



SIENA COLLEGE ROTC MOHAWK BATTALION

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Ranger Challenge 2010

On a windy weekend in October, the Mohawk Ranger Challenge team competed against 40 other colleges from the northeast US in an event that tested physical and mental toughness in a three day competition. They finished the weekend placing third overall. The Challenge is non-stop tests of skills and endurance that included a physical fitness test, weapon marksmanship and proficiency, urban infantry operations, medical treatment of wounded personnel, land navigation, construction of a one-rope bridge, a written exam on all things ROTC and ended with a grueling 10K march carrying 35 pound ruck-sacks.



Of the 23 Cadets that started the demanding training in August, only 12 actually completed all requirements to remain as team members when it came time for the competition on the 15th of October. Training for this team is no joke. Five days a week from 5:45am to 7:30am Cadets devote their body and mind to become the best at all aspects in which they compete. Cadet Michelle Cody from RPI states, “The hardest thing about Ranger Challenge, at least for me, was the physical aspect. I was always sore from the workouts, and to go right from training in the morning to a full day of classes was very tiring.”



The Cadets also commit two full weekends to training and competing. Trying to balance college demands and other ROTC events is usually where most Cadets come up short. The 12 remaining Cadets this year epitomize our Army Values and are some of the best Cadets in the battalion.

The team placed 1st in the Merrill Division, the most difficult of the 3 divisions, which is based on past competitions. They also placed third overall against 40 other schools, taking 1st place in Weapons Proficiency and the written commander’s exam. When asked why the team is so successful every year Cadet Alex Broomfield said, “Continuous repetition, going over the same motions so many times in order to drill them into your muscle memory and having the camaraderie of people around you, knowing that you are all striving to better yourselves in order to better the team, not just yourself.” The final Ranger Challenge Team Cadets for 2010 are: Gordon Brown, Andrew Lavallie, Shaun Looney, Michelle Cody, Ryan Sweet, Forest Thrush, Adam Taylor, Tyler Peck, Adam Huller, Stephen Wrightson, Alex Broomfield, and Danielle Zsido.





Helicopter Flight Training by Laura Kirchner

Ten minutes into my first flight: my flight instructor is calmly sitting next to me, hands folded in his lap, gazing thoughtfully outside the cockpit. I, on the other hand, am staring deer-in-the-headlights-of-the-Texas-Chainsaw-Massacre style out at the horizon, white knuckles on the cyclic and a death grip on the collective, in total shock and disbelief that I was flying a 1200lb machine by myself. The Helicopter Flight Training Program at the University of North Dakota wastes no time getting Cadets up in the air, learning how to fly. For one incredible month over the summer, I spent nearly every morning at the Grand Forks International Airport for a daily flight lesson in a Schweizer H300 followed by an afternoon ground school class. Along with sixteen other Cadets from around the nation, I learned more about Aviation than I ever imagined and gained an unprecedented appreciation for anything that can fly.

There is a certain pride that helicopter pilots seem to take in distinguishing rotorcraft from fixed-wing aircraft. While airplanes and jets glide gracefully through the air, helicopters have been called “suicidal” as they are naturally inclined to crash into the ground. At any given time during flight, every functional part of your body is engaged on one of many controls, constantly adjusting to maintain altitude, power, heading, airspeed, RPM, and a host of other critical factors. While just regular, straight and level flight is a challenge in it of itself, there is no greater humbling experience than learning how to hover. It takes a careful coordination of several elements to hold the helicopter straight and steady just a few feet off the ground. Anything more than a minute adjustment in anticipation of fore/aft movement will send the helicopter shooting off, always in the direction you do not want to go. Whoever designed the aerospace building at UND must have had a twisted sense of humor; the café windows on the fifth floor provided the perfect view of the airport sods, or in other words, a perfect opportunity to watch our peers toss back and forth like a leaf caught in a gale-force wind as they struggled to nail the hover. The challenge was only equal to the satisfaction when it all finally clicked, and just in time for a new challenge to be thrown at us.

Although we did not have an organized PT schedule at HFTP, I did a lot of PT in the cockpit, especially during autorotations. Physically battling your instructor on the stick is no easy task; now toss in the fact that you are both plummeting towards the ground at 1500’ or more per minute, and the natural instinct to, I don’t know, *not die* takes over. The difference in opinion over when to pull back on the cyclic was a bit of a contested issue at first for me and my instructor, and I would often come back with a sore arm the next day. An autorotation is the condition of flight in which the main rotor blades continue to turn due to aerodynamic forces, using no power from the engine. They are absolutely essential to practice in order to react to an engine failure and safely land the aircraft without power. Once I got over the “OH SHOOT” factor that is quite similar to that initial drop you feel on a roller coaster, autorotations were by far the most exciting part about flying.

