History of the Paul Revere Battalion

MIT established the Army ROTC Paul Revere Battalion in 1917, only one year after the passage of the National Defense Act of 1916. The Paul Revere Battalion is believed to be one of the first ROTC units in the nation. As such, the Paul Revere Battalion claims an expansive history. During World War I, more Regular Army Officers served in the Army from MIT than from any other school except West Point. Of the 1,538 military participants in World War II from MIT, 1,335 were commissioned officers. The battalion’s history would go on to fill many pages with individual actions of bravery on the battlefield as well as scientific and technical achievements in military laboratories. Now, battalion history is written by students from MIT, Harvard University, Tufts University, Lesley University, Salem State University, Endicott College, Gordon College, Gordon-Conwell Theological Seminary, and Wellesley College. Yet, the history does not stop here. It continues to be written by the men and women of the Paul Revere Battalion whenever the call may come.
A Note From Your Editor

1 May 2016

Sometimes it seems the semester will never end. After midterms, JLTX, and lead labs roll around, getting ahead on work is laughable; just keeping up with work is an accomplishment. But as sure as the PT test comes each semester, so too does the semester’s end. And here we are.

It’s clear from this term’s crop of articles that most cadets feel overwhelmed by their busy schedules that ROTC creates. Equally clear, though, is the sense of belonging and love that cadets feel for the Paul Revere Battalion and the people in it. I suspect that those familial feelings are the underlying motivation and driving force behind all the training, leading, and mentorship conducted in and around 201 Vassar Street. Only a deep sense of camaraderie can explain the hours that MSIVs (seniors) spend tutoring MSIIIs (juniors) on tactics; the Saturday mornings that CDT Pumiglia devotes to Ranger Challenge; the energy that CPT Hannenberg pours into developing her MSIIIs. Eventually, this love and sense of siblinghood will carry over into officership—the relationship between an officer and their soldiers, and their NCO.

Enjoy these small vignettes. They’re a peek into a bit of what makes ROTC great and the Paul Revere Battalion remarkable.

Very respectfully,

Caroline R. Bechtel
Revere Recorder Editor
Spring 2016

Caroline Bechtel is an MSIII studying Political Science and Arabic at Wellesley College. In her free time, she listens to NPR and goes on long runs. She chose this photo because she’s with CDT Han, personal mentor, friend, and esteemed overlord of the Revere Recorder.

Rachel Han is the chief executive of this issue’s Revere Recorder.
Message from the Professor of Military Science
By LTC Peter Godfrin

What a privilege it is to be a part of this great organization! Although this year marks the 100th anniversary of the establishment of the Reserve Officers’ Training Corps nationwide, the Massachusetts Institute of Technology has been developing leaders for military service since its first day of classes in 1865. It boasts graduates who have gone on to serve as U.S. Army General Officers and leaders in both the public and private sector. Over the years, the MIT Army ROTC program, while decreasing in size, has grown in diversity. It now includes both undergraduate and graduate students from Harvard University, Tufts University, Wellesley College, Gordon College, Endicott College, and Salem State University. I am proud to report that the Paul Revere Battalion is as strong as ever and is poised to continue to be the preeminent leader development program at MIT.

Our Program

In the past two years there has been a clear shift in the focus of the academic curriculum in the ROTC program. The program that was in place when I arrived was exactly the same as when I went through in the mid-1990s at Norwich University. However the environment in which this generation’s leaders will live and work is much different today, and the curriculum needs to evolve to meet these challenges. Instead of iteration after iteration of squad-level tactics and land navigation, students are now challenged to utilize critical and creative thinking skills to solve the kind of complex and ambiguous problems they will be expected to face as future leaders. We do this through an academic curriculum steeped in history, theory, doctrine, and practical experience. Field training exercises are more scenario- and purpose-driven, focused on analyzing and synthesizing multiple variables that drive decisions, rather than task-driven tactical directives. We are able to employ a number of enablers and training environments to accomplish these goals including utilizing experienced Army Officers from outside the program to serves as role players during Key Leader Engagement training, professors from the Naval War College to lead decision-forcing case studies, and virtual scenario training using the recently opened Joint Simulator Center. We continue to seek out new and innovative academic and training methodologies to ensure we are developing leaders prepared to lead in a very complex world.

