wide, working with numerous organizations including the Idaho National Guard to locate and identify potential cadets." These combined efforts have produced top results for the Idaho Society. Last year, 5 of the top 150 candidates on the national waiting list were Idahoans.

With such a range of prospects, Gomez must treat each candidate accordingly. "All candidates require a different style of mentoring, which makes it gratifying to help them," he says. When a Soldier in

Iraq needed acceptance into the Army Education System, Gomez was able to coach that Soldier through the process of qualifying for and passing the exams, eventually leading to his acceptance into West Point—all while the Soldier was still on duty. In another instance, an Idaho high school student once rated as a risk by West Point Admissions became a member of the Corps of Cadets, thanks to Gomez. From coaching college athletes dealing with weight loss issues to teaching Latter Day Saint missionaries about West Point and the admissions process, Gomez has made a huge impact on recruitment for the Idaho chapter. He gives candidates honest feedback and prompts them to take the initiative to make a difference. "We mentor and coach, but it is the candidate's responsibility to compete for admission," Gomez says. "They must step up and perform, and if they don't, they will not be able to meet requirements for admission." And while he is tasked with locating and mentoring candidates, he must also discover qualities in those candidates that are desired by West Point Admissions. "Leadership cannot be measured solely on ACT or SAT scores, so we look at leadership potential because in the end that's who we want—leader warriors," Gomez says. He aims for people who have the desire and motivation to attend the Academy on their own, not because of a push from athletic coaches or parents. Fortunately, Gomez and WPS-Idaho have done an outstanding job in locating those desired leaders.

Albert Gomez Jr. has been serving the Long Gray Line for 25 years with no intention of slowing down: "Through identifying, coaching, and mentoring future officers of our Army, I'm in a position to continually give back to West Point." ★

Albert Gomez Jr. '79 with cadets at Michie Stadium during the 2013 Army-Wake Forest Football game.







# One Tree, Many Branches: Grad-To-Grad Mentoring

Making connections at a SACC conference.

By Keith J. Hamel, WPAOG staff

Everyone who graduates from the United States Military Academy at West Point shares a common goal: to serve as a commissioned officer in the United States Army. But at some point and for different reasons, one's time in the Army comes to an end and a new goal is pursued. When this happens, who better to guide one through the transition process than another West Point graduate? For well over a generation and mainly through the programs associated with a local West Point Society, younger graduates have been seeking the mentorship of the more senior members of the Long Gray Line to assist them in developing and achieving their new life goal.

Colonel (Retired) Tim Carlin '82, President of the West Point Society of Greater Kansas City, has been mentoring graduates for the last 23 years. Over that period he has helped graduates like Jim Redwine '87, Kelly King '05, and others re-invent themselves from military officers to civilians who will continue to add value to the Nation. "At West Point, one is constantly re-inventing oneself, whether that is from plebe to yuk or from club officer to command staff, and this continues later in life as well," Carlin says. One might wonder: if West Point graduates have so much experience tackling these challenges as cadets, why would they need a mentor as graduates? Carlin's response is logical. "Getting an unemotional response to an actual or hypothetical situation is key," he says. "A mentor takes emotion out of the equation and uses rationalization and reason to provide the graduate with unbiased perspective and depth regarding the decision needing to be made." While logic and reason are the mentor's primary tools, Carlin admits that one particular emotion—pride in West Point—factors into his approach toward mentoring. "There is only one West Point," he says, "and knowing that I graduated from there makes me feel special and gives me the confidence to help other graduates as their mentor and coach."

"Special" also defines the wounded graduate mentorship program offered through the West Point Society of the District of Columbia (WPSDC). Established in 2012, WPSDC's program is a subset of the

armed forces-wide Wounded Warrior Mentor Program (which began in 2004 thanks to the efforts of the Class of 1958). Dan Berschinski '07, WPSDC, says, "This new program specifically focuses on assisting wounded graduates with an emphasis on enrolling in graduate school and career networking." In its short existence, the program has assisted 12 graduates, and it has 30 local graduates who are interested in serving as mentors. In a typical mentorship, the mentor meets with the wounded graduate a couple of times during their first month together and then about once a month thereafter, helping him or her identify a desired career goal and encouraging him or her to take advantage of all the resources available for the transition (aptitude test, tuition assistance, vocational rehabilitation, job fairs, etc.). Perhaps most important, the mentor finds other graduates or qualified persons to be follow-on mentors once the wounded graduate leaves the DC area (WPSDC's mentorship program even orients and trains the follow-on mentor before the transition). "West Pointers have always taken care of their own," says Colonel (Retired) Geoff Prosch '69, who is currently mentoring a wounded graduate from the Class of 2010. "I am where I am today largely due to fellow grads who helped me along the way, and it was my turn to give back."

Graduates are giving back and mentoring in other ways too. Major General (Retired) John Roth '63, President of the West Point Society of Savannah, has been advising younger grads to balance their professional and personal lives for years. "I enjoy helping graduates comprehend their work and family paths and getting them to realize that both paths are better and more in demand when they are balanced," Roth says. Whether through business connections, society connections, or life experiences, West Point graduates are well represented and eager to assist younger graduates during their transition from the Army to the rest of their lives. "West Point is a big tree with many branches," says Carlin, "and those branches reach out to other West Pointers needing a hand." ★



SFC Roberto Ayala, TAC NCO for E-4, counsels his company's First Sergeant.

# The Definitive Army Coach: USCC's TAC NCO

By Keith J. Hamel, WPAOG Staff

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## More than a generation ago...

...cadets only interacted with Regular Army noncommissioned officers (NCOs) during Cadet Field Training at Camp Buckner, where NCOs trained the cadets in basic military field skills. Once the summer exercises ended, so did the regular interactions between the cadets and NCOs. They were around West Point, of course (NCOs have been at the Academy since the days when Sylvanus Thayer, Class of 1808, was Superintendent), but they did not have the duties that today's TAC NCOs have within the United States Corps of Cadets (USCC) Brigade Tactical Department (TAC). Those duties came about as a result of the Academy's leadership seeking to foster an officer-NCO connection with cadets. The leadership was responding to survey findings that stated the graduates of this earlier time had difficulty relating to NCOs upon becoming commissioned second lieutenants. Brigadier General David Bramlett '64, Commandant (1989–1992), and Colonel James R. Siket '67, Brigade Tactical Officer (BTO) (1991–94), felt that adding more TAC NCOs to the Brigade staff would “bring a degree of the real Army to the Corps lifestyle.” Thus, in conjunction with the move from the Fourth Class System to the Cadet Leader Development System, the number of USCC TAC NCOs increased from 12 in 1990 (one per battalion) to 36 by 1996 (one per company) with their official duty being “to train and mentor cadets.” Today, the daily duties of a TAC NCO have expanded to include the following: “First Sergeant for cadet company, USCC; responsible for the health, welfare, and discipline of 125 future officers; counseling, training, and developing cadet corporals and sergeants on all aspects of Army operations from company to brigade level.”

