

The Tufts ROTC Advocate

Issue 6

Supporting the Reserve Officer Training Corps and its students at Tufts University

Summer 2011

A Salute to Leadership and Service

Veterans Day, November 11, 2010

By Capt. Edmund E. Johnson Jr., A51, AG55
USM (Ret.)

Captain Ed Johnson is a Tufts alumnus from the Class of 1951 who recently recognized his 60th reunion. He earned his Bachelor and Master of Education degrees from Tufts University. He later served as an Infantry Marine Officer. After working as a labor negotiator, Captain Johnson founded and chaired the Pease Greeters, an organization that sends and receives troops to and from deployment at Pease Air Terminal in Portsmouth, New Hampshire.

Ladies and gentlemen, thank you for this invitation to return to my college, Tufts College, 59 years after receiving my Bachelor's

degree in 1951. Fortunately, my story has been a long one with many chapters, to me never boring, and I am glad for every experience. I owe Tufts and always will.

I am humbled to speak to you, to each of you who has served and those whose service is ahead. Each branch of the Services – the Army, Navy, Air

Force, Coast Guard, Marines, National Guard, and Reserve Components – has compiled a record of accomplishments, of bravery, of contributions to our country and of service in support of liberty. Each of us may be proud of those who have responded to the call to defend our land.

This day is Veterans Day. Like each of you, I am proud to have served our country. And I am proud to have been an Infantry Marine Officer and to have seen action in the field. I am especially proud of being asked to speak to you today.

I thought long and hard about this opportunity to speak. I thought about my message to those of you who have elected to lead. There can be no finer way to serve our country than to accept the responsibilities of leadership.

I am singularly inspired by the words of journalist James Brady, of *Parade Magazine*, who served in Korea in combat as a rifle platoon leader. In his most recent book, *Why Marines Fight*, he writes, “I remember thinking that, no

matter the differences in station or vocation or style of life, in our relative influence or ages, we are all close who have been young Marines. And that if you have ever been a rifle platoon leader of Marines in combat, you are that for life. Whatever else happens, whatever you become or wherever you go, whether you are a



Captain Ed Johnson (podium), speaks at the Veterans Day Ceremony on November 11, 2010.

four star general or a baggy-pants journalist, you have been shaped forever.” That is what you should expect from your ROTC experience. College and the service will mark us or have marked us indelibly as leaders.

Your role as a leader has been drummed into you from many sources. Although I have written an essay on leadership, some of you probably would find my words amateurish. I’m just a guy who has lived it and I see things and think in very simple terms. Always trust your intuition, your spontaneous reaction to a situation, and always use your God-given common sense in leading. Those few elements can make the difference between living or dying, and success or failure of the mission.

In Korea, in early 1953, I was assigned to the one choice I wanted, that of Rifle Platoon Commander. I wanted to be a 0302. I recall when we were in a daylight attack on outpost Vegas. We, George 3/5, were the sixth company committed to taking the hill. We had to run single file across a rice patty, on a dike, subject to direct machine gun and rifle fire. It was like a shooting gallery and we were the ducks. We were loaded with all the ammo we could carry. A man went down, two men in front of me, lying grotesquely. The man in front of me stopped, frozen in his tracks. I instantly kicked him squarely on his butt to keep the line moving. I knew the assault must be maintained, a corpsman would soon be along to render aid. We took the hill. We could not have allowed ourselves to be pinned down in the rice fields.

I had reacted instinctively. My training had made that move instinctive. That man later became my machine gun section leader and he thanked me profusely “for motivating him.” Several months later, in a deluge of mortar and artillery fire, he took a shell fragment in his buttocks. I carried him to the aid station and then managed his A6 machine gun firing at targets of opportunity. After being bandaged, he crawled up to my position and told me, “Lieutenant, you’re paid to lead the platoon, I’m paid to fire that weapon.” He was right and I did my thing. I must have done it well, since the next day, the men of my platoon put me up for a Silver Star without my knowledge.

The United States Government and the United States Marine Corps had invested a lot of money, time, and energy in training me to lead. They, as well as my battlefield experiences, had shaped me and my reactions for the rest of my life.