Everything about HFTP at UND was very hands-on. There were no simulations or instructor-only demonstrations; we did everything for ourselves, most of the time learning 1600’ up in the air. By the second or third lesson, I was even making all of my own radio calls to the Air Traffic Control Tower. Before every flight, we conducted a pre-flight of the helicopter. This included an extensive inspection of all parts of the aircraft to make sure that it was in working order and that no new problems had arisen during a previous flight. The entire process usually took around a half hour, and I did all of this myself with minimal supervision from my instructor. The most incredible part of the entire program was the .6 hours I spent alone in my H300 for my solo flight. I’ve heard that this may have been the only time in my Army career that I would be alone in a helicopter. After it was all over, I tragically failed to convince my instructor that I needed to repeat that particular lesson. Following the solo, the only thing left was a stage check done with a different instructor that consisted on a written test, an oral test, and a flight to demonstrate that we had grasped the essence of helicopters and flight up until that point.

Helicopter Flight Training by Laura Kirchner (Continued from page 2)



In addition to daily flight lessons, the ground school instructor was fond of the “drinking from a fire hose” expression when it came to learning an overview of everything that could possibly be relevant to flying. We went over every inch of the helicopter, including all the different systems (fuel system, engine oil system, rotor systems, electrical system, etc) as well as the functional purpose of each and every tiny nut and crank on the H300. Furthermore, the physics behind aerodynamics and flight turned out to be far more involved than I ever expected. So many forces are constantly working against you, it’s a wonder that some of these machines can even fly. An entire week was dedicated to adverse aerodynamics, essentially all of the different conditions you could possibly find yourself in where the forces of nature and gravity decide that they don’t want you gliding through the air anymore. This topic called for a marathon of YouTube videos to re-iterate the point of how letting the retreating blade-stall or snagging a skid on an obstacle could result in a very unfortunate crash. Furthermore, we scratched just the surface of all the

wonderful flight regulations and rules the FAA has endowed upon us, as well as weather forecasting, airport markings, and even the anatomy of the human eye. Over the month, we were given three written tests and a final exam in addition to regular homework, just to make sure we weren’t enjoying ourselves too much up in the air.

By the end of that one month, I had logged just over twenty hours of flight time, including my glorious but oh-so short solo flight. The program essentially covered the first half of the flight schooling that you would need to acquire a private pilot’s license. (I am now currently accepting donations to the ‘Send CDT Kirchner Back to Flight School’ Fund. So far I’ve only received a few quasi-sympathetic smiles, but you could be the first to really make a difference!) Not only did HFTP give me a new appreciation for rotorcraft, aerodynamics, and pretty much anything that flies, but it effectively ruined me for any other branch in the Army. I would very strongly encourage Cadets interested in Aviation to check out this summer program, as it is without a doubt that greatest thing I have ever done with Army ROTC.

Summer Language Training by Brent Ragsdale



My second year of Army ROTC has begun. No longer a freshman Cadet, I am expected to perform at a higher level, manage my academic record, and maintain my military bearing. My first year of college was an excellent life-learning experience, and the combination of school, ROTC and extracurricular activities allowed me to learn and develop myself much faster than I was capable of in high school. The ROTC lifestyle had exposed me to new time management skills and a well-balanced set of activities. Academics being my number one priority, I strive to improve and maintain excellent grades and develop a breadth of skills.

This past summer I attended a DoD funded program for critical languages. Held at Arizona State University, the Critical Languages Institute (CLI) hosts a program catered to ROTC Cadets and midshipmen; CLI+. The Critical Languages Institute hosts language programs for languages that are not commonly taught, such as Macedonian, Bosnian-Croatian-Serbian, Polish, Yiddish, and many more languages important to national security. I attended this twelve week, ten credit-hour program to learn two Persian language variants, (Farsi and Tajik). The program consisted of a state-side university component and a three week practicum in the country of Tajikistan.

The Army and Cadet Command are strongly encouraging Cadets, Soldiers and Officers to pursue foreign languages, particularly those that are deemed critical, (such as Chinese, Persian, Pashto, Swahili etc.). Utilizing CLIP pay and DoD funding, I was able to attend this program under a DoD scholarship in addition to a stipend from the Army. This program was truly convenient for me and the many Cadets whom I met through this program, and we would all agree that any Cadet having any interest in a critical language with an open summer schedule should attend this program.



Summer Language Training by Brent Ragsdale (Continued from page 3)

Both of my professors were citizens of Tajikistan, (thus native speakers of Tajik,) and fluent in Farsi, (one professor was also fluent in Dari, another variant of Persian). While one professor spoke excellent English, the other was still learning. While this was sometimes a disadvantage, it had forced me to begin ‘immersing’ myself early on into the Tajik and Persian languages. My primary professor was undoubtedly the best teacher I have ever had, and I can only assume that the other language programs are similar.

