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**Why ROTC should be kept**

(Ed. Note: The following article is a student’s response to the article published earlier in which Professor William Warren called for an end to ROTC.)

By R. J. Hekman

The position of ROTC at MIT is being discussed on two almost independent grounds. The first is the more straightforward: the academic compatibility of the ROTC program to the MIT community. The second area is more political, and even concerning the academic compatibility of philosophical in nature, and concerns a much more fundamental question than evaluated and discussed numerous

specifically ROTC. Specifically, it is: What should MIT’s role be regarding the situation in which we, as a nation, find ourselves, and who should be making these decisions on behalf of MIT? ROTC enters into this matter only as a visible, supportive link between our campus and the “military industrial complex.”

Any discussion of this situation, to be completely exhaustive, must deal at both levels. The first question, concerning discussion, is more political, and even concerning the academic compatibility of

philosophical in nature, and concerns a much more fundamental question than evaluated and discussed numerous

- For those who have taken the time to discover the way in which the ROTC program operates, it is almost impossible for one to maintain these beliefs. Through the diligent efforts of Professor J. M. Austin and his base committee over the past five years, the ROTC programs at MIT, along with the programs at the other institutions, have become very compatible with academic bases of the Institute. Many have written on this subject. Rather than repeating these arguments in detail, I would like to summarize the basic points.

The ROTC departments (Naval Science, Military Science, and Air Force Engineering) are very similar in organization structure to the other departments in the school, including the hiring and discharging of instructors, the accessibility of structure and content of courses by the MIT Faculty, and participation in faculty discussions and activities.

The student participation in ROTC is entirely voluntary. Individuals join the ROTC programs of their own free will, spend two, three, or four years of their lives in a branch of the service, and do not receive additional academic training. Yet, the training programs have become somewhat unpopular in recent years. Often people at MIT know enough about their own future situations to be able to predict accurately that they will like to spend two, three, or four years of their lives in a branch of the service, as opposed to graduate school or other employment; and (b) many of the programs which offer numerous advantages (such as scholarship stipends, flying lessons, and challenging duty) have not been adequately promoted by the service. This is to our discredit.

Someone has objected to the constraint the military services put upon an individual when they sign the papers and take an oath during their junior year of school. Few people, however, realize that in taking the same oath, one is in effect joining a reserve branch of the service, which includes a real obligation to participate. The contract is neither more nor less binding than any other legal contract and is neither more nor less binding than any other legal contract. The contract is neither more nor less binding than any other legal contract and is neither more nor less binding than any other legal contract. The contract is neither more nor less binding than any other legal contract.

The content of some of the ROTC courses does understandably contain elements pertaining specifically to the military. However, more and more courses in all three services are moving completely into the areas of political science, industrial management, and psychology. Frankly, many students who merely take exp (please turn to page 6_)

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