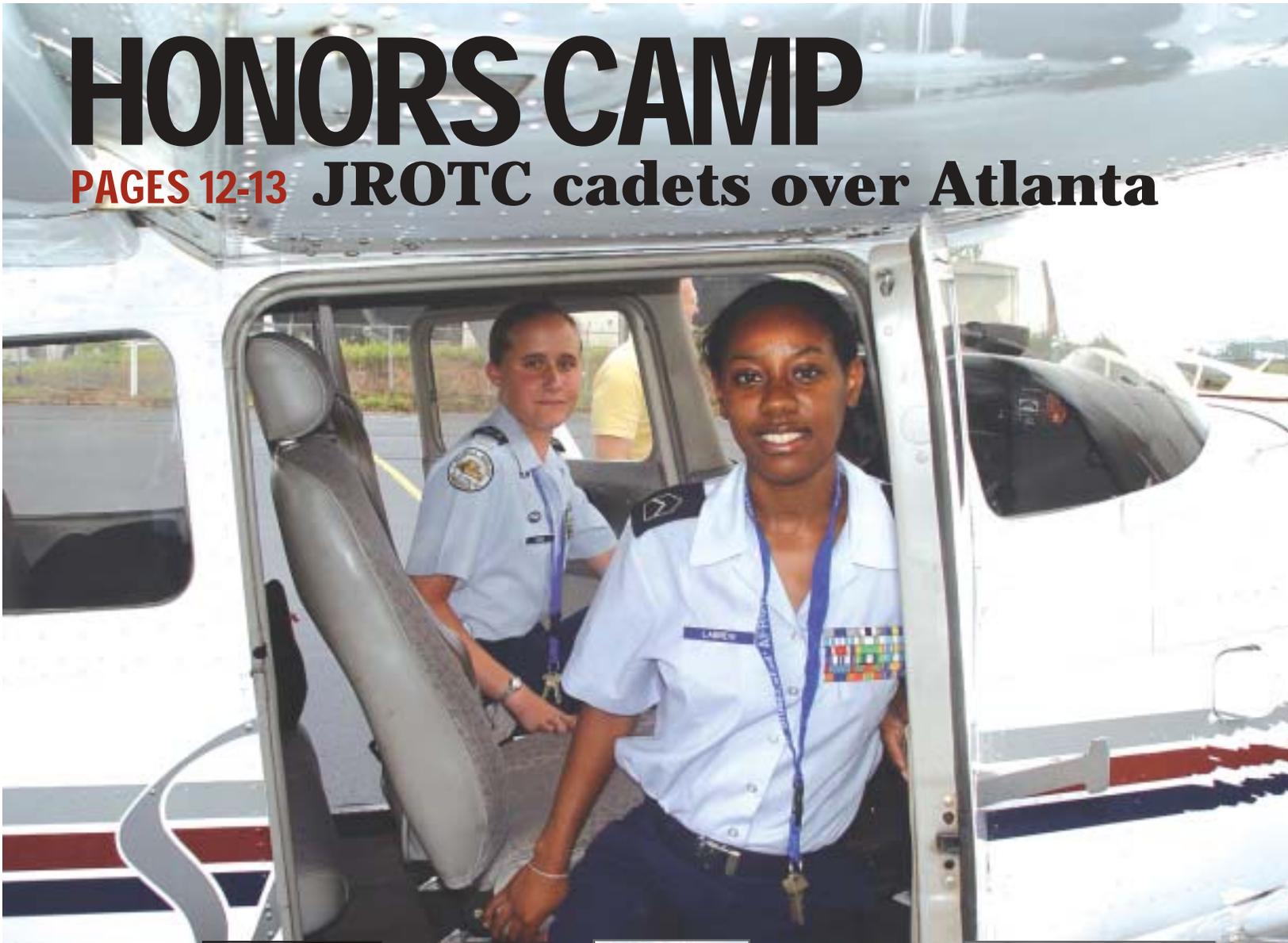


## HONORS CAMP

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NCOs make their debut in detachments across the country.

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Officer Training School students tackle challenges.

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Cadets from Det. 695 train with Army ROTC.



Jeff McNair, an instructor pilot at PDK Flight Academy, Atlanta, shows Cadet Matthew Hawley, Rutherford High School, Panama City, Fla., and Cadet Marcus Moore, Sumter High School, Sumter, S.C., how to conduct a preflight inspection for a Cessna 172R airplane.

Photo by  
Master Sgt. Ralph Bitter

## Leader

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Cadets Katarina Cook (seated) and Donvier LaBrew were all smiles as they returned from their flight over the Atlanta area. They attended JROTC Honors Camp at Georgia Tech in June. (Photo by Master Sgt. Ralph Bitter)

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# ADAPTING

## the AEF LONGER DEPLOYMENTS MORE FORCES

By Gen. John P. Jumper  
Air Force Chief of Staff

### For the past

12 years, our Air Force has adapted to the demands of a changing world.

Beginning in the early 1990s, we developed composite wings, expeditionary organizations and crisis-response packages that allowed us to rapidly deliver combat capability to combatant commanders.

In 1998, we formalized the structure into 10 Air Expeditionary Force packages. These responsive air and space capabilities allow us to present forces in a consistent manner and conduct military operations across the spectrum of conflict.

Throughout the late 1990s, our AEF concept of operations has proven itself time and again. Even with the high demands of operations Enduring Freedom and Iraqi Freedom, our AEFs surged to support the combatant commanders' warfighting and deterrence missions, employing nearly eight AEFs of combat forces.

When major air and space operations diminished last year, we began the process of reestablishing the AEF battle rhythm. Our reconstitution target was March of this year, but the continued demands of global operations, additional contingencies in

other theaters and a tasking to support Army operations with 2,000 of our expeditionary combat support forces required us to reassess our planning assumptions, and to adjust our AEFs to a new mission set.

Simply put, the demands on our deployable forces have not diminished and are not expected to decline for some time.

We have a new rotational requirement for nearly 20,000 Airmen — about three times the demand prior to September 11, 2001. Further, the Air Force component commander in the Central Command area of operations has asked us to deploy people for longer tour lengths to allow greater continuity for expeditionary commanders in the field.

To adapt to this new set of circumstances, I've directed a change to the AEF rotational cycle and have asked our major commands to expand the pool of deployable Airmen in each AEF.

Beginning with AEF Cycle 5 in September 2004, the baseline deploy-



ment will be 120 days vice 90, and the AEF cycle will change from a 15-month rotational cycle to a 20-month cycle. We will continue to expect that each Airman will deploy only once during each cycle, although some

stressed specialties will deploy longer and in greater frequency, until manpower levels are adjusted or the theater requirements diminish.

For those already deployed in AEF 9/10 (June- August), it is our intent to stick to our 90-day deployment cycle. For those identified to deploy in AEF 1/2 (September - November), you should prepare to be gone a minimum of four months. This evolution of the AEF is not a temporary adjustment. More appropriately, it is recognition of new demands around the world for air and space power.

It is important to remember several fundamental principles regarding our AEF concept of operations.

First, we are not changing the basic composition of each AEF; each will continue to provide about five AEWs and six AEGs of capability



Staff Sgt. Justin Sherman looks over star barricades near the flightline at a forward deployed location. Airmen, like Sergeant Sherman are facing longer deployments under the revised air expeditionary force structure. Sergeant Sherman is the NCO in charge of force protection with the 438th Expeditionary Security Forces Squadron.

Photo by Tech. Sgt. Adam Johnston

during each vulnerability period. Our low-density/high-demand units will continue to follow DoD-approved deployment guidelines. Finally, Air Force global mobility forces will continue to follow our AEF Presence Policy, with mobility aviation units postured in multiple AEFs to support the U.S. Transportation Command mission and other combatant commander needs.

The 20-month cycle will continue to provide commanders and Airmen the ability to plan ahead, allowing a sense of predictability while providing greater continuity to the in-theater commander.

Still, I recognize longer deployments will present challenges to our Reserve Component, possibly affecting the number of ARC volunteers, and requiring selected use of presidential mobilization authority. We will manage these matters very carefully, ensuring equity and fairness across the total force.

In addition to extending tour lengths, it is my intent to expand our pool of deployable Airmen from our current level of about 272,000. I have asked all of our major commands to aggressively review the assumptions upon which they exclude Airmen from our AEFs and take immediate steps to maximize those postured in the Air Force Worldwide UTC System and our AEF libraries.

The MAJCOMs will posture the maximum number of manpower authorizations into standard UTCs, and if required, we will develop new ones to provide additional expeditionary capabilities. Residual authorizations will be postured into associated UTCs and will be coded to support AEF requirements across the range of military operations.

Let me be perfectly clear — in our Air Force, every

Airman is expeditionary, every Airman will know his/her place in the AEF system, and every Airman will be prepared to support the combatant commander, whether deployed, in CONUS via reachback, or employed at home station.

