



Northeastern University Cadet heads 2012-13 National Order of Merit List

# The CADET

U.S. Army Cadet Command's quarterly magazine

Winter 2012 Vol. III Issue IV

## Challenging Times

*Cadets across the country  
square off in annual  
Ranger Challenge  
competitions*

### School of thought

*Programs employing teaching strategies  
centered around critical thinking*

### Successful year

*Cadet Command surpasses mission goal  
for second straight year*

Cadet Command news online at [www.army.mil/rotc](http://www.army.mil/rotc)

DECEMBER  
2012

Volume 3  
Issue 4  
Winter edition

# Contents



Josh McGowan, of South Gwinnett (Ga.) High School, crawls under an obstacle on the physical fitness challenge at the national Raider meet. Photo by Steve Arel



## Inside

- 4 Mission success**  
Cadet Command surpasses its Fiscal Year 2012 target by commissioning 5,880 Cadets.
- 6 Changing mindsets**  
Critical thinking techniques are at the center of a major curriculum revamp.
- 10 Squaring off**  
Battalions across the country vie for Ranger Challenge championships and Sandhurst Competition berths.
- 12 Making his mark**  
Northeastern University's Patrick Lupfer is the No. 1 Cadet on the latest National Order of Merit List.
- 14 Settling in**  
Command Sgt. Maj. Roger Howard is getting an education on Cadet Command and shaping his vision in the process.
- 16 JROTC's best**  
High school Cadets converge on rural Georgia to battle for national Raider Challenge gold.
- 18 Play it again**  
St. John's University of Minnesota wins its second straight Army Ten-Miler ROTC division title.
- 20 Honoring veterans**  
Cadets take part in an array of Veterans Day events across the country.

On the cover: Evan Tatum, of North Georgia College and State University, makes his way across a single-rope bridge during October's Bold Leader Challenge, hosted at Fort Knox, Ky., by U.S. Army Cadet Command's 1st Brigade. Photo by Steve Arel

## The Cadet

The official magazine of U.S. Army Cadet Command  
[www.cadetcommand.army.mil](http://www.cadetcommand.army.mil)  
[www.army.mil/rotc](http://www.army.mil/rotc)

Commander: Maj. Gen. Jefforey A. Smith  
Command Sergeant Major: Command Sgt. Maj. Roger Howard  
Public Affairs Officer: Lt. Col. Matt Hackathorn  
Editor: Steve Arel  
Staff writer: Jacob Bennett  
Contributors: Brooks Canaday and Alejandra Carles-Tora  
Contact: Fort Knox: (502) 624-5706 & (502) 624-1842  
E-mail: [matthew.hackathorn@usacc.army.mil](mailto:matthew.hackathorn@usacc.army.mil)



The Cadet is an authorized publication for members of the Department of Defense. Contents of The Cadet are not necessarily the official views of, or endorsed by, the U.S. government or the Department of the Army.

The editorial content of this publication is the responsibility of the public affairs officer, U.S. Army Cadet Command.

# Celebratory vigilance

*Safety should remain paramount  
for all during the holiday season*



As we plan and prepare for the winter holiday season, I want to take this opportunity to thank every member of the Cadet Command team for your support and congratulate you on our many accomplishments during this past year.

Your commitment and the work you do throughout the year directly enhance quality of life, readiness and, ultimately, the security of this great nation.

This holiday season will provide the opportunity to spend time with family and friends, to travel or perhaps just enjoy some rest and relaxation. In any case, it is a season that warrants some special planning and considerations to ensure it is an enjoyable time and allows for our safe return after the holidays.

In the coming weeks, we must be vigilant in our safety and accident prevention efforts for both on- and off-duty activities. To that end, I want to ensure every Soldier, Cadet and civilian employee receives a safety briefing prior to the holiday season.

While briefings should be tailored to your respective organization and geographical location, primary

focus areas for this holiday season include traffic safety, fire prevention, cold injury prevention and prevention of slips and falls. It is important to remember we are not only responsible for the accountability and safety of those under our stead, but also for one another.

In addition to safety briefings, I want to encourage the use of tools such as designated battle buddies and mid-leave radio checks. These tools rely on one person making contact (checking in) with another and provide an excellent opportunity to positively influence decisions and behavior.

While this season may provide the opportunity for many of us to enjoy the company and fellowship of family and friends, it is important to remember that others may not be so fortunate.

Whenever possible, we should consider including others who may be geographically separated from their friends and loved ones to join in some of our planned festivities. This simple act could prevent someone from being alone during the holiday season.

Best wishes.

**Maj. Gen. Jefforey A. Smith**  
**Commanding General**  
**U.S. Army Cadet Command**

## Around the command

News, notes and updates from across Cadet Command

# Deputy commander: Army-HACU union making progress



**Col. Erik Peterson, deputy commander of U.S. Army Cadet Command, addresses members of the Hispanic Association of Colleges and Universities during its Partnership Luncheon Oct. 22 at the Marriott Wardman Park hotel in Washington, D.C. Photo by Steve Arel**

WASHINGTON, D.C. – Col. Erik Peterson, Cadet Command’s deputy commander, reached out in late October to members of the influential Hispanic Association of Colleges and Universities, detailing the Army’s outreach and the need to inform students of the opportunities ROTC makes available.

“The officer corps leading the finest Army in the world should reflect our nation’s rich, dynamic diversity and our changing demographics,” he said. “To that end, our partnership with HACU remains vital. Together we’re making progress in the Hispanic-American community, but much remains to be accomplished.”

Just before he addressed the nearly 1,000 people in the audience – many of them college students and educators – Peterson accepted an award on behalf of the Army from HACU in recognition of the Army’s efforts in creating higher educational opportunities for Hispanic students.

U.S. Army Cadet Command – the largest provider of college scholarships in America – awarded \$29 million in benefits to Hispanic-serving

institutions over the last five years. That assistance created a wealth of educational opportunities and paved the way for some 1,000 Hispanic Cadets to join the officer ranks through ROTC.

Peterson highlighted some of the Army’s tangible commitments to Hispanic higher educational opportunities through informational booths, access to professors of military science and seminars about educational resources and career opportunities in the Army. As part of this year’s HACU conference, Cadet Command held a free workshop about March2Success, an online program that helps students improve proficiency in math, science and language skills and helps them prepare for the SAT and ACT.

The Army and HACU also have conducted a college tour program since 2009 that brings Hispanic high school juniors and seniors to col-

lege campuses to experience campus life, to learn about the admissions process and financial aid options and to make more informed decisions about their educational futures. Several hundred students have taken part.

Scholarships, however, have helped pave the way for many students to attend college and, ultimately, serve their country. ROTC not only provides a means for young people to develop their education, but also to develop themselves as leaders – whether in uniform or in America’s communities.

“By working together, we can ... truly champion Hispanic higher education success,” Peterson said.

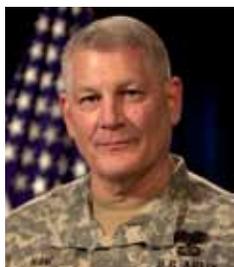
# Ham urges Cadets at AUSA to manage change, focus on values

WASHINGTON, D.C. - The U.S. military is a learning and growing entity, and young officers must be flexible enough to lead their organizations, the commander of U.S. Africa Command told ROTC Cadets recently.

Gen. Carter Ham spoke in late-October at the Association of the U.S. Army’s ROTC luncheon at the Renaissance Hotel. The senior ROTC graduate in the Army today compared what he faced when he entered the Army in 1974 with what today’s ROTC graduates will face.

He noted that when he entered the Army, the draft had just ended, and the enemy was the Soviet Union.

“We focused everything we did on that one single, but very dangerous and predictable threat,” he said. “The Army that you will lead is very different from that.”