Our Staff

To do this, it requires a qualified and experienced faculty. I am pleased to report that the current officers, noncommissioned officers, and civilians are some of the best the Army has to offer. Each of the professors and assistant professors have very strong academic backgrounds and all possess graduate and/or professional doctorate degrees. They are also seasoned combat veterans with a combined total of more than 16 years deployed in combat zones, which enables them to bring a wealth of practical experience to the classroom. Most importantly, they share the same goals: to promote an atmosphere of active learning, collaborative leadership, and the development of leaders of character.
Our Cadets

Of course, the most important component to our program are the students themselves. Each day I am more amazed at the potential of this new generation of future leaders, particularly of those students associated with the schools from our program. Cadets from this program lead the way in almost every conceivable metric as compared to other ROTC programs in the nation. Last year's graduating class boasted the second highest average Order of Merit Score in the Northeast Region. This year's graduating class all received their first choice of component and one of their first two choices for branch assignment. It also boasts five Distinguished Military Graduates and one Cadet who was ranked number 10 out of 5,500 Cadets nationwide. The Cadets continue to take advantage of additional training, internship, and fellowship opportunities. Examples include Airborne and Air Assault schools, Cultural Understanding and Language Program, Project Global Officer, the Hertog War Studies Program, as well internships with the Army War College and MIT Lincoln Labs. Additionally, our Cadets competed for and won very competitive local and national awards and scholarships including awards from the Society of American Military Engineers, the National Defense Transportation Association, the Armed Forces Communications and Electronics Association, the Medal of Honor Foundation, and the Military Historical Society of Massachusetts.

Our Future

While we have seen significant success in recent years there are still areas in which to improve. We must continue to aggressively pursue increasing enrollment in the program. When I arrived two years ago, the freshman and sophomore class enrollment was at a historic low. Through on-campus recruitment efforts, we have since increased enrollment in those classes, bringing them close to historical averages. We must continue to increase enrollment in future years to remain viable. Having said that, the future looks bright. The current freshman class is the largest it has been in many years and the number of MIT students enrolled in the program has increased by 200%. Additionally, for the incoming freshman class of 2020, the number of scholarship recipients who have been accepted into MIT, Harvard, and Tufts has more than doubled with more than 25 scholarship recipients accepted into one of those schools. This bodes extremely well for future enrollment in the program. Finally, I’d like to thank university administrators from each of the schools in this program for their continued support to the students. Also, the many alumni organizations who volunteer their time and energy including the Advocates for Harvard ROTC, the Advocates for Tufts ROTC, the Harvard Alumni Fund, the Harvard Veterans Alumni Organization, and many others. And of course, the Cadets whom without this organization would not exist. I am thrilled and honored to be able to serve along each and every one of them.

LEADERSHIP EXCELLENCE!

LTC Peter F. Godfrin Jr.

Professor of Military Science
The past semester was another successful one for the Paul Revere Battalion! We started the semester by welcoming several new cadets to the battalion, which is exciting at any point in the year. We also set out to conquer a busy training schedule, which included the usual physical training, leadership labs, and military science classes, and also included new training like a simulated platoon operations lab and a Multi-School Leader Development Exercise (MLDX).

There are several highlights from this busy training schedule. First, all Cadets learned to use SINCGARS (Single Channel Ground and Airborne Radio System) radios. Soldiers use these radios to communicate securely over long distances. Cadets learned how to program the radios and also learned how to use correct Army lingo to communicate over the radios. Another highlight was MSIII Cadets learning to plan and execute platoon operations. MSIII Cadets spent time in several leadership labs going through the process of mission analysis and preparing an operations order. They were able to see their plans come to fruition through a simulated execution lab where MSIII platoon leaders communicated with MSII team leaders via radio in order to direct their missions.