If you are wearing the uniform of the United States Air Force, you are a part of the AEF.

We are at war today and will remain engaged around the globe against a brutal and resilient enemy. Every Airman — active, Guard, Reserve, and civilian — must be focused on our national commitment to the Global War on Terrorism. Our job is to deploy and deal with terrorists wherever they are in the world so we never again have

**“We are at war today and will remain engaged around the globe against a brutal and resilient enemy.”**

**-- Gen. John P. Jumper**  
Air Force Chief of Staff

to deal with them on our own soil. You will be the difference between our success and failure in this vital cause.

Once again, I want to thank each and every one of you for your dedication, professionalism and service to our nation.

# T-2 FIELD TRAINING Tyndall Style

By

Cadet Nathan Hedden

Det. 442, University of Missouri-Rolla/

Maj. Vincent Scannelli

Det. 330, University of Maryland

During June, as many of you settled into your summer routines of “sun and fun,” more than 370 future and current Air Force Airmen from across the country settled in for a four-week adventure – Tyndall style.

This meant a daily dose of 90 plus temperatures with a daily torrential downpour in the afternoons. Mix the weather with deafening fly-bys from F-15's and F-22's from Tyndall Air Force Base in Florida, plus the mental torture of seeing the beach less than 100 yards away, and you have some idea of what Tyndall style really is. Oh! By the way, you must not forget to “HYDRATE”! A call that became more consistent than even the constant marching cadence. The climate and other elements only served to enhance the T-2 motto: Educate, Generate, Dominate, Airpower!

The cadets completed a jam-packed schedule every day. Every moment of

every day at field training was filled with some task to force the cadets to take an active role in their flight.

All flights were lead by cadets who, given objectives they had to meet from the FTU staff, made the decisions that made or broke their flights. This was all done under a tightly controlled and stressful environment.

The daily grind and monotony was broken up due to the excellent support from the 325<sup>th</sup> MG, the 1<sup>st</sup> AF/SEADS and the Tyndall Company Grade Officers' Council. The 325<sup>th</sup> put together magnificent static displays of the F-15 and F-22; SEADS gave tours of their facilities despite having a no notice inspector general inspection land on their doorstep the same day of the tours. The CGOC came out in full force to talk to the cadets about their respective career fields.

Other memorable activities that proved field training wasn't all work

included orientation flights, a Tyndall beach warrior run, completion of the confidence/obstacle course and Leadership Reaction Course and the field training exercise. In addition, the cadets had visitors come from Air Force Space Command and Air Mobility Command to share their experiences in the Air Force in each of their career specialties.

The Tyndall-2 FTU staff also hosted a number of other guests. Visitor's included the AFROTC FTU inspector general, commander of the Northeast Region and professors of Aerospace Studies from the Southeast and Southwest regions. These visitors observed the cadets as they performed the PFT, confidence and Leadership Reaction courses, drill and ceremonies, and Ultimate Frisbee.

The Tyndall-2/FTU staff in-processed 347 cadets for training on TD-0, and 28 days later, 331 cadets had earned a pizza feast at the T-2 awards dinner. The days were long, hot and challenging and will always be remembered by the cadets who completed Tyndall-2 during the summer of 2004.



Cadet Stephanie Lee, Det. 875, Virginia Tech, climbs up one of the obstacles on the Leadership Reaction Course at Tyndall Air Force Base, Fla.

Courtesy photo

# Field training at the home of basic training

By Raymond V. Whelan  
Lackland Air Force Base Public Affairs

## Air Force ROTC cadets

must successfully complete field training after their sophomore year to receive their commission when they graduate. Field training is a fierce mental and physical regimen that can make or break the spirits of aspiring Air Force officers.

"Basically, I felt overwhelmed my first day," said Cadet Terrance Wynn from Georgia Tech. "From the start, I was forced to step out of my shell and learn how to take control of people. I was scared. I was wondering, 'Is this what I really want to do?'"

During their field training here, days for the future Air Force leaders were packed with drills and exercises designed to instill peak physical fitness and extensive knowledge of military ceremonies, courtesies, customs and uniforms. The cadets also participated in a field exercise at nearby Camp Bullis, and many had orientation flights at Laughlin Air Force Base, Texas.

Each cadet also had to take several academic courses and examinations related to communication, leadership, management, professional relations and responsibility, Air Force history and other subjects.

Typically, the cadet field-training day started with a wake-up call around 4 a.m., followed by breakfast, then about two hours of calisthenics or other physical training. Two to three mornings a week, their commander led the cadets while they sang in formation through a motivational "warrior run" for as far as three miles around the base.

"I used to absolutely hate running," said Cadet Tara Hein from the University of Missouri. "Now, I actually kind of look forward to it."

"You're running with your squad and your flights, and even if you feel you can't make it and you don't want to push further, (the) team keeps pulling you along," said Cadet Chris Brehob from the University of Georgia.

After morning PT, the cadets donned short-sleeved blue service uniforms for class or study. While seated in class, they had to rise and snap to attention if called upon, or when they volunteered to answer a question.

Class time meant learning.

"I learned how quickly airpower came to fruition," said Cadet Nicholas Longo from the University of California at Los Angeles. "It came from nothing, and within a matter of years, we had jets. It amazes me how fast technology developed."

Throughout the day, each cadet had to carry a canteen to make sure they were hydrated, especially those prospective officers unused to the south Texas heat.

All cadets spent their evenings in their dormitories hitting the books. Before "lights out" at 10 p.m., each cadet was allowed about 30 minutes of "individual cadet time" for purely personal matters.

"There were 800 things to do and only 30 seconds to do it, and you helped your squadron mates figure out how to get everything accomplished," said Cadet Kelly Collier from Michigan State University. "That's still a challenge."

Before fall begins, the cadets will return to their ROTC detachments. There, they will work through the rest of their academic curriculum and advanced professional-officer courses before they are formally commissioned to serve in the Air Force.

"Field training has affected me like I never would have imagined," said Cadet Eric Buschelman from the University of Kansas. "I just hope wherever I go, I can take care of my people, and that whatever I do, I can do a good job."



Photo by Robbin Creswell

Cadet Eric Brendsel, University of Iowa, does push-ups during afternoon physical training.

# The 'Greats' are looking

## Field training in the Rushmore State

By Cadet Harrison Burge  
Det. 432 – University of Southern Mississippi

**W**ashington, Jefferson, Lincoln and Roosevelt look out from their places atop Mount Rushmore to Air Force ROTC field training at Ellsworth Air Force Base, S.D., where a new generation of leaders stands ready to become like these great leaders of our past.

Throughout the four-week field training unit, which was themed “Building Today’s Leaders for Tomorrow’s Air Force,” cadets gained the opportunity to both lead and follow in an environment more intense than could be imposed by their respective detachments.

“The objective is to make sure we have every cadet here able to lead in difficult situations, make decisions on the fly, be morally and physically fit and be prepared to go out and take care of the people under their command,” said Col. Robert Coe, Ellsworth II Field Training commander.

In the Professional Value Council, cadets were exposed to an in-depth study of the Air Force core values and ROTC Honor Code. Colonel Mitch Dodd, Ellsworth II vice commander, emphasized the fact that these are more than mere words; they represent inherent principles in the Air Force, principles that must be maintained to keep integrity and discipline in America’s call to arms.

“Once fully understood, cadets will be able to internalize both the core values and honor code, then proceed to not only serve their country, but ultimately, live their lives according to these high principles,” he said.

Field Training at Ellsworth II included a variety of leadership, followership and teambuilding activities. In discussing the progression of flights from an individual concept to a team concept, training assistant Cadet Chuck Trovarello said, “Being on the opposite side (staff member), I noticed the group dynamics, the stages of development that take place in any team environment beginning with forming and ending with performing.”

Cadets quickly learned that nothing at field training could be accomplished without a team effort. “It’s extremely important that cadets realize all team members bring their own unique talents to the task at hand,” said Capt. Jim Lovewell. “Ultimately, the key to success lies in a leader’s ability to synergize those skills for mission accomplishment and team cohesion.”

The field training left an impression on cadets.

“Each cadet here strives to be a leader, an aspect that I enjoyed, but everyone must realize the follower role is also vital,” said Cadet Katie Browne.

Cadet Andrew Baer said, “Over time, I was able to find a balance between leading and following within the flight. Directly correlated to principles of leadership taught here at Ellsworth II is responsibility for not only your own actions, but those of your subordinates when put in a command position.”

“The goals I had when I arrived at field training were to form a cohesive team, respect each cadet as leaders and followers, appreciate people’s strengths and work on their weaknesses” said Cadet Misty Stottlemeyer. “These goals were all far exceeded by building an essential foundation of faith and trust within the flight. By focusing on the task at hand, learning where your skills fit into the problem and properly delegating authority, we were able to rely on individual cadets to utilize their abilities for team success.”