Of the above duties, counseling dominates. Not only does a TAC NCO have to counsel the cadets of his or her company, but he or she must prepare cadets for their future counseling roles in the Army by teaching and training them to counsel their subordinates in the company. “Most of my in-depth conversations with cadets, beyond the common questions of what to branch and where to post, are about how to counsel a lower-ranking cadet on what he or she needs to do to meet standards,” says Sergeant First Class Christopher Sonntag, TAC NCO for Company B-2.

As Sergeant First Class Dan Boudreau, TAC NCO for Company B-1, notes, training cadets to counsel begins through modeling. “Cadets will counsel the way they were counseled,” he says, “so I try to conduct my counseling sessions with cadets the same way I would—as if they were with Soldiers—right down to using Developmental Counseling Form 4856.” He also believes it is critical to expose cadets to counseling early and often. An initial counseling session during the first week of each academic term outlines each cadet's duties and responsibilities.

During these initial sessions, Sonntag asks the cadets of his company what each thinks about his or her position and how each expects to carry out the duties of that position. Counseling sessions last between 30 and 60 minutes and occur at regular intervals during the semester (usually at weeks six, ten, and fifteen) so that a TAC NCO can review the performance of those cadets under his or her watch.

In addition to being practical to USCC, this counseling also has big-picture designs. The thought of having to counsel a Soldier who has many more years of Army experience than themselves is daunting to many cadets. “Many come to these sessions seeking advice on how to counsel their platoon sergeant once they get their first assignment,” says Sergeant First Class Raul Medina, TAC NCO for Company E-3. Having served in this or similar positions themselves, TAC NCOs are in a perfect position to give cadets relevant advice. “We understand what NCOs go through,” says Sergeant First Class Roberto Ayala, TAC NCO for Company E-4, “and we want to communicate our experiences to cadets so that by the time they get their lieutenant bars, they'll know the role of their NCO partner.” Boudreau, who has been on panels for MX400 (West Point's capstone course for officership) echoes Ayala, saying, “In my counseling, I am providing an example of what the officer-NCO relationship looks like.”

While the goal is to expose cadets to the Regular Army via their NCOs, there are obviously differences between counseling cadets and counseling Soldiers. Boudreau points out that, for example, “Unlike a unit where a commander could say, ‘I need this ASAP,’ a TAC NCO must consider the demands placed on a cadet's time.” Sonntag also notes that counseling Soldiers in the Regular Army will likely be different for cadets as second lieutenants than counseling plebes in their USCC Company. “They might have to counsel Soldiers on family or financial matters,” he says, for example.

But despite these surface differences, each TAC NCO wants the cadets of their company to learn something about serving in the Regular Army. Ayala wants the cadets to become masters of self-discipline and to do the right thing all the time, especially when no one is looking. “It is an essential quality of a good leader,” he says. Medina wants cadets to know that how they act, how they respond to situations, and how much care they show their Soldiers will go a long way towards getting the most out of their platoons. “Walk in humble,” he says, “and take the first 30 days to learn about the platoon.” Sonntag's

**“We are mentoring young people to mold the future of the Army.”**

—SFC Roberto Ayala

lesson to his cadets concerns respect and trust. "Respect is earned, not given," he says. "Soldiers will respect your rank all day, every day, but if you want them to respect the person wearing the rank insignia, you have to work on establishing trust." Lastly, Boudreau reminds cadets to always maintain their bearing in leadership: "When you are in a position of authority and required to counsel a Soldier who did something wrong; remain professional, correct, and move on."



SFC Roberto Ayala, TAC NCO for Company E-4, meets with a Lauren Wood '14 in his office.

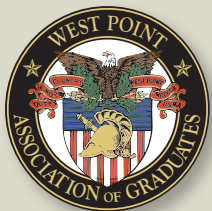
When it comes to mentoring cadets for their future role in the Regular Army, TAC NCOs are unique coaches at the Academy. Not only are they in the perfect position to set the example for the officer-NCO relationship, which remains a priority among Academy leadership, but their position allows NCOs to get to know cadets on a near-personal level. "We care about them," says Medina, "and we've done so much counseling among Soldiers of their age already, that we often know them better than they think." There is also the time factor. TAC NCOs spend an immeasurable amount of time with the cadets in their company: morning PT, lunch formations, afternoon meetings, company athletics, and mandatory evening and weekend events (e.g., award ceremonies in the Mess Hall or march-on during football Saturdays). There is simply constant exposure to a TAC NCO's influence, and the effect of this cannot be denied. In a 2009 interview with the Academy's Public Affairs Office, Colonel Mark McKearn '81, the then-BTO, summed-up the benefit of these daily TAC NCO interactions with cadets by saying, "You can't quantify the value of mentorship that happens in a passing discussion in the hallway, or when an NCO goes into a cadet's room to talk to them about their service." "We are mentoring young people to mold the future of the Army," says Ayala: In terms of one-on-one coaching, there may not be a more important position at the Academy today. ★

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William Pinkerton '14

West Point discontinued its mandatory chapel attendance policy in 1972 (after an appellate court ruled the practice unconstitutional), but this didn't spell the end of the traditionally strong religious climate among the Corps of Cadets. "My impression is that religion is alive and well among the Corps," says Father Edson Wood, who was ordained a priest in the same year as the historic ruling. "I believe it is even stronger now," says Major Pinkie Fischer, Chaplain for the 4th Regiment, "and I say this precisely because there's no longer a 'check the block for attendance' mentality, having been replaced with a variety of spiritual growth and learning opportunities that cadets really want to attend." Cadets also still (voluntarily) attend religious services. As many as 70 cadets stuff into the Catholic chaplains' office for daily 6:30am mass, about 50 attend daily Bible study in the Protestant chaplains' office during lunch time, and Captain Todd Cheney, Chaplain for the 1st Regiment, says that he's even made space available to a practicing Zoroastrian in the Corps. Chaplains are ready and available to provide cadets with any broad-based religious support they need, of course, but the role of the chaplain extends beyond any chapel,

# Regiment and Religion: USCC's Chaplains

By Keith J. Hamel, WPAOG Staff

church, temple, or house of worship in order to prepare cadets for the demands of Academy life and the leadership positions they will assume upon commissioning.