But what does this mean for ROTC? The fact is that we officers are identified as leaders. What we



Captain Ed Johnson receives a standing ovation after his speech.

do and how we do it can make the difference between life and death of the people we lead.

The ROTC is the training ground for those who lead our troops. Our Soldiers, our Navy, our Air Force, and our Marines must have the best trained, best educated, mentally prepared leaders who will face with confidence the dilemmas we all have experienced. Confidence is gained through training and knowing who we are and what we should do.

Leadership roles and responsibilities continue through our lives. In business, I was a labor negotiator for a company dealing with twelve unions in thirteen locations – resolving conflicts, handling grievances and arbitration, resolving strikes – I was a leader. I was a corporate V.P. Later for another company, I was on their Corporate Board of Directors and served as Corporate Secretary. When I shook hands on a deal, it was a matter of honor to follow through. My reactions were highly predictable and consistent.

Once, while in a factory talking with a union leader, I was told that I wasn’t liked, but I was respected. Leadership should never be a popularity contest, but a mission to accomplish what is at hand with the least amount of casualties.

After retirement from business, I joined the Marine Corps League in Portsmouth, New Hampshire. After a bit, I was elected Commandant of the Seacoast Detachment of New Hampshire. While leading that group, I was asked to found and head up the Pease Greeters, welcoming troops passing through Pease Air Terminal in Portsmouth, New Hampshire, on their way to and returning from the theater. For five and a half years, I was the Chairman, Treasurer, and Secretary.

Leadership of volunteers is quite different. In the service, one gives orders that receive immediate,

(Continued on Page 3)

unquestioning response. In business, anything less than compliance can result in a poor fitness report or termination of employment. In teaching, one has the power of giving a failing grade. With volunteers, however, leadership skill also means “selling the deal” and leading by example.

The Greeters have met over 400 flights, probably 55-60,000 troops. We started with six or seven people, now there are 200 attending and 2500 on our Constant Contact list. Our website is www.peasegreeters.org and our hotline phone is 603-766-0502. We are America’s surrogate family – we are the first and the last people that our troops see on the course of their deployment.

There are three phases to the welcoming. The first is the Gauntlet, in which hundreds of greeters clap and cheer, while patriotic music plays in the background. Second, troops march through the Hall of Flags and can enjoy refreshments like coffee, donuts, ice cream and candy. They can place a free phone call to loved ones at home. Everything is free to the troops because we receive donations of kindness and cash. To give a perspective on how many donors we have, I mailed out 1,376 letters to the people who support us.

The last portion is the closing ceremony. We take pictures of the group. Each flight has between 100 and 125 pictures, made available to the troops or families. There are close to 450 pictures on the walls of the terminal of all of the troops we have sent out. At the closing, the group forms in the great room and sees Navy Signal Flags that spell out WELCOME HOME.

These flags were gifted by the sailors on the *USS Constitution*, Old Iron

Sides, which is the oldest commissioned warship afloat. We present the Colors, sing our National Anthem, pray with our Chaplain, and present the Commanding Officer with an autographed sweatshirt to represent us giving them the shirt off our back. We gave a similar shirt to President George W. Bush when we were invited to the Oval Office to meet the President and receive his thanks. We then give stars from retired flags, along with a poem, to every man

and woman. The poem reads: *I am a part of our American flag. I have flown over a home in the USA. I can no longer fly. The Sun and Winds have caused me to become tattered and torn. Please carry me as a reminder that you are not forgotten.* To date, we have given out 85,000 stars. After the presentation, the greeters are called to attention and ordered to present arms. The group leader says while saluting, “We, the old warriors, salute you, the young warriors.” As a leader, I made eye contact with every man and woman and let them know that I was referring to each of them. It is a solemn moment to remember. They are referred to as *warriors*, not as soldiers, sailors, airmen, or Marines, but *warriors*.

Last year, while in Washington DC at a ceremony where the 370,000 members of the Military Officers Association of America presented the Greeters with the Distinguished Service Award, I saluted the attending members of Congress and the Officer Corps in the same manner. Congressmen and Generals showed appreciation for the Greeters, but a lady, in tears, who had lost her husband in Iraq, thanked us for what we do as she pressed her tear streaked cheek against mine. I could not wipe away those moist tears. I let them dry on my cheek.

