

availability of the agent, means of delivery (either ground or air), and the imagination of the commander and his staff."

The next page of the manual's CBW section explains how "the agent may be used to make fortified positions untenable and to flush the occupants into the open where they may be captured or destroyed." The manual also outlines the "use of chemical antiplant agents to defoliate vegetation restricting observation and fields of fire," and "use of biological or chemical anti-plant agents to destroy food-producing crops."

This kind of biological warfare has caused permanent harm to the ecology of Vietnam.

The same manual teaches the future officers about the tactic of "Reconnaissance by Fire," which has been blamed for the frequent slaughter of Vietnamese civilians by U.S. artillery and helicopters. On page 13 of the latest revision, the manual says "Reconnaissance by fire is accomplished by firing on likely or suspected enemy positions in an attempt to cause the enemy to disclose his presence by movement or firing . . . positions being reconnoitered must be continuously observed so that any enemy movement or return fire will be definitely located."

Besides this counterinsurgency course, the emphasis on Vietnam has extended to other classroom work. Map reading classes, for instance, now practice their skills on Army maps from South Vietnam. The steady stream of military guest speakers and Army films at the ROTC classes dwell more and more on the biggest "job" now confronting the military: the conquest of Vietnam.

#### Training in the Field

Stanford ROTC hasn't confined Vietnam training to the classroom. The monthly Army field drills, conducted in the foothills just behind campus, concentrate on small unit infantry patrols like those in Vietnam. Students in full battle gear fire blank ammo from M-14's to simulate a real battle. For cadets who want extra training, Captain Clinton Anderson leads a voluntary unit called the "Stanford Rangers."

As noted on page 10 of the Stanford Army ROTC Cadet Guide,

Stanford Rangers, a counterinsurgency unit, is open to any ROTC cadet. Weekly meetings are held. Instruction is given in counterinsurgency, map reading, patrolling, hand to hand combat, physical training and communications. There is also a weekend problem per quarter combining the above subjects.

About 25 students now belong to the Rangers and earn merit points for their participation. During their last field trip to Ford Ord army base, the Rangers practiced with live M-14 ammunition on human-shaped targets. At an earlier excursion to Hunter Liggett Army base, they learned the latest techniques for combat use of chemical gases, according to one Ranger. The next field trip will be to Fort Ord on March 6-7. All Army cadets, Ranger or not, have been encouraged to go along to build their "confidence" for summer camp.

The six-week summer camp, at Fort Lewis, falling between the junior and senior year, is the high point of the conditioning of the future officers. The entire third-year classroom series, presently called "Principles of War, Military Leadership, and Tactics," is designed to familiarize the cadet with the drills and weapons of summer camp.

Like the rest of ROTC, summer camp has been adapted to prepare the cadets for Vietnam. A special drill called "VC Village" has the cadets conduct a search and destroy mission in a mock Vietnamese village (see photo), complete with "villagers" played by other cadets. Another drill teaches the cadets how to protect themselves while using chemical gases (see photo).

And naturally the future officers get extensive drill in the use of the M-16 automatic rifle, the principal U.S. infantry weapon which was designed especially for Vietnam.

As the U.S. Army continues to gain experience in fighting to suppress revolutions such as those in Vietnam, Thailand, Laos, Guatemala, and Santo Domingo, the ROTC program can be expected to put still more emphasis on counterinsurgency. Army documents state that the mission of ROTC is "to procure and produce junior officers who . . . are suitable for continued development as officers in the Army." That means the Army will teach them what's needed, with no questions asked.



