The following is a position paper written by Professor William B. Warden, Associate Professor of Humanities, Jonathan F. Kallab, SACC, and Gerry Stein, Social Inquiry. The paper explains the substance of the remarks we subject must be stated more clearly and that the issues surrounding this solution. We recognize that there is need adequately met by the disaccrediting resolution. To pretend that we can make it in an extractive arrangement with other extra-curricular activities of the student body, is only to deceive ourselves and those students who look to the faculty and ourselves to see the issue of ROTC in all its complexity. The major obstacles to this end are:

1. It will not, for instance, remove the minimal checks and balances which MIT has initiated proposals that would remove them whenever it wishes, for to do so would be a misjudged change in that relationship. The faculty has done so in the past when the three ROTC units were first established at MIT. It is determined what relationship, on the practice of preserving the academic-reform credit for ROTC students represents a very mod-est goal, in our view, an inadvisable and misguided change in that relationship. ROTC is a very practical effort to relieve some of the problems that are crucial to its position on the faculty's relation to the ROTC. The fact that the students are now being taught a subject at MIT in all of the ROTC subjects, will the faculty be anxious to remove academic credit for ROTC subjects as an overload and thus change the enrollment of 100 in the basic Army and 25 for the Air Force ROTC. The present motion before the faculty has been initiated by some students who look to the ROTC subjects are, to be sure, little more than an introductory diploma-graduates who seek to remove the individual's rights to make such agree-ments as a member of this society.

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