



REMEMBER?—Kenneth Pitzer, now a Chemistry professor at UC Berkeley, recalls the "pressures of student radicalism" which he faced as Stanford president. He describes strong reactions from alumni who objected to his statements against the Vietnam War.

—Daily photo by Jim Kiukkari

Ex-President Recalls Pressures

By LARRY LIEBERT
(First of four parts)

Kenneth Pitzer's stormy term as Stanford's president was enough to make him swear off jobs as a college administrator.

"I decided that from now on, administration was somebody else's role, not mine," Pitzer explained in a Daily interview Friday in Berkeley.

Pitzer is once again a Chemistry professor at UC Berkeley, a position he left in 1961 to become president of Rice University in Houston. Pitzer came to Stanford at the end of 1968, but resigned less than two years later.

The quiet chemist recalled the problems he faced when he moved from smaller, quieter Rice: "When I came to Stanford, it was perfectly obvious that there were going to be pressures in terms of student radicalism and the demonstrations.

"But I'd hoped that the national-international situations tending to generate this would be solved much faster than they were or have been," Pitzer recalled.

With his usual short and choppy laugh, Pitzer admits that the job of handling sit-ins and trashing made the Stanford presidency "less to my taste and interests than I had hoped. I suspect the challenge of dealing with that kind of problem might have been more attractive to some people than it was to me."

Pitzer wonders whether the Stanford disruptions of three and four years ago may have overwhelmed any president: "In very troubled times, it may simply be impossible for any one person to last through the whole period."

But Pitzer adds that he had a problem not faced by all presidents — the continuing alumni reactions to his outspoken comments against the Vietnam War, the draft, and the invasion of Cambodia.

"There's no question that the alumni and other supporters upon which a private institution is particularly dependent just don't like it when the president of the institution takes a personal position on a quite

extraneous subject," Pitzer commented.

He conceded that anyone leading an institution must worry "whether expressing your personal views about some national and international question may interfere with the progress of the organization that you're heading."

But Pitzer added, "Nonetheless, I felt that I wasn't going to go very far in restraining myself as a citizen because of a role in some institution."

He pointed to Yale's president Kingman Brewster as one liberal president who has successfully expressed his opinions: "Kingman certainly is as candid about his views as anyone. On the other hand, there were certain other factors that may have made it more feasible in his case, or maybe he just did a better job."

Stanford's Board of Trustees "went along" with Pitzer's statements against the war, he commented. But most of the trustees wished that he would have kept his views to himself: "While the Board held varying opinions on these issues, it seemed to me that most of the Board members were inclined not to express their opinions for the same old reason: that it might offend somebody, and therefore, why not keep quiet instead?"

Pitzer said he had fewer problems expressing personal opinions at Rice, partly because he spoke there of "institution-related issues" — particularly his successful effort to desegregate the Southern college.

He explained that the chairman of Rice's trustees "was quite outspoken himself — usually on the same side of

the same issues. Whereas the pressure was on the chairman, the president sort of looked better by comparison. His strong public position certainly helpful."

Pitzer was also criticized by alumni who felt he failed to deal firmly with campus disruptions. They objected to his reluctance to call in outside police before internal mediation of sit-ins failed.

Pitzer recalled, "I think there are many in the outside who just thought that any sort of disruption should be put down with great speed and firmness. These people usually have no particular idea of just how you are going to accomplish this or what the remaining consequences might be.

"But they are still very upset when they continue to read in the newspapers of disturbances at their alma mater," Pitzer said. "There were various reasons why it didn't seem feasible to me to take any course very much different than the one we followed, even on hindsight."

Asked about his emphatic endorsement of campus judicial systems, Pitzer said, "Stanford certainly must have a mechanism of internal discipline and maintenance of order that's more effective than it was at that time. But the history of the breakdown of previous internal discipline systems meant that you probably sort of had to work with the one you had, nurse it along a bit and try to improve it, rather than just throw it out and try to start over again another time."

(Tomorrow: Pitzer reviews the confrontations he faced during his first year as President.)

The Stanford Daily

Sit-Ins Frustrated Pitzer's Efforts At Mediation

By LARRY LIEBERT
(Second of four parts)

When Kenneth Pitzer came to Stanford in December, 1968, radicals held a "Greet Pitzer" week and marched into his office. The marches, sit-ins, and confrontations were still going on when he resigned from the presidency one and a half years later. Pitzer handled his first Stanford protest by inviting members of the Students for a Democratic Society to step outside and chat with him for an hour. That move was typical of his efforts, largely unsuccessful, to mediate campus disputes without using outside police.