"Cadets are always pursuing an interest for which a chaplain is relevant," says Father Wood: "We are never idle." Chaplain Fischer, who acknowledges that many cadets do not know at first what a chaplain does beyond religious services, says that only 10 percent of her daily duties relate to growing and developing a cadet's spiritual life. "When a cadet comes to see me, we more often discuss broader professional and life topics," she says. Chaplain Cheney, who sees his role as helping cadets understand life skills, concurs: "I want to show cadets what right looks like in the Army and in one's life," he says. For example, to teach cadets about balancing the busy life of an Army officer with a fulfilling personal life, Chaplain Cheney hung a poster-sized photo of his wife and kids on his office wall for every incoming cadet to see. He also shares deployment stories of both poor and praiseworthy principled leadership with cadets and encourages them to make decisions based on informed choices and one's life path. This is the chaplain as counselor, and it is a position that is more about mentoring than ministering, more about being a coach than representing a church.

"Cadets see me for all sorts of counseling," says Chaplain Fischer. In this way, being a chaplain in the Corps is similar to the duties of a Regular Army chaplain, which involve counseling Soldiers and their families. Chaplain Cheney, for example, has performed pre-marital counseling for six cadet couples this year, and Chaplain Fischer points out that the relationship issues she sees between roommates in the Corps are similar to those at any other base. Cadets can even be command directed by their tactical officer to see the chaplain if that officer wants to get a professional assessment on a cadet. "What makes USCC different," Chaplain Fischer says, "is that chaplains play a strategic role in helping to coach, mentor, and train these cadets for their future duties as Army leaders." But there a number of officers and staff at the Academy who are performing this role: What makes the chaplain role unique?

Chaplain Fischer believes that the answer to this question has to do with chaplains having a more holistic viewpoint and being able to speak on a broader level than those in similar



positions at the Academy. “I am looking at all the cadets’ responsibilities as future platoon leaders,” she says, “dealing with the stressors and expectations, the highs and lows of leadership, and the relationship-building involved in becoming a better-functioning unit.” For Chaplain Cheney, it’s the “conscience of the commander” factor that makes chaplains unique counselors for the Corps. “We bring a very strong moral and ethical decision-making component to the cadets’ development,” he says. Father Wood, who was appointed Brigade Chaplain in 2001 and has 21 years of service as one of the last civilian chaplains at the Academy, says that he is a unique counselor because his office is a rare place on post where cadets can go and talk with someone who is not wearing a uniform. Although, to be fair, both rotating chaplains say that they do not leverage rank in their positions. “I think it important to be on the same level to effectively counsel,” says Chaplain Cheney. There is also no denying that chaplains can provide a religion dimension to their counseling, but it is typically directed at the cadets’ roles as future commissioned officers and leaders of Soldiers. “I often discuss the moral and ethical dimensions of leadership with the cadets I counsel,” says Chaplain Fischer, and Chaplain Cheney wants cadets to understand how matters of faith intersect with leadership duties, such as offering grace or prosecuting a Soldier fully under the Uniform Code of Military Justice. “Even if these cadets are not religious themselves, they will ultimately have a responsibility to take care of Soldiers who likely are,” remarks Father Wood, “and if they have no knowledge or experience of the religious side of life, then they are not fully committed to such Soldiers who are looking to them for guidance.”

For those cadets seeking guidance in religious matters themselves, the chaplains say that they follow the cadets’ lead and listen to how each individual cadet wants a chaplain to support him or her. “The counseling I do is customized to the individual,” says Chaplain Fischer. “If I learn that he or she has a spiritual background, I will use Scripture to support his or her situation, but if I don’t sense that background I will use examples from my own life or ones to which the cadet can relate in order to bring some balance to what he or she is going through.” Chaplain Cheney says the same thing and, while he is passionate about his job and learning about a cadet’s faith background, maintains dignity and respect in all cases. “I have never had a complaint about my approach to faith in eight years of active duty,” he says. Finally, Father Wood says that he is always performing “the ministry of presence.” “Given my public role of offering prayers at official ceremonies, all cadets



MAJ (CH) Pinkie Fischer (above right) mentors 4th Regiment cadets Krystal Onyema '14 (above left) and William Pinkerton '14 (previous page).

recognize me as a priest,” he says, “but in private counseling I simply see them as human beings with the same problems and concerns of any young man or woman, and I listen to them and do not judge.”

Whether talking the Almighty or the Army, the chaplains love their assignment counseling cadets. “Our lives are invested in them and based on their schedule so that they can fulfill their mission,” says Chaplain Fischer, and all the chaplains understand the importance of that mission. “It is a tremendous responsibility and honor to know that I am influencing the future leaders of the Army and potentially the Nation,” says Chaplain Cheney. ★

**“I want to show cadets what right looks like in the Army and in one’s life.”** —CPT (CH) Todd Cheney



# A Passion for

By Kim McDermott, WPAOG staff



Head Coach Dave Magarity and Associate Head Coach Colleen Mullen working with the team during a timeout.

Dave Magarity didn't grow up wanting to be a coach. But after 40 years, he says it's all he's ever known. What started as a *quid pro quo* situation—he'd help coach and St. Francis College would help him with tuition to complete his degree—has evolved into a successful college basketball coaching career. At 27, he became the youngest NCAA head coach (at St. Francis), and then coached men's basketball at Iona and Marist before coming to Army Women's Basketball (WBB).

Magarity assumed the role of head coach at Army in 2006 after the sudden death of a young, new coach named Maggie Dixon, who was only at Army for one season. Dixon had taken the team to its first NCAA Division I tournament, and it looked like Army had found a dream coach for the program. But sadly, she passed away only one short month later. Magarity had served as Dixon's Associate Head Coach, and when asked to stay on and lead the team he had one thing to say: "You need to know I'm not going to be that same guy you hired for the other job."

Staying on, Magarity navigated the team through an emotional time and somehow managed to maintain the momentum of the

previous year's success. The team finished the 2006-07 season with a 24-6 record (11-3 in the Patriot League) and entered the playoffs seeded second. The program has seen various levels of success since that first season, but has not finished lower than 4th in the league. Last season the team made conference history by earning all four Patriot League major awards: Magarity was unanimously voted Coach of the Year, senior Anna Simmers '13 was named Defensive Player of the Year, and freshman Kelsey Minato '15 became the first player in league history to be voted both Player and Rookie of the Year. On January 15, 2014, Magarity became the Army WBB program's winningest coach. In fact, he holds this distinction at Marist as well (235 wins) and is on a very short list of coaches who hold the record at two different schools.

