
CAMPUS REPORT

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Vice Provost Brooks Sees Need For DOD Move in ROTC Issue

Department of Defense officials should work intimately with colleges and universities to formulate a new officer education program that will be compatible with American higher education and continue to supply civilian leadership for the armed forces.

This is the conclusion of Vice Provost E. Howard Brooks, who for some years has been the University's representative on ROTC matters. He also was a member of a Senate-created ad hoc committee that made a five month concentrated study of the status and future of ROTC on the Stanford campus.

According to Brooks, the DOD should look to universities to aid in formulating a new program that will meet the needs of the military services.

Brooks understands that the DOD is considering formation of a joint academic-military-DOD commission for that

purpose, although apparently the department has not yet made a decision.

The Board of Trustees last week called ROTC "vital to the continued supply of civilian leadership for the military services."

The board also urged President Kenneth S. Pitzer to continue negotiations with DOD officials "leading to appropriate actions which will improve and vitalize this important program." (See board actions on page 4.)

The board action is the latest ramification of an issue which is scheduled to receive full dress review by the Academic Council on April 4.

These are the steps leading to the April 4 session, the results of which are expected to be viewed keenly by other American universities and colleges, and officials in Washington:

September 26—A faculty-student ad hoc committee was created to reappraise the ROTC programs at Stanford after the Senate received a recommendation that academic credit for the activity be dropped.

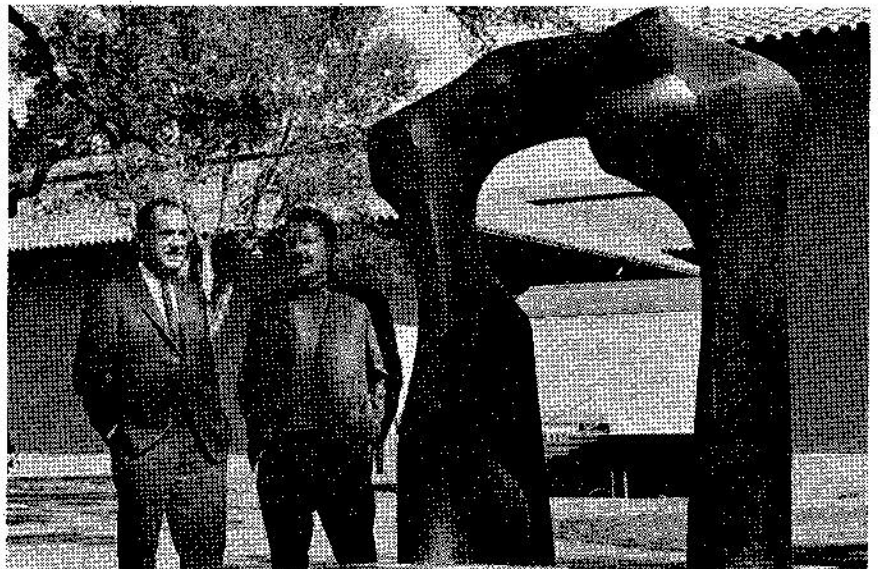
October 2—Heads of the departments of military, naval, and aerospace prepared a position paper in which they stated the question goes beyond academic considerations to "whether or not civilian academic institutions are willing to participate, in cooperation with the military, in providing well-educated officers to lead and manage vital segments of our nation's defenses."

January 16—The ad hoc committee conducted an open hearing during which divergent views on ROTC were discussed.

February 11—The committee, by a vote of 6-3, recommended to end academic credit for military training and education at Stanford and eventual status as a voluntary organization. The minority report recommended that ROTC

NEW SCULPTURE . . .