Courtesy photo

Cadet Katherine Grubaugh, Det. 595, North Carolina State University, tackles the obstacle course at Ellsworth II Field Training.

# HAZING

Don't do it

By Master Sgt. Ralph Bitter  
Leader Editor

**A**t the beginning of every academic school year, the issue of hazing is addressed as a reminder to those starting off the new school year that the practice is not acceptable in the United States Air Force.

Rites of passage and initiation ceremonies have long been part of the profession of arms, said the staff judge advocate of Air Force Officer Accession and Training Schools at Maxwell Air Force Base, Ala.

"Ceremonies and initiation rites can build esprit de corps and strengthen unit cohesiveness," said Maj. Robert Booth. "However, any rituals that are cruel, demeaning or harmful are violations of both DoD policy and Air Force core values. Rather than strengthening unit morale, they can destroy it."

The guidance on hazing has not changed in several years. Public law, including Article 93 of the Uniform Code of Military Justice, which prohibits "cruelty and maltreatment," and Air Force instruction prohibit hazing and provide commanders with disciplinary and administrative tools in dealing with those who conduct the hazing. Commanders have a full spectrum of options available to them, ranging from oral counseling to UCMJ actions, including court-martial when hazing is proven.

Major Booth also noted that hazing is not limited to official military training activities. For example, if "Cadet X" were to subject "Cadet Y" to "cruel, abusive, humiliating, oppressive, demeaning or harmful" treatment while they both were participating in a fraternity or sorority, Arnold Air Society, sports team or similar non-military activity, then Cadet X has committed hazing and may be subject to appropriate administrative and/or disciplinary action.

Further examples of hazing include playing abusive tricks; threatening or offering violence or bodily harm to another; striking, branding, tattooing, shaving, greasing, painting, "blood pinning;" or forcing or requiring the consumption of food, alcohol, drugs or any other substance upon someone.

Unfortunately, AFOATS did receive an allegation of hazing during the 2003-2004 academic year.

Candidates for a school-sponsored drill team, consisting of ROTC cadets, were required to serve drinks to existing mem-

bers at the initiation ceremony. Candidates at the ceremony were also subjected to demeaning comments and inappropriate touching from the opposite sex.

In addition, in recent years, trainees have been forced to report other incidents of hazing. In one case, a senior-ranking trainee ordered a flight of trainees to do push-ups on hot concrete at a training encampment. While several trainees informed the senior trainee that the concrete was burning their hands, they were not permitted to use their web belts or any other material to protect their hands from the hot concrete.

Each of these incidents was investigated as an incident of hazing and resulted in adverse action, which included investigations into the possible removal of the senior cadets involved.



"If you believe it takes screaming, shouting, physical abuse, hazing, harassing or demeaning behavior to produce leaders, you need to reevaluate your 'traditions' and change your thinking and your behavior."

-- Col. Floyd Carpenter,  
AFOATS commander

"There is no place in our military or in our commissioning programs for hazing," said Col. Floyd Carpenter, AFOATS commander. "Some of our programs, like 'senior military colleges' that incorporate a cadet corps with their ROTC programs, remain susceptible to hazing. I know because I was commissioned through one of these programs and my son is a member now, but they are not necessarily the only places where hazing still exists.

"I would ask all programs to take a look at your objectives. If you believe it takes screaming, shouting, physical abuse, hazing, harassing or demeaning behavior to produce leaders, you need to reevaluate your 'traditions' and change your thinking and your behavior. Our

military training and development of leaders has evolved and it's time for some programs to do the same. I'll say it again, there's no place in our commissioning programs for any form of hazing," said Colonel Carpenter.

A cadet who believes he or she has been a victim of hazing by an Air Force member or other cadet should report the incident to the detachment commander or ROTC regional headquarters. Officer trainees should report incidents to the Officer Training School commander. Also, cadets and OTs can bring concerns of hazing incidents to the attention of the AFOATS inspector general. Contact information for each of these agencies is posted on detachment bulletin boards. In addition, JROTC cadets who believe they have been victims of hazing by other cadets or instructors should bring their concerns to the attention of their school officials.

# Core Values: Two steps to internalization

By Samuel Greene  
AFOATS Curriculum

**W**ithout question, the success of the Air Force mission requires a high level of adherence to standards, practices and policies. Unfortunately, societal diversity in values sometimes makes it difficult for our members to recognize the need for such high standards.

This unfortunate fact makes it necessary for the Air Force to establish and instill a common values foundation for all of our

## Excellence

members. These “Core Values” form the very foundation of our professional character. While our Core Values are logical, thorough, honorable and necessary, some of our people still find it challenging to live up to them.

Our job as Air Force leaders is to not only live up to these values but to help our people understand why they need to live up to these high standards. We begin this process by making sure we develop a system to properly instill our values. From an educational perspective, we know that a person must comprehend a concept or principle before they can effectively internalize it and apply it to their daily life. In other words, if our people don’t develop a full comprehension of what the Core Values mean and a clear understanding of how they apply to our day-to-day mission, the Core Values are nothing more than words on paper.

Fortunately, there are a couple of steps we can take to ensure our Core Values don’t become mere “eye wash” that sound good in theory, but are easily discarded when they become inconvenient.

The first step is to make sure our people truly understand what each Core Value really means. Of course, most Air Force members can repeat the three Core Values as easily as reciting their ABC’s—Integrity first, Service before self and Excellence in all we do. On the other hand, many of them never take an in-depth look at what the values really represent. What does it mean to apply integrity first? Is it enough to try and be honest? Can we fudge the numbers every now and then if it’s something trivial? How about service before self? Is it always service before self or can we make exceptions for important things, like birthdays? Do we really have to practice excellence in everything we do, all the time? Surely, typographical errors in a performance report are acceptable? Now, stop and think about those simple statements. Who decides when something

is trivial, or when something is more important than the mission or when mediocre is acceptable?

When it comes to internalizing the values, some people believe a general understanding of the concept is all they need. Others may avoid in-depth study of the detailed behavioral requirements because the newly acquired knowledge of personal accountability might force them to change long held beliefs or tenets. If, as leaders, we fail to make sure our people develop a full understanding of our Core Values, we’ve failed the Air Force team. As members of this honorable profession, we owe it to the Air Force to take the time to examine our Core Values. However, understanding alone will not get us where we need to be.

Although it takes less print space to explain, the second step is considerably more demanding to enact: How do we live the values? Because most of us don’t face values challenges every day, we have to consistently measure our daily practices and decisions against the Air Force’s values. While we, as leaders, can motivate our people to follow Air Force values to a certain extent, we can’t do it all. Our people must take the Core Values on as a personal obligation. Any time they find themselves coming up short, they

must reflect upon why and how they came up short and take it upon themselves to eliminate the behavioral deficiency. This is a difficult step; self-evaluation can be a very painful process.

Nevertheless, they must put pride aside and repair the damage and/or prevent future damage. Don’t misunderstand; the values apply to all of us, not just our subordinates. The more we commit and dedicate ourselves to critical introspection measured against the Core Values, the more they

## Integrity

become ingrained in our character.

The Core Values exist for a reason. Unless we clearly understand and internalize them, they will be ineffective. The Core Values should never become old news. They must be treated as living principles that steer us to do the right thing throughout our career and our life.

Are the Core Values tough to live by? If you’re always looking for the easy way out, they are. If you tend to do what’s right only when it’s convenient, then by all means the Core Values will be tough on you. However, if you realize that it takes competence and commitment to be the best Air Force in the world, then the AF Core Values will seem natural to you. These three simple values are vital guidelines for all of us to live by.

# A look at the enlisted side

## Rising sophomores spend month at Minot

By Airman 1st Class Katie Booher  
Minot Air Force Base Public Affairs

**W**hile some college students spend their summers relaxing on a beach waiting for next semester, a select group of sophomores in the Air Force ROTC program got to experience the enlisted side of active duty for a month at Minot Air Force Base, N.D.

Nearly 40 ROTC cadets from 36 states were selected to participate in the Rising Sophomore Program July 12 to Aug. 6 to gain more experience about the Air Force way of life, with heavy concentration on the importance of enlisted Airmen.

Secretary of the Air Force James G. Roche initiated the program to better prepare new officers, and it targets cadets between their freshman and sophomore years.

During their first week here, the cadets spent time with the base's explosive ordnance disposal team, donned gas masks in the 5th Civil Engineer Squadron chemical warfare unit and toured the mobile central command center. They also operated heavy equipment, washed and performed safety inspections on fuel trucks and dug ditches with the 5th Civil Engineer Squadron, said Cadet William Milburn from Montana State University.

"Few officers are afforded the opportunity to place themselves in the combat boots of the enlisted corps," he said. "Working alongside the enlisted has given me an appreciation for the role they play in the Air Force mission."

