
CAMPUS REPORT SUPPLEMENT

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June 1, 1970

To: MEMBERS OF THE SENATE
OF THE ACADEMIC COUNCIL

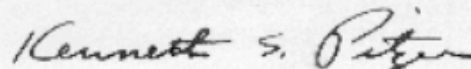
Gentlemen:

The President's Advisory Committee on ROTC Affairs has submitted its Final Report. I have asked the Academic Secretary to send copies to Members of the Senate at once; a more general distribution will be made as promptly as possible.

The Report is referred to the Senate for possible action with respect to questions of academic credit and for such recommendations as the Senate may wish to make on other aspects.

I have not yet had an opportunity to review the report in detail; consequently, I shall withhold substantive comments on it until the Senate meeting.

Yours very sincerely,



K.S. Pitzer

cc: Professor J. Keith Mann

Additional copies of this report
are available at the President's Office
as long as the supply lasts.

PRESIDENT'S ADVISORY COMMITTEE ON ROTC AFFAIRS

P. O. Box 2329
Stanford
California
94305
June 1, 1970

Letter of Transmittal

Dr. Kenneth S. Pitzer
The President of Stanford University

Dear President Pitzer:

This Committee was established by you following upon action by the Senate of the Academic Council on February 13, 1969, recommending that a committee be appointed "composed of representatives of faculty, administration, military science department, and students, to assist in effecting the transition" contemplated by recommendations endorsed by the Senate on that day. The Committee now has the honor to submit to you its Final Report containing its unanimous findings and recommendations.

The voting members of the Committee, all of whom have signed the Final Report, are:

J. Victor Baldrige
Assistant Professor
School of Education

Philip H. Rhinelander
Professor of Philosophy
and Humanities
School of Humanities
and Sciences

William N. Blanchard
Graduate Student
Department of Aeronautics
and Astronautics
School of Engineering

Carol Ann Roesch
Junior
Department of Psychology
School of Humanities
and Sciences

Arnold E. Brown
Graduate Student
Graduate School of Business

Eugene J. Webb
Professor of Organiza-
tional Behavior
Graduate School of Business

A. Dale Kaiser
Professor of Biochemistry
School of Medicine

J. Keith Mann
Professor
School of Law

Dr. Kenneth S. Pitzer
The President of Stanford University

June 1, 1970

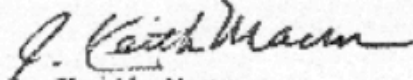
In October, 1969, on recommendation of the then Chairman of this Committee, you appointed as an ex officio, non-voting member of the Committee, Stanley M. Ramey, Colonel, U.S.A., Professor of Military Science. In that capacity, Colonel Ramey has provided needed information concerning current ROTC programs and various alternative courses of action considered by the Committee. The Committee is indebted to Colonel Ramey for his cooperation and help.

The Committee has also asked the Chairman to express its deep gratitude to Mr. Thomas E. Headrick for his indispensable contribution as Consultant to the Committee.

Thanks go as well to Mrs. Ellen A. Fiske, Secretary, and to other staff persons for their capable assistance in processing the computerized poll conducted by the Committee and in preparing the Final Report within the limited time available to us. We should like to acknowledge our thanks, too, to the many people throughout the University who by testimony, written statement, or other means have cooperated with us in providing needed information and in offering helpful advice.

Finally, I would be remiss beyond forgiveness if I did not make special note of my personal regard and admiration for each and every member of the Committee, faculty and students alike, for their unstinting devotion to the work of the Committee. It has been my privilege to serve on a fair number of commissions, task forces, and boards. I can truthfully say that none of them has been marked by so high a degree of seriousness, industry, cooperativeness, and mutual respect as has this Committee. It is an honor to have had the opportunity to serve as Chairman with such colleagues.

Respectfully submitted,


J. Keith Mann
Chairman

JKM/ef

cc: Members of the Senate of
the Academic Council

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June 1, 1970

REPORT OF THE PRESIDENT'S ADVISORY COMMITTEE ON ROTC AFFAIRS

This Committee's specific obligation is to make recommendations regarding the retention, modification, or termination of a reserve officers' training program at Stanford. We have been requested also to submit recommendations for the fair and equitable implementation of the decision to end credit for ROTC courses on August 31, 1970 by providing needed transitional credit arrangements for presently enrolled ROTC students.

This is only part, however, of a broader responsibility.

The "ROTC at Stanford" issue arises in a context, at least as important as that issue itself, of evolving views regarding the participation of two constituencies -- the faculty and the students of this and other universities -- in (i) the determination of policy regarding the "governance" of the University, and (ii) the influencing of policies in the national community.

