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THE CHANGE FROM A MANDATORY TO A VOLUNTARY
RESERVE OFFICER'S TRAINING CORPS PROGRAM AT
KANSAS STATE UNIVERSITY

by 45

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A MASTER'S REPORT

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requirements for the degree

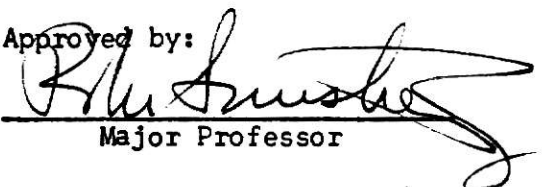
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Approved by:


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PREFACE

I wish to express my sincere appreciation to the following people for their valuable assistance in granting me a personal interview. Without their assistance this paper could not have been completed. All of these people are associated with Kansas State University.

Mr. Max W. Milbourn
Special Assistant to the President

Dr. William L. Stamey
Associate Dean of the College of Arts & Sciences

Colonel Ralph Wright, U.S.A.
Professor of Military Science

Colonel Bertram L. Ruggles, U.S.A.F.
Professor of Aerospace Studies

Much of the information contained in this paper is first hand experience. I was assigned to Kansas State University in June 1965 and actively participated in the transition from mandatory to voluntary ROTC.

Also I would thank Professor Rhae Swisher, who gave freely of his limited time to assist on technical points of the paper.

Lastly, I thank my wife, Gayle, and my children, without whose faith and understanding it would have been impossible to reach this point.

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CHAPTER I

INTRODUCTION

Not all colleges and universities have experienced a high rate of retention when moving from the mandatory to the voluntary Reserve Officer's Training Corps Program. No evaluation of procedures used by those schools which have changed from the mandatory to the voluntary Reserve Officer's Training Corps program has been made. The individual school's procedures have not been studied to see if any general procedures, that would apply in most situations, could be identified.

I. THE PROBLEM

Statement of the problem. It was the purpose of this paper to (1) trace the overall history of the Reserve Officer's Training Corps Program; (2) trace the history as it relates specifically to the State of Kansas and Kansas State University; (3) analyze the particular factors that brought about the successful transition at Kansas State University; (4) summarize the effectiveness of the change from a mandatory to a voluntary program; and (5) provide an organizational basis and management outline for other educational institutions to benefit from the experiences of Kansas State University's success.

Importance of the study. In changes from mandatory to voluntary Reserve Officer Training Corps Programs, maintaining high student enrollment has been a major problem. In the first semester following the

change, the retention at Kansas State University was 82.9% of all eligible male students while the retention rate average at twenty-four other colleges and universities that had undergone similar changes was 36%. This 36% figure was compiled from information obtained from each of the twenty-four schools individually. Questionnaires were sent to over thirty-five schools that had changed from a mandatory to a voluntary Reserve Officer's Training Corps program in the last five years. Thirty-one schools responded in writing. Of the thirty-one responses, only twenty-four contained enough detailed information on the transition to voluntary ROTC to be of primary value at Kansas State University.

II. DEFINITIONS OF TERMS USED

Reserve Officer's Training Corps (R.O.T.C.). This was the organization created in order to fulfill a requirement of the Morrill Act of 1862.¹ The organization, divided by military service (Army, Navy and later Air Force), had as its goal to supply education and training in military tactics and to produce career-minded officers for the respective military services.

Mandatory program. This program requires that a portion of the ROTC curriculum be taken by each eligible male student (normally the first two years) as a prerequisite to receiving a degree.

Voluntary program. This program gives the option to all qualified male students either to take R.O.T.C. or not. Some schools give a choice of elective courses required for graduation, one of which is R.O.T.C.

Senior division. The Senior division refers to those R.O.T.C. programs conducted at the college or university level. This includes both the Two Year Program and the Four Year Program.

Junior division. The Junior division refers to those ROTC programs conducted below the college or university level, generally in high schools or equivalent Military Academies.

Basic R.O.T.C. Course. The Basic Course is the first two years (freshman and sophomore) in the R.O.T.C. program. This course is given only in the Senior Division.

Advanced R.O.T.C. Course. The Advanced Course is the last two years (junior and senior) in the ROTC program at the university level. The Advanced Course also comprises the entire academic requirement for the Two Year Program. All students in the Advanced Program receive no less than \$40.00 nor more than \$50.00 per month for a maximum of two years. If a student's overall Grade Point Average falls below 2.0 on a 4.0 scale for 2 consecutive semesters, he is dropped from the Advanced Program. In addition if a student is placed on probation for two consecutive semesters, he is also eligible for dismissal. A student on probation receives no subsistence. If he comes off probation after one semester and has a 2.0 or better overall Grade Point Average, he will receive a lump sum for the period of probation, equal to what he lost.

Four-Year Program. This program provides for the progression of a student through four years of R.O.T.C. The student completes four semesters of Basic ROTC in his first two years of college.

nor does he receive any pay. In his last two years of college, if the student applies and is accepted, he will complete four semesters of Advanced ROTC. Prior to this entry, he must conclude a written agreement with his specific service by which the student incurs an active duty commitment, the length of which varies with military service and job. In addition, during the last two years of the R.O.T.C. program, the student receives no less than \$40.00 nor more than \$50.00 per month subsistence pay, for 10 months a year.

Two-Year Program. This program was created by the ROTC Vitalization Act of 1964.² It is composed of the Advanced Program or Course preceded by a six-week summer camp. Prior to beginning the Advanced Course and after completion of summer camp, the student enters into a written agreement with his particular branch of the military service. This agreement obligates the student to an active duty commitment after he is graduated and receives his commission. This commitment varies with military service and particular military job. During the junior and senior years the student receives no less than \$40.00, nor more than \$50.00 per month subsistence pay, for 10 months a year, for no more than two years.

Summer camp - Field Training Unit (F.T.U.). This is training established by the 1916 National Defense Act.³ This Act directs that the student will spend a period of time, not to exceed six weeks, on an active military installation of his particular military service. This normally follows the third year of the Four Year program. In the Two Year program the camp is a prerequisite to entering the Advanced

Program. The actual lengths of the camps differ among the military services from three to six weeks.

Financial Assistance Grant (F.A.G.). This is a program whereby qualified students receive federal aid for one, two, three, or four years if they meet the qualifications for commissioning in their respective service. To be eligible a student must be physically qualified as certified by a military physician or designated appointee, have successfully completed an Officer Aptitude or Qualifying Test, and have a 2.5 Grade Point Average or better on a 4.0 scale. After qualification the student must agree, in writing, to serve an active duty commitment upon the completion of the ROTC program and the receipt of his degree. The Grant or scholarship includes full tuition, fees, \$75.00 per year for books and \$50.00 per month for 10 months of the year. If a grant recipient falls below a C average for 2 successive semesters he will lose his grant and be dismissed from the program. If he falls below 2.5 overall he will have one semester to get back to 2.5 or have his grant reviewed by his service's ROTC headquarters with possible action being the removal of the grant.

Active duty commitment. This is the period of active service agreed on by the student, prior to his enrolling in the Advanced ROTC Program or accepting a Financial Assistance Grant.

Flight Instruction Program (F.I.P.). The Flight Instruction Program is designed to determine the aptitude of a fully qualified student actually to fly. The military service pays for 36 1/2 hours of flying training plus associated classroom instruction, to determine

that the student, in fact, desires to fly. Part of the flying time is dual and part solo. This program also identifies those students who do not show that they have the ability to fly. These students are counseled and if they cannot successfully complete the program they are dropped from a flying category, but may still remain in the ROTC Program and receive their commission. The F.I.P. program is conducted within one year of the student's probable entry into active duty.

III. SYNOPSIS OF THE PAPER

Chapter I states the purpose for and the importance of this paper, as well as giving pertinent definitions of terms to be used throughout the paper.