The semester’s training culminated in the MLDX, a joint training exercise organized and planned by MSIV Cadets from MIT’s Paul Revere Battalion, BU’s Charles River Battalion, and Northeastern’s Liberty Battalion—Team Boston. MSIV Cadets from all three programs utilized the Military Decision Making Process to plan the weekend training event. Underclassmen had the opportunity to execute platoon missions in the woods of Camp Edwards, located on Cape Cod. The missions included attacks, ambushes, and key leader engagements. MSII and MSIII Cadets had the chance to serve in platoon leadership positions before departing for Cadet Summer Training (CST).

“Through difficult training, Cadets were challenged to think through situations and develop the confidence and communication skills to complete their missions.”

Throughout the semester, the battalion remained committed to the goal of preparing Cadets to be the future leaders of the U.S. Army. Through difficult training, Cadets were challenged to think through situations and develop the confidence and communication skills to complete their missions. Cadets will continue to hone their leadership skills through summer training at Fort Knox or through various other summer experiences they are pursuing. In the tradition of the Paul Revere Battalion, they will continue to pursue excellence in all that they do.
Almost exactly 31 years ago, a short, brunette girl walked into the MIT ROTC building much like I did this past fall—nervous and reserved, but mostly excited. In the program, she was known as Cadet Caesar. Her friends called her Mona. And I, well, I call her Mom.

Having a parent that went through MIT Army ROTC (and one who went through Clemson Army ROTC) played a huge part in my decision to join the program. I’ve always admired my mom and dad. As a kid I wanted to do everything I could to be as cool as my parents, and I knew that ROTC and the Army played an important role in shaping my parents into the people they are today. Naturally, I followed in their footsteps.

In the glorious 80s when my mom was a cadet, Paul Revere held classes in an old wooden WWII building, right around where the Stata Center now stands. The building was torn down in 1998 and ROTC moved into the Heinz Building.

In addition to our physical relocation, there have been other changes to the program. For example 30 years ago, only MIT, Harvard, Tufts and Wellesley were represented in the much larger Paul Revere Battalion. The heart of the program, though, remains the same: Cadets trained in those long Leadership Labs, took the APFT (Army Physical Fitness Test), went on FTXs (Field Training Exercises), and experienced fun events like rappelling at Ft. Devens. The Battalion consisted of amazing individuals who were building life-long friendships, learning teamwork, and developing leadership skills, as it does today.

My mom’s best memories of this program are the people, many of whom she has been able to stay in touch with, and even occasionally meet at the Army 10 Miler. These former MIT cadets have taken different paths to become successful leaders in their professional lives, including the Army Reserves, active duty, and civilian careers. A few are already retired from the military.

My mom was only on active duty for four years, but that short time shaped her career path. She graduated in ’89 with a degree in Mechanical Engineering with no knowledge of environmental engineering. The Army assigned her to a group that helped the Army maintain compliance with environmental regulations. Today my mom is running her own environmental consulting company. Her advice: “Be open, you never know what door the Army is going to open for you. ROTC teaches the importance of leadership, learning from those around you, and accepting responsibility. In the Army, there’s a whole network of people to help you succeed. You just have to be willing to take advantage of the opportunities you are given. The lessons you learn in ROTC will stay with you a lifetime, but it’s up to you to keep learning and growing.”

I know the Paul Revere Battalion will leave a mark on us all, making us stronger, healthier, wiser, more adaptive, caring and better leaders. That’s what our battalion does, and has been doing since long before my mom was in the program.
High School to Now: A Rocky but Hopeful Transition
By William Mitchell, ‘19

In high school I always had time for everything. My weekdays were packed for sure, but I always had enough time for school, for clubs, sports, scientific research, you name it. Sometimes I’m surprised by how many school activities I was involved in and how I managed to maintain solid grades on top of these activities.