With the beginning of classes, I was determined to put forth my full effort academically. Three months prior to arriving in Arizona, I had no knowledge that the Tajik language even existed, and only a vague concept of Farsi language. Ironically, I had initially desired to learn Swahili. Despite this, I was highly motivated. The classes were difficult, perhaps more difficult than my engineering education at RPI. I had to stay on my feet and keep up with my work; learning two languages at once, (despite their huge similarities,) in such a short time period is difficult for almost anyone. I ultimately persevered through the eight weeks of classes and earned an A-, (the top 5% of my class).

Immediately following classes at Arizona State University, a large majority of the Cadets and a few civilian students and I made the long thirty hour trip to Dushanbe, Tajikistan for our practicum in the Tajik language (and Persian classes). The practicum was a near complete immersion into the language and culture of Tajikistan, the exception being new concepts of the languages that were taught and the cultural excursions hosted by the program. Tajikistan is much different than what any American knows as their way of life. The poorest republic of post Soviet Union, the majority of the nation lives in poverty and, despite government statistics, a large number of citizens are unemployed, work very little, and or make very little money. The country’s infrastructure is poor, but there is working electricity and running water in all of the cities and major villages, (due to post-Soviet infrastructure feats); the cleanliness and stability of the infrastructure is lacking, however. The government is unstable and corrupt, and narcotics trafficking from Afghanistan is rampant, however, the country is developing, and is slowly modernizing.

I lived with a host family of five along with a fellow classmate from Arizona. For me, the host family was the most valuable experience. Learning and adapting to a new culture is interesting, and it can contribute to self development in addition to cultural awareness. The people in this culture are extremely friendly, even towards foreigners. I was welcomed by almost every person I met, no matter their age or social class. I grew close to my host family,(especially the women of the family,) and the neighbors, (who were almost always home). The majority of my day was usually spent speaking with, listening to, and interacting with my Tajik family. I would also roam the city and local markets daily. Interestingly, virtually every citizen is bilingual in Russian and Tajik (again, because of the Soviet Union). Because of this, I quickly picked up many simple Russian phrases and words. Many words in Tajik are shared from Russian, and my family would use Russian words extensively. Additionally, my host family was of Uzbek origin, and every member of the family also spoke Uzbek, (which I did not learn).

Practicing the language in its native environment was a powerful experience, and in my opinion, the optimal method of language learning. I learned more in my three weeks in Tajikistan than during the eight weeks in Arizona, especially as far as practical and interaction skills were concerned. Learning Persian was more difficult, (because of the environment and intrinsic difficulty of the language,) but because of the similarity to Tajik, it was still easier and more effective to learn Persian while in Tajikistan than in Arizona.

Summer Language Training by Brent Ragsdale (Continued from page 4)

I intend to continue my pursuit of the Persian languages in the future, with my goal to become fluent in both languages, (and perhaps Dari as well). Knowing a foreign language, especially a critical language, is a strong skill to have; not only as an Army Officer, but also as a skill set for a post military career. In my case, the combination of my mechanical engineering degree, language skills and military experience will make me an excellent candidate for many intelligence and national security related professions. I believe the Army's push for cultural awareness and language proficiency among its Soldiers and Officers is a wise choice, and I recommend that other Cadets strongly consider attending CULP programs. I will continue to develop myself through my second year of college and ROTC; ever improving my skill set, knowledge and military bearing.

Freshman year by Danielle Carl



When I first decided to join Army ROTC, many people asked the reason for my life changing decision. Many times I merely answered "it just seemed like the right thing to do." In my mind it always made sense to join the Army. I figured some people knew as a child that they were supposed to be a doctor, others a lawyer or psychologist, but for me, the path of law enforcement and armed forces seemed to call my name. With this "calling" in mind, I had vivid dreams of myself overseas, protecting my fellow Soldiers and country as a military police Officer.

As the summer days faded, and college soon approached, more people asked why I decided to join the Army, so I tried to look within for my answer. I was not only looking for an answer for them, but I wanted to know this for myself as well. It was obvious to me that I wanted to serve and protect my country, but I felt like others were always looking for a more complex answer than what I offered them.

I could never really come up with a satisfying answer until the first day I wore my ACU uniform. When putting on the camouflage fatigues I found myself overcome with a huge amount of pride, which was like nothing I felt before. The pride was not only pride for my country, but for me, and for the drive that got me into the ROTC Program at Siena College. When wearing my ACUs I finally felt like my dream was becoming reality, and with the training I received I could finally make the difference in the world that I had always wanted to.