"There's no question that some people thought I was being unduly patient or tolerant of further discussion than I should have been," Pitzer recalled in a Daily interview Friday at UC Berkeley, where he is now a Chemistry professor.

But he insisted that "it didn't seem feasible to me to take any course very much different than the one we followed."

Pitzer's theory of internal campus controls faced its decisive challenge in April, 1968, when hundreds of protesters occupied the Applied Electronics Laboratory (AEL) and stayed for nine days.

The demonstrators in the April Third Movement were protesting at classified and war-related research at AEL and other campus labs, as well as the Stanford Research Institute (then owned by the University). The long sit-in ended only after Pitzer promised to close the lab for a week and threatened immediate suspension of those remaining.

Demonstrators rejected administration requests that they voluntarily give their names to faculty monitors so that they could be tried before the Stanford Judicial Council.

"I think there was a trend — and maybe it moved faster and further than I saw or I wanted to think was the case — in which both students and faculty were unduly reluctant to discipline one another internally," Pitzer said.

Indefensible Tactics
Describing the long sit-in, he

commented, "I think it degenerated. I don't think it was defensible at any point. But the relative balance of commendable motives as compared with unfortunate or indefensible tactics was certainly more favorable in the first day or two than it was later on."

Pitzer faced great pressures to bring in outside police to end the sit-in, an option never before used at Stanford. "Our feeling was that we wanted to make every effort to try to close it off without sort of passing that boundary point of bringing in the outside police."

Pitzer Looks Back

Asked if using police at that point seemed a major turning point, Pitzer said, "Yeah. In hindsight I may have made more of that than I should have. I don't know. A month afterwards, they were brought in for the Encina sit-in, so you can't really judge."

Riot Police

In the early morning of May 1, 1969, riot police came on campus for the first time to end a 6 1/2 hour sit-in at Encina Hall. The protest was more militant and less widely-based than the AEL sit-in.

Pitzer said police were called because "at that stage there had ceased to be any threat of justification in terms of drawing attention to issues or getting a hearing on issues. It was that very afternoon that there had been a trustees' committee on campus hearing arguments with respect to the alleged issues."

"It seemed to me there was very little hope that by any further delay one could bring the thing to a close any better than doing it right away."

At the time of the Encina bust, there were rumors that then-Provost Richard Lyman had made the decision without consulting Pitzer. But the former president said he returned from a speaking engagement in Los Angeles and "immediately when I got home I was on the phone with Provost Lyman.

We Agreed

"In the course of a five-minute conversation, he outlined the various

steps that had been taken up to that point, and the fact that he didn't see anything else that could be done. I didn't either. I think we were quite agreed on it. I told him to go right ahead and pass the word to the Sheriff."

Activists had demanded that the University control Stanford Research Institute more closely, limiting its extensive war-related research. By the time of the Encina protest, it was clear that the trustees instead were going to sever SRI from the University.

Pitzer commented last week that the protesters should have accepted their defeat rather than mounting another sit-in because "those issues had been heard, argued, and so on." He said, "there was no longer any reasonable basis of wanting to be heard on issues that could be dealt with within the Stanford community."

"The local organization just has to fight back and defend itself without any particular compunctions further," Pitzer said, when radicals "push against their local entity with the argument that the war ought to be stopped, or something else the local people have no power to do."

Classified Research

Although the April Third Movement lost its battle for control of SRI, the faculty approved demands to end classified research on campus. Pitzer noted, "Most faculties at most universities had said 'no' to classified research, except for very peripheral and marginal aspects, within a few

years of World War Two. "Stanford was rather exceptional in the relatively massive amount of classified research it had going on in the mid-1960's."

Throughout the radical protests, Pitzer expressed his own opposition to the Vietnam War. When trustees first

considered the SRI issue, he called it a chance for them to make clear that the War was an "Edsel" and a "blunder."

He said he spoke to the trustees about the war because "I wanted them to understand to some greater degree than the radical outlook."

Pitzer expressed his own opposition to the Vietnam War. When trustees first

of the campus."

Pitzer said he still believes the war is a mistake rather than an inevitable result of the American system. "I still have more faith in the general system than the radical outlook."

(Tomorrow: ROTC, Cambodia and Pitzer's second year at Stanford.)