The Lady Leaders of the Greeters perform an important function. They collect, pack, and mail 18,000 pounds of care packages to the troops.

We are Small Town USA. We are not there as Republicans, Democrats, Conservatives, or Liberals. We are there as Americans showing love and respect for fellow

Americans. As leaders, you must always be willing to accept the

challenges and opportunities to lead that will come your way. I thank the Lord for blessing me with the privilege to attend Tufts and serve as a Marine.

May the Good Lord guide you and protect your every step, every day, every week, every month for the rest of your lives. May God bless our beloved Tufts University, may God continue to bless the United States of America. Thank you, veterans of all ages, for your service. ■



Captain Ed Johnson is joined by veterans on Memorial Steps at Tufts University on November 11, 2010.

Photos: Margot D. Lenhart

President Bacow Compliments ROTC Students

President Lawrence S. Bacow is the outgoing President of Tufts University. He served the University from 2001 until 2011. He will be succeeded by Dr. Anthony Monaco as of the first of August, 2011.



Getting to know our extraordinary ROTC students has been one of the great pleasures of my presidency. Even at a university that is deeply committed to the values of public service, these young men and women stand out for their dedication and selflessness. It has been a privilege to speak at their annual Commissioning Ceremony on the day before Commencement, and I will truly cherish the flag that I was given at this year's ceremony in Goddard Chapel. We should all be proud that today's ROTC students do such a wonderful job upholding the program's long and distinguished tradition at Tufts. ■



The Executive Committee of Advocates for Tufts ROTC extends appreciation to President Larry and Adele Bacow for their support of ROTC at Tufts. Good luck and best wishes!



Advocates for Tufts ROTC

Mission Statement

The Advocates for Tufts ROTC, representing Air Force, Army, Marine, and Navy, alumni/ae of Tufts University and friends of Tufts ROTC, was organized in 2005.

Mission: To encourage continuance as well as increased enrollment of ROTC participants at Tufts University and to work closely with a supportive Tufts administration.

Advocates will publish a newsletter informing members of current ROTC programs and activities and will welcome additional members to the organization. There is no membership fee to join the Advocates for Tufts ROTC. The membership goal is set at 1,000 or more.

The Advocates Executive Committee will meet periodically to update the membership list, review the status of ROTC at Tufts and lend assistance, when needed, to the Tufts ROTC organization at Tufts University.



Tufts University

Reserve Officer Training Corps

Commissioning Ceremony

May 21, 2011

Tufts University held its 45th Commissioning Ceremony in Goddard Chapel. Four graduating Tufts ROTC students took their oath, received their pins, and gave their first salute to mark entrance into service upon completion of the undergraduate program. Opening remarks were given by Lieutenant Colonel Theodore G. Weibel, USAF, followed by President Lawrence S. Bacow congratulating the new officers. Colonel James E. Breck Jr., USAF, a National Defense Fellow at the Fletcher School of Law and Diplomacy at Tufts, was the guest speaker. The four commissioned officers are Charles J. Finn, Sean A. O'Loughlin, Tomoaki B. Takaki, and Daniel P. Darlington.

Second Lieutenant Charles J. Finn



Lieutenant Finn graduates from Tufts University with a Bachelor of Arts Degree in International Relations. His first assignment will be as an intelligence officer at Fort Devens, Massachusetts. Lieutenant Finn is from Oyster Bay, New York.

Second Lieutenant Tomoaki B. Takaki



Lieutenant Takaki graduates from Tufts University with a Bachelor of Arts Degree in International Relations with a minor in Arabic. His first assignment will be as an intelligence officer at Aberdeen Proving Ground, Maryland. Lieutenant Takaki is from Bothell, Washington.

Second Lieutenant Sean A. O'Loughlin



Lieutenant O'Loughlin graduates from Tufts University with a Bachelor of Arts Degree in Political Science. His first assignment will be as an engineer at Fort Lewis, Washington. Lieutenant O'Loughlin is from Redwood City, California.