Any coach will tell you that everything starts with recruiting, and Magarity's philosophy is all about balance. "When approaching recruits, it's important to lay out what West Point is about and then hope they have an interest," he says. He has found, however, that often players are recruiting Army because they want to attend West Point. And sometimes it's a little of both. Case in point: plebe guard Shelby Lindsay '17 says, "Initially, around my sophomore year, I was contacted a lot by the coaches. I wasn't too familiar with West Point, and hadn't looked into it too much until the coaches sparked my interest. So I would say that Army definitely found me." But for whatever reasons, Lindsay began hearing less from Army, so she took matters into her own hands. She took a short visit to the Academy, met many of the players, and realized this is where she belonged. "I came to the realization that USMA provided me with an opportunity to serve, while being surrounded by many of the most genuine, hardworking people I'd ever met." At the end of the day, Magarity says, he has to find enough players who can be great role players that will contribute and be complementary to the real stars on the floor. "You have to try to get the good kids, but you have to be clear about the reality of who really wants West Point," he says.

Magarity acknowledges that it's impossible to fill an entire squad with players who have what he terms a "high basketball IQ," those who possess a natural, instinctive talent for the game. So he looks to get more out of the players in areas of intangibles, saying, "They need to buy into the philosophy and work harder—more often—than their opponents." Head Officer Representative Colonel Diane Ryan thinks this is one reason that the team has enjoyed success. She observes a strong work ethic and a desire to be part of something bigger than themselves. While that may sound cliché, Ryan cites a formula she gives the players early on: She asks them to





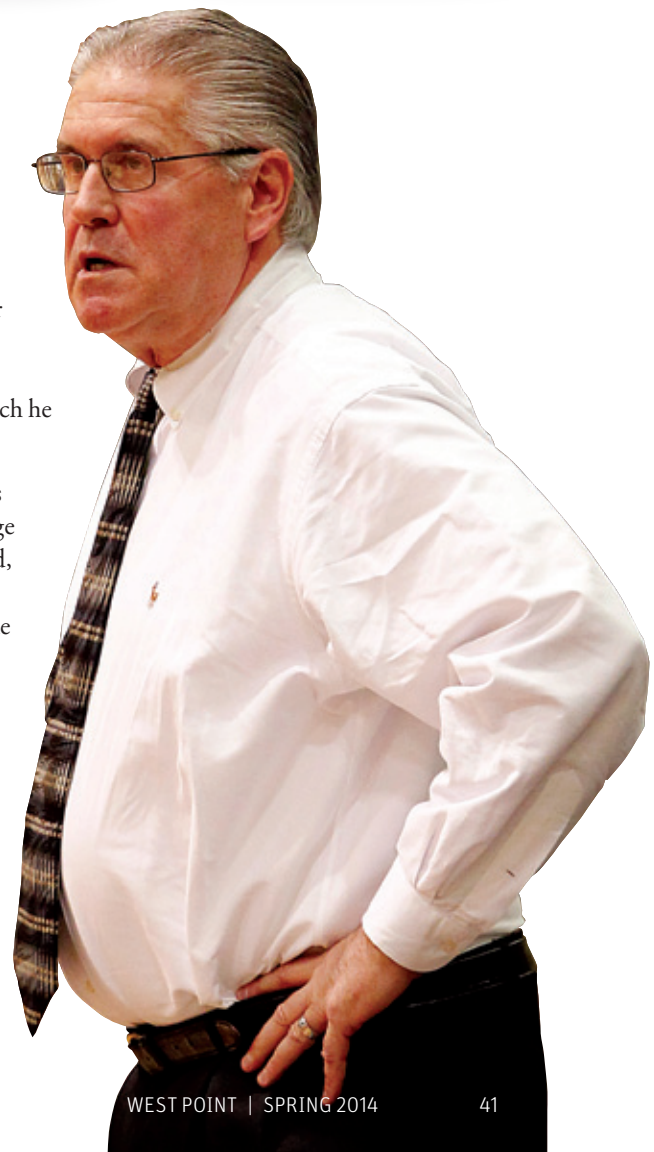
Left to Right: Jordan Elliot '15, Brianna Johnson '16, and Jennifer Hazlett '14

consider the percentage of society that is military and then to keep narrowing it down by the percentage who become officers, who commission via the Academy, who are women, landing finally at how many are Corps Squad athletes. She tells them, “Look how special that makes you.” They seem to take it to heart. They get it—and sincerely want to do well.

Former player Captain Cara Enright '08 describes another factor in the team's success: Magarity's insistence on preparation. “I realized that it was never enough to just practice your shot or work on your skills, but also to study your opponent,” she says. “Understanding the other team and each player's strengths and weaknesses was critical to our success as a team.” Magarity and his staff place a strong emphasis on the pride and tradition of the program, which he also feels helps to motivate the players.

Of the coach, Ryan says the most obvious thing is his passion. As proof, she relates Magarity's constant comment: “I will never stop coaching you.” Even when the team is winning by a large margin, he focuses on constant improvement, never letting the team rest on its laurels. Indeed, current and former players alike use identical words to describe him: “intense” and “demanding.” To those who say his background in coaching men makes him too tough on the players, Ryan disagrees. On the contrary, she maintains he's preparing them for their future. “You see plebes toughen up over the years; you see them evolve emotionally and technically as players,” Ryan says. “He's given them a gift, and they won't lose their bearing when exposed to someone trying to break them down.”

It's clear that Magarity knows how to find talent in coaches. Ryan calls him a “remarkable” developer of talent in this area. In fact, several of his assistants have moved on to higher positions with other programs; some have even gone on to be hired as head coaches. Associate Head Coach Colleen Mullen explains, “Coach gives all his assistants complete autonomy to conduct our daily tasks, scouts, and recruiting. This allows us to make a lot of mistakes and experience failures, which ultimately makes us learn and grow as coaches. Knowing that it was your decision or your actions, you can take complete





accountability for that.” His coaches get the same guidance as his players: “Put yourself out there, be assertive, take risks, show me production, and I’ll give you all the trust in the world!”

