

TABLE OF CONTENTS

Preface	1
Information About the Draft	1
Classification of College Students	2
<u>ARMY</u>	
The Draft versus Enlistment	3
How To Become An Officer	7
Officer Candidate School Training	9
Women In The Army	10
<u>MARINE CORPS</u>	
Marine Corps Enlistments	14
General Requirements for Officer Training	16
The Woman Marine	16
<u>NAVY</u>	
Navy Enlistments	17
Navy Officer Programs	18
Women In The Navy	20
<u>AIR FORCE</u>	
Air Force Enlistments	22
Air Force Officer Programs	23
Women In The Air Force	25
<u>MISCELLANEOUS</u>	
Comparative Grades -- Armed Services	26
Letter to Students Leaving School to Enlist	27
Military Pay Chart	29
Bibliography of Materials on Hand	30

PREFACE

To many students today, the thought of military service of any kind may be both frustrating and frightening. Frightening because of the constant and perhaps inescapable threat of the draft, and frustrating to the extent that once drafted they must submit to military discipline after several years of unprecedented freedom in their speech, actions, and dress.

Many of these young people never venture beyond the stage of attempting to keep one step ahead of their draft boards. Others, however, desire to know more about this dragon "Military Service" but refuse to approach military personnel for the information they want and need. As a result many students have been turning to the University College staff for help. For the most part these students desire:

1. Information concerning the details of their draft service.
2. Information on the advantages of enlisting as opposed to being drafted.
3. Information on opportunities while in the service.
4. Information on one service as opposed to another.

In addition, there are also students who, because they are not doing well academically, or because they want to complete their military obligation, desire to enter a branch or arm of the service which may augment their academic programs. Still others are interested in the possibilities of continuing to work toward a degree while in the service, and some few ask concerning the career possibilities of one of the services.

The information compiled here was not intended to make recruiting areas of the University College offices. It is, however, designed to assist the students by enabling those Assistant Deans, Directors, and Academic Advisors to answer questions put to them by students in the course of their academic counseling.

These materials were current as of July 1, 1968. However, specific programs and specific qualifications sometimes change as the result of legislation or needs of the services. Should a student indicate an interest in any program, it would be wise to send him on to a Recruiting Office for the most recent requirements.

NOTE: Legally a student, even though he has orders to report for induction, may enlist up to the day before he is to report. However, the services other than the Army now have waiting lists, and he may find that the Army will draft him if he delays his enlistment too long.

IMPORTANT: Some students have minor offenses on their records. (Petty larceny, etc.) On any form they must complete, tell them not to lie. If they are applying for OCS or a sensitive area position, their background will be checked. If they are honest and the infringement is a minor one, a waiver board will most times rule in their favor.

R. J. Coelho

INFORMATION ABOUT THE DRAFT

1. The 2-S classification which a student receives does NOT automatically protect him from being drafted permanently. It simply means that he is 2-S in priority for the draft from a particular draft board. In other words, if all priorities before 2-S are drafted and his Draft Board needs more men, they may well re-classify him into 1-A and draft him.
2. Due to the autonomy and methods of interpretation by Local Draft Boards, it is almost impossible to predict what a student's draft board back home will do. His best bet is to check personally or have someone else check with his home-town board on matters pertinent to himself and his particular situation.
3. Draft Board quotas are assigned on a percentage of population basis. Some areas controlled by certain draft boards may have fewer men available. This simply means that there is a possibility that the boards in these areas will work through their other priorities and reach the 2-S group more quickly. This group might then be reclassified 1-A and drafted.
4. Urge all men registered for the draft to read the back of their draft card and follow the instructions. "Current address" means just what it says--the address NOW. Give a residence hall address if that's where you are living. Failure to comply with any of these instructions is sufficient grounds for reclassification.
5. The classification which a student receives is a term-by-term classification. However, with any appreciable escalation in the call-up, any classification might easily become a day-by-day classification.
6. The 2-S classification is only a statutory exemption for four years after initial admission to a degree granting institution. Thus a student who starts to school and drops out for a term or a year, has his 2-S exemption dated for four years beginning when he first started.
7. A recent ruling indicates that a man cannot have both a 2-S and a marriage deferment, and that there seems to be a tightening up on those students who are going on for graduate work. However, preference is given those students doing graduate work in the health fields - doctors, etc.
8. Based on Item 6 above, many boards will then figure the number of credits required by the institution for graduation and divide those credits by the normal number of terms or semesters the student would attend in four years. The resultant figure is the load they would figure a student needs to carry to be considered a full time student. (Ex. MSU requires 180 credits for graduation. Normal terms in attendance for four years - 12. $180 \div 12 = 15$ credits. Number considered by many, many draft boards as a "full-time" load).

CLASSIFICATION OF COLLEGE STUDENTS
under the
Military Selective Service Act of 1967

The following communication has been received from the Michigan Selective Service headquarters and is reproduced here for the information of all concerned.

College student deferments under the Military Selective Service Act of 1967 may be granted only when the Local Board receives adequate information from the registrant justifying such deferment. The registrant is responsible for keeping his Local Board informed of his student status and supplying the required certification of enrollment at the beginning of each college year or at any other time that there may be a change of status. Student deferments are limited to one year and may be reopened at any time that the basis for deferment changes. Registrants deferred as students after July 1, 1967 may not later be deferred as fathers. Also, registrants deferred as students may later, if otherwise available, be integrated into the age group for selection at such time as induction calls are placed upon a designated age group. All deferred students have their liability for service extended to age 35.

Undergraduates -- Undergraduate college students satisfactorily pursuing a full-time course of instruction and making proportionate progress each academic year may be deferred until they receive their baccalaureate degree, cease to perform satisfactorily, or attain age 24, whichever is the earliest. To qualify for student deferment in Class II-S, the student must request deferment in writing. This request may be submitted on Selective Service Form 104, which may be obtained from any Local Board. In addition, the student must have his college provide an annual certification of his student status at the beginning of each school year and at any other time that his status changes. This certification will be provided on SSS Form 109, or a similar document.

An undergraduate college student who is ordered to report for induction while satisfactorily pursuing a full-time course of study at a college or university may be eligible for postponement of induction and deferment in Class I-S(C) until the end of his academic year. The I-S(C) classification may be granted only once. Graduate students are not eligible.

Graduate Students -- After October 1, 1967, only graduate students in medicine, dentistry, veterinary medicine, osteopathy or optometry, or in other critical fields designated by the Director of Selective Service will be deferred in Class II-S. Such deferments may be continued on an annual basis so long as the registrant is satisfactorily pursuing studies leading to his graduate or professional degree, based upon annual certification of satisfactory status by the college concerned on SSS Form 103 or its equivalent.

Students entering graduate school for the first time by October 1967, may be deferred for one year. Graduate students entering their second or later year of graduate work by October 1967, may be deferred for one year to earn a master's degree or not to exceed a total of five years to earn a doctorate or professional degree. Graduate students must arrange for certification of their status at the beginning of each school year.

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The Office of the Registrar upon receipt of a signed request on a Selective Service Information Card, available at Fall term registration in the Men's Intramural Building or Room 113 Administration Building, will certify a registrant's student status to the Selective Service System.

ARMY

THE DRAFT VERSUS ENLISTMENT

1. STUDENT WHO IS DRAFTED.

A student who is drafted is drafted for two years. At the time he is drafted he may ask about and will probably be tested for Officer's Candidate School (OCS) at the reception center, or he may make application at his first duty station.

If accepted for OCS his probable tour will extend to about two years and ten months as he will not go to OCS until after he has completed his basic and advanced individual training. It should be borne in mind that a student who is drafted does not have a choice of jobs, but if he does not go to OCS his tour will last only two years.

His probable service during this two year period may vary. He does have a fifty-fifty chance of getting into combat in Vietnam. However, even though he is sent to Vietnam and goes into combat, he has a good chance of being relieved from combat after six months and being reassigned to a specialty job (usually in Vietnam) if his capabilities indicate that he can handle it.

2. STUDENT WHO ENLISTS.

This student will have a choice of more than three hundred specialties to which he may request and receive assignment if his testing indicates his suitability. It should be remembered that an enlistment tour is for two or three years as compared to the two years for the student who is drafted. However, the advantage of enlisting lies in the fact that every effort is made to give this man his choice of jobs.

He may also apply for Officer's Candidate School just as the drafted person, and he, too, is chosen for OCS on the basis of testing or special background work. However, if a student does not wish to become an officer,

there are many special programs available for volunteer enlistments. Each of the options listed below is guaranteed before enlistment.

Airborne - Trainees receive jump training leading to silver wings and the extra pay of an Army paratrooper.

Army Band - For the person who is interested in music and can play an instrument, assignment as an Army bandsman is possible.

Army Air Defense Command - Upon completion of basic combat training, a soldier will be assigned to the metropolitan or strategic defense area he selected before enlistment.

Army Security Agency - Young men enlisting for ASA will have a chance for special training in languages, mathematics, physics, electronics, and allied subjects.

Military Intelligence - Personnel in this field are charged with detecting treason, sedition, subversion, and disloyalty, and with preventing espionage and sabotage. In addition, those individuals interested in combat intelligence attend the Military Intelligence School and are assigned to the intelligence staffs of combat units.

3. STUDENTS WITH A BACHELOR'S DEGREE GOING INTO THE SERVICE.

A student with a degree who is drafted is treated just as any other draftee. He may apply for a direct commission, but the chances are that he will not get it, however, his chances of being accepted for OCS are superior. At the present time, college graduates are in great demand to serve as *Commissioned Officers in the Army*. A graduate with a Baccalaureate or higher degree can enlist and be guaranteed attendance at OCS. If he enlists, his

active duty requirement is approximately two years and ten months. The drafted college graduate who attends OCS has the same active duty commitment. The big difference is that the college graduate who enlists is guaranteed attendance at OCS before he enlists and the drafted graduate makes application for OCS after he is inducted and takes his chances. As will be noted on the attached pay schedule, a new second lieutenant with less than two years service receives approximately \$478 (including rental and subsistence allowances) per month which increases to \$600 by the end of the third year even if he is not promoted within that time.

4. INDIVIDUALS GOING INTO THE SERVICE WITH GRADUATE DEGREES.

These individuals stand an excellent chance of receiving a direct commission in their particular field. For example, a person who has a graduate degree in geography might very well be given a direct commission and assigned to the Army Map Service. He would not have to go to OCS, but goes through a short basic course during which he learns which hand to salute with and how to wear the uniform. Such people must sign up for three years.

5. STUDENTS MAKING THE ARMY A CAREER WHO DESIRE TO FINISH THEIR DEGREE.

The Army has announced a new program for furthering the education and future of personnel who have enlisted.

The new program, "Baccalaureate Degree - OCS Commissioning," calls for the Army to select up to 50 qualified enlisted personnel annually to participate for a maximum of 24 months as full time college students to satisfy requirements leading to a baccalaureate degree.

The program will apply to the following fields which are particularly suited to the needs of the Army: language, journalism, business or public

administration, physical sciences (including mathematics), economics, international relations, history, psychology, engineering and personnel management.

Upon completion of the needed college requirements, participants will attend Officers Candidate School leading to a reserve commission as a 2nd lieutenant with concurrent call to active duty for a period of from 3 to 4 years duration.

Personnel failing to complete either the civil schooling or OCS will fulfill the enlisted service obligation made at the time of entry into the program.

HOW TO BECOME AN OFFICER

1. RESERVE OFFICERS' TRAINING CORPS PROGRAM (ROTC)

This program, offered in 262 colleges and universities, is the major source for officers for the active Army and the Reserve Components. ROTC enables a man to earn a commission at the same time he earns an academic degree in a field of his choice. Now, two-year and four-year programs are available. The two-year program is designed for junior college graduates and students at four-year colleges who were unable to take ROTC during their freshman and sophomore years. In this program, a six week basic summer camp prior to the junior year takes the place of the four-year program's Basic Course and qualifies the student to enter the Advanced Course. Advanced Course students receive \$50 per month during the school year.

Two and four-year scholarships are available on a competitive basis to selected ROTC students who are strongly motivated toward an Army career. Each scholarship pays for tuition, books and laboratory expenses and the students receive \$50 a month for the duration of the award.

Upon graduation, the successful candidates of either the two or four-year course are given commissions as second lieutenants and are required to serve in the Army for two years. ROTC graduates accepting a Regular Army commission are required to serve on active duty for three years. Those who attended college on an ROTC scholarship are required to serve four years on active duty.

An ROTC graduate normally (depending on the needs of the Army) may delay his active military service to pursue a full-time course leading to an advanced degree. This does not lengthen the active service obligation for the officer who accepts a Reserve commission.

Some ROTC schools offer a flight training program as an extra-curricular activity conducted by an FAA-approved flying school near the college.

2. SERVICE ACADEMY.

The United States Military Academy at West Point offers a four-year course leading to a bachelor of science degree and a commission as a second lieutenant in the Regular Army.

3. OFFICER CANDIDATE SCHOOL (OCS).

Male College graduates who did not take part in the ROTC program may enlist for OCS under the OCS Enlistment Option. Army warrant officers and enlisted men who qualify may also attend Officer Candidate School. The course entails six months of rigorous academic and physical training. The graduate is commissioned in the Army Reserve; outstanding students are offered the opportunity to apply for a Regular Army Commission.

4. DIRECT COMMISSION.

Direct appointments to commissioned rank are possible for those who qualify for the Women's Army Corps, or in specific fields such as medicine, osteopathy, dentistry, veterinary medicine, nursing, law, and the clergy. The Army is stepping up its recruitment of women physicians for immediate active duty as officers in the Medical Corps.

There are additional opportunities to qualify for commissioned rank in the Army Reserve through successful completion of correspondence courses, special OCS programs, and direct commissions.

5. WARRANT OFFICERS.

These individuals receive appointments rather than commissions, and are highly trained and skilled specialists in their fields. Much of their work is administrative, although many positions in the technical services as well as helicopter pilots are appointed warrant officers. They are given many of the same privileges of commissioned officers, and their beginning pay is only slightly less than that of a beginning 2nd lieutenant.

OFFICER CANDIDATE SCHOOL TRAINING

1 week -- Processing at Reception Center, Ft. Dix, New Jersey or Ft. Leonard Wood, Missouri

8 weeks -- Basic Combat Training (BCT) at Ft. Dix, New Jersey or Ft. Leonard Wood, Missouri

8 weeks -- Advanced Individual Training (AIT) at Ft. Dix, New Jersey., Ft. Leonard Wood, Missouri or (for those selected to attend Artillery OCS) Ft. Sill, Oklahoma

23 weeks -- OCS Training

After leave, Candidates will report to their schools which are located at the following forts:

- (1) Artillery OCS - Fort Sill, Oklahoma
- (2) Engineer OCS - Fort Belvoir, Virginia
- (3) Infantry OCS - Fort Benning, Georgia

The Artillery OCS trains officers for commissioning in the Artillery branch only. However, applicants who are selected to attend the Infantry or Engineer OCS may be commissioned in one of these branches or one of those indicated below depending on the candidates branch preference, OCS class standing and the needs of the Army.

- a. Armor
- b. Signal
- c. Chemical Corps
- d. Military Police Corps
- e. Finance Corps
- f. Adjutant Generals Corps
- g. Military Intelligence Corps
- h. Quartermaster
- i. Transportation
- j. Ordnance

Candidates are commissioned Second Lieutenants in the U. S. Army Reserve for 24 months of active duty upon completion of OCS.

WOMEN IN THE ARMY

Women who desire an Army career should first complete their own program of formal schooling. The more education an applicant has, the greater is her chance to advance rapidly in the Army.

Women may find opportunities in three main areas:

1. ARMY NURSE CORPS (Open to men also)

This is an all-commissioned officers' corps of professional graduate nurses, men and women serving with the Army Medical Service. They care for the sick and the wounded, and for dependents, both in the United States and overseas. Special fields open to Army nurses include: operating room and anesthesiology, medical and surgical nursing, teaching and supervision, obstetrics and pediatrics, psychiatric and Army health nursing. The Army has special programs for students of nursing and high school graduates who wish to become nurses.

The financial assistance offered to registered nurses interested in completing requirements for either a baccalaureate or master's degree through participation in the Registered Nurse Student Program has been extended from 12 to 24 months.

2. ARMY MEDICAL SPECIALIST CORPS

This too, is an all-commissioned corps of specialists with graduate training in the fields of dietetics, physical therapy, and occupational therapy. Dietitians provide for nutritional and dietary needs of patients, and administer hospital food service. Physical and occupational therapists use specialized skills and techniques to aid in patient recovery.

WOMEN'S ARMY CORPS

Women receive the same rights, privileges and pay as that of the men. An applicant must meet the mental, moral and physical requirements, have no dependents under 18, and be a U. S. Citizen or a legal and permanent resident of the United States.

1. WAC ENLISTED PROGRAM.

Members of the Women's Army Corps perform hundreds of vital jobs ranging from personnel, clerical and general administrative duties to highly specialized assignments in electronics, communications, automatic data processing, information, photography and logistics. They serve as medical, X-ray, laboratory, operating room, and dental technicians.

a. Applicants must:

(1) Be between 18 and 35 years of age (have written parental consent if under 21).

(2) Normally enlist for 3 years.

(3) Be single.

(4) Be high school graduate.

b. *Qualified women may enlist for the career field or school of their choice.*

2. COLLEGE JUNIOR PROGRAM.

a. The College Junior Program is designed to help the applicant and the Army find out if life as a WAC officer is for her. Qualified applicants enlist in the reserve as a cadet corporal, with full pay and allowances of a Corporal E4, and attend a four-week orientation course at Fort McClellan, Alabama. Upon successful completion of the course and her senior year of

college, the cadet may apply for appointment as a second lieutenant. She will be discharged from the Reserve with no obligation if she does not complete the course or decides not to apply for appointment.

b. Applicants must:

- (1) Be between 18 and 30 (have written parental consent if under 21).
- (2) Be single.
- (3) Have completed junior year.

3. WOMEN'S ARMY CORPS STUDENT OFFICER PROGRAM.

Women who have successfully completed the WAC College Junior course may apply for the WAC Student Officer Program. Those selected are enlisted in the U. S. Army Reserve for their senior year in college with full pay and allowances of a Corporal E4. Upon graduation, participants are commissioned as a second lieutenant and must serve for two years.

4. DIRECT COMMISSION.

a. Women with a bachelor's degree may apply for appointment as a second lieutenant, U. S. Army Reserve. The applicant must:

- (1) Be 20-27 (age 28-29 with three years supervisory work experience for appointment as a first lieutenant).
- (2) Agree to serve two years on active duty.
- (3) Have qualifying personal background review, letters of recommendation, and an interview by a board of officers.

b. Women's Army Corps officers serve in executive positions in a variety of fields such as personnel, information, recreation, finance, management, and intelligence. Careful consideration is given to their background interests.

WOMEN'S ARMY CORPS

This is a commissioned and enlisted Corps, offering the same pay, allowances, privileges, and promotion opportunities available to men. Members of the WAC perform hundreds of vital jobs, ranging from personnel, clerical, and general administrative duties to highly specialized assignments in electronics, intelligence, automatic data processing, information, photography, and logistics. They serve as medical, X-ray, laboratory, operating room, and dental technicians.

Women in the service who have completed two years of college are eligible for the Women's Army Corps OCS, if they are between the ages of 20 and 27; have no dependents under age 18; and meet the mental, moral, and physical qualifications. Upon successful completion of 18 weeks schooling, they are commissioned as second lieutenants in the Army Reserve.

Women with college degrees may apply for appointment as a second lieutenant or first lieutenant. Women age 20 through 26 are commissioned as second lieutenants and 27 to 30 as first lieutenants. Those under age 27 may be commissioned as first lieutenants, depending upon additional schooling and quality of work experience. They attend an 18-week officer basic course prior to receiving their first duty assignments.

MARINE CORPS

MARINE CORPS ENLISTMENTS

Rarely are individuals drafted for the Marine Corps.

Normally there are only 2, 3, and 4 year enlistments.

1. TWO YEAR ENLISTMENT.

Individuals are accepted for a two year enlistment as they are needed by the Corps. The two year enlistee is guaranteed nothing and his chances of seeing combat are very good. Overseas tours for all Marines are 13 months. Such an enlistee, however, is eligible for 24 months of the G. I. Bill and all other veterans' benefits.

2. THREE YEAR ENLISTMENT.

The big advantage of this longer enlistment is that the individual is given more attention as to his capabilities and may be sent to service schools to further his abilities. He is also eligible to apply for OCS after he has completed his Basic Training.

3. FOUR YEAR ENLISTMENT.

As a longer term investment, the four year enlistee has advantages of service schools, duties such as embassy security detachments, naval ship detachments, and air defense outposts. These individuals also have an opportunity for technical training ranging from electronic technician to machine accountants.

4. FOUR YEAR, AVIATION DUTY GUARANTEE.

The Marine Corps Recruiting Service may guarantee each month a limited number of applicants duty in the Aviation Field. (Ground aviation duties - not a pilot program.) These applicants must be 4-year enlistees, not color blind, at least high school graduates with no police or juvenile record.

5. 120 DAY DELAY PROGRAM.

Men who have not been scheduled for induction, may be enlisted and placed on inactive duty for up to 120 days. They are exempt from draft, promotion and pay-raise eligibility start, and they have 120 days at home to take care of personal and business affairs before reporting to begin training.

