History of the Paul Revere Battalion at MIT

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.
The Road Traveled and the Road Ahead

Cadet Alyssa Pybus, Battalion Commander

Nationwide, Army ROTC underwent major developments in the past two years. Notable changes include the new Cadet Initial Entry Training (CIET), a course at Fort Knox designed for first and second year Cadets to undergo standardized, uniform training in drill and ceremony, marksmanship, tactics, and other basic soldier skills in order to enable university programs to focus on bigger picture training objectives. Cadet Command also made changes to the required third year Cadet training, formerly known as Leadership Development and Assessment Course (LDAC). Now called Cadet Leader Training (CLC), this course differs from LDAC in that it is not an assessment, but rather an opportunity to further develop individual leadership styles. Grades are not assigned at the end; alternatively, Cadets receive rigorous developmental counseling from Officers.

The Paul Revere Battalion fully embraced these changes and renovated its training plan to reemphasize leadership development. The Battalion aims to enable the understanding and application of big-picture learning objectives: the Army Leadership Requirements Model and the Army Operations Process. The Leadership Model defines who an Army leader is, what they know, and what they do. The Operations Process, which encompasses the Troop Leading Procedures and the Military Decision-Making Process, describes an Army leader’s role in planning, preparing, executing, and assessing assigned missions.

This semester we began the practice of separating Cadets by Military Science (MS) year during leadership laboratories, our weekly three hours of training on Wednesday nights, which enabled Cadets to focus and develop at the appropriate levels. MSIs and MSIIIs (first and second year Cadets) trained on the basic soldiering skills necessary to execute tactical missions, and received individualized attention from MSIV Platoon Leaders. MSIIIs used the training with the MSIs to practice small unit leadership, functioning as Team Leaders of 2 to 4 other Cadets.

Meanwhile, MSIIIs, our third year Cadets, were being thoroughly introduced to the Troop Leading Procedures (TLPs), the small-unit planning methodology of the Army Operations Process. The importance of the TLPs was effectively impressed upon them during our fall semester Leadership Training Exercise (LTX). This experience gave them focus for the next portion of their training this semester: the deliberate application of the Troop Leading Procedures in planning an intricate tactical mission to be executed in a final Situation Training Exercise (STX).

Next semester, we will transition from training squad-size (8 to 10) to platoon-size missions (35 to 40), the kind of missions the MSIIIs will be planning and executing during their summer at CLC in Fort Knox. Every MS level can expect to learn lessons in the Army’s command philosophy known as Mission Command. With the goal of developing future leaders of the U.S. Army in mind, we will continue to execute training and assess its effectiveness in order to improve the organization. I’ve been a proud member of the Paul Revere Battalion for the past three and a half years. I can honestly say that in that time it has never been as effective at developing future Officers as it is now. I can only hope we continue to improve on the road ahead.
Motivation

Cadets in the Paul Revere Battalion are highly motivated in their long and short-term goals. Their desires to serve, dedication, and drive to succeed daily motivate them.

Realization of a Dream

Cadet Renée LaMarche

My fascination with the military started young. One of my earliest memories is meeting a Soldier in the airport. He caught me staring so he came over and introduced himself and shook my hand. Being an easily excitable toddler, I was so moved that I cried for hours.

When I was younger I thought that being a soldier was like being a professional athlete – you get to play outside, hangout with a team, wear a cool uniform, and you get paid for it. As I got older I started to realize that being a soldier isn’t quite as glamorous as life in the NBA or NFL: being well-trained and well-prepared is a little more important for war than for the playoffs, the uniforms aren’t quite as comfortable, and the pay is slightly less. But these realizations did not quell my enthusiasm about my future career.

At the age of four I started Ice hockey. My life revolved around hockey. I have never experienced camaraderie like did with my hockey sisterhood; we put everything we had into the sport. When I graduated and went to college in New Orleans, I left hockey behind almost entirely. I had a very difficult time adjusting to college – arguably I still do – in large part due to the loss of purpose I felt without a full-time sport and community.

