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BUT PEACE BEFORE ALL



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**MARCH
1911**

ARMY GAMES SORIN CADET CLUB

Cadets, young ladies, cadre,
and a dog at the Sorin Smoker.



SOPHS

IF YOU'VE GOT WHAT IT TAKES

A special Army ROTC program designed for College men who did not take ROTC during their first two years—will begin with six weeks of field training, starting in mid-June. You'll have on-campus training your junior and senior years with another six-week camp after junior year. You may be eligible for flight training.

The Shamrock

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Locurcio

The SHAMROCK is published twice each semester and is the official BDE publication.

ABOUT THE COVER

The cover of this edition of the Shamrock carries with it a message of profound moral import. Amidst our training to defend our country against all aggression, it is not difficult for us to lose perspective about what we are actually trying to secure. The super chauvinists which many of us have encountered should not be the model of the ROTC officer. It is both our right and our duty to temper our nationalistic tendencies with a realization that our objective is not to make America the conquerors of the world or to realize any type of manifest destiny at all. Our desire is to live in freedom and in peace, and it should and must be our place to defend against those who want to impinge on that peaceful freedom. But let us always have the right goal in mind, that is, peace among men. Let us never fight just for the sake of beating an enemy.

NOTES FROM THE COLONEL

by Colonel John Lavin

I have been asked by your editor, Cadet Broillet, to furnish answers to some questions. Among them are, "Why was the curriculum changed?" "What is the objective of our curriculum?" These and other questions require answers in some detail, but I shall provide only a brief response in this limited space.

Our Philosophy of Education

Since we have two missions relating to education in its broadest sense, I would say we had two functions. Our least important is the "Training" aspect. This is what many would call "Mickey Mouse"--drill, tactical exercises, chain of command functioning and certain specific periods in tactics, communications equipment, weapons, etc. It is no more or no less than the approach used in a basic math course-- "Here are certain tools and here is how to use them." Not much philosophy involved there.

Our most important function, however, is in providing the theory and principles which become a basis of professionalism on which to build the later intensivemilitary training the young officer will receive after commissioning. We would hope, by means of close and frequent contact between cadet and cadre, to aid the cadet in providing the "why" for service as an officer. The

"how" will come later at Fort Benning or Fort Knox, etc. By stimulating his intellectual curiosity in the area of government, history, decision making and management via college level instruction, we would attempt to develop in him a perspective consistent with the responsibilities he would undertake as an officer. In line with this, there is no one "right" perspective unless it would be concern for those in his charge or dedication to the people he serves. Whether or not any of this is consistent with the "Christian Ethic" is something that each cadet decides for himself. We are not selling a product, we are providing, hopefully, a magnifying lens under which a potential officer can examine the "why" before getting so involved with the how, that he no longer thinks of why.

This view may not be consistent with that of many people outside the program, but I think it is the consensus of those involved in it. The Army Officer Corps is not (and should not be) a "vocational" school trained body of men--whether the officers be career oriented or two year "volunteers."

Once the cadet has completed his schooling and compared the "real" world with his view of ethics, morality and being, we would hope he would realize that, having had these leadership and management courses, he will have a much broader base upon which to make rational decisions.

If our "philosophy" is nothing else, it should be to provide the opportunity for the potential officer to take a deeper look into what he is getting into, balance and pros and cons and decide whether the service to his fellow citizens and this country is for him.

The New ROTC Curriculum at ND

In a letter to all faculty members, 25 March 1968, Father Theodore M. Hesburgh, President of the University, asked that we update our curricula and submit new ones to their college at the beginning of the academic year 1968-1969. Among his objectives was to reduce student overload, reduce the total hours required for specific degrees and provide more time for electives. Few departments in the university met this 1968 request. Army ROTC was among the few departments which did submit a new proposed curriculum. It was the combined work of the PMS and a senior ROTC cadet curriculum review board (CL '69) chaired by Richard Conway. Other members were: John Rank, Peter Humm, John Sturm, Bruce Morrow, and Dennis Rawlinson. Subsequently, in May, 1969, the Academic Council met and published a directive which, among other things, required another revision of the ROTC curriculum to include course substitution. The result was that a second revised curriculum was prepared under the definitive guidance of the College of Arts and Letters and resubmitted in late November, 1969. After review by the College of Arts and Letters and Deans of all other undergraduate colleges on our campus, it was approved in April of 1970 for implementation in school year 70-71.

