

The Daily Tar Heel

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Tom Gooding, Editor

Bob Chapman

Carolina Should Keep ROTC

UNC Should Sell All Local Utilities

The General Assembly will get a chance January to do something to get the University out of the utilities business and back to the business of education.

The University has been operating the water, electric and telephone companies in Chapel Hill ever since the first need for the utilities arose.

When the University first began operating the companies, there was a good reason for the University to wander from purely academic pursuits. It was the University, not the town, that needed telephone, electric and water service, and it was the University that had the money to develop the system.

But now the University has grown to such a degree that, with all of the responsibilities of the business staff, there is simply not enough time or personnel for the University to operate any of the utilities efficiently.

The town of Chapel Hill, in an increasing effort to break up the stranglehold the University has on the town and its economy, has been pressing for control of the utilities ever since Howard Lee was elected mayor.

The town of Carrboro has recently taken strong action against the University by refusing to pay its

water bill, saying that the 140 per cent increase in water rates is out of line. The University has filed suit to collect that unpaid bill.

But while the University lawyers argue their case against Carrboro in court, University administrators have asked the General Assembly to approve the establishment of a commission to study the practicality of selling the utilities companies to Chapel Hill and Carrboro.

The General Assembly of this state, granted, does not have an impressive record of doing things to help the University, but the appointment of this commission could be the first step toward getting the University out of the business of making money and back into the business of providing students with an education.

And, as Chancellor J. Carlyle Sitterson said at the first of the year, "the purpose of the University is to educate" not to control the economy of Chapel Hill.

Welcome

The Daily Tar Heel welcomes the guests of the Toronto Exchange Program, which gets underway on campus today with the arrival of 31 Canadian students for a five day tour of UNC and Chapel Hill.

While here, our Canadian visitors will attend seminars, hear John Sebastian, and watch the UNC-Duke football game.

Campus organizers Bill Sowers and Judy Hippler have called the exchange a "meaningful educational experience in its effort toward international peace and understanding."

Carolina students will have an opportunity to become acquainted with their Canadian counterparts. We hope UNC students will take the time to welcome their guests, either at the International Student Center (Carr Dorm) after the Sebastian concert Friday, or Saturday at 10 a.m. at a reception in the Union.

We suspect the experience will be mutually rewarding.

"As Harvard goes, so goes the Army ROTC program," said Col. Robert H. Pell, commanding officer of the Harvard unit. He implied that as the old Ivy League school goes down the drain, the Army ROTC goes down too.

Harvard did not abolish ROTC; they did remove academic credit. ROTC left the Harvard campus because of the lack of credit for the students and because of a decline in enrollment.

Ironically, Harvard students went on strike in 1916 to have Army ROTC brought onto the campus.

The Navy is pulling out of other northern schools including Columbia, Brown, Dartmouth, Stanford and Tufts for the same reasons. The Navy rejected the schools; they were not booted out.

ROTC is by no means coming to an end. In the last two years there have been over 35 requests from major universities for a Navy ROTC unit.

A midshipman is a student first at UNC. He does not claim to be a military man and enjoys the same freedoms that other students enjoy.

As with other departments at UNC, the Naval Science department comes under the College of Arts and Sciences and is subject to University rules and regulations. Before a professor of naval science (the commanding officer) is appointed to his post, he must first get the approval of a faculty committee which can remove him at any time.

Instructors, too, have their records reviewed by members of the faculty. They also have academic rank and voting privileges like other instructors on campus.

It has been the policy to have all courses taught by civilian instructors if possible.

Dean Raymond Dawson, for example, teaches national security affairs (political science 149). Dr. James Leutzie instructs American military history (history 77), both are required of midshipmen.

Other requirements such as computer science, mathematics and sciences are civilian taught. ROTC courses are only taught by military personnel when a civilian will not teach the course.

Naval engineering and navigation, for example, are not offered by other departments and must therefore be taught by naval officers. All of these courses, including the Navy-taught courses are open to non-ROTC students with permission from the department head. Several students not in ROTC are now taking courses with the midshipmen.

One course which is not taught here—in any ROTC unit—is Killing 101. The thought of teaching the "art of killing" is absurd. A sextant and navigation chart, typical classroom tools, are hardly a threat.

The commanding officer of the Navy ROTC unit has made suggestions both to the political science department and to the business department to have a naval management course taught by civilian instructors. There has been no favorable response yet.

