

**THE EIGHTH ANNUAL HUGH J. CLAUSEN LECTURE ON  
LEADERSHIP<sup>1</sup>**

MAJOR GENERAL KENNETH D. GRAY<sup>2</sup>

I. Introduction

General and Mrs. Clausen, General Marchand, General Wright, Ladies and Gentlemen, it is indeed an honor to return to the JAG School, especially to be asked to give the lecture on leadership named after General Clausen, one of my mentors. This is my first trip back since I retired. I have fond memories of my service and must admit that, on occasion, I do miss serving this great country, and the camaraderie and friendships I developed over my thirty-plus years of service.

For those of you just starting your careers, you will remember your first JAG assignment more fondly than any other. Those in the room who are more senior can tell you that you will develop relationships that will last for a lifetime. My wife (Carolyn) and I still stay in touch with friends we made during our first assignment.

I am also honored to have the opportunity to share with you some of my thoughts on leadership, how I used the skills I developed to help me in my current job, and what serving in the United States Army has meant in my life. I also want to talk about this generation of young people and what it takes to recruit them. Finally, time permitting, I want to talk about our soldiers.

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1. This is an edited transcript of a lecture delivered by Major General Kenneth D. Gray to members of the staff and faculty, their distinguished guests, and officers attending the 50th Judge Advocate Officer Graduate Course at The Judge Advocate General's School, Charlottesville, Virginia, on 25 March 2002. The Clausen Lecture is named in honor of Major General Hugh J. Clausen, who served as The Judge Advocate General, United States Army, from 1981 to 1985 and served over thirty years in the United States Army before retiring in 1985. His distinguished military career included assignments as the Executive Officer to The Judge Advocate General; Staff Judge Advocate, III Corps and Fort Hood; Chief Judge, Army Court of Military Review; The Assistant Judge Advocate General; and finally, The Judge Advocate General. On his retirement from active duty, General Clausen served for a number of years as the Vice President for Administration and Secretary to the Board of Visitors at Clemson University.

## II. Random Thoughts on Leadership

I have also found that the leadership skills and experience developed in the JAG Corps can be transferred to just about any job you choose. The skills I developed in the Army have served me well in my current job. I

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2. United States Army (Retired) Major General Kenneth D. Gray was born in Excelsior, West Virginia, on 27 April 1944. He received his Bachelor of Arts degree from West Virginia State College in 1966 and was commissioned a second lieutenant through the Reserve Officers Training Corps. In 1969, he received his law degree from West Virginia University (WVU) and entered active duty in The Judge Advocate General's Corps (JAGC). He is a member of the bars of West Virginia and Texas, and he is admitted to practice before various federal courts, including the Court of Appeals for the Armed Forces and the United States Supreme Court. In addition to his civilian schooling, General Gray is a graduate of the JAGC Basic and Graduate Courses, the Military Judge's Course, the Command and General Staff College, and the Industrial College of the Armed Forces.

General Gray's first assignment was as a defense counsel at Fort Ord, California. Later, in 1970-1971, he served as a defense counsel and command judge advocate in Vietnam. In 1971, he worked briefly as an assistant military affairs officer at Fort Meade, Maryland, before being assigned to the Personnel, Plans, and Training (PP&TO) Office of The Judge Advocate General, as a personnel management officer. After attending the JAGC Graduate Course, General Gray became an instructor and later the senior instructor in the Criminal Law Division. In 1978, he was assigned as Deputy Staff Judge Advocate, 1st Armored Division, for two years, then attended the Army's Command and General Staff College at Fort Leavenworth, Kansas. From 1981-1984, General Gray served as Staff Judge Advocate for the 2d Armored Division, Fort Hood, Texas. In 1984, he was assigned as Chief of PP&TO, a position he held for three years. After attending the Industrial College of the Armed Forces, General Gray was assigned as the III Corps and Fort Hood Staff Judge Advocate. In 1991, he was promoted to brigadier general and assigned as the Commander of the U.S. Army Legal Services Agency and the Chief Judge of the U.S. Army Court of Military Review. He was promoted to major general and sworn in as The Assistant Judge Advocate General on 1 October 1993.