Curriculum Objectives

As each cadet knows, our objectives are to provide you with an understanding of the concepts and principles of military science; to develop a basic understanding of this professional field of knowledge; to assist in developing a strong sense of integrity, honor, and individual

responsibility; and finally, an appreciation for the requirements for national security. Using a system of evaluations, cadets are prepared for a commission from the President of the United States and should have established a sound basis for their future professional development in the Army and/or civilian life.

The AROTC curriculum evolved here at Notre Dame, is, so far as we know, the only one of its kind in existence. Through course substitution programs, academic freedom of discussion, inquiry and challenge for both students and faculty, we believe the course will, (with the first year "bags ironed out"), be able to stand the scrutiny of those engaged in professional education. Even at this time, changes are under way in the Leadership Lab portion of the program to be effective next year. For example: students coming from military schools or high school ROTC will be excused from Leadership Lab but will be required to take a test to obtain deferment from the freshman or sophomore Military Science courses (excepting Geology).

This year for the first time an equity has been established in the graduate school policy for both ROTC scholarship students and non-ROTC scholarship students. In addition to the regular graduate delay programs for all cadets to attend medical, dental, veterinary or law school, an individual cadet can now apply for two years of graduate school in any discipline. Other programs such as scholarships, fellowships, and grants as well as graduate programs for practical sciences remain in effect.

Coverage of these options are made on the ROTC Bulletin Board and at scholarship orientations. Some cadets fail to take advantage of the information passed out during these periods or to read the bulletin boards.

As in the past, all members of the department are available for discussion about these programs.

YOUNG ROTC LAWYERS CONDUCT MOOT COURT.

By David O'Keefe

Over a two week period ending February 24, Captain Locurcio, and Lt. Col. Lake gave instruction on military law to all MS IV students as part of their over-all curriculum during senior year. As part of the instruction, students in the MS IV were asked to conduct a moot court in the form of a mock court martial. (See pictures on inside cover sheet.)

Mark Morley, a second year law student at ND, and MS IV student noted that the reason for the moot court was to "familiarize the students with court martial procedure." He noted that as commissioned second lieutenants, they may be expected to serve at courts martial, either as defense or trial attorneys, as witnesses, or as members of the all-important hearing board (jury in civilian courts) or even as president of the hearing board (comparable to a civilian judge). Captain Locurcio added that the over-all instruction was intended to answer the question, "What is military justice?" This was done by going through the whole system to military justice to show the tools and how the tools were to be implemented; the enactment of a special court martial by the students was viewed as the culmination of the instruction by the two cadre officers.

All students were assigned a role to play in the mock trial. The roles (witnesses, defense and trial lawyers, the president and hearing board as mentioned above) were played by the students with law students assigned to trial lawyer and president of the hearing board. A fictitious sergeant was charged with aggravated assault; he was "sentenced" by the moot court on the lesser charge of simple assault. The session consisted of three hours of court and eleven hours on the principles of law.

A CHALLENGE:
Peace Freaks, West Pointers,
Libertarians, Lovers, Cadre, and
War Mongers--ATTENTION!!!

All those interested in learning how to play and win at war games please contact:

Frank McAleer
906 Flanner
phone: 1397

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SPORT SLANTS

by Bill Brownel

For the past month or so, the AROTC basketball team has been participating in a league with other clubs. After encountering schedule mix-ups and missing two games, the team was beaten by the Observer staff and sunk by NROTC. An early loss to the chemical engineers made things seem rather bleak.

It was then that Army ingenuity broke loose. Using a mixture of cover and concealment, camouflage and relying on a devastating offensive, a surprise and a good defense, our side triumphed over the Glee Club and Alpha Phi Omega in a close contest.