Enrollment in ROTC is going down. The "U.S. News and World Report" said increasing harassment from anti-ROTC groups is the major cause for the decline. While the protests have not gone unheard,

their efforts are not as significant as other prime factors, especially the de-escalation of all military forces due to the withdrawal from Vietnam.

The demand for junior officers is simply not as great as it was several years ago. At UNC the freshman class is smaller than it has been for years, even though the number of students applying for admission has increased.

Students wanting to join are not looking to action in Vietnam. The war will be over before they graduate. Fringe benefits including good pay, free travel, free medical service and a responsible

position seem very attractive with a continuing recession in which good jobs are extremely hard to find.

A ROTC graduate can pick his type of duty and can expect to earn \$10,000 a year within three years after his commissioning. Few other graduating seniors can make the same claim.

By law the University must provide classroom space for ROTC on this campus with the Navy paying for the instructors, supplies, etc. But the UNC campus has received sizeable contributions from the Navy. These would include the Naval Armory, Tin

Can, student infirmary, faculty club, Scuttlebutt and the Navy fields. Carolina should maintain ROTC on campus.

Civilian-minded officers in the American military is vital to let new ideas be heard.

As one general commented to the news magazine: "We really need these people—for our sake and the country's. If we have to take all our officers from the ranks, from West Point and officer-candidate schools, the Army is liable to become ingrown and stagnant. We need fresh ideas and a few mavericks."

Letters

ROTC Should Stay Here

To the Editor:

Here we go again with the annual protest against ROTC. Starting with the annual reason, this year's fire-breathing editorial has added a few more criticisms. First the specific points. The author is upset that "ROTC is under external control rather than being on an equal level with other academic departments." I believe the Taylor committee recommended that a "curriculum on War and Defense" be established on equal footing with the other departments. This action the DTH opposed when it was recommended; now, the paper advocates it. At any rate the problem will be solved. As for "external control," you have never said why the Defense Department's supplying teachers rather than the University (though the University can approve or disapprove these teachers) is bad. What is the harm?

You further claim that "instructors are bound to maintain the strict ideological line of the United States military." I can't get too upset over this statement; you are only displaying your ignorance. Come to a ROTC class sometime. You will see that what you said is simply, absolutely, completely untrue.

Finally you advocate that the courses be taught by civilians. In that part of the courses deal specifically with what an officer has learned in his military experience (such as regulations, tradition, etc.), civilian teachers would appear to be an inefficient way to teach such courses. In addition, military rules demand that a ROTC instructor be a current member of the Armed Forces.

But these are petty arguments. The only points that come up consistently are that ROTC teaches people to kill, and that the abolition of ROTC is a nice way to break the "partnership" between the military and the university.

A quick look through the Record of the University reveals such frightening courses as, Principles of Naval Organization and Management, Navigation and Naval Operations, and World Military Systems (a survey of the nature and deployment of the U.S. military forces). Terrible aren't they? But even ignoring this point, the fact is that ROTC teaches people how to serve in

forces which will defend the United States. You do not criticize karate courses for teaching people to maim and cripple. Their purpose is defensive.

There is a necessity to maintain a military force. I think it would be a lot better if the officers in this force had a liberal college education than for them never to be exposed to such influences. Look at ROTC as a whole and you will see that it greatly benefits the United States. This point is the answer to your last comment on the relationship between the military and the university. You haven't shown that ROTC harms the school, and I have shown you that it helps the United States. I think ROTC should stay at UNC.

A. Hewitt Rose
1306 Granville W.

ROTC Better Than Military Academies

To the Editor:

ROTC is a delicate subject. Its abolition or maintenance at UNC has most recently been discussed by the editor of the Daily Tar Heel. The subject in question appears to have fallen into disfavor with Mr. Gooding. ROTC accounts for a goodly majority of the military's officers, it is true, with the remainder being obtained from the military academies or from integration programs such as OCS within the military service.

If ROTC were discontinued, all of the nation's officer corps would come from these last two sources. A military academy is not an institution of higher learning. It is a training center, an officer factory turning out American chauvinists dedicated to duty and the completion of assigned orders regardless of their morality. As to the efficiency of in-service programs, ask an ex-Marine how effectively the military can direct your mind to a "primary function," such as killing gooks.

On the other hand, ROTC students attend a university such as this, developing opinions of their own in an

atmosphere of academic freedom. They participate in military activities from one to two hours a day twice a week. As an ex-ROTC member I can state that I was never taught anything pertaining to the act of killing. I was instructed in military customs and courtesy, naval ships structure and ships propulsion systems. Mr. Gooding's remark as to an officer's forceable strict adherence to the military ideology is incorrect. As long as a personal opinion cannot be construed to represent the opinion of the military, an officer is free to criticize and to form that opinion as he wishes.