**Ham**

The threat environment is unpredictable, Ham said, and that will create more challenges for young officers coming into the force.

The excellence of the rank and file in the Army today

also means the service needs officers who are “imaginative, agile, adaptive and can think critically and creatively,” he said.

But while the methods will change, Ham said, young officers can stand on the bedrock of 237 years of Army history and values.

“Loyalty, duty, respect, selfless service, honor, integrity and personal courage are val-

ues that don’t change,” he said. “They are the foundation upon which you and your leadership and professional knowledge will be built upon.”

The next decade will see dynamic change, and young officers coming in today must survive and prosper while managing that change, the general said.

The combatant commands will change, and young officers must understand the roles and missions of these commands, Ham said.

Language training and cultural training will become more important as well.

“My crystal ball is a little bit fuzzy, and I don’t know what the future holds,” Ham said.

“But I do know that wherever you are going to operate as Army officers, it is going to be inside somebody else’s culture, and the more we understand about that, the better off we’ll be.”

---

## Around the command

*News, notes and updates from across Cadet Command*

---

# Seeking opportunity: Enrollment in senior programs rising

The Army is outpacing its goals for minting new officers as enrollment in ROTC programs surges. The number of college students in Army ROTC programs has grown 50 percent since the 2005-06 school year.

While the Army is in the waning stages of war and has largely stopped growing, ROTC has reached near-historic highs for enrollment. College campuses, some of which spurned ROTC for years, now are embracing the military programs as students look for leadership opportunities, financial help and service.

"This generation we are getting in here is so patriotic," said Col. David Chase, the professor

### ► Cadet Command makes Fiscal Year 2012 mission / page 4

of military science at Virginia Tech. "They were 6, 7 years old on 9/11, and they have grown up during the war on terror. They've seen the unbelievable support for service members."

Following the Sept. 11, 2001, attacks, Army ROTC enrollment jumped from 28,470 during the 2000-01 school year to more than 30,800 two years later. But as the wars in Afghanistan and Iraq waged on, the number steadily dropped to a low of 24,312 in 2005-06.

Around that time, the Army increased its goal for the number of new officers and pumped more money into scholarships and recruitment. Enrollment has been steadily ticking up since, reaching a high of 36,474 during the past school year.

The Army says it is now outpacing its mission, after years of falling short of meeting its commission goal or barely beating it. During the 2011-12 school year, the Army commissioned 5,880 officers, surpassing its goal of 5,350. That number could increase in coming years as large incoming classes mature.



## Golden moment

Sgt. Vincent Hancock, who won the gold medal in skeet shooting in this summer's London Olympics, shows off his medal Oct. 18 while visiting Cadet Command employees at the command's Fort Knox headquarters. Hancock, who also won gold in 2008, is the first person to repeat as a gold medalist in skeet.

He was among a team of Olympic competitors from the Army Marksmanship Unit at Fort Benning, Ga., who also met with workers around the post before taking part in the Boy Scout Patriot Games.

*Photo by Jacob Bennett*

---

## Deadline extended to Feb. 1 for new 'Bar of Gold' lyrics, music submissions

Cadet Command has extended the deadline to Feb. 1 for submissions to overhaul its longtime anthem, "A Bar of Gold on Army Green."

The song has been in use for more than 20 years. Since its commissioning in the late 1980s, the official Cadet Command song has helped oversee the addition of more than 100,000 new officers to America's Army through the Reserve Officers' Training Corps program.

The official anthem indicated recently it had been "feeling a little out of date," and after much consideration the Cadet Command command group determined "A Bar of Gold" had more than met its mission and agreed to commission a new official Cadet Command song.

"A Bar of Gold" did promise to remain on duty until its successor has been selected.

Cadet Command invites all interested composers, musicians and songwriters – professional or amateur – to submit lyrics or a poem for consideration as a new official command song. Music will be added once lyrics are selected.

The lyrics should stress Cadet Command's/Army ROTC's role in preparing future leaders, rather than concentrating on the contributions in the nation's wars. They should incorporate the Army Values and the primary functions of the command: leadership development, scholarship and academic excellence, professionalism of the Army officer corps. The new command song should stress that the leaders produced through Army ROTC are professionals who are ethically, mentally and physically fit.

Submit entries to: Public Affairs Officer, HQ, U.S. Army Cadet Command, 248 1st Cavalry Regiment Road, Building 1001, Room 104, Fort Knox, KY 40121.

They also can be e-mailed to [matthew.hackathorn@usacc.army.mil](mailto:matthew.hackathorn@usacc.army.mil). The winner will receive a special award from the command.

For additional information, and to see the lyrics and hear music of the chorus to "A Bar of Gold on Army Green," visit the U.S. Army Cadet Command website at [www.cadetcommand.army.mil](http://www.cadetcommand.army.mil).

# Golden Age



Cadet Kenneth Aronhalt from Marion Military Institute watches the graduation of the 9th and 10th regiments this summer at the Leader Development and Assessment Course at Joint Base Lewis-McChord, Wash., before being commissioned. *File photo*

## Cadet Command commissions most second lieutenants in more than 20 years

By Steve Arel  
*U.S. Army Cadet Command*

Consider this Cadet Command's new golden age. The organization responsible for annually commissioning the bulk of the Army's second lieutenants had more Cadets pin on gold bars in Fiscal Year 2012 than it has in more than 20 years.

The command swore in 5,880 students across the country between October 2011 and Sept. 30, marking the second straight year for mission success. The Army-mandated goal was 5,350.

Not only did the number establish a new bar of recent success, it also represents Cadet Command's first period of recent consistency. The command surpassed its mission for the first time in 2009, only to come up short in 2010.

Now, in surpassing the mark in 2011 and 2012, Cadet Command has reversed a several-years drought in which it missed the target.

"We're at the peak of the best quality Cadets we've seen," said Maj.

Lucas Wilder, senior analyst for Cadet Command's operations analysis division. Those commissioning represent "the upper crust of the officers we look for."

From a raw numbers standpoint, the FY '12 total was the most commissionees since 1990, when 7,700 Cadets joined the ranks. Among this year's 5,880 who took the oath of office were 226 nurses – a field considered critical and one that has historically teetered on shortages.

The overall mission accomplishment also was a boon to the National Guard and Reserves, which benefited from the over-production as hundreds of Cadets were designated for service in those forces.

Cadet Command has emphasized science, technology, engineering and math (STEM) majors in its recent recruitment efforts to meet the needs of an Army that becomes more high-tech. The class of 2012 included 1,163 graduates with those types of degrees, accounting for 19.8 percent of the commissionees. With a continued push, that number could be higher next year, said Lt. Col. Tim Borgerding, chief of Cadet

Command's operations analysis division.

Cadet Command hit the 2012 commissioning mark in early August, almost a full month ahead of its pace in 2011, with a host of end-of-course commissionees this summer at the Leader Development and Assessment Course at Joint Base Lewis-McChord, Wash., Wilder said.

The Citadel, a senior military college in Charleston, S.C., led all schools in total commissions with 88. In fact, the top five producers of second lieutenants were senior military colleges.

Campbell University in North Carolina commissioned 58 Cadets to pace non-military campuses and was sixth overall.

Cadet Command produces more officers for the Army than any other commissioning source. In fact, it commissions more officers annually than the U.S. Military Academy at West Point, Officer Candidate School and direct commissionings combined.

Even as the Army restructures and looks to downsize in the coming years – moves triggered by the end of combat operations in Iraq and the pending withdraw in Afghanistan – Maj. Gen. Jefforey Smith, Cadet Command's commanding general, has said he doesn't anticipate a change in the total number of second lieutenants the organization is required to produce.