GENERAL REQUIREMENTS FOR OFFICER TRAINING

1. PLATOON LEADERS CLASS or PLATOON LEADERS CLASS (AVIATION).

The student must be a second semester freshman, or a sophomore or junior in an accredited college or university, majoring in a subject other than medicine, dentistry, veterinary medicine, or theology. He must be less than 27 years of age on July 1 of the year in which he will be commissioned. PLC (Aviation) candidates must be less than 26 on July 1 of the year in which commissioned.

To remain a member of either PLC program, the student must maintain at least a "C" average in his college subjects and remain a full time student.

2. MARINE OFFICER CANDIDATE COURSE (OCC).

As an officer candidate, or Aviation Officer Candidate (AOC), the student must be a regularly enrolled college senior in good standing, or a recent graduate of an accredited college or university. The OCC must be at least 20 years of age and less than 27 on July 1 of the year in which precommissioning training is completed. AOC candidates must be less than 26 on July 1 of the year in which commissioned.

3. To be eligible for any of the above programs, the individual must, in addition, agree in writing to serve on active duty for a period of three years following appointment to commissioned grade for all programs except aviation. For aviation programs the three year period begins upon graduation from flight training.

THE WOMAN MARINE

The enlisted and officers' programs for the Woman's Marine Corps differ only slightly from those of the Army and the Navy. The age, physical and educational requirements are nearly the same.

NAVY

NAVY ENLISTMENTS

1. GENERAL.

Applicant must be 18, and enlistments are for four or six years. May request testing for Officer Candidate School if a college graduate, or may request training in one of the areas shown below. Consideration of request based on qualification testing. Officer School graduate must agree to serve three years after completion of course and commissioning.

2. HIGH SCHOOL GRADUATES.

Several recruit programs open: Seaman, Airman, Hospital, Nuclear Field Seaman, and Electronics Field Seaman. Assignments based on results of classification tests. Enlists at pay grade, E-1.

3. ONE YEAR COLLEGE.

Must have at least 20 semester hours or 30 quarter hours credit. Individuals may enlist in one of the above fields at advanced pay grade, E-2.

4. JUNIOR COLLEGE GRADUATES.

Must be graduates of an accredited junior college or technical institute. Goes to advanced school in his field after enlisting in advanced pay grade, E-3. This program is also available to students who have the equivalent of two years at a four year college, but they must have at least 45 semester hours or 67 quarter hours credit.

NAVY OFFICER PROGRAMS

1. U. S. NAVAL ACADEMY.

The undergraduate college of the United States Navy.

2. NAVAL RESERVE OFFICERS TRAINING CORPS (NROTC - REGULAR).

Program supplements the Naval Academy. Student officer is almost completely subsidized by the Navy at one of various colleges and universities in the country. Admissions highly competitive, student takes naval science courses in addition to regular courses leading to a B. A. Must serve three years after commissioning.

3. NROTC - Contract.

Non-subsidized program at schools having Naval ROTC programs. Similar to Army ROTC program at MSU. Three years service.

4. NAVY ENLISTED SCIENTIFIC EDUCATION PROGRAM (NESEP).

Program provides four year college education for enlisted naval personnel on active duty and leads to a commission in the Regular Navy. This program available only to those already on active duty in the pay grade of E-4 or above.

5. RESERVE OFFICER CANDIDATE (ROC).

For students in college. Must attend reserve drills weekly and two 8 week summer sessions at Officers' Candidate School. One session during summer before Junior year and one just before Senior year. Is commissioned an Ensign upon graduation from college or university. Three year service obligation. Applications should be made in High School Senior year or college freshman year. For this program student applies at any Naval Reserve Training Center.

6. AVIATION OFFICER CANDIDATE (AOC).

Candidates commissioned in Naval Reserve following four months indoctrination training, designated aviators after 14 months of flight training. Three additional years service.

7. OFFICER CANDIDATE SCHOOL (OCS).

College graduates found qualified by testing. Sixteen weeks training for commissioning in the Naval Reserve. Three years service after commissioning.

8. DIRECT APPOINTMENT.

For special skills, doctors, dentists, chaplains, etc. Three years service.

9. NAVAL AVIATION OFFICER CANDIDATE (NAOC).

College graduates. Commissioned in Naval Reserve after four months of officer indoctrination training, then receive further specialized training as flight crew officers. Designated Naval Aviation Observers after 6-8 months of further training. Three year service obligation after training.

WOMEN IN THE NAVY

1. WAVE OFFICER PROGRAM.

a. May apply after graduation from college or university. Attends OCS for 16 weeks before commissioning.

b. May apply during Junior year. Takes 8 weeks OCS before Senior year, and 8 weeks after graduation.

Both alternatives followed by approximately 6 month specialized schooling.

2. NAVAL NURSE PROGRAM.

a. Registered, practicing nurse may apply for a direct commission.

b. Candidate Program. Participants enlist during last year of program and receive tuition, fees, books, and salary of the grade of E-3 until last 6 months of the course. At that time they are commissioned as Ensigns in U. S. Naval Reserve. Must serve 2 years for one year of subsidized education and for 3 years for more than one year of financial aid.

3. MEDICAL SERVICE CORPS.

The Navy has a most active program in this area and has need of personnel with specialties ranging from Bacteriology to Optometry. Three areas of most interest to women, however, are those of Dietitian, Physical Therapists and Occupational Therapists. A fully qualified applicant in one of these fields must have her BA degree and must be certified by the professional association concerned. There is, however, an intern program in which students who are in the last 24 months including the required dietetic internship or 12 months professional training in the cases of physical and occupational therapists will be sponsored by the Navy. Selected students will be appointed in the grade of Ensign and will receive full pay and allowances while completing their internship or professional training. Tuition, fees and other costs are then paid by the student.

4. WAVE ENLISTED PROGRAM.

Any high school graduate at age 18 and with parental consent may enlist for three years with provisions made for qualification as shown by testing and/or education.

AIR FORCE

AIR FORCE ENLISTMENTS

1. GENERAL.

All Air Force enlistments are for four years and applicants must complete the Airman Qualifying Exam (AQE) prior to enlistment. This test measures aptitude in four categories: General, Administrative, Mechanical and Electronics. Enlistment is within one of the four categories. The Air Force normally requires a three month processing period for enlistments.

2. AIRMAN EDUCATIONAL COMMISSIONING PROCEDURE.

A student who has approximately 45 term credits may, after one year service, apply for enrollment in a civilian college or university. If selected for the program, the Air Force pays the tuition and the student attends with the full pay and allowances of a Staff Sgt. (E-5). Upon graduation he attends a three month precommissioning program (Officers' Training School) and is commissioned a 2nd Lieutenant. A four year service commitment is required after commissioning if in a non-flying job, five years for flying commission.

3. ENLISTED TECHNICAL EDUCATION.

The Air Force probably has the greatest opportunities for a technical education of any of the services. Courses vary in length from a few weeks to one year, and in the more advanced technical jobs, the Airman must complete two or more courses. Assignments may be made to the Air Training Command (ATC), the Strategic Air Command (SAC), the Tactical Air Command (TAC), or the Military Airlift Command (MAC). All of these commands, due to the technical nature of their equipment and missions, require that their personnel be highly trained.

AIR FORCE OFFICER PROGRAMS

1. AIR FORCE ACADEMY

Each, year young men from the 50 states are appointed to the Academy. They receive a four-year college education plus airmanship training. The academic curriculum is divided about evenly between social-humanistic studies and scientific studies. Graduates are awarded a bachelor of science degree and a commission as a second lieutenant in the Regular Air Force.

The Air Force Academy accepts college transfer students who have secured a nomination and appointment. Most college credits are transferable.

2. AIR FORCE RESERVE OFFICERS TRAINING CORPS (AF ROTC).

Air Force Reserve Officers Training Corps offers its course of instruction at more than 180 colleges and universities in 47 states and Puerto Rico. Qualified and selected cadets in the program have an opportunity while they are pursuing their chosen academic degree, to include the Air Force's ROTC course in their schedule and earn a commission in the U. S. Air Force upon graduation. The Air Force furnishes uniforms, Air Force ROTC textbooks, and provides a monthly subsistence allowance in the cadet's junior and senior years. In addition, a limited number of scholarships are available.

3. AIR FORCE OFFICER TRAINING SCHOOL.

This school is open to men and women who are graduates of accredited colleges. It offers a three-month course, during which time officer trainees receive the pay of a staff sergeant. Particular stress is placed on such subjects as the principles of leadership, military organization, and other fields of knowledge required of an Air Force officer.

Graduation from the school results in a commission as a second lieutenant in the Air Force Reserve and immediate call to active duty for four years.

AIR FORCE OFFICER PROGRAMS

1. AIR FORCE ACADEMY

Each, year young men from the 50 states are appointed to the Academy. They receive a four-year college education plus airmanship training. The academic curriculum is divided about evenly between social-humanistic studies and scientific studies. Graduates are awarded a bachelor of science degree and a commission as a second lieutenant in the Regular Air Force.

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WOMEN IN THE AIR FORCE

1. WOMEN'S ENLISTED PROGRAM (WAF).

The Air Force at this time is attempting to double the strength of the women on active duty. Girls must be 18-27, high school graduates and take the same qualification tests that the men do. Enlistment period is also four years, and same educational programs apply.

2. WOMEN'S OFFICER PROGRAM (WAF OFFICER).

A woman must meet the same requirements for admittance to Officer Training School as a man and the school is a coed school. As in the male program, the Air Force is quite generous in sending their career officers back to school for advanced degrees. Four year obligation after commissioning.

3. AIR FORCE NURSING PROGRAM.

Air Force will subsidize a nurse during her last year in a nursing program. Nurses then go through a 3-week basic course. For dietitians, therapists, etc., the Air Force will subsidize their year of internship even though it is taken at a civilian institution. Graduate nurses may apply for a direct commission.

Flight nurses must also attend a six weeks course at the school of Aerospace Medicine.

MISCELLANEOUS

COMPARATIVE GRADES -- ARMED SERVICES

GRADE	ARMY	AIR FORCE	MARINE CORPS	NAVY
0 - 11	General of the Army	General of the Air Force	(no equivalent)	Admiral of the Fleet
0 - 10	General	General	General	Admiral
0 - 9	Lt. General	Lt. General	Lt. General	Vice Admiral
0 - 8	Major General	Major General	Major General	Rear Admiral (upper)
0 - 7	Brig. General	Brig. General	Brig. General	Rear Admiral (lower)
0 - 6	Colonel	Colonel	Colonel	Captain
0 - 5	Lt. Colonel	Lt. Colonel	Lt. Colonel	Commander
0 - 4	Major	Major	Major	Lt. Commander
0 - 3	Captain	Captain	Captain	Lieutenant
0 - 2	1st. Lieutenant	1st. Lieutenant	1st. Lieutenant	Lt. (Jr. Grade)
0 - 1	2nd Lieutenant	2nd. Lieutenant	2nd Lieutenant	Ensign
W - 4	Chief Warrant Officer	Same	Same	Same
W - 3	"	"	"	"
W - 2	"	"	"	"
W - 1	Warrant Officer	Same	Same	Same
E - 9	Sergeant Major Specialist 9	Chief Master Sergeant	Master Gunnery Sgt. Major	Master Chief Petty Officer
E - 8	Master Sergeant First Sergeant Specialist 8	Senior Master Sgt.	Master Sgt. First Sgt.	Senior Chief Petty Officer
E - 7	Sergeant 1st Class Platoon Sergeant Specialist 7	Master Sgt.	Gunnery Sgt.	Chief Petty Ofcr.
E - 6	Staff Sergeant Specialist 6	Technical Sgt.	Staff Sgt.	Petty Officer First Class
E - 5	Sergeant Specialist 5	Staff Sergeant	Sergeant	Petty Officer Second Class
E - 4	Corporal Specialist 4	Airman First Class	Corporal	Petty Officer Third Class
E - 3	Private First Class	Airman Second Class	Lance Corporal	Seaman
E - 2	Private	Airman First Class	Private First Class	Seaman Apprentice
E - 1	Recruit	Recruit	Private	Seaman Recruit

BASIC ACTIVE DUTY PAY SCALES

COMMISSIONED OFFICERS

WARRANT OFFICERS

	2 or less	Over 2	Over 3	Over 4		2 or less	Over 2	Over 3	Over 4
CPT	466.20	520.80	556.20	645.30	W-3	431.40	468.00	468.00	473.70
1 LT	373.50	443.70	532.80	562.20	W-2	377.70	408.60	408.60	420.30
2 LT	321.00	355.20	443.70	443.70	W-1	315.00	361.20	361.20	390.90

BASIC MONTHLY QUARTERS AND SUBSISTENCE ALLOWANCE

Rank	Without dependents	With dependents	Subsistence
CPT W-3	105.00	130.05	47.88
1 LT W-2	95.10	120.00	47.88
2 LT W-1	85.20	110.10	47.88

University College • Office of the Dean • Brody Hall

June 25, 1968

Mr. James Baldwin
222 Erie Street
Niles, Michigan

Dear Jim:

Although you are interrupting your formal education to enter the Armed Forces, there is no need for you to stop your learning experience completely. While it is true that you will be leaving the academic environment and that you will find much of your time taken up with military training, there exist several opportunities for you to continue college level course work, and we of the University College would like to point these out to you.

1. UNITED STATES ARMED FORCES INSTITUTE: This is a Department of Defense organization designed to enable the man in the service to further his knowledge and education while he is serving in the United States Armed Forces. This institute has developed some 200 courses which are all at a college level and are nearly all acceptable for university credit at most four year institutions.
2. COLLEGE COURSES WHILE IN SERVICE: In addition to the above courses developed by the U. S. Armed Forces Institute, there are 47 colleges and universities in the country which offer 6,000 courses through the U. S. Armed Forces Institute. Information concerning both the USAFI courses and the university courses may be secured from the education office of the camp, post, or station where you may be located.
3. VETERANS' READJUSTMENT BENEFITS ACT: Another area which might well pay you to investigate is the Veterans' Readjustment Benefits Act of 1966. This act provides education assistance for men who are on active duty, and it might be well for you to look into this particular act to see if you qualify for its benefits.
4. TUITION ASSISTANCE PROGRAM: In addition to the three items above, the military forces also have the Tuition Assistance Program. In this program the military pays 75% of the tuition of military personnel who successfully complete courses in an accredited institution while on active duty. These courses are usually taught by universities in the proximity of the military installation concerned, and are often taught on the military installation itself by the faculty of that university.

All major military installations have U. S. Armed Forces Institute testing and registration sections. If you feel that you might be interested in any one of the above programs or desire advice and counseling concerning your educational

objectives, we suggest that you contact the local education office at the base to which you are assigned.

Again we say that the time you are about to spend in the service need not be classified as 'wasted'. In nearly all cases the courses to which we have called your attention are acceptable for university credit in nearly every four year college in the country. If you feel that we of the University College can be of any assistance to you during the period of time you are away from Michigan State University, we certainly want you to feel free to write to us with any questions you might have.

The best of luck.

Very sincerely,

Richard J. Coelho
Director, Residence Instruction

RJC:bm

BIBLIOGRAPHY OF MATERIALS ON HAND

ARMY

It's Your Choice - How to Choose the Military Service Program that will serve you best

Your Son's Future

Your Career As An Army Officer

Meet Today's WAC Officer

A New World of Opportunity - Women's Army Corps

Educational Opportunities and Financial Assistance for Army Nursing Students

Opportunities for Registered Nurses

A New Career - U. S. Army Nurse Corps

Facts About the U. S. Army Nurse Corps

Fact Sheet - Warrant Officer Technical Nurse Program

The Walter Reed Army Institute of Nursing Program

You Can Go Places in Today's Action Army

How a College Graduate Can Attend OCS in the U. S. Army

Be A Helicopter Pilot As A Warrant Officer in the U. S. Army

Warrant Officer Flight Training

Airborne Training

U. S. Army Opportunities

Electrical Maintenance In the Army

Electronics In the Army

A Guidance Handbook for Counselors

Counselors Guide for Aptitude Testing

The Secret of Getting Ahead

MARINE CORPS

The Marine Corps Builds Men

How to Respect and Display Our Flag

The Marine Aviator

Occupational Specialties - U. S. Marine Corps

Serving America As A Woman Marine

The Woman Marine

Facts Parents Should Know About the U. S. Marine Corps

Be A Leader of Men

NAVY

Navy Career Officers Handbook

Education Plus

Programs for High School Graduates - Navy

High School Seaman Recruit

High School Hospital Recruit

High School Nuclear Seaman Recruit

High School Airman Recruit

Junior College Graduates - Programs

Tomorrow's Man In Tomorrow's World

OCS - Navy

Fly Navy

You in Navy Blue - WAVES

There's Something About a Navy WAVE

An Adventure in Belonging

World Wide Responsibilities As A Woman Officer In The Navy

It's Nice To Know You're Needed - WAVES

Navy Nurse Corps - Direct Appointment and Candidate Program

Medical Service Corps

Navy Nurse Corps

Begin A Modern Career - ROTC

U. S. Naval Academy

Your Career Opportunity

The Electronics Challenge in the U. S. Navy

AIR FORCE

Aerospace Leadership - Careers for Officers - U. S. Air Force

Gateway to Leadership - U. S. Air Force Officer Training School

Meet Tomorrow's Challenge As A Pilot Or Navigator

Pocket Guide to U. S. Air Force Opportunities

Jobs That Count In the U. S. Air Force (women)

Women Officers in the U. S. Air Force

If You Really Care (Nurse Corps)

Engineers and Scientists in the U. S. Air Force

Look To Your Future - Medical Specialist Corps

With sudden alacrity the campus revolt has lulled—and in its wake lies a battered, frightened society. But in order for some semblance of reason to prevail two issues must be clarified.

A major force taking hold on our college campuses and in our high schools is the movement among blacks and Third World students for a "piece of the pie." Actually, in many ways, it is a desire for a "piece of the pie" in order to do away with the crust, fruit-filling and topping.

In other words many black and Third World militants are in favor of some kind of socialist state to replace the oppressive, racist capitalist one we now are struggling to define. But first they need some power—the power they have been denied in the American system.

Now the trouble today lies not in the fact that some black students took over a building and had weapons to arm themselves. The difficulty lies in the minds of those who want to eradicate these confrontations without first investigating and alleviating the causes that provoked them.

At Cornell University actions by students of the Afro-American Society bring this point to the forefront. The black students took over a building in reaction to the burning of a cross at the residence of black female students. This was not a light matter and so the black students made their move. It was only later, after there were rumors that white students were accumulating firearms and after some fraternity members began a fight with the blacks occupying the building, that the black students got weapons to defend themselves against potential conflict.

Here is the essential point: the weapons were for defensive purposes and were a reaction to violence.

But many in the Cornell community as well as many other Americans saw guns which meant they saw red. Reason could not prevail because the reaction to the presence of guns was without reason—not because black students were provoking the situation.

Some order has since been restored at Cornell, but high schools and community colleges as well as other universities are still in open revolt and the polarization between students and those wielding power will become more acute as legislators, some faculty and administration officials react with stiffer penalties instead of realistically appraising causes and symptoms of student discontent.

The second major force embroiling our college campuses in crises is the discontent over ROTC, its academic credit, its place on the college campus.

SDS has been the main spokesman thus far calling for the abolishment of ROTC while all elements of the universities have provided an array of opinion.

The basic reason for the hatred of ROTC lies in the involvement in Vietnam. And if the American participation in the Viet-

nam war is morally wrong and indefensible, then ROTC, a major source of individuals for that war, must go. Also in dispute is the position of ROTC as an indoctrination center for American military ideals.

There is no one absolute answer to what is to be done with ROTC, but the following is clear: an indoctrination center, in which academic credit is given, cannot be a part of an academic community where student questioning and discussion of ideas and ideals is a necessity for the survival of the liberal university.

But a sticky fact remains: if the ROTC program was banished from college campuses would that insure the lack of any liberal ideals present in the military system and, therefore, promote the establishment of a military as an enemy to our society?

The answer some say is to make ROTC an extra-curricular activity which would then only make it a voluntary club without any academic rank. This is the realistic alternative since MSU and some other universities are required under law to have ROTC somewhere on the campus.

But is this satisfactory? No, it is not because its very presence as an agency to recruit men to kill others, in a war that isn't

any of our business, makes it an unacceptable part of the academic environment.

An analogous situation involves allowing the Oakland Police to recruit on our campus. If those cops are not racists and murderers, all is fine. But if they are, they lose their right or freedom to recruit, as the potential recruits lose their right to be interviewed for positions within the Oakland Police organization.

This holds true for ROTC and its potential adherents. If ROTC is an agent used to murder Vietnamese, ROTC and its recruits lose their right to participate in proceedings on the academic campus.

What we are up against is a giant behemoth of student revolt which cannot be immediately subdued—it must be understood in its entirety. And to understand it, we cannot have legislators running around trying to pass a quickly worded anti-gun-on-campus bill, an anti-bullhorn-use-on-campus bill, and all the rest of the bills now proposed in frenetic legislative sessions.

We need understanding—by the "older generation," not by students. Otherwise, this will be just the beginning.