Chapter II is limited in scope to general federal legislative history and Department of Defense policy which directly relates to ROTC. These Acts include the Morrill Act of 1862, the National Defense Act of 1916, and the ROTC Vitalization Act of 1964.

Chapter III places emphasis on Kansas legislation of 1931 and 1965 directly relating to ROTC.

Chapter IV brings the background outlined in Chapters II and III to bear on the problem at Kansas State University. This chapter covers in detail the manner in which the change was proposed, the mechanics of the change, and the planning leading to its successful implementation. This should allow other schools contemplating this change to approach, or increase the high retention rate experienced at Kansas State University.

IV. FOOTNOTES FOR CHAPTER I

- ¹ 12 Stat. 503, July 2, 1862 (Morrill Act). Also United States Laws, Statutes, etc., Public Lands Statutes, United States Printing Office, Washington, D. C. 1931, page 642, Section 4. Henry S. Brunner, Act of July 2, 1862 (First Morrill Act) Land-Grant Colleges and Universities 1862-1962, United States Government Printing Office, Washington, D. C., 1962, page 55, Section 3.
- ² 78 Stat. 1063, 10 U.S.C. 2101-2111, (Supp., 1967).
- ³ 39 (Pt. 1) Stat. 191-195, 197.

CHAPTER II

FEDERAL LEGISLATION AND DEPARTMENT OF DEFENSE POLICY RELATING TO THE RESERVE OFFICER'S TRAINING CORPS

I. THE CIVIL WAR TO WORLD WAR II

Shortly after the start of the Civil War, the Union found itself short of trained military men on which to call. Working swiftly, Congress passed and Abraham Lincoln signed the Morrill Act, or the Land-Grant Act of 1862. This Act required, among other things, that a course in military tactics be taught in all Land-Grant colleges and universities.¹

The ROTC traces its beginning to the Morrill Act of 1862 which stated, "The leading objectives shall be, without excluding the other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts" ²

The purpose of certain provisions of the Act was the training of reserve soldiers who could, after a short period of military active duty service, return to civilian life and provide a ready pool of trained manpower capable of being mobilized on very short notice. The hard core for military mobilization in time of national need would be provided for from this pool of previously trained men.

This requirement for a course was not standard at all schools. Program sizes varied and a majority of the training was left to the discretion of the military officer in charge.³

As all students who begin college do not finish, all students who began courses in military tactics did not complete the course. Those who, for some reason, did not complete the course, could join the reserves as an enlisted man, and still utilize the training they had received.

From the 1860's until 1916 there was no major change in the requirement for a military tactics course. It should be noted that the Morrill Act made inclusion of a course in military tactics in a school's curriculum mandatory, but participation in this course by every eligible male student attending the school was never made mandatory by any federal law.⁴

In 1916 the National Defense Act was passed to provide more direction for the military preparedness of the United States. This Act brought about major changes to the program for teaching military tactics. Section 40 of this Act reads, "The President is hereby authorized to establish and maintain in civil educational institutions a Reserve Officer's Training Corps, . . . including State universities . . . that are required to provide instruction . . . under the provisions of the Act of Congress of July second, eighteen hundred and sixty-two" ⁵

Section 43 of this same Act establishes a four year military tactics program called the Senior Division, to be administered at the individual college or university level. The first two years were to be general in nature, and after acceptance into the last two years of

ROTC the student was to be eligible to receive compensation for his service. The student, upon successful completion of the course, was to be tendered a military commission at the same time he received his college degree.

The National Defense Act was amended in June, 1920, to set up specific programs for medical, dental, and veterinary medical students. Summer camps were limited in length to no more than six weeks in any one year period.⁶

The decision of choosing a mandatory or a voluntary ROTC program was left by the federal government to the discretion of the legislatures of the individual states. The guidance given by the 1916 Act applied to both mandatory and voluntary ROTC programs.

II. WORLD WAR II

The large reserve pool, swiftly utilized in World War II with excellent effect, seemed to bear out the ideas of the ROTC program's original planners. A large, trained reserve pool was available and employed to buy time in 1941 and 1942. This allowed the United States to mobilize to defeat the Axis powers.

III. DEPARTMENT OF DEFENSE POLICY IN THE 1950's AND THE EARLY 1960's

During the early 1950's, fifty-one of the fifty-two Land-Grant colleges and universities required, either by state law or Regents'

ruling, military training of all able-bodied male students. The Air Force ROTC came into being after the Air Force was made a separate service in 1947. The Air Force joined the Army and Navy ROTC programs as a required course at schools sponsoring mandatory ROTC. The only voluntary program among the schools specified as Land-Grant institutions was at the University of Minnesota.⁷ According to information supplied by the Association of Land-Grant Colleges and Universities, to Mr. Max Milbourn, Assistant to the President of Kansas State University, the feeling of the Department of Defense in the early and middle 1950's was, "that the Department of Defense (and the Bureau of the Budget) did not regard required ROTC as important or essential to the success of the ROTC program."⁸

In 1958, a board of distinguished men, headed by Dr. John A. Hannah, President of Michigan State University, and representing the Association of State Universities and Land-Grant Colleges, requested an audience with the Armed Forces Policy Board. This Board acted as a spokesman in limited areas for the Department of Defense, and was composed of the highest ranking officers, civilian and military, in the Defense Department. The Board, representing the Colleges' Association, asked the Armed Forces Policy Board for a definitive statement by the Department of Defense, as to its attitude concerning mandatory ROTC. The Department of Defense replied that it did "not regard required military training as essential--as compared with voluntary ROTC--to the production of regular and reserve officers and therefore to the defense of the country."⁹

Further, the Department of Defense, under the Bureau of the Budget's pressure, considered on several occasions limiting the enrollment at the freshman level.¹⁰ "This would have wrecked the mandatory ROTC program," according to Russell I. Thackery, Executive Secretary of the Association of State Universities and Land-Grant Colleges.¹¹ This guidance put the mandatory-voluntary Basic ROTC Program decision in the hands of the state legislators on one hand, or the Board of Regents and the schools on the other.

IV. THE ROTC VITALIZATION ACT OF 1964

With the change of Administration in 1960, the Association of Land-Grant Colleges and Universities again asked the Department of Defense for a definitive statement of policy concerning its attitude toward mandatory ROTC. The Department of Defense's response was the same as in 1958.

With this current clarification by the Department of Defense, the Secretaries of the Army, Navy, and Air Force set about comparing the mandatory and voluntary ROTC programs on various campuses. The sequence of events was as follows:

- A. In August 1960, the Secretaries of the various military services proposed general areas of study to the ROTC commanders. The ROTC commanders were directed to submit a workable plan, as soon as possible, to their respective Service Secretaries. Those plans were to include the following points:

1. A proposal for a Two Year Program to replace the Four Year Program.
 2. Implementation by all military of a Financial Assistance Grant Program.
 3. Increase in Field Training Unit (Summer Camp) pay.
 4. Reduction in number of contact academic hours so as to bring them in line with the credit hours offered.
 5. Major updating of the curriculum since, prior to this time, there had been no regular reviews and revisions of the ROTC curriculum.¹²
- B. In December 1960, an Air Force ROTC Advisory Panel was formed at Headquarters, Air University, Maxwell Air Force Base, Alabama. This panel was composed of civilian and military educational experts and was directly responsible to the Commander of Air University. By January 1961, this panel, as were their counterparts in the other military services, was studying a draft of proposed legislation to accomplish the aforementioned points.
- C. From July to December, 1961 the original suggestions of the military services' advisory panels were developed in light of cost, manning, and time phasing by representatives of the respective military services. Very broad parameters were established and the finished recommendations were forwarded to the Secretaries of the Army, Navy, and Air Force.

- D. Throughout 1962 the suggested ROTC programs were involved in minor changes made to the individual military service proposals, and the coordination among the three services. By March 1963, a single Armed Services proposal was sent to the Department of Defense.
- E. The military services, in 1963, attempted to put forward a strong workable compromise. This plan included the Two Year Program with Financial Assistance Grants for qualified students.
- F. In November 1963, the House of Representatives received the recommendations from the Department of Defense and combined the recommendations into a bill, H. R. 9124. Also in this bill was included the Congressional view of ROTC.