My point is this: if ROTC dies, the officer corps will become a legion of coldly efficient soldiers without conscience whose only motivation is duty. We have the most powerful military force on earth. I would rather that the men who control it be men who think.

Jim Magill
407 E. Rosemary St.

ROTC Editorial

Faulty, Illogical

To the Editor:

In defense of NROTC at UNC, I'd like to reply to the editorial appearing in yesterday's Daily Tar Heel entitled "As Goes Harvard, So Should UNC." This editorial tried to argue for the abolishment of ROTC from UNC, but was backed by nothing but faulty reasoning and illogical statements.

The first foolish statement of the editorial occurred when the editorial called Naval Science "classes in the art of killing." The editors have obviously never attended a naval science class. I, myself, am a Midshipman and know that I'm being taught naval history, shipboard procedures, navigation, ship design, naval engineering and some chemistry and physics, not "the art of killing."

Next, the editorial says that "the University must agree to provide classroom and office facilities." At UNC, the University and the Navy provided the Naval Armory. The Navy, by the way, gave the University buildings such as the Monogram Club, the Scuttlebutt, and the Infirmary.

The editorial then gives the main reason for the abolishment of ROTC, which is that there were 400 anti-ROTC incidents last year. This is no valid reason.

The editorial also says that "the program lacks academic freedom." "Academic freedom" is not defined, but if it means the way most of UNC's classes are set up, I am glad Naval Science doesn't have it.

The final ridiculous argument this editorial makes is that "if there is academic merit to courses in the ROTC curriculum, they should be taught as everything else at UNC, by civilian professors, not by military officers." The only thing wrong with this proposal is that I don't know civilian professors who are authorities on naval shipboard procedures, etc. I wouldn't expect the naval science instructors to teach anthropology if they had no experience in that subject.

John Victor Grainger IV
633 Ehringhaus

The Daily Tar Heel

78 Years of Editorial Freedom

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Students Must Have Voice In Classroom

The instructors of Political Science 95A are, as everyone knows, experimenting with student control of course structure and material.

And they are showing that despite the

huge size of their class and the problems that go along with it, the experiment is going to work.

Not only has the course maintained student interest to the point that a

surprisingly large number of students are attending classes and seminars, they are also getting something out of the course. One student might not be getting the same thing as the person who sits beside

him in Memorial Hall, but he is getting something better. He is getting what he feels he wants out of the course.

Something that few courses at UNC can offer, but something they are going to have to offer in the future.

For too long many instructors and professors have given quizzes and exams two to four times a semester without any thought to what the student should get out of the course but merely concerned with finding out whether or not the student had read all the assignments.

One of the first courses I took here as a freshman was Math 31. I was unlucky enough to be barely qualified for advanced placement and was taking the course as a first semester freshman.

I walked into the classroom the first day of class to find not the 20 to 30 people I expected, but almost 150 students crammed into one room.

The math was not what I expected either, and I soon found it to be over my head. I was also in the precarious position of getting a professor who refused to answer questions in class.

"I can't afford to waste the entire class's time on answering a question for one student," he would say. "Ask one of the graders at the 'problem-solving session.'"

And I would religiously go to the sessions only to find that the graders advanced in math to the point that they could not explain the problems to use.

I came out of the course with a "C" and the preparation for three and a half more years of almost the same classroom situation.

Since then I have not run into a situation as bad as the above but some almost as bad, particularly in the large

lecture sections in courses such as Modern Civilization, Political Science 41 and others.

The problem was undoubtedly created by professors who either didn't really know what students wanted out of the course or who really didn't care whether the student felt he was learning anything useful or not.

However, the problem which could have been solved long ago has been kept alive not by a huge university that doesn't care about the individual student, but by the students themselves.

If students are not willing to stand up and ask (or demand) a voice in choosing the goals of courses and the materials to be used to reach those goals, professors have no alternative but to teach what they feel is best.