On 1 May 1997, Major General Gray retired from the Army. On 5 May 1997, he assumed the duties of Vice President for Student Affairs at West Virginia University in Morgantown, West Virginia. General Gray's awards and decorations from his over thirty years of military service include the Army Distinguished Service Medal, Legion of Merit, Bronze Star, Meritorious Service Medal (with Second Oak Leaf Cluster), Army Commendation Medal, Army Achievement Medal, and Army Staff Identification Badge.

He is married to the former Carolyn Jane Trice of Glen Jean, West Virginia. They have two sons: Christopher and Michael. Both are graduates of WVU.

had to modify some of my expectations and practices, but this has been a smooth transition for me.

When I arrived at WVU, one of the first things that I did was to drop the title of General. I asked everyone to call me by my first name. I learned later that the staff was apprehensive about having a military person come to be their boss. They felt relieved when I dropped the title. It was a small thing for me, but huge for them.

In his book, *The 21 Irrefutable Laws of Leadership*,<sup>3</sup> John Maxwell says, “The only thing a title can buy is a little time—either to increase your level of influence with others or to erase it.”<sup>4</sup> He goes on to quote his favorite leadership proverb, “‘He who thinks he leads, but has no followers, is only taking a walk,’” and, Maxwell continues, “If you can’t influence others, they won’t follow you. And if they won’t follow, you’re not a leader.”<sup>5</sup>

The culture is different in academia, and there is a different professional ethic among some. For example, generally speaking, in the Army, when someone looks you in the eye and tells you they are going to do a job, for the most part, you can rely on that person to do the job. In academia, I found that someone would say they were going to do something, and later I would find that it wasn’t done. It took a couple of years, but those individuals have moved on. I didn’t fire anyone; they decided that they didn’t fit in the organization and found other jobs.

#### A. Establish Mission, Vision, Goals, and Objectives

It’s important to understand the big picture: understand the Army’s mission, develop a vision for success, and routinely create measurable goals and objectives. It’s also important to know the purpose of your work, and you do that by knowing the mission and then developing a vision for your organization to follow.

Our vision at WVU is for West Virginia University to be a student-centered learning community meeting the needs of West Virginia and the nation through teaching, research, service, and technology: a very clear

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3. JOHN C. MAXWELL & ZIG ZIGLAR, *THE 21 IRREFUTABLE LAWS OF LEADERSHIP* (1998).

4. *Id.* at 14.

5. *Id.* at 20.

and concise vision statement. I have a mission for my division to support the university vision. I work closely with the deans and directors of my units to cascade that vision down through the entire organization. When I think of vision, I think of seeing the future. Mission, vision, goals, and objectives help a leader begin the process of creating a high performance organization.

#### B. Set Realistic Goals

I mentioned earlier that I didn't have a dream of being a general officer or The Assistant Judge Advocate General of the Army. I also did not set being a general officer as one of my goals. During my early career, I always felt that making colonel would be a successful career. Later in my career, as times changed and the Army changed, I felt that making lieutenant colonel would not be a bad career.

I have always tried to do the best job I could in whatever job I was assigned so that I would be competitive with everyone else for a promotion, assignment, or a school, realizing that there are never enough slots to accommodate all of the officers who are qualified for selection. Over the years, I saw many officers crushed emotionally and physically because they did not get selected for a particular promotion, or a school, or an assignment.

It really is okay to have a dream that you want to accomplish, but it's also important to make sure the goal is realistic, and that you can accept the disappointment if the goal is not achieved. I believe that an important leadership trait is how one handles setbacks and disappointments. I can recall several disappointments in my career; one occurred when I was on the faculty here. I was in a pool of six officers on the faculty—five were selected, and I was not. Although I knew my chances were very slim, it didn't help to ease the disappointment.

What did I do? I went home to talk to my best friend who made me a cup of tea, and we talked. We laugh about it today, but it was important for me to have someone to talk to who would understand and help me through

the disappointment. I use minor setbacks as a learning experience and a basis for renewing my determination to succeed.

