

# ROTC: Let's eliminate academic credit

Today the University faculty will vote on a motion to remove credit for the ROTC program on campus. We hope the motion is passed and the University eliminates ROTC as a part of its sanctioned curricula.

The Eugene Register-Guard, in its case for ROTC on campus, has said that "unfortunately the unpopularity of the Vietnam war and opposition to the draft muddy the issues."

Unfortunately the war and the draft are key elements in the issues for they are immediate incidents in a larger more stubborn situation. That situation is the growing power and control of the military and its industries that lead to Vietnam wars, drafts, and the threat of nuclear destruction.

Before World War II the American army was less than 200,000 men. In expectation of a world crisis the army was doubled. When WWII came the army got to be eight million men. Once in the 1950's despite the Cold War, that figure was reduced to 600,000 men.

But now America has 3,500,000 men in arms. About 600,000 are in Vietnam, 300,000 more are in the Pacific support areas, and about 250,000 are in Germany. There are also about 500,000 men (350,000 National Guardsmen and 200,000 reservists) specially trained for riot duty.

As long as we keep an army of this size Vietnams can occur. And it is the draft that enables this country to maintain a military estate this size.

To force young men into the army when there is no declared war seems to be one of the most un-American actions this country could take. Yet America does it and condemns those who resist.

## COUNTRY MILITARIZED

Why? Because this country has been militarized. We have not always had a Pentagon, a large army or a draft. And we have not always been on the brink of nuclear destruction.

The firepower expended in Vietnam is indeed frightening. At Khe Sahn where we protected our Marines, we dropped on the perimeter of the city more explosives than fell on the Japanese in WWII. And this is only a conventional war. In the nuclear arena we find that between the United States and Russia there is a nuclear stockpile on the scale of 15 tons of TNT for every person on earth.

The death toll in Vietnam has surpassed that of the Korean conflict. Estimates say that with luck and preparation only 50 million Americans (or Russians) would be killed in a nuclear attack.

George Wald, professor of biology at Harvard and Nobel Prize winner, told a group of scientists on the March 4 Scientists Day of Concern: "The only point of government is to safeguard and foster life. Our government has become preoccupied with death, with the business of killing and being killed. So-called defense now absorbs 60 percent of the national budget, and about 12 percent of the gross national product."

He pointed to the situation that transcends the war and draft—that this country is not only militarized, but that militarization has been institutionalized. We have

not heeded the late General Eisenhower's warning about the military industrial complex. We built a huge peacetime army and have given it an \$80 billion a year budget. The total annual budget is \$144 billion but only \$2 billion, less than two percent, goes to the poverty program which is likely to be cut even more by the Nixon administration.

## ROTC PART OF SYSTEM

So what does ROTC at this campus have to do with this? It is an integral part of the system we have been writing about. Not everyone in the armed forces is a professional killer nor is everyone in ROTC. But ROTC is a program that provides men for a so-called "profession" that kills and that maintains itself with the assumption that orders must be obeyed without questions.

While ROTC may not be providing officers for Vietnam it is providing officers for the system that is perpetuating the war and the growth of America's power to overkill.

However, most claim that the University, as an institution, must remain neutral. The University, they say, cannot take a stand so other ways must be found to justify removing ROTC from campus or removing credit for it. So discussion of ROTC in terms of its academic worth, external control, and faculty status are begun.

And even an examination of these areas shows the way the military has been institutionalized.

The faculty's Committee on Curriculum investigated these areas. In its report it said: "For such credit as he gets the cadet must digest a formidable body of information concerning weapons, tactics, logistics, organization, procedures, military laws, regulations and customs, maintenance, management, and the like with certain elements of history, government, and international relations. He may have to know the tactics for retreating under fire, the proper standards of inspecting a mess hall, or the urgency of the prompt processing of captured documents."

On the matter of external control the report recognized the fact that the standard printed contracts contain phrases stating that the Secretary of the Army (Air Force) shall "prescribe and conduct" the courses of study.