So when I came to MIT in the fall, I wasn’t really expecting things to be much different. But I was probably a bit over-confident in presuming that my past success would be an indicator of future success. The first few weeks of MIT were okay; I was able to accomplish everything I had to get done. But after about a month, things started going south. And boy, things went south fast. I remember how it started: it was the week before the fall LTX that I had my first college exams. I had been able to get through all of my homework problems, and even though that usually entailed averaging only 5 hours of sleep a night, I felt like I was in pretty good shape. We had Lead Lab Wednesday night, and then my exams were held on Thursday and Friday evening. After taking those exams, the next thing I knew I was waking up at zero dark thirty for transport to the LTX site.

That feeling you get when you give something your best effort and then find out later that your performance was two standard deviations below the average is a pretty lousy feeling. It’s the feeling I had when I got my scores back during LTX (Leadership Training Exercise), a feeling that would become all too familiar throughout the remaining semester. In an effort to recover and stay on top of things, I would often stay up late working on homework problems. Regularly until 2 or 3 in the morning.

Sometimes the thought crossed my mind that being in ROTC was the reason I wasn’t doing better in my classes. But as I’ve discovered in my second semester, that’s not really true. Sure, sometimes nothing in the world sucks more than crawling out of bed at 0600 after climbing into bed at 0300 and searching for your PT uniform in the dark because your roommate is asleep, and then getting called out by an MSIV for a uniform deficiency. But at the same time, waking up early three days a week builds character and builds time management skills. That said, evening PT has been a gift. Waking up at 9AM as opposed to 6AM has been a life-changer.

“Sometimes it’s easy to forget how lucky I am to be here in the first place, both in terms of being at MIT and in being a part of the Paul Revere Battalion”

Now that I’m into my second semester of MIT and ROTC, things have gotten much better. Nowadays I regularly perform at least as well as the pack on exams, if not better. And I’ve also come to much better terms with being a cadet. There was a point last semester when I called my dad to tell him that I didn’t know if I could do both MIT and ROTC because of the way things were going. But this semester, between laying in security and going on a bunch of 6 to 12 mile runs on my own, I’ve had a lot of time to think. And after a while the idea became clear to me that becoming an officer in the US Army is exactly what I want to do after I graduate. Sometimes it’s easy to forget how lucky I am to be here in the first place, both in terms of being at MIT and in being a part of the Paul Revere Battalion. I’ve seen so many things in a new light this semester, it’s incredible, and I look forward to my next 3 years of ROTC.
West Point Negotiation Project
By Hailey Webster, ‘17

Just as the United States Military Academy at West Point is distinguished for its excellence in academia and military professionalism, the West Point Negotiation Project is notable for its proficiency in teaching interpersonal skills to navigate issues in a leader’s personal life and military career. Negotiations skills are so critical to success in a military career that each officer is graded according to their ability to “extend influence beyond the chain of command” (ADRP 6-22). That is why for ten years, the West Point Negotiation Project has strived to provide cadets and officers of all ranks with the essential training to successfully navigate through difficult and often strained negotiations. The civilians and officers leading the project understood how conversations are often negotiations despite the fact that without possessing the frame of mind to do so, the typical individual would not often classify them as such. Additionally, those leading the project conveyed to us that as officers, the conversations we have, from the mundane to the pivotal, may influence the battlefield more than any firefight could.

Over two full days, I and about 100 other officers and cadets from West Point, the Naval Academy, Air Force Academy, ROTC programs from across the nation and international military academies participated in an intensive workshop to first break down the fundamental aspects of a negotiation and then, develop skills from the ground up to triumph in any type of negotiation. No magical tricks were offered. Instead, the workshop engaged with a common-sense approach focused on understanding why each party was participating in the negotiation in order to understand how to achieve the desired outcome for yourself and an acceptable outcome for the other party. Communication is key in successful negotiations but broad communication is simply not enough: people can talk for weeks and never reach an agreement. As a participant in negotiations, preparation can greatly help to focus and frame the conversation about why each participant is there and how they can create a mutually beneficial outcome. Empowered by the skills acquired through the West Point Negotiation Project, any leader can advocate for themselves or their soldiers against peers, superiors, allies and adversaries.