The sophomores also had the opportunity to speak with wing commanders and young officers, who gave them the advice to really get to know and learn from the enlisted troops since they're the experts in their respective fields, said Cadet Kyle McCarthy from the University of Cincinnati.

"The Rising Sophomore Program has given me a great opportunity to see the active duty Air Force from the enlisted side," he said. "It's a unique experience, especially at Minot, where the dual mission seems to foster a higher level of esprit de corps than other active-duty bases."

Captain Matt McDaniel, base program director, said Rising Sophomore offers the cadets an understanding of the enlisted corps most young lieutenants don't have initially



Photo by Airman Fallon Shea

Cadet Sydney Todorov, from Duke University, sorts mail with Airman 1st Class Oscar Perezmedellin, 5th Communications Squadron, during the cadets' visit to Minot's mail room July 15.

coming into the Air Force.

"It provides an invaluable training scenario for cadets and allows them to work hand-in-hand with enlisted troops day by day in a variety of career fields," he said. "It's also an excellent opportunity for the Air Force to highlight a unique dual-mission base that showcases two pivotal parts of the strategic triad."

Minot was one of nine active duty bases that hosted the 400 cadets participating in this summer program.

# Strategic diversity in operational Air Force

By 1st Lt. Elaine M. Larson

Air Education and Training Command Public Affairs

"How does the Air Force increase minority officer production, particularly in the rated officer fields?" was the question Air Education and Training Command's vice commander asked June 29 at the Air Force ROTC Historically Black Colleges and Universities Presidents' Forum. Lieutenant Gen. John D. Hopper Jr., the highest ranking African American in the Air Force, posed this question during his speech to the forum held at Randolph Air Force Base, Texas, June 28-30.

Senior officials from each institution who attended the forum intended to establish an on-going relationship with HBCU leaders. "We're always looking for ways to maintain the diversity of our force, and we want to give them a peek at what we do in AETC," General Hopper said.

There are 105 HBCUs today, and while they represent just 3 percent of the nation's institutions of higher learning, they graduate nearly one-quarter of African Americans who earn undergraduate degrees, according to the United Negro College Fund Web site.

While the Air Force's diversity as a whole aptly reflects the population it protects, the operational career fields fall short, and HBCU campuses are important communities to reach with that message, General Hopper said.

He further emphasized that senior leadership, chiefs of staff and four-star generals have traditionally come from the operations arena. "So, when we note that African Americans represent only 5.5 percent of Department of Defense operational positions and only 2 percent of Air Force pilots, we must ask ourselves why," General Hopper said.

This is especially significant when one considers that 8 percent of the civilian equivalent to Air Force officers (college graduates between the ages of 21 and 49) are black, the general said. He noted a lack of qualified black officer

candidates as the most probable cause for the rut.

The difference in mean SAT math and verbal scores between whites and blacks is about 100 points, according to the latest Population Representation in the Military

Services report by the under secretary of defense for personnel and readiness. Low test scores equates to fewer eligible candidates.

In fact, only 4,750 black high school students scored high enough on the SAT to qualify for an Air Force commissioning program in 2003, according to General Hopper's briefing.

The solution is not to lower the standards, General Hopper noted, but to bring these bright, young folks up to the bar so they are qualified to succeed.

Another challenge issued by the general is that research shows minorities decide to become pilots much later in life than the majority of the population. "What we're looking to do is make things that seemed impossible appear on (minority students') vector much earlier in life," he said.

To do that society needs to "mentor, mentor, mentor," General Hopper said.

The general gave JROTC and civilian aviation camps as good examples of ways to reach students before late high school when it may be too late to apply new values and information.

"JROTC is not a recruiting tool," General Hopper said. "It's a citizenship program and a way to reach America's youth at a younger age, exposing them to career opportunities often not known about

until later in life.

"We consider it a success if JROTC programs help students stay in school and get to college, even if they don't proceed to take advantage of an ROTC scholarship," he said.

For those who would like to take advantage of ROTC scholarships and career opportunities, General Hopper said the pool of money has grown. "It's out there; it's just a matter of ensuring folks know it's out there and available."

Scholarships are driven by the needs of the Air Force, the general said. Right now Air Force needs are focused on science and technical fields. "If a student is concentrating in those areas, they move to the top of the list for scholarship receipt."

The Air Force has ROTC detachments at seven HBCUs: **Tennessee State University**, Nashville, Tenn.; **Tuskegee University**, Tuskegee, Ala.; **Howard University**, Washington D.C.; **Grambling State University**, Grambling, La.; **Fayetteville State University**, Fayetteville, N.C.; **Alabama State University**, Montgomery, Ala.; **North Carolina A&T State University**, Greensboro, N.C.

Those interested in flying careers should be aware the Air Force produces about 1,100 new pilots each year, 48 percent of which are slots allocated to ROTC graduates.

"In the past, we have said the competition is really tough for those top students ... maybe we shouldn't go after them," the general said. "But we've changed our mindset as a service. What we have to offer students today is just as great as the 'IBMs' and 'Motorolas.' We have a common goal. Reach out to us; we'll be glad to help."

# Stripes in ROTC classrooms

By Master Sgt. Ralph Bitter  
Leader Editor

Cadets at 10 ROTC detachments are seeing stripes in their classrooms this fall. A program initiated by the secretary of the Air Force and the Air Force chief of staff has NCOs serving as instructors in ROTC for the first time.

The three-year program is designed to incorporate enlisted perspectives into the AFROTC curriculum and to highlight the relationship that exists between officers and enlisted personnel, said Lt. Col. Sharon Pruitt, support directorate deputy director at Air Force Officer Accession and Training Schools.

The NCOs will have the opportunity to mentor the Air Force's future officers.

"Many of our junior officers enter active duty in critical leadership positions," said Col. Steve Wayne, ROTC commander. "We must establish a thorough understanding of the

officer and enlisted corps at the very beginning of an officer's professional development — not wait until they're on active duty. We owe it to our enlisted folks to ensure our officers are leadership ready as well as mission ready."

If the program is successful, it will be extended to all 144 detachments.

The selection criteria for the instructors included having a Community College of the Air Force degree, operational Air Force experience and the recommendation of their senior rater. Four technical sergeants and six master sergeants were selected out of 200 applications received.

Before taking up their new duties as instructors, they attended the AFROTC Assistant Professor of Aerospace Studies course at Maxwell Air Force Base, Ala. They spent 10 days learning how to teach and then put their knowledge to use planning and conducting lessons.

Master Sgt. David Csiesak will be teaching at Arizona State University in

Tempe, Ariz., and comes from a career in aircraft structural maintenance. He looks forward to the opportunity "to positively influence future officers."

"This is an opportunity to mentor new lieutenants and share the perspective of the enlisted force," said Tech. Sgt. Mike Sanders, an information manager. "This will be a good experience for me," he said. "I've always had a desire to teach and want to teach Junior ROTC when I retire." Sergeant Sanders will be teaching at the University of Portland in Oregon.

Being the first enlisted instructors in ROTC is a challenge that all the instructors are eager to take on.

"This is an excellent opportunity to influence cadets as they begin their Air Force careers," said Master Sgt. Albertina Keene, a Career Development Course writer for the Services career field. She will be teaching at Loyola Marymount University in Los Angeles.

"The vision begins with us — it will continue because of us," she said.



The 10 NCOs selected to serve as instructors are (front l to r) Master Sgt. Michael Breclaw, Rensselaer Polytechnic Institute, Troy, N.Y.; Master Sgt. Hugo Laina, Embry-Riddle Aeronautical University, Daytona Beach, Fla.; Sergeant Csiesak; Master Sgt. Terry Fraser, Fayetteville State University, N.C.; Sergeant Sanders; (back row l to r) Master Sgt. Gary Boseneiler, University of Iowa, Iowa City, Iowa; Tech. Sgt. Willy Warren, Howard University, Washington, D.C.; Master Sgt. Shawn Swift, Wright State University, Dayton, Ohio; Master Sgt. David Miller, North Dakota State University, Fargo, N.D.; Sergeant Keene. (Editor's note: Sergeants Csiesak and Boseneiler sewed on master sergeant stripes during their training at Maxwell.)



# LRC

All officer trainees attending Officer Training School at Maxwell Air Force Base, Ala., have to complete the challenging Leadership Reaction Course. The LRC is designed to build teamwork, followership, leadership and communications skills and physical fitness. The course, which has more than 15 different challenges, is used by basic officer training and commissioned officer training students attending OTS. Similar courses are used by Air Force ROTC cadets at their field training sites.