Once the intensive instruction of ROTC began, the pride remained, but the source was no longer just in my uniform. I found it in so many other places. I found it when pushing myself at the end of a company run, when cheering on my battle buddy during an APFT, and when meeting new goals. After only a month in Army ROTC, I noticed that although the uniform that I and my fellow Soldiers wear is a source of pride, it is not the only source. To be part of a unit, and rely on others for things that we cannot do for ourselves gives us pride. Also, to know that when guidance is needed, a battle buddy is not far behind is a source of pride. If that is not enough, to know that I have 30 other Cadets available and willing to help me with any situation gives me pride. Lastly, to know that anyone who wears this uniform, whether I know them or not, is a brother or sister to me, is also a source of pride.

Today, when asked why I joined Army ROTC and why I am willing to give my life for my country, I find myself having to pick a reason out of the many I have. I try to explain to others that not only is it my duty to serve and protect my fellow Americans, but it is also the sense of overwhelming pride that I receive from being a part of the United States Army. It is because I know that I am soon to be American Soldier, and that I live by the creed of always placing the mission first, never accepting defeat, never quitting and never leaving a fallen comrade.

In four years, once I am a senior and on my way to being a commissioned Officer, and even after that, once I am deployed into battle, I am sure I will have an even more overwhelming sense of pride. Until then, I am happy to tell others that I cannot even begin to explain why I have decided to be in Army ROTC, because there are merely too many reasons to count. But I know I can always start out by telling them the original place where my pride comes from is my Army uniform.



ROTC—More Than Just Another Club by Tyler Peck

When students come to college they are given the opportunity to join hundreds of different clubs and organizations. Some join sports teams, some join religious or political groups, and some join clubs that help out in their new community. I have been involved in a variety of different organizations and none of them have come close to matching the experiences I have had in ROTC. This organization is far more than just another “club” to join on campus.

Coming into college, I knew ROTC would not be like playing on my soccer team, but I had no idea how much different it would really be. Every group has some commonality amongst its members. The kids in the drama club have a passion for acting; the kids on the basketball team all enjoy the sport of basketball, and so on. In ROTC however, there is much more than just one shared passion. As Cadets, we will all eventually raise our right hand and take that oath that will make us Officers of the greatest Army in the world. The commitment to this organization goes far beyond our years in college. Members of other organizations will break off and go their separate ways when they finish their schooling. Some will become business men, some will become engineers, and others will go on to more schooling. Although Cadets will end up in different branches, and different duty stations, they will all be Officers in the U.S. Army. Even though they are half a world apart, Cadets will share something that can be said of no other organization.

ROTC has camaraderie like no other organization I have ever seen. We all come from different backgrounds, enjoy doing different things, and have different life plans, but we all seem to understand each other. The people that you meet in ROTC become your family away from home. I have only been in this organization for a little over a year and have made some of the best friends I have in college, and in life for that matter. They understand what it’s like to balance the challenges of ROTC and college. They know what it’s like to get up at 0430 to get ready for physical training (PT); and they have been there with you when you disappear into the woods of Fort Devens for a weekend. The friends we have outside of the organization only know what it’s like to look at it from the outside. They only see you walk out the door at 0500 as they are still up writing papers for class the next day, or they see all the wet gear strung out all over room on Sunday night when you get back from a field training exercise. They often ask who in their right mind would sign up for that. They will never understand ROTC. We all know why we signed those papers that asked for such a big commitment, and we all understand that most people will never figure out why we did it. This understanding brings Cadets together to form a tight knit group found nowhere else on campus. This is why I have come to value this organization far more than what it offers my future.

I have spent countless hours in groups and clubs with my friends, but I have never had an organization that drew people together like ROTC. Whether it is one of my good friends or a brand new Cadet, there is just a certain bond formed. It’s hard to understand, but it’s there. This is one organization I will never truly leave.

How Army ROTC Prepared me For My Summer Job by Alix Broomfield



This past summer I worked at a summer camp held at Yale University teaching high school students mechanical and sustainable engineering. The job was split between teaching and performing Resident Assistant (RA) duties for the students who lived in dorms at night. Taking responsibility for the care of teenagers 24 hours a day was a full time job, and often a very stressful one when things did not go according to plan. There are many ways in which Army ROTC helped prepare me to tackle this challenge, and I would definitely not have been as successful without my background and training.

Greeting and getting to know roughly thirty teenagers all at once in an unfamiliar classroom can be an intimidating experience. Most of the students are only a few years younger than me and occasionally view the program staff as their peers. I relied heavily on my Army command presence training to maintain distance and command respect from the students in my classroom, while still being capable of developing them and helping them to grow. It is a very fine balance to be both accepted as a leader and to provide a comfortable, nurturing environment for young adults. I pulled from my knowledge of task delegation and personnel consideration to develop a refined leadership style that covered multiple requirements of a solid student-teacher relationship.

Even with the above considerations and structure in place, there were times of disrupt and unruliness that come naturally to any summer classroom filled with teenagers. In this time it was necessary for me to employ problem solving skills and address the situation in an appropriate manner. The Army teaches a model 9-step problem solving process that came in handy during these times. Most importantly, I was able to remain calm and assess the situation without immediately overreacting as I know was a common occurrence with many of the staff. Having dealt with stressful and unexpected situations arising in the field during training, it was a natural process for me to step back, gather the facts, develop criteria for solutions, and implement a solid decision.