To watch an Army WBB game is to see something extraordinary from beginning to end. The program has a serious fan base, with many dedicated regulars—some of them traveling from out of state. Cadets attend in groups, often by entire regiment. The Cadet Spirit Band performs at many of the games, and the cadets will chant for someone to lead a “Rocket” cheer. Rabble Rousers throw t-shirts and balls out to the crowd. There are fun games and contests during the timeouts, and there’s even a prize for the fan who comes the closest to predicting the point in the game when (an intense) Coach Magarity will remove his jacket. The team forms a small cordon when they announce the starting lineup, with a playful, unique entrance for each. Fans are loud and supportive and it’s fun to watch the cheers erupt whenever the three-point shots go

in. The coaches are constantly engaged with the players, and when those on the bench cheer for their teammates, they go nuts. Local fan and supporter Cheryl Massie declares, “Army WBB players are fierce competitors and their love of the sport is infectious!”

They do play for love of the game, but the players realize and value what they stand for, too. Yearling standout Kelsey Minato ’16 sums it up well: “The tradition of West Point and all of the great men and women who have attended West Point before me was, and still is, awe-inspiring. To be able to attend this great institution is truly an honor. To be able to represent USMA and Army on the basketball court is difficult to put into words, but is an honor that I will cherish for the rest of my life.”

To learn more about the Army WBB players and program, visit [GoArmySports.com](http://GoArmySports.com) to view the media guide. ★



Army WBB celebrating with fellow cadets after a 54-48 win over Navy on February 8, 2014.





# Dignity and Respect: CASH/A Cadets Shape SHARP

By **Keith J. Hamel**, WPAOG Staff

In 2013, less than 48 hours after they arrived on R-Day, new cadets from all Cadet Basic Training companies gathered in Robinson Auditorium for their first official Academy briefing. After hearing the Commandant speak, the new cadets received an important lesson that set the tone on a topic they will revisit several times and in several manifestations during their 47-month West Point experience—that topic is Sexual Harassment/Assault Response and Prevention or SHARP.

Introduced in 2008, the SHARP Program is an Army initiative that evolved from its Prevention of Sexual Harassment (POSH) and Sexual Assault Prevention and Response (SAPR) programs and is designed to eliminate incidents of sexual harassment and sexual assault through awareness training, victim advocacy, reporting, prevention techniques, and accountability. In 2011, Secretary of the Army John McHugh called sexual harassment and sexual assault “a threat to our units, a threat to our cohesion, and a threat to our humanity,” and he recently released a list of priorities, naming sexual assault prevention the number one issue on which he focuses his time and effort.

Similarly, last fall, Lieutenant General Robert L. Caslen ’75, made the elimination of sexual harassment and sexual assault

at the Academy his number one priority as Superintendent. Caslen plans to execute this mission by establishing a command climate of dignity and respect at West Point. “If we can train the West Point population to internalize dignity and respect for themselves and one another, there wouldn’t be any incidents of sexual harassment or assault,” says Colonel (Retired) Laureen Barone ’83, one of USMA’s four certified Sexual Assault Response Coordinators.

While the SHARP Program is post-wide, with 24/7 confidential support available to victims of sexual assault through the West Point Helpline, particular attention is being paid to coach the cadets in the areas of sexual harassment and sexual assault recognition and prevention. Cadet training relies on lessons developed by the Professional Military Ethic Education Department of the USMA Simon Center for the Professional Military Ethic. In 2013, the Academy incorporated SHARP lessons into the coursework of eight core academic courses, for example PL100: General Psychology for Leaders, SS202: American Politics, and MX400: Officership. Additionally, these lessons are embedded in the Cadet Respect Education Program which works with members of the Cadets Against

Sexual Harassment and Assault (CASH/A) committee to coach the Corps on this important matter. Formally recognized in August 2012, CASH/A is a grassroots, cadet-run program that provides support to the Academy and to victims of sexual assault. Each month, CASH/A cadets pick a topic and lead a discussion on that topic at the unit or cadet company level to encourage conversation and dispel misunderstandings. CASH/A also discusses related issues in monthly SHARP newsletters, which are edited by committee members and posted in public areas. In June 2013, 36 CASH/A cadets participated in a Military Individual Advanced Development (MIAD) program with a mobile training team to become certified in SHARP Program training. Right now, CASH/A has a brigade officer, but it will soon have representatives at the regimental and company level, and Barone looks forward to the day when there is a SHARP-certified CASH/A representative on each corps-squad team.

One way that CASH/A is leading the charge in coaching their peers on the best techniques for preventing sexual harassment and assault is by participating in Academy-wide SHARP efforts. For example, last fall the Superintendent created the Academy's first SHARP summit. A diverse group of cadets, staff and faculty,

graduates, and community members met for two days in October to discuss topics relevant to SHARP such as the present Academy environment, cadet culture, messaging, and training and education. The Superintendent also used the summit as a way to assess West Point's SHARP program thus far, and one of the biggest takeaways of the summit was the impact that the CASH/A program is having on SHARP. "I was extremely impressed and proud as an Old Grad to see cadets running the CASH/A program," says Lieutenant Colonel John Vest '94, Commanding Officer of 2-357 Infantry, who attended the summit. "As a former USCC Tactical Officer, I know that cadets will be more successful at changing the Academy's climate in this matter than forcing it from the top, and their emphasis on not being a bystander is a concept I discuss with my own unit's SHARP training events."

"We have a solid program here at USMA with good systems in place," says Barone. "The Superintendent is focused, the cadets are focused, and all at the Academy are aggressively working to improve and enhance the program and to lead the Army on the effectiveness of SHARP training in order to eliminate sexual harassment and assault at the Academy." ★

## *Be Thou at Peace*

Deaths reported from Jan 1–Feb 28, 2014.