#### C. Develop Shared Values: Create and Adhere to a Foundation of Shared Values

Near the end of my first year at WVU, I took the leaders of the respective units on a retreat. I asked them to look at and revise our mission statement to support the university's vision more accurately. I also had them create shared values for the organization by working in teams, and they agreed on the following values for our organization:

- (1) Absolute integrity—honest at all times: *Always tell the truth;*
- (2) Commitment to excellence—set and adhere to high standards: *Do the right thing;*
- (3) Wisdom—competence in your job: *Know your job and do it well;*
- (4) Respect human dignity and cultural diversity: *Respect for others;*
- (5) Compassion and humility—a little tolerance of others never hurts: *Be kind, understanding, and humble;* and
- (6) Clear and concise communication: *Pass on the right information.*

Later, they submitted goals and objectives for their units based on the vision, mission, and values established at the retreat. The team building and foundation established during the retreat allowed me to make necessary changes and meet the challenge of change that was taking place at the University.

We also developed a motto out of that retreat, and the motto is “Students are our number one priority.” I also told them that it's easy to say we are student centered, but a lot harder to make it a reality every day. So I challenged them to think about the impact their decisions will have on the students.

The following is one example of why establishing the mission, values, goals, and objectives was extremely important. I was hired for this job about nine months before I retired from the Army. During that interim, Carolyn and I received the student newspaper at home so we could keep

up with what was happening on campus. About two months before I was scheduled to arrive on campus, Carolyn was reading the school newspaper, and she said, "I see you are chairing the student seating and tailgating committee." The article quoted the university president as saying that he was waiting for me to arrive to chair this committee, and that I would solve the problems of the student tailgating lot. The students called this place "the Pit," and you can imagine what it was like. It was off campus and just a mess.

When I arrived, I attended the first two committee meetings as an observer. I didn't take charge right away. During the first two meetings nothing was really accomplished. The third meeting I chaired, and I had one item on the agenda: location. Once that was decided, the rest fell into place. We kept the lot in the same place and leased the property from the owner during football season. It was called "the New Pit." We graveled the lot and had it pressed down, and we served free hot dogs, soft drinks, hot chocolate, and coffee. Those of legal age could bring beer, but no other alcohol was permitted. At the first game, volunteers outnumbered the students, but today thousands come, and it's a safe, fun place with no injuries or problems. We are charged with taking care of our students, and parents expect us to keep them safe. We had to recognize that they are our students all of the time, on campus and off.

In their book, *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*,<sup>6</sup> James Kouzes and Barry Posner say that leaders must engage individuals in a discussion of what the values mean and how their personal beliefs and behaviors are influenced by what the organization stands for. I believe it's necessary to discuss values and expectations in recruiting and orienting new members to your staff; it's always good to let people know what's expected of them. I will come back to values later in this presentation to discuss some values that are personal to me.

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6. JAMES M. KOUZES & BARRY Z. POSNER, *ENCOURAGING THE HEART: A LEADER'S GUIDE TO REWARDING AND RECOGNIZING OTHERS* (1998).

#### D. Create a Cohesive and Balanced Team

When you go to an assignment, you will find that everyone in your office will not have the same talent level, but you still have to get the job done. I always felt a responsibility to help all individuals perform well.

Efficiency reports. I am told that there is a new form that allows only a certain percentage in the top block. In that case, the words will have to provide the picture for the officers not in the top block so that you can communicate to the board that this person would be in the top block if I could just put her there. Bottom line: learn how to write those reports.

#### E. Be Innovative, Creative, and Think Outside the Box

A leader has to take risks. As a young captain in the early 70s, I was given an opportunity to start a new program for the Corps and the Army to recruit more minorities and women for the JAG Corps. There were five parts to the program that I created. One part was the Summer Intern Program, which I was given the opportunity to design, get approved by the Secretary of the Army, find the funding, and establish.<sup>7</sup>

The Summer Intern Program was designed to hire one hundred law students—fifty first-year and fifty second-year law students—to serve in JAG offices as General Service 5s and 7s. The concept was to give law students the opportunity to experience JAG law practice and actually work closely with JAG officers. Also, it gave them a chance to do so without incurring a military service obligation. We believed that once they experienced what we do every day, they would apply to join our practice. How many are familiar with the Summer Intern Program? Anyone in the audience serve as a summer intern? Did we take a risk? Yes, because it was a big program and there was the possibility that only a few would apply. But law students are always looking for summer jobs. The rest is history; the program is still going strong today.