The majority of my curriculum and lessons were planned way in advance and provided exceptional detail on the day's activities and learning points. No amount of preparation, however, can fully anticipate an actual classroom environment and the temperaments of the students involved. A very important lesson I learned was the vast impact my personal motivation levels and mood had on my students. If I was even a little "off" coming in to class, it set the tone for the rest of the day. Over the course of my job, I recalled various situations where I had to rally and motivate fellow Cadets, and exactly how I had set aside my personal shortcomings in order to focus my attention on the priority- them. This directly translated to my students, and each day I made sure to bring my "A-game" to the table and never compromise their learning experience.

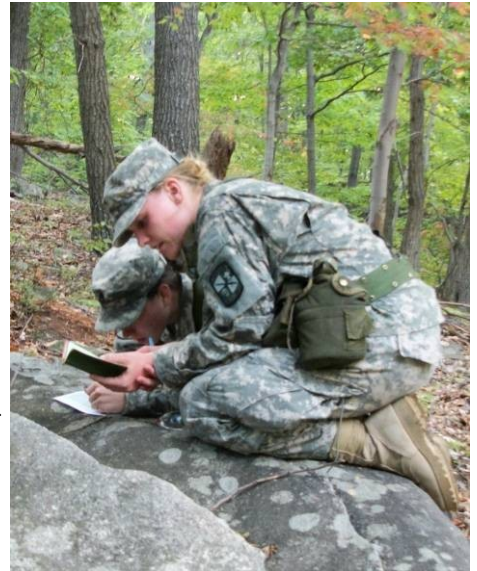
Leadership and planning are wonderful when they can be thoroughly detailed and rehearsed. As touched upon above, however, even the best laid plans can be easily skewed by minor details and conditions that cannot be predicted. Flexibility is key in these situations, and a leader needs to react quickly and appropriately to develop alternative options when one falls through. I experienced this several times when working on projects or lessons during the summer. Certain activities that I estimated to take half an hour could often take up only ten minutes- or sometimes an entire day. Dealing with such variance on a regular basis caused me to further rely on and refine my flexibility, something the Army values very strongly. The ability to react quickly to an unexpected event is necessary when leading Soldiers and students alike. I was often required to make up new lesson objectives or activities on the spot to fill in for an unsuccessful one, or to shift entire days of curriculum to accommodate a particularly stimulating project. My military background of "thinking on the fly" and employing innovation to everyday tasks to create more stimulating experiences was invaluable.

Since the two classes I was teaching required large amounts of supplies to complete the various projects, it was essential for me to maintain constant accountability and organization. Having had a background in maintaining sensitive items in a hectic environment, I found it easier to coordinate with supply personnel and maintain them in a classroom environment.

How Army ROTC Prepared me For My Summer Job by Alix Broomfield

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Perhaps the largest requirement of all that played into every action and event of my summer was my ability to effectively communicate. When trying to coordinate simultaneous operations between units, it is empirical that each person knows what to do at a specific time, and how their part plays into a larger mission. Each weekend, when classes were not in session, staff led the students on field trips to various places around the New England area. Most trips consisted of at least 80 students with only 4-5 staff members in accompaniment. Maintaining constant communication between groups of students was essential to ensure their security in areas of chaos such as Times Square or Six Flags. By effectively implementing my skills of military communication techniques, such as eliminating external noise, maintaining focus and attention, and back-briefing on the key points, I was able to successfully navigate all of my assigned students safely to and from the trips.



Altogether, my summer job was a positive, reinforcing experience. I feel it would not have been nearly as successful or enjoyable had I not had the previous military training I possess. The skills and techniques learned when leading and organizing are invaluable and versatile. The thorough knowledge I have gained thus far from just over two years in Army ROTC will easily translate to my future life and career even after my time of service is over. I feel fortunate to have had these opportunities and well prepared for anything life throws at me.



LDAC by Nicole Yerton

Junior year is a big year for Army ROTC Cadets. It is what we all are waiting for, where all of our hard work finally pays off and we get to prove to ourselves to our peers, our Cadre, and ourselves. The summer after junior year and before your senior year is what it all comes down to, LDAC, the Leadership and Development Assessment Course better known as Warrior Forge in Fort Lewis, Washington.

As a lateral entry Cadet, I attended the Leaders Training Course and I felt like I had a leg up on some of the Cadets, who hadn't been away from home for 30 days. Once I got to LDAC, I realized it was run in a completely different manner than LTC. I wasn't greeted by screaming Drill Sergeants or frantic Cadets running around like chickens with their heads cut off. In processing and almost every event that took place at LDAC was a far more calm experience than LTC. One thing that didn't change was the fact that everything was done in a "hurry up and wait" fashion except for chow or transportation.