The Committee is in one sense a group of individuals appointed to advise the President of the University about the ROTC issue. It functions at the same time, in a practical sense, in a representative capacity so far as these student and faculty constituencies are concerned. These

two functions are inextricably interrelated.

I. BACKGROUND

A. Course of Events

On April 30, President Kenneth S. Pitzer, speaking before the Senate of the Academic Council, reported that he was asking this Committee to reconsider, and if it desired to recommend renegotiation of the proposed revision of the Army contract, and the Senate of the Academic Council associated itself with the President's proposal. One week later, the Senate, responding to the May 1 resolutions of the Academic Council, terminated ROTC credit, (except for people in the ROTC programs,) as of the end of this academic year (August 31, 1970). The Senate in a second resolution requested that this Committee recommend whether ROTC should be terminated or retained, and if it were retained, how the future program should be conducted. The Committee was instructed to make its report by June 1, 1970.

Those actions provide the immediate basis for this report. Yet behind them lie nearly twenty months of fact gathering, consultation, negotiations, resolutions, and referenda. It may be useful simply to describe what has happened since the Connolly Committee was formed in the Fall of 1968.

On September 26, 1968 the Senate passed a resolution which stated in part:

It is the sense of the Senate that the ROTC program should be altered but that proper relations between the ROTC Departments and Stanford may be established by review and reform of the present relations.

The resolution went on to establish an ad hoc committee to report on ROTC in January, 1969. The Ad Hoc Committee was chaired by Professor T. J. Conollyⁿ. It had nine members -- the faculty, students and administration were represented. Colonel Thomas of the Stanford Naval ROTC Unit was a member. This Committee spent nearly four months, and in the end, it produced a split report. A majority of six found an incompatibility between the University's primary commitment to the unrestricted creation of knowledge and the ROTC Departments. It recommended: that the University discontinue the presentation of ROTC courses as part of the formal on-campus program, either with or without credit; that the role of military personnel be limited to administrative counselling and recruitment functions; and that all on-campus military activities be conducted in accordance with the rules governing voluntary activities. The three-member minority recommended that ROTC

remain a part of the academic program but that various changes be made to bring the programs in closer conformity with "standard academic practice". The Report went to the Senate of the Academic Council.

On February 13, 1969 the Senate endorsed six of the eight majority recommendations by a vote of 25 to 8. In condensed form the major actions were:

1. After a transition there should be no academic credit for ROTC. The transition would begin in the Fall of 1970; after that no entering freshmen would receive credit for ROTC.
2. Individual contracts between Stanford students and the armed forces should be revised to reflect the actual practice. Punitive clauses involving enlisted service should be removed.
3. The University should begin revising or terminating contracts between Stanford and the Armed Forces to effect the transition beginning in 1970 and to reflect the non-credit status of ROTC at Stanford. A committee should assist in effecting this transition.
4. During the transitional period, newly assigned officers would carry the rank of Lecturer except that the senior officer should carry the rank "Lecturer with the rank of Professor". Beginning in 1973-74 representatives of the Armed Forces would carry no academic rank.
5. Students enrolled in ROTC programs prior to 1970 would continue as at present

except that their contracts should be revised in accordance with the earlier recommendations.

At the same time the Senate tabled two other proposals which were in substance:

1. At the end of the transition, non-credit, required military training and education should no longer be offered on the Stanford Campus. Consistent with these recommendations, a scholarship or contract program might remain, comprising normal academic education, supplemented by on-campus voluntary activities and off-campus training.
2. All military programs or activities should be regulated by the University's general policies on Stanford Voluntary Organizations. No Stanford faculty member or administrator acting as spokesman for the University shall encourage students to participate in military training and education except in the manner in which participation in all voluntary activities is encouraged.

In an A.S.S.U. referendum on February 24, 1969 the students voted 2,106 to 1,387 that "ROTC has legitimate place on the campus and deserves support and credit from the University for all those parts of the program that are of genuine academic interest". On March 11 the University Board of Trustees noted that the deterioration of the strong and valued tradition of civilian participation in military leadership would move the nation "very quickly towards the emergence of a

military caste." The Trustees urged that "the President of the University continue his consultation with the Department of Defense, leading to appropriate action which would improve and vitalize the ROTC program." On April 4, 1969, the Academic Council debated the Senate's ROTC decision and voted for a mail ballot. Balloting was completed by April 30, and the Council approved the Senate's affirmative actions detailed above by a vote of 403-356.