Sometimes taking risks can be very challenging, especially if you are trying to change the culture and create a tradition. At WVU, the students came to us and said they didn't have enough to do on the weekends. They

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7. The other parts of the program were an advertising campaign, visiting historically black law schools and those with large minority populations, using reservists, and contracting with the National Bar Association.

would stay in their rooms in the residence halls, go home for the weekend, or go downtown to the bars and drink.

As you know, underage drinking is a problem faced by colleges and universities around the country. Being a nontraditional vice president of student affairs, I said let's create a program. I put my assistant in charge of a committee and asked her to come back to me in two weeks with a plan. We created an internationally recognized program called "Up All Night" that takes place on Thursday, Friday, and Saturday nights. Why Thursdays? The students told us that was the biggest party night of the week.

So we created the program as an alternative to going to the bars. We offer entertainment in our student union, including movies, comedy clubs, and free food from ten p.m. to midnight, and on Fridays and Saturdays, we offer a free breakfast from midnight to two a.m. Bars close at three a.m., so students leave the bars and come back to campus to get food. Vandalism is down in residence halls and around town, and injuries are down. ABC's *Good Morning America* visited campus, the BBC called, and over fifty colleges have visited to learn about our program. It was a tremendous risk, but the reward has been significant.

I set the example, by rolling up my sleeves and working with everyone. I served eggs, bussed tables, and did what was necessary to get this program off the ground. I always think of General Powell when I talk about this program because he said, "You have achieved excellence as a leader when people will follow you everywhere, if only out of curiosity."<sup>8</sup>

#### F. Be a Mentor and Take Care of Subordinates: Pass on Your Success

Remember where you came from and who helped you become successful. I have always realized that I am standing on the shoulders of many officers who served before me and had a hand in my success. I have also mentored officers, and they would come and thank me for what I had advised. I always told them that the best thanks they could give me would be to help someone else along the way. In other words, pass the support on to someone else.

I was asked once whether I thought having a certain type of mentor or supporter would help a person get a particular job. First, you won't get the

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8. OREN HARARI, *THE LEADERSHIP SECRETS OF COLIN POWELL* (2002).

job unless you are qualified, and second, once in the job, you have to perform.

Taking care of subordinates also means sharing power—empower them to act and to develop their skills. Constantly train, teach, and coach them to perform at peak efficiency. Leaders must identify and develop the leaders of the future.

#### G. Be Yourself and Continue to Learn

I did not try to do the job the same as the person who held the job before me. I always did the job based on my skills and how it fit my personality. I learned a lot from the bosses I had along the way. I tried to extract the good things that fit my personality and style of management. There were other traits, although good, that did not fit my style, so I don't use them. There were also some that I would not use under any circumstances because they would not work for me.

I followed several officers in assignments who had a different style than mine. I chose to approach the job in a way that fit my style and personality. I also continue to learn, read, and attend conferences. It's also helpful to have a little humility; try not to let your ego get too big.

#### H. Celebrate and Reward Success

Award ceremonies, certificates of achievement, promotions: there are many ways to reward and celebrate success. I have a senior management staff meeting twice a month. I reward my immediate staff members who arrange this meeting by taking them to lunch and letting them know what a good job they did. On a larger scale, I will have a kickoff event that starts the school year. We do it at the new student recreation center, a \$34 million complex that's state of the art and one of the top five in the country. They can swim, climb the climbing wall, enjoy lots of food, and participate in activities for them and their children. This takes place at the beginning of the academic year because it's a great way to kickoff the year on a positive start.

### I. Communicate, Listen, Communicate

Communication is key up and down the chain of command. It's also good to check the information or guidance given to insure it is the same guidance originally issued. A leader is also a good manager who hires quality people and listens to them. This is also the concept of management by walking around. You can find out more about what's happening in your organization by just walking around and talking informally with your staff, and listening to what is on their minds.

### J. Don't Worry About Who Gets the Credit

The former Judge Advocate General of the Army, Mike Nardotti, and I would talk on occasion about leadership, and we always agreed that an important trait was not worrying about who got the credit for an accomplishment. True leaders earn respect by making sound decisions, admitting their mistakes, and doing what's best for subordinates and the organization, and not trying to satisfy a personal agenda.