Second Lieutenant Daniel P. Darlington



Lieutenant Darlington graduates from Tufts University with a Bachelor of Arts Degree in Economics. His first assignment will be as a Gold Bar Recruiter, followed by undergraduate pilot training at Pensacola NAB, Florida. Lieutenant Darlington comes from a military family and has lived many places throughout the world.

Commissioning Ceremony May 21, 2011 Goddard Chapel, Tufts University



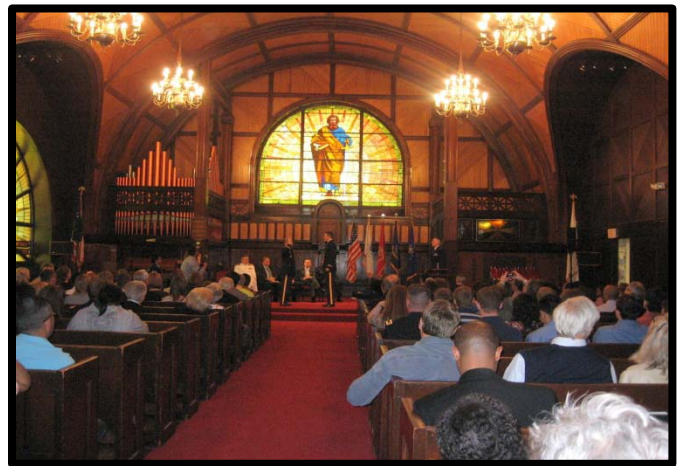
Charles J. Finn, Army ROTC, A11, takes the oath before being pronounced a Second Lieutenant.



Tomoaki B. Takaki, Army ROTC, A11, takes the oath before being pronounced a Second Lieutenant with Reverend David O'Leary, President Lawrence S. Bacow, and other distinguished guests (seated).



Left to Right: Charles J. Finn, Army ROTC, A11; Sean A. O'Loughlin, Army ROTC, A11; Tomoaki B. Takaki, Army ROTC A11; and Daniel P. Darlington, Air Force ROTC, A11, stand at attention during the National Anthem.



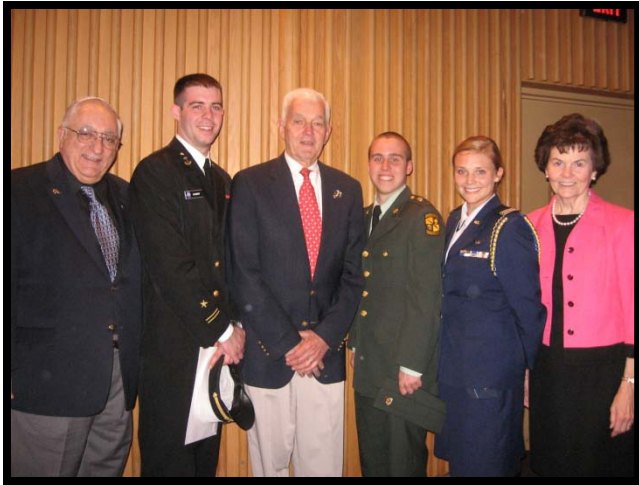
Family and friends attend the Commissioning Ceremony in Goddard Chapel.

Photos courtesy of MIT

The Annual Academic Awards Ceremony

April 15, 2011

Cohen Auditorium, Tufts University



Advocates for Tufts ROTC Executive Committee members join ROTC Prize recipients. Left to right: Greg Arabian, A54; Patrick D. Cassidy, Navy ROTC, E12; Ben Sands, E54; Hans C. Ege Wenger, Army ROTC, A14; Brittany A. Trimble, Air Force ROTC, A12; Linda Dixon, J63.



Awaiting announcement of ROTC Prize Awards. Seated from left: Hans C. Ege Wenger, Army ROTC, A14; Patrick D. Cassidy, Navy ROTC, E12; and Brittany A. Trimble, Air Force ROTC, A12.