“Diplomacy is the art of letting someone else have your way.”
– Sir David Frost

Hailey Webster is an MSIII studying Political Science and Middle Eastern Studies at Wellesley College. She hopes to branch military intelligence. In her free time, she reads about COIN (counterinsurgency).

Webster with some Cadet friends at the West Point Negotiation Project Conference
NPR’s “Sandwich Monday” on the MRE:

“The verdict: Fine — not the meal you're going to pick if you don't have to, but a pretty amazing feat to make all that nutrition portable. I'd put the Department of Defense's McRib up against the Golden Arches any day”

Note from the editor: my favorite part is where it says to prop your MRE on “a rock or something”
An Answer to Prayer
By Sophie Rogerson

Before going to college, I knew that I was passionate about contributing to the army at some point in my life. It had been, at least, a ten-year prayer of mine. During my senior year of high school, I spent much of my time researching ways I could participate in both the military and a Christian college. After many days of praying and searching, I eventually found Gordon College. Not only was it a college where I could freely practice my faith; it was also a place where I could participate in ROTC and really discover if the military was God’s calling for my life.

This was an exciting new chapter in my life and I was ready to jump into it. It was not until the end of my first semester of college when I reached out to the Paul Revere Battalion. I got to meet so many friendly Gordon College cadets like Talia Messina, Jack Cicchelli, Joel Cox, Elise Fuller, and Aidan and Cam Lucas. I will never forget the excitement I felt when I was issued my first uniform. My prayers were becoming a reality, and I finally was going to learn how to become a leader in the army.

“Most importantly, I grew more self-confident and aware of what leadership looked like in and outside of the army.”

Honestly, I am not a very open person so I knew that jumping into leadership roles was going to be a challenge. For STX (Situational Training Exercises), I was completely lost and had absolutely no idea what I was doing. After the many PT sessions, Labs, classes and dinner events, I grew more educated in the military culture. In addition, I became more disciplined in exercising and eating. Most importantly, I grew more self-confident and aware of what leadership looked like in and outside of the army.

As I look back on the MLDX, I am shocked at how much I learned. Before ROTC, I would never have been able to complete a five-mile ruck march with a rifle or strategize an ambush with my squad. As I continue my ROTC career, I look forward to pursuing God’s calling and becoming an Army officer.
Testing Our Limits: The Tough Ruck
By Christopher Forte

It was a cold morning in Lexington and Concord. Cadet Estrella, Cadet Gillich and I had been training for this moment for a long time. We had all rucked many times before so we thought we knew what we were capable of. However, we also knew that rucking 26.2 miles takes mental as much as physical toughness.

The Tough Ruck is an annual fundraiser for the Military Friends Foundation, and it honors the fallen service members and first responders of our great country. Using this as motivation, I knew that we couldn’t fail whether we finished with a quick time or whether we finished the next day: I knew we would all cross that finish line. We took names of fallen service members and put them on our rucks. Every time we got tired or wanted to complain we thought about the sacrifices that were made by the people who we carried with us. The four yellow ribbons that were attached to each of us seemed to make our rucks lighter and every mile shorter.

Once we started rolling, the miles flew by—until about halfway through. We reached mile 14 with no issues and decided to take a break to change socks, eat food, and use the bathrooms. At the end of our break, though, we all realized that we still had a long way to go. Our muscles were tight from sitting and our feet were a little too comfortable outside those standard issue boots. This was also the first time we said to each other, “Wow these last 12 miles are going to really hurt.”

We pushed onward to mile 20 with no issues besides some minor blisters. We had all talked about how we thought the end of the ruck would be the easiest part because we would be running on adrenaline, but it was almost the exact opposite. But miles 21 to 26.2 each felt just as long as the first 20. We all were so tired we stopped chatting. We started to laugh at each other’s pain because it was something that lifted the spirits and distracted us from our own pain. From mile 25 to 26 we struggled but were still moving at a good pace. Our feet numb to sharp pains earlier in the ruck, but now had a burning/tingling sensation.