## TEACHING ENTERS POLITICS

On the matter of indoctrination the report admits that some teaching does intrude into politics. It notes that the texts chiefly involved are "Two Ways of Life: The Communist Challenge to Democracy," and "The Struggle for Peace." It also notes that the basic texts are furnished by the government.

The report also admits that the ROTC faculty is part of a small minority of the faculty who are appointed on the initiative of an off-campus agency.

Yet the committee does not seem concerned about this. In each area they find a way of avoiding a confrontation with ROTC's existence here as part of the recognized curriculum.

The report justifies the course substance because it

is professional and technical in character and "Some energy has been expended to establish the liberal character of such studies." It moves past the external control issue because the programs have been shifted to the modified program providing more "liberal subjects."

It passes off the indoctrination question because it grants that "every profession must expect certain attitudes in its practitioners." "Furthermore," it says, "much of the more overt indoctrination inculcates principles quite uncontroversial."

The texts earlier mentioned, the report says, do contain some "admirably liberal sentiments." The admirably liberal sentiments is quoted were "There is no democracy in the world today that practices pure capitalism," and "In the democratic tradition, there is no one simple answer to all human issues."

We would hardly hold those up as sentiments which should justify the use of texts which the report admits are suggested and supplied by the government. But that didn't bother the committee either, because there was no inhibition against library assignments.

We hope the faculty takes a stronger look at ROTC and what it represents as part of the University curriculum.

## WILL NOT ELIMINATE ROTC

Eliminating ROTC credit will not eliminate ROTC. Students could still enter the program and receive its monetary benefits which the University has control over anyway.

Eliminating credit for ROTC will be a statement by the University that ROTC and the way it has edged its way into and maintained itself within the University, is antithetical to the University.

Eliminating credit for ROTC will show that ROTC, what it represents, the way it has edged into institutions of higher learning and maintained itself in them, is antithetical to the intents of the institution.

The Register-Guard thinks in terms of revolutionary conspiracies and how not to seriously hurt our growing military.

The paper said "There is only one sound reason for wanting to damage the ROTC program. That is to weaken and confuse the military at a time when it is engaged in its greatest struggle in almost a quarter of a century. It is unthinkable that the University of Oregon faculty would go along with that."

The Register-Guard seems to have mistakenly identified reasons and has shown how the military has come to exemplify all that is good in America.

The real issue is that this country is being plagued with a growing military estate that is corrupting the country and the world.

That this is an estate based upon killing; that ROTC is a basic part of that system which has led to a vast capacity to overkill and to overspend, and that ROTC exists on this campus despite the discrepancies in its curriculum, discrepancies which arise because of its position in the military system, it is unthinkable that the University faculty would go along with that.

*It's quite true*

## Why not think about Kiwis?

By MIKE O'BRIEN

A lot of people don't think very much about the kiwi, and that's quite a shame, really, and should be corrected.

For one thing, the kiwi does not require very much thought and in this age of ABM's, Charles De Gaulle and Emerald Hall, we need something simple and clear-cut to think about from time to time. And I submit that outside of ASUO senators, there is almost nothing as simple as the kiwi.

It is there, it does a couple of things, and that's that. It's as easy to understand as the mechanics of chewing a piece of gum, or the tenets of a freshman's deepest philosophy. Consequently, I consider myself one of the world's leading kiwiophiles.

The kiwi's chief claim to fame in the ornithological world is its egg. The female of the species lays an egg that's actually one half her own size. (This, I suppose, is one of the reasons she lays only one of them at a time.)

### Think about it

I don't have the slightest idea how she does it, but it's one of the things a person can think about. I would imagine that it kind of hurts, but that's as far as I can get. The male of the species doesn't do much of anything outstanding along these lines his wife's product and wonder if except sit around and stare at he should call the doctor or something.