Approximately one month later, on June 6, the President appointed this Committee of five faculty members and three students with the responsibility for advising him on ROTC matters generally and in particular on the revisions of ROTC agreements with the Services.

As of June last year, the President had three charges from the Senate. First, transition from present credit status of ROTC to non-credit status by 1973 should be effected progressively by restricting credit to those enrolled prior to the autumn of 1970. Second, the transition would remove faculty status from ROTC military personnel by 1973. Third, punitive clauses should be removed from individual student contracts during the transitional stage. This Committee had the same ground rules.

During the summer, the President's Office opened negotiations with the three Services. With the Army, these led to a plan presented by Colonel Stanley Ramcy, the senior

Army officer, on October 22, 1969. In essence the Army plan suggested revisions in the Stanford-Army contract to provide that (i) the Department of Military Science become the Center for Military Studies; (ii) courses offered by the Center would be reviewed by the appropriate University committee to ascertain whether they met established University standards; (iii) the senior officer would be designated Director of the Center for Military Studies and would have the full rank and privileges accorded professors of the University except for membership on the Academic Council. The proposal reported that changes in the punitive clauses required changes in the law which the climate in Congress would not permit.

The President submitted the Army's proposal to this Committee on October 30, 1969. He said:

The Army has offered substantial concessions to the University and it seems to me to have met virtually every requirement except on the matter of individual student contracts. Legislative remedy seems necessary, and I tend to agree with the Army's judgment that the present Congressional climate is definitely not propitious for an effort to secure such remedy.

The Committee deliberated the Army's proposal at several meetings and finally reported to the President on January 12, 1970. It noted that the central point of issue was the proposed review of Army ROTC courses by the Committee on

Undergraduate Studies. The Committee recommended that, subject to the Senate's advice and consent, the President accept the Army proposal to retain academic credit on a course-by-course basis. Other alternatives were put before the President. One included submission of the proposed Army contract directly to the Academic Senate for its advice. The Committee split four and four on this issue, and one Committee member voted for an outright rejection of the Army proposal on the grounds that it was academically in conflict with the Senate action and administratively unworkable. The Chairman later joined this dissenting member in a letter to President Pitzer reflecting the same view.

President Pitzer submitted the matter to the Steering Committee of the Senate on January 16, 1970. The President reiterated his prior advice to the Committee and urged favorable Senate consideration.

On January 22, 1970 the Senate, after extensive debate, voted 23 to 13 to approve the plan endorsed by this Committee and urged by the President. The approval was to be on a one-year trial basis with appropriate review at the end of that time and was made with the express provision that the Committee on Undergraduate Studies should consider each Army

course proposal for academic credit on its academic merits with no presumption that any such proposal would be accepted. The Senate also urged the President to do everything possible to press for elimination of the punitive provisions in individual ROTC contracts.

A referendum of the Academic Council, completed on March 30, upheld the Senate action by a vote of 390 to 373.

On April 15 and 16 the A.S.S.U. conducted a referendum on ROTC. The students voted 2,919 to 2,781 to retain ROTC on campus and voted 3,616 to 1,898 against granting credit to ROTC courses. The poll marked some shift on student opinion from the year before. However, the poll made no reference to the transition from credit to non-credit status.

Against the background of quickly moving campus and national events, President Pitzer reported to the Senate on April 30 that the Army proposal had been recommitted to this Committee. A week later the Senate enlarged this charge. Since that time, this Committee has conducted a poll of the faculty and students, held three hearings, and discussed the ROTC issue with many people.

On May 14, the A.S.S.U. Senate voted 17 to 9 that ROTC

should either be conducted as a voluntary student organization or terminated. At the same time the A.S.S.U. Senate approved a resolution which recommended denial of voluntary student organization status to groups formed for the purpose of organized military training. No statement was made about transitional arrangements.

B. Advisory Committee Poll

The Stanford community was polled on several issues related to ROTC. A sub-committee (Messrs. Baldrige, Brown, and Kaiser) drafted the text of the poll, which was then reviewed and revised by the entire Committee.

The questionnaire was mailed to all Stanford students and all full time faculty (78% of whom are members of the Academic Council). Respondents were asked to mail their ballots within a confidential envelope enclosed within a signature envelope. Signatures were requested in order to verify the authenticity of the vote; the procedure used for that verification is described in Appendix 1.

At the time of the first tabulation, made on ballots received through May 26, 1970, 6238 student and 650 faculty ballots had been returned, representing 54% and 50% of ballots mailed out. (Ballots received after May 26 will be