When I went to college, I started taking ROTC and Homeland Security classes and rediscovered my love of military science. I immediately knew that I wanted to join ROTC, yet I was hesitant. I worried that no one would take me seriously. I mentioned the idea to some floor mates and they laughed about it for days after. I discouraged myself from joining, convinced I wouldn’t be able to keep up or fit in with the ROTC “boy’s club” feel. Then when I transferred to Tufts I was determined to give ROTC another try. I immediately felt welcomed by the members of The Paul Revere Battalion. My fellow cadets showed me nothing but respect and I felt like my dream was finally being taken seriously.

I joined ROTC because I want to be a soldier in the United States Army. I cannot imagine any other life for myself, nor would I want to. I spent the first nineteen years of my life looking up to the men and women in uniform – now it is time I become one myself.

Renée LaMarche is a sophomore at Tufts University majoring in History and Political Science.
Hearing the Call

Cadet Oren Abusch-Magder

I have watched a lot of commercials over the years; most unrecallable by the next commercial break. Yet, few stick with me. Whether advertising pistachios or car insurance, my brain compartmentalizes them.

A few years ago, my mind recalled a military promotional commercial. All I remember is a trumpet in the background as a booming voice narrated, “Some have heard the call but it has no voice.” For years I could not really understand what that line meant. And then I heard the call.

My personal narrative the past few months proclaimed how proud I am to be an American, how lucky I am to be a citizen of our country. I am blessed to feel safe; blessed to live in a country where freedom of expression without fear of persecution is defended; blessed to live in a country that works each and every day to create a fairer and more just system of government – a country where we value equality of opportunity for anyone who is willing to try. I am truly blessed. No single American is satisfied with the fulfillment of these ideals, but we live in a democratic country that works to implement the will of the people and works to fulfill their vision of the future. Most of the people of Earth are not as lucky.

I have been given great opportunities by being born a citizen of this country and I want to ensure others have the same opportunity. I want our democracy to live on for generations to come and our nation to keep working to fulfill its potential. I heard the call and I will defend the United States, no matter what, because I believe in our great nation, our principles, and what we represent.

Sleepless Nights: Managing Swim and ROTC

Cadet Jack Cicchelli

As if college wasn’t already challenging enough, I had to go and make it harder. On top of a full workload of classes, I participate in a varsity sport and train in the Army’s ROTC program. How can someone reconcile classes with the large time commitment for ROTC to train, do PT, classes, and labs, and then also do a varsity sport? I can tell you it’s not easy.

I am a swimmer. Swimming is a hard and challenging sport that takes a lot of concentration, effort, and time. My weeks include: daily two-hour pool practices, twice weekly one-hour dry land practices, and Saturdays consumed by swim meets. This adds up to about 14 or 15 hours a week of time commitment.

I am a Cadet. ROTC requires hourly PT three days a week, a two-hour class and a three-hour lab once a week, training exercises once or twice a semester, and the sporadic additional event. This adds up to eight plus hours a week – time that conflicts with many swimming commitments.

Managing swimming and ROTC teaches me to prioritize activities. I identify events that are not imperative and cut down on the hours of participation. I have learned to make sacrifices, such as attending one training event over another, in order to fulfill my commitments. It is extremely difficult to balance these two things, but once I found the best solution I could, I ran with it. I enjoy the challenge and look forward to keeping this up throughout my college career.

Oren Abusch-Magder is a freshman at Tufts University.

Jack Cicchelli is a sophomore at Gordon College majoring in Public History and Museum Studies.
Academic Diversity

From Social Sciences, to Art, to Medicine, the Paul Revere Battalion boasts a variety of academic interests and pursuits. Cadets each have their own passions – passions that will make them great Officers in the United States Military.

The Argument for Politics: Social Science

Cadet Grace Park
Anyone I have ever spoken to will know at least one thing about me: I like talking about politics. Some might use the words debate or argue. Personally, I prefer the phrase ‘passionately discuss.’ Of course, political science is less about intense debates and more about analyzing the second- and third-order effects of political leaders and actors. Because we do not fight wars in a vacuum, these skills are vital to decision-making in complex and changing circumstances.