ART DEPARTMENT CHAIRMAN LORENZ EITNER (left) and Art Professor Albert E. Elsen with Henry Moore's "Large Torso: Arch," which recently arrived on campus for installation in front of the new Nathan Cummings Art Building. Considered one of the great sculptors in the history of art, the British artist chose the site for the permanent installation of this sculpture—from architect's drawings—at the intersection of four paths in front of the library section of the art building. The sculpture is on long-term loan to Stanford from Cummings, Chicago industrialist and philanthropist, who made a major pledge toward the \$2,425,000 art building which bears his name. Sculpture—given and loaned, new and old—is evident on the campus in increasing measure, adding visual interest to the University grounds. *Campus Report* presents a picture story on page 7.



continue at Stanford as part of the academic program with specific provision for a closer integration into the academic structure. It also suggested the campus military programs be modified with respect to the organization and administration of ROTC.

February 13—The Senate voted 25–8, with no abstentions, in favor of the majority recommendation to end credit but called for an implementation study.

February 24—In a referendum, students voted 2,106 to 1,387 that “. . . ROTC has a legitimate place on campus and deserves support and credit from the University for all those parts of the program that are of genuine academic interest.”

February 28—A petition was filed by 53 professors which, in accord with Senate by-laws, calls for the Council review of the Senate action.

March 11—The Board of Trustees adopted its resolution, urging that “any action taken with respect to ROTC give full weight to the following:

A. That this nation has a strong and valued tradition of civilian participation in military leadership;

B. That deterioration of that tradition would move us very quickly toward the emergence of a military caste;

C. That 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; and

D. Further that 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 series of events now reaches the final staging area where the Council may affirm, overrule, or modify the Senate's action as it believes appropriate. Any action of the Council will be binding on the faculty, and the recommendation then will go to the President.

The minority report of the ad hoc committee suggested a program of military science, naval science, and aerospace

studies to be offered in the Stanford curriculum “under the aegis of a Military Studies Committee.” The committee would be appointed by the Senate and be composed of four professors from the University at large, the senior military officer from each ROTC unit, and four undergraduate students, two of whom would be enrolled in ROTC.

The committee also would determine credit for courses, the curriculum, and review the qualifications of military officers recommended for appointment to instructional positions.

Courses approved by the committee would be for degree credit, and other instruction specifically desirable for potential military officers would be conducted as extracurricular sessions. They would not exceed 18 quarter units or 12 semester units in a four year curriculum.

Individual contracts between students and the military would provide that any ROTC student could disenroll from the program within the first two years of the four year period without prejudice or obligation.

The proposed program would be undertaken for a five year trial period when a “searching review” of its success would be undertaken.

‘Domino Theory’ Cited

Brooks notes that faculty groups at Harvard, Princeton, and Yale—among others—have voted to deny ROTC credit, and the DOD is facing the reality of the “domino theory.” He states that although ROTC programs at Stanford and Ivy League schools are expensive, they represent prestige value. “Already there are stirrings of opposition to ROTC at state institutions,” Brooks explains, “and if the prestige schools drop the programs, other schools well could follow suit.”

Brooks, who has been in frequent consultation with national military and civilian DOD leaders recently, says that ironically the “officers that are turned out by these very prestige universities are of very fine quality.” Therefore, the services are anxious to retain ROTC on college and university campuses. The logic of this sentiment is evident when it is considered that approximately 20,000 new army second lieutenants are required each year.

The vice provost interprets the DOD attitude as one seeking to remove as many bases of academic criticisms as possible.

He further states:

“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.”

Not Without Criticism

Brooks is not without criticism of the military or the DOD. “They have waited too long,” he explains, “before fundamentally reexamining ROTC programs, and they have underestimated the strength of student and faculty opposition to ROTC.”

One of the basic problems is the fact military officers some-

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times cannot understand "emotionally" why a university president or board of trustees cannot tell the faculty to carry out a certain program and then be assured that the orders will be executed with dispatch.

Only last week the role of the Stanford Board of Trustees was delineated by Trustee Ben. C. Duniway, who participated in a panel discussion attended by nearly 1,000 students, faculty, and staff. He pointed out there is "an enormous differential between the theoretical and actual power of the trustees. The board does not set curriculum. If it attempted to do so, it could have a faculty revolution on its hands." (See story in column two.)