MEDIATION—In one of his efforts to communicate with students, Kenneth Pitzer talks with activist members of the April Third Movement in spring, 1969.

The Stanford Daily

ROTC, Cambodia Confrontations Plagued Pitzer

By LARRY LIEBERT
(Third of Four Parts)

"The whole ROTC sequence is a long and, as far as I'm concerned, a sad story," Kenneth Pitzer recalled last week.

In Pitzer's second troubled year as Stanford's president, the battle over ROTC military training brought marches, sit-ins, meetings and referenda.

Many protests remained nonviolent during the 1969-70 school year. But running warfare with riot police also became part of campus politics, and "trashing" became part of the Stanford vocabulary before ROTC's phase-out was finally decreed in May.

In spring, 1969, the Academic Senate had quietly voted to take away academic credit from ROTC's military training courses. But the Senate changed that vote the next winter after Pitzer recommended in January that individual ROTC courses be granted credit through the Committee on Undergraduate Studies (CUS).

"That this issue might become controversial was certainly obvious," Pitzer said in a Daily interview at UC Berkeley, where he is now a Chemistry professor.

But he argued that the faculty had engaged in "merely wishful thinking" in its earlier vote

to keep ROTC without any academic credit. Pitzer said the Defense Department proved unwilling to approve ROTC without any credit, although there were reports that a non-credit ROTC had been approved at eastern colleges.

Pitzer insisted that the plan for partial credit seemed the only workable way of keeping the faculty's goal of maintaining "the opportunity of ROTC for students on a less official basis."

He argued that the plan for partial credit was a significant change from "a prima facie offering of credit." Pitzer said the administration proposal shifted ROTC credit "to a case where the burden of proof was on the military people to show a particular activity does merit credit."

Brooks Job

In the midst of the ROTC controversy, serious questions were raised about the role of Vice Provost Howard Brooks, who negotiated the ROTC compromise with the Defense Department. Brooks had been offered a Defense Department job sometime before the negotiations began. Another DoD job was offered to Brooks sometime after the negotiations.

Pitzer maintained the job offers came "substantially before and substantially after"

Brooks' negotiating role and that he did not doubt Brooks' integrity.

He conceded that "in retrospect, there was a question as to whether he was the best choice or not." Pitzer said another negotiator might have been more acceptable "in terms tactically of gaining faculty acceptance of the outcome."

But he suggested that other types of negotiators "would have simply alienated themselves with respect to the Defense Department people they were talking to."

Pitzer Looks Back

Many alumni vehemently demanded that ROTC not be "offed." Pitzer recalled: "A great many alumni felt very strongly that the opportunity for ROTC ought to remain. This was an area in which I found myself personally on that same side."

"It seemed to me this was something that should be the student's choice, when it could be presented in an appropriate framework."

There were reports at the time that Defense Department funding of Stanford programs would be reduced in retaliation if ROTC were eliminated.

Pitzer commented, "It was perfectly

obvious that certain people felt a certain way on the issue. But there was no direct threats that if you don't maintain ROTC, this or that would happen."

The ROTC debates and protests continued throughout winter and spring quarters. A fullscale riot erupted April 29, when police broke up a nonviolent sit-in at the Old Union and when demonstrators learned that the U.S. had invaded Cambodia.

The Cambodia invasion was the basis for an unprecedented campus strike, lasting for over a week and closing most regular classes and campus functions.

Asked if the Cambodia strike, which involved campuses throughout the country, was a precedent for shutting down the universities, Pitzer said, "Faced with the realities of a massive situation, it may be a precedent, but there's not much you can do about it."

Pitzer added, "It seemed to me that this was really not an effective or useful way of protesting Cambodia. But when a sufficiently large proportion of the community, both students and faculty, are in a certain mood, it is just not practical to force the community in a different direction right then and now."

But Pitzer stressed that "as soon as most people do want to go to class and most

faculty do want to teach, then it seems important to bring appropriate pressure on the remaining minority to make that possible."

By the end of Pitzer's second school year at Stanford, the faculty changed its mind again and voted to eliminate any credit for ROTC. Students went home with "incompletes" to finish from courses which never happened during the tumultuous campus protests.

And Pitzer's own hopes to handle campus disruptions through internal judicial systems had been largely overwhelmed in a year of violent clashes between police and demonstrators.

Resignation

There have been rumors that Pitzer first offered his resignation at a secret trustees' meeting during the Cambodia strike.