LDAC mimicked LTC, but it also had the added stress of actually coordinating and running a company or platoon. It had the added pressure of being evaluated and having those yellow and blue cards actually count for something. That pressure alone destroyed some Cadets' chance at LDAC because they went there trying to get an "E", which not only gets you one point in the OML, but recognition from your peers, mentors, Cadre and family which is great, but it is not all that matters.

LDAC by Nicole Yerton (Continued from Page 8)

Going to LDAC, I was more nervous and scared than I have ever been. Because I was a lateral entry Cadet, I had this preconceived notion that everyone was going to be a million paces in front of me. I didn't believe my Cadre when they told me I would do just fine. I also didn't believe in myself, nor was I confident in the knowledge and experience that I had gained in only a year. Once I completed LDAC, I realized I had no reason to doubt my skills because in retrospect, I had all the necessary skills to make a competent decision and the confidence to lead before I even left school after the completion of my MSIII year. Ranger Company really helped me excel in every dimension; confidence, domain knowledge, leads others and resiliency. These became increasingly more important as the days went by, while the pressure was building, and your time came to lead your squad or platoon to victory.

Every Cadet dreaded the time when they were chosen to be in a leadership position, myself included. Some hoped to get it out of the way right off the bat, when they thought it was acceptable to be a complete disaster. Others hoped their time would come later down the line, when they had the chance to brush up on their leadership skills and see how they matched up against their battle buddies.

I didn't have a leadership position in the first week, which was a relief, until I was picked to be the Cadet Sergeant Major at the activation ceremony. This was the most nerve racking experience of my life! I had to stand in front of two companies, which was almost 1,000 Cadets, in a ceremony that symbolized the beginning of what seemed like a very long journey. I was the C/SGM for 6th regiment, the Regulars! I knew this was my chance to kick the nerves and set the tone for the remainder of camp. I also wanted to make myself known; this was my chance to show all the Cadets and Cadre who I was. At the end of the ceremony I decided to "go big or go home" and march all of my regiment back to the barracks.

When my evaluator told me that I was the Cadet he chose to lead the Regulars and all eyes were on me, I couldn't disappoint him. Talk about pressure! I just held my head high, called the regiment to attention, gave them a right face and forward march, and off we went, marching back calling cadence the whole way. Hearing two companies; 5 platoons; 500 Cadets all calling cadence back on my command was the most rewarding thing I have ever done. I was high on life and I knew my remaining time at LDAC would be just as rewarding. My first leadership position came right before we headed out to the field and I was a squad leader, which was relieving because I was most confident in that position. After my 24 hour leadership position, I could finally take a deep breath in and let out a sigh of relief. After getting a good evaluation and some great feedback, I was no longer nervous for future leadership positions or challenging events.

Near the end of LDAC I thought I was done, but I had one more task to complete. I was chosen to say the Cadet Creed in front of both regiments in the deactivation and graduation ceremony. I had to put my fear of public speaking behind me because I had one last chance at making a lasting impression on my battle buddies and the Cadre I trained with for 30 days. Once I completed the creed, saluted the Colonel and ended with "Army Strong Sir", I felt as though I had successfully completed LDAC and was proud of what I had achieved while being there.

All-in-all, LDAC was a good experience. Some people attend thinking it will be easy and some will be scared out of their minds, but the experience is one I will take with me throughout my career and life. The lessons learned and the people I met are things I will never forget. Hopefully, I have made an impression on those I have led and I plan to continue to do so in my coming years as a 2nd Lieutenant.



Yes, Circle sir by Mike Brady

Following the Leadership Development and Assessment Course (LDAC) this summer, I attended Cadet Troop Leadership Training (CTLT) in Ft. Knox, Kentucky. Prior to leaving for LDAC, I was informed that I would be attached to an infantry unit while at CTLT and this meant that I would take on the role of a platoon leader in an infantry company. At first I was slightly nervous, after all, being an infantry platoon leader is not an easy task. As the end of LDAC drew closer, my fellow Cadets and I, who were selected to attend CTLT, received a briefing about the units we were going to be assigned to. I was surprised to hear that I was going to be attached to a Basic Combat Training Company, in the 2nd Battalion, 46th Infantry Regiment (2-46th) instead of a regular infantry unit. I was told that I would be shadowing an Officer in the company, and would work closely with the Drill Sergeants. Needless to say, I was very excited to leave Ft. Lewis and start training again in Ft. Knox.

Upon arriving in Kentucky, a group of us who flew in from Ft. Lewis were picked up in the Louisville airport and brought to our hotel. After the Lieutenant in charge dropped us off, we were told that we would be picked up at 0400 for duty the next day and not to be late. All of us were tired and still trying to recover from the training we had just been through at LDAC; and to have to be ready for work at 0400 was not what we wanted to hear. However, it was going to be another day in the Army and I was excited to get to my unit.

