



# ***The Revere Recorder***

**“ROTC – the best leader and management development program in the world”!**

**Volume XII, Issue 1 Reporting for America’s Oldest ROTC Unit Fall 2010/Winter 2011**

## ***Leaders Training Course, LTC***

By CDT John Locke, MSIII

Over the summer, I attended Leaders Training Course (LTC). LTC is a four-week training course that takes new Cadets who have missed semesters in Army ROTC and teaches them basic Army knowledge and leadership techniques. Cadets arrive to Fort Knox where they are greeted by Drill Sergeants. These Drill Sergeants teach Cadets about basic Army knowledge; such as facing movements, marching, individual movement techniques and basic rifle marksmanship. Cadets are also taught by newly commissioned second lieutenants about leadership techniques.

Cadets get the chance to go through different training aspects that test their physical and mental abilities. They go through a water confidence course, and a high ropes course. The water confidence course is a series of tests such as treading water for 5 minutes, jumping off a 3-meter diving board blindfolded, and swimming 15 meters with equipment on. The high ropes course consists of a rock climbing wall, a tower to climb, and an obstacle course.



*Cadets conducted squad tactics.*

Multiple Army Physical Fitness Tests will show the Cadets where they are physically, and how they can improve. In the mornings Cadets will conduct physical training led by the Drill Sergeants. Mentally, squad tactics challenges Cadets. They go out into the field and conduct different movement to contact scenarios, each member of the squad gets a chance to lead the squad and develop a plan of action.



*Cadets take part in the Call of the Wild.*

Other training events are Basic Rifle Marksmanship, where Cadets learn how to assemble and disassemble a M16 rifle, go to the firing range and group and zero the weapons. In Call of the Wild, Cadets use Zodiac boats and work as a team to turn over a capsized boat. In Land Navigation, Cadets learn how to read a map and navigate from point to point using a compass. The Cadets are put through a day and night land navigation session. They are also brought through an obstacle course where they must overcome 7 different obstacles.

Overall, Leaders Training Course was a great experience for me. I learned so much and met some great people from all across the country. I urge anyone who is thinking about joining Army ROTC, and already has a few college semesters under his or her belt to look into. It is an experience that will travel with you for a lifetime. For more information you can go to [www.leaderstrainingcourse.com](http://www.leaderstrainingcourse.com).

### ***Air Assault School***

By CDT John Locke, MSIII



This past summer, I was granted the chance to attend Air Assault School at West Point, NY. Air Assault school is an eleven day school where Army Soldiers are schooled on helicopter orientation and tactics. It is a very physically and mentally demanding school, but in the end it was one of the best experiences of my life.

Air Assault School starts off with Zero Day. Zero Day is one of the most physically demanding parts of the entire school. Soldiers get up early and get ready to take on the obstacle course and a 2-mile run. The obstacle course consists of nine obstacles. Of those nine, Soldiers must complete eight obstacles (including two mandatory ones) in order to remain in the course. Once we completed the 2-mile run and obstacle course, we were brought back to the barracks where we went through more physically demanding training with our rucksacks as we prepared for inspection.

The next three days of Air Assault School is known as Phase I, Helicopter Orientation. In the classroom, Soldiers learn about different Army helicopters, their uses, and pathfinder operations. During this three-day phase, a six mile ruck march also must be completed or the Soldier is dropped from the course. At the end of the phase, Soldiers take a written test on helicopter orientation as well as a hand and arm signals test.

Phase II is slingload operations. Soldiers learn about different equipment that can be hooked for transport by helicopter. Slingloads include: HMMVV, LMTV, A22 Cargo Bag, 5k, 10k Cargo Net and Fuel Blivets. The key to this phase is attention to detail. There are numerous small facts that must be remembered about slingloads. In the end Soldiers take a written test and are tested on inspecting 4 slingloads.

Phase III of Air Assault School is rappelling. Soldiers are taught how to tie a swiss seat, how to rappel off a tower, belay, and other safety precautions that go along with rappelling. They learn different types of rappelling such as the Hollywood lock-in rappel and combat rappel. Soldiers are tested on three different types of rappelling and how to tie a swiss seat. After the testing is done they are given a chance to rappel out of a UH-60 Blackhawk.



*Soldiers rappelling from a Blackhawk.*

The last day of the Air Assault School is graduation day. However, before the Soldiers can graduate, they must go through a 12-mile ruck march. In this ruck march, Soldiers must complete the course in 3 hours or else they are dropped from the course. At graduation, the Soldiers are given their wings.