The decision to major in political science was one of the best decisions I made during college (second only to joining the MIT ROTC battalion, of course). Due to my political science courses I am able to contextualize the missions and conflicts the U.S. Army is involved in every day. Whether we like it or not, the profession of arms and the act of warfare can never be fully separated from politics. The highest-ranking member of the military is ultimately the President, not a 4-star general. Furthermore, because only the Congress can formally declare war or even approve any international military intervention, an acute understanding of politics (both domestic and international) is vital to military decision-making.

So I will take my zero additional OML points and colorful conversations because, as much as the Army needs engineers, it also needs politically aware and analytical officers who can execute highly politicized military operations in a global theatre.

Paintbrushes and M16s: Art

Cadet Kelly Tanner
Double majoring in Art & Design and Psychology would allow me to explore ways of helping soldiers fight trauma related illnesses, especially Post-Traumatic Stress Disorder (PTSD). The need to fight PTSD and suicide is dire. The rate of trauma disorders has amplified significantly over the years and the demand to help those Soldiers in need has also increased. That being said, Veterans Affairs (VA) lacks the ability to help every single Soldier regularly as the demand for treatment outnumbers available workers.

In May 2017, I will commission as an Officer in the Reserves. My goal is to attend graduate school specializing in social work with a dual concentration in trauma and military affairs. My intent is to impact the military community by developing creative treatments for my patients as they are battling their illnesses. The usage of art and psychotherapies are
necessary to help those who are struggling. Using creative outlets such as painting, drawing and other forms of expression will yield healthy results, which ultimately will reduce those affected. The Army needs to incorporate art into its organization in order to truly help those dealing with trauma-related issues and keep its Soldiers fighting the good fight.

Sparks of Influence: Nursing

Cadet Talia Messina

As a little girl, I was more willing than most children to set the table, do chores, and help out with my younger siblings. I am the oldest in my immediate family and I am also the first born grandchild to both sets of grandparents. Being the first to do everything gave me the natural ability to identify problems and initiate solutions.

I had never really thought of applying my leadership skills to the field of nursing until I took a pathophysiology class in high school. I loved trying to determine which symptoms led to which diseases and developing different treatments. Though only homework problems, this sparked my interest to be a nurse.

The summer before my first year of college, I took classes at the Hebrew University in Jerusalem, Israel. Summer of 2014 profoundly impacted me. On July 8, 2014 I turned nineteen years old and, for the second time in history, missiles from Gaza were targeted directly at Jerusalem. I found myself running to a bomb shelter – imagining the words, “lived exactly 19 years” on my tombstone. I survived, but alarms continued to sound for the rest of the summer.

This was the summer that I decided to become a nurse in the Army. I derived inspiration from the Israelis’ spirit and drive to defend their nation. This made me want to have that same patriotism toward my own country. I wanted to be part of an organization bigger than myself. One where I would influence people’s lives at critical times. I believe that this desire will be fulfilled in becoming an Army nurse.
Summer Training

Each summer Cadets from the Paul Revere Battalion can be found training, working in prestigious jobs and internships, and traveling the world.

Finding Confidence at CIET

Cadet Jonathan Pearson

I joined ROTC out of high school with a three year scholarship which meant I only had one year to figure out if ROTC was truly for me. My MSI year left me feeling confident, but the fear of failing as a leader still lingered. However, completing Cadet Initial Entry Training (CIET) at Fort Knox this summer put my previous self-doubt to rest and replaced it with an unprecedented level of confidence.

When I first arrived at the Kentucky airport, the first thing I noticed was how hot it was. Everyone else seemed stressed about the impending training, but being from Northern New Hampshire, the only thing I could think about was the heat. Yet, as we began to train, the heat didn’t seem to bother me anymore, I made a few friends in the first couple of days, and was happy to see that we would be able to shower and eat hot meals more often than not. But the most important lesson I learned at CIET was not when I was comfortable, or when I was spending down time with some of my new friends, it was when we were thrown into the field, and thrown into leadership positions.