# Vietnam Will Win

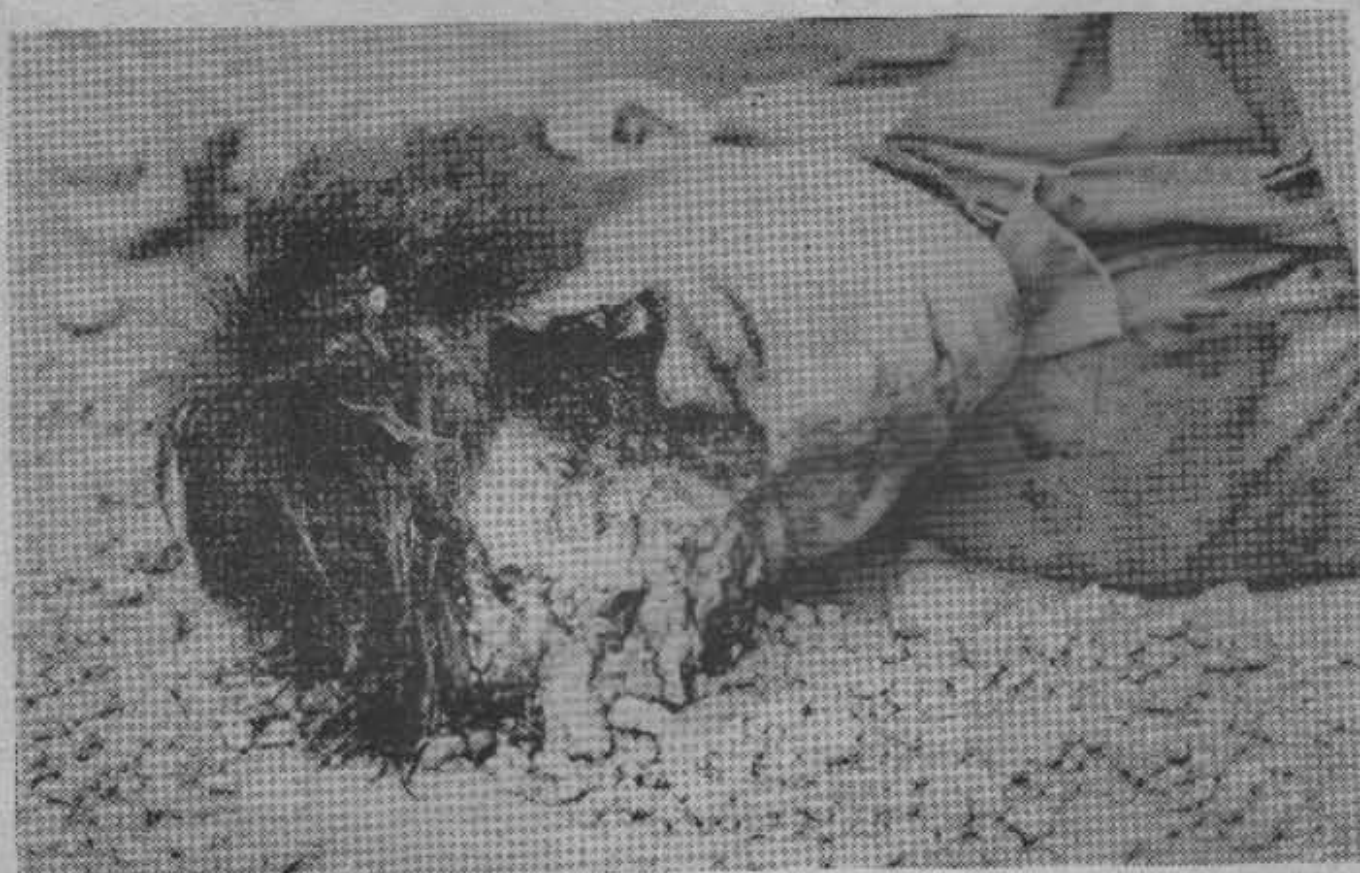




"President Kenneth S. Pitzer of Stanford University said Tuesday that he thinks compromise is the way to get maximum happiness and minimum pain in the Stanford community.

"His backing of academic credit for Reserve Officers' Training Corps (ROTC) courses represents a compromise with the feelings of alumni, trustees and outside friends of Stanford, Pitzer said during a campus interview."

Palo Alto Times, January 28, 1970





Last November 6, the members of the newly-appointed President's Advisory Committee on ROTC Affairs were surprised by an unexpected visitor at their second meeting. It was Ken Pitzer himself. He had important business.

Two weeks earlier, the U.S. Army had sent a formal memorandum to Pitzer announcing that it would not accept the faculty's decision in February, 1969, to remove all academic credit from ROTC, abolish the punitive clause in student contracts, and deny faculty privileges to Army officers. The Army insisted that all these things be restored, although it did agree to change a few procedures to make it look like ROTC was reformed.

Pitzer came right out and told the Advisory committee that he wanted their endorsement of the Army proposal. According to the minutes of the meeting,

President Pitzer then discussed the importance of the ROTC question to many members of the Stanford community, including Trustees and alumni... He also reported conversations with various Defense officials, including Mr. (David) Packard, and commented on difficult congressional attitudes, noting that the chances are decidedly dim for legislative correction of such problems as the 'punitive clauses' in individual contracts.

Several members of the committee protested that they thought the committee's purpose was to implement the Senate's decision on ROTC, not to reverse it. Pitzer denied that he was asking for a reversal. He would later write to the faculty, "I find the Army proposal very close indeed to the recommendations adopted by the Senate..."