Air Assault School was one of the greatest experiences of my life. The physically and mentally challenging training really pushed me to my limits. If you would like to see some more of what Air Assault School is all about, go to [www.youtube.com](http://www.youtube.com) and type in keyword “Air Assault School Camp Smith.”

Our thoughts and prayers go out to alumni and Soldiers currently serving in our armed forces around the world.

### ***US Army War College Internship***

By CDT Edward Chao, MSIV

This summer Cadet Takaki and I interned at the US Army War College’s Peacekeeping and Stability Operations Institute (PKSOI). The US Army War College (USAWC), located in Carlisle,

Pennsylvania and is one of the United States’ Senior Educational Institutes responsible for educating the senior leaders in our all of armed forces and government organizations like the State Department or the Department of Homeland Security. The USAWC also had fellow students from a variety of other countries.

So, what exactly does the USAWC teach? The motto, “Wisdom for the Future” is perhaps the most representative description. Senior leaders in our armed forces go back to school to learn how to be better strategic leaders responsible for guiding and deciding what operations orders we as junior officers will be executing. In the scheme of Professional Military Education, it is the terminal school.

After we commission as Second Lieutenants we go to Basic Officer’s Leaders Course (BOLC) to learn about the basics of our branch and basic operation. As Captains we go to the Captain’s Career Course (CCC) to prepare to be company commanders. Majors and Lieutenant Colonels go to the Intermediate Level Education (ILE) to learn to be staff officers at the operational level. Lieutenant Colonels and Colonels learn the “strategy” aspect. At the strategic level, the students learn to reexamine US Strategy in the armed forces and strengthen skills such as creative leadership or negotiation.

Within the USAWC are a few other institutions that complement the courses taught – the Army Physical Fitness Research Institute, the Center for Strategic Leadership, Strategic Studies Institute, and the Peacekeeping and Stability Operations Institute.

PKSOI works as the US Army’s only “think tank” and “do tank” on peacekeeping and stability operations. Peacekeeping looks at operations like United Nations Peacekeeping and stability examines operations that the US has had in places like

Bosnia, Iraq (on-going), Afghanistan (on-going), Haiti (on-going), etc. PKSOI looks at improving doctrine/field manuals, lessons learned and providing subject matter expert expertise to go into the field.

I specifically did research on the Commander's Emergency Response Program (CERP) that is currently used in Iraq and Afghanistan. I looked at internal improvements for PKSOI and brought over education research from school.

What I can take away from my experience –

- 1.) Talk to other Soldiers and understand their experiences, there are many!
- 2.) Military culture is designed to be engaging, so take the chance to mentor/be mentored.
- 3.) There are many different sides to the military career including the academic side, don't be afraid to seek them out! They are there.
- 4.) Understand your path to the top, but don't forget who you are serving and your values.

### ***AMEDD Internship: An Invaluable Experience***

By CDT Victoria Migdal, MSIII

This past summer I had an experience that is every pre-med student's dream. I participated in the Army Medical Department Internship Program (AMEDDIP), a program sponsored by the Office of the Army Surgeon General. During the four-week internship, I was exposed to a variety of medical fields and gained insight into the Army Medical Facilities, while also learning how to be an effective leader in the medical arena. The AMEDDIP is an excellent opportunity for

all Cadets interested in a career in medicine. This includes professions ranging from doctor to dietician to hospital administrator and everything in between.

Cadets in the AMEDDIP may serve at locations within the continental United States or outside the continental United States. I did my internship at Madigan Army Medical Center, located on Joint Base Lewis-McChord just outside Tacoma, Washington. It was a great facility to do the internship in because as one of the larger Army medical facilities it contains everything from a dermatology department to a neurosurgery clinic. During my time there I rotated through surgery, orthopedics, podiatry, radiology, emergency medicine, pathology, and neurology.

The first day at the hospital was spent doing in processing and training. Adjusting to the early morning pick-up time was a bit difficult after just returning from two months "studying" in Germany, but once the jetlag subsided I was back in the flow of Army time. The first department I rotated through was surgery. During the 4 days I spent there I observed a diverse assortment of procedures. I saw orthopedic procedures ranging from repairing a torn ACL to inserting screws and a metal rod into a patient's fibula. I witnessed obstetric and gynecological procedures and numerous general surgeries.