Photos by Phil Berube

# Honors

Story and photos by  
Master Sgt. Ralph Bitter  
Leader Editor

## Select group of cadets get

**J**unior ROTC cadets had the opportunity to fly an airplane over the Atlanta area while attending an Air Force Junior ROTC Honors Camp at the Georgia Institute of Technology in June. Fifty high school cadets from Alabama, Florida, South Carolina, England and Puerto Rico attended the camp in Atlanta June 13-18.

The Air Force Junior ROTC Honors Camp program began in 2003 with the support of Secretary of the Air Force Dr. James G. Roche.

"Honors Camp exposes gifted AFJROTC cadets to high-technology educational opportunities and careers through hands-on curriculum that includes visits to air and space operational units, research labs, historical sites, aerospace industries and college campuses," said Lt. Col. Dan Eddy, AFJROTC Honors Camp

action officer.

The highlight for most of the cadets was flying airplanes from PDK Flight Academy at DeKalb-Peachtree Airport. The flights were arranged by Stan Collins, chief instructor at PDK Flight Academy. Mr. Collins is a former Marine Corps fighter pilot and retired Delta pilot.

"This is a great opportunity to be a mentor to these cadets," he said. "I'm proud to be able to share my experiences with them and to give them this opportunity."

The sky was overcast when the group was scheduled to fly. As the morning wore on, the sky began to clear and the cadets were able to take to the skies. They were taken up by a flight instructor, given the controls and piloted the aircraft for an hour.

"It was very exciting," said Cadet Donvier LaBrew after her flight. "By coming

to Honors Camp, I am able to experience things that most high school students don't. This has been a good experience for me." Cadet LaBrew is a senior at Columbia High School in Columbia, S.C.

The first camps were held at Embry-Riddle Aeronautical University in Daytona Beach, Fla., and Wright State University in Dayton, Ohio. One hundred cadets attended the camps, and they were so successful that the program was expanded this year to six camps at various locations throughout the United States, with 50 cadets attending each one.

Out of more than 107,000 JROTC cadets throughout the United States, Europe and Puerto Rico, 900 applications were submitted and 300 cadets were chosen to attend one of the six camps. They represent less than 1 percent of the total number of cadets. The cadets chosen were outstanding high



(Left) Cadets Amearah Elsamadicy and Alice Burns tackle the engineering challenge in which cadets had to build a working vehicle out of common household items. Cadet Elsamadicy is from S.R. Butler High School, Huntsville, Ala., and Cadet Burns is from Palmetto High School, Williamston, S.C. (Right) Cadets Matthew Hawley and Marcus Moore and flight instructor Jeff McNair complete a preflight check on the Cessna-172R that they piloted during the day.

Photos by Master Sgt. Ralph Bitter

# Camp

## high-tech look at Air Force

school juniors or seniors with a minimum GPA of 3.0. They are also enrolled in college-preparatory math and science courses and have demonstrated leadership potential.

“Honors Camp is an excellent opportunity for Air Force JROTC’s top performers to see and experience firsthand the many scientific, engineering and flying opportunities available in today’s Air Force,” said

Col. H. B. McCarraher III, Junior ROTC director. “We couldn’t be happier with the results or prouder of the cadets who participated. Everyone who had a chance to work with the cadets was impressed with their professionalism, dedication and positive attitudes.”

Retired Col. Harvey Shelton was the camp commandant for the camp at Georgia Tech. He is the senior Aerospace Science instructor at West Orange High School, Wintergreen, Fla., and was responsible for making sure the schedule ran as planned. He was very pleased with the quality of the cadets. “The units nominated excel-

lent cadets,” he said.

After the flights, the cadets had to tackle an engineering challenge at Georgia Tech’s ROTC Det. 165. They were divided into teams and given a bag containing tape, paper clips, rubber bands, plastic cups and other items. Their task was to build a vehicle in two hours. They were evaluated on innovation and creativity, team and vehicle performance. Cadets Clay Steele, Beaufort High School, Beaufort, S.C.; Megan Massengill, Belton-Honea Path High School, Honea Path, S.C.; Joe Hannes and Justin Debrabant, Northeast High School, Oakland Park, Fla; and Ryan Nicolay, Lake Worth Community High School, Lake Worth, Fla., made up the winning team.



## South to Nevada Alaska cadets thaw out in the desert

Det 001 — University of Alaska

Cadets from University of Alaska-Anchorage Detachment 001 visited Nellis Air Force Base, Nev., as a kick-off to Winter Break 2003.

Touring Nellis gave cadets just a taste of what active duty life is like and what an Air Force career really has to offer. Being from Alaska, most cadets agreed that it was nice to see some warm weather, but there were plenty of other reasons to be excited.

The Hoover Dam proved to be quite a popular stop. Cadets were fascinated by the fact that they could stand in two time zones at once. "My first impression was amazement," recalled Cadet Michelle Capulong.

While Alaska is known for its abundance of water resources, the state lacks such architectural masterpieces as the dam.

Awaking to the sounds of jet engines, cadets were ready to see what Nellis really had to offer. Starting with the 57<sup>th</sup> Wing, cadets received enlightening briefings about Red Flag and the Air Warfare Center. Cadets were treated to a life-like history lesson while touring the "graveyard," a museum of retired enemy weapons. A visit to the security forces' K-9 training center "floored" the cadets, especially Cadet Nikki Easterbrooks, who volunteered to be attacked by one of the dogs in order to have a better understanding of the ability of the K-9 units.

The chance to see the Predator unmanned arial vehicle up close was a definite highlight for some cadets. Cadet Angela Hebert was in awe of this aircraft.

"The best thing was the Predator. I would be interested in doing more

research on it later," she said.

A long day was coming to a close as cadets made one last stop at Nellis' Airmen Leadership School. The school's superintendent took a few minutes to talk about the importance of NCOs. Cadet Amanda Lewis took away some great advice.

"I'll never forget what that master sergeant said to me: 'Latch on to good senior NCOs and learn from them. They will never lead you astray,'" she said.

The visit ended with a tour of the Thunderbirds, the U.S. Air Force demonstration team.

"The memorabilia and donated art work in recognition and appreciation of the Thunderbirds were so beautiful," commented Cadet Rebecca Anteck.

"I've never seen such a clean hangar!" exclaimed Cadet Ryan Sullivan of the Thunderbirds' hangar.



Cadets from the University of Alaska-Anchorage ventured south to the warmer climate found at Nellis Air Force Base, Nev., for Winter Break 2003.

Courtesy photo

# Valparaiso inducts honorary members

## Retired sergeant, professor join cadet corps

Det. 225 — University of Notre Dame

Valparaiso Flight of Det. 225 inducted their first honorary flight members in March.

Retired U.S. Army Staff Sgt. Bill Tuley and Valparaiso University professor of electrical and computer engineering, Dr. Alan Kraft, were inducted into the flight in recognition of their outstanding contributions toward the growth and development of the flight.

Through the key contributions and support of Mr. Tuley, Dr. Kraft and the Valparaiso University administration, the Valpo flight continues to grow.

Mr. Tuley, an 88-year-old veteran, has spoken to the cadets of the flight several times over the course of the school year. Recalling heroic war stories and lessons learned through life and struggles, Mr. Tuley has served as an inspiration and role model for the cadets.

"He gives us the benefit of first-hand experiences," said Cadet Dan Santiago. "His desire to support our efforts is evidence we are not being taken for granted."

Mr. Tuley was presented with a plaque by Cadet Santiago and then addressed the flight, thanking them for the opportunity to share his stories. He then read the poem "Just a Simple Soldier" before greeting each cadet.

"I look at you young ladies and gentlemen, and I have faith in the future of America. Duty, honor, country ... It doesn't get any better than that," said Mr. Tuley.

He served in the Arden Offensive, more commonly known as the Battle of the Bulge, in December 1944 during World War II.

Acting as the Valparaiso ROTC liaison for Det. 225, Dr. Kraft has been the main point of administrative contact for cadre and students. Through his superior



Courtesy photo

Charley Gillespie, Valparaiso vice president; Dr. Alan Harre, Valparaiso president; retired Army Sergeant Bill Tuley; Dr. Alan Kraft; and Cadet Dan Santiago.

contributions and support, the Valparaiso flight has grown 600 percent in just over four years.

Reflecting on the contributions of Dr. Kraft, Valparaiso University President Dr. Alan Harre said, "When we were discussing as a faculty about bringing ROTC to campus, we wanted students to have the means and opportunity to serve in the context of the university education we provide."

Dr. Kraft has been the key university representative to combine a great Air Force ROTC experience with a great Valparaiso education.

Under his guidance, the Valparaiso flight has accomplished several noteworthy additions to the program, assisting the dramatic growth the program has seen.

A warrior lounge, an honor guard and Valparaiso University-funded rental vans for trips to Notre Dame have all come from Dr. Kraft's dedication and assistance. He has helped expand recruiting efforts while also attending aerospace studies classes and Leadership Laboratories. In December 2003, Dr. Kraft was honored with the Det. 225 Hall of Fame Award.