At the beginning of training, Cadre put all of us into small leadership positions – taking accountability or handing out MREs. I was jealous of fellow trainees who were given these positions because what I wanted more than anything else was to prove myself. I had this chance during the last week of training. We headed to the field and the MS3s were told to assign a cadet Platoon Sergeant for the first night. After some discussion, I was awarded the position.

The first night of training in the field I had a conversation with my drill sergeant who convinced me to put my nerves aside and try my hardest with this position. Unlike the previous positions that they had assigned trainees, this one involved setting up and managing the patrol base as well as other squads. I quickly set up security and went so far as to start digging entrenched fighting positions. When the cadre attacked us that night they were not expecting us to be on 75% security and they were not expecting me to lead a QRF counter attack, pushing them out of the woods and far away from our patrol base. I was told the following day that I had done an excellent job keeping my cool under pressure and managing multiple teams. I had no idea that I could achieve this, and if I was not thrown into that leadership position at CIET, I would still lack the confidence to perform how I am expected to perform now in leadership positions in ROTC and in the future as an Officer.
Airborne, “Check Your Feet”

Cadet Anna Page
The drop zone in the vast Alabama meadow morphed into a green blur as the C-130 zoomed through the sky. An Sergeant Airborne pulled me to the front of the chalk as the Soldiers, airmen, and Cadets in my flight responded to the Black Hat’s preparatory commands. There was no turning back as I shuffled to the door followed by other paratrooper hopefuls. Thoughts of joy, terror, and disbelief crept into my mind as I handed my static line off to the jumpmaster, stepped out the door, and counted to six...
...then silence. My counting stopped the moment I gazed upwards to check my canopy, gain control, and witnessed the giant T-11 parachute open above me, beautifully sparkling in the afternoon sunlight. The previously blurry zone became clear as the world seemed to pause. All around me my fellow trainees were safely floating down to the lush green lawn which awaited our arrival.

This serene feeling lasted only a few seconds before the reality of the impending ground came into view. Rough grass interspersed with patches of packed dirt quickly obscured what appeared to be lush terrain from 1250 feet in the air. As the drop zone approached, I squeezed my feet and knees together, clutched my risers, tucked my chin, and hoped for a graceful landing. Seconds later, two weeks of repetitive training paid off as I completed my first airborne parachute landing fall.

Airborne taught me the power of practice, professionalism, and positivity. Completing tedious tasks on humid July days was enough to drive anyone mad. Yet, the constant reminder to “Check your feet,” the frequent falls into pits of gravel, and the cries of “Airborne” after each technique were worth it. By Jump Week, techniques felt reactionary, second-nature. The confidence felt was only possible due to the exemplary leadership displayed by the Sergeants Airborne and the collective effort of maintaining a positive attitude throughout the Basic Airborne Course. The benefits of attending Airborne School as a Cadet were innumerable and contributed to molding me into the Officer I aspire to be.

The Importance of Cultural Understanding

Cadet Caroline Bechtel
My first thought upon reading my orders to Macedonia were something like, “Macedonia? Isn’t that the country that Greece hates?” I knew little to nothing about the Balkan nation, and by the time I left, I had sketched only a blurry mental image of Macedonia. Yet, once in-country, the picture began to sharpen.
Our CULP (Cultural Understanding and Language Proficiency) mission culminated in a two-week, multinational training event at the Macedonian military camp Krivolak. There I extended and attached my idea of the Macedonian nation to the larger context of the Balkans and Europe. Many of the evenings at Krivolak were spent sitting around at The Canteen Coffee Bar, trading stories among Cadets. Most of these conversations were light hearted — Cadets comparing university culture and the quirks of our militaries.