Sec. 101(a) The Congress hereby affirms its conviction that the primary source of commissioned officer personnel for the reserve components of the Army, Navy, Air Force, and Marine Corps shall continue to be the Senior Reserve Officer's Training Corps program. Therefore, this Act is designed to continue in effect the four year Senior Reserve Officer's Training Corps program with modifications (i.e., the two year program) that will make the program responsive to the requirements of our students, our civilian educational institution(s), our Army, Navy, Air Force, and Marine Corps, and our national security.¹³

This statement clearly gives the Congressional point of view and it can easily be compared with the Department of Defense's stated policy.

- G. On June twenty-third 1964 the Senate-House of Representatives compromise was passed by unanimous vote and became known as

the "ROTC Vitalization Act of 1964." It was then forwarded to the Senate, and subjected to further committee study.

H. A House-Senate agreement was reached and the bill was passed October 13, 1964 and became known as the "Reserve Officer's Training Corps Vitalization Act of 1964." The most pertinent provisions of this Act are:

1. The Financial Assistance Grant program was instituted. This program made provision for federally subsidized scholarships available to students in the ROTC programs of all the military services.
2. A new, accelerated officer's training program concentrated in the junior and senior years only, included a six-week summer camp preceding the junior year of enrollment. This program eliminated the need for a required two-year basic program prior to the advanced program in order to produce commissioned officers.
3. A Junior ROTC Program at the high school level was established. The ROTC Vitalization Act further refined some high school ROTC programs then in existence.
4. The Army, Navy, and Air Force were authorized to have in force, at any one time, 5,500 Financial Assistance Grants. The Army and the Air Force were not to exceed 1,000 the first year, and were authorized gradually to build to their maximum number after the first year

(the Navy had been giving scholarships for a number of years and therefore was not so limited).

5. The Departments of the Army, Navy, and Air Force were granted permission to designate applicants to participate in aerial flights in military airlift. The law authorized subsistence, quarters, and medical care for cadets going to military bases for examination or for visits of observation.
6. The Act further provides, "Advanced training shall be provided to eligible members of the program . . . who have two academic years remaining at such educational institution." This has been interpreted by the military service Secretaries to mean a student can take Advanced ROTC training even though he has a baccalaureate degree.
7. While the Act permits a student who fails to complete the program or accept a commission to be called to active duty in the Reserves, it also provides that a cadet released from the Advanced ROTC program in the interests of the service may be discharged without prejudice.¹⁴

That federal legislation and Department of Defense policy has shaped the ROTC program on a national level has been shown. Now let us see how the State of Kansas reacted to the authority it was granted.

V. FOOTNOTES FOR CHAPTER II

- ¹ 12 Stat. 503, 7 U.S.C.A. 304.
- ² Ibid.
- ³ Personal interview by author with Colonel Ralph Wright, Professor of Military Science, Kansas State University, June 17, 1968.
- ⁴ Morrill Act, op. cit.
- ⁵ 39 (Part 1) Stat. 191-195, 197.
- ⁶ 41 Stat. 776-779, The Code of the Laws of the United States of America of a General and Permanent Character in Force December 7, 1925 and Appendix with Laws to December 6, 1926 (44 [Part 1/ Stat. 182-4, 185).
- ⁷ Personal letter to Mr. Max Milbourn from Russell I. Thackery, Executive Secretary of the Association of State Universities and Land-Grant Colleges, October 13, 1964.
- ⁸ Ibid.
- ⁹ Ibid.
- ¹⁰ Ibid.
- ¹¹ Ibid.
- ¹² Briefing at Maxwell Air Force Base, Montgomery, Alabama by Major Sam Maddux, Screening and Selection Branch, Admissions Division, Directorate of Operations, Headquarters Air University, August 5, 1964.
- ¹³ 78 Stat. 1063, 10 U.S.C. 2101-2111 Supp., 1967.
- ¹⁴ Ibid.

CHAPTER III

ROTC IN THE STATE OF KANSAS

I. THE PROBLEM CONFRONTING KANSAS

The mandatory versus voluntary problem in Kansas was greatly intensified as a result of State legislative action.

Recounted briefly, military tactics first came to Kansas State University, then known as Bluemont College, in 1867. The head of the program was military but Kansas State has had both civilian and military ROTC instructors.¹ Both the faculty of Bluemont College and of Kansas State College, the predecessors of Kansas State University, required the Basic Program.

After the 1916 National Defense Act, all ROTC programs were required to have 100 students in order to remain in existence. It was feared that schools with small enrollments might not be able to support an ROTC unit. In spite of its small enrollment, Kansas State University's predecessors maintained an adequate enrollment which allowed retention of the military program.²

II. THE LEGISLATIVE CHANGE OF 1931

In 1931 the State Legislature passed a Statute, 76-436, which reinforced the federal Morrill Act of 1862, and further stated, ". . . One of such courses (military training) shall be compulsory and be required of every regularly enrolled male student of such university or

college during the freshman and sophomore years."³ The statute went on to give certain exceptions which were physical condition, age, religious belief, citizenship, or prior military service.⁴ Thus from 1931 to 1965 ROTC was mandatory at Kansas State University. In 1952 an Air Force ROTC was added to the original Army program.

In 1961 Kansas State University requested permission to conduct a voluntary ROTC program for both Army and Air Force. The Regents approved this request and forwarded it to the State Legislature for action, but the request was defeated by a strong veteran's lobby. Dr. William Stamey, Associate Dean of the College of Arts & Sciences at Kansas State University, in commenting on the failure of the request for voluntary ROTC for Kansas State University, said he "felt the measure would have passed in 1961 had more time been spent informing the state legislators and other interested parties of the actual content of the request."⁵ Mr. Milbourn added that "The actual way the university and the Board of Regents planned to use the authority they requested was not made clear to the legislators."⁶

III. REPEAL OF THE 1931 STATE LAW

In 1965 Kansas State University again secured the Regents' approval to request that the 1931 state law be amended and that Kansas State University be allowed to change from a mandatory to a voluntary ROTC program. This is recorded in the general minutes of the State Board of Regents under the date of May 22, 1965.

On June 29, 1965 Senate Bill 94 was passed, to become effective on July 1, 1965. This Senate bill amended the Kansas Statutes Annotated 76-436 relating to the teaching of ROTC courses by providing that " . . . One of such courses may be required of each male student of such university or college during the freshman and sophomore years, in accordance with policies established by the state board of regents."⁷

With both Federal and State statutes as a background, the problem at Kansas State University was within the grasp of University officials. The next chapter will discuss in detail how the transition was made.

IV. FOOTNOTES FOR CHAPTER III

- ¹ Personal interview by author with Colonel Ralph Wright, Professor of Military Science, Kansas State University, June 17, 1968.
- ² Ibid.
- ³ Kansas Statutes Annotated, 1965, 76-436.
- ⁴ Ibid.
- ⁵ Personal interview by author with Dr. William Stamey, Associate Dean of the College of Arts and Sciences, Kansas State University, June 18, 1968.
- ⁶ Personal interview by author with Mr. Max Milbourn, Assistant to the President, Kansas State University, June 18, 1968.
- ⁷ Kansas Statutes Annotated, 1967, Supp., 76-436.

CHAPTER IV

KANSAS STATE UNIVERSITY EFFECTS THE TRANSITION FROM MANDATORY TO VOLUNTARY ROTC

I. THE FIRST ATTEMPT AT AMENDMENT OF THE 1931 LAW

In 1958 faculty and student discussions were held in order to determine the feasibility of changing ROTC from a mandatory to a voluntary program at Kansas State University. In the 1959-1960 academic year, both the Faculty Senate and the Student Senate, recommended to Dr. James McCain, President of Kansas State University, that he secure authority to make the ROTC program voluntary. In order to accomplish this it was recognized that the following effort would have been required:

(1) KSU must first obtain permission from the Board of Regents to request the Legislature to amend the 1931 law to provide for control of the ROTC program by the Board of Regents rather than by the Legislature itself.