LARRY LERNER

Up in arms:

SN 30 Apr 69

the universities

JAIN

the SIT-IN

MSU, 15 May 70 - seizure of Dem Hall

ABOLISH ROTC ON STRIKE

meeting at

Demonstration Hall

3:30

About 11:30 this morning about 200 people moved into the Demonstration Hall. They are now taking tours and sitting in the main ballroom rapping about what to do next, the progress of the strike, and the two students shot at Jackson, Miss. The people that assembled this morning felt that ROTC should be abolished because it is the main source of officers for the wars in Indochina. Many argue that an ROTC officer is a liberalizing influence on the Army and will somehow ~~make~~ the war in Viet Nam more acceptable. We feel that the policy that ROTC is implementing has got to be stopped, not liberalized. If an ROTC officer is instructed to clear the "enemy" out of a town, do the details of how he does it matter in light of getting all of the U.S. forces out of Southeast Asia? It is this commitment to end the war, to allow the peoples of Southeast Asia to be able to determine their own form of government that is behind the people now occupying Demonstration Hall. We are undecided as to what to do with the building, and invite everyone to come between 3 and 3:30 to decide the best course of action. The people in the building fully support the strike demands and have been active in the strike. This is not an attempt to splinter the strike but rather to make our power felt here at MSU. STRIKE ABOLISH ROTC

12:30, Fri, May 15

ROTC SIT-IN FACT SHEET

We believe that the various media have never accurately reported strike and movement activities on this campus. Friday's events at demonstration hall were no exception. We would like to clarify what really happened.

The Committee to Abolish ROTC called a demonstration and sit-in at demonstration hall Friday morning. We found the doors locked and chained and a small group of cadets guarding the main door. After a brief scuffle, we entered the building and occupied it. We succeeded in shutting down ROTC operations for the entire day by sitting-in in the offices and engaging the military personnel in rap sessions about the Indochina war and the existence of ROTC. We discussed what we could do to put the building to a more constructive use, such as turning it into Strike HQ or making it a daycare center. Unfortunately, before we could decide and begin implementing our plans, we were told we'd have to leave.

At 7:30, Dick Bernitt and Milt Dickerson and a number of plain-clothes cops issued an ultimatum to us to clear the building. When we refused, a busload of riot-gearred State police entered the building and we went outside. About 200 people stood in the rain . . . watching the cops inside putting on their gas masks. We barricaded some of the doors and a few people threw handfuls of gravel against the windows. Without warning or orders to disperse the lights in dem hall went out, and the state cops rushed us, hurling tear gas and pepper gas into the crowd. As we withdrew, police surrounded us with tear gas then shot the much more persuasive pepper gas into the crowd. We broke, assembling about 30 minutes later in the Union to discuss what happened and what to do next. Some people went to see Wharton to object to the use of pepper gas and state cops and to confront him with the issue of ROTC on campus. Others went back to dem hall and were again repulsed by liberal use of pepper gas. This effectively ended our activities for the evening. This by no means, however, is the end of the abolish ROTC campaign. The war continues, and ROTC still exists. To decide further actions attend our meeting.

COMMITTEE to ABOLISH ROTC MEETING *** WEDNESDAY *** UNION

(see Its Whats Happening for time and place)

Committee to Abolish ROTC.

WHAT YOU ALWAYS WANTED TO KNOW ABOUT R.O.T.C.
BUT WERE AFRAID TO ASK

Ever persuant of the MSU motto "continuing education", The Committee to Abolish ROTC brings you the following interesting and informative quiz.

1. The MSU Committee to Abolish ROTC is.....
 - a. a roving band of godless anarchists and dope-crazed malcontents bent on creating violence and destruction at all costs.
 - b. An effete corps of 5 impudent snobs.
 - c. a highly trained and disciplined cadre owing allegiance to a foreign power.
 - d. a legitimate group of honest and concerned individuals seeking established channels through which to express a deep moral and spiritual concern over the Viet-Nam question: Is God really on our side?
 - e. a group of people attempting to take a concrete step to help end the war by abolishing ROTC.

2. The Committee to Abolish ROTC seeks to abolish ROTC because.....
 - a. if we don't we will stop getting our checks from Peking.
 - b. we have been breast-fed and molly-coddled for too long.
 - c. we are bums.
 - d. we can no longer tolerate an organization such as the US Army blemishing the face of our fine ivory-towered institution (Since when is Beaumont Tower made out of ivory?)
 - e. we want to stop the vast majority of dedicated students from continuing their never-ending quest for knowledge.
 - f. In doing so we will be taking a concrete step to help end the war.

3. How can we help make ROTC better?
 - a. keep the cadets in the US so they can break postal strikes, put down ghetto rebellions and gas students.
 - b. have all the cadets act and dress hipper so they can come to anti-ROTC meetings and collect incriminating evidence without looing so suspicious.
 - c. transfer all of the ROTC instructors to the Swine Research department at MSU.
 - d. Make Nutiny on the Bounty required reading for ROTC cadets.
 - e. None of the above. (ROTC should not be made better because its purpose is to serve US business interests at home and abroad. The only thing that should happen to ROTC is that it should be abolished. In doing so we will be taking a concrete step to end the war.)

(over, please)

(...for the answers to this quiz,
come to Dem Hall at 1 pm, Monday)

4. What is ROTC?

- a. An organization that trains the most liberal killers in the world to cry when they pull the trigger.
- b. The organization that produced mad bomber, Curtis LeMay of "bomby 'em into the stone age" fame.
- c. It is a racially segregated organization that should encourage more blacks to join-up so they can administer the killing of their brothers and sisters in Viet-Nam.
- d. A bunch of creeps who sit around playing with dominoes while formulating foreign policy.
- e. An organization that mass produces people to take orders from American Generals, (like General Motors, General Electric, and General Telephone & Electronic, etc.)

5. At this point in history what is the best way to abolish ROTC?

- a. Have an ASMSU referendum.
- b. Take it to the Academic Council and wait ten years.
- c. Demand that President Wharton close down the University and have a teach-in.
- d. March to the Capitol and get run over by a drunken fascist.
- e. Have a petition drive.
- f. Hold a large but peaceful discussion group of 132 people in the Union Building that is so stimulating that afterwards you are still talking about it on the bus all the way to Mason.
- g. The only way ROTC will be abolished on this or any other campus is when the University community puts sufficient pressure on the Administration. Make no mistake. The ROTC program is quite important and profitable for the University power structure. It is only when we make it unprofitable for ROTC to be present on campus will ROTC be abolished. Financially, we are quite limited in our abilities, however, through a dedicated campaign of harassment we may be able to make it intolerable for ROTC to remain here. On May 15th we milled-in in the ROTC offices and shut down business as usual. We are returning Monday at 1:00 pm for a peaceful non-confrontation mili-in. We will leave at the usual closing hour.

COME JOIN US

1:00 PM, DEM HALL

MON.

1970?

EAST COMPLEX

COMITTEE AGAINST ROTC MEETING

- ☒ DISCUSS MONDAY'S ACTION
- ☒ SEE HARVARD ROTC FILM
- ☒ EVERYONE WELCOME

SUNDAY 8:00 P.M. NORTH HUBBARD LOUNGE

DO SOMETHING!!!

Millions of people now oppose the war. We have marched, protested, and picketed, but the war continues. It is time to realize that the government will not end the war by choice. We must begin to love the US out of Indochina ourselves. What can we do at LSU to accomplish this?

One of the most concrete ways to strike a blow against the war is to abolish ROTC. By doing this on campuses across the country, we would dry up 85% of the 2nd lieutenants which the war consumes.

It has been said that ROTC is really non-essential to the war effort and that the army could just as well do without it. We think not. Army officials last year (before they got smart) were quoted as saying that we must all understand that ROTC is essential. Across the country people have met vicious resistance from administrators, cops, and the national guard while trying to abolish ROTC. At Kent State students were shot and killed while fighting to abolish ROTC. All this for a "non-essential" institution that "really is bad for the war because it makes the army liberal"?

It is asked whether if we abolish ROTC can't Officer Candidate School, military academies, etc., fill the need. Maybe they could eventually, but imagine the effect of removing 85% of the second lieutenants with no system set up to immediately take over the production. Also, because Universities contribute so much to ROTC, it would cost ten times as much to produce officers by other means.

It is said that ROTC officers, because of their college training, make the army more liberal and an all around nicer thing. It seems to us that 2nd lieutenants don't make policy decisions, they do what they're told. If they don't, they aren't officers anymore. How can they affect anything? We might point out that 45% of all army officers are "liberalized" ROTC grads, or that half of the officers charged concerning My Lai are ROTC grads. However, the main point is that 50% of the officers in S. S. Asia are ROTC grads, and they do carry out orders, they do invade Cambodia, they do perpetuate the war, they do attack black people in the ghetto, and now they lead troops onto campuses.

Finally we want to make it clear that we are not opposed to ROTC for any academic reasons. We are not concerned whether instructors have high-school diplomas or Ph.D's; whether cadets get credit or not; whether the curriculum is liberal or conservative. We are only concerned with stopping the production of officers.

DEMONSTRATION

at: DEMONSTRATION HALL

FRIDAY, MAY 15 at 11:00 a.m.

COMMITTEE TO ABOLISH ROTC

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25 May 1970 - MSU

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We believe that the various media have never accurately reported strike and movement activities on this campus. Friday's events at demonstration hall were no exception. We would like to clarify what really happened.

The Committee to Abolish ROTC called a demonstration and sit-in at demonstration hall Friday morning. We found the doors locked and chained and a small group of cadets guarding the main door. After a brief scuffle, we entered the building and occupied it. We succeeded in shutting down ROTC operations for the entire day by sitting-in in the offices and engaging the military personnel in rap sessions about the Indochina war and the existence of ROTC. We discussed what we could do to put the building to a more constructive use, such as turning it into Strike HQ or making it a daycare center. Unfortunately, before we could decide and begin implementing our plans, we were told we'd have to leave.

At 7:30, Dick Bernitt and Milt Dickerson and a number of plain-clothes cops issued an ultimatum to us to clear the building. When we refused, a busload of riot-gearred State police entered the building and we went outside. About 200 people stood in the rain... watching the cops inside putting on their gas masks. We barricaded some of the doors and a few people threw handfuls of gravel against the windows. Without warning or orders to disperse the lights in dem hall went out, and the state cops rushed us, hurling tear gas and pepper gas into the crowd. As we withdrew, police surrounded us with tear gas then shot the much more persuasive pepper gas into the crowd. We broke, assembling about 30 minutes later in the Union to discuss what happened and what to do next. Some people went to see Wharton to object to the use of pepper gas and state cops and to confront him with the issue of ROTC on campus. Others went back to dem hall and were again repulsed by liberal use of pepper gas. This effectively ended our activities for the evening. This by no means, however, is the end of the abolish ROTC campaign. The war continues, and ROTC still exists. To decide further actions attend our meeting.

COMMITTEE to ABOLISH ROTC MEETING *** WEDNESDAY *** UNION

(see Its Whats Happening for time and place)

Committee to Abolish ROTC.



STOP

U.S.

AGRESSION

ABOLISH

ROTC

Mon. May 4

8:00 Union ^{2nd} floor

Meeting to plan further action

COMMITTEE TO ABOLISH ROTC

4 May 70 MSU

ABOLISH ROTC

You oppose the war in Viet Nam. Maybe you just rap about it; maybe you join marches; maybe you're more actively involved and organize marches and demonstrations. All this protest has been valuable in creating a consciousness about the war and its purpose; its been good because its turned a lot of people on to an anti-war effort. But obviously one thing the protest have not done is end the war. So where do we go from here?

A change in tactics is needed. The military needs to be more directly challanged, its existence made more difficult. Getting ROTC off college campuses would be a definitive blow to the military.

- Over 50% of Army officers on active duty are ROTC graduates.
- Of six commanding officers in Viet Nam, five are ROTC graduates.
- In 1968, 85% of the incoming officers were ROTC graduates.
- It cost the government only one-tenth as much to produce a ROTC officer at MSU as at West Point.

These facts point out that in a basic sense ROTC is the military. ROTC officers do NOT exert a liberalizing influence in the military—the continued atrocities in Viet Nam show they merely become part of the war machine. As a human resource ROTC officers are crucial to the military. If we can force ROTC off campus, we will have won a strategic as well as a moral victory.

A victory will only be won with your active support! Come

ANTI-ROTC MEETING TUESDAY
 APRIL 21 8:00 OLD College Hall -UNION
 We will be rapping about strategy, politics, and planning ACTION.

Last Monday we presented to President Wharton these three demands:

1. That ROTC have no access to University facilities on any basis.
2. That there be no contractual relations between MSU and the US military for the training of officers at MSU on a curricular or extra-curricular basis.
3. That students who are currently receiving ROTC scholarships be given equivalent MSU scholarships.

We demand the abolition of ROTC because we think it plays an essential role in the war in Southeast Asia.

FOR EXAMPLE:

- Over 50% of Army officers on active duty are ROTC graduates.
- Of six commanding officers in Vietnam, five are ROTC graduates.
- In 1968, 85% of the incoming officers were ROTC graduates.
- It costs the government only one tenth as much to produce a ROTC officer at MSU as at West Point.

ROTC graduates in the Army, National Guard, and reserves also lead troops to suppress black rebellions in this country.

THEREFORE, our actions are a real blow to the American Military Machine which oppresses people of all colors both at home and abroad.

FRIDAY we are returning to receive the reply.

JOIN US

ON THE STEPS OF THE AUDITORIUM

FRIDAY, THE FIRST OF MAY

AT 1:15.

MSU COMMITTEE AGAINST ROTC

5 17-9 1/100

WHAT REALLY HAPPENED - KENT

The authorities, the people in power, say that Guardsmen at Kent were responding to sniper fire when they opened fire in the crowd and killed five people. They said that guardsmen were surrounded by a rock and bottle throwing crowd, and had to protect themselves.

Yesterday, we talked to people who were in the demonstration when those four people were killed. They told us a very different story. The crowd was sitting down waiting for President Robert "hite to come to the rally. They had been told he would appear. White came, then left immediately, The guardsmen then began to gas. The crowd was not attacking as the cops claim. When people ran from the gas, a group of guardsmen opened fire. There was no sniper. When people pleaded for ambulances, no one moved. The first ambulance that appeared gassed the crowd. The second one carried away one dead body. Twenty-five minutes after the shooting, the ambulances finally came . . .

The police have made a round-up of all political leaders. They have attacked houses with tear gas and helicopters, arresting the occupants. Three to four hundred people are in jail, possibly more. No one really knows.

Five dead; ten seriously wounded. We must not let the cops rip off our brothers and sisters. Let the power structure know that it will pay every time it does. Attacks on . . . students are just an extension of attacks that have always come down on people who fight back against oppression, such as the Vietnamese, the Blacks, and striking workers.

SOLIDARITY WITH THE BROTHERS AND SISTERS AT KENT STATE

GET THE U S OUT OF S. E. ASIA _____ ABOLISH ROTC

FREE BOBBY SEALS

STRIKE!

A rally sponsored by the MSU committee against ROTC moved into the International Center this afternoon after hearing the Administration make their usual plea for channels. JOIN US -

RALLY

9:00 p.m. Tonight

International
Center

1 May 70
MSU

ROTC: WE MUST DECIDE!

The war continues. U.S. insistence on denying the right of self-determination to the people of South East Asia threatens to create new Viet-Nams in Laos and Cambodia. Here at home repression of the struggles of the poor the Black, the brown, the working class, and allexploited peoples for social and economic justice continues.

The military establishment exists to serve the small but powerful elites who have made America the threat to peace and economic and social justice that it has become at home and abroad. There exists on this campus a significant part of that military establishment. ROTC programs throughout the country supply approximately 50% of all army officers on active duty.

The university community must decide! To allow ROTC sanctuary on the M.S.U. campus is to support the oppressive foreign and domestic policies of those who presently hold the power in this country. Not to confront the issue is to decide by default. The decision is ours and cannot be avoided.

Join us on Monday, April 27, in presenting these demands to the M.S.U. administration:

1. That ROTC have no access to University facilities on any basis.
2. That there be no contractual relations between M.S.U. and the U.S. military for the training of officers at M.S.U. on a curricular or extra-curricular basis.
3. That students who are currently receiving ROTC scholarships be given equivalent M.S.U. scholarships.

We will meet at at The Dock, near Beaumont Tower, at 3:00 PM and move to the Administration Building to present our demands. We will return on May 1 for the Administration's answer.

Monday April 27 3:00 p.m.

For a lengthier, documented analysis of ROTC and it's relationship with U.S. Foreign Policy, consult our pamphlet: The Case For Abolishing ROTC.

M.S.U. COMMITTEE AGAINST ROTC

----- IT'S YOUR DECISION -----

MORRILL ACT

"An Act donating Public Lands to the several States and Territories which may provide Colleges for the Benefit of Agriculture and the Mechanic Arts"

July 2, 1862.

Public lands to be given to each State, money from sales of such lands to be invested, to constitute a perpetual fund. Interest of this for the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." Statutes at Large ... of the United States of America, 37th Congress (1861-62), pp. 503-505.

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Author Murphy, Arthur

Brief Title Works of Murphy

Undergraduate

Date of Publication 1786

Graduate

Name of Reader Elena P. Paly

Faculty

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Quotes not representative

1 May 69 - SN

To the Editor:

The Monday edition of the State News contained an article about a rally at the new Administration Bldg. Tom Samet, ASMSU chairman, was quoted as saying that ROTC on the MSU campus should die. As president of the class of 1970, I have a constituency that includes a number of men in the advanced ROTC program. Samet alleges that most MSU students do not want ROTC. Which is more paramount in a democracy, the rule of the majority or the protection of minority rights?

Samet calls ROTC "a misfit in the university structure." From the standpoint of numbers, more students participate in ROTC than packaging or nuclear physics. No one is advocating the elimination of these areas of study. I find it difficult to term an area of study a "misfit" as long as students pursue study in this area.

Samet terms ROTC "an implement in the machine of death." Would the alternative to liberally educated officers from schools such as MSU be officers with a strictly military school background (i.e., all West Point graduates receive a B.S. in engineering)?

Samet was also quoted as saying "academic credit and pay for ROTC must be stopped now." Those people taking advanced ROTC are paid by the federal government as are many MSU nursing students. The decision as to whether credit be given courses should be made by those students and faculty involved. (Garskof, winter 1969?).

I suggest that if ROTC is to die on this campus, let it be by having nobody willing to participate.

Thomas F. Koernke
President, Class of 1970
Grayling junior

Reform ROTC

To the Editor:

I have no great love for the ROTC program. In my seven years at MSU I never once considered enrolling. I would not have entered MSU had the compulsory program not been abolished. However, I cannot see, as hard as I try, any reason to deprive ROTC of University credit or eliminate the program from the University. The most rational arguments against ROTC have been those criticizing course content, lack of freedom of discussion, and less-than-qualified instructors. These arguments seem to me to be a call for reform of the program rather than valid reasons for abolition. Let the faculty and administration insist that the courses be brought more in line with equivalent University standards and that the instructors be qualified and be given faculty status in accordance with procedures in academic departments. Both the University and the ROTC program would benefit.

Let us not delude ourselves that the University can attain "freedom" by dismantling a program unpopular with a small highly vocal group. The very existence of a free university depends on its resistance to such demands. Don't let the fundamentalists abolish evolution, the McCarthy-ites suppress leftists, the leftists end ROTC.

Richard S. Williams
East Lansing, graduate student

1 May 69 - SN

HELP END THE WAR - ON MAY DAY

Last Monday we presented to President Wharton these three demands:

1. That ROTC have no access to University facilities on any basis.
 2. That there be no contractual relations between M.S.U. and the U.S. military for the training of officers at M.S.U. on a curricular or extra-curricular basis.
 3. That students who are currently receiving ROTC scholarships be given equivalent M.S.U. scholarships.
- We demand the abolition of ROTC because we think it is essential to the continuance of the war in Southeast Asia.

FOR EXAMPLE:

- Over 50% of Army officers on active duty are ROTC graduates.
- Of six commanding officers in Viet Nam, five are ROTC graduates.
- In 1968, 85% of the incoming officers were ROTC graduates.
- It costs the government only one-tenth as much to produce a ROTC officer at MSU as at West Point.

ROTC graduates in the Army, National Guard, and reserves also lead troops to suppress Black Rebellions in this country.

THEREFORE, our actions are a real blow to the American Military Machine which oppresses people of all colors both at home and abroad.

FRIDAY we are returning to receive the reply.

JOIN US

ON THE STEPS OF THE AUDITORIUM

FRIDAY, THE FIRST OF MAY

AT 1:15.

MSU COMMITTEE AGAINST ROTC

APR 310 - 5 MAY 73

STRIKE!

Boycott classes and all merchants

starting TUESDAY, MAY 5

supporting demands:

1. U.S. out of Indo-china now
2. Free Bobby Seale
3. Solidarity with brothers and sisters at Kent State
4. Abolish R.O.T.C.

RALLY

Beaumont Tower at 12 noon Tuesday

ROTC protesters question 'U' aid to military complex

By LARRY MOLNAR

and

DAVE SHORT

State News Staff Writer's

A protest rally in front of the new Administration Bldg. Friday evoked further attacks on University ROTC programs.

Approximately 150 people heard several speakers voice unanimous disapproval of the ROTC program and call for its immediate abolition on university campuses.

The rally was sponsored jointly by the New University Conference (NUC), ASMSU and the Young Socialist Alliance (YSA).

The crowd showed little reaction to the speakers. Although some people stayed for the entire rally, most observers stopped to listen for a while and moved on. Some people took advantage of the warm weather by basking in the sun for a tan.