While at Krivolak, U.S. Cadets engaged in a simulated NATO peace-keeping operation alongside cadets from 10 different nations. Acting as a cohesive UN task force was daunting. Leading in the military requires understanding a diverse group of Soldiers, all of whom have a complex and individual story. In order to influence and guide Soldiers, a leader must first build bridges of mutual trust and understanding. It’s simple to communicate and influence those similar to oneself; it’s much more complicated to do the same with language, historical, and cultural barriers in place. CULP challenges Cadets to step outside of the comfort zone of their school battalion. Given the cooperative nature of contemporary warfare, the military more than ever needs leaders with these interpersonal and cultural skills.

Living and Learning

Cadet Luke Pumiglia

This past summer I traveled to Uganda, in eastern Africa, to intern with Massachusetts General Hospital’s Center of Global Health. The time that I spent in Uganda was an incredible learning experience for me — not only about global health and medical learning but also about how to interact in different cultures and how to lead a diverse group of people in unfamiliar and uncomfortable situations.

A significant portion of my time in Uganda was spent in a very small rural community along the border of the Democratic Republic of the Congo, called Bugoye. While in Bugoye, my primary mission was to join a group of local Ugandan medical students and plan and conduct a public health intervention over the course of a little over a month, all while spending mornings working in the local clinic. A critical element of our intervention was scanning the community to determine which villages needed interventions and in what capacity. To accomplish this initial requirement, we went out into the community and talked with social, political, and religious leaders as well as village health workers, in what the Army calls Key Leader Engagements (KLEs). We conducted about 25 of these KLEs over the course of a week in order to gain the necessary intelligence to complete our task.

The next challenge was to conduct the intervention in order to assist the local populace. The most challenging part of this phase was interacting with the local health center to acquire essential equipment for outreach in a resource limited setting.
Communicating with the local populace when there is a language and cultural barrier – especially when dealing with medical myths – and keeping the entire team engaged while living in an austere setting, and working in the clinic many hours a day was strenuous.

By the end of the project our group exceeded our original goal; we raised the coverage of prenatal care in Katooke and Kinyangoye villages from below 25% to well over 50%, surpassing not only our own project aims, but also the Ugandan Government’s standards for antenatal coverage. I have no doubt that the lessons I learned this past summer navigating the cultural and leadership challenges and conducting the Key Leader Engagements will ultimately make me a better Army Officer.

Developing Language Abroad

Cadet Jeff Robinson

Project Global Officers, colloquially Project GO, is one of several cultural and language acquisition programs offered by the Department of Defense. Project GO provides ROTC cadets and midshipmen, as well as their newly-commissioned counterparts, the opportunity to spend a semester studying a Critical Language. Having had the chance to participate in this program for the past two summers, I have found that the program is about much more than simply learning a language.

My time spent studying Russian with Project GO was an extremely rewarding experience both for my language skills and for my understanding of a culture vastly different from my own. This past summer, I was awarded the opportunity to spend eight weeks studying in Estonia. I lived in Narva, a small town on the Russian border with a 98% Russian-speaking population. The blend of immersion and language classes polished my grammar and vocabulary.

The summer began with a curriculum designed to improve our language, mainly focusing on oral communication. As our oral communication improved, we were able to really immerse ourselves in the local culture. As our understanding and comfort in the local culture improved, the curriculum changed with us. While at the beginning of the summer we may have been discussing our families and daily habits, as our language skills advanced, we moved on to more interesting topics such as economics, politics, and globalization.

The program was proven a huge success when, at the end of the summer, we were given a test of our oral communication. This Oral Proficiency Interview, the OPI, showed that our language skills had improved by one to two levels across the board. But more importantly we all improved our cultural understanding of the Eastern-European countries’ attitudes, cultures, and history. I highly recommend this program of study to everyone, and I look forward to hopefully much more experience with it myself.

Jeff Robinson is a junior at Salem State University majoring in World Languages and Cultures.
Fall Semester Training

The fall semester is full of training including company level exercises, nationwide competitions, and formal events.