(2) Upon receipt of such approval from the Board of Regents, KSU must convince the State Legislature of the desirability of the amendment.

(3) The Legislature must take affirmative action and amend the law as requested.

(4) KSU must then obtain the concurrence of the Board of Regents to change to a voluntary ROTC program.

(5) KSU would then implement a voluntary program.¹

In 1960 President McCain secured permission from the Board of Regents to request amendment of the 1931 Kansas State Law requiring mandatory ROTC for the first two years at Kansas State University.² Student and faculty support for President McCain's request was based on then current Department of Defense policy and the desire for faculty and Board of Regents control over university academic programs.³

Kansas State University did not plan to exercise the new authority, if it were obtained, and immediately change to a voluntary ROTC program. The Kansas State University Administration recognized that there would be physical limitations imposed on the academic alternatives to ROTC. The limitations were lack of classroom space and lack of teachers. Due to these limitations, the administration felt the ROTC enrollment would remain high.⁴

During the same time period, 1960-1962, other schools were completing a successful move from mandatory to voluntary ROTC. Ohio State University made the change to voluntary ROTC and their successful transition is in direct contrast to the Kansas State failure. The Ohio State plan was well organized and it was carried out in the following manner. The first step was to request that the Board of Regents authorize the change to a voluntary program. However, prior to initiating action to finalize the change, Ohio State had a positive plan. Alternate courses to ROTC were chosen. Those courses together with ROTC were offered to the male students and they were to select a predetermined number of hours from this group. The choice of courses included mathematics, language,

or advanced social studies and seemed to guarantee that many students would still choose ROTC. This final plan was communicated to the University administration at Ohio State and the transition took place.⁵ Further specific detail on the Ohio State University transition was not available in their questionnaire response.

Contrasting the two plans, we see that Ohio State had the plan for transition and communicated it well prior to asking for a change from mandatory to voluntary ROTC. Kansas State University, on the other hand, had asked for the change and had not proposed a definite plan of action in the event that the law was amended. No guarantee existed that a voluntary program would not be immediately instituted with little or no specific planning. This could have resulted in a mass exodus from the ROTC program.

In the Kansas Legislature discussions on the bill, H. B. 92,⁶ it appeared obvious that the Kansas State University position had not been communicated to the Kansas legislators. The lack of communication among the parties involved, and an absence of mutual understanding of the problem confused the situation and made the differences seem much greater than they actually were. There was no central source of information. The University had not explained its position and its desires to the alumni, State legislators, State veterans and related organization, and other interested groups. Further, no close coordination and cooperation had been secured from the State Adjutant General's office.⁷ State legislators were not aware of Department of Defense policy statements relating voluntary ROTC to the national defense.⁸ Finally, many of the

legislators were World War II or Korean War veterans. Some State legislators, who were also alumni of Kansas State University, had gone through the mandatory ROTC programs and wanted others to have the same opportunity to gain an officer's commission.

In spite of the seemingly poor support given the Kansas Legislature by the Kansas State Administration⁹, H. B. 92¹⁰ was passed by the House of Representatives, on the recommendation of the Education Committee, on February 22, 1961, and sent to the Senate. In the Senate, H. B. 92 was referred to the Senate Military Affairs Committee where it died without ever coming to a senate vote.¹¹ This was primarily due to a large veteran's lobby that felt voluntary ROTC would cause the collapse of the program.¹² Here is another example of a lack of adequate communication.

II. A SECOND APPEAL FOR REGENTS' CONTROL OF ROTC

With the demise of H. B. 92 in the Kansas State Senate Military Affairs Committee, the waiting time until the request could again be made became a factor. In the State of Kansas, legislation, exclusive of budget requests, was at that time considered only in the odd-numbered years. This meant at least a two year wait until the Kansas State Legislature could again consider amending the 1931 State Law requiring mandatory ROTC.

After the 1961 fiasco, another attempt had to be made to amend the 1931 law.

The 1963 Session of the State Legislature met and no request for amendment of the 1931 mandatory ROTC law was presented. One explanation

for this was that during the three years (1958-1961) prior to the introduction of H. B. 92, no program to establish the proper channels of communication had been put into effect. Thus interested parties such as the state legislators, Kansas State University, alumni and Kansas Veterans Organization had not been briefed on correct and current information.¹³ However, by 1963 informal contacts had been made among the Kansas State University Administration, Kansas Veterans Organizations, Kansas legislators in general and with members of the Military Affairs Committees in particular, Kansas State faculty leaders, the office of the Adjutant General of the State of Kansas, and statewide news media. The purpose of this communications network was to insure that everyone understood the Kansas State University program as planned. The Kansas State University Administration stated that even if the 1931 law were amended, the ROTC program would still be mandatory by Regents' ruling. In addition, the university planned a specific evaluation of the plans for transition to voluntary ROTC followed by other colleges and universities. Only after establishing a realistic program for transition was the university going to approach the Board of Regents. This information stilled the doubts of many Kansas legislators that the University would rush into a voluntary ROTC program without adequate objectives or workable plans.¹⁴

On October 13, 1964 the Reserve Officer's Training Corps Vitalization Act of 1964 was passed into law by the Eighty-eighth Congress.¹⁵ The purpose of this Act was to put new life into the ROTC program both at the Senior and Junior level. In November 1964, President McCain

reviewed a synopsis of the new Act, emphasizing those points that related to Kansas State University. The most prominent of these points was the establishment of a Two-Year Program.¹⁶ However, he concluded that, since Kansas State University required basic ROTC, it would be unable to implement the Two-Year Program.¹⁷

With the ROTC Vitalization Act of 1964, Department of Defense policy, and General Lindley's recommendations¹⁸ (General Lindley was Commander of Air Force ROTC, located at Maxwell Air Force Base, Alabama), as a basis for reopening the bid to amend the 1931 mandatory ROTC law, President McCain wrote the Honorable Eugene M. Zuckert, Secretary of the Air Force, indicating that Kansas State University would like to host both the Two and Four Year Programs. The President also alerted Secretary Zuckert to the fact that an attempt would be made to change from a mandatory to a voluntary ROTC program at Kansas State University.¹⁹

In a subsequent letter to the Honorable Lester A. Droge, Chairman of the Military Affairs Committee of the Senate of the State of Kansas, President McCain suggested that the 1931 State law requiring mandatory Basic ROTC impeded full implementation of the new Two Year Program at Kansas State University. In addition, President McCain pointed out that the Kansas State University ROTC program was the only academic program at any state college or university that was not under the direct control of the Board of Regents.²⁰

III. A DETAILED LOOK AT SOME OF THE MORE PERTINENT ROTC QUESTIONNAIRE RESPONSES

While Kansas State University had been establishing a channel of communications throughout the State, the Army and Air Force ROTC Departments had been busy. In line with the 1960 directives from the various Service Secretaries, both the Army and the Air Force ROTC Departments were involved in weighing the merits of a mandatory versus a voluntary ROTC program.²¹

Beginning in 1964, questionnaires were sent to over thirty-five colleges and universities that had recently dropped mandatory ROTC. Thirty-one schools responded in writing and twenty-four usable responses were done in sufficient detail to be of specific value to the Kansas State University ROTC Departments. These questionnaires asked:

- (1) What was the effect of the voluntary program on your enrollment?
- (2) What part did the university administration play?
- (3) What lead time did you have?
- (4) Did you discover any helpful techniques that materially aided your transition to voluntary ROTC?
- (5) If you could make the change again, what would you do differently?²²

Based on the replies received from these 24 colleges and universities, the following information was compiled:

- (1) Complete unqualified option. (Comment: In most cases this had a severe impact. (The Professor of Aerospace Studies) PAS at Berkeley reported basic enrollment dropped from 1400 to

135, and he now enrolls 20 juniors. (Kansas State University AFROTC enrolled 70 juniors this year 1964).

