

Off campus activity ok

Academic Senate Ends ROTC Program

By FRANK MILLER

The faculty Senate late last quarter endorsed the recommendations of a student-faculty committee that unanimously recommended phasing out the present ROTC programs at Stanford while urging the President of the University to begin discussions with the Defense Department about possibilities for a new officer training program involving off-campus training.

The Senate decision came after an hour of debate with a roll call vote, the first in the history of the Senate, of 26 to 8 with three abstentions on June 4, the day before Spring quarter finals started.

A petition signed by 18 members of the Senate has called for a mail ballot of the Academic Council to approve or reject the Senate decision of June 4. There will be no Academic Council meeting on this question. At the Senate meeting, senators attended a motion to support the report and recommendations of the committee to say the Senate only supports the recommendations.

The report, after discussing the Senate action of May 7 in denying credit for ROTC classes and the poll of faculty and student opinion on ROTC conducted by the committee, concluded "that given the present climate of opinion at Stanford, ROTC in its existing form is not destined to continue." It added that the Air Force had announced the intention of removing Air Force ROTC from Stanford some months before and that on May 28 "the President notified this Committee that the Navy has given recent notice of its intention to withdraw."

Committee Recommendations

The Committee recommended that the President take appropriate steps to:

- ensure that no one be allowed to enroll in any Stanford ROTC program as currently constituted after August 31, 1970.

—allow ROTC units to remain at Stanford as long as it is absolutely necessary to complete the currently enrolled to complete

—initiate discussions with the Defense Department "to determine whether an alternative officer training program can be organized for Stanford students" in which professional officer training would be conducted off campus with normal academic courses taught by regular, nonmilitary faculty.

The report expressed hope that such a program, through "cohesive and concurrent action" by several university presidents, might be organized by the fall of 1972 to allow freshmen students entering Stanford in the fall of 1970 to participate in some two-year concept of the program.

In recommending the negotiations, the committee noted, "There is a case to be made for providing some kind of military officer training opportunity to those who desire it even through a majority of students and faculty members would themselves make a different choice." It suggested that the Defense Department "ought to be able to devise a form of officer training that a university student might obtain concurrently with his education, that would impose upon the student no compromises upon the pursuit of his own intellectual and academic ambitions and that would not produce the incompatibilities between university education and military training inherent in the present ROTC concept."

No Clear Mandate

Results of a poll sponsored by the advisory committee, drawing responses from more than 600 faculty and 6,000 students, showed "no clear mandate on ROTC's role is evident in Stanford community opinion," the report says.

Among students, there was an almost even, three-way split among those supporting official status for ROTC, with or without academic credit (36 percent), those preferring it only as a voluntary student organization (32 percent), and those voting no ROTC (32 percent).

Faculty opinions were similarly divided, with somewhat stronger preference for official status (42 percent) and somewhat less for not

permitting ROTC on campus in any form (24 percent).

The poll confirmed that a need for some kind of transitional arrangements in phasing out ROTC is recognized by the dominant majority of the Stanford community, the committee indicated.

The total number of currently enrolled ROTC students projected for next fall is 185, of whom 62 will complete their ROTC courses during the academic year 1970-71.

The Army has not notified Stanford that it would withdraw its ROTC unit. However, current developments leave ROTC contracts with the University unchanged, except as they were modified by the faculty Senate resolutions of 1969. These called for a phasing out of credit starting this fall.

Replace ROTC Scholarships

Besides those already mentioned, the recommendations of the report include:

—urging the President to award University scholarships, "within the limits of Stanford's financial aid policies," to freshmen who have been admitted to Stanford this fall with ROTC scholarships.

—urging the ROTC units to expedite the phase-out process to enable students currently enrolled to complete their ROTC programs by June, 1972.

—urging the University president to seek assurances from the services that "in light of the changes and uncertainties caused by the phase-out process, the punitive clauses (in individual student contracts with the services) will not be invoked against any student who wishes to disenroll at any time before completing his ROTC course."

The new plan for officer training as envisioned by the committee would include: a provision for a draft deferment during a student's enrollment in the training program; scholarships for many of those enrolled with an elimination of the punitive clause and, instead, a conversion of the scholarship aid to a loan with a long-term payment provision if the student drops the program before his commission; and

no formal contract between the University and the Services.

The committee thought that "there would seem to be no need for a formal or informal campus organization for this program" and suggested that the Services might wish to have "an officer on campus on a part-time basis to assist in recruiting students to the program and advising them."

No Military Lectures

Designated courses taught by "regular" Stanford faculty as normal departmental offerings "could be required of the enrollees although 'military or civilian lectures, specially approved by the Services, would not be accepted for such a plan.' All professional training 'should be conducted off campus.'"

The committee also called "for a thorough review of the Selective Service System by the Government."

To try to "move what has been at Stanford 'the ROTC issue' above the level of symbolism—a measure of whether somebody agrees or disagrees with the Southeast Asia policy," the committee recommended that the University President initiate, "within the Stanford community and with representatives of other universities and of the Federal Government, a full consideration of the possibilities of developing a continuing program which will offer to university men and women special training opportunities for roles in various types of service deemed essential to the welfare of the nation."

This "National Student Services Plan," on terms comparable to the officer training program, is seen by the committee to be a chance "to develop more effective approaches to ameliorating the problems of cities and changing rural areas, the treatment of minority groups, alteration of the environment and programs designed to permit more effective public administration."

Examples of programs that might be incorporated into the Plan, besides new ideas, include the Peace Corps and VISTA.

Col. Robert Thomas, commanding officer in

charge of Stanford Navy ROTC stated he was "disappointed in the Senate's action recommending that ROTC programs at Stanford be terminated." He went on to say that the question of credit for the courses required by the NROTC program was up to President Filzer, in Filzer's decisions concerning interpretation of the Academic Senate's recommendations. Col. Thomas said he felt it was the Senate's intent that the people already in the program should continue with academic credit as before. He gave June 1973 as the final termination date of NROTC at Stanford, saying the heavy workload of NROTC courses makes it impractical for sophomores to complete a three-year course in two years.

Campus Reactions

Terry Folte, the initiator of the "On-ROTC" coalition, opposed the action taken by the Senate. He said that "ROTC is a humiliating force in the service... although this doesn't make killing more humane, it makes the most violent side of our national defense a little bit more humane." He went on to explain why he thought ROTC bore the brunt of the attack from people opposed to the Army's conduct in South Vietnam. "People don't separate the Army from United States foreign policy," he deemed it unfortunate that "in the same way they [the University] lost control of SRI, they have not lost control of ROTC."

An anonymous anti-ROTC activist told The Daily he was pleased with the Senate decision. He said: "We won. When a popular movement dedicates itself to a struggle, the pigs have two options: exterminate all the people in the movement, or give in. The Stanford trustees decided to give in on ROTC."

History professor David Potter spoke at the commissioning ceremony for those students graduating this year from the ROTC program. The annual ceremonies were moved to Moffett Field this year because of the possibility of demonstrations at any military function on campus. In his speech, Potter said the cadets and midshipmen were particularly brave in light of the anti-military demonstrations this year at Stanford.

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