BG Roscoe C. Crawford Jr., USAF, (R)	1939	COL William E. Shambora Jr., USA, (R)	1950	COL Frederick R. Dent III, USAF, (R)	1956
COL Thomas H. Monroe Jr., USA, (R)	1940	Mr. William R. Stewart	1950	Mr. Gene E. Beimforde	1957
LTG John M. Wright Jr., USA, (R)	1940	Honorable Aaron D. Bernstein	1951	Mr. Turner M. Gauntt Jr.	1957
LTC James K. Cockrell Jr., USA, (R)	1942	Mr. Theodore W. Griesinger Jr.	1951	Mr. W. Richard Magadiou	1957
Mr. James R. Anderson	1943JAN	COL Max B. Scheider, USA, (R)	1951	COL William E. Temple, USA, (R)	1959
Honorable Robert N. Smith, MD	1943JAN	Mr. Paul D. Summers Jr.	1951	Mr. David C. Whitmore	1959
LTC Walter J. Hutchin, USA, (R)	1943JUN	LTC John R. Aker, USA, (R)	1952	Mr. Paul Stevens	1960
COL James M. Connell, USA, (R)	1944	COL Robert L. Burke, USA, (R)	1952	Mr. Robert W. Jordan	1962
COL Stephen A. Farris Jr., USAF, (R)	1944	COL Robert A. Carlone, USAF, (R)	1952	LTC Byron E. Bassett, USA, (R)	1963
MG Charles E. Spragins, USA, (R)	1945	Mr. John E. Carlson Sr.	1952	COL Robert E. Brown Jr., USA, (R)	1963
COL Winthrop W. Wildman, USAF, (R)	1945	COL John W. Cooke Jr., USA, (R)	1952	LTC John E. Parker, USA, (R)	1963
Mr. Ferd E. Anderson Jr.	1946	COL Theodore O. Gregory, USA, (R)	1952	COL Seth F. Hudgins Jr., USA, (R)	1964
COL Robert J. Lamb II, USA, (R)	1946	Mr. Edward J. Jelen II	1952	Mr. Patrick J. Donovan	1965
LTC John R. Treadwell, USA, (R)	1946	COL Paul B. Malone III, USA, (R)	1952	LTC Charles E. Figgins, USA, (R)	1966
COL Alexander Lemberes, USA, (R)	1947	COL Harvey H. Perritt Jr., USA, (R)	1952	LTC Sam Brooks, USA, (R)	1968
Mr. Ralph C. Murrin	1947	Mr. Raymond J. Tensfeldt	1952	Dr. Rickey A. Kolb	1969
Bishop Maurice M. Benitez	1949	COL George M. Tronsrue Jr., USA, (R)	1952	Mr. Victor L. Ross	1970
COL Bernard Greenbaum, USA, (R)	1949	Mr. Miguel A. Bethencourt	1953	Mr. Cedric C. Brown	1973
Mr. Arnold Winter	1949	LTC Henry Purcell III, USA, (R)	1953	MAJ Thomas A. Popa, USA, (R)	1973
LTC John A. Barnet Jr., USA, (R)	1950	Mr. Edward L. Rhodes Jr.	1953	LTC Russell L. Poling, USA	1981
MG Thomas U. Greer, USA, (R)	1950	LTC Edward J. P. Pawlowski, USA, (R)	1954	Mr. Mark Cannon	1985
Mr. Thomas J. Lobe	1950	LTC Lowell E. Toreson, USA, (R)	1954	Mr. Franklin C. Massey	1998
COL Linwood B. Mather, USA, (R)	1950	COL Peter F. Witteried, USA, (R)	1954	CPT Clayton O. Carpenter, USA	2005
MG Malcolm E. Ryan Jr., USAF, (R)	1950	LTC Benjamin D. Roberts, USA, (R)	1955	2LT Terence P. Murphy, USA	2013
COL Henry S. Sachers, USA, (R)	1950	LTC John G. Spellman, USA, (R)	1955		



# Gripping Hands

*"Grip hands—though it be from the shadows—while we swear as you did of yore, or living or dying, to honor the Corps, and the Corps, and the Corps." —Bishop Shipman 1902*

## West Point Distinguished Graduate Awards 2014

On May 20, 2014, the West Point Association of Graduates will confer the Distinguished Graduate Award to the following five graduates:

**Lieutenant General (Retired) Robert E. Pursley '49**

**Colonel (Retired) William B. DeGraf '50**

**Mr. Frederic V. Malek '59**

**Mr. Paul W. Bucha '65**

**Lieutenant General (Retired) Franklin L. Hagenbeck '71**

Annually since 1992, the Distinguished Graduate Award is given to graduates of the United States Military Academy whose character, distinguished service, and stature draw wholesome comparison to the qualities for which West Point strives in its motto: "Duty, Honor, Country." Including this year's recipients, there are now 109 graduates who have been designated as "Distinguished."

For complete bios on this year's group of Distinguished Graduates, visit [WestPointAOG.org/DGAreipients](http://WestPointAOG.org/DGAreipients).



Robert E. Pursley '49



William B. DeGraf '50



Frederic V. Malek '59



Paul W. Bucha '65



Franklin L. Hagenbeck '71

## 1964 Seth F. Hudgins Jr.

Following a courageous battle with cancer, Colonel (Retired) Seth F. Hudgins Jr. '64 passed away on February 8th at his home in Cornwall, New York. A highly decorated Army aviator who saw duty in Vietnam, Seth also served many years at West Point to include two years as Deputy Commandant of Cadets. However, he is probably best remembered for serving first as Executive Vice President from 1990 to 1993 and later as President of the Association of Graduates from 1993 until his retirement in 2007. During his tenure in these transformative years, the staff relocated into Herbert Alumni Center, West Point's Bicentennial Campaign was conducted, and major service improvements for cadets and graduates were implemented. It is hard to overstate Seth's positive impact on the Long Gray Line of today, and for generations to come.



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

To the rank of Lieutenant General:

**Major General Patrick J. Donahue II '80**

**Major General Kevin W. Mangum '82**

**Major General James C. McConville '81**

**Major General Herbert R. McMaster '84**



# POP OFF!



From academics to athletics, coaching at West Point comes in all forms. We asked our Facebook and LinkedIn followers: "What type of coaching did you benefit from most at West Point?"



Steph

**Steph Finkenbeiner**

National Manager, Logistics and Asset Management at Ericsson

I'd say my cadet intramural boxing coach - Scotty Fewin ('79). He made those post-practice runs up that steep hill behind the barracks seem like a privilege for us to enjoy. He was always very positive and upbeat and energetic. He was very inspirational.



Tiffany

**Tiffany Montgomery**

Field Applications Engineer at Accelrys

I got some tough love leadership from my plebe year TAC that changed my life. It might have taken me a few years to put it into practice, but that was one of the best lessons I've ever learned. I also really benefited from the mentoring and compassionate support of my professors in Inorganic Chem and Organic Chem (oddly enough).



MaryEllen

**MaryEllen Picciuto**

Senior Manager / Innovative Leader

I got the best coaching from my sponsors, Major Joe Chambers in the Dept of English and his wife Rita Chambers. He was my first semester plebe English P. He and his family offered me warm meals, cold drinks, and much great advice on navigating both West Point and the Army. We stayed in touch for many years, and I could always count on them for a kind word, a good laugh, or some supportive gesture. The Chambers made a huge difference in my cadet experience, and they surely helped prepare me for the Army.