One of the good things about this internship is the amount of flexibility there is. After my first few days I was able to pretty much decide which departments I wanted to spend time in. I made my own rotation schedule and, to a certain extent, my own hours. This gave me the opportunity to shadow doctors in fields I had never before experienced. In the orthopedic clinic I saw some really fascinating cases and the follow-ups for some of the surgeries I had witnessed. In pathology and radiology I got to see some of the x-rays for the orthopedic

patients or the specimens that had been removed during some of my surgeries. In emergency medicine I learned how to pop a dislocated shoulder back into place.

While I enjoyed my time spent in all the departments, my favorite department was neurology. I spent the longest amount of time on this rotation, which made the experience especially rewarding. I was able to follow some patients through the course of their treatment, from their day of admission to when they were discharged. The relationships that I formed with the neurology team was also extremely rewarding. They welcomed me onto their team and were always eager to teach me new things or give insight into the medical profession, including advice for getting into medical school. On the whole, all of the doctors, nurses, medical students, staff, and fellow Cadets that I worked with were all extremely informative and welcoming.

In addition to the time spent in the hospital, I also had a lot of downtime and was also able to visit the neighboring cities. Cadets have weekends off during this internship, so it is the perfect opportunity to explore. It was my first time traveling to the west coast and I was able to go into Seattle a couple weekends. Some of the other Cadets participating in the internship were able to spend a weekend hiking Mt. Rainier.

My time at Madigan for the AMEDDIP was filled with many invaluable experiences. It exposed to branches of medicine I had no prior experience with. It gave me the opportunity to interact with patients. It provided me with insight as to what it is really like to be a doctor and solidified my desire to go into medicine.

If you are considering applying for the AMEDDIP and would like to hear more about my experiences feel free to contact me with any questions you may have.

## ***Fall Semester 2010 – In Review***

By CDT Bryce East, MSIV

As the Paul Revere Battalion enters into another semester it is important to look back at the training that has already taken place this year. Last fall Cadets had the opportunity to partake in some excellent events. As a result each cadet has improved their leadership skills and is better prepared for his or her future career.

The semester kicked off with New Cadet Orientation. Over a two-day period new Cadets were introduced to life as an ROTC cadet. Cadets were issued their equipment and received classes on proper wear of the Army Uniform. In addition, they got their first taste of Drill and Ceremony. Cadets also had the opportunity to fire weapons in a simulator as well as run an obstacle course. Most importantly, orientation provided the chance for Cadets to get connected with their new battle buddies.



*A cadet negotiates an obstacle during New Cadet Orientation.*

Cadets also participated in Combat Water Survival Training (CWST). First, Cadets were challenged with a 15-minute swim test and a 5-minute tread water test. Successful completion of both tests is required for commissioning. After the tests were completed Cadets conducted a 3-meter drop, a 25-meter swim and a submerged

equipment removal. The event concluded with some friendly competition between squads as they conducted a variety of relay races.

The big event of the fall semester was the Field Training Exercise (FTX) that was carried out at Fort Devens. This weekend long training opportunity was full of valuable events that allowed Cadets to put classroom lessons into practice. First, Cadets conducted the Field Leader's Reaction Course (FLRC). Each MSIII was given two opportunities to lead a squad through different scenarios, which challenged their leadership and problem solving skills. Second, Cadets set off into the woods to practice Land Navigation. MSI and IIs traveled in pairs while MSIIIs worked on their own. On the final day Cadets had the opportunity to run the obstacle course. This year's course included a one-rope bridge. After a long and challenging weekend all Cadets felt they had gained invaluable lessons and skills.



*A cadet participating in FLRC during the FTX.*

The Paul Revere Battalion conducted several other events throughout the semester. All Cadets participated in an Army Physical Fitness Test (APFT) in order to validate scholarships and evaluate the over fitness levels of our battalion. The annual Dining-In offered an introduction to the rich history of Army customs and an opportunity for camaraderie building. The Combat Life Savers (CLS) training allowed

Cadets to practice the necessary medical skills needed for Soldiers in combat.

As a result of the variety of training events Cadets are better prepared to succeed in the challenges ahead, whether its at the Leadership Development and Assessment Course (LDAC) or as new second lieutenants in United States Army.