Paul Lauter, national director of Resist, the nationwide anti-draft move-

ment, was one of the key speakers during the rally. Lauter, who also is one of the founders of NUC, criticized the University for some of its activities.

"Michigan State University has always stood out as an example of the way in which a university operates with the imperialism of this country," he said.

Lauter condemned the use of campus facilities in this country as a means to build up military troops and to do military research.

Tom Samet, ASMSU Board chairman, also spoke out against the University ROTC program. Samet, who stressed that he was speaking not as a member of the board but as a student, that most MSU students and most of the people of the United States do not want ROTC.

"ROTC is an implement in the machine of death; it's a misfit in the University structure," Samet stated.

"ROTC should die and it will die."

Although he supported Acting President Walter Adams' attempts to solve the ROTC issue at the University, Samet said that the attempts were not enough. He said that academic credit and pay for ROTC must be stopped now.

"I suggest we let ROTC die on this campus by having everybody refuse to participate in it," Samet said.

After the scheduled speeches, Clark Akatiff, asst. professor of geography and emcee at the rally, invited members of the crowd to voice their opinions.

(Please turn to page 11)



Declines to sign

Acting President Walter Adams declined to sign a petition denouncing ROTC on campus, which was presented to him by Louise Minor (left), Jackson freshman. Clark Akatiff, chairman of NUC was emcee at the rally which was sponsored by NUC, ASMSU and YSA.

State News photo by Jerry McAllister

4-28-69

Rally spurs ROTC attack on 'U' program, credit

(continued from page one)
ROTC program.

"In terms of open debate I have a better chance in my ROTC class than in my political science class," Ron Lessuck, Huntington, N.Y., junior, said.

"You'll see less blatant propaganda in an ROTC class than in most of your classes," Mike

Griffith, Royal Oak freshman, argued.

Akatiff, coordinator for NUC, urged the crowd to take action over the ROTC issue. He called for students to stop the University in the best way possible and to refuse to go to classes on May 1 in commemoration of May Day.

"The law that provided for

ROTC on campuses was written almost 100 years ago and is archaic," he said. "Since the program was set up by the Morrill Act people's ideas have changed, it is up to the administration to change the laws concerning the program here to meet the ideas of the time."

Akatiff said that he thought there was very good chance that ROTC will be changed to a no credit program but that the University will resist its abolition.

President Adams, who attended the rally, said that if students feel that the program should be changed, there are channels to work through.

"I have sent requests to the Educational Policies Committee and the Curriculum Committee asking that they consider certain options concerning ROTC," Adams said.

A Movement spokesman, Dave Freedman, Vestal, N.Y., senior, said that he did not think that there were any effective channels to change the program.

"I think that the ROTC program will be changed but not through the channels."

Freedman stressed that the primary concern about the ROTC issue is whether uni-

versities should serve the military complex.

"There is more than the ROTC program concerned' American society is oriented toward the military and corporate organization," Freedman pointed out.

"It is this attitude that allows the ROTC program to exist."

ROTC credit is justifiable

SN 29
April 69

To the Editor:

As a 1966 graduate of MSU and the ROTC program, I'd like to say that I was extremely happy to have the chance to take ROTC and subsequently serve for two years in the U.S. Army. For me, the military service was a fulfilling experience and educational in itself.

I feel that credit is justifiable for ROTC courses as long as it is granted for such courses as physical education (dancing, paddle ball, etc.), bookkeeping, accounting and a few others. Courses of this nature don't seem to provoke much more thought or intellectual curiosity than you say ROTC lacks.

The military leader including squad, section and/or fireteam leaders (often low ranking enlisted personnel) is constantly making decisions which affect the lives of those about him.

Situations change continuously which require quick analysis and positive action. Therefore, charges that the military provides robots to carry out wishes of some god are completely ridiculous. Why, it was even my frequent experience that those authoritative martinets, who happened to be military instructors at the time, teach a "school solution" to a problem which is even discussed and/or questioned by the students. Imagine that! The military instructor is quick to point out that there are no right and dried; right or wrong ways to accomplish a mission. A leader's decision is based on many variables which may be interpreted many different ways by many different people.

Personally, I'd have taken ROTC whether credit was granted or not. I didn't even need it to graduate, as I'm sure is the case with many others. My main concern is that taking away the academic standing of ROTC is just another step backward against student pressures which of late are becoming extremely irrational.

Radicals, activists and others are always singing the praises of what our founding Fathers accomplished and how they upheld man's greatest ideals. I suggest you

check into accounts of how George Washington personally handled the mutinous Jersey Line in January 1781. Interesting!

Burton J. Stanley
Ludington

My country

To the Editor:

I am neither a radical or a reactionary--I am an American. As an American, a proud American, I readily and heartily support the institutions that have made our country what it is; the most powerful and glorious on earth.

It is the secondary institution that lends support to all the others. One of these is ROTC. I detest war as an unnecessary evil, but as long as war exists we must support our interests at home and abroad. With a sense of human dignity we must strive to protect and defend, in any way possible, our interests and ideals.

When our country seeks my service, I will answer the call, whether it comes from Saigon, Moscow, Peking or Washington. I will serve my country to the best of my ability because it has given me all I have today.

Let us not heed to the call of the sick or misguided mind; let us not participate in the subversive activity which threatens to destroy our nation; let us not abandon our duty to the ideals and aspirations of America. Rather, let us voice our support of America--once more--with feeling.

John Bettencourt
Adrian freshman

SN 29 Apr 1969

EDITORIAL

Added voices welcome in campus dialogue

Friday's rally at the Administration Bldg., sponsored by ASMSU, Young Socialist Alliance (YSA), and the New University Conference (NUC) might be the beginning of a new dialogue on campus.

Centered around the ROTC debate, several groups, formerly primarily preoccupied with drinking matches, have joined into voice their beliefs.

It is a new vitality which can be invaluable to the academic community.

Not everyone is approaching the debate with equal honesty--such as the Committee of 39 which posts its vitriolic, but conservative flyers on various surfaces around campus--but we hope even they will soon join in openly and rationally.

ASMSU, with its co-sponsorship of the rally, has put its foot in the right direction. This augurs much for an active Fifth Session and hopefully increased student involvement along with it.

A high point at the rally was Tom Samet's concise statement calling for an end to ROTC on the campus. This statement from Samet, though chairman of ASMSU, was spoken for himself, and he spoke as a student leader deeply concerned about MSU issues.

Undoubtedly, ASMSU, SDS, YSA, and some faculty members will have their hands full rounding-up more supporters than the 150-odd individuals who attended the last rally, SDS's reasons for its lack of

sponsorship of the rally are probably complex, but its "dislike" for the capitalist system and resistance to work within the committee format help to define its motives.

However, SDS's half-hearted attitude might instead help to attract many to ASMSU's stance on ROTC who otherwise would have stayed away if SDS joined the other groups.

At present, ASMSU is standing behind Acting President Adams' formation of two committees to look into the place ROTC has on campus--if it has a place at all. But if the committees should deliberate at a slow pace and/or decide that, after all, ROTC should remain as before, ASMSU might be provoked into action.

Until the committees report, anti-ROTC rallies would be a welcome sight on this campus. With other universities across the country in turmoil due to demands that ROTC be abolished, forums, such as the one which occurred last week, could provide an atmosphere of intelligent debate.

It is now up to the Committee of 39 whether it wants to remain undercover and puerile in the eyes of the community or whether the time to enter into a meaningful dialogue, without hypocritical tactics, has come.

We would welcome a verbal debacle, within the bounds of rational discussion, on this campus.

--The Editors



State News/Bill Harper

Eight of the 10 MSU Rifle Team members (left to right, rear) Chuck Lee, Brian Francis, Hector Ruiz, Anthony Kucharsky, Alan Ferguson, (front) Howard Hubert, Charles Collard, and Pete Boyd will be participating in the Southern Michigan/Northern Ohio ROTC league championship in Demonstration Hall Saturday.

Rifle team to compete in ROTC meet Saturday

By BILL HARPER
State News Staff Writer

Take a deep breath, hold steady, aim and squeeze gently.

That's the aim of the MSU Rifle Team as they compete against eight other teams 8 a.m. Saturday in the Southern Michigan Northern Ohio ROTC League Championship in Demonstration Hall.

Shoulder-to-shoulder, about 75 competitors will be firing .22-caliber bullets at paper targets 50 feet away. The winning team will receive a trophy and medals for the team members.

The MSU Rifle Team recently finished third in the Big Ten League Postals. In Postals meets, teams shoot on their own ranges and send the targets to the host school to be scored. The MSU team competes in both the ROTC and Big Ten leagues.

THE MSU TEAM has a flawless 8-0 record in the ROTC League. Standout Charles Collard, a junior in computer

science, helped lead the team as well as making first team All Big Ten. Team Captain Howard Hubert, a senior in engineering arts and industrial design, made second team All Big Ten.

The MSU team is made up of eight to 12 sharpshooters. About half of the students are ROTC cadets. Although most students have experience with a rifle, it is not a requirement to try out for the team, Hubert said.

"We get a lot (of students) who never have shot before and make the team," Hubert said. "It is an intrinsically motivating sport."

Tryouts are conducted the first Monday of fall and winter terms.

Target shooting is an expensive sport with rifles costing up to \$1000. Since it is not an MSU varsity sport, the team receives little funding from the University. To help finance trips, the team holds an annual "turkey shoot" and recycles lead from bullets and brass from spent shells.

ROTC to stress academics

By LARRY MOLNAR
State News Staff Writer

The ROTC program at MSU will undergo changes which will eliminate drill, parades and uniforms for freshmen, de-emphasize the leadership laboratories and place more emphasis on the academic nature of the program, Col. Robert G. Platt, professor and chairman of the Dept. of Military Science said Friday.

Proposals have been presented to both the Educational Policies Committee and the Curriculum Committee concerning ways to stress the academic subjects in the program, Platt said.

"This is an opportunity for the faculty to exercise control over ROTC by suggesting modifications in present courses and steps that can be taken to introduce interdepartmental courses into the program," he said.

"If the faculty takes advantage of this opportunity and finds acceptable ways to provide for an increased academic orientation in subjects there will be no valid criticism of ROTC on the grounds that it is academically incompatible," Platt said.

Platt said that these changes have been considered by the Dept. of the Army since 1965 and that the changes were not a direct result of the anti-ROTC demonstrations.

"Criticism of ROTC is not a new thing. A few years ago the compulsory program came under attack and was changed," Platt said. "The Dept. of the Army has been working on changing the ROTC program for several years. We are in the process of change and are not changing because it is being forced on us but because we feel that change will be good for the program."

Platt outlined a philosophy of the Army which included the points that the army is flexible and can and must change with the times, that the Army feels academic changes are in order in the ROTC program, that no one curriculum is acceptable on all university campuses and that academic changes will be developed with the University faculty.

Platt said that no real consideration was given to the possibility of moving off campus.

"We feel that the University is the place for the ROTC program and that by moving it off campus we would deprive the army of its best source of broadly educated people," Platt said. "If we did not have the ROTC program our only source of officers would be military academies and OCS which would eliminate the concept of a citizen army."

Platt emphasized that the instructors in the program are all persons who have received degrees from colleges and universities.

"Our instructors have degrees and much more experience in their field than many instructors in other areas do," he said.

Platt said that the field day scheduled for next weekend is still somewhat uncertain.

"The planning of this event is completely up to the ROTC students," he said. "Certainly we will avoid any action which would cast an unfavorable light on our program."

"Many of the objections to and demonstrations against ROTC are politically oriented."

"We want to avoid the political considerations and confrontations and concentrate on the academic issues."

S News

May 12 1961 p 1

214 20 Apr 67

No one speaks for majority

To the Editor:

The protest rally at the new Administration Bldg. last Friday points out clearly what so many of us have feared: SDS has succeeded in stirring the masses against

ROTC! One hundred and fifty may seem like an inconsequential number to the casual observer, but considering that this is almost as large a crowd as attended the last Junior Varsity Fencing match, it is clear that the movement has snowballed.

There, shoulder to shoulder with the other moral patriots, stood our ASMSU Chairman, Tom Samet. Speaking strictly as "a student," despite the fact that ASMSU co-sponsored the rally, Samet proclaimed a mandate from "most of the students at MSU and most of the people in the United States" to abolish ROTC. I demand to know on what basis he or anyone else can speak for the student majority on this issue. There has been no survey, thus no consensus. Whether or not Samet qualified his statements "as a student," the nature of his position makes him the de facto voice of the student body in the eyes of the public. I am offended by his presumptions as are many I know who were spoken for without being first consulted.

Dale Tim White
Clare sophomore

ROTC: 'live and let live'

1 May 69 - SN

To the Editor:

We at the Kappa Sigma fraternity have watched with regret the current debate concerning the status of ROTC at MSU. We feel that the agitation for removal of credit and/or the complete obliteration of ROTC from this campus is not of a purely academic nature but rather one with dominant political overtones. While preaching the high ideals of academic freedom and choice, certain so called student leaders have called for the complete removal of ROTC from this campus. This position is of a hypocritical nature in that they are denying the right of fellow students to participate in a purely volunteer program which will allow them to satisfy their military obligation or

provide them with a career in the military forces of the United States.

It does appear to us that certain students out of the despair of inadequacy to effect government policy have chosen ROTC as the whipping boy to vent their frustrations. Furthermore, we feel that these anti-ROTC groups are trying to create a campus issue to use as a vehicle to gain power and influence. To gain this end they have tried to use confrontation political strategy which will probably be not beneficial to the continuing learning processes at this university. At present their power base is small. Contrary to some individual statements this issue lacks popular campus support. The reason for this is that most students are just not simply interested.

We do feel that a "live and let live" policy would be the most beneficial policy to follow. That is to allow ROTC to continue as it has been as a strictly voluntary University class.

Therefore, the Kappa Sigma fraternity goes on record in complete support of the continued existence of ROTC on the campus of MSU.

Terence R. Johnston
President of the
Kappa Sigma Fraternity
Detroit senior

ROTC: the opposing views

EDITOR'S NOTE: The following "point of view" was written by James Anderson, Rob Sanders, and Ronald S. Wilkinson, for the New University Conference. It advocates abolishing ROTC.

The New University Conference suggests that the purpose of a university should be twofold: first, to discern and declare the truth without subservience to outside interests, whether those of the corporation, the military, or the nation-state; also, to serve as an instrument of liberation in every respect of humans throughout the world, not as the means of their oppression, manipulation or destruction. We believe that the university is corrupted when it departs from these purposes to align itself with institutions which do not seek these goals of truth and liberation.

NUC believes that the alliance of MSU with the ROTC program violates these basic purposes, for reasons which we outline below. We therefore call upon the University to end all cooperation with ROTC, the Department of Defense and the military machine which they serve.

The actions of the U.S. military, particularly since World War II, have been directed towards extending U.S. domination over as much of the world as possible. The United States has intervened in the internal affairs of other countries to a degree that can only be called criminal. It wages war, directly and covertly, against

the aspirations and needs of much of mankind. It has frequently trampled upon the precepts of international law, and is currently waging a campaign of genocide against the people of Vietnam--only the latest instance in which the United States has opposed a revolution of the people with military force. In consequence, the goals of U.S. foreign policy are now regarded by much of the world as a threat to freedom and internal development.

The ROTC is a primary element of this apparatus of war and domination. It provides most of the junior officers for the armed forces of the U.S., and a large percentage of all officers (Army, 50 per cent; Navy, 35 per cent; Air Force, 30 per cent; New York Times, 5 January 1969, p. 64). Most of the Army generals in Vietnam today are products of ROTC. These facts

destroy the illusion so carefully promoted by American universities that they are neutral in the U.S. war for domination, and reveal the degree to which our universities train the functionaries who carry out the policies which are openly destroying Vietnam and covertly subverting the wishes of the people of other countries. Continuation of this program insures that trained personnel will be available to crush any popular revolutions which displease the makers of U.S. foreign policy in the future.

This is not neutrality. It is complicity with death in the highest degree. Cooperation with such a program undermines the aims and ideals that this university should pursue. Our university speaks of freedom, but its alliance with the war machine brings closer the day of the garrison state

and the end of freedom. The university claims to be democratic and egalitarian, while the military is founded upon a rigid hierarchy. The university must foster independence of mind, while the military must require unquestioning obedience. The university climate should be one of reason and dialogue, while the military advocates and commits violence as a solution to world problems. ROTC's curriculum is dictated by the Pentagon, its instructors are appointed and directed by the Pentagon, its correspondence is written under the letterhead of the Pentagon, and its entire program is far removed from any control or amelioration by the university community.

The ultimate incompatibility of ROTC with the ideals of the university is that the latter acknowledges and upholds the humanity of all mankind, whatever its flag or color, while the military binds itself to one flag, and frequently one race, dehumanizing the "enemy" (whomever that may be at the time) in order to rationalize slaughter and genocide. The university declares the sanctity of human life, while the ideal of the war machine is an unfeeling tool who can take human life without compassion or even question.

Answers should be given by the NUC to two arguments recently put forth in defense of ROTC. Some have contended that exposing future officers to the humanistic climate of a university makes them more "liberal". That is precisely the problem. Liberalism is the banner under which the United States has intervened in the politics

and economies of numerous countries, of which Vietnam is only the most visible. Vietnam is not an ugly accident. Rather, it is the logical outgrowth of a liberal foreign policy. We "help" other countries to achieve the blessings we think they should have. First we send the professors, then the troops. The ROTC officer is no more humane than his West Point counterpart because of his university experience. He only has a larger stock of rationalizations for imposing the American frame of reference upon the rest of the world.

It is also argued that abolition of ROTC would be an infringement of the rights of those who wish to obtain military training. Those who argue this position should recognize that if they are given this right at MSU, then others have an equal right to study civil disobedience or revolutionary tactics. MSU is not about to establish these courses. Once again, its neutrality is illusory. Therefore, let those who wish to become warriors exercise their "right" elsewhere.

The conclusion of the New University Conference is that to fulfill the aims that MSU should pursue, our connection with ROTC and the military machine must be severed. We challenge opponents of this view to state their arguments and engage in public debate, and we demand that the terms of MSU's contract with the Department of Defense be made public. Military training must end at MSU.

Anti-ROTC rally slated to obviate, clarify issues

The new Administration Bldg. will be the scene of an anti-ROTC rally at noon today under the joint sponsorship of the New University Conference (NUC), Young Socialist Alliance and ASMSU.

A spokesman for Students for a Democratic Society said they will be represented by a speaker, but are not to be considered one of the co-sponsors of the rally.

MUC has scheduled Paul Lauter, national director of Resist, the nationwide anti-draft movement, to speak at today's rally. Other groups will have speakers, but a final agenda has not been made.

ROTC is the Army program which has come under violent attack at several major colleges and universities recently.

It has been a voluntary program at MSU since 1965 but still retains academic standing within the University.

Opponents of ROTC on campus claim that its autocratic and non-academic nature should automatically exclude it from the University system. Those who favor ROTC argue that academic freedom means each student should have the opportunity to choose for himself whether to take ROTC.

Tom Samet, ASMSU student board chairman, said the purpose of today's rally is to "keep this thing in front of the University."

The fourth session of the ASMSU Board mandated its representatives to demand from the Academic Council that academic status be denied to ROTC.

State News 25 Apr. 69

Continue ROTC program!

EDITOR'S NOTE: The following "point of view," in favor of continuing the ROTC program on campus, was written by W. J. E. Crissy, professor of marketing.

This relates to the New University Conference (NUC) statement on ROTC.

First as to the NUCer's suggested two-fold purpose of a university: (1) Pursuit of truth. Truth does not exist *in vacuo*! It is a function of the physical environment, society, culture, and, I happen to believe, of a personal God. The university should be a source of new knowledge, a stimulator of alternative views about matters which are moot but with a responsibility to serve and to improve the society of which it is a part. (2) Instrument of liberation. Liberation of the mind and of the spirit is a worthy aspiration not only for the university but for each of us in faculty. Liberty, however, does not mean license. Law and due process are necessary for societal living. Recent history affords us examples of "liberation by revolution"—the "people's courts" and the "wall" in Cuba; the recent oppression in Czechoslovakia. Still within the vivid memory and experience of some of us—"freedom," Nazi style, in Germany and Western Europe.

Second, as to the indictments of ROTC: (1) We have claimed neither territorial nor economic aggrandizement from any of the wars we have fought. On the contrary we have helped defeated nations reestablish themselves, eg., Japan, West Germany. Interpreting Vietnam as an internal revolution with widespread popular backing is as naive as to construe the revolution a half century ago in Russia as the people's choice. It might be enlightening for NUCers to talk to Cuban refugees in America or Chinese refugees in Hong Kong about the freedom of their lands.

(2) Since the founding of our country the armed forces have been civilian led and staffed. The percentages of officers

drawn from ROTC cited attest to this. Many of us oppose war as a brutal way of settling differences. Those who have served in the armed forces are particularly anxious to find peaceful solutions to the world's ills. However, if called on to serve, loyal citizens are willing to stand and be counted. Yes, we are willing to assist the oppressed if called upon to do so. Indeed many of us felt we let the Hungarians down in the uprising a decade ago as well as the Cubans who sought to overthrow the Castro dictatorship in the Bay of Pigs. Of course we are not neutral; we espouse freedom and human dignity and oppose dictatorships of the left and of the right wherever they are.