To cap off a very festive occasion, Cadet Shane Gillies, future Air Force meteorologist, recited the oath of enlistment and was officially contracted into the Air Force ROTC program by Capt. Alan Acree, Det. 225 commandant of cadets.

# Learning the 'ropes'

Det. 175 — University of Hawaii-Manoa

**F**ew people have ever braved a ropes course either through a school event or a teambuilding activity. It is difficult to get a group of people to overcome obstacles while teaching them teamwork and leadership and building their confidence.

However, put together a team of Air Force ROTC cadets from Hawaii, and you're sure to get the outcome you're looking for.

Our day began with a short trip to Hickam Air Force Base, where we hopped on a C-130 with a crew from the Hawaii Air National Guard's 154th Air Tactical Squadron on their way to deliver supplies to Barking Sands Naval Reserve on the island of Kauai.

The privately owned ropes course we went to opened in 2003 and has held retreats and weeklong camps for groups ranging from students with disabilities to corporate executives. The owner's main goal is to "challenge everyone to gain personal pride and team building skills."

**"I learned to trust myself and push my limits on the high-level obstacles."**

-- Cadet Kaina Latham

skills, communications and teamwork.

Some of the obstacles were a "spider web" that cadets had to go through without touching the web; wooden swings that had to be used to cross a "river of flaming hot lava"; and a swinging rope used to get on a three-square-foot wooden plank across a rushing river.

The best challenge was getting all 18 cadets onto a giant seesaw without having the ends touch the ground. Most of us agreed that the greatest part of the whole morning was watching our fearless cadre tackle the same

icebreaker that required us to concentrate and maintain bearing. Our goal for the day was to either conquer a fear of heights or to become more assertive as leaders. The morning's activities focused on problem-solving



Courtesy photo

Cadet Kiana Latham tackles one of the many obstacles on the ropes course.

obstacles. We were able to watch Air Force members overcome difficult situations, regardless of rank.

After lunch, the challenges escalated. There were four obstacles that required personal courage, team motivation and an open mind: a 55-foot swinging rock-climbing wall, a 40-foot-high rope bridge, a 32-foot-high wire line, and climbing 52 feet up a tree to take a 100-yard zip line across a stream.

At the end of the course, we discussed personal gains and overall team accomplishments.

"I learned to trust myself and push my limits on the high-level obstacles," said Cadet Kaina Latham.

## Drill meet in Louisiana

### Det. 305 — Louisiana Tech University

Louisiana Tech's Valkyrie Honor Guard hosted the 5<sup>th</sup> annual Valkyrie Invitational Drill Meet Feb. 7. This competition allows Det. 305 cadets to use their experience in drill to evaluate and train Junior ROTC members. Eleven high school units participated in the drill competition, traveling from as far as Texas. The JROTC cadets competed for placement in Armed and Unarmed Inspection, Armed and Unarmed Regulation Drill, Armed and Unarmed Exhibition Drill, Color Guard Regulation Drill, Physical Fitness Competition and Tandem Drill. The cadets were also competing to become the overall winner of VIDM, based on their total points. Members of Det. 305 judged the competition. Cleveland High School, Cleveland, Texas, placed first; Airline High School, Shreveport, La., placed second; and Tioga High School, Tioga, La., placed third.

## Up close and personal to American airpower

### Det. 290 — University of Kentucky

### Det. 295 — University of Louisville

In March, 34 Det. 290 and four Det. 295 cadets loaded up for a trip to Whiteman Air Force Base, Mo., to see how a base operates and learn about Whiteman's vital role in national defense. On the way, they stopped to tour the Boeing plant in St. Louis. At the plant, the cadets toured the F-18 Hornet final assembly hangar. Cadets saw every aspect of assembly, from wing construction to the electronic testing of the avionics equipment. The tour helped the cadets see the critical research, development, procurement and maintenance side of the military aviation industry.

The Whiteman tour started with a mission brief from 1st Lt. Andrew Heo of the 509th Communications Squadron. The cadets also toured Oscar 1, a deactivated missile launch control facility, and saw the A-10, B-2 and the Apache helicopter. In addition to the B-2 mission, cadets learned that Whiteman is home to the Air Force Reserve's 442nd Fighter Wing and the Missouri Army National Guard's 1-135th Attack Battalion. The cadets also toured the Apache helicopter hangar. The battalion is currently transitioning from the Kiowa attack helicopter to the AH-64. The highlight of the tour was watching an Apache take off on a training mission.



Courtesy photo

## Taking care of the Warbirds

### Det. 520 — Cornell University

Usually, a trip to a museum means relaxed sightseeing and guided tours. That was not the case with the cadets of Det. 520. What began as a joint national project for Arnold Air Society, designed to interview veterans for the Library of Congress, has developed into a full-fledged volunteer effort at the National Warplane Museum in Horseheads, N.Y.

Last November, Cadet Kelly Bowen was informed of the opportunity to participate at the museum during an interview with a veteran. As a result, cadets have been spending their Saturdays at the museum since last spring, engaging in hands-on activities and training that can be directly applied to active duty specialties, such as maintenance officers and pilots. Cadets have wired and programmed flight simulators, performed administrative support and aided in the recovery efforts of aircraft. Some of the aircraft include a Bell UH-1H helicopter, which was ready in July, and an A-10 Warthog.

In April, cadets joined the museum staff on an orientation tour of the 174<sup>th</sup> Tactical Fighter Wing in Syracuse, N.Y. Detachment 520 hopes to continue its work at the museum this fall.

## Hanging with the Army

Det. 695 — University of Portland

The University of Portland hosted Air Force and Army ROTC units on its campus in February. These two branches rarely are given the opportunity to interact because of the differences in their missions and training focus. However, this year, they worked together to train.

The Air Force ROTC program focuses on perfecting communication through official written and spoken channels such as e-mails, staff meetings and memorandums. The Army ROTC program focuses on perfecting communication through these channels as well as through hand signals and radio transmissions.

During the annual Joint Field Day, these two branches of cadets came together to learn a little more about each other.

The three-hour event allows Army cadets to share some of their specialized training with their Air Force counterparts. The Air Force cadets get to experience training that the Army ROTC cadets perform on a weekly basis.

Army cadets showed Air Force cadets how to work with claymore mines, cross rope bridges, do buddy rushes and perform high and low crawls.

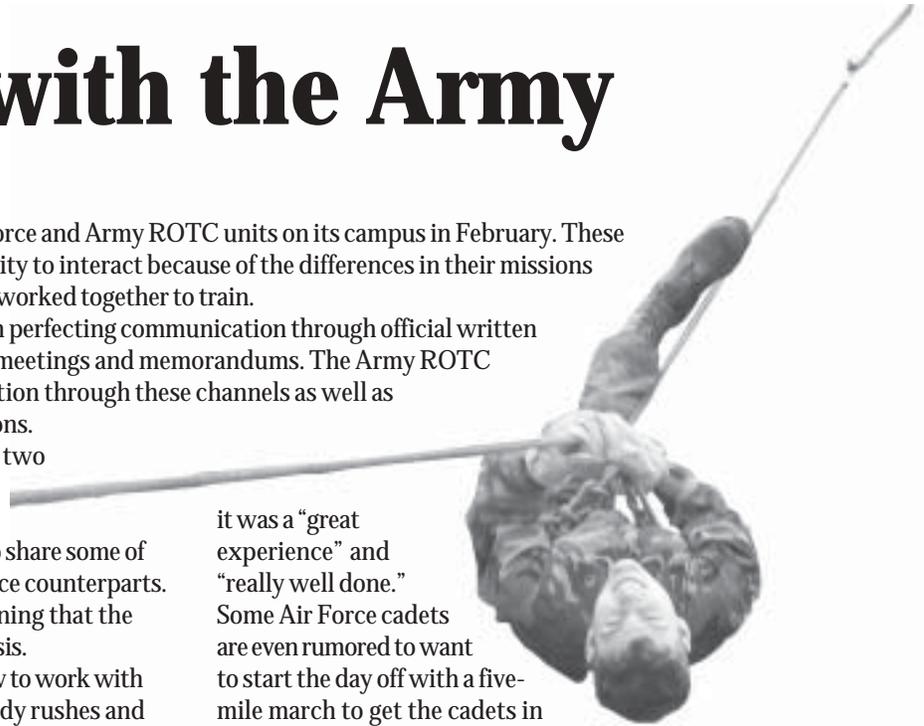
It was a great day, and there was mud and sweat to be had for all cadets involved. The Army had fun teaching their “ground-pounding tactics” to the “fly boys.” One Army cadet said, “The Joint Field Day really helped improve relationships between the two groups of cadets.”

All the cadets who attended this day of sun and mud said

it was a “great experience” and “really well done.”