"Based on what I'm seeing and the direction of the downsizing and potential restructuring of some of our combat formations, there is still going to be a high demand for junior officers, even if there is some reduction in brigade combat teams," he said. "There will be additional units form inside those brigade structures, which will require lieutenants."

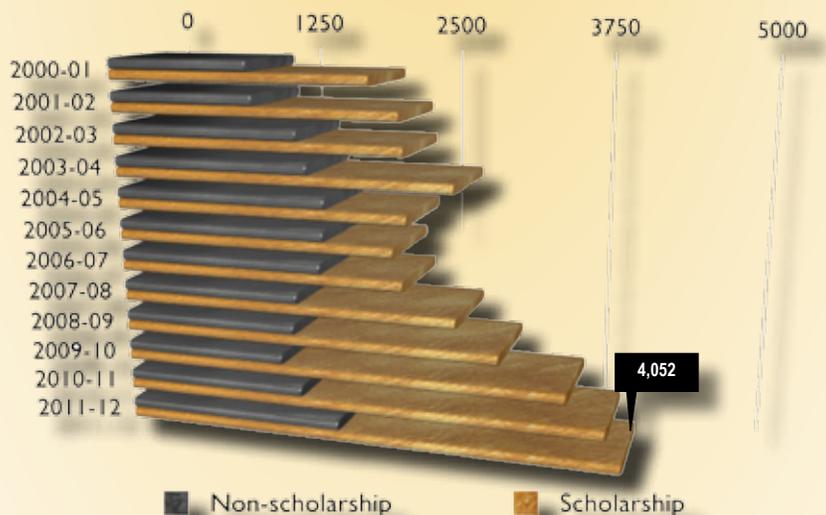
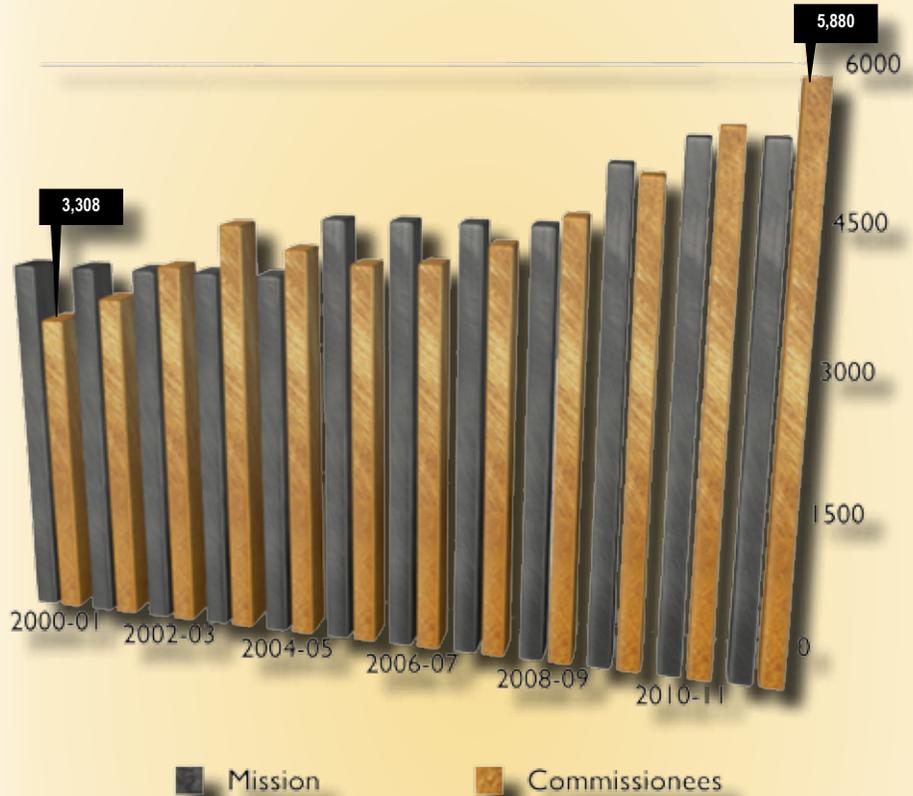
Among Fiscal 2012 commissionees, 69 percent received some form of Army ROTC scholarship assistance – a four-, three- or two-year financial award. It's uncertain specifically how downsizing might impact future scholarships awarded by the command.

There are Cadets who will pursue a commission without an ROTC scholarship – about 1,500 this year – but there is a direct correlation between financial awards and program membership, statistics show. As scholarships increase, so do the number of students committing to serve in the Army.

"Fewer scholarships make recruiters' jobs more difficult," Wilder said. "Scholarships are the biggest incentive."

### By the numbers

A look at Cadet Command commissioning totals for the last five school years, as well as the number of scholarship and non-scholarship recipients in each commissioning class.



*It's not what to*

THINK

*but how to*

THINK

As Cadet Command looks at retooling the way it teaches Cadets, putting greater emphasis on critical thinking, several programs are incorporating techniques that help future second lieutenants become more effective in handling different situations.

Story by Lt. Col. Matt Hackathorn  
*U.S. Army Cadet Command*

**“ Critical thinkers are clear as to the purpose at hand and question at issue. They question information, conclusions and points of view. They strive to be clear, accurate, precise and relevant. They seek to think beneath the surface, to be logical and fair. They apply these skills to their reading and writing, as well as to their speaking and listening. They apply them in all subjects and throughout life. ”**

*Excerpt from “The Aspiring Thinker’s Guide to Critical Thinking”  
by Drs. Linda Elder and Richard Paul*

To meet our nation’s requirement to fight and win in any future operating environment, U.S. Army Cadet Command must produce versatile junior leaders who can think critically and respond to situations in adaptive, agile and creative ways.

Forging second lieutenants who meet this demand requires trainers to assess at least two key questions: Are the officers we’re producing prepared to competently lead small units in a complex security environment with confidence, and how well are these new leaders capable of dealing with ambiguous and frequently changing circumstances?

Developing leaders who know how to think requires a plan focused on realistic and complex training to challenge intellect and perception to ultimately strengthen critical thinking skills and the ability to solve problems.

Maj. Gen. Jefferey Smith, commander of U.S. Army Cadet Command, believes critical thinking and creativity are not necessarily inherent in every individual. However, leaders can develop these skills, so Smith has directed changes to the Army ROTC curriculum to set the conditions for such thinking to occur.

“The new Army Doctrine Publication (ADP) 7-0, *Training Units and Developing Leaders*, re-establishes fundamental training and leader development concepts Cadet Command will use to revise our military science courses and training activities,” said Smith, who spent months visiting numerous training events before issuing guidance. “More than 10 years of war provides evidence our junior leaders must be prepared to face unexpected challenges requiring a strong understanding of how to think, not just what to think.”

The curriculum development team within the operations and training

directorates at Fort Knox, Ky., where Cadet Command is based, is busy assessing the commander’s guidance and developing courses of action.

“We’re moving toward the outcome-based training and education methodology, and this may require us to shift some of the training we’re currently conducting around and get at training Cadets in different venues and in different ways,” said Lt. Col. Mike Small, Cadet Command’s

chief of curriculum development. “Cadet Command is going through the process of obtaining Army approval on these changes and, of course, there will be a ramp up to implementing any change. The ultimate goal is to create a learner-centric environment in order to create the critical-thinking officers needed for the Army in the 21st century.”

Cadet Command has received approval from the chief of staff of the Army to begin course of action development in support of curriculum changes. Smith will provide the chief of staff with updates on curriculum changes as development progresses.

In the meantime, several professors of military science from across the nation are already incorporating such educational tactics aimed at supplementing their program’s curriculum and further developing Cadet thinking skills.