(2) Non-academic alternative. Wichita gives choice of physical education, marching band, or ROTC; Texas, (and) Baylor give alternative of P. E. or ROTC; Colorado State and Nebraska give one-year alternative P. E. or ROTC. (Comment: Many schools recommended against P. E. alternative as inconsistent with ROTC's increasing emphasis on academic effort.)

(3) Lecture alternatives. Michigan State and Wisconsin require a mandatory series of lectures for those not choosing ROTC.

(4) Academic alternatives. Ohio State requires ROTC or a specific sequence of 6-14 quarter hours (depending on the college) added to other requirements for graduation. (Comment: After four years of this plan, the number of students choosing alternative (ROTC) approximately matches increase in freshman enrollment.)

(5) Shortened requirements. Drake requires one semester of ROTC; Maryland and Wisconsin State (Superior) one year.

(6) More credit for ROTC courses. (a) University of Washington is increasing its freshman-sophomore credits from 3 to 6 quarter-hours a year. Ohio gives 3 semester hours a year. At least 19 schools give 2-6 hours for summer training. (b) Some schools (among them, MIT, Southern Illinois, Washington, Louisiana Polytechnic) give some elective credit to an engineering student for advanced ROTC.

(7) University encouragement. (a) Penn State, Illinois, Wisconsin, send letter from president to each entering student urging enrollment in ROTC. (b) Cornell president encourages ROTC in his orientation talk to freshmen. (c) Iowa State and Cornell publish and distribute special University bulletins dealing with ROTC. (d) Florida State permits tentative enrollment in ROTC over several weeks.²³

This information was evaluated in relation to the Kansas State University situation. The successful techniques, taken from the evaluations, were later brought together to form Kansas State University's plan for transition from mandatory to voluntary ROTC.

Individual responses varied in length and detail. Five responses that were of greatest help in formulating the initial plans for transition to voluntary ROTC at Kansas State University are covered in more detail. They are the responses from Colorado State University, University of Nebraska, Oregon State University, Iowa State University and Michigan State University.

(1) Colorado State University had a nine month lead time as the decision to go voluntary was made December 13, 1961 and the change took place in September, 1962. The President of the University sent a personal letter with the Registrar's letter of acceptance, encouraging new students to seriously consider ROTC.

The voluntary ROTC program created more work for the military departments' staffs due to additional recruiting requirements.

One year of Basic ROTC was designated an acceptable substitute for the one year Physical Education requirement.²⁴

(2) The University of Nebraska Board of Regents gave only one week's notice that a meeting would be held to make the mandatory-voluntary ROTC decision. The change was proposed in March and adopted in April of 1964. This allowed no time for student preparation. There was no active University encouragement for freshmen to try the ROTC Program.

The ROTC Departments were, however, given time to speak at the freshman orientation and letters were sent to all incoming freshmen by the ROTC Departments. Further contact was made, through the Reserve

Officer's Association, and other veterans groups, with high school seniors coming to the University of Nebraska. Here, also, ROTC was an acceptable substitute for one year of Physical Education.²⁵

(3) Oregon State University received opinions from the Department of Defense and the Department of the Army recommending a voluntary program in 1961 but the Faculty Senate voted to keep the mandatory program by a 38 to 27 margin. The Faculty Senate reconsidered in 1962, after another Department of Defense policy statement was received supporting voluntary ROTC. The Oregon State ROTC program became voluntary at faculty request. The general faculty had been kept well informed on the problem of transition and no criticism of ROTC came from the transition. The voluntary program brought fewer students, higher morale, decreased costs to the military service and an administrative workload decrease.²⁶

(4) Iowa State University decided to implement the voluntary ROTC program in March, 1962 and the program was implemented in September, 1962. The University prepared a booklet on ROTC and sent it together with a letter from the University president to incoming freshmen. Time was given to the ROTC Departments during freshman orientation and all incoming freshmen received letters from the ROTC Departments. Individual interviews were conducted with each freshman and sophomore cadet. The two major benefits of this plan were elimination of many dissatisfied students and a cost reduction per graduate from \$10,345 to \$5,808.²⁷

(5) Michigan State University decided to change to a voluntary ROTC program on May 18, 1961 and the transition took place in September, 1962. This change was to be reviewed in 1966 to determine if the number

of officers commissioned was remaining high in relation to past records.

The University president spoke to incoming students at their university orientation on the values of the ROTC program. In addition, a compulsory 5 week ROTC orientation program was begun. This orientation was mandatory for all men who did not enroll in ROTC and at the end of the course those who desired could enroll in ROTC with no loss of credit. Lastly, the faculty and advisors were kept well informed on the ROTC programs by the members of the various military departments.²⁸

(In a conversation with the author on July 17, 1966, Major Olin Mooy, of the Michigan State staff, confirmed that the voluntary program was retained in 1966.)

The studies returned indicated a sharp drop in enrollments when changing from a mandatory to a voluntary ROTC program. This drop occurred primarily in the Basic ROTC Program while the number of men commissioned indicated an upward trend (Michigan State University commissioned 29 in 1962 under a mandatory ROTC program and 57 in 1965 in the first four-year voluntary class).²⁹ Rutgers showed a 109-man increase in commissionings to 156 men in 1964.³⁰

IV. KANSAS STATE PREPARES TENTATIVE PLANS

In March, 1965, President McCain appointed an internal committee composed of Dr. William Bevan, Vice-President; Mr. Max Milbourn, Assistant to the President; Mr. Daniel Beatty, Business Manager; Colonel Thomas

Badger, Professor of Military Science; Colonel Bertram L. Ruggles, Professor of Aerospace Studies; and Dr. John Chalmers, Dean of the College of Arts and Sciences, to consider efficacious procedures for the transition from mandatory to voluntary ROTC at Kansas State University. The committee reported on May 6, 1965, and recommended to President McCain that the change from mandatory to voluntary ROTC take place in February, 1966. It recommended this delay in the change for the following reasons:

(1) The possible need for additional faculty positions to staff courses elected instead of ROTC.

(2) The need for the appropriate faculty committees to consider the variety of possible substitute electives for ROTC.

(3) The inadequate lead time for the ROTC officers to adjust their programs and recruitment to voluntary status.³¹

A further recommendation was made by Dr. Chalmers' committee, to President McCain that an ad hoc University ROTC Advisory Committee be appointed, if the Board of Regents approved voluntary ROTC. The ad hoc committee was to explore the experiences of other universities and advise the curriculum committee on the best course of action for Kansas State University.³²

By May 22, 1965 the State Legislature had amended the State law to abolish mandatory Basic ROTC and the Board of Regents had agreed to a voluntary ROTC program to begin in February, 1966. The Regents' concurrence was based on President McCain's recommendation and the approval of the University's Curriculum Committee and the Faculty Senate.³³

On May 26, 1965 President McCain appointed an ad hoc committee, with Dr. William Stamey, Associate Dean of Arts and Sciences at Kansas State, as its chairman.³⁴ This committee was directed to determine the actual methods to be used in the transition.³⁵ All the colleges in the University except Home Economics and Veterinary Medicine were represented on the committee. (The members of the ad hoc committee were suggested by Dr. Bevan, not appointed by their colleges, and therefore were not necessarily spokesmen for their respective colleges.)

On the same day, May 26, 1965 that the ad hoc committee was appointed, President McCain received a letter from Secretary of the Air Force Zuckert urging Kansas State University to adopt the voluntary ROTC program.³⁶ On June 2, President McCain informed Secretary Zuckert that Kansas State University would be completely voluntary on February 7, 1966.³⁷

During the summer of 1965, Lieutenant Colonels G. K. Hollingworth and F. A. Catrell of the Kansas State University Aerospace Studies and Military Science Departments, respectively, prepared booklets explaining the ROTC programs at Kansas State University to send to all incoming freshman students. The ROTC Departments were also allowed to conduct a briefing on the draft and the ROTC programs during the summer freshman orientation. Both of these ideas can be traced to the successful techniques used by other schools that had changed to the voluntary ROTC program. These techniques were then applied to the Kansas State University situation.