Congratulations to Brittany A. Trimble, A12, for winning the Air Force Prize Award. Left to right: Dean Joanne Berger-Sweeney, Provost Jamshed Barucha, President Lawrence S. Bacow, Trimble, Greg Arabian A54, Linda J. Dixon J63, Ben Sands E54.



Dean James M. Glaser at podium with Patrick D. Cassidy, Navy ROTC, E12, awaiting presentation of the V12-NROTC Memorial Prize. Left to Right: President Lawrence S. Bacow, Greg Arabian, A54; Linda J. Dixon, J63 and presenter Ben Sands, E54.



The Advocates for Tufts ROTC congratulate
the Tufts University ROTC Prize Award
Winners



Basic Training for Academics

A Visit to Ft. Knox

By Dean James M. Glaser



James Glaser is the Dean of Academic Affairs for Arts and Sciences at Tufts University. He is a professor of Political Science, specializing in electoral politics and political behavior. He

serves as the faculty consult on the Executive Committee of the Advocates for Tufts ROTC.

Snapshot: It has taken me a long time to build up the courage required to take on the “Where Eagles Dare” high-ropes course. Indeed, I am the last person in line. Now everyone is watching me and waiting for me to finish. I am crossing the course without any grace or form, but at least I’m making progress. On one particularly difficult section, I fall off the rope and exclaim loudly. “You sound like you’re giving birth,” says someone below. “I wouldn’t know,” I yell back, suspended from a safety cable. “When my wife gave birth, I fainted.”

When the professor of military leadership in the Army Reserve Officer Training Corps at Tufts University invited me to participate in a summer leadership “distinguished-educators visit” at Fort Knox, he said, “This one has some ‘adventure’ training in it.” But these high ropes have more adventure than I bargained for.

Snapshot: While attempting to scale a 40-foot climbing wall, I look over at the middle-aged admissions director in the next lane. She has struggled mightily – and loudly – to get to the top, and I empathize, as my own muscles are trembling from the effort. She is five feet from the summit but has stalled. In response to encouragement from the crowd



Dean Glaser rappels with the help of a military cadet

below, she jokes, “I don’t have to get to the top! I’m happy with myself!” But she reaches into her last reservoir of strength and pulls herself up to the finish. When I get there, we high-five and look out over the landscape.

Snapshot: Crossing a stream, a 64-year-old financial-aid administrator very slowly pulls herself across the single-rope bridge our team has put together. Her mod peace-sign glasses clash with her Army fatigues, and are askew as she struggles across. It is a huge effort for her, but at least the acrid smoke bomb that went off as I was crossing has somewhat dissipated. As we unhook her from the rope bridge, she melts in happy relief. Our team is last to finish, but we feel accomplished nonetheless.

What are 90 “distinguished” educators doing here, bumbling across ropes and rappelling off towers for three days in sweltering Kentucky?

It is easy to see why the military is interested in having us participate in this program. Given its need for a pipeline to the officer corps, our cooperation is critical to its success. Engaging us like this can only help create more-sympathetic university partners. After participating in the challenging activities organized for us, talking with the cadets, and learning about the Army’s philosophy and practice of leadership training, we see how

meaningful the experience can be for cadets: how much it can contribute to personal confidence, team-building, and the ability to lead and follow. But what’s in it for us university administrators, beyond a little adventure?

For one thing, our students benefit tangibly from ROTC programs. ROTC offers full scholarships to attend college, particularly for study in science, math, and engineering. ROTC also

offers rigorous, meaningful training that supplements what we do on college campuses. Students in the corps may also take advantage of other experiences, like the summer leadership

programs at Fort Knox or Maxwell Air Force Base and summer internships in far-flung places. The leadership programs are demanding in terms of time and energy, but students clearly leave them enriched. We faculty and administrators should know about the opportunities available to students interested in a military career.

Second, as intellectuals, we simply should understand the military better. Some of our ignorance is born of a general distaste for the institution. The two cultures are certainly different, and they are hard to bridge, partly because our worlds are so separate (except for on-campus ROTC chapters). The military tends to promote uniformity, teamwork, and hierarchy, while in universities we tend to value free expression, individuality, and informality.