### **Good thinking solves problems; poor thinking causes problems**

Lt. Col. Mike Snyder, professor of military science at the University of North Alabama, exposes senior Cadets to the university’s operational environment using a well-known military model for problem solving called PMESII-PT. This framework incorporates the variables of political, military, economic, social, infrastructure, information systems, physical en-



**Cadets at the Leader Development and Assessment Course at Joint Base Lewis-McChord, Wash., are put in realistic combat situations where they must use critical-thinking techniques to achieve an effective outcome. File photo**

## Elements of critical thinking

As Cadet Command looks to reshape its approach toward training, curriculum specialists are using this model detailing the components of critical thinking to help develop the new strategy.

### Intellectual autonomy:

Having rational control of one's beliefs, values and inferences. The ideal of critical thinking is to learn to think for oneself, to gain command over one's thought processes. Intellectual autonomy does not entail willfulness, stubbornness or rebellion.

### Intellectual empathy:

Understanding the need to imaginatively put oneself in the place of others to genuinely understand them. We must recognize our egocentric tendency to identify truth with our immediate perceptions or long-standing beliefs.

### Intellectual integrity:

Recognition of the need to be true to one's own thinking, to be consistent in the intellectual standards one applies, to hold oneself to the same rigorous standards of evidence and proof to which one holds one's antagonists and to practice what one advocates for others.

### Intellectual humility:

Awareness of the limits of one's knowledge, including sensitivity to circumstances in which one's native egocentrism is likely to function self-deceptively; sensitivity to bias and prejudice in, and limitations of one's viewpoint.

### Confidence in reason:

Based on the belief that one's own higher interests and those of humankind will be best served by giving the freest play to reason. Reason encourages people to come to their own conclusions by developing their own rational faculties.

### Intellectual perseverance:

Willingness and consciousness of the need to pursue intellectual insights and truths despite difficulties, obstacles and frustrations; firm adherence to rational principles despite irrational opposition of others.

### Fairmindedness:

Accurately reconstruct the strongest versions of points of view in conflict with their own and question deeply their own framework of thought. Try to find and correct flaws in their own reasoning and to be scrupulously fair to those with whom they disagree.

### Intellectual courage:

The willingness to face and fairly assess ideas, beliefs or viewpoints to which we have not given a serious hearing, regardless of our strong negative reactions to them.

## Intellectual traits or virtues

Source: Foundation for Critical Thinking

vironment and time for a particular geographic region as the basis of study to help determine how certain actions affect a region.

Snyder assigns fictitious scenarios to nearby Alabama towns and requires Cadets to study local communities and apply the model to the given problem. He also uses PMESII-PT to educate Cadets preparing for summer Cultural Understanding and Language Proficiency (CULP) missions. The ability to define and develop a relevant representation of the complexities associated with the operational environment is central to shaping the thinking skills of adaptive leaders.

"Learning to use PMESII-PT and how the human aspects interrelate – and may affect other variables – helps Cadets better understand the environment and develop better solutions to problems," Snyder said. "The PMESII model supplements our curriculum very well by providing real-world perspective and training on something Cadets will likely use to assess and understand future operational environments while deployed on complex and decentralized missions as junior officers."

While the use of supplemental learning tools like the PMESII-PT model are creative and useful, cadre can also stimulate deep thinking in Cadets in other ways.

Lt. Col. John Roadcap, professor of military science at the University of Northern Iowa,

uses the Army ROTC curriculum to develop a challenging, scenario-based mid-term exam designed to make Cadets think about multiple problems. They must detail their answers in essay form.

"Cadets are smart enough to memorize material, but the intent is to see how they apply the skills needed in a possible real-world situation," Roadcap said. "Our mid-term test is tough. We do show some leniency, but not much because Cadets need to demonstrate to me they understand the application."

"Scenario-based exams make the Cadets see there's more than one right or wrong answer, and it also stirs creativity in solving a complex problem where the answer cannot necessarily be found in a book. My Cadets are allowed to use all books, notes and previous quizzes during the test, which is sometimes comical because some spend a lot of time looking for answers."

### The profession of arms is a human endeavor, not a mechanical endeavor.

Unlike sister services like the Air Force and Navy, the Army is charged with operating among the population, in all types of terrains and across the range of military operations from combat to humanitarian assistance. Junior officers must understand the importance of human interaction and the challenges of cul-

tural and ideological differences.

Lt. Col. Tom Gilleran, professor of military science at Furman University, said trainers must be flexible in developing Cadets and be prepared to make alterations during training to create a personalized experience based on individual skill levels.

"At LDAC this year, I observed a Cadet with the mission of leading a squad in an ambush," he said. "When the Cadet leader demonstrated superior skills in delivering the warning order, writing and delivering the operations order, complying with the one-third/two-thirds rule and conducting rehearsals, I knew he was exceeding the standard and was ready for a greater challenge."

So Gilleran contacted the opposing force and directed them to ground their weapons, remove their uniforms, put on civilian clothes and walk through the kill zone to see how the leader responded. Increasing the challenge provided his trainers opportunity to evaluate the Cadet's critical thinking by examining how he responded to something unexpected.

So how did the standout Cadet leader respond to a difficult situation?

"He gave the command to fire, and the squad killed every civilian on that road," Gilleran said. "During the after action review, we covered the 'sustains and improves,' as well as how quickly success can turn into failure. I'm very confident

every Cadet who attended training that day will be sure to positively identify their targets throughout their military careers.”

Field problems have long been a primary source for training leaders to think on their feet. But these days cadre can teach such skills using the Internet.

Lt. Col. Bill Galinger, professor of military science at the University of Cincinnati, said his staff relies on the leadership challenge scenarios found on [www.platoonleader.army.mil](http://www.platoonleader.army.mil) to help promote problem-solving.

The current Army ROTC curriculum advocates the use of vignettes on the website to develop ethical decision-making skills. While most scenarios are “shoot-don’t shoot” situations, some focus on non-lethal issues such as integrity or abuse of authority.

“I use them primarily on the MS IVs (senior Cadets) during the ethics training block of instruction,” Galinger said. “The goal is to show the soon-to-be lieutenants that the Army is going to be much tougher than anything they get at LDAC, and requires them to rapidly make decisions in a complex environment where you frequently don’t have all the information. In the end, that decision has to be made, and as the commissioned officer you are responsible for it, good or bad.”

### Develop realism using personal experience and concrete examples

Lt. Col. Colin Wooten, professor of military science at Wheaton College, uses the knowledge he acquired from his master’s degree in counseling to teach critical thinking. The former tactical officer at the U.S. Military Academy incorporates role-play scenarios in the classroom to force Cadets to think creatively while mock-counseling a troubled Soldier.

“I play the counselee in these scenarios and really play it up – accent, swagger, try to be like Soldiers,” Wooten said. “Also, I usually give the Cadets some initial resistance – just because they ask me an initial question does not mean I’ll give them a full detailed answer.”

Wooten said the surface answers he provides are more like what they might get from their

Soldiers.

“Cadets can’t have just one plan of attack for resolving the scenario,” he said. “They have to be creative in drawing out the story based on reading the actions and emotions from the counselee. For some Cadets, it’s a real eye-opening in dealing with people.”



(From left) Lt. Col. Dave Yebra, professor of military science at Sam Houston State, Lt. Col. Mike Palaza, professor of military science at the University of Vermont, and Lt. Col. John Roadcap, professor of military science at Northern Iowa, participate in Cadet Command’s curriculum development review and Pre-Command Course redesign at Fort Knox in October. A handful of professors of military science from across the nation gathered to help assess the current curriculum and develop a new PCC certification process for new professors. Photo by Lt. Col. Matt Hackathorn

### SHOP TALK

Lt. Col. Dave Yebra, of Sam Houston State University, has created an online forum through Blackboard for Cadet Command cadre to discuss best instructional practices and to trade ideas. To join the discussion, contact him at [david.yebra@shsu.edu](mailto:david.yebra@shsu.edu).