At the sight of the finish line, though, we started running again. We took off and were met with a large support section. The cheers grew louder as we approached the finish line and then we were done...finally. After the marathon medals were placed around our necks, we walked off the path and collapsed from exhaustion. We couldn’t wait to take those rucks off. We ended up finishing in 7 hours 42 minutes 40 seconds, placing us 108th, 109th, and 110th out of 458. We raised $1,700 for the Military Friends Foundation. The ruck was beyond difficult, but rewarding, for us and for others. Overall, it was a great day that we all plan on trying to recreate next year...hopefully with a faster time and a few more members of the Paul Revere Battalion.

Chris Forte is an MSII studying at Endicott College. He is a part of the Ranger Challenge team and hopes to branch Infantry or Armor.
Paul Revere Rides Through Lexington and Concord
By Grace Park, ‘16

On April 16th, 2016, every MS4 cadet in the Paul Revere Battalion travelled to the battlegrounds of Lexington and Concord to participate in the annual Staff Ride. In addition to completing the Cadet Leadership Course, passing an APFT within 30 days of commissioning, completing a bachelor’s degree, and of course, fulfilling the requirements of the MIT ROTC program, the Army has one more mandatory line item on the checklist prior to commissioning called “The Staff Ride.”

The staff ride is a three-phase event in which senior ROTC cadets conduct an extensive study of a historical battle, see the battleground in person, and finally bring all of those elements together in an essay or conversation. The three phases are called the Preliminary Study Phase, the Field Study Phase, and the Integration Phase. This year, the MIT ROTC cadets studied the battles at Lexington and Concord, battles which sparked the American Revolutionary War.

In the weeks leading up to the Field Study Phase, each of the MSIV cadets read a book on the battles and the political and social environments leading up to those events. After a thorough study, we were ready to embark on the task of analyzing the battles on the ground. We found that the Battle at Lexington occurred on a very small patch of grass, a skirmish rather than an actual battle. Then, we were able to see the North Bridge, and the path at Concord where the majority of British and American soldiers lost their lives. Being so close to a historical landmark gave way for an unforgettable staff ride experience.

Ultimately, the staff ride was not another Saturday sacrificed for ROTC; it was an excellent culmination of military history, tactics, and lessons learned from the officers who came before us.
**Question:** What do you do to motivate yourself when morale is low?

I take a moment to pause, reflect, and be present. This helps shape my perspective and regain a positive outlook, leaving me rejuvenated and ready to tackle whatever is at hand.

I tend to listen to music or hang out with some friends to cheer up and have a nice laugh with them.

"Your days are numbered. Use them to throw open the windows of your soul to the sun. If you do not, the sun will soon set, and you with it." – Marcus Aurelius, Roman Emperor

I turn to myself, because motivation comes from within. I dig deep and remember what my personal goals are. I just look at myself in the mirror and tell myself that today will be better, today will be the day that I set a PR.

I talk to family.
Cultivating Leadership Through Service
By Rachel Han, ’16

Over my last winter break in college, I went on an Alternative Break trip through Wellesley’s Center for Work & Service to New York City, where a group of thirteen of us got the chance to volunteer with a few local organizations. The theme of the trip was: Food as Medicine.

The first organization we worked with was the New York Coalition Against Hunger. We handed out fliers outlining SNAP (Supplemental Nutrition Assistance Program – formerly known as “food stamps”) eligibility and benefits around Fort Hamilton in Brooklyn for a day.

Then, we had the chance to volunteer with the organization called Rescuing Leftover Cuisine. It’s a non-profit food rescue organization that provides solutions to prevent excess wholesome cuisine from being wasted. As volunteers, our group from Wellesley went around to a number of bagel shops at closing time to pick up about 150 pounds of bagels—that would otherwise have gone to waste—and carried them over to local homeless shelters.