I suppose it's possible to scoff at this achievement of the kiwi's, but for myself, I won't point the finger of scorn and derision until I can produce something comparable. If I were Emerald editor, for instance, I

could lay an egg that size five days a week.

The second outstanding feature of the kiwi is the way it gets itself captured. This is also the final outstanding thing about the kiwi.

I told you they were easy.

To accomplish its capture the intrepid kiwi hunter stalks into kiwi country (which has never yet been mistaken for Marlboro Country) and goes to his favorite kiwi hunting spot. There he prepares a special rock, which has probably been handed down from father to son.

### Wall of mud

It's a flat rock a few inches high and its diameter is a little over twice as long as the kiwi's neck. To prepare it, the hunter builds a little wall of mud all the way around the top of the rock which will prevent the kiwi from scrambling up onto it. When this is completed the hunter baits the trap by putting some kind of nut in the exact center of the rock. Then he sits on his haunches, sips some killer ant wine and dreams of other kiwi hunts conducted when he was younger.

Sooner or later a kiwi comes shambling into view and sees the nut lying in the center of the rock. Instantly its little brain scrambles itself on the spot. The kiwi forgets totally all parental warnings, all familial devotion, the high cost of living and every other thing it ever knew. This is one of the reasons you never hear anyone say, "He has a memory like a kiwi."

(If you want to observe a similar reaction, mention "power" to an ASUO senator.)

As soon as the initial shock

has passed, the kiwi streaks to the rock and, misjudging the distance from the edge of the rock to the nut, whacks his dumb little head down onto the rock. Kiwis, you see, are no more renowned for their depth perception than they are for their memories.

### Haze passes

As soon as the haze passes from in front of its eyes, the kiwi runs around to another side of the rock and tries again. And the little fool keeps smacking his head against the rock with a gay abandon until he has dashed his brains out. (It has suddenly occurred to me that there are several parallels between the kiwi and student senators.)

And that's the story of the kiwi. It wasn't a very long story but the kiwi isn't a very large bird. You should hear what I have to say about elephants.

## Emerald Editor:

### Desires understanding

Emerald Editor:

I am a confused, frightened, and concerned White student who wants to understand the Black cause and to know what the Black man expects him to do.

I am confused. I realize my whiteness makes me an oppressor whether I claim to be or not. But I don't want to be, and I want to know how I can at least make myself undeserving of the hate directed toward my race.

I am frightened. I see my potentially good nation on the verge of a civil war, a war brought on by frustration, injustice, and misunderstanding.

I am concerned. The Black man's frustrated anger with "the system" is justified beyond a doubt. No man could be satisfied with a society that has ignored and abused his and his ancestors' human rights for four hundred years.

But I feel that the hate and blame created by the anger are not justified. It is no more the

modern White man's fault that the oppression exists, than it is the Blacks man's fault for being oppressed.

We are all products of our environment, and nothing more. The Black man makes use of what is passed down to him, which is a history of frustration and futility; and so does the White man, whose heritage is one of affluence. So I believe that blame is really irrelevant to the cause of human rights.

We must accept the shortcomings in both societies, regardless of whose fault they are, and realize that what now must be done is to create a new environment, whose products will be members of a better human race; a race of reason, freedom, and dignity.

Matthew R. Miner  
Freshman, General  
Social Science

### To the Beveridges

Emerald Editor:

On a campus that occasionally prides itself for its liberalism, it's disgusting how complacent students can be about something as blatantly discriminatory as the signs in the Co-op—signs "clearly aimed at a minority."

Until March 11, when the letter from Germaine and Phyllis Beveridge appeared in the Emerald, we were just as guilty as anyone else: we just didn't know. But Good Lord, people, we aren't ignorant now, and neither are you, so let's get out there and right things!

However, Germaine and Phyllis, you have to realize that these things take time, so the only proposal we can make at the present is marriage.

Bob Jackson  
Junior, Romance  
Languages  
Rod Pitcher  
Junior, Geology



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