University of Vermont cadre assisted with the development of a case study in ethics, law and leadership for junior officers currently being implemented at West Point and the Air Force Academy.

Lt. Col. Mike Palaza, the Vermont professor of military science, worked with a project supported by the U.S. Holocaust Memorial Museum, the West Point Center for Holocaust and Genocide Studies and the UVM Miller Holocaust Center to develop the training. The group conducting the project included retired Col. Jody Prescott, a Vermont graduate who also taught constitutional law at West Point.

“The lesson plan is modular,” Prescott said. “One of the delivery methods requires Cadets

to engage in critical thinking. Cadets are asked to put themselves in the shoes of an Army Regulation (AR) 15-6 officer tasked with conducting an investigation into the facts of the case study, making findings based on those facts – which of course means identifying and applying standards to the facts – and then making recommendations as to how such things could be avoided in the future in other situations.”

Prescott said in his experience teaching critical thinking to staff groups at both the Command and General Staff College and at West Point, the Army needs to improve at recognizing concrete examples of critical thinking that are required in everyday tasks. The purpose of an AR 15-6 investigation is to consider the evidence on all sides of an issue.

“For example, where at any stage of our military curriculum do we learn how to conduct a 15-6 in complicated situations?” he asked. “We don’t, so when we get into a combat situation and every civilian casualty requires a 15-6, we stumble.”

Palaza is optimistic about the potential for the case study to become

a part of the ROTC curriculum for the Army ROTC program.

“It offers a ton of potential and really gets after the concepts of officership and ethics,” he said. “We’re working to incorporate UVM Cadets as peer-to-peer instructors to teach Dartmouth and Norwich Cadets the lesson plan.”

Cadet Command’s cadre stand at forefront in developing tomorrow’s leaders in how to think. The work put in today will sustain and strengthen the nation’s trust and confidence in America’s Army of the future.

The soon-to-be implemented Army Field Manual, FM 6-0, *Commander and Staff Organization and Operations*, dedicates chapter 5 to the theory of critical and creative thinking. However, as contributors to the development of future leaders, cadre must incorporate realistic and complex training scenarios to challenge Cadets’ intellect and perceptions. Use of creative methods for strengthening problem-solving skills in Cadets will help Cadet Command produce better junior officers capable of leading small units much more effectively.

# TAKING UP THE CHALLENGE

Seven of Cadet Command's eight brigades held Ranger Challenge competitions this fall. Sixth Brigade will hold its version in late-January. Here's a look at the top teams. Winners move on to take part in April's annual Sandhurst Competition at West Point, N.Y., pitting them against a field of international participants.



## ▲ 7TH BRIGADE

1. Tennessee State University
2. Ohio University
3. Purdue University

A shell is ejected from the rifle of Xavier University's Keith Topper as he fires at targets during the marksmanship portion of the 7th Brigade Ranger Challenge at Fort Knox, Ky., in October. Photo by Steve Arel

### More coverage online

For a photo gallery of some of the brigade Ranger Challenge competitions, visit <http://smu.gs/PH4cTC>.





### ◀ 1ST BRIGADE

1. Texas A&M Team 1
2. Virginia Military Institute Team 2
3. Virginia Tech Team 1



### ▲ 3RD BRIGADE

1. University of North Dakota
2. University of Central Missouri
3. Iowa State University



### ◀ 2ND BRIGADE

1. Penn State University
2. Clarkson University
3. Worcester Polytechnic Institute



### ◀ 4TH BRIGADE

OVERALL WINNER  
Appalachian State

- GOLD DIVISION
1. Appalachian State
  2. University of Maryland - College Park
  3. James Madison

- BLACK DIVISION
1. Duke
  2. North Carolina - Chapel Hill
  3. Marshall University



### ◀ 5TH BRIGADE

SANDHURST NOMINEE  
Brigham Young University

- GROUP WINNERS
1. Brigham Young
  2. Oklahoma State
  3. Texas Tech
  4. Texas State
  5. New Mexico Military Institute

### ▲ 8TH BRIGADE

1. Gonzaga University
2. University of Hawaii
3. California Poly Technical Institute - San Luis Obispo

*\* These three teams will compete Jan. 25-27 at Joint Base Lewis-McChord, Wash., for 8th Brigade's Sandhurst berth.*



# SHINING STAR

**Northeastern's  
Patrick Lupfer  
engineers stellar  
collegiate career to  
become command's  
top Cadet**



*Photo by Brooks Canaday,  
Northeastern University*

**P**atrick Lupfer compares his role as Northeastern University's Liberty Battalion Cadet commander to a full-time job, putting in long hours to set up his teammates for success.

While everything is a team effort, responsibility for fostering opportunity and prosperity rests with Lupfer, who must oversee all the details of each battalion event to ensure everything runs smoothly — from the smallest supplies to the big-picture details.

"He's here all the time, doing the things necessary to make sure the rest of the battalion staff is set up for success," said Lt. Col. Blaise Gallahue, professor of military science at Northeastern. "He takes it the extra mile; he's put a lot of his own individual effort into the process, just making sure things are lined up."

Lupfer's story reinforces the old adage that when you help others, you can't help but help yourself. His hard work led to his ranking as

the No. 1 Cadet on the latest U.S. Army Cadet Command National Order of Merit List.

The honor earned Lupfer, a senior scheduled to graduate in December and commission in January, his choice of branches. After considering infantry, the civil engineering major chose the Corps of Engineers, and wants to pursue combat engineering.

Lupfer's attention to detail helped him focus on his grades (his GPA is 3.7) while also excelling on the Army Physical Fitness Test

**Story by Jacob Bennett**  
*U.S. Army Cadet Command*

# 2012-13 Order of Merit List

## Head of the class

A look at the top 10 Cadets on this year's Order of Merit List, which was released in late September.



**1. Patrick Lupfer**  
Northeastern University  
2nd Brigade



**2. John Lebaube**  
Campbell University  
4th Brigade



**3. Sungkuyn Chang**  
Virginia Military Institute  
1st Brigade



**4. Aimee Moores**  
University of Virginia  
4th Brigade



After scaling a vertical ladder, Patrick Lupfer looks out toward the next obstacle he must tackle. The Northeastern University Cadet is the top student on the latest Order of Merit List. Photo by Alejandra Carles-Tora/Massachusetts College of Art and Design

and at the Leader Development and Assessment Course at Joint Base Lewis-McChord, Wash., ranking him at the top of the 5,579 Cadets on the FY '13 OML.

"When I was a sophomore, I wasn't thinking ahead to being ranked," Lupfer said. "I was just thinking I wanted to do the best I could."

The Order of Merit List, which was released in late-September, ranks all Army ROTC seniors across the nation, with the top 20 percent earning the designation of distinguished military graduate. This year, there were 1,119 students earning the honor.

Cadets' OML rankings are determined by a number of criteria, including grade point averages, strong athletic performance in the Army Physical Fitness Test and college athletic participation, performance during college ROTC training and at LDAC.

Lupfer considers himself competitive by nature. He credits his drive with enabling him to earn opportunities at the U.S. Army's Airborne School in Georgia and Air Assault School in Kentucky.

This past summer, he interned with the Corps of Engineers in Alaska, supervising job sites and inspecting civil-engineering work.

He previously interned and worked a co-op at a company called Preload Inc., a Hauppauge, N.Y., firm that specializes in the design and construction of concrete water storage tanks. For his senior civil engineering design project this past spring, Lupfer worked with a team on a project for the city of Quincy, Mass., that entailed real-

locating two of four lanes along a 3.5-mile stretch of a road for parking, bicycle and pedestrian lanes as a way to entice residents to that area during the day.