Learning and Self-Growth: The LTX

Cadet Elise Fuller

Waking up before the break of dawn to travel to the Leadership Training Exercise (LTX) was worth it. Having arrived at Fort Devens, my squad did a walkthrough of the obstacle course. Though the appearance of a black bear hindered our training, simply doing the walkthrough was helpful. Next we jogged to the Field Leader Reaction Course. Everyone took turns leading a lane and faced different challenges. Even though our group was unable to complete every course, we witnessed a growth of leadership in everyone, which were applied the next day. We ended the day with land navigation and classes. All of this training prepared us for the lanes the next day.

After spending a night underneath the stars, we headed off to our lanes. We moved in squad formations previously practiced in labs. As we continued through the day, improvements in leadership and unit cohesion could be seen. What we discussed in After Action Reviews (AAR) was demonstrated in the next lane. Our last lane was a Key Leader Engagement (KLE), it had been a long day but everyone brought their best. Personally I have been looking into Civil Affairs, and this lane gave me a good perspective on skills needed for the job. The KLE demonstrated how effective communication and problem-solving skills come together to help people.

The LTX was an extremely helpful learning tool. We were able to apply things that we learned in labs to realistic situations. We were given chances to lead and improve on our leadership skills. As a new cadet, I learned more this weekend than could have been taught in a classroom. I started the weekend simply following what others told me to do and keeping my thoughts to myself. But by the end of the weekend, I felt more comfortable about speaking up and really felt that I was being heard. It was a full weekend of learning and self-growth for me.

TLPs and the STX: Operation Hurricane

Cadet Hailey Webster

It seems anti-climactic that three weeks of intensive planning reached its zenith in only three hours of paintball on a Saturday morning in late October. Operation Hurricane – the name of this Situational Training Exercise (STX) – amassed all of the training the MSIIIs had completed by our third year of Army ROTC. However, just as the trigger clicked to fire upon our enemy, the SAPA forces, that Saturday morning, the importance of the Troop Leading Procedures finally clicked in our minds.
At the beginning of the semester the list of Troop Leading Procedures (TLPs) was largely meaningless. If anything, it seemed to be an extra hoop through which to jump in order to complete assignments for the Military Science 300 course. However, after focusing extensively on the TLPs throughout the semester and applying the eight-step process to planning Operation Hurricane, the relevance of the TLPs in successfully carrying out missions is clear.

Contrary to what Cadets often believe, many of the United States Army’s procedures are actually rooted in very well thought out common sense. The purpose the TLPs is to act as a mission guide for leaders. The first three steps are always completed sequentially so that subordinates may begin their own preparation for a mission. The MSIIIs completed these steps during the first of three Leadership Labs before Operation Hurricane. Steps four through seven are interchangeable, but have the overarching purpose of allowing the leadership to fully complete the plan while subordinates simultaneously conduct tasks to ensure mission readiness. Steps four through seven were completed during the final two Leadership Labs before Operation Hurricane.

Throughout this entire time the MSIII leadership was performing step eight which is to supervise and refine the plan. Step eight never stops until the mission is complete. After beginning the mission, the MSIIIs were confronted with unexpected terrain elements, such as a running stream, that forced MSIIIs to stay on their toes and adapt to the situation. As a collective, MSIIIs now have a better understanding of the Troop Leading Procedures. I am sure we will continue to refine that understanding through our remaining journey to Officership.

Ranger Challenge

**Cadet Matthew Weinberg**

In mid-October, nine Paul Revere Battalion Cadets departed for Fort Dix in Central New Jersey to compete in the annual Second Brigade Ranger Challenge Competition. The weekend event represented the culmination of many months of individual and group training that started in spring 2015. Over the early spring weeks, members of the Ranger Challenge team met and trained via ruck marches and other physical challenges, preparing to face events of past Ranger Challenge competitions.

Upon reconvening in the fall, the team’s training became more regimented and shifted focus as the group learned of significant changes in the dynamic of the competition. The team spend Saturdays throughout September and October preparing mentally, physically, and strategically for competition weekend. Additionally, the team spent many hours preparing a Haka War Dance to be performed before the Commander of Second Brigade. The product exceeded expectations in terms of intensity and passion.