Members of this years squad include:

- Steve Warpoife,
- Bill English,
- Jim Corgel,
- Brian Bush (Captain),
- Kenny Lund,
- John Arlotta,
- Greg Pensobene,
- Rod Braye,
- Mike McGuire (sometimes)
- and that lost and wandering giant,
- Bill Moran*

*editor's note: If anyone happens to see Bill, please send him home to mother--she's looking for him too! ***

YE OLDE EDITORIALE

by Bruce A. Broillet

Correct me if I am wrong, said the farmer to the mouse, but do not. Seniors always look back with philosophical notions and peruse four years of work and play to shed rays of light on what went right and what went awry? If 'tis true, dear fellow Cadets, Commissionees, and Cadre, let us retrospect with the keenest of all possible perceptions, and survey the rolling hills of ROTiCity. Small educational changes are always possible and frequently necessary, but there is, I think, a major area in which change is inevitable and absolutely necessary. Let us think awhile, my dear readers, upon that facet of our lives in Notre Dame ROTC affectionately referred to by one and all as "drill."

Drill has a corrosive effect on the ROTC program at Notre Dame, and in a day in which ROTC programs are receiving tongue lashings from virtually every corner of the collegiate environ, self-imposed corrosion is an unnecessary plague with which the patient must contend. When the program is beset by frequent covert and overt attacks from outside, why should the program work against itself from the inside as well. Few military strategists would espouse such a course of action. Hence, I propose the abolition of this weekly phenomenon called drill. Ah, but stay, my reader--I have not yet nearly finished all of my proposal. Indeed, four years is a long time to consider what should and must be done.

My considerations are two-pronged. Argument number one involves the negative effect of ROTC drill. Drill is not at all conducive to good relations with those factions of the university structure which are bent on eliminating the program from the campus. In an organization such as the Army which always teaches us to avoid giving ourselves away unnecessarily to our attackers, it has always struck me that having drill on campus could be likened to, say, a Notre Dame graduate wearing an ND sweatshirt on the campus of the Texas Longhorns this year. Why provoke trouble? Why make real what is only incipient? Why wake up the echoes of violence again that have finally become dormant. Trite as it may be, discretion is the better part of valous. For that matter, few ROTC students enjoy being the objects of extremist raillery and contempt for no reason--after all, we must work and live with this contempt for four years. Hence, drill is objectionable to many outsiders and to a number of insiders as well.

My second major argument is more constructive. Summer Camp at sunny Fort Riley is still in my mind--indeed, it pervades my darkest dreams. And my attendance there has helped to formulate my second notion against drill. I feel that the only facet of drill which aided toward Summer Camp was the SCTU bivouac. Hence, my proposal would call for one semester of drill to teach marching and then a bivouac each semester thereafter instead of what amounts to fooling around at a one-hour a week drill. Or, perhaps, a more feasible plan would be four one-day field trips, two each semester, to teach what must be known for summer camp. My objective is to secure an educational preparation which is useful, which doesn't waste student time, and which does not intimidate certain disagreeable factions at Notre Dame. I contend that drill answers to all of these charges at present. And so, the question--Why drill?

WHATEVER HAPPENED TO BABY DRILL TEAM?

by Bill Brownell

Who remembers the Drill Team? It was a voluntary alternative to regular drill. Last year, it had nine members who met four to five times a week to work up intricate drills. During the year, they presented those drills at a meet in Buffalo.

What happened to the Drill Team this year? It was disbanded. There was basically a lack of interest--only nine interested last year and fewer this year. And there was supposedly a fund problem though lack of interest was the major difficulty.

What caused interest to drag? Perhaps regular drill was more appealing than Drill Team. True, drill team was more time consuming than regular drill, and a higher degree of perfection was required. As a member of last year's Drill Team commented, it would take a person who enjoyed this type of precision to stick with it. And apparently, there are not many of these people around.

Perhaps there was not enough

incentive to encourage volunteers last year. It was commented that at times, last year's team seemed a waste of time due to the small size of the group and the lack of activities. One meet during the year is not much incentive for months of practice. But still, an interested membership can create incentives themselves through working to overcome financial and other restrictive problems.

Was the drill team more beneficial than regular drill? In general, regular drill presents a more overall type of training than did drill team. A member of last year's drill team felt regular drill to be more beneficial at first. He still maintained, though, that drill team is for those who really want to make it go.

So the drill team no longer exists, and will probably remain extinct until interest in it revives. With this type of specialized, voluntary organization, it is probably best not to push matters, but to leave things as they are--BUT, if you are interested, contact Bob Bullard, he did it last year!