The next morning we reported to the battalion headquarters for Physical Training (PT). Following PT, we met with the Battalion Commander, Battalion Command Sergeant Major, and the Battalion Training and Operations Officer for an in-brief and to receive our duty assignments. Another Cadet and I were assigned to Charlie Company, 2-46th and our task was to shadow the Company Executive Officer (XO). A Company XO, usually a First Lieutenant, is mainly in charge of ensuring that the entire Company has all of the necessary supplies to complete its training. The XO at the time was Drill Sergeant (DS) Streeper, one of the Company Drill Sergeants; which did not make sense to me as I was expecting to shadow and learn from a commissioned Officer. However what I later learned was that the Lieutenant who dropped us off at the hotel the day prior was the former Charlie Company XO, who had been relieved of his duties due to poor performance. I was not sure what to expect at this point, as I thought I would not learn as much about being an XO from a Noncommissioned Officer (NCO). However, as I would come to find out in the following three weeks, I was greatly mistaken.

DS Streeper was an infantryman by trade, had multiple combat deployments, saw intense combat action, and received a Bronze Star for his actions in combat. He was not much taller than me (and I'm only 5'4"), but this was one of the most squared away, tough, and proficient NCOs that I had ever met. DS Streeper didn't spend too much time teaching us about being a Company XO, he spent most of his time talking to us about what to do, and what not to do as a Second Lieutenant in charge of a platoon of Soldiers. He answered many of our questions, and I spent much of my time taking notes and listening closely to his advice. Other than learning from his experiences, we got to see some of the things that a Company XO does, such as attending battalion level XO meetings, coordinating with the Central Issuing Facility (CIF) for equipment to be issued to the Privates, and being present when major supply operations (such as gear issue, gear turn in, or uniform alterations) were occurring.

Charlie Company was in the "blue phase" or the last three weeks of their Basic Training cycle when arrived there. This meant that operations were coming to a close, and there weren't many tasks for the XO. The Company Commander then told us it was the Battalion Commander's intent for us to shadow and work with the Company's Drill Sergeants for the remainder of the time we were in Ft. Knox.

Yes, Circle sir by Mike Brady (Continued from page 10)

Working closely with the Drill Sergeants of Charlie, 2-46th was the best learning experience I have had since I joined ROTC. I learned a lot during my MS III year and at LDAC; however in terms of actually being an Officer, I learned more while at CTLT. The Drill Sergeants were all combat veterans, and several of them had purple hearts from being wounded while in theatre. They were a great group to be around, both professionally and recreationally. They were some of the most knowledgeable Soldiers I have ever met, and definitely the sharpest ones. Working with them was a little difficult at first, as we were tasked with many tedious things they did not want to do. However, as a Cadet, when a combat veteran tells you to do something, you execute your task sharply and don't ask questions. As time went on, the Drill Sergeants realized that we weren't totally useless and actually accepted us into the group. Technically they were supposed to address us as "Sir", however after noticing the circle shaped "pip" that we wore as our rank, they chose to address us as "Circle Sir". I never took it personally, and it was actually pretty funny; after all, we were Cadets, not Commissioned Officers.

The Drill Sergeants talked to us about what it's like to be overseas for extended periods of time and what it's like to be in combat. Some of them were Field Artillerymen, and being interested in the Field Artillery (FA) branch myself, I tried to spend more time with them instead of the other Drill Sergeants. One of the Field Artillerymen, DS Josh Bone, was a very personable guy, and gave me lots of information about the Field Artillery as well as leadership advice. Not only did he give me great advice about the "do's and don't s" as an FA Officer, (as seen from an enlisted Soldier's perspective), but he also gave me a lot of general information about the branch as well. For instance, in an FA platoon, there are four crew chiefs for each cannon, usually E-6s. Then there is a platoon sergeant, nick named "Smoke", and an assistant to the platoon sergeant nick named "Gunny". DS Bone's military occupational specialty (MOS) was 13B, or a Cannon Crewmember. He told me some very interesting stories about being on an FA battery, and explained that opportunities for Officers in the FA are vast. After talking to him and some of the other FA Drill Sergeants, I was totally hooked on the branch.

As CTLT came to a close, the Basic Training cycle was also ending; and the Privates of Charlie, 2-46th graduated from Basic Training. Watching the Company of Privates I came to know over the three weeks I was in Ft. Knox was a very motivating experience. The speeches given by the Battalion Command Sergeant Major and the Charlie Company Commander were very inspirational, and I was actually able to reaffirm my oath of enlistment while at the ceremony. The ceremony, and the entire CTLT experience, reminded me of why I joined the Army; and made me feel very proud of the job I'm going to do following graduation in May.