Dean Stamey commented that from the inception of the ad hoc committee the Army and Air Force had been asked to submit separate proposals to guide the actual transition from mandatory to voluntary ROTC.³⁸ In addition, the two military departments were asked to prepare a third recommendation that was labeled a joint Army-Air Force proposal.

A primary and secondary proposal were submitted by the Department of Military Science (Army) to the ad hoc committee in the summer of 1965. The primary proposal contained the following points:

(1) The Army placed great emphasis on securing quality career officers from the ROTC program.

(2) Under a voluntary program, credit for the ROTC courses must be re-evaluated and, in most cases, increased. If a degree in Military Science were to be offered, " . . . additional subjects could be chosen from the field of English, History, Management, Political Science, Psychology, Sociology, Economics, Mathematics, Physics, Logic and Public Speaking."

(3) ROTC should be recognized as an acceptable elective credit by every college at Kansas State University.

(4) Credit should be considered for summer camp and for the Flight Instruction Program.

(5) The following practices and procedures should be started or continued:

(a) Special orientation for new students with less than 60 hours.

(b) Publication of brochure on ROTC by the University.

- (c) Dissemination of ROTC information on Dean of Admissions and Records.
- (d) Recommendations by college advisors encouraging men to take ROTC.
- (e) Meeting of the parents and the President in which the President would urge students to enroll in ROTC.³⁹

The Army Department's secondary plan was to adopt the Ohio State plan (Chapter 4, Section 1) in the interim between a completely mandatory and a completely voluntary ROTC program. At the same time it was proposed that President McCain would speak to new freshmen on ROTC and the university would furnish the military departments with lists of incoming students so that the Army officers could either mail them information or visit with them in their homes.⁴⁰

The underlying point in the Army plans was that the Army's primary source of officers was ROTC and there was a fear that the quality student would not try ROTC unless it was mandatory.

The primary plan reflecting a degree in Military Science and a change in academic credit was formulated as a result of information taken from the questionnaires received from other schools. The special freshman orientation briefing and the compilation of ROTC brochures were already in the planning stages. Finally the primary plan noted that the best transitions to voluntary ROTC had strong administration support in the form of letters or personal appearances of the institution's president, as at Colorado State University,⁴¹ Florida State University,⁴² and Iowa State University,⁴³ among others.

The secondary plan was devised to make a gradual change from mandatory to semi-voluntary (a choice among alternatives, including ROTC), to a purely voluntary program at some future date.

At the same time, the Aerospace Studies Department was preparing a similar plan. It included the following points:

(1) Maintain the four hours of ROTC credit for graduation. The mandatory four hours with possible utilization of electives was similar to the Ohio State plan. This was also a semi-voluntary plan (not a clear choice of take ROTC or not, but take ROTC or something else).

(2) Allow entering students to decline ROTC in writing.

(3) Male students with less than sixty hours should be required to take one semester of ROTC if they do not exercise the option in (2) above.

(4) Students who have not completed the mandatory program at the time of the transition should be required to take one more semester of ROTC.

(5) The military staffs should have time to brief incoming students during the freshman orientation and the Office of Admissions should supply a list of new students to both departments.

(6) A compulsory orientation course should be required of all new male students. This course would outline the value of military orientation to future careers. The compulsory orientation course was similar to that described for Michigan State University (Chapter 4, Part 2).

(7) An information program should be started immediately to inform new students of the advantages of ROTC. All present students, freshmen and sophomores, should be interviewed by a representative of their military department and counseled on the Two and Four Year Programs.⁴⁴

Since the Air Force had secured the majority of its new officers from ROTC, this seven point plan was designed to allow the smoothest possible transition to voluntary program based on the empirical evidence available.

The final plan to go to the ad hoc committee was a joint proposal from both services. Its major points were:

- (1) A minimum lead time of eight months for the planning of the transition to voluntary ROTC was deemed necessary based on the information obtained from twenty-four of the thirty-one colleges and universities responding to the Kansas State questionnaires.
- (2) More equitable credit should be given for sophomore ROTC.
- (3) The University should retain the requirement that other courses can be substituted for ROTC.

V. KANSAS STATE ADOPTS A PLAN

After the State Legislature and the Board of Regents approved the Kansas State transition to voluntary ROTC, the ad hoc committee swiftly prepared a recommendation to submit to the Faculty Senate. Under the guidance of Dr. Stamey, the ad hoc committee considered all the reports and findings in their meetings of July 7 and 14, 1965.⁴⁵ As a result of these meetings, four recommendations were codified and submitted to the Faculty Senate for action. These recommendations were as follows:

The following are the recommendations of the ad hoc ROTC committee appointed by President McCain to make recommendations for the implementation of optional ROTC at Kansas State University.

1. Effective 2 February 1966 any qualified male student enrolled at Kansas State University has free choice whether he will enroll in course work offered by the Department of Aerospace Studies or the Department of Military Science.

2. There has been in ROTC programs a disparity between contact hours required and credit hours awarded. For example, in both the Department of Aerospace Studies and the Department of Military Science the basic courses require an average of two and one half contact hours for each credit hour awarded. It is recommended that the present 12 hour maximum limit on credit hours offered by either department be removed and that the credit for these courses be re-evaluated in the usual manner (i.e., by Arts and Sciences Curriculum Committee, College Faculty, and University Faculty Senate).

3. It is recommended that the hours vacated in each curriculum by the adoption of recommendation #1 above shall be maintained as free electives and not be filled by college specified courses; that is, that any male student may apply at least four hours of ROTC credit toward his degree without being required to take more credits than his non-ROTC colleague in the same curriculum.

4. It is recommended that the following forms of recruiting assistance be provided.

- a. Professors of Aerospace Studies and Military Science should have time scheduled at pre-enrollment sessions to speak to incoming freshmen. This should be scheduled in June for freshmen attending summer school, in July during the pre-enrollment of incoming freshmen, and during September registration for students who have not previously enrolled.
- b. A brochure giving factual data on ROTC shall be published by the University and mailed by the Dean of Students or Director of Admissions with other material mailed to prospective students.
- c. Advisers of students in all colleges shall be informed that it is the policy of the University to encourage qualified men to enroll in the ROTC program.
- d. The President of the University is requested to urge at the fall meeting of incoming students and their parents that male students enroll in the ROTC program.⁴⁶

The Faculty Senate at Kansas State University has final control of all matters dealing with courses and curriculums offered by the

University. In addition, the Senate participates in the establishment of policy for student and faculty affairs, public relations, and other all-college problems. Senate approval of the voluntary ROTC plan was thus necessary for the request to be sent to the University Administration and then the Board of Regents.

On November 16, 1965 the Faculty Senate discussed and voted on the ad hoc committee recommendations. As chairman of the ad hoc committee, Dr. Stamey handled most of the questions during the Faculty Senate discussions.⁴⁷ Dr. Louis Douglas, Chairman of the Academic Affairs Committee of the Faculty Senate, introduced the motions on the Senate floor.⁴⁸ At the time of the transition, Dr. Stamey was also a member of the Faculty Senate Academic Affairs Committee. This contributed to the continuity of the information relating to the ad hoc committee report.⁴⁹ The Faculty Senate considered the points individually. The first and third points were passed. The fourth point was defeated.⁵⁰ (The second point was referred to the Arts and Sciences curriculum committee for action, since this was normal procedure on course re-evaluation. It was resolved during the spring 1968 semester.) The major reason for the defeat of the fourth point was that it covered areas in public relations that had already been adequately handled by the University Administration. The State and the University governing bodies were now ready for the voluntary ROTC program. The final step was implementation by the ROTC Departments.