### ***A Message from the Cadet Battalion Commander***

By CDT Timothy Mangan, MSIV

Paul Revere Battalion,

It brings me great pleasure to have served as your Cadet Battalion Commander for the Fall 2010 Semester. Since my underclassmen years in the Paul Revere Battalion, I always wondered how it must be to be one of the senior MS IVs who were able to plan and execute the training for the unit and how it would be beneficial to our future careers as Company Grade Lieutenants and Officers in the U.S. Army. I was able to see the various leadership styles of different Cadets and cadre in order to complete the tasks at hand and overall mission of each training objective. Little did I know that I was to soon be in the same commanding position to bring to you in what I hope was an enjoyable and easy (yet intense) learning experience.



*Turning control of the BN over to the c/CSM.*

For those of you who do not formally know me, I am a senior at Salem State and have been a member of the Paul Revere BN since the fall of 2007. I have held many leadership roles here, have been a member of the Ranger Challenge team, and currently the Company Commander for the MIT chapter of Pershing Rifles I will be graduating this May with a Bachelor of Science in Criminal Justice and commissioning into the Infantry (active duty). I am pleased to know that I will be in the first graduating class of Salem State since it has achieved University status, in which it is now known as Salem State University (SSU). I am also pleased to know that I was the first Cadet Lieutenant Colonel and Battalion Commander from the North Shore schools in the Paul Revere BN. Since my time in the unit, every Battalion Commander has been a cadet from MIT and Harvard so it is clear to see that my selection as Battalion Commander and my background and decision-making was a major transition in leadership styles here.



*Leading CDTs through the obstacle course at New CDT Orientation*

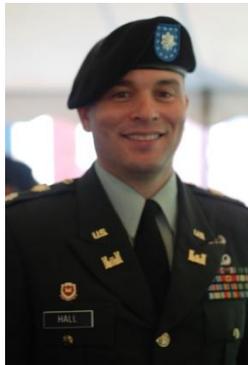
As the c/BC I was able to plan and utilize the fellow MSIV staff (who did a superb job) in order to train you, the Cadets who make PR BN what it is today. Not many realize it, but this has all been a learning experience for me as well. Do not forget that I am a cadet just like anyone else and that I am still learning what it is to be a

Soldier and Officer in the Army. We have the privilege in our ROTC Battalion to train with many different people of different backgrounds and education levels. Some from small state schools and others from the most prestigious schools in the world. Regardless of what school you are from, I have learned from everyone I have worked with here how to become a better leader and future Officer.

When selected to serve as your Battalion Commander, it was a surprise to many of us. I myself did not even expect this excellent opportunity. I found out of this new duty position before training at LDAC this past summer so there was a lot of work to cover. Working your way up from the MS I and II years as c/PVTs-c/CPLs, you train and do your jobs according to the orders you receive, during your MS III year you become a c/NCO (c/SSG, c/SFC, etc) where you execute the orders you have been given and are introduced to decision making. As MS IVs, you are c/Officers (c/2LT-c/LTC) and you are the one developing the orders and course of action and are ultimately the decision maker. Almost immediately after returning from LDAC, the MS IVs and myself got to work. This was a “game changer” for me because I was used to the previous three years as being told what to do. Now I was the one making the calls. The planning process for many of our lead labs was the most difficult because of our Battalion’s wide area of operations and many moving parts that I was still being introduced too. The most valuable lesson I learned in the planning process was how to deal with contingencies that can get in the way of the mission. However, when it came to the execution and hands on training of our lead labs, I was impressed to see that our actions went according to plan and with flexibility. For the first time, I saw training and lead labs occur on time to a point where we even had extra time to spare.

The command structure and support channel benefit for you Cadets to learn more. Due to of c/Officers and c/NCOs here in the PR BN, this past semester enabled us to conduct some of the most critical training you will need in order to succeed as Cadets at LDAC and officers in your branch within the Army.

**Words from our Commander**  
LTC Timothy Hall



Friends of the Paul Revere Battalion, we have just concluded the Fall 2010 semester. The battalion is doing well and we are a stronger and more diverse battalion today than in years past.

First, I would like to report on the status of the battalion. The battalion is holding steady with an enrollment of 80 Cadets. Our enrollment fluctuates throughout the year, sometimes above 80 and sometimes below 80. Comparatively, to the previous two years, we are seeing less attrition than we have among the freshman and sophomore Cadets, but we are seeing an uptick in disenrollments for a variety of reasons among our juniors, and a rise in seniors postponing commissioning. Our Cadets who are attending summer

training (LDAC or Advanced Camp as some of you know it), are performing on par or better than average as compared with other host programs across the country. Our training program is enhanced this year with additional time and effort dedicated to leadership development and counseling, more contact time in classrooms and leadership labs, more effort placed on small unit tactics, and enhanced physical training in accordance with the new Army physical training program (similar to CrossFit).