College Warrior by Elliot Chang

During my MSI class, students and I examined the core principles of a United States Army Soldier. These lifelong principles made up the Warrior Ethos, and we took our time to study these values which are the foundation of an American Soldier. Never accept defeat, never quit, and never leave a fallen comrade, and always place the mission first. At the time, I understood why it is vital for a Soldier to understand these values. However, what I did not realize is the application of the Warrior Ethos to me and countless other college students across the country.

Our very first homework assignments was to list which of the Warrior Ethos values applied to everyday college students. The first value that came to mind was to never quit. This is the most obvious value for practical application since a student should not quit school, drop classes, quit a sports team, and for Cadets to quit ROTC. When the going gets tough, students should persevere and work hard to achieve their goals. Any student can drop a class within a few weeks because it's too demanding. It takes a real "warrior" to face the challenging class head on instead of looking for the easy way out. College is a place for rigorous higher learning and should be constantly challenging. After all, at its core, students attend universities to become well rounded, mature individuals, ready to accomplish their dreams and goals. This particular tenet of never quitting also applies well with college sports. In order to be a contributing and effective athlete and team member, college athletes need to embody all of the Warrior Ethos values.

Not only must an athlete stick with his team and the rigorous training, he or she must place the team first ("mission first"). Just as a Soldier's job is to complete the given mission, an athlete's job is to win, and place the team first. In order for the team to win, each team member must be focused on teamwork and place the team ahead of themselves. The winning also implies to never, under any circumstances, accept defeat. A true "warrior" or athlete trains hard each and every day to prepare for the upcoming game. The last, but not least tenet, never leave a fallen comrade, can be interpreted as to never give up on your teammates. An athlete shouldn't abandon their teammates during a crucial game; every team member should play hard until the game is over.

However, for most college students, a more practical application of the never giving up tenet can be utilized. It is important to look out for your friends and to always help each other out in time of need. For instance, students should help those who are 21 and over if they are intoxicated after a night of drinking. At a party, if a student sees a heavily intoxicated student being sexually assaulted or escorted by a stranger, he or she should use good judgment and intervene. Good judgment is assessing the situation and minimizing potential risks; a student should try and refrain from using physical force if at all possible. Instead, students can contact local law enforcement or campus police, be smart and try to lure the stranger away without aggression from the intoxicated person. These are common situations in which to interpret and apply the "never leave a fallen comrade" tenet.

College Warrior by Elliot Chang (Continued from page 12)

The Warrior Ethos should be instinctually known by every Cadet. Cadets must not settle for second best and strive to live by the ethos and the Army values. Utilizing the tenets, Cadets will push themselves harder during PT, help other Cadets develop through leadership; develop intellectually through study, and, as always, to never accept defeat. Through these values, Cadets should never quit on themselves and continually strive to be a better Soldier, student, and person. It is flawed rationale to think the Ethos applies only during ROTC or while on military duty. These universal values transcend barriers, and should be carried over into everyday life.

The four Warrior Ethos tenets can be practically followed by anyone; it doesn't only take Soldiers to live by the Warrior Ethos. Any civilian including college students can easily apply the tenets to their everyday lives. Whether it's a student playing hard for a football team, or a prospective graduate student looking to get into their first choice law school, the Warrior Ethos is a set of valuable principles to live by. This is especially true for ROTC Cadets; every Cadet should expect excellence to be the norm and utilize all the tenets throughout their time during ROTC, college life and beyond.



ROTC Scholarships:

Army ROTC scholarships help students pay their tuition and other expenses while training to become an Officer. Army ROTC scholarships are valuable in many ways:

- *Recipients may use their scholarships at any 4 year college that offers Army ROTC on their campus.
- *Two, three, and four-year scholarship options based on the time remaining to complete your degree.
- *Scholarship amounts will vary depending on the school and range anywhere from \$10,000 to \$40,000 dollars. Scholarship recipients can choose to have their scholarship money pay for tuition or room and board. The scholarship also pays for mandatory fees associated with tuition.
- *In addition to the awarded scholarship, each recipient receives a flat rate of \$1,200 annually for books, supplies, and equipment.
- *In addition to the awarded scholarship, each recipient receives a tax free monthly stipend during the academic year as follows:

- Freshmen: \$300
- Sophomores: \$350
- Juniors: \$450
- Seniors: \$500

ROTC scholarships are very competitive. To be competitive, one must:

- *Be of good moral character.
- *Score well on the SAT. If already in College, students must have a 3.0 GPA or above to be competitive.
- *Be physically fit; have played sports in high school or college, etc. and be able to pass the Army Physical Fitness Test.
- *Been a leader of a club, sports team, extra-curricular activity, etc., or showed leadership ability.
- *Able to meet the Army's body-fat screening test.

Want to join the program? Looking for old friends?

Contact the ROTC department with the information below:

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