Lupfer said the attention to detail he applies to his studies and his battalion is also critical in the engineering field.

"There are some pretty famous catastrophes because one little detail is missed," he said. "It can actually cost lives, just like in the Army."

Lupfer, whose hometown is Medford, N.Y., decided years ago on an Army career while he was in Cub Scouts. His troop visited the U.S. Military Academy at West Point, and he got to stay in the barracks and experience a relaxed version of military life.

"It was a little intimidating; you can tell it is this prestigious place," he said. "I think there's a lot of pride being in the military. I knew I wanted to be in the military."

Now Lupfer is the Cadet commander of his own battalion, which includes more than 100 Cadets from several colleges, including Boston College, Wentworth Institute of Technology and the University of Massachusetts-Boston.

And when it comes to helping set up his fellow Cadets for success, Lupfer seems to have made his mark. Five other members of his battalion ranked in the top 10 percent on the Order of Merit List.

"I know I'm getting recognition, but our battalion is one of the best in the country," Lupfer said. "None of us could have done it without each other. You learn from each other, so a lot of what I achieved is a direct result of them."



**5. John Whitlock**  
University of Louisville  
7th Brigade



**6. Kyle Feldman**  
Claremont McKenna  
8th Brigade



**7. Oran Carroll**  
UT - Arlington  
5th Brigade



**8. Rachelle Boucher**  
Western Kentucky  
7th Brigade



**9. Patrick Anderson**  
UT - San Antonio  
5th Brigade



**10. Joseph Riley**  
University of Virginia  
4th Brigade

# C

*A new*  
**Challenge**

For the first time in six years, Cadet Command has a new top enlisted leader. Command Sgt. Maj. Roger Howard has spent much of his first few months on the job learning the command and visiting with America's future leaders. He likes what he sees.

**Interview by Steve Arel**  
*U.S. Army Cadet Command*

Command Sgt. Maj. Roger Howard receives the Cadet Command colors from Maj. Gen. Jefforey Smith, Cadet Command commanding general, during the change of responsibility ceremony in September.  
*Photo by Steve Arel*

**A**s the commanding general's senior enlisted advisor, Command Sgt. Maj. Roger Howard has spent much of his first few months criss-crossing parts of the country as he gets acclimated.

He has dialogued with Cadets. He has interacted with cadre. He has met countless parents. He has visited field training exercises and JROTC competitions.

Being Cadet Command's command sergeant major poses a host of challenges for Howard, mostly from its vast footprint that canvasses the United States – and beyond. As he settles in to a new home base – the first move for Howard and his family after 22 years in various assignments at Fort Bragg, N.C. – Howard says he's excited about what lies ahead.

**You have talked with a number of people at all levels of the command recently. What is your take on what you're hearing and of the product Cadet Command is producing?**

America's future is bright. We have some of the finest young people out there who are seeking to lead the military into the future and keep America safe, strong and provide critical leadership to our young Soldiers.

The product we're producing is excellent. These Cadets are intelligent, motivated, physically fit and well on their way to becoming critical thinkers.

I'm very upbeat about the product we are producing.

**After spending much of your career at Fort Bragg, what sparked your interest in becoming Cadet Command's command sergeant major?**

The opportunity to come here and contribute to producing our future officers for the Army, the opportunity to come here and coach, teach, mentor and provide the critical leadership that is needed to help us to be the Army we're looking to be in 2015 and 2020.

**Was it difficult to leave Fort Bragg, where you and your family had established roots?**

Yes and no. Yes, after being there the amount of time I was there, you have all your roots in place.

But on the other hand, no, from the standpoint of knowing what I was coming here to be a part of in this organization and what I would contribute.

**What do you see as the command ser-**



**Command Sgt. Maj. Roger Howard, Cadet Command's command sergeant major, speaks to Cadets last month at the awards ceremony of the JROTC National Raider Challenge Championships in Molena, Ga. Photo by Steve Arel**

**geant major's role?**

In addition to being the senior enlisted advisor to the commanding general on issues such as morale, training, equipment and policy, I see the role also being responsible for going out and providing mentorship and coaching to the subordinate brigades, command sergeants major, senior military instructors, the Cadet Command staff and, of course, visiting the universities and just getting a pulse of what's going on out there and bringing back issues of concern about how we can better help those in the field.

I operate under the guidance of the commanding general. He has asked me to play a role in the redesign of LDAC (Leader Development and Assessment Course), the retooling of our Pre-Command Course and, of course, go out and make sure we understand the needs and concerns of the people in the field, whether they be at the brigade headquarters, the universities or our Junior ROTC programs.

I see my role as being a second set of ears

and eyes to the commanding general to affect what we do as best as possible.

**To that point, what are people telling you?**

Folks are excited about the retooling of LDAC and looking forward to that challenge and of moving to the new learning sciences of outcome-based training. As long as we provide them the tools to learn and understand this concept we're moving to, they're excited about it.

**Cadet Command's mission is two-fold: to commission the future leadership of the Army on the senior level and to motivate young people to become better citizens on the junior level. The numbers of Cadets on the junior level far exceed those of the senior level. Who do you see yourself spending more time with?**

I have visited more junior programs than seniors so far, but I think it'll be almost split.

This weekend I was in Camp Shelby, Miss., at a joint field training exercise. I wasn't at a university, but I was with 12 universities throughout 6th Brigade. That is how I'll get to see a lot of Cadets, conducting their FTX.

**You have spent a good bit of time on the road so far. How does it compare to other positions you have had?**

This is a lot more demanding and requires more time on the road. If you're trying to get out and be a part of the solution and a second set of eyes and ears for the CG,

**HOWARD, continued on page 20**

# standing atop RAIDER mountain

*Francis Lewis adds another national championship; Grissom, Osborne take home gold, too*



**By Steve Arel**

*U.S. Army Cadet Command*

Watching his Cadets cool down after a three-mile run and readying for their next event, retired 1st Sgt. Richard Gogarty talked about the pre-Halloween hurricane that shut down their school and left scores of residents reeling.

The senior Army instructor for New York's Francis Lewis High School, who lives on Long Island, suffered considerable personal loss. The basement of his home was submerged in three feet of water, his heating/cooling system was ruined by salt water that blew in from the neighboring Atlantic Ocean and power was out for well more than a week.

The tragedy was even worse for others. And the high school had been shut down for a week while residents worked to regain their footing – physically and emotionally.

With all the turmoil New Yorkers faced in the days leading up to November's national Raider meet in Molena, Ga., Gogarty was matter-of-fact about not giving his Cadets another shot at victory.

"We weren't going to let a hurricane stop us," he said.

Despite the adversity, Francis Lewis appeared unfazed. The Fresh Meadows, N.Y., school won its third straight female division championship, wrapping up what had been a challenging week on a high note.

"It's a huge relief knowing all of our hard work is showing," said Jacqueline Sanchez, the team's captain. "This isn't a one-man or one-woman team. As long as we're together, we can accomplish anything."

Francis Lewis' female team won four of five competition categories (5k run, cross-country run, Gauntlet and one-rope bridge) and took third in the other (physical training test) en route to its third straight overall crown. Osborne (Ga.) High School finished second.

Francis Lewis' male team and Smith-Cotton (Mo.) High School's mixed squad, both repeat champs last year, came up short in their bids for three straight victories. Osborne claimed the male division, while Grissom (Ala.) High School topped the mixed division.

Retired Master Sgt. Peter Rompf, the Francis Lewis coach, knew exactly what cost his male team another win: a one-minute penalty assessed when a Cadet touched the tape on a low-crawl obstacle during the physical training

test. Otherwise, he said, Francis Lewis could've captured two national titles.