We worked most closely with the organization God’s Love We Deliver (GLWD) that is the leading provider of nutritious, individually-tailored meals to people in the New York City metropolitan area, who are too sick to shop or cook for themselves. GLWD provides and delivers meals to not only those living with HIV/AIDS and over 200 other diagnosed diseases, but also dependent family members. We worked in the kitchen—packaging thousands of meals—and delivered meals by foot in Manhattan as well as by van in the Bronx.

Though we only helped out for a week, it was rewarding to make an impact, no matter how small. Equally rewarding was the opportunity to learn about the challenges of nutrition for the impoverished and sick and the ways that these obstacles can be avoided or overcome. Since that week, I’ve been considering ways that I can incorporate what I learned into my own life as an Army officer. I’d love to use Rescuing Leftover Cuisine logistics to lessen MRE waste, redistributing parts of MREs or setting up a community pantry. Learning about the importance of nutrition and the effects of poverty on nutrition has given me a unique perspective. This perspective, I’m certain, will lead me to be a better officer as I embark on a career in medicine as a Medical Corps officer.
A Peek Into the Future: A Word From a Paul Revere Alumnae
By Andrea Moon, '15

Life since ROTC/undergrad has consisted of a lot of transitions and new life experiences. From having to plan for extra time at the base’s security gate entrance (in case there’s a hold-up) to learning how to set up my own Wi-Fi for the first time, it’s certainly been a learning process. That said, my first year at medical school has been an incredible year.

A typical week consists of 4 hours of lectures every day, and then an assortment of physical exam sessions, pathology labs, histology labs, cadaver labs, and problem-solving small group sessions spread throughout the afternoons. When I get home from school, I go to the gym, come home to make dinner, and then review that day’s material in the evenings. I never believed med students when they said they’d never studied so much in their life, but I can vouch for that now. They really weren’t lying.

As far as training goes, there is no required morning PT, which has been life-changing to my sleep schedule. That said, we are still required to pass 2 APFTs a year like anyone else. There is a 2-week FTX-like experience called “Bushmaster” at Fort Indiantown Gap, PA, where the first year students are patients for the fourth year students, who are graded on Tactical Combat Casualty Care, their ability to run military treatment facilities in the field, patient transport, and handling a mass casualty incident. It was an impressive training event; I would go as far to say that some of the fourth years’ stress levels even surpassed those of clueless Cadets leading patrolling lanes. Additionally, we have summer training called a “Summer Operational Experience” where we choose from an array of available training options. I will go to Fort Rucker, AL this summer with seven other Army students for a course at the US Army School of Aviation Medicine. We’ve been promised some air time on different helicopters so I’m looking forward to that!

At USUHS (University Services University of the Health Sciences), all the medical students are active duty O-1’s (Army, Navy, Air Force, Public Health Sciences) and during the school day, we’re required to be in uniform on base. It’s been fun getting to know all of the Navy and Air Force lingo I wasn’t exposed to during ROTC as well as finding out just how many uniforms the Navy has (the answer is too many). People have come from all walks of life, including a few prior service members—our class includes three Navy SEALs and three Rangers, two of whom were special operators in their past lives. There’s a former Navy O-5 who gave up his rank and took a demotion to become a medical student, and a former Army O-4 who was a PA (physician assistant), but decided that he had to pursue a MD as well. On the flip side, there are also a lot of students who are fresh to the military, as well as those in between who went to the service academies or, like yours truly, commissioned from ROTC.
My favorite part of school has been getting to know everyone in the class. I think our school is special in that it’s the most non-competitive competitive environment you can get from a medical school experience. Everyone pushes themselves and each other to learn the material well, and no one steps on another person to get a grade. I’ve been thoroughly impressed by how collaborative my first year has been, and I consider myself very lucky to be able to study medicine in this type of environment—one that I know many other medical students do not have. The way one fourth-year student explained this phenomenon was that it’s because we’re all going to be taking care of each other in the future. My classmates are going to be my family’s doctors, my friends’ doctors, and my doctors. And that fact has helped me to motivate myself in knowing that there’s a larger mission at hand—larger than just graduating with a MD. We’re here to learn how to take care of those in harm’s way, to be a force multiplier, and to take care of Soldiers in the greatest Army in the world. It just doesn’t get better than that.