Asked about the rumor, Pitzer commented, "Well, that's not correct in any literal sense. I suppose it is true that's about the time I began to wonder about things, and I might have wondered conversationally in a highly informal way with one or two people."

Pitzer actually submitted his resignation in June, 1970.

(Tomorrow: What Pitzer has done since leaving Stanford.)

2-10-72

Daily 2-11-72

Pitzer Returns To Teaching Role

By LARRY LIEBERT
(Last of a Series)

Kenneth Pitzer denies that the Board of Trustees ever asked for his resignation as Stanford's president.
"Come June, 1970, I simply had a discussion with a few of the Board members in which I raised the question myself," Pitzer recalled last week at UC Berkeley, where he is now a Chemistry professor.

"I told them I was wondering whether the sensible thing to do is to continue in this role or not," Pitzer said. "I got certain reactions, but that's as far as I can go on the story."

But it is also perfectly clear that Pitzer had become an unpopular president in many quarters by June of 1971. The quiet, nervous-appearing man never managed to build a constituency of supporters among faculty or students. Trustees and many alumni opposed his outspoken comments against the war and charged that he was not taking strong enough action against campus disruptions.

Asked if pressures to resign ever came from influential alumni, Pitzer would only say, "I got lots of letters and opinions from all sorts of sources, but I'm not going to go into that."

Differences With Staff?
Pitzer was equally reluctant to talk about another area—whether he had problems dealing with his own

administrative staff. "There were various differences in detail, but very frankly I don't think it would be useful to go into those detailed differences about who thought what under what particular circumstances."

President Richard Lyman, who was provost under Pitzer, has avoided the type of outspoken statements on national issues which characterized Pitzer's term. Asked if Lyman ever suggested that he not speak out, Pitzer said, "No, I don't know that he ever did that."

Lyman has also taken a less conciliatory tone toward campus sit-ins. Asked if Lyman urged such an approach during Pitzer's term, the ex-president said only, "Certainly one gains by experience in this whole area. As time goes on, the appropriate way of doing things at one time isn't necessarily the appropriate way to do things sometime later."

There were also reports that the administration staff was more loyal to Lyman than Pitzer because they shared his style and because Lyman was a veteran Stanford official who had been passed over for the presidency.

"Minor Problems"

Pitzer commented, "I think when any group has sort of been working together for a long time and somebody else comes in who is somewhat different, there can't help but be some minor problems. But I certainly wouldn't draw any particular attention to

that." Asked if the administrative staff was really "Lyman's team," Pitzer explained, "There's no question but that Dr. Lyman as Provost had a staff, including particularly Dr. Rosenzweig, who had been working with him closely for a considerable period of time. They had adjusted styles and so forth, and this had its perfectly natural role. On the other hand, Siena was my appointment, that was later."

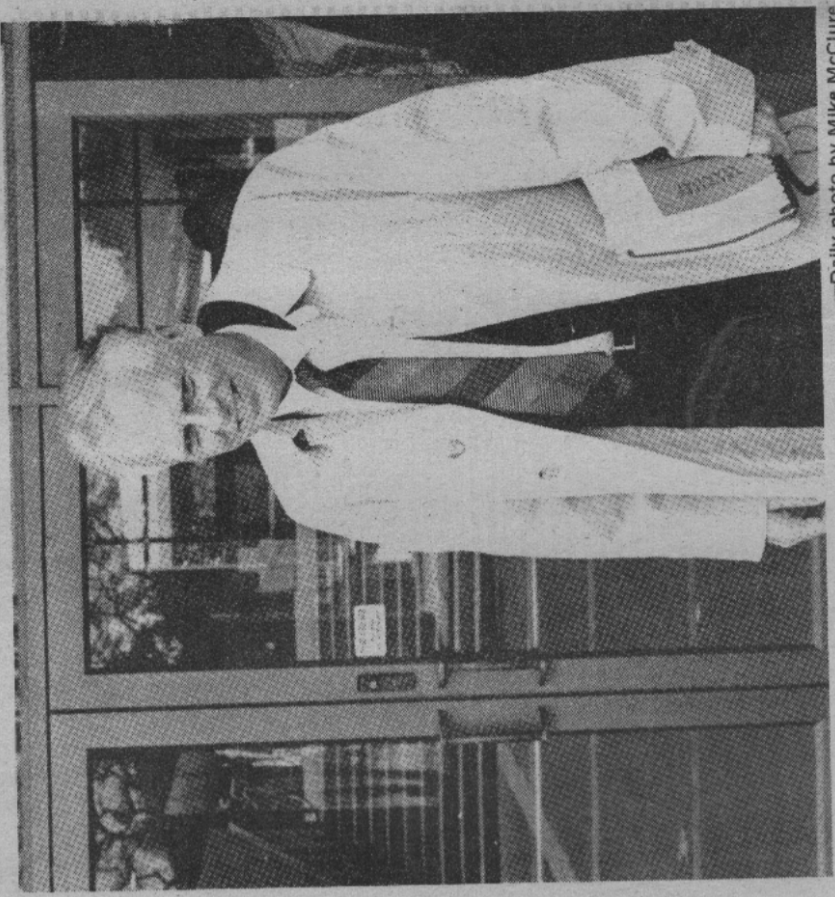
Pitzer said that by the time he resigned, changing campus attitudes had made impossible his hopes to mediate disputes solely through internal judicial systems.