**John Hazel** The mentoring kind of Bob Wagner, USMA Class of 1970!

Like · Reply · January 22 at 10:23am



Matt

**Matt Reyes**

President -- Rialty Real Estate LLC

The best coaching I got was from my chain of command, especially as a plebe. Guys like Mike Cabrey and Wendell Champion (Class of 86) changed my life!



Matthew

**Matthew Brown**

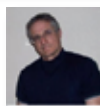
Professor for Theater Strategy and Campaigning, Saudi War College

I had the opportunity to play Army basketball for Coach K for four years. Looking back on that time period it was a tremendous experience for all of us to be associated with such an outstanding leader. Probably the most important "lesson learned" I drew from Coach K is the notion to "come ready to play every day." He expected it and demanded it of all his players. No excuses allowed.



**Dan Lowry** COL Christopher philosophy course. Great man and leader.

Like · Reply · January 22 at 7:25pm



Robert

**Robert Anderson-Ludrick**

Director, Six Sigma Deployment, Staples Print Solutions, Master Black Belt

The best coaching I received was from certain professors who often allowed the subject to wander during class so we could ask any questions which spurred lively discussion. Most of the questions centered around our complaints and these professors took the time to give us a broader perspective. I also received a lot of coaching from the upper classmen in the company who acted more as mentors than the usual superior to subordinate relationship.



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— Lorenzo Smith '00

# START*the*DAYS!

<p><b>MAY</b></p> <p><b>1</b> Projects Day</p> 	<p><b>MAY</b></p> <p><b>18-21</b> Reunions Classes of 1939, 1944, 1949 &amp; 1964</p>	<p><b>JUNE</b></p> <p><b>14-20</b> Summer Leader Experience Session 2</p>
<p><b>1-4</b> Reunion Class of 1954</p>	<p><b>28</b> Class of 2014 Graduation</p> 	<p><b>15</b> Summer Concert Series Opens</p> 
<p><b>3</b> Scouting Camporee Kosciuszko Memorial Ceremony</p> 	<p><b>JUNE</b></p> <p><b>2</b> 21st Annual Alumni Golf Outing</p> 	<p><b>27</b> Reception Day Rehearsal</p> <p><b>JULY</b></p>
<p><b>6</b> Margaret Corbin Wreath Laying</p>	<p><b>7-13</b> Summer Leader Experience Session 1</p>	<p><b>2</b> Reception Day for the Class of 2018</p> 
<p><b>12-16</b> Term End Exams <i>BEAT THE DEAN!</i></p>		

Upcoming events suggested by West Point staff & faculty.

Events for Aug 2014–Oct 2014 should be sent to [editor@wpaog.org](mailto:editor@wpaog.org) by May 15, 2014.

For the entire calendar, go to  
**[WestPointAOG.org/calendar](http://WestPointAOG.org/calendar)**



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## LETTERS *to the editor*



If you would like to submit a comment or question, send it to [Editor@wpaog.org](mailto:Editor@wpaog.org). And remember that you are always welcome to chat with us on one of our social media channels!

**FROM: Roger W. Waddell '58**

I have been concerned for several years about the failure of graduates to update their biographical information in the *Register of Graduates*. There are far too many entries from later classes showing only the first assignment and maybe an undated rank or address. That lack of information greatly reduces the value of the *Register* to graduates and various friends of West Point. Although the note at the end of the article on page 15 of the 2014 winter issue of *West Point* magazine says, "...so make sure your record is up to date and complete..." I would like to see you plead for graduates to update their information because there are a lot of other graduates interested in it.

**RESPONSE:**

*Well said! The Register of Graduates is a foundational primary resource for scholars and other interested parties conducting research on the United States Military Academy and its graduates. So, for the sake of all the members of the Long Gray Line who marched before you, please take a moment to update your information in the Register. More than Cullum's legacy, your record is a vital part of USMA's legacy. Simply go to [westpointAOG.org/registerupdate](http://westpointAOG.org/registerupdate) and follow the prompts. Thank you.*

**FROM: Milt Aitken '54**

Regarding the 2014 winter issue, I invite Mr. Hamel to write a sidebar relating how and why The Long Grey Line (see 1950 *Bugle Notes*) became The Long Gray Line. "Old folks would like to know."

**RESPONSE:**

*No one at WPAOG is aware of a particular time when a conscious decision was made to switch "grey" to "gray;" however, some issues of Assembly magazine, such as one published in 1957, used "gray," so the changeover took place earlier than that. According to a popular grammar website, "Both spellings, which have origins in the Old English græg, have existed for hundreds of years. Grey gained ascendancy in all varieties of English in the early 18th century, but its dominance as the preferred form was checked when American writers adopted gray about a century later. This change in American English came around 1825. Since then, both forms have remained fairly common throughout the English-speaking world."*



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**October 4**



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**October 11**



vs. Rice

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vs. Connecticut

**November 22**



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#26 Larry  
Dixon



# Past in Review

## PANDEMONIUM IN THE OLD MESS HALL

### The 1918 Graduation Announcement for the Entering Classes of 1920 and 1921

*The following excerpts come from a letter (date unknown) written by Brigadier General Sidney R. Hinds, Class of 1920. It was discovered and transcribed by his grandson, Major General (Retired) John Macdonald '79.*

Thanks to World War I, the years of 1918 and 1919 were hectic ones at the Academy. The Fall Offensive of 1918 called for more officers and Soldiers for the final push to win the "War to End All Wars." In particular, West Point was ordered to graduate its remaining two upper classes, the classes that entered the Academy as those of 1920 and 1921. The cadets who entered as the Class of 1919 had already graduated a year early as the Class of June 1918, and tentative plans were in place to graduate the plebe class (which had just entered in June through September, 1918) in the spring of 1919 and ship them to France with all the other early graduates who were commissioned as second lieutenants for duty with the American Expeditionary Force (AEF).

I can vividly remember the pandemonium that reigned in the old mess hall back on that mid-October day, 1918, when an order was read stating that November 1, 1918, would be Graduation Day for the now-first-classmen of the original Class of 1920 as well as the yearling Class of 1921. Before the order was read, the tactical officer in charge that day, strict old Major Tomlinson, put us through a test of discipline. He demanded that, upon completion of the reading of orders, there would be no exhibition of approval or disapproval whatsoever; every person in the hall would just sit quietly for exactly five minutes.

Believe it or not, the Corps of Cadets did just that, proving, I suppose, that we were all sufficiently disciplined to assume the responsibilities we were just decreed: second lieutenant and First Classmen, respectively.