Congratulations to our seniors who thesis-ed!

Rob Wimpory
Topic: Business decision on business-to-business marketing through social media

Kaitlyn Kozma
Topic: Serial Killers: A current review of factors of impact

David Lang
Topic: The media’s impact of the public perception of law enforcement

Matthew Palermo
Topic: Social media and its impact on a college student’s opinion of police

Charley Falletta
Topic: Women at War: The Effects on Unit Performance of Integrating Women Soldiers into Combat Units Fighting Counterinsurgencies

Erik Darisse
Topic: Honey Bee Colony Collapse Disorder
Why I Stayed
By Alannah O’Brien, ‘19

Everyday people ask me “Why did you join ROTC?” I have always avoided answering directly, choosing instead to mutter something incoherent about duty and patriotism. My response is always vague and evasive is because I genuinely do not know the answer. Full disclosure: I have absolutely no idea why I joined ROTC. It was the most random decision of my life. My level of knowledge about the military before joining ROTC was embarrassingly low, and I had no clue what I was signing up for.

My decision to join ROTC emerged from a desire for change in general. I just wanted a change from the first semester I had at Harvard. I went through a very rough transition from high school to college, and I was struggling. To bring some light back into my life, my mom suggested I try something new second semester. I could have picked anything, a club sport, a political club, a new job, or another community service program...it was a toss-up. But thank God I happened to randomly stumble upon ROTC. So, people should stop asking me why I joined, and instead ask me why I stayed.

I stayed because of the program and the people in it. It is hard for me to put into words the gratitude I feel towards the Paul Revere Battalion. I have never met a more supportive or friendly group of people. I knew I was joining an organization bigger than myself, but I didn’t realize I was also gaining a family. Even though I may not have my life entirely together yet, they have not given up on me, and they encourage me to not give up on myself.

For example, I know that scheduled PT sessions help me stay strong physically, and I could not do it without my battle buddies. As someone who is very disorganized usually, it’s nice to be forced to wake up early in the morning and work out. The Cadets are the reason I look forward to waking up at 5:30 on Wednesdays to complete a workout that I know will leave me aching hours later. The lessons I learn in class and lab are valuable and teach me how to be a member of the Army and a better student. My fellow Cadets show me every day how to be a better person and a more capable leader. The most important lessons I learn come from them and from simply observing the example that our cadre members set for us. They are true role models and I am so thankful that they are with the MIT battalion at the same time as me. They too are an essential part of the family that I have grown to love. I really just want to say thank you to everyone who is a part of this battalion because I truly am a different person than the one who joined last January.
Spring Semester Highlights

Military Ball!

Contracting

Admiral Pybus speaking with cadets

LTX (Operation WOLFPACK)

Combat PT

Learning

Helicoptering
SHOUTOUTS TO:

MAJ SALMON FOR RUNNING THE BOSTON MARATHON

NATHAN WILLIAMS FOR HIS ENTERTAINING ARTICLES IN THE HARVARD CRIMSON
You can read them here http://www.thecrimson.com/writer/1212898/Nathan_L._%20Williams/

CPT HANNENBERG ON HER EARLY SELECTION FOR PROMOTION TO MAJOR

ALUMNI 2LT FIJAN FOR GRADUATING FROM RANGER SCHOOL
CONTACTING MIT ARMY ROTC
MIT Army ROTC – The Paul Revere Battalion
201 Vassar Street, Building W59 Room 192
Cambridge, MA 02139

Telephone: 617-253-4471

Website: http://army-rotc.mit.edu

Don’t forget to check out our Facebook page at:
https://www.facebook.com/PaulRevereBattalion

Stay tuned for the Fall 2016 Edition!