Pitzer eventually got what he wanted, although the chairman of the committee, Professor Alan Manne, resigned in protest. The Faculty Senate also accepted the Army's proposal by a 23-13 vote, on January 22.

Usually Pitzer gets what he wants from the faculty through a more gentle kind of persuasion. The chips were down on the ROTC issue, however, and there was no time for prolonged discussion. Pitzer had learned from his employers, the Board of Trustees, that ROTC had to stay on terms acceptable to the military.

The Trustees made their views known just one month after the faculty's 1969 action against ROTC. In a resolution, the Trustees said,

ROTC is vital to the continued supply of civilian leadership for the military services, and it is of crucial importance that first-ranking institutions, such as Stanford, lend their strength to that task... this board of trustees urges the president of the university to continue his consultation with the Department of Defense, leading to appropriate actions which will improve and vitalize this important program.

The pressure on Pitzer was stepped up by the Southern congressmen who control the House Armed Services Committee. On September 23, they attached an amendment to a military appropriation bill that required any school receiving Defense Department (DOD) research grants to file a statement "summarizing the record of the university with regard to cooperation on military matters such as ROTC." A subcommittee report also recommended that all DOD money be cut off to any university which would not renew its ROTC contract with the Army, on terms acceptable to the Army.

The amendment was not passed by the U.S. Senate, but the threat in itself was sufficient to ensure Pitzer's full cooperation. Stanford had \$17 million in DOD contracts. As Vice Provost Howard Brooks told the *Daily* on October 7, "We're all very worried about this threat of retaliation for an attitude against ROTC."

Brooks had not given up hope, however. He told *Campus Report*, "I think the DOD is willing to examine and review all the university contracts that exist, will take a broad view of them, and then give the colleges an opportunity to come up with something the armed services can live with."

The Army did indeed try to be understanding. It agreed to give up the title of "Department" in exchange for "Center for Military Studies." Army officers would give up their votes on the Academic Council, but they would keep all other faculty privileges. And the Army announced that it was prepared to have its basic courses in military history and "Foundations of National Power" taught by the history and political science departments, respectively. In addition, it would transfer the less "academic" training in other

courses to non-credit activities like summer camp, and then submit each of its own courses for approval by the Committee on Undergraduate Studies.

The punitive clause would have to stay, however. Congress didn't want to change the law, and the Army and Navy would be the last people to insist that they do so.

With the heat on, Pitzer had a difficult task before him. He did his best.

Compliance from the Advisory Committee was not hard to get, despite the stubborn resistance of chairman Manne and history professor Lyman Van Slyke, the only carry-over from the old Senate committee which recommended stripping ROTC of all academic privileges. Pitzer had ensured that the other three professors on the committee, appointed in June, were pro-ROTC (one had actively campaigned for reversal of the Senate's decision by the Academic Council). Of the three students on the committee, two were ROTC cadets. Pitzer won by 6-2.

A Senate meeting was immediately scheduled. Pitzer explained to the faculty in a January 16 letter, "there is some urgency since the three services need to know whether or not they can enroll scholarship students in the coming Fall term."

"The Army has offered substantial concessions to the University and seems to me to have met virtually every requirement except on the matter of individual student contracts," Pitzer said, somewhat plaintively.