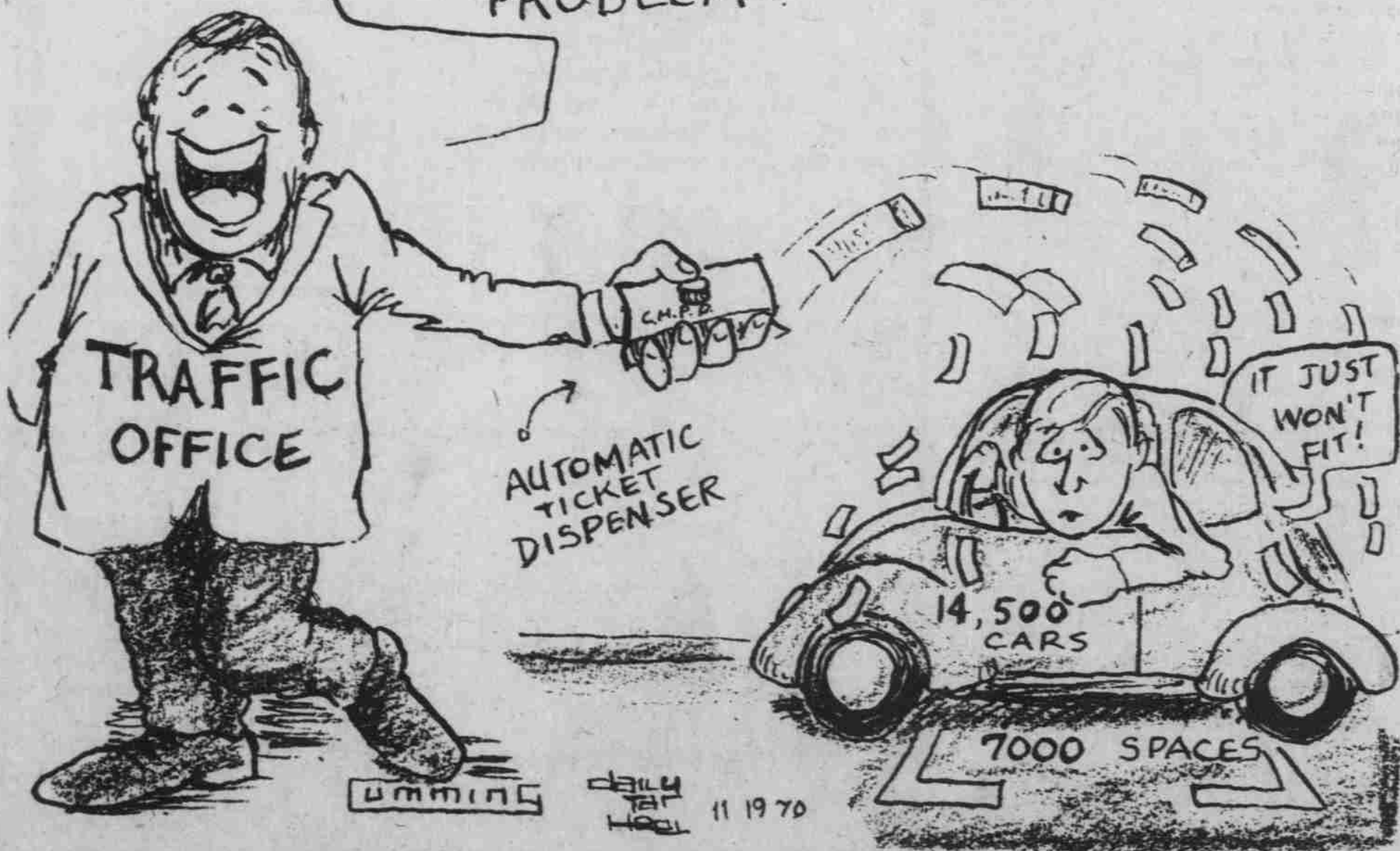
If students are not willing to question the reasons for seemingly irrelevant questions on quizzes, they must accept their grades without complaining.

And if students are not willing to question the whole academic process, they will leave this university with whatever small bits of knowledge the university chose to give them and not what they came here looking for.

Political Science 95A is showing that students can responsibly help run their courses and that when they are allowed to do so, they will become more interested in the course, attend it more often and probably get more out of it than courses in which they have no voice. It has shown that the experiment will work.

Now it is time for the students themselves to go out and work to get a voice in the classrooms or forever be silent.

WHAT PARKING PROBLEM?



The Daily Tar Heel accepts letters to the editor, provided they are typed on a 60-space line and limited to a maximum of 300 words. All letters must be signed and the address and phone number of the writer must be included. The paper reserves the right to edit all letters for libelous statements and govt. taste. Address letters to Associate Editor, The Daily Tar Heel, in care of the Student Union.