Moreover, the recent history of the relationship has been rocky, going back to the anti-Vietnam War activities on many college campuses in the 1960s and 70s. That, of course, was the environment in which some of our senior faculty members went to college, and some of their resentments have lingered on.

But even those faculty and administrators who are not hostile do not understand the military as an institution. Few have served in its ranks (I myself had never set foot on a military base before last year and did not know a colonel from a major). Given the military's prominence and importance to our society, security, and economy, our ignorance is problematic. And given the military's role as an engine of social progress for racial and ethnic minorities and working class men and women, there is some potential common ground between the military and academe.

Finally, it seems to me that we have a lot to learn from the military, particularly from its leadership education. As we educators discussed at Fort Knox, leadership education on many of our campuses is often handed over to the student-affairs division. Of course, colleges and universities want leadership to be part of the undergraduate experience, but it is not centrally located in our curricula. Where it is part of what

we teach, it does not get out of the classroom much, and the challenge is to connect the theoretical to the practical. We can teach leadership theory from books and lectures, but it is hard to evaluate leadership qualities on examinations and papers. So, on many campuses, leadership is a side dish, not the main course.

To my eyes, the Army is doing something quite right with leadership education. True, its style of leadership is more directive, but



it also involves significant teamwork and trust. The assessment stage of the military's leadership training is well thought out and executed. There are feedback loops and opportunities to track and improve one's performance. Self-assessment and peer assessment are built into the process. And attention is paid to different

dimensions of leadership – the ability to plan ahead, to problem-solve “on the fly,” to motivate and persuade others of a course of action, to delegate responsibly, and to direct triage in a stressful situation. Those skills are all relevant in military situations, of course, but they translate to other environments as well.

I am very happy that I went to Fort Knox. It was an exercise in humility (as well as humidity). While I have no great desire to do it again, I am proud to have conquered the challenges, even if I looked ugly doing it.

Most important, the experience got me to think more critically about the relationship between the military and academe, and I suspect that is true for my colleagues who shared the adventure. I came away from the high ropes, the climbing wall, and the rope bridge believing that what is happening in military education is important. We need to learn what the armed forces are doing right, particularly with regard to leadership education, and to get beyond the stereotypes that have led to knee-jerk reactions to the military on our campuses.

Moreover, we need to recognize that the military, in turn, benefits from our values, a good-enough reason to support and encourage those of our students who are heading into military careers.

EDITOR'S NOTE: This essay was previously printed in the *Chronicle for Higher Education*, November 28, 2010.

Tufts Faculty Votes to Include ROTC Completion on Transcript

On April 27, at the final substantive Arts, Sciences, and Engineering faculty meeting of the year, Tufts faculty approved a resolution to support Tufts ROTC cadets. The resolution called for recognition of successful completion of ROTC on the Tufts transcript, listing it along with other prizes, awards, and extraordinary accomplishments. This was the first faculty vote regarding ROTC since 1969, when faculty called for the removal of ROTC from Tufts campus during the Vietnam War. This faculty vote now supersedes that vote as the position of the faculty on ROTC, and sends a very different message about the university's support of our ROTC students.

The resolution, which came out of the Educational Policy Committee, was of great interest to President Bacow, a strong supporter of ROTC. During his 10-year tenure at Tufts, President Bacow has hosted the commissioning ceremony on campus each year at Commencement, has run with our cadets during their fitness training in Medford, and has built stronger bonds with the M.I.T.-based battalions. Members of the Educational Policy Committee were especially eager to bring this resolution to a vote before President Bacow's retirement.

Roughly 60 percent of the faculty voted in favor of the resolution. There was a contingent of faculty who spoke against the resolution, some with great fervor. But overall, faculty were convinced by arguments that the time had come to provide explicit support for our cadets. As Dean James M. Glaser, the Tufts Representative to ROTC, said to the *Tufts Daily* after the vote, "I think this is an excellent outcome, a way for the university to recognize the importance of ROTC and the hard work and challenge that our [ROTC] students are [taking on]." Professor of Political Science Malik Mufti added, "I voted in favor of [the proposal] because I felt that as an institution that prides itself on engaged citizenship, we should acknowledge one of the noblest forms of public service."