VI. THE ROTC DEPARTMENTS PREPARE FOR THE CHANGE

From early September through December 1965, both the Army and Air Force ROTC Departments conducted personal interviews with all freshman and sophomore cadets, stressing the changes made by the ROTC Vitalization Act of 1964 and the advantages of the voluntary ROTC program. The interviews were non-directive, thus an excellent atmosphere, conducive to free exchange of ideas and questions, prevailed. The University Administration made the first official announcement of the change to voluntary ROTC at the beginning of the fall semester 1965. The date for the change was set for February, 1966. During the fall semester, 1965, informal communications were maintained among administration, faculty, military departments, State Legislature, alumni, veterans and other interested groups. This eliminated the chance for misconceptions of the new program on the part of students, parents or other interested parties.

Another positive factor for ROTC at Kansas State University was its general acceptance by faculty and students. At that time there was no strong anti-military feeling apparent among either faculty or students.

ROTC instructors and staff, advanced cadets, special honorary groups such as Arnold Air Society, Scabbard and Blade, and Angel Flight were briefed by the Army and Air Force Department heads concerning the transition.⁵¹ The students, so briefed, served as excellent ambassadors for the ROTC program and as a vital source of accurate information to other students.

Kansas State completed the transition to voluntary ROTC in February, 1966 and had re-enrolled 82.9% of all eligible male cadets. This exceptional accomplishment (in view of the 36% retention of the twenty-four schools providing sufficient computable information to the Kansas State survey)⁵² was commented on by both Dean Stamey and Mr. Milbourn.

Dean Stamey indicated that the reasons for the success of the voluntary program were:

- (1) The ROTC staff was well accepted by the faculty.
- (2) The general attitude of the faculty toward ROTC was good.
- (3) There was little if any anti-ROTC feeling.
- (4) Good personal relationships existed between the military and the university faculty and administration.
- (5) A high percentage of Kansas State Faculty served in World War II or Korea.
- (6) And finally that the ad hoc committee had done its homework.

Mr. Milbourn concluded that the two general factors of greatest importance were:

- (1) The fact that Kansas State University recognized the primary need for unobstructed communications and,
- (2) The communication techniques used were informal. Not once during the work with the legislature was a formal presentation made. That was the key.⁵⁴

The real contrast between the 1961 and the 1965 proposals was the lack of organization, planning, and communication by the Kansas State University administration in the former and its obvious presence in the latter. This relationship shows that valuable experience can

be gained from failure. For most colleges and universities the planning, organizing and communication must be right the first time since few are fortunate enough to have a second chance.

The final chapter will outline the successful plan used at Kansas State University to effect the transition from mandatory to voluntary ROTC.

VII. FOOTNOTES FOR CHAPTER IV

- ¹ Interview with Mr. Max Milbourn, Assistant to the President, Kansas State University, June 18, 1968.
- ² Ibid.
- ³ Personal letter to Mr. Milbourn from Russell I. Thackery, Executive Secretary for the Association of State Universities and Land-Grant Colleges, October 13, 1964.
- ⁴ Milbourn interview, loc. cit.
- ⁵ Letter from Ohio State University to Colonel B. L. Ruggles, Professor of Aerospace Studies, Kansas State University, January 20, 1965.
- ⁶ "History of House Bills [H. B. 927]," Senate and House Journals, State of Kansas 1961, pp. 500 (State Printing Plant, Topeka, Kansas.)
- ⁷ Milbourn interview, loc. cit.
- ⁸ History of House Bills, op. cit., pp. 158.
- ⁹ Milbourn interview, loc. cit.
- ¹⁰ History of House Bills, op. cit., pp. 500.
- ¹¹ History of House Bills, loc. cit.
- ¹² Interview with Dr. William Stamey, Associate Dean of the College of Arts and Sciences, Kansas State University, June 18, 1968.
- ¹³ Milbourn interview, loc. cit.
- ¹⁴ Ibid.
- ¹⁵ 78 Stat. 1063. 10 U.S.C. 2101-2111 (Supp., 1967).
- ¹⁶ Memorandum from Mr. Milbourn to President McCain, November 19, 1964.

- 17 Milbourn interview, loc. cit.
- 18 Memorandum, Milbourn to McCain, loc. cit.
- 19 Letter from President McCain to the Honorable Leslie A. Droge, Chairman, Military Affairs Committee, Senate of the State of Kansas, February 13, 1965.
- 20 Letter from President McCain, to the Honorable Leslie A. Droge, Chairman, Military Affairs Committee, Senate of the State of Kansas, February 13, 1965.
- 21 Working Paper and Possible Agenda for an Ad Hoc Committee Considering Recommendations to Board of Regents, Department of Aerospace Studies, Kansas State University, Spring, 1965.
- 22 Air Force ROTC Questionnaire, Department of Aerospace Studies, Kansas State University, Fall, 1964.
- 23 Working Notes for ROTC Committee, Department of Aerospace Studies, Kansas State University, Spring, 1965.
- 24 Questionnaire response from Colorado State University to the Department of the Aerospace Studies, Kansas State University, April 9, 1965.
- 25 Letter from the University of Nebraska to Colonel Ruggles, January 22, 1965.
- 26 Letter from Oregon State University to Colonel Ruggles, April 9, 1965.
- 27 Letter from Iowa State University to Colonel Ruggles, January 22, 1965.
- 28 Letter from Michigan State University to Colonel Ruggles, January 21, 1965.
- 29 Ibid.
- 30 Questionnaire from Rutgers University to Colonel Ruggles, n.d.

- 31 Letter from Dr. John Chalmers, Dean of the College of Arts and Sciences, Kansas State University, to President McCain, May 6, 1965.
- 32 Ibid.
- 33 Letter from Mr. Daniel Beatty, Business Manager to Dr. A. L. Pugsley, Vice-President, both of Kansas State University, May 28, 1965.
- 34 Letter from Dr. William Bevan, Vice President for Academic Affairs, Kansas State University, to members of the ad hoc committee, University ROTC Advisory Group, May 26, 1965.
- 35 Ibid.
- 36 Letter from Secretary of the Air Force Zuckert to President McCain, May 26, 1965.
- 37 Letter from President McCain to Secretary Zuckert, June 2, 1965.
- 38 Stamey interview, loc. cit.
- 39 Proposal by the Department of Military Science, Kansas State University, Spring, 1965.
- 40 Ibid.
- 41 Questionnaire from Colorado State University, loc. cit.
- 42 Letter from Florida State University to Colonel Ruggles, January 22, 1965.
- 43 Letter from Iowa State University, loc. cit.
- 44 Proposal by the Department of Aerospace Studies, Kansas State University, Spring, 1965.
- 45 Stamey interview, loc. cit.
- 46 Letter from Dr. Stamey to members of the ad hoc committee on ROTC, July 15, 1965.

- 47 Stamey interview, loc. cit.
- 48 Interview with Dr. Louis Douglas, Professor of Political Science, Kansas State University, July 1, 1968.
- 49 Letter from Stamey to ad hoc committee, loc. cit.
- 50 Minutes of Faculty Senate Meeting, Secretary, November 16, 1965.
- 51 Interview with Colonel Ruggles, May 15 and 16, 1968.
- 52 Facts and Specific Achievements of Kansas State Universities AFROTC Program for the Period 15 September 1966 to 14 September 1967, Department of Aerospace Studies, Kansas State University, Fall, 1967.
- 53 Stamey interview, loc. cit.
- 54 Milbourn interview, loc. cit.

CHAPTER V

SUMMARY

I. THE GENERAL PLAN

The general plan set forth in this chapter has been derived from all of the positive elements of the successful transition efforts utilized at other successful colleges and universities. The program is also a pattern on which to formulate a transition to voluntary ROTC and, at the same time, maintain maximum program enrollment.

The plan is as follows:

(1) Formulate an operational plan to secure an acceptable change to a high retention plan to be used at the particular college or university undergoing transition.