"That's how tough the competition is, though," Rompf said. "One mistake, and it's, 'See you next year.' We'll be back."

A record 71 teams representing 44 schools from across the country took part in the two-day competition at the Gerald I. Lawhorn Scouting Base. Though the meet is near its participation capacity, more teams might be added to the field next year, said Justin Gates, competition director.

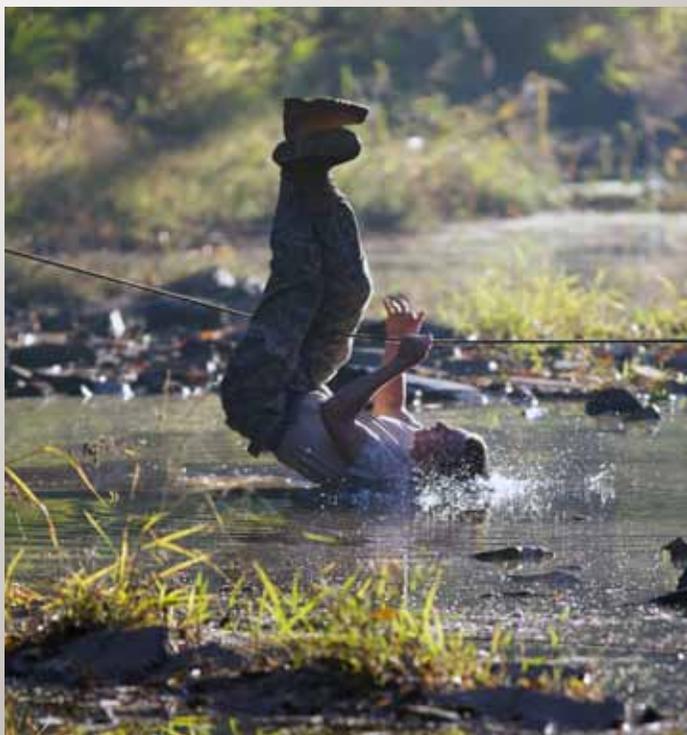
While the focus of the awards ceremony was on the achievements of the Cadets, Gates gave special recognition to Francis Lewis and fellow New York program Xavier High School for making it to the competition.

"The devastation we have seen throughout the Northeast has been tremendous," he said. "For you guys to be here ... is almost unbelievable to me."

Command Sgt. Maj. Roger Howard spent the competition's two days watching Cadets tackle the meet's various challenges. The Cadet Command command sergeant major said he was in awe of their collective drive and knack for working together as teams toward a com-



An exhausted Molly Bryant, of East Surry (N.C.) High School, makes her way to the finish of the Ultimate Raider event during the national Raider meet. (Below) Bradley Weaver, of Soddy Daisy (Tenn.) High School, hits the water during the one-rope bridge competition. Photos by Steve Arel



## The national Raider champs

### Female Division

1. Francis Lewis (N.Y.) High School
2. Osborne (Ga.) High School

### Male Division

1. Osborne (Ga.) High School
2. Grissom (Ala.) High School

### Mixed Division

1. Grissom (Ala.) High School
2. Smith Cotton (Mo.) High School

## More coverage online

For a photo gallery of the JROTC National Raider Challenge Championships, visit <http://smu.gs/RER2X5>.



mon goal.

"I am overwhelmed with this event and what you all do," Howard said. "If it was possible, I would have had ESPN or some major network filming the past two days of what you've done here, so America can understand what this program is all about and what it's doing for our best and brightest."

After the awards ceremony, the winning teams huddled around each other, hugging and shedding tears of happiness.

Osborne's male team captain, Erik Rodriguez, was overwhelmed by the victory. In fact, despite he and his teammates spending more time training throughout the year, the win surprised him.

Rodriguez attributed the team's success to their collective heart.

"We weren't the biggest school, but we wanted it the most," he said.

"This is a dream come true."

After taking second overall in the female division in 2011, Grissom couldn't muster enough females to put together a team this year. So Cadets decided to team the five girls they had with five boys and enter the mixed division.

But developing the new team into a championship squad wasn't easy, said Abby Tomkovich, its captain. They struggled initially to build chemistry and didn't perform well at meets leading up to the national competition.

The team spent recent weeks, however, focusing on working together and fixing its flaws.

"We knew we had a good chance, and we did everything we could," Tomkovich said. "We peaked at the right time. Everything fell into place."

# Double Take



Members of the St. John's Ten-Miler team receive the first-place trophy after winning the ROTC division for the second straight year. Photo by Steve Arel

## St. John's (Minn.) University makes it two straight ROTC division Ten-Miler victories

By Steve Arel  
*U.S. Army Cadet Command*

WASHINGTON, D.C. – As if preparing for battle, Jake Lillehaug and Connor Gjevre plotted a strategy months ago for how their St. John's (Minn.) University team would train for this year's Army Ten-Miler.

After all, they felt like October's 28th annual race would be a fight between St. John's, winners of the ROTC division last year, and perennial power Virginia Tech, the 2011 runner-up.

And it was.

But St. John's, crediting a rigorous training regimen, edged Virginia Tech for the second straight year to claim the ROTC crown. The margin of victory was even tighter, with the Fighting Saints beating the

Hokies by a little more than a minute.

"Being able to perform at a national level and knowing we can compete with the big schools makes me feel good about our program," said Lillehaug, the team's captain.

A record 68 teams made up the ROTC field. The top four times of each team's eight runners were used to compute an overall time.

St. John's posted a time of three hours, 58 minutes and 54 seconds. Virginia Tech had 4:00:03, and Michigan State University was third at 4:03:17.

Lillehaug, Gjevre and coach Alberto DeJesus laid out the training plan during the summer. Then, when classes began in August, runners logged 10 miles for time each Monday, did a short run on Wednesdays and ran sprints on Fridays. Team members lifted weights Tuesdays and Thursdays.



## HOW THEY FARED

The top teams in the ROTC division of October's 28th annual Army Ten-Miler (team: combined team time in hours, minutes and seconds):

1. St. John's University of Minnesota: 3:58:54
2. Virginia Tech Team 1: 4:00:03
3. Michigan State University: 4:03:17
4. University of the Cumberlands: 4:04:51
5. University of Kentucky: 4:06:04
6. University of Texas-El Paso: 4:07:20
7. University of Minnesota Team 1: 4:12:33
8. Virginia Tech Team 2: 4:19:04
9. University of Delaware: 4:19:41
10. Clarkson University: 4:20:33

Virginia Tech's Michael Quigg, No. 1836, and Michael Baker, No. 568, sprint toward the finish of the 28th annual Army Ten-Miler. Photo by Steve Arel

"It was really a strategic approach," Gjevrev said.

Gjevrev led all ROTC runners individually, finishing the race in 54:55 for 62nd overall. He managed to overcome a cold he had been fighting in the days leading up to the Ten-Miler.

Though he was concerned about possibly being hampered by the illness, Gjevrev remained focused on the run. Once he broke free from the pack at the start of the race, he was able to hit his stride.

At the second mile, and out in front of his teammates, Gjevrev said he set his sights on a random runner in front of him who he felt could pace him. Gjevrev stayed with the man – a sergeant from Texas – the rest of the way.

Because of the Cadets' determination, Lt. Col. Darrell Bascom, the St. John's professor of military science, said he wasn't surprised at how well they performed. He also applauded Virginia Tech's runners.

"These teams are both champions," Bascom said.

Some 30,100 runners from around the world competed in the Ten-Miler, the third largest 10-mile race in the country. The course's route begins and ends at the Pentagon, in between lead-

ing runners through the western and southern portions of the District of Columbia. The path snakes around several monuments, including the Lincoln Memorial, Washington Monument and Jefferson Memorial.