(3) The stereotyping of military as inhumane, rigid, and favoring slaughter and genocide is so ridiculous and contrary to the experience those of us have had who have served under combatant conditions that it requires no further reply.

(4) A key advantage of ROTC is that it provides a viable reserve of thousands of citizens in all walks of life, in addition to providing a significant number of career officers (as noted above). The NUCers oppose a liberal foreign policy. What is their recommendation, Soviet style freedom or perhaps Maoism?

(5) Because those who desire and who qualify can take ROTC does not give others the right to study civil disobedience or revolutionary tactics; the latter are outside our value system and contrary to law. Those who practice either do so at their peril.

On a positive note I consider it in the best interests of the University and of the nation to continue ROTC! Any decision to curtail or to eliminate it would run counter to the thinking of a vast majority of the university community. Before any action is taken a full polling of faculty by secret ballot is mandatory.

College of Social Science - Office of the Dean

27 May 1970

MEMORANDUM #12-70

TO: The Faculty
FROM: C. L. Winder
SUBJECT: ROTC

As you will know, Academic Council has sustained the present status of ROTC in the university, pending further study. The next step at the university level will be taken by the Educational Policies Committee and by the University Curriculum Committee. The former is to review policy questions raised such as the appropriateness of offering courses which must have the approval of an outside agency; the Department of Defense in the case of ROTC.

The University Curriculum Committee is to review courses in the Departments of Military Science and Aerospace Studies to determine if these courses meet university criteria for academic credit.

The College may have the option of refusing to count credits earned in courses taught by the Departments of Military Science, and Aerospace Studies in the total of 180 credits required for graduation with a major in this College. Without trying to prejudge what the faculty of the College would decide on this issue, the Office of the Dean is undertaking a staff study of possible options along this line.

We will report to you as soon as possible on possible actions which might be feasible.

I am asking the College Advisory Council to consider whether we should constitute an ad hoc committee to develop a position paper to be presented to the Educational Policies Committee on issues related to ROTC curriculums. Please make your views on this known to the representative from your unit to the College Advisory Council.

CLW:skp

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M I C H I G A N S T A T E U N I V E R S I T Y
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School of Labor and Industrial Relations - South Kedzie Hall

April 6, 1970

M E M O R A N D U M

To: Faculty Concerned About ROTC

From: Bob Repas

Subject: Special Meeting of Academic Council

*What time
is meeting?*

The Steering Committee at its meeting on March 31 decided to set up a special meeting of the Academic Council during the week of April 13. One of the agenda items at this special meeting will be the subject of turning the Military Education Advisory Committee into a faculty standing committee. A representative of the Educational Policies Committee will be asked to state its views as to why the present status of the Military Education Advisory Committee should be retained. Our group has been asked to have a spokesman present the case for creating a faculty standing committee in this area.

I hope you will make every effort to attend a meeting on Friday, April 10 in Conference Room 434 South Kedzie Hall to discuss our approach at this meeting of the Academic Council. I am sending this notice to the names below whom I know personally are interested in ROTC. An asterisk indicates that the faculty member signed our recent letter to the Steering Committee. Please feel free to invite other interested persons.

BR/sf

Invited: Keith Honey* (Urban Planning); Harold Hart* (Chemistry); Frank Pinner* (Political Science); Arnold Paul* (History); John Masterson* (Mathematics); Vince Lombardi* (Social Science); James Anderson* (Honors College); Robert Anderson (Religion); James Hooker* (History); Ben Hickok (ATL); Bob Banks* (James Madison); Harold Walsh (Philosophy); Bill Form* (Sociology); George Hough* (Journalism); Victor Smith* (Economics); Sig Nosow* (Evaluation Services); Will Myers* (Humanities); Al Blum* (SLIR); Russ Allen* (SLIR); Charles Craypo* (SLIR); Einar Hardin* (SLIR); Martha Jane Soltow* (SLIR); Ronald Pubek* (Social Science); Hideya Kumata (Communications); Tom Greer (Humanities); Bob Green (Urban Affairs).

WHY THE STUDENT STRIKE DIDN'T END THE WAR

Last spring one of the ways college students and campus workers responded to the American invasion of Cambodia was by attacking ROTC installations all over the country. In all, about 145 separate attacks were launched against ROTC units at 76 colleges. Several military science departments were completely destroyed by fire.¹ Nixon was forced to promise an end to the Cambodian "operation" by June 30, and the stock market dropped to 631 points in its sharpest rate of decline since the beginning of the great depression. After five years of seemingly futile effort the anti-war movement had hit upon a strategy that could materially hurt the war effort--abolish ROTC.

At this critical point liberal politicians and university administrators rose to the occasion by offering programs and policies that created an illusion of constructive anti-war activity while draining student militancy away from ROTC and other local institutions that supported the military. The National Student Association, formerly funded by the CIA, called for a national student strike. President Cordier of Columbia declared that the college had become an "anti-war university" (even though ROTC and war research were to continue!). Scores of college presidents including Clifton Wharton followed suit by cancelling classes for a short period of time. The Movement for a New Congress was set up, promising that students could help to end the war by participating in electoral politics in November. More recently, a "Peoples' Peace Treaty" has been circulated. The Treaty is not binding on the US Government, and the enforcement is to bring people to Wash., DC, to close the city down for a few days.

The net effect of these tactics has been to drain student energy away from effective mass actions against ROTC and other agencies of military repression and to introduce confusion and cynicism into the student movement. The liberal administrators and politicians said in effect: "Follow us, the leaders of this country and we will bring you victory (even though we have been supporting the war in deeds and usually in words since it began!)."

Now it is 1971, the strike is over, the November elections are over, and the war is no closer to an end. (The Cambodian "operation" is continuing and the US has invaded Laos.) Colonel Jean Paul Burner, Chairman of the Army ROTC Program of MSU says,

We feel that we have "weathered the storm" of last spring's campus demonstrations, and those of us in ROTC look forward to training many classes of capable and qualified military officers.²

It is important that we understand the mistakes that were made last spring and do not repeat them. The way to end the war lies not in allying with those who run this country (and are responsible for and benefit from the war) but through struggles which attack the administration and build a fighting alliance with those who are really oppressed by the war--working people all over the world.

This pamphlet will attempt to explain what ROTC is, why ROTC should be abolished and how students and workers have been fighting back against ROTC and the material oppression it supports. Unfortunately, this pamphlet will not be able to go into as much detail about some topics, e.g., imperialism and liberal politicians, as these topics justify. We have designed this pamphlet to be read in conjunction with two SDS pamphlets: Vietnam: No Mistake and US Imperialism and Vietnam, which cover these topics in more detail. For further reference, a bibliography has been added.

HISTORY OF ROTC

Army ROTC was initiated in 1916 under the National Defense Act. (Air Force followed in 1946), not, as some think, by the Morrill Act of 1862. ROTC remained compulsory at MSU until 1962. Many schools have also dropped this requirement. There are about 360 ROTC programs in operation serving 502 schools throughout the US.³ The Army also maintains Junior ROTC programs in many American high schools, some of which are compulsory. In 1964, 245 units enrolled 60,000 high school students. The number of Jr. units is scheduled to multiply to 1200 this year.

In cadet strength, the Army has the largest program. During 1968-69, 150,982 cadets were enrolled in Army ROTC. In the same year, the Air Force program numbered 51,273, while the total number of Naval Midshipmen came to 10,760. Consequently, 212,000 American college students were training for officer duty in the US armed forces that year.⁴ In

the two years since then, total enrollment has dropped to 109,000.⁵

ROTC--MAIN SOURCE OF OFFICERS

The best indicator of the significance of the college ROTC program is the comparison of the number of ROTC graduates to the number of service academy graduates. Of all Army officers on active duty today, less than 12% have come from West Point, while over 50% are ROTC graduates (the remainder are from Officers Candidate School, battlefield commission, and direct commission). West Point graduated 763 second lieutenants in 1969, while ROTC graduated 16,415.⁶ These relative percentages have remained constant, despite the drop in ROTC enrollment.⁷

Colonel Pell, former head of ROTC at Harvard revealed: "About 40% of all Army officers currently on active duty are ROTC graduates. 65% of our first lieutenants and 85% of our second lieutenants come from the ROTC program."⁸

According to a report of the Army Personnel Research Office, May, 1966, "The largest single source of Junior officers in the Army is the Senior Division ROTC program established on 232 colleges and universities. In fiscal year 1965, 11,400 ROTC graduates received commissions as compared with 2300 CCS graduates and 522 US Military Academy graduates...."

Pell added: "Today, reliance upon colleges and universities for officers is greater than ever. For example, the 1968 graduating class contained over 11,000 newly commissioned officers, who, as they enter the ranks of the active Army, will fill 85% of the required annual input needed to provide the junior leaders for today's troop units. More than 1100 of the young men will become career officers to furnish the hardcore leadership for the future. It is very evident that the present mission of ROTC is the production of officers, not merely to expose students to military training." (emphasis added)

ROTC graduates now comprise more than 50% of the regular officers in the armed services.⁹ So ROTC not only supplies the vast majority of junior officers for the US military, but it is also essential in order to maintain US military strength in the long run by supplying career officers.

ROTC has played and continues to play a vital role in the American invasion of Vietnam. 2,481 cadets attended the fifth annual ROTC summer camp at Fort Knox, Kentucky last summer. They were told by generals

from the pentagon that their chances of going to Vietnam are "excellant" and that their chances of going into combat are about 50-50.¹⁰ Working to abolish ROTC here at MSU is a real act of solidarity with the Vietnamese people.

Furthermore, the value of the ROTC program can be seen in its low cost to the Federal Government. Melvin Laird's special advisory committee on ROTC recently found that it costs five times as much to train an officer at an academy than at a college campus. For example, it costs approximately \$4800 per officer at MSU as opposed to \$49,400 at West Point.

An additional measure of the importance of ROTC is that of six commanding generals in Vietnam, five are from ROTC. ROTC has also produced three Chiefs of Staff--Leonard Wood, George Decker, and George C. Marshall as well as other noted officers--Claire Chennault (Flying Tigers in China), William Dean (Korea), the infamous advocate of bombing North Vietnam "back into the stone age," Curtis LeMay, and Capt. Ernest Medina of My Lai fame.

NO ALTERNATIVE TO ROTC

Still the question might linger, "Will the abolition of ROTC effectively slow the operation of US involvement in Vietnam?" Col. Pell notes parenthetically, "Let it be understood beyond question that there is at present no acceptable alternative source of junior officer leadership if ROTC is driven from the college campus.

"The anti-ROTC extremists apparently do not accept the criticality of ROTC to our defense establishment. They persist in the notion that the armed forces will continue to exist and perform their function, somehow, without ROTC. The blunt truth is that Officers Candidate School (OCS) programs are not attractive to college graduates unless there is extreme pressure from the draft."

Sociologist Joseph W. Scott adds: "A break between the Universities and the military would seriously impair the conduct of the war in Vietnam and, for that matter, of any major war. By attacking the armed forces' major source of leadership potential, anti-war activists have discovered the most effective method to date for curbing the military establishment's ability to wage war."¹¹

Evidence of the criticality of ROTC is found in the continuing

program of replacing those ROTC units which have been eliminated.

The Air Force...will establish ROTC programs on 13 more campuses...to offset losses caused by the disbanding or scheduled disbanding of Air Force ROTC programs at 20 other schools in the last 20 months.¹²

What all this means is obvious: the military is totally committed to ROTC and feels it absolutely essential that ROTC be maintained where it is and expanded where it can, for as long as possible.

Interestingly enough, the main danger to ROTC programs at the present time is the drop in ROTC enrollment in general. 109,598 people signed up in Fall of 1970, the least since 1947. "Of even more significance is the marked decrease of freshmen and sophomores signing up. This will mean even fewer officers entering the services from the colleges four years from now."¹³ Anti-war and anti-ROTC sentiment is undoubtedly a large contributing factor in that drop.

ROTC AT MSU

This winter term there are 185 Army cadets and approximately 160 Air Force cadets. Demonstration Hall is provided for ROTC, financed by funds to MSU from the state, and the University also pays for lights and phone plus one secretary. Officers-instructors are paid by the Army, and all supplies plus two other secretaries are paid by the Army.

Anti-war sentiment at MSU has decreased the enrollment in ROTC in the last six years. The Wall Street Journal stated of ROTC at MSU that:

There have been some casualties. Here at Michigan State University where antiwar sentiment runs high, total student enrollment has increased 50% in the past five years--but total ROTC enrollment has fallen from 3200 to about 800 in the same period.¹⁴

This represents a drop of 75%. Since winter term 1970, total enrollment in ROTC has declined from 421 to 345. The absence of ROTC at MSU and other Michigan campuses would deal a strategic blow to the Vietnam War and to the military in general. A member of Sec. of Defense Laird's ROTC advisory committee, a university president, was quoted by the Wall Street Journal in regard to growing anti-ROTC sentiment on university campuses. He said:

I am suspicious of claims that opposition has peaked; we won't know until fall. Right now the trouble is manageable, but if it spreads to such key state campuses as Wisconsin,

Michigan, and California, then we're in for serious difficulties.¹⁵

The military intends not only to look to college campuses for their officers, but admittedly relies most heavily on the land grant colleges such as MSU.

CIVILIAN ELITES AND THE ARMY

But doesn't the influx of educated men into junior officer positions make a basic difference in the politics of the Army? We think not. The ROTC program (and the argument about intelligence) is based on class prejudice and the perpetuation of the inner qualities of American society within the Army. As Col. Pell puts it,

The Armed Forces simply cannot function without an officers corps comprised largely of college graduates. Who is prepared to trust their sons--let alone the nation's destiny--to the leadership of high school boys and drop-outs. Equally disturbing (as "idealistic young Americans" ruining their lives "by fleeing the country to avoid the draft" is)...the knowledge that there are brilliant young Harvard men (or any college men--ed.) with God-given leadership abilities (sic!) who seem content to waste two years of their life by allowing themselves to serve as a private.

What incredible snobbery! Col. Pell may be gross in his revelations but it is no secret that the armed forces have highly rigid class structures. In the first place, foreign policy, like the Vietnam War (or domestic policy for that matter) is made by civilians. Top military officers exert some influence on the choice of specific tactics, but the counter-revolutionary American foreign policy is not controlled by the military. In the second place these highly rigid class structures are fully capable of weeding out any officers who might try to interfere with the imperialist functions of the armed forces.

Upon entering as a junior officer, the ex-cadet faces a limited set of options: either implement the political and military strategy required by and in the interest of the US corporate-military-political elite or face military 'justice'. Hopes of eventually attaining policy-making rank are delusions: those officers with inadequate devotions to the political-economic and strategic assumptions of US military policy are simply not promoted. Differences of opinion among the Joint Chiefs of Staff concern only tactics and low-level strategy, not fundamental political premises. Reactionaries, such as Curtis Lemay and

Edwin Walker, and liberals, such as Maxwell Taylor, differ only on the question of how to suppress popular revolutionary movements.

IMPERIALISM

Why do we say "revolutionary" and "imperialist"? As Henry Cabot Lodge and Richard Nixon have said:

He who holds or has influence in Vietnam can affect the future of the Philippines and Formosa to the east, Thailand and Burma with their huge rice surpluses to the west, and Malaysia and Indonesia with their rubber, ore and tin to the south. Vietnam thus does not exist in a geographical vacuum --from it large storehouses of wealth and population can be influenced and undermined.¹⁶

With its 100 million people and its 3000- mile arc of islands containing the region's richest hoard of natural resources, Indonesia constitutes by far the greatest prize in the South-east Asian area.¹⁷

Three American Presidents have recognized the great stakes involved in Vietnam and understood what had to be done.¹⁸

- 1.5 million Vietnamese killed and maimed.
- 11 new bases and 47,000 troops in Thailand.
- 400 bombing raids daily over Laos.
- Expanding Japanese trade in Southeast Asia.
- More US money and arms to the Philippines.
- \$200 million invested by US firms in Indonesia.

These facts hang together. They spell out United States domination and exploitation of Southeast Asia, a goal pursued vigorously by the US government under Truman, Eisenhower, Kennedy, Johnson, and Nixon. Vietnam is no "mistake," as some claim. It is a ruthless, calculated, deliberate policy. Its aim? To keep the entire Pacific area in the US orbit and integrated into the US market system.

VIETNAM IS A STAKE NOT A MISTAKE. The US occupies Vietnam to keep its hold on Asia. Vietnam is the keystone of its Pacific empire. The US does not care about the people of Vietnam. The 3.8 million tons of bombs dropped on the Vietnamese have proven that. The empire is what counts. Possession of Vietnam is needed to maintain a hold on riches elsewhere. Eisenhower said it clearly:

If Indochina goes, several things happen right away. The Malay Peninsula, the last little bit of land hanging on down there would be scarcely defensible. The tin and tungsten we so greatly value from that area would cease coming, and all

India would be outflanked.

Burma would not be in a position for defense. All the position around there is very important to the United States, because finally, if we lost all that, how would the free (sic!) world hold the rich empire of Indonesia?¹⁹

Since Suharto's coup in Indonesia in 1965 and the slaughter of 300,000 radicals, the economy of Indonesia has come under the control of large US corporations. Over a dozen of them--Freeport Sulphur, Alcoa, Gulf, Union Carbide, Chase Manhattan, US Steel, Ocean Mining, Sinclair, Goodyear, Singer--have invested more than \$200 million since 1965 to extract oil, copper, nickel, tin, bauxite, and lumber to enrich the West.

What do the Indonesians get out of it? \$80 a year on the average (wages), poor schools, poor health services, poor housing, debt, corrupt government, and brutal repression.

In Thailand, \$2 billion in US military spending has created growth rates as high as 8%. US spokesmen cite this to justify their policies, but the \$2 billion hasn't helped the Thai people. It has been used to buy off the ruling class, to construct 11 air bases, and support the 47,000 US troops needed to suppress the spreading guerrilla resistance. Along with the soldier comes the businessman, with investments of more than \$195 million. Firestone, Kaiser Aluminum, Banker's Trust, and a new Rama Hilton in Bangkok. They want Thailand's oil, rubber, and tin.

The United States defeated Japan in WWII and assumed a dominant position in the Pacific. But now the US needs Japan--for trade and for bases to control the rest of the Pacific. Japan is the US' second largest foreign market and has served as a primary staging base for the US wars against Korea and Vietnam. Japan gains too. She trades more with Thailand than the US does. She needs Asian markets for her growth-hungry firms.

What good is a Pacific empire to the US? PROFITS--for US corporations. Listen to Rudolph Peterson, President of the Bank of America:

There is no more vast or rich area for resource development or trade growth in the world today than this immense region, and it is virtually in our own front yard...Were we California businessmen to play a more dynamic role in helping trade development in the Pacific Rim, we would have giant hungry new markets for our products and vast new profit potential for our firms.²⁰

And an article in US News and World Report in 1964 stated:

Big US firms find the pickings very good in their foreign operations. American executives are realizing, as never before, what the potentials in foreign lands are. Big growth in sales is to be abroad; not in the US. This is one of the most important business facts of the second half of the twentieth century.

Construction firms like Utah Construction and Mining and Morrison-Knudson get rich building war bases. The US sells food to the Vietnamese whose fields have been napalmed and defoliated. US industrialists and bankers are expanding their lucrative operations throughout SE Asia--15 banks in Indonesia alone.

Another major advantage for American Business is the vast amount of cheap labor available in underdeveloped (read: misdeveloped) nations.

George A. Needham, head of Motorola Korea Ltd., says that it takes only six weeks to teach girls in Seoul to assemble transistors--or two weeks less than the training period for girls hired by Motorola's other semiconductor plant in Phoenix. His explanation: "These girls need the work more and the discipline in Korea is harder. Life is tough here."²¹

Skilled construction workers who, as in this country, get twice as much as regular manufacturing workers, get \$.41/hour in Hong Kong, \$.28/hour in Pakistan and \$.36/hour in Vietnam. The average hourly wage in Thailand is \$.16, and it is \$.13 in both India and South Korea.²² Business seeks low labor costs such as these like water seeks the lowland, with all its thundering force.

Elites in countries heavily dominated by the US--South Korea, Taiwan, Hong Kong, and Thailand--make a fortune from US military spending while their countries become severely dependent, and in fact, are mere enclaves of the US economy. Nixon praises them for having "accepted the keys of progress....prime reliance on private enterprise."

According to General Westmoreland, "We are fighting the war in Vietnam to show that guerrilla warfare does not pay." Vietnam cannot be allowed to win independence because other nations might be encouraged to do the same. Nixon said it himself: "For us to withdraw from that effort would mean a collapse not only of South Vietnam but Southeast Asia."

The war in Vietnam is a war to perpetuate US control over the Third World. The same war is being waged in Bolivia and Guatemala where US "advisors" direct "counter-insurgency" campaigns, in the "secret war" (not so secret now) in Laos, in southern Africa against African liberation forces, and in the US itself against the working class, particu-

larly minority and women workers. THE WAR AGAINST VIETNAM IS A WAR AGAINST THE WORLD.