Some believe that Tufts should have its own ROTC battalions, but this is not the preference of the military. Bringing cadets together from several schools is much more efficient and cost-effective. Other universities, including Harvard, have made well-publicized changes to their ROTC policies in the wake of the reversal of "Don't Ask, Don't Tell." Tufts was already doing most of what Harvard is now planning to do. And, Harvard will not be replacing the M.I.T. training with training on its own campus. ■

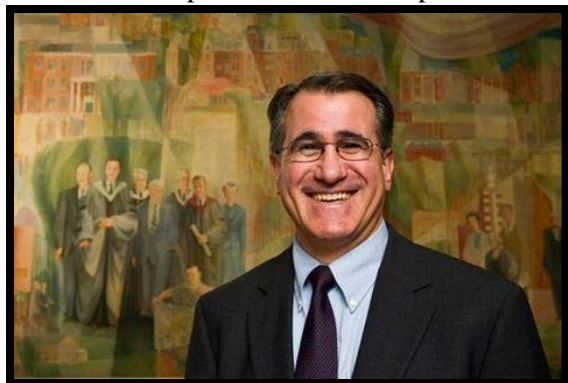


Pass in Review, April 2010
MIT Barry Field

Photo: Margot D. Lenhart

Tufts Welcomes New President

The Board of Trustees has announced that Anthony P. Monaco will become the thirteenth President of Tufts University this summer. Dr. Monaco most recently served as pro-vice-chancellor at the University of Oxford. In this position, he was responsible for developing and leading Oxford's strategy for academic



planning, capital planning, enrollment planning, senior academic appointments, and budgeting and resource allocation. Such skills will allow for a smooth transition to his role as a University President.

Trained as a geneticist, Dr. Monaco has been a pioneer in his own field, as well as in his roles as a university leader, biomedical researcher, and teacher. He plans to bring to Tufts his strong commitment to academic excellence, diversity, inclusion, and globalism.

Dr. Monaco is a native of Wilmington, Delaware. He received his undergraduate degree from Princeton University and his M.D. and Ph.D. from Harvard Medical

School. He served as a professor of human genetics at Oxford and taught both undergraduate and graduate students. His research centers around the genetic basis of neurological and psychiatric disorders: including autism, specific language impairment, and dyslexia.

The incoming President is married to Dr. Zoia Monaco and has three sons. He and his family plan on moving into Gifford House on the Medford campus this summer.

Dr. Monaco was selected through a rigorous search process. The search committee, consisting of trustees, professors, administrators, and a student, considered candidates from academia, as well as business, public service, and non-profit organizations. Vice Chair of the Board Peter Dolan, who chaired the search committee, said, "Dr. Monaco is uniquely suited to advance Tufts' mission and impressed all of us with his understanding of our institutional values and aspirations."

The entire Tufts community welcomes Dr. Anthony P. Monaco to the Hill. ■

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Upcoming Events:

Veterans Day Ceremony- Nov. 11, 2011
Tufts Memorial Steps
Pass in Review- Apr, 2012
MIT Barry Astro-Turf Field
Tri-Service Awards- Apr, 2012
Location TBA
Tufts Academic Awards- Apr 20, 2012
Cohen Auditorium
Commissioning Ceremony- May 19, 2012
Tufts Goddard Chapel
Commencement- May 20, 2012
Tufts Academic Quad

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Join the Advocates!

If you would like to join the Tufts Advocates for ROTC, please fill out and send in the form below. There is no fee to join, just a willingness to support Tufts' ROTC program and our cadets.

I support the continuance and enhancement of ROTC Programs at Tufts University and I would like to join the Advocates for Tufts ROTC mailing list.

Name: _____ (Please Print)

Address: _____

City/Town: _____ State: _____ Zip Code: _____

Email Address: _____ Phone: _____

I am a (please check all that apply):

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tufts Graduate Year: _____	ROTC Alumnus Branch: _____	Veteran Branch: _____ Highest Rank Achieved: _____	Tufts faculty or staff Position: _____	Other: _____