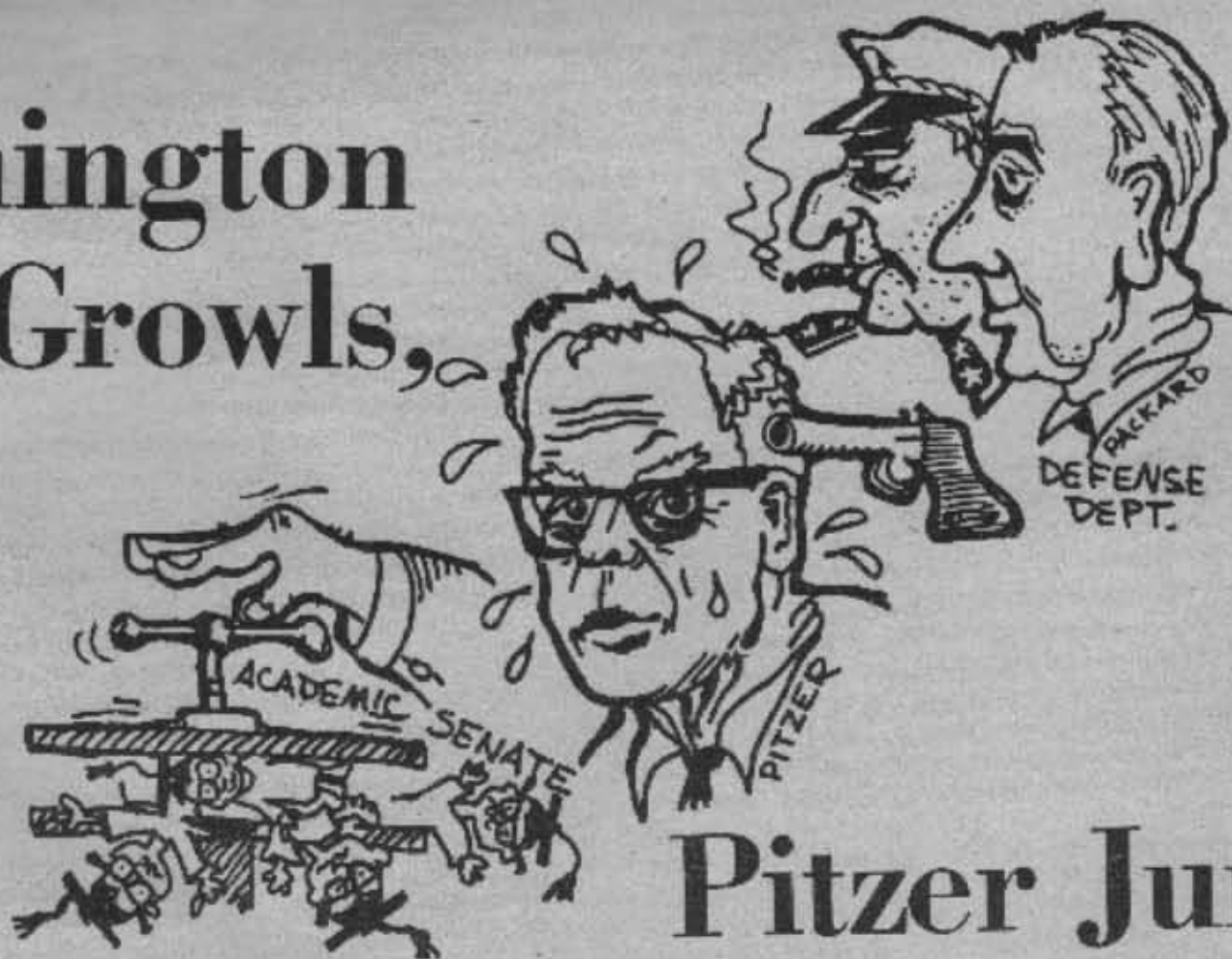
And the Army officers would no longer be real faculty, Pitzer pointed out, so there could certainly be no objection to keeping them around. "A group analogous to the military officers assigned to ROTC duty at Stanford might well be the members of the Stanford United Ministry who perform various campus services while basically employed by organizations or institutions other than the University..."

"I strongly urge favorable Senate consideration," he concluded.

With reasoning like this, Pitzer won a 23-13 victory in the Faculty Senate. And last week he declared the debate closed. No "constructive purpose" could be served by a community forum on ROTC, he told the *Daily*.

Pitzer had done his job.

# Washington Growls,



# Pitzer Jumps



# 'You Are Under Observation At All Times'

"Drill is an important means available to the Commanding Officer to assess each Midshipman's qualifications for and aptitude toward a military environment. It is a constructive teaching device available to develop and instill in Midshipmen an appreciation for responsibility and certain principles of leadership . . ." (Stanford NROTC Regulations, p. 17.)



The controversy about academic credit for ROTC has obscured the fact that the most effective parts of the program, for the military, have never received credit. The cadets are graded, drilled and tested in dozens of ways outside of the classroom, and it is this total process of conditioning that the military wants to keep.

The transmission of knowledge is not, of course, the primary purpose of ROTC. For the Army, that purpose is "to procure and produce junior officers," according to official documents, and this requires a program that will build loyalty to the military service.

Mark Edwards spent three years in Air Force ROTC before obtaining a CO discharge. He served as a student member of the Senate ROTC committee and is now military counselor in the Special Services office of the University. Edwards puts a wealth of experience behind his comments on ROTC.

"Having the guy under control for two years or four years will make him more loyal to the service," explains Edwards. "The most important result of summer camp, for instance, is to increase loyalty. A guy gets to feel that it must be worthwhile being an officer if you're willing to go through all this . . ."