Matthew Weinberg is a junior at Tufts University majoring in Biology.
The team entered competition weekend highly prepared and motivated. Revere’s Rangers stepped off early Saturday morning and were met first with a ruck march, carrying two crew-served weapons and accompanying tripods. The sandbag fill-and-stack followed and the team delivered a solid performance. The team pushed forward into squad-on-squad paintball, falling to the Cadets from Princeton University. Unfazed, the team moved on to the crew-drill lane and, with excellent communication and highly effective technique, performed impressively. With spirits high, the team moved on to the Phalanx, in which Paul Revere rolled over the competition on its way to a convincing victory. After a short rest, the team lined up for the squad assault course, demonstrating both exceptional effort and a well-coordinated assault on the objective. Closing out the day, the team left it all on the table during the CASEVAC lane, effectively navigating multiple obstacles and successfully calling in a 9-line. The final event of the evening was the highly anticipated Haka War Dance, which the team met with high levels of intensity and motivation.

After an evening of rest, the final event of the weekend was a casualty-carry ruck march. Overall, the team improved greatly, resulting in a tie for 23rd place – thirteen positions better than the previous year. The weeks of preparation made each team member a more well-rounded Cadet and the team looks forward to making a statement come October, 2016.

Being Part of a Team: Ranger Challenge

Cadet Eric Koch

As an MSI, I was completely clueless at the beginning of the fall semester. But when told about the Ranger Challenge team – a hooah group of Cadets who compete in a variety of Army events – I jumped at the opportunity to join.

Over the next few weeks, I spent Saturdays on six-mile rucks and learning everything from rope climbing to Swiss seat tying, all in preparation for our final two-day contest. This training proved to be a fantastic crash course in ROTC. It also structured my weekends, which taught me to manage my time amidst the turbulence of freshman-year life.

In addition, the team itself is an excellent source of community and I enjoyed getting to know each of the members. Training together throughout the season, pushing ourselves through the competition, and even riding in a van for eight hours down to Fort Dix helped bring the group closer together. Talking to the upperclassmen about their ROTC experiences also provided a valuable way to get acquainted with the program. Each of these high-speed cadets are great resources for advice.

Overall, being on the Ranger Challenge team was an extraordinary growth experience. I greatly look forward to next year’s competition.
Congressional Medal of Honor Society Convention

Cadet Rachel Milam
This fall, Harvard cadets experienced a once-in-a-lifetime opportunity that strengthened my desire to serve. On Friday September 18th, the Congressional Medal of Honor Society held its annual convention in Harvard’s Memorial Church. More than 40 of the 78 living recipients of the Medal of Honor and their families came to Harvard and attended a service and luncheon. Cadets and Midshipmen from all three services assisted in the event as either members of the color guard or as ushers. I was a member of the color guard, posting at the front of the church while Medal of Honor recipients and their families entered.

Following the service, the color guard led the group over to the Harvard Faculty Club and posted as the attendees entered. We dined and conversed with the Medal of Honor recipients. Many went out of their way to talk to the Cadets and Midshipmen, thanking us for dedicating our futures to service at an event honoring their own tremendous service. I sat next to Roger Donlon, who is both the first man to receive the Medal of Honor in Vietnam and the first Special Forces officer to receive a Medal of Honor. It was a truly incredible experience and most likely the only time in my life I will sit in a room with more than one or two Medal of Honor recipients.

Rachel Milam (Left) is a junior at Harvard majoring in Molecular and Cellular Biology.
Fall Semester Highlights

The Paul Revere Challenge: New Cadet Orientation (Boston, MA)

POW Color Guard Vigil (MIT, Cambridge, MA)

Leadership Training Exercise (Fort Devens, MA)
Situational Training Exercise (Upton, MA)

Combat PT (MIT, Cambridge, MA)

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

Stay tuned for the Spring 2015 Edition!