When the last second of Tomlinson's imposed silence had ticked off, a thunderous roar erupted from the throats of every living soul... cadets, TACs, waiters, and even the 'comms cat' under the roof of old Grant Hall, the location of the mess hall in those days. It must have loosened the mortar between the granite blocks and raised the roof at least a foot upwards and outwards! (It was not many years before that once solid 19th century landmark was declared unsafe and had to be demolished and replaced, and I am sure that the cadets of that memorable day had something to do with the hastening of its demolition.)

Instantaneously going from a lowly plebe to an upper-classman—not only an upper-classman but the "only classman"—was almost too much. I think the authorities must have been somewhat apprehensive about the ability of the infant Corps to

**Right:** Brigadier General Sidney Hinds' 1920 *Howitzer* photo. **Below:** Entrance to the Old Grant Hall, which was built in 1852 and stood for more than 80 years before being demolished in 1930.



SIDNEY RAE HINDS  
"SVENSK", "STRONG-GROSS"  
SIOUX FALLS, South Dakota

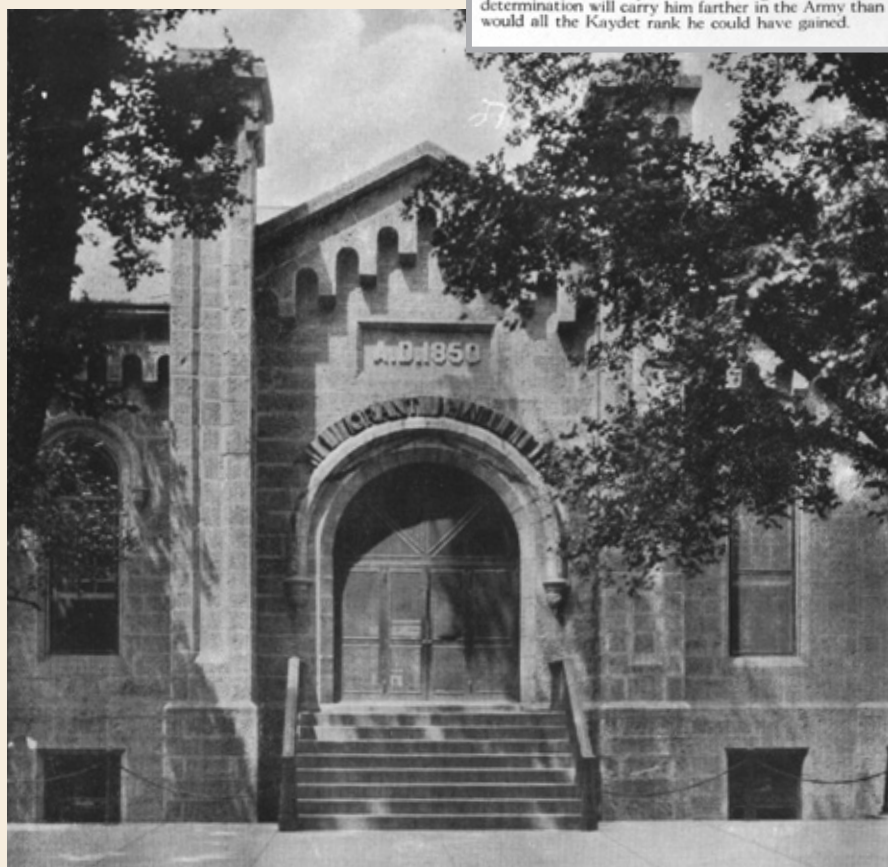
Clean Sleeve; Cullum Hall Football; Sharpshooter.

THOUGH he comes from the Bad Lands of the Dakotas, Sid has always followed the "straight and narrow" here. In fact, his only important vice is a tendency to toot an ancient horn about the time that the Horizontal Club starts its afternoon session.

He has never been a hopoid, always preferring a ride in the hills of an afternoon to any tea-fight. You might think from his fondness for horses, that he is boning the Cavalry. On the contrary, he is headed, both by choice and by decision of the Academic Board, for the "backbone of the Army."

It can be gathered from the above that Sidney is a goat. Time after time they thought they had downed him, only to have him wriggle out in the last writ with two tenths to spare.

Next to his devotion to the Immortals, comes his undying loyalty to the Millionaire Squad. Sidney has ever worn the Clean Sleeve, but "a man's a man for a that", and we predict that his good nature and determination will carry him farther in the Army than would all the Kaydet rank he could have gained.



handle the grave responsibilities of the Academy's century-old heritage so suddenly thrust upon it, as we were not immediately accepted as kingly First Class cadets. Our uniform's first stripe was not even a single yearling full stripe but a short piece of black half-inch braid on the lower sleeve. Furthermore, we were re-designated "Second Classmen" just days after the announcement, when the next class of cadets arrived days later that November. That month (November 1918) probably saw more changes at the Academy than any other period in its history: the graduation and commissioning of the two upper classes, the entry of a new class the following week, then the Armistice marking the end of the War on November 11, the return of the junior of the aforementioned two classes (that which originally entered the Academy as the Class of 1921) to complete their classroom work as student officers, and changes to

the curriculum and designation of the plebe class as "Second Classmen." The Long Gray Line continued doing the best that could be done with the means at hand. The student officers were moved into the first four divisions of south barracks and not permitted to enter the area occupied by the cadets, nor were the cadets permitted any contact with the newly-made officers except on an approved visitor's permit. I never quite understood the reasons for this rule, but I suppose it tended to reduce a certain amount of confusion.

"Beast Barracks" for the incoming class was conducted by the young officers on duty, who were now West Point TACs. Having been deprived of their chance to go overseas by the sudden Armistice, they were psychologically more than prepared to put their extra energy into the early training of the newest cadets. From the sounds emerging from the student officers' barracks area and observation of

the activities 'on the double,' I am sure that the Beast Barracks these lieutenants conducted was no less strenuous than that experienced by my classmates only six months before. ★

*Note: The Class of '18JUN, the Class of '18AUG (originally the Class of 1919) and the Class of '18NOV (originally the Class of 1920) all graduated in the same year. The original Class of 1921 (after graduating in '18NOV) returned to USMA and graduated again in '19JUN. Brigadier General Hinds went on to graduate early as well. There would have been no Class of 1920 nor 1921 with all of the graduations in 1918, so some of the original Class of 1922 were allowed (or in Hinds case, encouraged) to graduate early so that there would be some West Pointers in the Army for each year group.*

*Thanks to Major General (Retired) John Macdonald '79 for sharing the letter with WPAOG and the Long Gray Line.*

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