Some Air Force cadets are even rumored to want to start the day off with a five-mile march to get the cadets in the mood for training.

In the future, Air Force cadets plan to not only participate in this fun experience, but to also organize their own events to truly unite the two branches. Army cadets have voiced their interest in learning more about what Air Force cadets do for their training. But until then, they will just have to dream about all the fun they will have.



## Visiting with Tuskegee Airmen

Det. 160 — University of Georgia

The University of Georgia's Air Force ROTC held their annual dining-out April 30 with Tuskegee Airmen Hiram E. Little, Sr. and Val R. Archer.

During the dining-out, Mr. Little and Mr. Archer reached out to the roomful of future Air Force leaders.

Mr. Little told his story of how he first went into the Navy but was denied due to medical reasons, and how he eventually ended up as a Tuskegee Airman.

Mr. Archer expressed his confidence in the cadets attending the event. He said that the Air Force is in good hands with the “dedication of these young people.”

## The Tuskegee Legacy

The Tuskegee Airmen were fighter pilots of the 99th Pursuit Squadron, later incorporated into the 332nd Fighter Group.

The first classes of Tuskegee airmen were trained to be fighter pilots for the famous 99th Fighter Squadron, slated for combat duty in North Africa. Additional pilots were assigned to the 332nd Fighter Group, which flew combat along with the 99th Squadron from bases in Italy. Flying as bomber escorts and ground attack, they flew 15,533 sorties between May 1943 and June 1945.

None of the bombers they escorted were lost to enemy fighters. They destroyed a total of 251 enemy aircraft and won more than 850 medals. Their record was not without losses — 66 Tuskegee Airmen were killed in action.

The legacy of the Tuskegee Airmen was the recognition that black pilots were equal to white pilots and the eventual desegregation of the military when President Truman issued Executive Order 9981, which called for “equality of treatment and opportunity” in the armed forces.

The present day mission of the Tuskegee Airmen is to inspire young people to outstanding achievement and leadership in our society through social and educational activities.

## Cadet receives armed forces award

Det. 820 – Texas Tech University

Cadet Kevin Morris, an electrical engineering major from Midland, Texas, was recently awarded the Armed Forces Communications and Electronics Association Major General Robert E. Sadler Honor Award. The award recognizes Cadet Morris as the top Air Force ROTC graduating senior majoring in either electrical engineering or computer science.

Cadet Morris graduates with a 3.98 cumulative GPA, with a dual degree in electrical engineering and computer science and a double minor in mathematics and military studies.

In addition to his academic prowess, Cadet Morris also was an integral part of the Scabbard and Blade Society, a joint honor society teaming Air Force and Army ROTC cadets. He was also the cadet wing commander during the 2003 fall semester, leading the largest cadet wing at Texas Tech since 1982.

Cadet Morris has recently learned that his first assignment will be to the Air



Courtesy photo

Cadet Kevin Morris, right, is congratulated by his detachment commander, Col. David Lefforge, for winning the Armed Forces Communications and Electronics Association Major General Robert E. Sadler Honor Award. The award recognizes Cadet Morris as the top Air Force ROTC graduating senior majoring in either electrical engineering or computer science.

Force Institute of Technology at Wright-Patterson Air Force Base, Ohio, to begin his graduate-level academic education.

## Cadets save life of motorist, presented Gold Valor Awards

Det. 345. - University of Massachusetts-Lowell

Daniel Webster College cadets Matthew Hein, Brandon Roth and Scott Slater rescued a woman from a car teetering upside down on a guardrail overlooking a 40-foot drop in Lowell in October.

They were presented Gold Valor Awards by Professor of Aerospace Studies Lt. Col. Charles E. Olander at the detachment's dining-out in April on behalf of then-ROTC commander Col. Alan Thompson.

"Cadets Roth, Hein and Slater are three of our detachment's stars. They are models of courage and quick thinking for our cadets to emulate. We are

proud to have them in the corps," said Colonel Olander.

Massachusetts State Police said the cadets witnessed the driver run into a barrier and watched as her car hung over the side of the highway. Selflessly, and at risk to their own safety, the cadets called for emergency assistance, then pulled her to safety, as the car hung 40 feet above railroad tracks that run underneath the highway.

The driver was treated for minor injuries and released from the hospital within a few hours. *(Additional information courtesy of the Lowell Sun, Oct. 7, 2003 edition)*

## Cadets rebuild World War I memorial Project also teaches the 'five functions of management'

IL-963 — Peoria High School

World War I touched the lives of countless Americans. Many of them were from Peoria, Ill. A total of 565 alumni from Peoria High School fought in the war— 11 of them died.

In 1922, the student club decided to build a memorial to these 11. They planted an elm tree for each of the soldiers and mounted a bronze plaque on a huge granite boulder, designating the area of the campus as "Gold Star Elms."

Unfortunately, in 1927, Dutch elm disease swept through the area and killed off the trees, and the plaque was taken down and placed in storage.

It wasn't long until time forgot the honored war dead and what the memorial stood for.

In 2002, the plaque was found and turned over to the school's AFJROTC unit. They thought restoring the memorial would make for a great hands-on project for the cadets to administer when they studied the management portion of the curriculum. They then stored the plaque in the unit storeroom for the next two years.

Now, in 2004, the cadets have seen the memorial come back to life as they learned about the five functions of management.

They put the plan together to restore the memorial. They organized it so each flight had specific responsibilities. They coordinated with Trees Forever to obtain 11 hybrid elms (resistant to the Dutch elm disease) from an arboretum near Chicago. They also coordinated with a cemetery in Peoria to get the plaque refurbished. They directed all of the landscaping and controlled the whole project by ensuring



Courtesy photo

Members of the honor guard lay a wreath at the Gold Star Elms Memorial on the school's campus.

standards were met throughout the project.

The cadets celebrated last Earth Day with a rededication ceremony for the "Gold Star Elms" project.

The color guard did a special presentation, the honor guard laid a wreath at the memorial and the saber team conducted a special POW/MIA ceremony in honor of the 4,120 American POWs held captive during World War I.

The rededication also included the playing and reading of era-specific music and poetry and letters written by PHS alumni while they were fighting in France.

As a special tribute, members from the American Legion performed a 21-gun salute while a 48-star flag was folded.

## Cadet receives award from Air Force chief of staff

VA-032 — E.C. Glass High School

Cadet Megan Brewster received the Leadership award as the top cadet in the Junior ROTC program at E. C. Glass High School.

She traveled to Virginia Military Institute in Lexington to receive the award from Air Force Chief of Staff General John P. Jumper, who is a VMI graduate.

At the awards banquet, Cadet Brewster met with several general officers, cadets from VMI and Virginia Tech and many World War II, Korean War, Vietnam and Desert Storm veterans.

Cadet Brewster is the cadet corps commander of her JROTC unit and a member of the color guard. She is taking all advanced placement classes, has a 3.6 GPA and will be attending VMI this year.



Courtesy photo

Cadet Megan Brewster and her father, Master Sgt. Myron Brewster, meet Gen. John P. Jumper at her award ceremony at Virginia Military Institute in Lexington.

## Seniors bid farewell to instructor

MI-861 — Garden City High School

In four years time, we have come to respect and trust Master Sgt. John Carpenter.

Sergeant Carpenter has been with us through thick and thin. He has gone from a “scary gentleman” to a guy who has become our big brother. Along with his classroom responsibilities, he also runs our group activities outside of school.

In the 14 years that he has been here, he says the one piece of advice he

would give to cadets is to “never forget your high school days.” The advice he would give to teachers is to “not take yourself too seriously.”

The one thing that will always stay in every cadet’s mind is being able to talk him into singing the song “You’ve Lost That Loving Feeling.”

Sergeant Carpenter has devoted his time and money to this group. In addition to our 6 a.m. practices, he also attends our

drill meets, usually driving us to them, along with driving us to our weekend

trips for leadership building.

With everything that our unit is involved in, we still manage to have fun as a group. In the four years we have known him, he has led us to receiving distinguished unit and Scouting for Food awards.

Sergeant Carpenter was married in 1992 and has two children ages 16 and 18. He does not plan to retire until 2011, when he plans to travel and “bother his kids.” His favorite word is “standby” and his favorite saying is “son of a buckaroo.”

In our four years, we have learned many things from him, and we will all miss him. Sergeant Carpenter has been a great influence and a wonderful role model for us during our time in JROTC.



Sergeant Carpenter

## Future leaders attend JROTC Honors Camp

TX-20009 — Medina Valley High School

Cadets Michelle Alonzo and Veronica Guarnero attended AFJROTC Honors Camp at the University of New Mexico and Kirtland Air Force Base, N.M., in June. They represented the top one percent of all AFJROTC cadets worldwide.