REFLECTIONS OF A SUMMER CAMPER

Dave O'Keefe interviews Ed Kurtz

One of the first questions I asked senior scholarship student Ed Kurtz was whether ROTC had prepared him for summer camp. He replied that summer camp is simply something that "you have to go through." That is what Ed proceeded to do last summer, finishing first among the students from ND who attended the summer '70 version of the Fort Riley experience. Ed described it as "a million dollar experience, but you wouldn't pay two cents to do it again. The tough part of the

stay at Riley is the first week or so, and he added that interpersonal relationships are essential. This is where the enrollee must be hard and understand what Ed calls the "rural mind," as opposed to life at ND. The traits of flexibility and adaptability, simply being able to "roll with it" are at a premium and those who adapt the fastest are most successful. Life is not meant to be easy at camp and such things as up and out of the sack at "O-dark-thirty" and "G.I parties," calisthenics before all meals, rushed breakfasts, and bivouacking are typical. Ed congratulates Colonel Lake on presenting the best portion of camp, the leader-reaction course.

FROM THE DESK OF THE "HAWK"
by Frank McAleer

What would "peace" mean vis-a-vis the Vietnamese conflict? The Communist or Marxist concept of Peace is the achievement of a Peoples' Democracy or a Democratic Republic (as it is known in North Vietnam) over at least South Vietnam. And after South Vietnam would be communized, the Khmer Rouge in Cambodia and the Pathet Lao in Laos would start the process of Wars of Liberation. This is commonly known as the Domino Theory. This theory could be discredited at once if it could be shown that the North Vietnamese are only Nationalists, and not Communists (for it is the avowed purpose of any Communist to export revolution--they believe in a Domino Theory which is known to them as World Revolution). The facts that Ho Chi Minh was a Communist since 1922, that he belonged to, and was involved with the Comintern Bureau which had as its expressed purpose the achievement of world revolution, and that he did not return to Vietnam until right before the second world war, should show that he did not have the ambitions of the Vietnamese people as his first purpose in life. After he proclaimed his republic in 1945-46, and the French objected and attacked his provisional government, the Viet Minh was formed to forcibly gain independence from France. All Nationalists who did not join the Viet Minh forces were killed by the Viet Minh or else compromised with the French. Those Nationalists did not like colonialism, but they abhorred even more the authoritarian methods of the Viet Minh.

Besides these unscrupulous methods of disposing of unfriendly rivals, the leaders of the Democratic Republic of Vietnam (North Vietnam) had to destroy between 1954 and 1956, 50,000 peasants who opposed collectivization of the land. The Democratic Republic of Vietnam (DRV) held no elections at all between 1954 and 1960. Clearly the DRV is not democratic, nor is it nationalistic.

Besides these non-democratic elements in their governmental processes, the leaders of the DRV support a puppet National Liberation Front (NLF) in South Vietnam. This NLF is exactly what it says it is-- a front. They call for a coalition government before National Elections (which incidentally are to be held only in South Vietnam). This NLF has as its military arm the Viet Cong. The terroristic record of the Viet Cong needs no examination.

Perhaps the best reason why we should not allow a "peace" in the Communist sense is that there would be a bloodbath in South Vietnam once the NLF took over the country. During the Tet offensive in 1968, the NLF seized and occupied the city of Hue for a week or two. In that brief period of time they summarily executed 3,000 citizens. And this fact with the above mentioned slaughter of 50,000 peasants during collectivization in North Vietnam, and we have proof that the NLF and their big brother, the Democratic Republic of Vietnam, are not benevolent in any sense of the word. We cannot afford "peace" at that price.

editor's note: These observations are solely those of the writer and do not necessarily reflect the opinions of the entire Shamrock staff...comments can either be brought to the PIC box as Letters to the editor or directly to Frank McAleer, 906 Flanner.

NEW IRISH CADRE

Captain Francis T. Pachler, Jr., was born at Fort Benning, Georgia on 19 June 1941. After a life of moving around as an "Army Brat" he graduated from Wakefield High School in Arlington, Virginia in 1959. Captain Pachler then entered the Army as an enlisted man and attended the U.S. Military Academy Prep School at Fort Belvoir, Virginia. He graduated from West Point in 1964 and returned to Fort Benning to complete Airborne and Ranger courses. He then reported to Ft. Devens, Mass., where he was assigned as the only Infantry officer in an Armor Battalion with an artillery function and he then participated in field exercises at Camp Drum, New York. Captain Pachler was married in May of 1965 and returned to Fort Devens with his bride to set up housekeeping.

