

Curriculum Vitae: A Man of His Times

Through high school after Sputnik flew
He topped the class of '62,
Though cool toward sports and Boy Scout troops
Was star of PSSC groups.

Brilliant in lab, he could fix all appliances,
He clearly was meant for the physical sciences.
Winner of science fairs, math contests, and,
To be well rounded, he played in the band.
A talent search found him (it was only his due),
And he joined Merit Scholarships' happiest few.
So he saw himself, in his gaudier dreams,
In ultimate charge of the biggest machines.

As undergrad, he went on to excel,
With physics going especially well.
The sort full professors treated as peer,
For him the track looked perfectly clear
To tenure, grants, and trips to remember,
Even to Stockholm some fine December.
At graduate school, with bills still to pay,
An NSF fellowship smoothed out the way.
Even the summers were never a bore

At Argonne, Brookhaven, Livermore,
Or other laboratories, whence
He always repaired at federal expense.

His Ph.D. came through on time
With the bumper crop of '69—
Just as the slump in science started.
But, in the grand tradition, he departed
Via NATO fellowship to CERN;
Academe was bleak on his return,
But he snared a job, one of the few,
And lost it when the grant fell through.
Not what men of his stripe expect,
From proud and subsidized elect
The hard transition was complete
To morose and unemployed elite.

And sadly, since he's joined the latter,
He'll never get to the heart of matter.
For, from the depths of the manpower pool,
Our man's applied to medical school.

—JOHN WALSH

partly explained by conversions to voluntary programs. Between 1967-68 and 1970-71, a total of 63 Army and 20 Air Force units canceled compulsory training.* In 1969-70, when 38 Army units were made voluntary, total freshman enrollment in Army ROTC fell from 72,000 to 41,000.

But these were also the years when student opposition to the war in Southeast Asia reached its peak. The resulting hostility to a military presence on campus not only reduced enrollments, but, since 1969, 15 schools have asked the armed services to terminate ROTC units.

Twelve additional schools dropped ROTC units by mutual agreement with the services, most of them because of low officer production or low enrollment. But a total of 30 schools were selected for new units during the academic year just completed. The resulting shift in distribution of ROTC programs is dramatic. All but one (Stanford) of the 15 schools ejecting ROTC programs were prestigious institutions located in the northeast corner of the country. Of the 30 schools securing new units, all but seven are in southern or border states. Most of these schools are little known outside their regions (see Table 1).

Seven of the new units were established at predominantly black colleges. The increase brings the total at these schools to 27 units at 24 campuses. The black colleges, especially in a time of economic doldrums, welcome ROTC programs because they provide needy students with financial aid and assure graduates of a job and the rank of an officer.

The prestige of the military in the South undoubtedly contributes to the relative popularity ROTC enjoys on southern campuses. While buildings were being burned at large northern universities, many colleges in the South experienced scarcely a ripple of protest. At Northeast Louisiana University, for example, what little hostility appeared was directed against the compulsory status of ROTC. Glenn Powers, academic vice president of the university, compared the "grumbling" to objections against required courses in English or physical education. Since the compulsory status of ROTC was dropped in 1969, Powers told *Science*, cadet morale has been higher, teaching objectives have been easier to meet, and performance on inspections has improved.

Meanwhile, some of the universities in the North have been having second thoughts about ROTC. At Princeton, where students and faculty during the Cambodia crisis had voted overwhelmingly to oust officer training, a referendum this spring showed majority

undergraduate support for reinstatement of the program. However, the referendum stipulated conditions for reinstatement, conditions that were largely incorporated in proposals by president Robert F. Goheen for new negotiations with the Army and Air Force: no academic credit for the program, no academic rank for its officers, and no net cost to the university. The Defense Department has taken steps in these directions, but it remains doubtful that it is prepared to go quite so far.

The shift in attitude toward ROTC at Princeton has been evident at other campuses. At Northwestern University, for example, the faculty recently voted to reinstate credit for four naval science courses, thus reversing a similar vote taken the previous spring. The issue of academic credit has been resolved in different ways at different campuses. At Johns Hopkins University, where for many years students in the engineering school had received no credit for military science courses, the same principle was extended to the division of arts and sciences in 1968. At the University of Maryland, the faculty voted to continue Air Force ROTC, but without any academic credit. However, university president Wilson H. Elkins announced 20 May that "an AFROTC program without credit is not practicable." At many universities, especially the larger ones, pol-

* At present, 42 institutions require 1 or 2 years of Army ROTC from all students; only four institutions now require Air Force ROTC. The Navy maintains no compulsory units.