(2) Establish communications with the following groups so as to provide a free flow of accurate information concerning the program change to all parties concerned.

(A) The university administration.

(B) The governing body for the university (e.g., Board of Regents).

(C) The University faculty governing body.

(D) The faculty in general.

(E) The students and their parents.

(F) Interested legislators at the city and state level.

(G) Alumni organizations.

- (H) Statewide veterans organizations.
- (I) News media.
- (J) The ROTC departments and their military superiors.
- (K) Other interested groups or individuals.

Communications from the university with any of these groups should originate at a single point in the school's administration.

(3) Plan to have the same members of the university administration that plan the transition follow through with the actual change. The same is true of the commanders of the ROTC departments. Background knowledge and continuity of effort are extremely important both in the university administration and in the military departments.

(4) Program for increased costs due to the need for more classrooms and more instructors to teach the students who choose not to take ROTC.

(5) Provide time for the Military Department commander to thoroughly brief the ROTC faculty and staff on the specific plan to be followed at their school.

(6) Provide for a university administration announcement of the adoption of the voluntary plan. This should ideally come at the start of the semester prior to the semester in which the transition is to occur.

(7) Take the following steps at the beginning of the semester prior to the semester in which the transition is to occur:

- (A) Schedule an interview for each freshman and sophomore cadet with a detachment officer to discuss the voluntary program.

- (B) Set up information teams of detachment personnel, Arnold Air Society members, Advanced Cadets, Scabbard and Blade members or members of Angel Flight (or comparable organizations) to visit student groups to explain the voluntary program. Use only those who create a favorable impression and be sure they are thoroughly briefed and sympathetic.
- (C) Consider using an ROTC classroom period or two to outline the changes the voluntary program will make. A question and answer session would be helpful here.
- (D) Secure, if possible, a letter from the president of the college or university commending the ROTC program. This can be used in subsequent information packets sent to new students.
- (E) Prepare information sheets that will be given to the faculty advisors to enable them to answer student questions on the voluntary ROTC program. This will also allow the general faculty to become more familiar with the new program.
- (F) Prepare a brochure on the ROTC department stressing some of the historical ROTC highlights of your college or university and the salient points (F.I.P., F.A.G., Two-Year Program) of your military programs. This brochure should be of value to both the student and his parents. Current draft information, if available,

can be included. (This brochure needs constant attention and revision.) The Information and Recruiting Officers can work on this project jointly.

- (G) Prepare information releases for local news media, if necessary. Supply facts to the university administration for all official university releases. (Remember you are a part of the college or university and the administration acts as your spokesman.)

(8) Take the following steps after the actual transition:

- (A) Write letters to those superior students who did not re-enroll and suggest late enrollment. (In spite of all efforts some might still not understand their alternatives.)
- (B) Schedule interviews with a detachment officer for each freshman and sophomore cadet.
- (C) Ask all cadets for the names and addresses of those male students from their area who plan to attend the university the next semester and send a personal letter and a brochure to each.
- (D) Secure a list from the Registrar of those male students who have indicated that they plan to enroll in the university the next semester and send a personal letter and a brochure to each.
- (E) Contact the veterans organizations throughout the state and request names and addresses of students from their

area planning to attend your school next semester. Send a letter and brochure to each.

- (F) Confirm a time during the freshman and transfer student summer orientation that representatives of the military departments can discuss the ROTC program and the draft with the new students. Plan for a short question and answer period at the end of the presentation.
- (G) Consider using a short sound film in which the president recommends ROTC in lieu of the president's addressing all the new students. The film can be introduced by a university official (Dean, Associate Dean, etc.).
- (H) Information teams composed of those mentioned in (6B) should visit local high school senior class functions as well as parent-teacher meetings and give a short briefing, possibly followed by a question and answer period.

It should be noted that modifications of this plan may have to be made to fit the circumstances found at a given college or university. The basic guidelines of this plan are, however, sufficiently adaptable to allow it to be used successfully to implement any transition from a mandatory to a voluntary ROTC program with a strong probability of high student retention.

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4. Stamey, William L., Associate Dean of the College of Arts and Sciences, Kansas State University, June 18, 1968.
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Questionnaires

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| 1. Baylor University | 8. Illinois, University of |
| 2. California, University of, Berkeley | 9. Iowa State University |
| 3. Colorado State University | 10. Louisiana Polytechnical Institute |
| 4. Cornell University | 11. Maryland, University of |
| 5. Drake University | 12. Massachusetts Institute of Technology |
| 6. Florida, University of | 13. Michigan State University |
| 7. Florida State University | |

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| 14. Nebraska, University of | 23. Southern Illinois University |
| 15. Northeastern University | 24. Southwest Texas State
College |
| 16. Ohio State University | 25. Texas A & M University |
| 17. Ohio University | 26. Texas, U. of |
| 18. Ohio Wesleyan University | 27. Washington, U. of
(Seattle) |
| 19. Oklahoma State University | 28. Wichita State University |
| 20. Oregon State University | 29. Wisconsin State U.
(Superior) |
| 21. Pennsylvania State University | 30. Wisconsin, University of |
| 22. Rutgers University | 31. Wyoming, University of |

THE CHANGE FROM A MANDATORY TO A VOLUNTARY
RESERVE OFFICER'S TRAINING CORPS PROGRAM AT
KANSAS STATE UNIVERSITY

by

ROBERT DONALD REMLINGER

B. S., St. Louis University, 1957

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Commerce

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

The major problem in the transition from a mandatory to a voluntary Reserve Officer's Training Corps program is planning the change to secure the highest possible student retention in the voluntary program. There is presently no organized evaluation of major contributing factors involved in a successful transition from the mandatory to the voluntary Reserve Officer's Training Corps program. Kansas State University had an exceptionally high retention rate, 82.9%, in its change from a mandatory to a voluntary program in February, 1966. Since the Kansas State University transition was so successful, their system could serve as a basis for future transitions by other schools.

The purpose of this paper is to examine the Kansas State University transition to a voluntary Reserve Officer's Training Corps program by tracing it through the Statutes and other relevant data of both the United States and the State of Kansas as well as the University itself.

Some of the evidence gathered for this study came from questionnaires sent to selected colleges and universities (list in bibliography), the files of the Departments of Aerospace Studies and Military Science which were carefully studied, and pertinent letters relating to program changes were also evaluated and used as source material. Personal interviews were held with those men primarily responsible for the change to a voluntary Reserve Officer's Training Corps program at Kansas State University. Legal citations were obtained from the United States Statutes at Large, and were verified in the United States Code, 1964 edition.

Prior to a transition from a mandatory to a voluntary Reserve Officer's Training Corps program, informal lines of communications should be set up to include all parties who have an interest in the program change.

Maintaining continuity in the University Administration and the Military Departments is the next most important factor in a successful transition to a voluntary program. Changes in personnel should be held to a minimum and avoided, if possible, during the actual transition. The University must also be prepared for the possibility of an increased need for more instructors and classrooms due to the decrease in Reserve Officer's Training Corps enrollment caused by the adoption of the voluntary program. This would also increase university expenses, which should be expected.

The military departments' faculty and university faculty counselors should be briefed on the benefits of a voluntary versus a mandatory ROTC program. This briefing should also be given to high school counselors, if possible. It also appears that the best time for a transition from mandatory to voluntary is at the beginning of the spring semester for schools on the two-semester plus summer session schedule. This allows the students to be fully informed and as highly motivated as possible toward the voluntary program.

Administration and faculty support is essential to a smooth transition and high retention in a voluntary Reserve Officer's Training Corps program.

In summary, a recommended general plan for the transition is suggested, based on the successful Kansas State University change from a mandatory to a voluntary Reserve Officer's Training Corps program. This is not a panacea, but this is a proven, workable plan that through proper management can be of real assistance in the transition to a voluntary program. This plan is of current value since there are still schools that host mandatory programs and are considering the change to a voluntary Reserve Officer's Training Corps program.