Three hundred cadets worldwide were selected to attend six camps. These camps exposed gifted AFJROTC cadets to high-technology educational opportunities and careers through a hands-on curriculum including visits to air and space operational units, research labs, historical sites, aerospace industries, college campuses and orientation flights in MC-130 Hercules and small aircraft.

Cadets Alonzo and Guarnero will assume leadership positions in the cadet operations group this fall.

Both seniors plan to attend college and participate in university ROTC programs.



Courtesy photo

Cadets Veronica Guarnero and Michelle Alonzo attended AFJROTC Honors Camp at the University of New Mexico in June.

## Cadet attends Youth Leadership Conference

TX-20009 — Medina Valley High School

Cadet Brent Walker furthered his leadership training at the Military Order of the World Wars Youth Leadership Conference at the Texas Military Institute in July.

The YLC provided “do-it-yourself” leadership training for students.

Groups were given certain scenarios to accomplish. They had to solve the problem and present their solutions. They were assigned leadership positions and evaluated on their performance.

“The YLC helped me tie together everything I learned at previous leadership camps,” said Cadet Walker. He also attended Boys State and the Texas High School Aerospace Scholars Program this summer.

## Texas cadets meet General Jumper

TX-957 – Cedar Hills High School

The annual Air Force-sponsored Dallas Military Ball brought many high-level officers to the city last March, including Gen. John P. Jumper, Air Force chief of staff. At a pre-ball social, cadets from TX-957 served as formal military greeters, issuing proper military customs and courtesies at the doors as the officers entered. After finishing with their duties, the cadets had the opportunity to meet General Jumper.



Courtesy photo

Pictured with General Jumper, center, are Cadets Matt Keylon, Keith Ward, Kristen Bittman, Quwanua Robinson, James McDowell and Kevin Chapman.

## Instructor spends summer in Japan

### Major participates in Fulbright Memorial Fund program

WV-20021 — Jefferson High School

Major Charles Gray, the senior Aerospace Science instructor, recently completed a three-week Fulbright Memorial Fund teacher exchange scholarship program in Japan. Nationwide, 200 teachers participated in this educational exchange program, gaining valuable first-hand experience with Japanese customs, culture, educational system, government, economy and many other areas of interest.

The selection process was highly competitive, with participants selected from among more than 2,000 applicants. The Fulbright program, initiated in 1997, is completely funded by the Japanese government to increase mutual understanding between the United States and Japan, in grateful appreciation of America's own Fulbright program, which has educated 7,000 Japanese citizens in the



Major Gray

United States since 1952.

While in Japan, Maj. Gray visited schools at all levels, observed classes, participated in seminars on education, government, economy, and culture and gained significant personal experience in almost every aspect of life in Japan. He visited Japanese cultural and religious sites, ate many kinds of Japanese food, stayed overnight with a Japanese family and experienced traditional Japanese art, theater and recreational activities. While most of his travels were in the greater Tokyo area, he also visited the famous shrines and temples at Nikko and the natural hot springs at Hakone.

This fall, as part of his follow-on plan, he will offer detailed presentations on Japan to educate local schools and community organizations about the many social studies, historical and geography lessons learned from this recent visit.

The Fulbright Memorial Fund is open to most teachers, including AFJROTC instructors.

For more information, go to their Web site at [www.fulbrightmemorialfund.jp](http://www.fulbrightmemorialfund.jp). Application deadline for the 2005 cycle is Dec. 10.

## Unit named No. 1 at southeast leadership school

SC-955 — Southside High School

The unit received the distinction of being named the No. 1 school at the Southeast Region Cadet Officer Leadership School.

A group of 15 cadets from Southside High joined 350 other cadets from 19 schools at the seven-day leadership school at Mercer University, Macon, Ga., in June.

All of the Southside cadets did well, but five stood out from the rest. Cadet Aaron Woods, the cadet camp commander, received an Outstanding Leadership Award. Cadet Kristopher Dillard received the Best in Room Inspections, Outstanding Flight Cadet and Outstanding Basic Leadership awards. Cadet Tre Robinson received the Outstanding Flight Cadet award. Each cadet competes for this award in

the areas of personal inspection, room inspection, drill and physical fitness. Additionally, Cadets Nicole Thompson and James Litzie received the Outstanding Flight Award.

The efforts of all 15 of Southside's cadets contributed to Southside High School being honored with the Unit of Excellence award.

Southside currently has 200 cadets enrolled in AFJROTC, more than 25 percent of all students at Southside. Major Joseph Windley, Senior Master Sgt. Kathy Hodge and Master Sgt. Derrick Brown are the instructors in charge of the program. This year, Southside's AFJROTC program was one of the country's 93 distinguished AFJROTC units. Of the units nationwide, only 10 percent are selected on a yearly basis.

Other cadets attending the camp were Byron Brooks, Nicole Williams, Charmar Jenkins, Chelsea Thompson, Kim Hartmann, Tiffany Grimsley, Jasmine Baker, Anna Thompson, Ariel Moore, Margarita Rodriguez and Justina Sparling.

## Rocklin wins 2004 Sweepstakes Trophy

CA-954 — Rocklin High School

Thirty AFJROTC cadets from Rocklin High participated in the 2004 Northern California Drill Team Competition in April.

Before the competition, the energy level was high, nerves were under control and there was a buzz in the air. When discussing practice schedules, the cadets decided they wanted to meet for practice at 4:30 a.m. on a day that classes were not in session so they could have the gym; they wanted to hear their cadence on the hardwood floors.

The teams competed in eight categories and placed in six of the eight, which resulted in the award of the coveted 2004 Sweepstakes Trophy.

Of the hundreds of cadets who competed, Rocklin High clearly came out as the best – a hard task to accomplish.

Members of the color guard were Cadets Austin Hubert, Josh Bartholomew, Travis Wright and Jamie Torrington. Members of the armed team are Cadets Elliott Jones, Eric Prigge, Patrick Brockway, Josh deFarcy, Brian Holland, Shawn House, Ashley Ivy, Jennifer Lively, Marisa Salas, Chad Surganovich, Willy Tjhia, Ricky Van Horn and Alex York.



Courtesy photo

Members of the Rocklin High School drill team and color guard display the trophies they won at the 2004 Northern California Drill Team Competition in April.

Members of the unarmed team were Cadets Sultana Randall, Ted Carranza, Steven Bergman, Jenna Buechler, Raymond Gsell, Andrew Kim, Megan Klimmek, Jennifer Ogata, Dominic Masuda, Tiffany Miskowic, Alicia Lewis, Max Nesmith and Brittany Sawin.

## GATEWAY VISITS CAPITAL

**MO-851— Gateway Institute of Technology** Cadets took a trip to our nation's capital during spring break. This Curriculum-In-Action field trip visited Gettysburg, Fort McHenry, the USS Constellation, the Pentagon, Arlington National Cemetery, the Capitol, White House, Supreme Court, National Archives, Library of Congress, National Air and Space Museum and numerous memorials and monuments.



# Chief of Staff Sight Picture

By Gen John P. Jumper

**Air Force Chief of Staff**

**T**he collective abilities of our active, Guard, Reserve and civilian Airmen provide our Air Force a full spectrum of capabilities that are second to none. To sustain our dominance and understand the world in which we operate, we must develop a wider perspective and an appreciation of views other than our own. I encourage each of you to make time for professional reading as part of your continuing development as Airmen.

As our Air Force continues to adapt to new and enduring challenges across the spectrum of conflict, I intend to adapt my Reading List as well. This year, I added three new books that offer insight into on-going conflicts and furnish organizational and leadership success stories. Although I may not endorse all views or interpretations of selections on my Reading List, I have found them informative and thought provoking. Here's a brief explanation of the three new additions:

*An Army at Dawn*, by Rick Atkinson, provides a superb historical assessment of the invasion and ensuing war in North Africa in 1942-1943. This book combines in-depth insight into Allied campaign planning, strategy, and tactics directed at ejecting the German army from North Africa. The leadership traits and wartime relationships of Eisenhower, Patton, Bradley, Montgomery and Rommel are thoroughly chronicled, and are instructive to leaders in the 21st century.

*Of Paradise and Power*, by Robert Kagan, examines the past and present geopolitical dissimilarities between Europe and the United States, providing an understanding of diplomacy in the post-Cold War world. This book offers a thought-provoking post September 11 appraisal of America's preparedness to respond to strategic challenges around the world.

*The Age of Sacred Terror*, by Steven Simon and Dan Benjamin, illustrates the intellectual foundation of radical Islam and offers an in-depth analysis into the beliefs of those responsible for waging a Jihad against the West. This book also provides a revealing description on the different understandings of Islam and its ancient and deep-rooted history.

As in the past, these books will be made available through our institutional schools at Air University and our Air Force libraries. The updated reading list, complete with a brief summary of the new selections, can be accessed at <http://www.af.mil/csafreading/>.



Illustration by Tech. Sgt. David B. Camp