In July 1965, Captain Pachler was assigned to the 1st Bn 2nd Inf at Fort Devens and began training to join the 1st Infantry Division to Vietnam.

In September of 1966 upon reporting to the 1st Bn (Reinf) 3rd Infantry (The Old Guard) at Fort Meyer, Virginia, Captain Pachler led his first Infantry Rifle Platoon in C CO. A quick month went by and he became Captain on 3 January 1967 and took over as XO of C CO for a month. In February 1967 he received command of D CO of the Old Guard. During this time he participated in numerous White House ceremonies.

In the summer of 1968, he attended the Military Advisor, Training and Assistance Course at Fort Bragg, North Carolina and the Vietnamese Language School at Fort Bliss, Texas. It was in El Paso, Texas that his second son was born, the first having come during his first tour in Vietnam.

After considerable duty in Vietnam, Cpt. Pachler returned home

and headed for Fort Benning. After some temporary duty as an instructor with the Leadership Department he became a student and attended the Infantry Officer's Advanced Course which he graduated in the top 20% of his class on the Commandant's List.

Assigned to Notre Dame in September of 1970, Captain Pachler has taken over as the primary MS I Instructor and is also taking courses toward a graduate degree in economics.

Sp 5 Shumann graduated from Denison University in Granville, Ohio in June, 1968, and was drafted into the Army in January, 1969. After basic training at Fort Gordon, Georgia, he went to the U.S. Army Transportation School at Fort Eustis, Virginia. Shumann attended classes eight hours a day and learned "some really interesting material about both freight and passenger transportation."

He went to Vietnam in July, 1969, and was assigned to the transportation section of the 220 Replacement Battalion in Cam Ranh Bay. He compares that job to one of a civilian travel agent. The Air Force informed Shumann of the seats available to various destinations, and each night he prepared the passenger lists. It was also his responsibility that the battalion had the most current flight information on the DC-8's and 707 from CONUS that fly into Cam Ranh Bay every day from the U.S. He left Vietnam in July 1970 and has been the assistant administrative specialist here since August, 1970.

The following was submitted by a sergeant major who is new to the cadre:

We are born at an early age and born screaming mad--hell; some big bully wearing a white mask whacked us on the behind.

There follows an interim of growing large enough to fill a pair of

combat boots.

Then the Army--a D.I. shouting,
"You damn Recruits, over here!"
Pretty soon it's not "Overhere" it's
"Overthere." Now you are a soldier,
got a stripe on your sleeve and you
are off to your first war.

Hard as nails and convinced
that no one was ever born smart
enough to build or shoot a bullet
that could hit you.

Come strutting home and con
some lovely lass into believing that
you are Alexander the Great, II.

You train, you study, you
slowly learn about men and the art of
war. You travel, oh boy, do you
travel.--Europe, Asia, the Arctic, the
jungles--they finally give you a star
to put between all the stripes and you
think you have seen it all. Then,
bingo! there are men walking on the
moon.

And they you sit back and wonder
what horizons your sons will proudly
carry the banner of the United States
Army.

ANNOUNCEMENT

Dave Busch has informed us that without
increased participation by anyone
(cadets or students), the Rifle Club
will be forced to disband. Anyone who
is interested should give Dave a call
at 259-7177.

THOUGHT FOR TODAY:

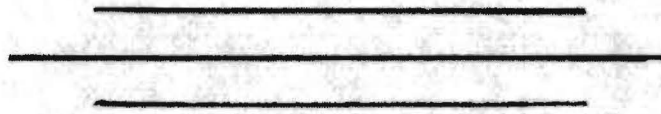
The things taught in colleges and schools are not an education, but
the means of education.

--Ralph W. Emerson, 1803-1882

NEW CADRE



CAPTAIN PACHLER, (Left)
SP 5 SHUMANN, (Above)



"We recommend, Frank, that
you plead hopeless insanity."

Learning By Doing



"My name is Perry Mason,
ergo, I win always."

SUMMER FUN IN KANSAS



LIVING . . .
LEARNING . . .
LOVING . . .
LEAVING . . .
. . . Fort Riley, Kansas

