

FOR IMMEDIATE RELEASE

STANFORD - Heads of Stanford's Army, Navy, and Air Force ROTC programs Wednesday (OCT. 2) welcomed "objective and dispassionate" study of relations between their departments and the rest of the University.

Last week, faculty representatives in the Senate of the Academic Council started a three-month study of ROTC-University ties, noting that "programs should be altered, but proper relations between the ROTC departments and Stanford may be established by review and reform of present relations."

Their action followed circulation of a report by 10 professors suggesting no academic credit be given for courses offered through ROTC departments.

Replying, the three ROTC heads stated their belief that "the vital question at stake goes beyond course credit, academic privilege, or teacher qualifications." They said the question is "whether or not civilian academic institutions are willing to participate, in cooperation with the military in providing well-educated officers to lead and manage vital segments of our nation's defenses.

"Opposition to ROTC frequently stems from an assumed incompatibility between the values of the military profession and the values of higher education, which we do not believe to be the case."

Marine Col. Robert L. Thomas, Army Col. Stanley M. Ramey, and Air Force Maj. Leon Heinle requested the Stanford community to be mindful of the national interest when they assess the ROTC question.

They pointed out that the midshipmen and the cadets of Stanford bring to the military services exceptional competence in many academic fields. These students, they noted, also possess, "the strong sense of fair play and humanitarian precepts founded in their education at Stanford. It indeed would be unfortunate if the views and ideas of such young men no longer were to be heard in military councils."

They also made the following points:

"The ROTC programs are voluntary, courses are taught by highly competent teachers, and are open to all students to the extent that limitations of class size permit.

"No instance, for example, can be found in the past where a Stanford student has been turned away from Naval Science classrooms. Each year about five or six non-NROTC students enroll in navigation courses, including one or two women students."

(more)

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The three officers explained that each service seeks institutional participation in its improvement processes. "The services are open to proposals of designating other departmental offerings to substitute and complement that material provided within the ROTC departments.

"All three departments openly invited review by the Committee on Undergraduate Education last spring for course content and methodology documentation prior to legislative actions.

"Objective studies for evidence and recommendations are welcome. The ROTC departments desire active participation within the academic community, not isolation nor insulation."

The officers explained that appointive procedures for ROTC staff members have not conformed to the standard procedures for other faculty members. However, the present procedures were implemented through accommodation between the services and the University. "If current thinking indicates a need for change," they stated, "the services would welcome new proposals to which they might accommodate."

"The opinions that ROTC teaching quality is not comparable to other departments are not documented by scientific evidence. These opinions have often been advanced by those who have not had the opportunity to explore in depth the content and methodology of the ROTC courses.

"Additionally, some way must be found to equate professional experience, education, and research of military officers with the normal standards used to judge academic qualifications of civilian faculty members.

"Instructors may or may not use any or all of the service provided texts. Outside reading assignments and research projects are used within all Stanford ROTC departments. Objectives and goals are externally provided to the departments, but how these are met is completely within the control of the local departments."

The position paper submitted to the Senate by 10 faculty members recently charged that, "Students seldom receive less than a 'B' in military sciences courses."

The ROTC officers explained that their courses are taken by a small, selective group, and a relative large number of graduate students participate, resulting in higher achievement. Col. Thomas pointed out that "Naval Science grades range from A to F with an average distribution of 30 percent C's."

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