BIG BUSINESS AND DOMESTIC OPPRESSION

Imperialism exploits workers in the US, also. Many industries and plants keep workers from fighting against lousy conditions and low wages by threatening to move overseas, where labor is cheaper. The AFL-CIO estimates that the shift of manufacturing to foreign soil cost American workers 700,000 jobs between 1966 and 1969.²³

Despite this, the number of work stoppages rose from 3,333 in 1960 to 5,700 in 1969. The number of man-days idle rose from 19,100,000 in 1960 to 42,869,000 in 1969.²⁴

Increased worker militancy has been sparked by the lack of any gain in real wages in over 6 years, a steady rise in unemployment, continued deterioration of ghetto communities, where many workers live, etc. And when workers do fight back in the form of increasingly militant strikes, sit-downs, slow-downs and ghetto rebellions, who do the rich bosses turn to? First, the cops, then the National Guard, and if all else fails, the same army and same ROTC graduates used in Vietnam (Detroit, in 1967, for example).

ROTC AND THE NATIONAL GUARD

ROTC, by supplying officers to the National Guard plays an important role in the suppression of rebellions in this country. ROTC graduates enter the National Guard through two routes. Most enter from the US Army Reserve and some enter the National Guard directly after graduation. According to Sergeant-Major Glenn Remington, Chief Instructor of Army ROTC at MSU, several of last year's graduating class from Army ROTC went directly into the National Guard. Mr. Brisbo of Army Personnel and Administration in the Department of Military Affairs here in Lansing, says that the Michigan National Guard adopted a program of accepting officers directly from ROTC in September, 1970 and by January, 1971, there were already five or six of these new officers in the Guard (out of 900).

Particularly, here at MSU, ROTC directly cooperated with the suppression of the Detroit 1967 Ghetto Rebellion by using the ROTC fair grounds as a helicopter base to fly guns and ammunition to Detroit!

And the National Guard is used to suppress all workers and students

who fight back. The same National Guard that murdered the four students at Kent State was used two days earlier to break a Teamster wildcat in Cleveland.

RACISM: BOSSES' TOOL

Because they are oppressed the most, in the forms of worse housing, worse jobs, lower pay, etc., black and other minority workers fight back hardest. They have led many wildcat strikes. And the great black rebellions of the last seven years are working class revolts. The issues are jobs, filthy living conditions and incredible police attacks aimed at squashing attempts to fight back.

When minority workers take the lead, the bosses do everything they can to play the white workers off against the blacks. Increasingly, this ploy is being exposed, as workers of all colors have united, fought back and won. For example, the Postal strike of last spring was started by Black and Puerto Rican workers in New York City and picked up by whites there and all across the country. This strike was so strong, that Nixon had to call out the army, led by their ROTC graduates, to scab on and break that strike within a week of its beginning.

Racism is one of the primary justifications of the US war in Vietnam. Unable to inspire the troops by telling them the real reasons why the US is in Vietnam, i.e., to make the rich richer, the Armed Forces push all kinds of racist lies to dehumanize the Vietnamese in the eyes of the GI's so that killing them becomes no big deal. It's a lot easier to kill a "gook" or a "dink" than a dedicated revolutionary fighting for the right of self-determination for his people.

SEXISM: OPPRESSION OF WOMEN

Similarly, the oppression of women is a pervasive characteristic of our society. The stereotype of women as being weak, innocent, and dumb is used to justify lower wages, segregated jobs, abuse by foremen, etc. Unemployment hits women hardest, since the Bosses are counting on men not to unite with women to fight to end layoffs.

The severe bombing and napalming of Vietnamese homes and towns forces many people to flee to the cities. Unable to get jobs, many women must become prostitutes for US servicemen in order to feed themselves and their families. This reinforces the idea that "women gooks" are subhuman.

And it is no secret that the Armed Forces rank highly as the most blatantly male chauvinist organization in the country, with the sergeants and the officers propagandizing the idea that women are nothing but sex objects at every chance. This also serves the function of diverting the soldier's attention from the service, and instead venting his frustration on women, instead of fighting back against the Bosses' Armed Forces.

A "RIGHT" TO JOIN ROTC?

In canvassing for support for our campaign to abolish ROTC, we have found the major objection to the campaign to be centered around arguments concerning a "right" to join ROTC. In other words, does ROTC have a right to be on campus? Does ROTC, in fact, have a right to exist? It is important that we don't look at this question abstractly, but that we look at it in terms of what ROTC is used for. Does the US have a right to suppress the struggle of the Vietnamese people so businessmen can have another place to invest and make super-profits? The administration evades this question by throwing up the smoke screen of "free speech" (freedom to join ROTC).

But what does free speech mean in this case? ROTC is an instrument of US Armed Forces engaged in a war against the Vietnamese people. The American government's "right of conquest" is here counterposed to the Vietnamese people's right to rebel. But only one of these mutually exclusive rights is in fact a genuine right. The force which a robber uses to extort goods does not give him a right to those goods. The force applied to maintain social conditions in which the great majority live on the edge of starvation and are treated as animals, and a small number of men live luxuriously (e.g., in Vietnam, under both French colonialism and US imperialism from Diem through Ky) cannot manufacture a right of conquest.

Now what happens to the Vietnamese people's freedom of self-determination when the CIA is free to function? What of the Guatemalans' right to the fruits of their labor when United Fruit pays them 10¢ an hour?

When 20,000 black and white workers at Newport News Shipyard struck in the summer of 1967, they suppressed their boss' freedom to make money. When the boss called scabs in, he opposed the workers' freedom to live better. When they beat the hell out of the scabs and cops, what of the

scabs' right of free movement, and/cops' right to serve the ruling class of corporation owners in peace?

The instruments of US domination in Vietnam (i.e., ROTC, the CIA, etc.) have no "rights" either there or to recruit highly trained "human resources" on American campuses. To justify their "rights" in this regard one would have to extol the activities in which the US Army engages. In effect one would have to support the right of conquest--the right of a foreign government to exploit a people. There is no such "right" (any more than Murder, Inc. should have the right to recruit highly trained technicians of death on American campuses; such a procedure presupposes the "right" to murder.) ROTC on campus also presupposes the "right" to suppress black rebellions and workers' strikes.

WHAT IS NEEDED?

ROTC is one of the most blatantly repressive and exploitative institutions existing today. In order to destroy it, a united movement is going to have to be built all across the country: a movement composed of workers, GIs, and students of all races and sexes, a movement which rejects the lies spread by the media (which is owned and controlled by those who profit from the oppression of workers in this country and abroad) about the struggles of radicals and revolutionaries in this country, in Vietnam, and around the world.

On the MSU campus, for example, the support of campus workers must be sought out if the campaign to abolish ROTC is to have any long-term effect. Campus workers have the real power to shut this University down, and are directly hurt by the University Bosses through low pay, layoffs, speed-up, etc.

A united, fighting front composed of campus workers, faculty, and students can attack this University effectively and force the destruction of ROTC, and then go on from there to effectively combat all the other ways this University serves the economic elite in this country.

And, when linked with similar groups all over the country, when millions of people understand how this system works, we can all stand together and make sure that the bosses will never be able to lift a finger to oppress and exploit any other person in the world ever again!

SMASH ROTC!!

NOTES

- ¹ US News and World Report, June 29, 1970, pp. 20-21.
- ² Lansing State Journal, Sept., 1970.
- ³ The New York Times, Dec. 31, 1970, p. 31, and July 24, 1970, p. 10.
- ⁴ Statistics from the US Army's report to the Committee on Educational Policy, Harvard U., 1969.
- ⁵ N.Y. TIMES, Dec. 31, 1970, p. 31.
- ⁶ "Report of the Special Committee on ROTC to the Sec. of Defense", Sept. 22, 1969, p. 11.
- ⁷ N.Y. Times, Dec. 31, 1970, p. 31.
- ⁸ All quotes of Colonel Fell are from the Harvard ROTC Pamphlet.
- ⁹ N.Y. Times, Dec. 31, 1970, p. 31.
- ¹⁰ IBID., July 24, 1970, p. 10.
- ¹¹ Trans-Action Magazine, Sept., 1969.
- ¹² N.Y. Times, Dec. 13, 1970, p. 83.
- ¹³ Ibid., Dec. 31, 1970, p. 31.
- ¹⁴ March 22, 1968.
- ¹⁵ July 2, 1969.
- ¹⁶ Henry Cabot Lodge, Boston Globe, Feb. 28, 1965.
- ¹⁷ Nixon, Foreign Affairs, Oct., 1967.
- ¹⁸ Nixon, Nov. 3, 1969.
- ¹⁹ Eisenhower, in a speech to US Businessmen, N.Y. Times, July 26, 1966.
- ²⁰ California Business Magazine, Sept.-Oct., 1968.
- ²¹ Time Magazine, Sept. 21, 1970, p. 91.
- ²² UN Monthly Bulletin of Statistics, and International Labor Organization Quarterly Bulletins and Yearbook.
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- ²⁴ Statistical Abstract of the US, 1970, p. 241.

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ROTC and Academic Freedom

In view of the impending Academic Council consideration of the functioning of ROTC on the MSU campus, we take pleasure in communicating to the members of the Academic Council the position adopted by the National Board of the American Civil Liberties Union at its meeting of February 14-15, 1970. The Board adopted four recommendations, the first of which (revocation of compulsory participation in the program) is not applicable to MSU and therefore will not be discussed below. The remaining three recommendations and the general conclusion adopted by the Board are as follows:

- "1. Academic credit should be granted only for those ROTC courses which are acceptable to and under the control of the regular faculty.
- "2. ROTC instructors should not hold academic rank unless they are members of a normal academic department subject to regular procedures of appointment and dismissal.
- "3. ROTC programs should fully observe the practices of the university or college regarding any keeping of records which relate or refer to political, religious or social views or associations of the students, in harmony with ACLU standards expressed in the pamphlet on academic freedom for college and university students.

"ROTC programs which fail to meet these standards would undermine the values of free inquiry and academic autonomy which are at the heart of academic freedom and should be eliminated in institutions of higher learning."

Following are the arguments, culled from the report of the Academic Freedom Committee of ACLU which underlie the position of the Board. These arguments rest on the premise, long advocated by ACLU and recognized by the courts, that academic freedom is a right guaranteed by the First Amendment of the Constitution as it applies to academic institutions.

1 - Academic credit to be granted only for ROTC courses accepted and controlled by regular faculty.

"The granting of academic credit for courses prescribed by, taught by and controlled by an outside agency weakens the integrity of the university and infringes on its traditional prerogative of academic autonomy. There is a paradox in the compact between a host university and ROTC in that the university coexists with ROTC, makes its facilities available to it, and accredits its program but exercises little or no control over its curriculum, instructors and activities. The curriculum for each of the armed services ROTC programs is established by a central authority and uniform text books are selected by a central board. As most of the courses are concerned with the acquisition of military skills, they place a premium on indoctrination and discipline and are largely irrelevant to and incompatible with the basic objectives of a university education. Although defenders of ROTC argue that colleges and universities offer and grant credit for a variety of "skill" courses, as, for example, accounting and photography, in our view, the difference is that university courses are designed and controlled by faculty members and are accepted for inclusion in the curriculum only when the faculty has judged them to be compatible with the purposes of the university.

2 - ROTC instructors not to hold academic rank unless they are members of normal departments.

"Our concern for the integrity and autonomy of the university is further accentuated by the policy of granting academic rank and privileges to military personnel whose qualifications for appointment are determined by the military services and who are dependent on military officers for their career opportunities. Their votes in faculty bodies accordingly cannot be free and uncoerced.

"It is axiomatic that the integrity of a university community requires that academic rank should be restricted to persons who are fully qualified members of an academic department and whose basic commitment is to the academic community rather than to an outside agency."

"Even in a reformed program, the ROTC faculty will continue to owe primary loyalty to the branch of the service they represent, to the armed forces and to the U.S. government, rather than to the academic community in which they function. They are appointed on the initiative of the military, not through normal processes of faculty recruitment; they hold ranks and privileges which are normally the right of academics to confer or withhold; in this way, the military shares one of the vital decision making functions of any institution of higher learning which accepts an ROTC program."

3 - Political, religious or social views of associations of students.

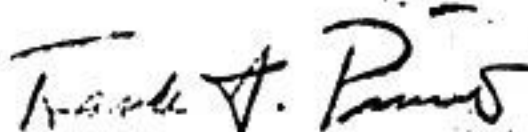
"All three services require that the ROTC student maintain certain unspecified standards of personal and moral conduct, thereby imposing limitations on the student's free participation in all facets of intellectual and legal political activity."

"The 'security check' required of all cadets in order to receive a commission would seem to inhibit association with, or membership in, any group of a controversial nature."

"The host institution accepts a measure of responsibility for enforcing the contracts between the armed services and the individual students participating in the ROTC programs, even to the point of withholding the baccalaureate degree for willful breach of contract."

We hope that the members of the Academic Council will find our suggestions worth considering and that we will have been of help to the Council in its deliberations.

For the Executive Board of the
Lansing Branch of ACLU



Frank A. Pinner
Chairman

May 16, 1970

School of Labor and Industrial Relations - South Kedzie Hall

May 19, 1970

M E M O R A N D U M

To: Concerned Faculty About ROTC

From: Bob Repas, Professor

Subject: ROTC

As you know, the Academic Council has scheduled a special meeting for May 26 to discuss the issue of ROTC. It is important that your college delegates be made aware of how you feel on the matter. I am enclosing a statement on the subject which you might find of interest. If you desire additional copies, let me know.

Like the ground hog sticking his nose out of his hole after a long hibernation, the Military Education Advisory Committee has announced that it will be holding open hearings on ROTC. The meetings are scheduled for 10:00 a.m. on Wednesday, May 20 and 3:00 p.m. on Thursday, May 21. They will be held in the Con Con Room of the International Center. It is extremely important that the maximum number of people appear to express their objections to ROTC. I am sure that the pro-ROTC people are intent on getting out a maximum turnout so that the Military Education Advisory Committee can announce that campus sentiment is overwhelmingly in favor of continuing the program as is. Therefore, it is extremely vital that concerned faculty appear even if they say no more than that they oppose the program.

Although most of us who are concerned about ROTC also feel strongly about the other issues raised in the strike, ROTC is the only issue that we as faculty members are in a position to deal with. It should be noted that the issue of ROTC was dead on April 13 when the special meeting of the Academic Council voted overwhelmingly against turning the Military Education Advisory Committee into a faculty standing committee. The question of ROTC became a live issue again as a result of the strike. Therefore, we have a real opportunity at this time to make significant and historic changes.

BR/can

Enclosure

ROTC AND ACADEMIC CREDIT

Depriving ROTC of academic credit can be justified by examining the key arguments related to this issue. They are:

1. The Method of Determining ROTC Curriculum
2. The Nature of the ROTC Curriculum
3. The Quality of Officers Turned Out by ROTC
4. The Funding of the Program
5. The Moral Issue Involved

The Method of Determining ROTC Curriculum

A basic criticism of ROTC programs is that curriculum determination is made by an outside source and not by the university. In respect to this point the "ROTC Vitalization Act of 1964" which governs ROTC programs states:¹

(b) No unit may be established or maintained at an institution unless

- (3) the institution adopts, as a part of its curriculum, a four-year course of military instruction or a two-year course of advanced training of military instruction, or both, which the Secretary of the military department concerned prescribes and conducts.

The argument is sometimes made that professional associations also determine university curriculum by stipulating that certain courses must be taken. There is a fundamental difference, however, between prescribing the kinds of credits to be earned and the content of the courses themselves. In the case of ROTC not only are the courses prescribed by an external body, but so are the instructors as well as the text books.

One can imagine the public uproar that would occur if the auto workers' union, for example, requested the university to provide credit courses in labor relations, specified by the union and taught by staff members of that organization with text books provided by it. A university worthy of the name can not and must not permit the determination of curriculum to reside with outside organizations.

ROTC defenders claim that the University can negotiate curriculum and other matters with on-campus ROTC representatives and in that way make desirable changes in the program. Such "negotiations" might give the appearance of university participation in ROTC decision-making and of local self-determination. But in fact the Secretary of the respective armed service makes the final decisions on the conditions under which ROTC programs operate.

The Nature of the ROTC Curriculum

In general, a student at this institution must earn 180 credits in order to obtain a degree. At present Air Force ROTC requires 12 Aerospace

courses totaling 24 academic credits, while Army ROTC requires seven courses of Military Science totaling 14 credits and an additional course of four credits taught jointly with regular university departments. Generally these credits are counted as electives toward the 180 credit-hour requirement.

The question that immediately comes to mind is why ROTC should offer separate courses for credit. If the courses are of an academic nature should they not be offered within one of the existing departments unless it can be shown that ROTC, in fact, justifies the status of a separate academic department? Historically, the justification for a separate and distinct department has been that it makes a unique contribution to scholarly research and knowledge, but there is no evidence that ROTC departments have created any particular scholarly research or knowledge. If on the other hand ROTC does not meet the academic test of being a discipline its offering should be restricted to a non-credit basis. The 1969 current Michigan State University Catalog lists the following course description for Aerospace Studies 110, which is a basic course.

Exploration of the causes of present world conflict as they affect the security of the United States. Survey of theory and practice₂ of democracy and communism. Basic leadership orientation.

If this description is accurate than there is no good reason why this course should not be offered in either the Department of Political Science or the Social Science Department.

If, however, the following statement on page 14 of the same catalog represents a more accurate description of course content, then academic credit can not be justified.

The basic course in Aerospace Studies is designed to acquaint the student with the major world philosophies as they have developed and exist today. Because of the differences in their goals and methods of achievement, international conflicts result. The ways and means of resolving the conflicts are stressed. Major emphasis is placed on the military instrument / as a method of resolution with detailed study allocated to the fundamental aspects of aerospace power and operation.³

If subject matter emphasis is placed on the last sentence then this course represents a form of vocational training for a single employer. It is apparent that the ROTC departments appear to accept this latter view as Aerospace credits are not acceptable to Military Science (Army ROTC) and vice-versa. Even the Department of Defense accepts this conclusion as valid.

Last year, the Secretary of Defense handpicked a committee of military men and educators to examine ROTC programs. Its detailed study, Report of the Special Committee on ROTC,⁴ sometimes called the Benson Committee after its chairman, states:

Currently, ROTC is the only instructional program on campus whose curriculum and method of instruction is largely determined by an external body, whose instructional staff is furnished by one external source and which prepares young men for a single employer.⁵

Closely associated with curriculum content is what the Department of Defense perceives the role of the ROTC instructor to be. Again, the Benson Committee has treated this subject quite candidly:

The officer who teaches ROTC should in the view of this committee, not only be competent for his assigned teacher function, but exemplify the development and utilization of professional military skills which will serve as an inspirational fabric for the young men involved as students within the ROTC academic program.⁶

This same report emphasizes several times that the ROTC instructor is expected to play a propaganda role:

But institutions hosting ROTC programs should realize that most military professionals who come to teach on their campuses are only incidentally academicians, and that these military teachers play out their double role before young men for whom they must serve as positive military examples, while interacting on an acceptable level of intellectual parity among their colleagues on the institutional faculty.

But the principal difference between ROTC instruction and much other college level instruction appears to the Committee to be the development of attitudes and values.⁸

Some defenders of ROTC argue that it is possible to ignore that part of the law that gives curriculum control to the military and to negotiate any curriculum change desired by the university. The validity of this position can be empirically tested by having this university clearly state that if ROTC is to continue it should be on a non-credit basis.

Other defenders of ROTC argue that since some students want to become officers, the university has an obligation to provide them with academic credit. It is unclear why this one percent of the student body should be treated any differently than other groups of students, for example football or basketball players who are expected to develop their specialized skills on a non-credit basis.

Putting ROTC courses on a non-credit basis would mean that in the case of Air Force ROTC, a student would be asked to carry the equivalent of one two-credit course in each of twelve quarters. In the case of Army ROTC, the load would average out at about the equivalent of a two-credit course for seven quarters (a little more than two years). A student of average intellectual ability really interested in obtaining a commission should not find this overly burdensome.

It follows, of course, that if ROTC courses do not receive academic credit, then its instructors should not have academic rank nor should the program have departmental status.

The Quality of Officers Turned Out by ROTC

It is regarded axiomatic that ROTC is necessary because it turns out liberal officers. In a research oriented institution, it is remarkable that this argument is made without any substantiating evidence. Although there is no conclusive evidence that the contrary is true, there are several arguments that can be used to justify this view. What type of student voluntarily enrolls in ROTC? Certainly not the SDS radical. Instead, he is much more likely to be the politically conservative student, perhaps with authoritarian leanings,

Furthermore, the ROTC trained officer, whatever his attitudes, does not differ in his actions from the non-ROTC officer. This fact was recently confirmed in Vietnam. Of the fourteen officers who are presently charged with attempting to conceal the My Lai massacre, seven of them, including a Brigadier General, are ROTC graduates.⁹ Their actions in no way differed from the seven non-ROTC officers. It is reasonable to conclude that the ROTC trained officer conforms to the environment rather than remaking the new environment that he enters.

The implicit assumption that lieutenants and captains who represent the vast majority of ROTC officers can be instrumental in making policy for the Pentagon is a novel theory of organizational behavior that has world-shattering implications if correct.

Favoring the continuance of ROTC because it will develop a more liberal officer who will more effectively influence policy determination in other than solely military matters begs the question. If there is to be effective civilian control over the military then civilians must make such policy rather than abrogate this responsibility to the military, whether it be college or non-college trained.

The Funding of the Program

The university under its existing contract with the Defense Department is committed to subsidize the ROTC programs by providing free secretarial help, free office space, free drill fields and free utilities. The administration has estimated the university contribution for the current fiscal year at \$93,000, which may be an understatement.¹⁰ This subsidy is not new but has been given each and every year since ROTC was established on this campus in 1916. This is the only federal contract on which the university is not compensated for overhead.