### III. Ken Gray's Leadership Philosophy

- (1) Establish mission, vision, goals, and objectives;
- (2) Set realistic goals;
- (3) Develop shared values;
- (4) Create a cohesive and balanced team;
- (5) Be innovative, creative, and think outside the box;
- (6) Be a mentor and take care of subordinates;
- (7) Be yourself and continue to learn;
- (8) Celebrate and reward success;
- (9) Communicate, Listen, Communicate;
- (10) Don't worry about who gets the credit;
- (11) Be humble (manage your ego); and
- (12) Remember your family.

I believe it's also important to have a strong foundation underlying all we do. For me, that foundation is a set of values that guides my everyday life. I'm talking about duty, honor, selfless service, love and loyalty to family and country, personal responsibility, and absolute integrity; values

that were instilled in me when I was growing up and during my service in the Army.

I want to share with you something else that I consider very important in my success. I call them the “five C’s.” You may have seen these in some of our publications on values, and I hope these are still emphasized in the Army today. They are significant for me, and they really describe what we should all aspire to achieve. Former Chief of Staff of the Army General Gordon Sullivan called these the qualities of professionalism. The five C’s are commitment, competence, candor, courage, and compassion.

*Commitment* is selfless service: the dedication and willingness to support a cause over your individual desires. In their book, *Everyone’s a Coach*,<sup>9</sup> Ken Blanchard and Don Shula say that effective leaders are conviction driven and stand for something. In other words, you have to stand for something, or you will fall for anything. Commitment reflects the character of a leader.

*Competence* is technical proficiency. Be the best at what you do, know your job, and do it well. It comes from hard work, dedication to excellence, and tough preparation through education and training. My philosophy has always been to do the best job you can in every assignment to give yourself the opportunity to compete. Be qualified for consideration, and have a personnel file that is competitive with anyone else. I had a learning curve when I assumed my current job. I didn’t have a student services background. There were many who thought I would not succeed. I used the leadership skills developed in the Army and began a learning process that still continues today.

*Candor*. Be honest and trustworthy, so others can trust what you tell them. Candor means honesty and straight talk. It’s the basic stuff of soldiering, according to General Wickham, former Chief of Staff.<sup>10</sup> It’s absolute integrity—being straightforward and honest with others.

*Courage*. A leader must have strength of character and the moral and physical strength to take risks, the will to persevere in any difficulty. Stand up for what is right, even in the face of obstacles. General Colin Powell

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9. KEN BLANCHARD & DON SHULA, *EVERYONE’S A COACH* (1995).

10. General John A. Wickham, *Values*, *SOLDIERS*, Dec. 1986, at 2.

has said, "Whatever the cost, do what is right."<sup>11</sup> Act calmly and firmly in stressful situations, and accept responsibility for your mistakes.

*Compassion.* Understand that everyone is not perfect. People make mistakes. Good leaders help others overcome their mistakes and achieve success. Rick Pitino, former coach of the Boston Celtics, now at the University of Louisville, said, "Failure is good! It's fertilizer. Everything I've learned about coaching, I've learned from making mistakes."<sup>12</sup>

#### IV. Generations

I had the opportunity in December to speak at the Pittsburgh recruiting brigade awards banquet, and I told them that the five C's were important in their work. Their mission as recruiters is critical to the future of the Army and the quality of the force. I know this theme is preached to them all of the time, but the ability of our Army to meet the challenges it faces today depends on how well they do their jobs. The quality of our Army is a direct result of their efforts.

In my job as Vice President at West Virginia University, I work with young people every day. It's important to be honest with them and tell them the truth, whether it's telling them what's expected of them as soldiers or what is expected of them as students. I told the recruiters that they should always tell the truth about the jobs that they can expect to get, and what the needs of the Army are, and that the mission will sometimes dictate what that job will be. Candor is very important in all that we do, and failing to be candid will adversely impact the attitude of that future soldier.

I recall when I first heard our new advertising slogan, "Army of One," I was concerned because I am part of the "Be all You Can Be" Army. I read somewhere that George Will, the columnist, had poked fun at the slogan when he was giving a speech at the Naval Academy. Again, in my job as a university vice president, I supervise those who recruit students for the university. We face competition from many other schools. How do we get our message out there? How do we appeal to the youth of today? What are they looking for? What turns them on to want to be involved? What

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11. HARARI, *supra* note 8.