Plan Offered by Brooks

Curiously enough, it was Brooks who two years ago anticipated the present ROTC campus crisis and personally suggested to the army an alternate plan:

No instruction or drill should be provided on campus, but summer training should be required between each college year. Officer candidates would be paid for the summer service, thus alleviating any financial hardship incurred because the student could not work during that part of the year.

During summer training, a concentration of the best qualified officer instructors could be provided at less cost to the service than staffing the many ROTC college programs in the nation.

The officer candidates, Brooks suggested, might be required to take certain "core" courses during their college years with other recommended subjects that would be helpful to their service careers.

After graduation, the student would be sent to a service school of his specialty prior to assignment with a regular unit.

The suggested program was considered by the army, but no action was taken. Brooks says, somewhat ironically, that he understands the proposal and others like it are now being reconsidered in Washington.

Regardless of his vested interest in the recommendation, and notwithstanding recent actions by various universities, Brooks concludes that "someone must take the initiative; there must be an all embracing approach to finding an alternative to the present ROTC program; and the interested parties must work together toward a compatible and viable solution."

New Associate Controller Positions Created To Aid Policies, Procedures

The position of associate controller has been created in three major areas to aid in the formulation and implementation of plans, policies, and procedures.

The new associates are Earl G. L. Cilley, research administration; Michael M. Roberts, financial operations; and Franklin G. Riddle, financial planning and analysis.

Controller Kenneth D. Creighton states this change does not remove any responsibility or authority from the assistant controllers and supervisors, but delegates responsibility.

Forum Audience Hears Trustees: Stanford A Cooperative Venture

Five members of the Board of Trustees last week joined in an unprecedented forum with all segments of the Stanford community and described the University as a cooperative venture in which administration, faculty, trustees, and "more and more" students participate.

The two hour session was arranged by student members of the University Advisory Committee, a joint student-faculty-trustee group. The forum followed the regular March meeting of the trustees.

Questions were invited from the floor, and many related to the University's relationship with the Stanford Research Institute, a matter now being studied by an ad hoc student-faculty committee on Stanford-SRI relations. Other heavily debated topics centered on the Vietnam War, the Third World Liberation Front, and University decision-making policies.

1,000 Attend Session

Nearly 1,000 persons attended the discussion, participated in by Trustee Board Chairman W. Parmer Fuller III, and Trustees Mrs. Allan E. Charles, Charles E. Ducommun, Ben. C. Duniway, and William R. Hewlett.

In a heavily applauded opening statement, Paul Rupert, a 1967 Stanford graduate and member of the United Campus Christian Ministry, declared that "ghettos will burn again, guerilla strength will grow, and your campus will be torn apart" unless trustees "lay down your weapons" and share decision-making power.

"In the face of growing militarization, revolutionaries will study and steal your weaponry, and you will have lost your chance," he added. "If you will not (lay down your weapons) then please resign and let the community replace you with men who will lead by the strength of their vision and not by their power."

Trustee Fuller flatly rejected "the allegation that only students have a concern for humanity." The charge that the Board of Trustees "exercises its discretion in its own economic interest is just plain hogwash," he added.

Trustee Ducommun called Rupert's demand "completely unreasonable . . . if you want your country properly protected, to protect your freedom of expression."

Trustee Duniway said there is "an enormous differential between the theoretical and actual power of the trustees. The board does not set curriculum. If it attempted to do so, it could have a faculty revolution on its hands. If some people told us we had enormous power, we might be tempted to exercise it. I'm not sure that would be good for the University.

"The University is not a place that ought to be run like an army . . . This is a cooperative venture between faculty, administration and trustees, with more and more participation by students. I hope that trend will be continued."

Asked why there are no Third World representatives on