For some runners – particularly first-timers to the Ten-Miler and to the nation's capital – the race served as something of a sight-seeing tour.

Kelley Gutierrez, of the University of Texas-San Antonio, and Kyle Murphy, of New Mexico State University, said directing their attention on the monuments and supporters lining the course made for an easier run.

"Everybody is motivating you out there, so it's hard to get down on yourself," Gutierrez said.

"Visually, it's the best run I've experienced," Murphy said.

Aimee Moores, of the University of Virginia, turned in her best time of the three Ten-Milers she has run, finishing in 1:08:21. Despite the success, she said she runs the Ten-Miler more for enjoyment than performance.

"I like the atmosphere and the people," she said. "They're so supportive. It makes the race a lot of fun."



### More coverage online

For a photo gallery of the Army Ten-Miler, visit <http://smu.gs/T5PD6q>. For complete race results, visit [armytenmiler.com](http://armytenmiler.com).



# Cadets accept Veterans Day mission to honor those who served

Army ROTC Cadets around the country played prominent roles in a variety of Veterans Day events last month to honor those who served before them.

Junior- and senior-level Cadets marched in parades. They staged remembrances. They served as color guards at celebratory services.

At the University of Notre Dame, students from each of the school's three ROTC programs (Army, Navy and Air Force) teamed on a 24-hour vigil to honor veterans. The vigil ran from the night of Nov. 10 to the night of Nov. 11 with Cadets taking turns standing in front of Clarke Memorial Fountain.

"We're standing here in uniform ... but we really haven't done anything yet," said P.J. Moran, an Air Force Cadet who helped organize the event and enlisted participants. "I think it speaks to the character of individuals in ROTC who are willing to do this, that they soon will be people who will be going off and deploying, people who will be going off to war.

"(Veterans Day) is a day to really think about people who have done this before you."

University of Virginia Cadets put on a similar display. Though they marched in silence in the school's rotunda, they hoped their presence would send a personal message to classmates passing by.

"I just hope students walk by and take a moment to recognize the veterans that have come before them – to take a pause," Cadet Taylor Graese said.

ROTC students at North Carolina State hosted events throughout Veterans Day weekend to recognize the holiday, kicking off the celebration Friday with an annual two-mile run around campus. A variety of N.C. State community members met at the Bell Tower to begin the run, which was followed by a ceremony and breakfast commemorating armed forces veterans and those currently serving.

ROTC accounts for about 450 people at the school, but this year an extra 80 people partook, including the student body president, the N.C. State baseball coach, Elliot Avent, a veteran who participates in the run every year, faculty, staff and alumni veterans.

Cadets at Montana State University-Billings took to the streets to run 50 miles in honor of those who served. Frigid temperatures and icy conditions did not stop them from pulling off the event in 12 hours, logging one mile for each state in the country.

The American flag lead the way, followed by the POW-MIA flag representing those who are not forgotten.

"The purpose to the run was to thank the veterans in our community and let them see the flag, let them see what we're doing so that it's a visual thank you," Cadet Tyler Murray said.

Taking in activities at the University of Texas, Lt. Col. Joseph Kopsler, the professor of military science, said he was upbeat watching students who had chosen a life of service by joining ROTC.

"It is a huge honor to watch young people raise their right hand to join the United States armed forces during a time of war and to take an oath to preserve the United States," he said.

## HOWARD, continued from page 15

you've got to go where the drumbeat is – universities, JROTC programs, training events and national events.

**A good deal of your career has been in positions where you were with units and commands that receive Cadet Command's end product. Now you are a senior leader in the command developing those lieutenants being sent to commanders in the field.**

**How much do you value being in the development role, and how challenging is that responsibility?**

Not that it wasn't important on the other side, but there is more of an ownership now because, despite what university or where they are, when they commission, they are Cadet Command products. I'm a part of the production piece of that product.

So there's more of an ownership role now in producing, as opposed to ownership in receiving.

That's a very challenging role, when you talk about 273 universities and the nearly 1,100 satellite universities. It is not as if you get to put your hand on every Cadet.

There are roughly 30,000 or so Cadets in the program, you don't get to impact them directly but you hope you are impacting them through policy and training, guidance and your circulation throughout the formations.

**The officer-NCO relationship is a significant part of what Cadets are taught. How vital is that relationship?**

The Army has always been constructed around that relationship, and it's critical to have that relationship in place. That relationship is built on trust.

We give Cadets the tools to go into an organization and be effective immediately, but they have to rely on that NCO for their further development and training. It's critical that the relationship is formed early and built on trust and teamwork.

**Cadet Command is in the process of retooling its curriculum and methodology to a more outcomes-based approach, with critical thinking as a centerpiece. What role do NCOs play in influencing critical thinking in officers?**

They're on the leading edge. They provide a huge chunk of instruction to Cadets. They lead the way when shifting to that new learning science.

Not saying the professors of military science don't, but the NCOs are the ones teaching a lot of that hands-on training to our Cadets.

This new learning science is going to make a difference. It's not going to limit a Cadet's way or ability to learn. In an outcomes-based model, the focus is the outcome. You're allowed different ways of getting there.

This approach allows Cadets options and doesn't limit them to a lock-step process in their learning. It gives them an opportunity to learn outside the box, as long as the outcome is what is desired.

**Scores of Cadets will be commissioning in December, your first commissioning season with Cadet Command. What advice do you have for them as they embark on their careers?**

They need to understand the significance of the position that they are undertaking; understand the expectations that not only the American people have of them, but also the Soldiers in the formations they are going to be leading have of them. They need to be ready to live up to those expectations.

They have a tough job ahead of them. They're expected to be critical thinkers, agile and adaptive and able to operate in an environment that, as we know, is forever changing.

They have a tough road ahead of them but no doubt, they are ready for the challenge.

# Cadet Spotlight

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

University of Virginia Cadet Aimee Moores is the top-ranked female on the 2012-13 Order of Merit List at No. 4.

Moores, who wants to become an Army doctor, completed her third Army Ten-Miler in October, posting a personal best finish of one hour, eight minutes and 21 seconds.

**Hometown:** Gaithersburg, Md.

**Major:** Mathematics, with a concentration in pre-med

**GPA:** 3.98

**ROTC activities:** Currently serving as the Cavalier Battalion executive officer, participated in Ranger Challenge as a freshman and sophomore, completed the Cadet Troop Leader Training program this past summer with the 225th Brigade Support Battalion at Schofield Barracks, Hawaii.

**Other Activities:** University of Virginia triathlon team, Adaptive Ski program that helps those with physical and mental disabilities learn to ski, violin and viola.

**Branch:** Received educational delay to pursue medical degree

## What motivates you to be an Army officer?

I've grown up with two Army officers. I chose to become an officer not because of parental pressures or family traditions, but because I've spent my life watching my parents and have seen just how rewarding the career can be. I appreciate the camaraderie within the profession, as well as the opportunity it provides for me, as a doctor, to serve a population I believe is both incredibly noble and deserving of the best possible health care.

## What are your future Army goals?

My ultimate goal is to become an Army physician. Along the way, I hope to attend some of the Army's special schools (airborne, expert field medical badge).

## What impact has ROTC had on you?

ROTC has had an overwhelmingly positive impact on my time at UVA. It gave me a close group of friends immediately upon arrival, friends who have helped make my college experience as enjoyable as possible.



The annual Army Ten-Miler in Washington, D.C., attracts all sorts of runners. Among those in this year's field was Mark Thornburg, of Dulles, Va., posing as Captain America. Thornburg, er, Captain America, finished the race in one hour, 30 minutes and 46 seconds. *Photo by Steve Arel*

# LAST LOOK