12. Rick Pitino, *quoted in* JOHN C. MAXWELL, *FAILING FORWARD: HOW TO MAKE THE MOST OF YOUR MISTAKES* (2000).

would motivate them to want to attend WVU? Or how do we get them interested in joining the Army?

The message has to be one that they are tuned in to. I read a news article from the Army News Service that asked the question, "Why change a slogan that one study claims to have been the number two recognized advertising ditty of the 21st century?"<sup>13</sup> The response was that the Army's message has to be relevant to today's youth and what motivates them.<sup>14</sup>

In their book *Millennials Rising: The Next Great Generation*,<sup>15</sup> Neil Howe and William Strauss say generations are a great key for unlocking the history of any society that believes in progress. As we look back to generations in the past—40s, 60s, 80s—there is a new perspective on where our society is headed. In this generation, we must elevate their expectations, set goals, and provide the right kind of leadership. Far too soon, they will be on their own and will be the next generation.

When you think about the great generations in the past, we know that the tragedy of September 11 will have a profound impact on this generation and our society for years to come. All of us witnessed the display of the American flag on cars, homes, and even hanging from office buildings and overpasses on interstates. The terrorist attack unified this country in a way not felt since the surprise attack on Pearl Harbor.

When we held our memorial service at WVU, over 7000 students and members of the WVU community attended the event. We observed a moment of silence that lasted for five full minutes; not a sound was uttered. At noon the chimes sounded on the clock at Woodburn Hall, and in honor of the victims, we rang the bell that's on our campus from the mast of the *USS West Virginia*. It was a tremendously moving ceremony.

During this crisis, WVU's president was trapped in Washington. Flights had been grounded, and it took eight hours to get back to Morgantown. The chief of staff immediately assumed the leadership, and we took care of our students. We provided the necessary support to calm fears, provided counseling, and set up stations in our student union for students to

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13. Joe Burlas, *Army Message More Relevant to Youth*, ARMY NEWS SERVICE, Jan. 10, 2001, available at <http://www.dtic.mil/armylink/news/Jan2001/a20010110sloganside.html>.

14. *Id.*

15. NEIL HOWE & WILLIAM STRAUSS, *MILLENNIALS RISING: THE NEXT GREAT GENERATION* (2000).

call home. We also had to support our international students because their parents were worried about them. We contacted the embassies of the respective countries so they could communicate with the parents. You may have heard that Kuwait recalled its students from campuses around the country. They have all since returned to campus.

When the president returned, within forty-eight hours he sent a letter to parents to calm their fears, and they were happy to hear from him. Leaders rise to the occasion during times of crises, from the President of the United States, to the Mayor of New York, to the presidents and chancellors of our universities.

This generation will be united as never before. The popular singing group N'Sync has a song called *Forever Young*, and the lyrics say, "We can reach our destiny, we will feast in harmony as one."<sup>16</sup> Every generation has its heroes; this one is no different. United we stand—an Army of one. Does that sound familiar? We have to have a message that appeals to the youth of today.

The new ad campaign on television talking about the generations of soldiers causes me to reflect back over the generations of soldiers who have gone before us. We know they persevered in the face of danger and hardship, and even death. We know that their selfless service to our nation is their legacy to us, and also our legacy and challenge for the next generation.

On October 29, 1941, Winston Churchill was invited to speak at Harrow School, his alma mater. After his introduction, he rose, went to the podium, and said, "Never, never, never give up."<sup>17</sup> Then he took his seat.<sup>18</sup> As we deal with the aftermath of the September 11 tragedy, this is a time when we as a nation must not give up. It's important that we respond in such a way that will discourage anyone from ever doing this again.

Now that we are engaged in a War on Terror, our men and women in uniform are again asked to step forward and lead the way. We know they are placing themselves in harm's way, and may, in the end, make the ultimate sacrifice to preserve our freedom and our way of life. They come from a long generation of brave women and men. Before we had inaugu-

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16. N'SYNC, *Forever Young*, on N'SYNC (1997) (German release).