In the news, there has also been a lot of discussion about the repeal of “Don’t Ask, Don’t Tell”. We have received dozens of media inquiries about whether ROTC is going to “return to Harvard” or any other institution. To date Harvard has not asked us about any change in relationship from its current affiliate status to MIT for Army ROTC. Given the number of ROTC Students at Harvard (6 total as of the end of the fall semester, 8 as of February 2011), I do not foresee that Harvard will attract enough Cadets (in the foreseeable future) to meet the DOD program requirement of 15 commissions per year in order to operate their own host Army ROTC program. In fact, Cadet Command is looking at options to consolidate resources for ROTC to gain greater efficiency, and cost savings, in the future.

I would like to share a concern that we are closely monitoring, scholarship availability to meet our Army directed mission. The Paul Revere Battalion is postured to exceed its Army directed commissioning mission in both 2011 and 2012. As of right now, we are going to be challenged to meet our mission in 2013 and 2014 based on our current scholarship status.

Many of you are probably wondering at this point, why we are challenged to make mission in 2013 and 2014 if our retention is better. I will try to distill this down to a few simple points, but the short answer is money. Up through the class of 2012, scholarship money was available in reasonably large quantities. Starting with the class of 2013, scholarship funds began to be restricted. What we are seeing now is that the class of 2015 will have significantly fewer scholarships than either the two preceding classes. I will illustrate this point with a few data points: For the Class of 2011 – 18/19 Cadets are currently on scholarship; Class of 2012 – 16/22 are on scholarship; Class of 2013 – 11/21 are on scholarship; Class of 2014 – 9/18 are on scholarship. We fully expect to lose Cadets on scholarship, particularly sophomores and freshmen. Once we lose a scholarship, we cannot plan to get it back as an allocation to use on another Cadet; the money goes back to Cadet Command. For the Class of 2015, I do not know the exact number of scholarships we will have because we are still operating under continuing resolution authority. However, I am expecting no more than 6 scholarships to accomplish the same mission as with the Class of 2011. Currently, the class of 2015 has 293 scholarship applications for 6 scholarships. Of those 6, I am getting indications that I will not have any ability to make on-campus scholarship offers. All centralized scholarship offers are made entirely by US Army Cadet Command. This is a challenging situation to say the least. Because the scholarship process and the admissions processes at our various colleges and universities are not linked, scholarship offers are frequently made to persons

who are not granted admission, and persons granted admission are not given scholarship offers. Without the ability to make on-campus scholarship offers, I can foresee a situation where qualified, accepted student would be forced to participate in ROTC with no scholarship if they want to pursue commission or choose other institutions whose scholarship availability is better.

I would like to take a moment to bid farewell to one of our Cadre, Major Deidre Perrin. For the last three years, she has been our “ROO” or Scholarship and Enrollment officer. She poured her heart and soul into the Paul Revere Battalion and truly nurtured our Cadets in their development. All Cadets, particularly our younger Cadets sought her advice on nearly everything. It was difficult to lose her as a Cadre member however she will remain close up in New Hampshire. She will be present at our commissioning events this summer.

This issue of the Revere Recorder is the first since fall 2009. We did not issue one in Spring 2011 due primarily to the Cadet in charge of production going on leave of absence on very short notice. We will be back on a twice a year publishing this year although this issue will get out in March.

No Fear! Paul Revere!

As of the publishing of this newsletter, but after I wrote my article, Harvard and Naval ROTC signed an agreement that "brings back ROTC to Harvard" for the Navy. To my knowledge and the knowledge of my immediate superiors in 2d ROTC Brigade and US Army Cadet Command, there is no known request to change Harvard's current status as an affiliate with the Paul Revere Battalion based out of MIT. The Army is conducting some contingency planning if a formal written request to change the status from an affiliate. I will keep interested persons informed as I know more information.



*Cadets firing on a weapons simulator at New Cadet orientation.*



*Cadets receive their new mission from the squad leader.*

### *Training at a Glance*



*Cadets work together during FLRC.*

Calling all Alumni . . . do you have a story to share? Contact Lisa Morin at [ljmorin@mit.edu](mailto:ljmorin@mit.edu) with your story and/or pictures.

## Remember when ...



Recognize anyone? Let us know if you do at [ljmorin@mit.edu](mailto:ljmorin@mit.edu).