Maintain Order

"But an institution is in real trouble if it has to routinely call upon outside forces to maintain internal order," he added. Pitzer said he is no longer close enough to Stanford events to know if the University is currently in that kind of trouble.

Pitzer also commented that he did not know enough of the details to comment on this year's ouster of revolutionary Professor H. Bruce Franklin. But he said he was confident that the faculty and administration "are perfectly steadfast in punishing only clear acts of incitement, rather than dissident opinions."

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Daily photo by Mike McClure
DECISIONS, DECISIONS—Former president Kenneth Pitzer emerges from a January, 1970 Trustees' meeting which decided that the controversial Stanford Research Institute would buy its independence from the university.

Pitzer's Term

(Continued from page one)

Asked if charges against Franklin were considered during his administration, Pitzer said, "There was no specific consideration of charges against Bruce Franklin. There was consideration, after the spring episodes—the rallies that led to trashing and so on—as to whether something that was said or done in the rallies constituted incitement to riot, without particular reference to any one individual."

"We realized that incitement to riot was an awfully difficult offense to judge and to deal with, and, in effect, nothing substantial was done about it," Pitzer revealed.

Educational Reform

Looking back at his Stanford term, Pitzer said it was a disappointment that he did not find more time to devote to educational reform and "the academic side of things."

Noting the addition of recent alumni to the Board of Trustees and the expansion of student membership on trustee committees, Pitzer said the revisions "came out very close" to what he advocated during his term as president.

Pitzer said he told the trustees they "ought to hear the views of students and faculty firsthand" but that he "opposed having current students or current faculty on the trustees."

He argued that student or faculty trustees would result in "an unfortunate confusion of roles and responsibilities" and an "undue mixing of constituencies."

Cyclical Nature

Discussing the nature of campus protests, Pitzer said his "best hypothesis at the moment" is that "this sort of disruptive activity has a cyclical nature to it."

"Most of the campuses that have had serious disruptions in the past seem to have quieted down now," Pitzer suggested. "It looks to me like Stanford just got into the cycle several years later, and hopefully may come out of it pretty completely, even though a couple of years later."

After leaving Stanford, Pitzer spent most of a year travelling and "catching up with what had been happening in science in interesting and pleasant places."

He and his wife visited the University of Indiana and Cambridge, England before Pitzer went back to teaching at UC Berkeley in September. Pitzer said he returned to Berkeley,

where he taught before becoming president of Rice University in 1961, because "the folks here were very persuasive and cordial in suggesting that I come back, where I have many old ties and many old friends."

Pitzer confirmed that Stanford's chemistry department and chemical engineers also urged him to stay here as a professor after he quit the presidency.

He explained that "there couldn't help but have been awkward moments" for a president who became a professor in the same university. He said those problems were a "secondary but still significant component in an overall decision" to go to Berkeley instead.

The chemist said the received several offers from outside the academic world, including the leadership of a foundation, but that those proposals did not seem "worthwhile and interesting" teaching.

Pitzer revealed that he was also offered several new jobs in college administrations after he quit the Stanford presidency.

But he had faced enough of the problems of a college president: "I just turned those offers off completely."

When reminded of the time a masked protestor spat on him while he was dining at Gr House, Pitzer smiled, "How could I forget it? Let's say, I'm not expecting to go through it again."

Senate D

(Continued from page one)

John Bradley suggested a plebiscite to decide whether the Indian symbol should be the choice of a new

McHenry replied in his opinion, most of the Stanford were institutional "This could be a democracy of a minor tragedy a symposium racist students