17. Winston Churchill, Speech at Harrow School (Oct. 29, 1941).

18. *Id.*

rated our first President or ratified the Constitution, even before we had written the Declaration of Independence, making us a country, we counted on our soldiers to defend American liberty. We must look back and draw strength from those generations of soldiers who sacrificed their lives in wars to defend democracy.

We must look back to the generations of soldiers who served during periods of peace. Although having a mission to fight and win wars, they have served as peace keepers, providing humanitarian aid and emergency relief, providing shelter for victims of hurricanes, fighting forest fires, providing flood relief, and now, today, fighting terrorism at home and abroad. Whatever our age or our memory of war, we have good reasons to honor our generations of soldiers. In truth, our soldiers are the very embodiment of America itself. They are the composite of our nation and all that has made it great.

Some of the soldiers currently serving will become well-known heroes who receive widespread acclaim. Most will not. Most will be just ordinary citizens who answer the call to duty. They postpone their private lives, their peaceful pursuits of farm, factory, and office. They pour all their talents and energy into becoming soldiers. Often, the call to duty leads them to war's hardship, danger, and death. Today they are engaged in the war against terrorism.

Let us recall what one great leader, General MacArthur, said about the American soldier:

His name and fame are the birthright of every American citizen. In his youth and strength, his love and loyalty, he gave all that mortality can give. He needs no eulogy from me or from any other man. He has written his own history and written it in red on his enemy's breast.<sup>19</sup>

From Lexington and Concord, the tradition of our soldiers has sustained us in every battle and every war, right up through today's War against Terror. It has marched with us and stood vigil with us in the frozen camps of Valley Forge, the steaming jungles of the Pacific Rim, the bloody beaches of Normandy, Korea, Vietnam, the scorching sands of Saudi Arabia, and the difficult terrain in Afghanistan. In that tradition, young, inex-

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19. General Douglas MacArthur, Farewell Speech to the Corps of Cadets, West Point, New York (May 12, 1962).

perienced Americans become tough, experienced soldiers and leaders. No matter where or when our soldiers serve, they always serve with distinction. They know they have to fight. They know they have to sacrifice. They know they have to win. And they do just that, time after time, battle after battle.

At this crucial time in our history, we must look back to the generations of soldiers who came before us and know that they were led by visionary and principled leaders; that their service was based on a foundation of values; that they are the epitome of the five C's that I described; and that they shared a willingness to persevere and never, never, ever gave up.

#### V. Conclusion

As I conclude my remarks, I recall an old Korean War movie called *The Bridges at Toko-Ri*.<sup>20</sup> The final scene in the movie shows the admiral of an aircraft carrier watching the planes continue to strike at enemy positions entrenched in the side of a mountain, getting shot down, and others continuing to strike the targets knowing they would not survive. And he looks at the camera and asks the question, "Where do we get such men?"<sup>21</sup> Today that question would be, "Where do we get such men and women who are willing to make the ultimate sacrifice for their country?"

We get them from the coal fields of West Virginia; the beaches of California; from the farms in Iowa; the mountains in Tennessee; and the great cities like New York, Chicago, and Washington, D.C. They come because they want to serve. They come because they see the greater good of preserving our way of life, even when preserving that way of life might mean the loss of their own lives. They come to offer the greatest gift that can be given.

Soldiers and their families are truly special people. During my travels on active duty, I recall seeing a sign over the door of a post exchange that read, "Through these doors pass the finest people in the world: soldiers and their families."

General Sullivan used to talk about the battlefield at Antietam. On that battlefield stands a statue of a soldier. That statue represents all gen-

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20. *THE BRIDGES AT TOKO-RI* (Paramount 1955).

21. *Id.*

erations of soldiers everywhere, past and present. It represents the epitome of the soldier in every respect. On the statue are inscribed the words, "Not for themselves, but for their country." Not for themselves, but for their country. As we look back to the past generation of leaders and soldiers, we know they did it not for themselves, but for their country. Our men and women serving around the world and in Afghanistan do it not for themselves, but for our country. As judge advocates, you do it not for yourselves, but for your country. Thank you for all that you do in service to our nation

God bless all of you, God bless our great Army, and God bless the United States.