The total budget of this university is less than the cost of three B-58 bombers, yet the Department of Defense, which last year spent more than \$80 billion, is being subsidized by this institution at a time when it is unlikely that faculty salary increases will compensate for increases in the cost of living and when students will be required to pay higher tuition. Despite the fact that the Benson Committee has recommended that the Defense

Department pay overhead costs the Secretary of Defense still refuses to assume them. That this fantastic arrangement has continued for more than fifty years leads one to conclude that a military-educational complex exists on this campus. The concluding statement by the Assistant Provost at the Academic Council meeting on April 13 substantiates this view: "The committee [Military Education Advisory Committee] has been more concerned with the role of the university in military education, than the place of military training in the university."

It is alleged that the salaries paid ROTC personnel, the value of ROTC scholarships, and the land-grant endowment to the University are financial gains which somehow offset the University's subsidy of the Defense Department and that their continuance depends on MSU's ROTC program as presently constructed. First, it is inaccurate to equate personal income receipts with the budget expenditures of an educational institution and, secondly, withdrawal of ROTC credit poses no automatic threat to the income payments associated with the program, particularly in the case of the land-grant endowment which has been legally incorporated into the annual appropriation of the University.

The Moral Issue Posed by ROTC

The debate over Vietnam which has nearly torn this country apart is fundamentally concerned with two moral issues, (1) Is it necessary or proper for this country to intervene militarily (and without a constitutional declaration of war) in the internal affairs of the Vietnamese people? and (2) Are the military methods being used against the Vietnamese justifiable? This debate has been heightened by the actions in Laos and Cambodia, and the Kent State tragedy.

ROTC has become the most visible symbol on campus of the taking of human life. After all is said and done, the primary purpose of an ROTC program is to train officers to kill more efficiently. Not only are students and faculty repulsed by current policies of this government but so too is an increasing number of the public at large. Whether or not one accepts the military rationale behind the wholesale destruction of innocent civilians, the time has come for the university as a community committed to building a better society to say we no longer will give a stamp of approval by the awarding of academic credit to the campus symbol of human destruction, ROTC.

Bob Repas, Professor
School of Labor and Industrial Relations
Michigan State University

FOOTNOTES

¹Public Law 88-647, Sec. 212(b).

²Michigan State University Publication, Catalog of Courses and Academic Programs, 1969, p. A-5.

³Ibid., p. 14.

⁴Dr. George C. S. Benson, Chairman, Report of the Special Committee on ROTC to the Secretary of Defense, Department of Defense, Washington, D. C., 1969.

This report issued on September 22, 1969 is the most comprehensive statement available concerning the current status of ROTC programs. The report is remarkable for the candor it displays in discussing the shortcomings of ROTC. It is interesting to note that most of these shortcomings are ignored or denied by the defenders of ROTC on this campus. The document is available free from the Department of Defense.

⁵Ibid., p. 25.

⁶Ibid., p. 33.

⁷Ibid., p. 34.

⁸Ibid., p. 38.

⁹Letter from Kenneth G. Wickham, Major General, USA, The Adjutant General, Department of the Army, dated April 22, 1970 to Professor Bob Repas.

¹⁰Statement by Assistant Provost, Herman King, to Special meeting of Academic Council, April 13, 1970.

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The Need for a Faculty Standing Committee on ROTC

There are two basic reasons why the Military Education Advisory Committee should be made a faculty standing committee: 1) the ROTC programs are of such a nature that they meet the eligibility tests that justify the creation of a faculty standing committee as outlined in the Bylaws of the Faculty, 2) the Military Education Advisory Committee should be made a faculty standing committee if ROTC is to be properly evaluated by the faculty.

Meeting the Test of a Faculty Standing Committee

The nature of a faculty standing committee is defined as follows:

A faculty standing committee is any committee whose function is deemed so important, and the permanent continuity of whose activity is so essential to effective faculty government, that the faculty establishes it under that title.¹

The purpose of the Military Education Advisory Committee is to render advice to the Department of Defense ROTC programs offered on this campus. ROTC is a function of great importance to this university, at this time. The moral and philosophical issues that are involved are obvious. Also of great importance are some of the practical problems that relate to the very nature of a university. Furthermore the ROTC program has operated for over fifty years on this campus and therefore the need for "permanent continuity" can not be debated.

A fundamental weakness of the Military Education Advisory Committee is that it acts basically as a reviewing board rather than as an initiating body as is the case with a faculty standing committee.

Faculty Committee Must Evaluate ROTC

Faculty can pass judgment on the ROTC programs only if a specific faculty standing committee has this responsibility. The reporting procedures with which such a committee must comply are specific:²

- 5.2.7. The chairman of each faculty standing committee shall submit an annual written report to the Steering Committee by December 31. Summaries of these reports shall be distributed to the Academic Council, and through Council minutes to the entire voting faculty. Each chairman shall keep the Academic Council informed of the work of his committee by means of oral reports at the meetings of the Academic Council.
- 5.2.7.1. Elected members of the faculty standing committees shall report quarterly, either orally or in writing, to their respective College Advisory Councils concerning the work of their committee.

The present Military Education Advisory Committee, although following certain of the selection procedures governing faculty standing committees does not follow their reporting procedures. That committee is advisory to Assistant Provost Herman King who is also its chairman. After reporting to the Assistant Provost the Military Education Advisory Committee has exhausted its reporting requirements.

The need for a specific faculty standing committee for the ROTC programs has been demonstrated clearly by the response to the charge given to the Curriculum Committee and the Educational Policies Committee by Acting President Walter Adams to investigate "the proper role of ROTC in our university system" and to "explore specifically the following options available to us:

1. Maintenance of the status quo;
2. Modifying the current ROTC curriculum, placing greater emphasis on such academic subjects as military history, defense economics, et cetera;
3. Withdrawing academic credit for ROTC courses;
4. Making ROTC an extra-curricular activity;
5. Banning ROTC from the campus altogether."

Although the Curriculum Committee and the Educational Policies Committee are faculty standing committees, they do not represent "permanent continuity" in this area.

In their joint report submitted to the Academic Council on May 27, 1969, there is no indication that these committees gave serious consideration to the three current major criticisms of ROTC.

The major points of controversy concerning ROTC are:

1. Should a university offer a program where curriculum and method of instruction is determined by an outside body?
2. Should a university offer a program in which the head must by law be granted the rank of professor regardless of qualifications?
3. Should a university offer a program in which it subsidizes the Department of Defense by contributing free facilities, free secretarial staff and free general overhead?

The ROTC programs on university campuses function within the framework of the "Reserve Officers Training Corps Vitalization Act of 1964." This act requires specifically that the head of ROTC must be granted the rank of professor and that the curriculum be determined by the military.

"(b) No unit may be established or maintained at an institution unless

- "(1) the senior commissioned officer of the armed force concerned who is assigned to the program at that institution is given the academic rank of professor;
- . . . and

"(3) the institution adopts, as a part of its curriculum, a four-year course of military instruction or a two-year course of advanced training of military instruction, or both, which the Secretary of the military department concerned prescribes and conducts."

The matter of curriculum control is of key importance. The Special Committee on ROTC of the Department of Defense clearly recognizes this fact. In its 1969 report it states, "Currently, ROTC is the only instructional program on campus whose curriculum is largely determined by an external body, whose instructional staff is furnished by one external source, and which prepares young men for a single employer."⁶

It is simply not accurate to state that other departments also have courses determined by outside agencies because ROTC is the only body that dictates both the course, the content and the instructor for certain programs receiving academic credit.

It is not generally known that this university, for over fifty years, has literally subsidized the Department of Defense and its predecessors (in the amount of) thousands of dollars annually in the form of free staff and facilities.

Whether these issues were discussed by the Educational Policies Committee and Curriculum Committee are unclear from the record. Certainly the Academic Council was not made aware of these issues except in a cursory manner.

The handling of the Adams charge indicates that a new faculty standing committee is required if the ROTC programs are to receive the careful faculty scrutiny that they merit.

These questions are under careful study by universities ranging from members of the Ivy League to the University of Michigan and Western Michigan University within our own state. These issues require the same careful consideration on this campus and should not be lightly dismissed.

Footnotes

- ¹ Bylaws of the Faculty, Michigan State University - 1968. Sec. 5.1.1. p. 22.
- ² Ibid. pp. 23-24.
- ³ Memo from Herman L. King, Chairman of the Military Education Advisory Committee to Educational Policies Committee and University Curriculum Committee. p. 2.
- ⁴ Letter from Walter Adams, Acting President to John Dietrich, Chairman, Curriculum Committee. April 21, 1968.
- ⁵ Public Law 88-647. Sec. 2102 (b).
- ⁶ Report of the Special Committee on ROTC to the Secretary of Defense. September 22, 1969, p. 25.

TAKE A GUIDED TOUR OF ROTC

MAY 12 1970

SEE DEM HALL AND QUONSET HUTS ***** TOURS LEAVING 10:00 AM TO 3:00.

Come one; come all to MSU's own branch of the war in S E Asia. See where the world's most liberal killers are trained. Marvel at their hair and mustaches. Here they express concern over the unfortunate U S involvment in Indochina.

You will see the hallowed halls where MSU makes its contribution to the 11,000+ ROTC graduates that are yearly consumed in Vietnam. If the halls look cheap, consider that the government only has to spend one fifth as much to train its officers here as it does at officer candidate school. If you see few cadets there, its probably because they now go out into the university to get a liberal education. That way, when their troops refuse to move into battle, they'll be able to reason with them that we must protect the ignorant yellow people from the coniving commies.

You will see it all on Tuesday. ROTC will tell us that they don't really want to kill Vietnamese. They will tell us that they don't like to into the ghetto to put down blacks. They will deny that their course is any more reactionary than any other one at state. They will deny everything except that they are going to Vietnam to defeat the struggle of the Vietnamese to throw the U S out of their country .

So come and see the war being perpetuated before your very eyes. WARNING: If too many people come, we may get in the way of the war. If many many people come, it might have to close down for a day.

11 May 1970 - MSU Strike

Campus Tours, Ltd
a division of
Guerilla theatre
Committee to
Abolish ROTC

On library door, morning of 20 May 69

Original in 1950:
Committee of 39
file



the committee of 39

Help Us Plan

for

May Day Rally
to

Abolish ROTC

We in South Complex
will be meeting Thursday
night in South Case lounge
at 8:30. Guerrilla theater
will perform.

SCHOOL OF LABOR AND INDUSTRIAL RELATIONS • SOUTH KADZIE HALL

October 29, 1969

MEMORANDUM

To: Frank Pinner
Robert Anderson
Tom Greer
Victor Smith
Charles Craypo
M. J. Soltow
Jeff Zeig

From: Bob Repas

On Friday, October 21, Sig Nosow, Jim Anderson, and Bob Repas met with the Steering Committee. At that time we proposed that the Steering Committee recommend an amendment to the university by-laws calling for the ROTC program to be supervised by a standing committee. The reason for this request is based on the fact that the May 27 meeting of the Academic Council approved the continuance of ROTC on a credit basis. It is our argument that if academic credit is to be given for ROTC, it ought to be treated within the academic framework of the university. The Academic Council on May 27 voted the following:

Continuing supervision of the Military Science and Aerospace Studies programs shall be vested in the Military Education Advisory Committee. This committee shall be expanded to eleven members according to the following specifications:

- a. Six faculty members who do not hold appointments in either of the two departments. The members to be selected by the normal Committee on Committees procedures.
- b. Two undergraduate students selected by ASMSU.
- c. The chairmen of the two departments, Military Science and Aerospace Studies, and the appropriate assistant provost shall serve as ex-officio members.

What this action does is to create a form of standing committee without the substance. That is, this committee has apparently no responsibility for reporting to the faculty as a regular standing committee must do.

Page 2

October 29, 1969

The Steering Committee has agreed to examine the nature of the Military Education Advisory Committee and let us know as to whether it is in fact a standing committee and if so whether it is a legal one.

BR/can

1 of 11
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rooms used

the University for study and discussion, and

2. That the Academic Council resume consideration of the report in the light of these discussions at a Council meeting in time for the fall meeting of the Academic Senate, and
3. The Academic Council affirms its sympathy with the spirit of the recommendations of the ad hoc committee as stated in the Preamble to its report, but feels the need for further discussion and further study by the entire academic community.

Professor Massey then corrected a misprint in Recommendation 7 of the Report: In the University Faculty Tenure Committee there will be "2 undergraduates; 1 graduate."

He then moved that the action of this Council be interpreted by all committees, departments, and colleges as a recommendation that they consider the document and prepare any proposals that they may have for submission to this body through their representatives on the Council. The motion carried.

RESERVE OFFICER TRAINING CORPS PROGRAMS

Minutes: Academic Council
5/27/69

Assistant Provost John E. Dietrich, speaking for the Educational Policies Committee and the University Curriculum Committee, reported on their work under a charge from Acting President Adams to study "the proper role of ROTC in our University System."

The two committees, meeting jointly, approved the following recommendations:

1. The Reserve Officer Training Corps programs should be continued at Michigan State University.
2. The University should continue to give academic credit for courses in these programs. (Portions of the programs offered at summer camps do not carry academic credit.)
3. The Military Science program should be modified in accordance with the principles presented by the Military Education Advisory Committee. Curriculum and courses implementing the principles are to be

approved through regular University curriculum channels.

4. Major changes in the Aerospace Studies program should be delayed one year in order to take advantage of experimental University programs being conducted this year. Changes in the Aerospace Studies program should be subject to the same curricular review as the Military Science program.
5. Each department teaching courses in the required programs shall select a faculty member who will be granted adjunct membership in the Department of Military Science or Aerospace Studies. The adjunct members shall have voice and vote in all departmental decisions.
6. Continuing supervision of the Military Science and Aerospace Studies programs shall be vested in the Military Education Advisory Committee. This committee shall be expanded to eleven members according to the following specifications:
 - a. Six faculty members who do not hold appointments in either of the two departments. The members to be selected by the normal Committee on Committees procedures.
 - b. Two undergraduate students selected by ASMSU.
 - c. The chairmen of the two departments, Military Science and Aerospace Studies, and the appropriate assistant provost shall serve as ex-officio members.

Professor Dietrich then explained the reasons for the conclusions. America's preference for a citizen armed force is supported by its drawing of half of the officers from the university. Academic credit for ROTC is not without justification because these are not the only departments with courses dictated by outside agencies and they are not the only ones that are vocational-professional in nature. All ROTC instructors hold a bachelor's degree, which is the minimum for college teaching, and more than fifty per cent hold master's degrees

which are terminal in the field. The University selects ROTC instructors from among nominees, after interviews. Grade point averages of ROTC graduates are raised by an average of no more than 0.1 by their grades in military studies.

Dr. Dietrich indicated that the principles presented by the Military Education Advisory Committee in Recommendation 3 and Appendix B are taking place. (Provision is being made to involve University faculty in teaching, to open Military Science courses to other students, to eliminate leadership laboratory (drill), to make uniforms optional in the first year, and to reduce the number of "military" credits from 22 to 14).

Dr. Dietrich moved approval of the report.

Mr. Zeig moved, as a substitute, the following proposal from the Student Board:

The Academic Council, realizing the dangers of a professional military force, recognizes the need for a continued commissioning of college men as officers in the Armed Forces.

The Academic Council reaffirms the right of a student to pursue a course of study relating to his future career. Further, the Academic Council has no desire to interfere with a student's right to fulfill his military obligation, should he choose to do this through the ROTC program.

It is, however, the feeling of the Academic Council that:

- (a) The ROTC program should be continued at Michigan State University as an extra-curricular activity.
- (b) The University should not afford academic credit for courses in the departments of Military Science or Aerospace Studies.
- (c) Military Science and Aerospace Studies should no longer be considered academic departments.
- (d) Recognition should be granted to those University courses taught by qualified faculty in.

Political Science, History, Management, and other related fields as substitutes for the presently constituted ROTC programs in order that students wishing to pursue the program may, upon completion of the required academic courses and extracurricular activities, receive commissions as officers in the Armed Services.

He explained that this proposal is in response to the committee's principle #2 (academic credit). ASMSU raises these questions: Is the University becoming an extension of the military bureaucracy? Do the materials used in the exclusively military portions of the ROTC program come up to the level of other University courses? Is meaningful dialogue stifled within the ROTC programs? Is the University, in effect, subsidizing militarism and promoting war? Are the programs and the goals of ROTC consistent with those of the University? The proposal, Mr. Zeig continued, provides the opportunity for students to affiliate with the program.

Professor Dietrich asked that the rules be suspended to permit Assistant Provost Herman King to speak. It was agreed.

Professor Michael Harrison asked Mr. Zeig to what extent the ASMSU resolution represented general student opinion. Mr. Zeig replied that returns from a student questionnaire had not yet been counted. Mr. Bowker spoke against the motion by reading a letter in the State News from the President of the Senior Class, a letter taking exception to points made against ROTC by the ASMSU Chairman: That the minority which wants ROTC has rights too; that more students participate in ROTC than in some other curricula; that the alternative to liberally-trained officers may be strictly militarily-trained ones; other students receive federal scholarships; the decision on course credit should be made by the students and faculty involved. Finally, the letter suggested that: if ROTC is to die on this campus, let it be by having no one willing to participate.

Professor Leo Nothstine warned that to exclude the training of military professionals from University control can remove the military from University influence. This can encourage an autonomous empire feeding itself by nepotism and operating against society.

Professor Massey asked why the committee had rejected the other options suggested in President Adams' letter. One of them was similar, he noted, to the proposal from ASMSU. Some branches of the armed forces now train college students, as officers, off the campus.

Professor Hideya Kumata asked if the credit issue involved only the two courses to be taught by military personnel in the proposed program. On invitation, Assistant Provost Herman King replied that 14 credits will be taught by the military departments alone and 4 credits by them jointly with other departments.

Dr. King explained that the program, as proposed by the committee, will be more clearly integrated into the University curriculum, making it a program for peace more than for war, based on the concept of a citizen army. If the program is extracurricular without academic credit, it will lie beyond faculty control. If the University is to be relevant to the issues of the day, it must recognize that there is nothing more relevant than the discussion of war and peace.

Continuing, Professor King submitted that neither the federal government nor the armed forces presume that the ROTC faculty must advocate the war in Vietnam. He hoped that future advice to the federal government by the military will come from men educated under university control.

Mr. Zeig asked permission to read into the record this statement from the Student Board:

The Student Board is extremely distressed at the deeply entrenched resistance to change demonstrated by the Educational Policies Committee and the Curriculum Committee. We can only view their recommendations as indicative of an unwillingness to confront reform both within the academic community and beyond its boundaries. The proposals of the committees are evasive, and present no substantive change in a program which has been a source of clear dissatisfaction to members of the academic community for at least three years. At no point do the recommendations address themselves to the academic legitimacy of the ROTC program, the qualifications of instructors, or the fundamental values for which the University stands.

The Student Board is compelled to call to the Council's attention that the resistance to change and the retreat from the serious consideration of critical issues is at the root of a great deal of the tension present at this and other universities. Those institutions which cannot accommodate themselves to the changing needs of the students who they serve, must anticipate active opposition to the institutions themselves. It is the opinion of the Student

Board that these proposals represent inflammatory and irresponsible action.

Mr. Zeig's substitute motion was defeated.

Professor Massey asked why, since the Morrill Act specified the teaching of military tactics, they did not appear in the proposed curricula. Professor King replied that tactics will be taught under the guise of Military Management.

Mr. Zeig asked about the supervision of the Aerospace Course by an advisory committee. Professor Dietrich replied that the power to act on any course rests with the Board of Trustees; committees can recommend to the Board.

The report was then approved without amendment.

AGENDA

President Adams suggested that items 7 and 8 could be postponed until the Fall term and then be acted upon in time for the meeting of the Academic Senate.

Professor Thurman asked for diligent study of the two reports of the University Student Affairs Committee that were distributed at the door. He then moved that when we adjourn today it be to convene at 3:15 p.m. on Wednesday, May 28. There being a quorum, the motion was passed.

Professor Thurman asked the deletion of the footnote on page 11 of the report entitled, "Recommendations for Policies and Procedures on Campus Disturbances."

Adjourned.

Madison Kuhn
Secretary of the Faculties

School of Labor and Industrial Relations - South Kedzie Hall

MEMORANDUM

To: Faculty Concerned About ROTC

From: Bob Repas

As you know we requested that the Steering Committee place on the agenda of the Academic Council the subject of making the Military Education Advisory Committee a faculty standing committee. At their last meeting our request was denied. I have attached a draft of a proposed letter to Professor Hathway which details what I consider to be objections in the procedural handling of our request. Are you willing to sign the letter?

A second statement is also attached which makes the case for turning the Military Education Advisory Committee into a faculty standing committee. I would like to attach this statement to the letter going to Hathaway. If you have questions or suggestions concerning either item, please call me.

If we are in general agreement on what if anything should be sent to Hathaway our next step ought to be to meet and see who are the logical people on the Academic Council who should be asked to introduce the matter.

BR/can

School of Labor and Industrial Relations - South Kedzie Hall

Mr. Dale Hathaway, Chairman
Steering Committee of the Faculty
22 Agriculture Hall
Campus

Dear Professor Hathaway:

We are disturbed by the way in which the Steering Committee disposed of our request that it recommend placing on the agenda of the Academic Council the subject of the Military Education Advisory Committee being made a faculty standing committee.

You may recall that several of us appeared initially before the Steering Committee on November 4 to raise this question. When we reappeared on December 2 at the next meeting of the Steering Committee, we were told that our request had been referred to the Educational Policies Committee for discussion.

Therefore, at your suggestion on or about December 5, Bob Repas called Professor Parker, Chairman, Educational Policies Committee, and asked what action had been taken by his committee. He was told that the committee would meet on Thursday, December 11 to discuss the creation of a sub-committee to examine our request. Repas stated that he would be happy to appear before the committee and explain our reasoning on the matter.

Professor Parker replied that he didn't feel this would be necessary and that he would inform Repas of the action taken by his committee. On December 18, Repas wrote Professor Parker:

I would appreciate hearing from you as to whether the Educational Policies Committee decided to set up a subcommittee to explore the question of the status of the Military Advisory Committee.

On December 19, he received a memo from Professor Parker:

In reply to your memo of December 18, 1969, I wish to indicate that the University Educational Policies Committee, as a committee of the whole, has acted upon the status of the Military Education Advisory Committee and is in the process of submitting its recommendations to the Steering Committee as recommended.

On January 27, 1970, Repas received a letter from you which stated that on the previous day, "the Steering Committee voted unanimously to concur in the recommendation of the Educational Policies Committee." The gist of that recommendation was that the Military Education Advisory Committee should retain its present status.

We are writing to you because we are concerned that none of us were invited to appear either before the Educational Policies Committee or before the Steering Committee when action was being taken upon a matter initiated by us. We assume that both committees would have been interested in learning

Dale Hathaway

Page 3

the precise reasons for our proposing a change in the status of the
Military Advisory Committee.

The accompanying statement explains why we feel the Military Education
Advisory Committee should be made a faculty standing committee.

Sincerely,

DEPARTMENT OF ANTHROPOLOGY • 134 BAKER HALL

January 12, 1970

MEMORANDUM TO: Steering Committee
Dale Hathaway, Chairman

FROM: Educational Policies Committee
Floyd Parker, Chairman

SUBJECT: Status of the Military Education Advisory Committee

In your letter of November 4, 1969, you pointed out that a delegation presented an argument to the Steering Committee that the Military Education Advisory Committee be elevated to the position of a regular faculty standing committee on a par with those standing committees presently provided by the Faculty Bylaws.

The Educational Policies Committee has studied this question and believes that the characteristics of the Military Education Advisory Committee are not those of a standing committee, but rather are those of a College Advisory Committee, a College Curriculum Committee and a College Certification Committee. The said advisory committee has been studied and should continue to be under the purview of the University standing committees, i.e., the University Educational Policies Committee and the University Curriculum Committee.

In the case of College Advisory and Curriculum Committees, the memberships are elected from the constituency. In the case of the Military Education Advisory Committee, the joint memorandum from the Educational Policies Committee and the University Curriculum Committee, approved by the Academic Council, states as follows:

6. Continuing supervision of the Military Science and Aerospace Studies programs shall be vested in the Military Education Advisory Committee. This committee shall be expanded to eleven members according to the following specifications:
 - a. Six faculty members who do not hold appointments in either of the two departments. The members to be selected by the normal Committee on Committees procedures.
 - b. Two undergraduate students selected by ASMSU.

MEMO TO Steering Committee

January 12, 1970

Page 2

- c. The chairmen of the two departments, Military Science and Aerospace Studies, and the appropriate assistant provost shall serve as ex officio members.

Since the Committee on Committees solicits nominations on a University-wide basis and since ASMSU represents the all-University student organization, it is the feeling of the Educational Policies Committee that the Military Education Advisory Committee is satisfactorily constituted at present, including distribution and selection procedures.

spt

During their 7th Annual Field Day last spring, the Michigan State University detachment of the Army Reserve Officer Training Corps attacked and partially destroyed a simulated Vietnamese village on the grounds of Demonstration Hall. Later in the program, a Green Beret unit from Detroit, brought in for the performance, demonstrated hand to hand killing techniques.

We, the undersigned members of the University community, question the propriety of such activities on our campus. We challenge the view that these are legitimate actions and should be protected by the Board of Trustees' resolutions of 14 June and 20 September.

We believe that the ROTC should give assurances that their future field Days will not include any explicit display of killing tactics or destruction, which would be morally repugnant to many members of the University community and unbecoming the nature of the University. Until such assurances are given, we request that the ROTC be denied use of campus grounds and protection for their Field Day.

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NOTE: ANY SIGNATORY WHO WISHES TO PRESENT AN ADDITIONAL NOTE OR CLARIFICATION, TO BE SUBMITTED WITH THIS PETITION, IS INVITED TO DO SO.

ROTC must be abolished. The policies it implements are in basic opposition to the needs and interests of the vast majority of people in America and the world.

The United States military maintains 268 bases in 39 countries manned by 1.1 million soldiers. This awesome military presence is made necessary by an American foreign policy which can only be described as imperialist in its drive for control of markets and natural resources by American corporate interests. In preventing local industrialization and economic self-determination, imperialism oppresses the underdeveloped countries. The United States maintains its control over these countries through the CIA, loans, "AID", military advisors, and if all else fails, through open military intervention and suppression of people's movements. (Vietnam, Guatemala, Thailand, Dominican Republic...)

ROTC's vital role in world-wide imperialism is to supply 85% of the new army officers and 50% of officers on active duty. A wide-spread anti-ROTC movement will have the effect of drying up the military's largest source of junior officers. The immediate result will therefore be to make it more difficult to continue the Vietnam war and initiate similar wars. Our demand for the abolition of ROTC is a show of support for the world's people and a concrete blow against American militarism.

On Thursday 150 people came to a rally at Demonstration Hall, where the demand to abolish R.O.T.C. was raised and explained. When we attempted to march into the R.O.T.C. offices to present this demand, we were blocked by a crowd of R.O.T.C. students and a fight broke out. After a time it became clear that we could not break through the combined forces of R.O.T.C. people, administrators and plain clothes cops, so we posted the demands on the door of the building and moved away to have a discussion of why we acted as we did.

People tell us that we achieve nothing by taking militant action. That we only obscure the real issues and "turn people off." In fact, militance is a vital part of the political position we hold. Only by taking strong actions can we bring home two central ideas that we are fighting for: First that a certain group of people in the United States must be stopped from perpetuating *his governments systematic rape of the masses of people both at home and abroad, and second that only by forcing the people who run the University & the society to stop this crime can we bring about significant change.

Very few students at M.S.U. can be ignorant by now of the complicity of the University in suppressing people's movements all over the world. From Wesley Fisher's Vietnam project of 10 years ago to our CIA funded International Programs and the police training school of today, the overt nature of MSU's activities are seldom surpassed by any other school. If we choose to make an issue of R.O.T.C. at this time, it is only because here we see an opportunity to have a real effect in the fight being waged by the Vietnamese people for self-determination. No amount of hear-splitting over the granting of credit or the "civil right" to learn how to kill the Vietnamese can cover up what is at stake: people must decide which side they are on.

The R.O.T.C. students who took the side of the administration against us are not the enemy. But by acting on the side of the administration, they are ignoring the fact that they are destined to live in a system which ignores even the most basic aspirations and desires of the people who live in it. By focusing on the "privileges" of being an officer instead of a private they loose the ability to ask "why are we fighting and dying in the first place" and "who determines what wars we fight, and which side we are on?"

M.S.U. is controlled by a small group of men who determine its educational, political, and even social character. These are the same men who profit from the Vietnam war, and from the ideology which teaches students that they are aloof from the working people the world over who are constantly struggling for survival. It is in the interest of the men who control all the universities of this country to have us as students identify with them and their ideals of pacifying millions of oppressed people. To keep the control of the world in their hands. We cannot convince such men that R.O.T.C. should be abolished because they are representatives of corporate interests and not those of the people. Only by uniting together in mass action can our goals ever be achieved. We can't be afraid of our own militancy or of violence. We are the ones who have learned from "peaceful" demonstrations in the south in Chicago and all over this country of the incredible violence this system must harbor to defend itself. We seek to stop the violence against not ourselves, but against the masses of people in this country whose lives have a dollar sign placed on them, and the millions who are living in dire poverty and are afraid of demanding their rights. It is our conviction that we must fight for these people and for the liberation of the people who are being murdered and kept under complete control of our military. Only if we are willing to act in the interests of those people can our own struggles represent more than the narrow self-interests of a privileged, privileged group.

We are ready to act now: we know why we are struggling, and we know that we must depend on the students and not the Administration to take up our battle. Join us. ABOLISH R.O.T.C.

END ROW

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We are ready to act now: we know why we are struggling, and we know that we must depend on the students and not the Administration to take up our battle. Join us. ABOLISH R.O.T.C.

END ROW

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for

SDS statement, pre- ROTC v. SDS
25 Apr 69

ABOLISH ROTC

THROUGHOUT THE COUNTRY DEMANDS THAT ROTC BE ABOLISHED ARE BEING MADE. WE BELIEVE THAT MSU ROTC SHOULD BE ABOLISHED, NOT BECAUSE ROTC MAINTAINS LOW ACADEMIC STANDARDS, BUT BECAUSE THE POLICIES ITS MEN DEFEND AND THE INTERESTS THEY SERVE ARE FUNDAMENTALLY WRONG. IT IS ON THIS BASIS THAT ROTC MUST BE JUDGED - ANY OTHER BASIS WOULD DODGE THE FUNDAMENTAL QUESTION.

WE'RE THE COPS OF THE WORLD

THE U.S. MILITARY IS THE INSTRUMENT BY WHICH THE U.S. PROTECTS ITS INTERESTS ABROAD. THESE INTERESTS ARE ECONOMIC INTERESTS AND INVOLVE THE USE OF FOREIGN LANDS AS SOURCES OF RAW RESOURCES AND AS MARKETS FOR PRODUCTS. THESE INTERESTS ARE IMPERIALISTIC - THEY ARE CONCERNED WITH THE PROCESS OF USING (EXPLOITING) THE PEOPLES OF THE WORLD IN ORDER TO INCREASE THE PROFITS FOR AMERICAN BUSINESS ENTERPRISES. TO PROTECT THESE BUSINESS INTERESTS, THE PENTAGON PRESENTLY MAINTAINS 268 BASES IN 39 COUNTRIES MANNED BY 1.1 MILLION TROOPS, AND PROVIDES "MILITARY ADVISORS" TO HELP THE RULERS OF MANY OTHER COUNTRIES TO CONTROL THEIR PEOPLE WITHOUT THE PRESENCE OF LARGE NUMBERS OF AMERICAN TROOPS.

THROUGHOUT THE WORLD THE AMERICAN BUSINESS INTERESTS AND THE AMERICAN MILITARY THAT DEFENDS THEM ARE BEING OPOSED AND ATTACKED BY THE PEOPLE OF THE OPPRESSED NATIONS; THESE PEOPLE ARE STRUGGLING TO END THEIR OPPRESSION, AND THEY ARE STRUGGLING TO LIBERATE THEIR NATIONS FROM AMERICAN ECONOMIC AND MILITARY CONTROL. THE STRUGGLE OF THE VIETNAMESE PEOPLE IS THE BEST EXAMPLE OF THIS, AND WE MUST SUPPORT THEIR STRUGGLE AND ALL STRUGGLES FOR NATIONAL LIBERATION AND THE RIGHT FOR SELF-DETERMINATION.

PIGS AT HOME

THE POLICE IN THIS COUNTRY ARE THE MILITARY FORCE MAINTAINING DOMESTIC IMPERIALISM, WHICH IS THE EXPLOITATION OF PEOPLE IN THIS COUNTRY, ESPECIALLY BLACKS. WE CONFRONTED THE OAKLAND RIG RECRUITERS BECAUSE OF THEIR MURDER AND HARASSMENT OF THE BLACK PANTHERS - FREEDOM FIGHTERS IN THE BLACK COMMUNITY. THE POLICE CONSTITUTE AN OCCUPYING ARMY IN THE BLACK COLONY OF THIS COUNTRY, JUST AS WE HAVE OCCUPYING ARMIES TO PROTECT IMPERIALIST INTERESTS IN FOREIGN COUNTRIES.

WHY ABOLISH ROTC ?

ROTC'S MAIN FUNCTION FOR THE MILITARY IS THE ANNUAL OUTPUT OF OFFICERS. ROTC HAS PRODUCED 50% OF THE OFFICERS CURRENTLY ON ACTIVE DUTY AND 85% OF THE NEW OFFICERS NEEDED EVERY YEAR. A WIDESPREAD ANTI-ROTC MOVEMENT WILL HAVE THE EFFECT OF DRYING UP THE MILITARY'S LARGEST SOURCE OF JUNIOR OFFICERS. AT LEAST THE SHORT-TERM RESULT WOULD BE TO MAKE IT MORE DIFFICULT TO CONTINUE THE VIET NAM WAR AND TO INITIATE SIMILAR WARS.

THE ISSUE IS NOT UNIVERSITY NEUTRALITY. USU TRAINED VIETNAMESE SPECIAL FORCES TO SUPPORT THE JEM PUPPET REGIME AND IS NOW INVOLVED IN SIMILAR PROJECTS IN THAILAND AND OTHER COUNTRIES - USU HAS NEVER BEEN NEUTRAL TOWARD U.S. FOREIGN POLICY. AND WHETHER OR NOT ROTC IS GIVEN ACADEMIC CREDIT, ITS FUNCTION IS STILL THE SAME. THE ARGUMENT FOR THE HUMANITARIAN ADVANTAGES OF LIBERALLY EDUCATED MILITARY OFFICERS DOES NOT DEAL WITH THEIR REAL FUNCTION - TO OPPRESS PEOPLE ALL OVER THE WORLD.

RATHER, THE CENTRAL ISSUE AROUND ROTC IS ITS ROLE IN MAINTAINING U.S. IMPERIALISM. WE MUST BEGIN A STRUGGLE TO COMPLETELY ABOLISH ROTC AT USU; TO END UNIVERSITY COMPLIANCE WITH THE DEATH POLICIES OF OUR COUNTRY; AND TO STRIKE A BLOW AT THE MILITARY ESTABLISHMENT THAT CARRIES OUT THOSE POLICIES.

-ABOLISH ROTC; SOLIDARITY WITH THE VIETNAMESE PEOPLE!

-NO MORE MILITARY OR POLICE RECRUITERS! - MSU-SDS

MOVEMENT BENEFIT

On the ROTC Field in front of Demonstration Hall

WEDNESDAY -
APRIL 23

and: Plain Brown Wrapper
Mission Frost

The Woolies

(and maybe the CANNED HEAT -
if they arrive in time)

Bring candles, incense, squirt guns, songs,
fervor and armed love.

Starting at 6pm and ending when
everybody leaves.

- the MOVEMENT is presently in hock
for over \$1000. We need bread to
continue our subversion of the
American Mind.

⇒ Come early and watch the ROTC drill at 5pm.

1st Anti-Comm. Prog, MA 1209, 12 APR 1967

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ABOLISH ROTC

571-SDS

Throughout the country demands that ROTC be abolished are being made. We believe that MSU ROTC should be abolished, not because ROTC maintains low academic standards, but because the policies its men defend and the interests they serve are fundamentally wrong. It is on this basis on which ROTC must be judged - a y other basis would dodge the fundamental question.

The military establishment of the U.S. has grown in the past decades to become the most powerful world police force in history. The Pentagon maintains 268 bases in 39 countries manned by over 1.1 million troops, and provides "military advisers" to help the rulers of many other countries to control their people without the presence of large numbers of American troops.

We have been told by all of our Presidents since WILL that the reasons for retaining our wartime military strength and building it to its present level were to provide "self-determination" for the "free peoples" of the world and to protect the less powerful nations from "Communist aggression." In reality, however the function of the military has not been to make the world safe for democracy, but rather to make it safe for American business enterprises.

The value of direct U.S. investment abroad, less than \$25 billion in 1955 was about \$50 billion in 1965 and increasing about \$10 million per day. Total U.S. foreign investment (direct and portfolio) was about \$130 billion in 1965.

U.S. business can figure a profit of about 200% on investments in underdeveloped countries. In addition to this source of profit on investments, there is the money provided by the U.S. government through such programs as AID, of whose \$2 billion per year in expenditures, about 85% is spent in the U.S. for American products and raw materials. Thus money obtained through taxes, whose burden rests on low income groups, is used to subsidize corporations under the guise of "foreign aid to underdeveloped nations."

It is obviously in the interest of American business investments to maintain the status quo - to maintain social and political stability. This is the purpose of the military establishment and U.S. foreign policy in general.

Now, how does this service "make the world safe for democracy"?

The U.S. has supported not those governments which were most truly democratic, but rather those which were strong enough to crush popular rebellions which might endanger the investments of U.S. corporations. These investments "aid the economic development" of only the rich and powerful aristocracy which, for a cut, is willing to allow foreign business firms to exploit the labor and natural resources of its country.

The disaster of Vietnam must therefore not be seen as an "isolated mistake" by a few politicians or generals, but rather as a logical consequence of the economic system and the resulting foreign policy of this nation. The people of the exploited (read: "underdeveloped" or "Third World") countries are rising up in rebellion against the local aristocracies and foreign (i.e., American and/or European) businesses which own virtually all of the property and enforce the abject poverty of the masses.

When economic support of the local militaries is insufficient to stop the revolts, it is the job of the U.S. military establishment to do the job by any means necessary, be it "advisers", Special Forces teams or full scale military intervention. This is done in the name of Freedom and Democracy since obviously any peasants who desire land reform and nationalization of foreign companies must be "Communists" controlled by Moscow or Peking. Only "Communist Propaganda" could convince these otherwise quiet and loyal people that a war of national liberation would be in their interests.

If the subversives "can't be wiped out with "economic aid" or the help of U.S. "advisers," as they have temporarily been in Bolivia, then Special Forces units train troops in counter-insurrection" as in Guatemala. If the rebels are too strong and unified to be so easily crushed be land the Marines, as in Santo Domingo. In the case of Vietnam, however, we passed through all of these stages of involvement in response to Communist escalation of the war" with so little success and such great loss that many have assumed that someone made a "mistake." The system can't be wrong - only certain individuals in power (usually of the other political Party).

We, therefore, see a logical trap (which has obviously caught a large portion of the University community as well as the population at large) in assuming that Vietnam is an isolated instance. The Vietnam policy has always been in complete harmony with our government's aims and interests, and essentially the same policy governs our actions today, with perhaps the qualification that we now place more emphasis on crushing rebellions at the moment they appear.

For example, in Guatemala today 2% of the people own 80% of the land, about 72% of the population is illiterate, and over 50% of the people suffer from malnutrition. According to the New York Times, a right wing extremist group called the Mauo Blanco, whose members are commissioned by the U.S.-supported Guatemalan Army, has in the last year assassinated between one and three thousand people,

mostly social reformers or revolutionaries. By 1966 the U.S. has stationed 1,000 military personnel in Guatemala and supplied napalm to the Air Force for use against guerillas.

In Thailand at least 38,000 U.S. troops have been defending the Kittikachorn dictatorship from a peasant revolution similar to that of the Vietnamese.

It appears, then, that American foreign policy is indeed imperialistic. We have abandoned the European forms entailing Royal Governors and garrisons of Imperial troops, but have retained just as effective a system of control and exploitation through the use of "puppet" governments and economic sanction. In the new economic-imperialism a nation need not actively expand its military domain, but need only maintain the status quo. The function of the military is to preserve the status quo (i.e., "social and political stability") through the threat or use of force in the defense of "Freedom and Democracy."

The case has been argued that the central role of the American military is to implement a systematic, long-standing policy of securing world wide markets for American investment and trade. This frequently implies supporting or creating reactionary governments and suppressing popular revolts. The case for abolishing ROTC rests on evidence that ROTC is essential to the smooth functioning of the military apparatus in pursuit of these policies in Vietnam and elsewhere.

There are more than 270,000 students currently enrolled in ROTC programs on 330 campuses nationwide. This program produces approximately 11,000 officers annually. The annual output of officers is the main function ROTC serves for the military, as evidenced by the following statement from the ROTC Manual 450-10:

"The program fills three needs: it creates an annual supply of officers for the active forces; it provides a pool of trained officers, who, having completed their active service, man the units of our reserve forces; and it creates a source of Regular Army Officers. This annual supply of young officers is essential in order to replace the losses each year in all of these categories."

The 11,000 2nd Lieutenants ROTC supplies each year are 20 times the number of cadets trained at West Point. ROTC has produced 50% of the officers currently on active duty and 85% of the annual input required to maintain the current level.

It is therefore apparent that a widespread anti ROTC movement would have the effect of drying up the largest source of supply of junior officers. Despite efforts to expand Officer Candidate School (which now contributes 2,300 officers per year) and West Point (which now supplies 550), at least the short-term result would be to make it impossible to maintain the current level of military commitments throughout the world. The abolishment of ROTC would therefore make it more difficult to continue the Vietnam War or initiate similar wars.

The important issues for the debate over ROTC at MSU are not, therefore, academic standards of ROTC (and appropriateness of credits), university neutrality (we were up to our ears in Vietnam policy and play a similar role in Thailand and other countries today), or student power.

Rather the central issue is whether or not the university will continue its complicity in American imperialism. The struggle to completely abolish ROTC at MSU should be seen as a first step in curtailing U.S. military suppression of national liberation movements in the Third World nations.