

THE FOLLOWING RESPONSE BY UNIVERSITY OF WASHINGTON PRESIDENT CHARLES E. ODEGAARD TO THE RECENT DEMANDS OF TWO STUDENT ORGANIZATIONS IS REPRINTED FROM THE MAY 1, 1968, ISSUE OF THE "DAILY"

To: The University of Washington
Community

From: Charles E. Odegaard, President

On Friday, April 26, 1968, there was held on the campus a rally as part of the "April Days of Protest and Resistance" sponsored here and on many other campuses by Students for a Democratic Society and the Vietnam Committee. The organizers of this rally led some of the participants through the President's Office so that each could leave a copy of a previously prepared mimeographed sheet of "demands."

I am addressing comments on each of these demands to the entire University community, to all faculty, students and staff, because of the publicity which has been accorded them and in particular because of the manner in which they were presented.

The first demand: **WE DEMAND that admission requirements for black students be waived until the proportion of black students in the general student population is the same as the proportion of black casualties in Vietnam and that the same proportion apply to black faculty members and to University employees at all levels.**"

As long ago as February 3, 1959, I issued University Memorandum No. 22 in order to gather in one statement, to reaffirm, and to make the University's policy with reference to racial discrimination as visible as possible. Its preamble reads as follows:

"The University of Washington, as an institution established and maintained by the people of the state, affords equal opportunity, without regard to race, creed or color to all persons, whether students, teachers, or members of administrative service staffs."

The basic principle embodied in faculty action on admission of students is that the University should be open to all students who show a reasonable likelihood of being able to succeed in the courses of study offered. On the basis of long and verified experience, a high school grade-point average of 2.5 has been taken as the likely minimum indicator of probable student success at the University; but it is only one possible criterion, and where other evidence of capability is available, students falling below that GPA may be admitted on the basis of such evidence. This policy is stated in the General Catalog and is the result of carefully considered faculty action.

The University has already recognized indications that especially for many students from low socio-economic backgrounds, regardless of color, creed or ethnic origin, the high school grade-point average may sometimes be an inadequate indicator of favorable expectation. Because of this the Board of Admissions, representing the faculty of every school and college in the University, has admitted, quite apart from students with grade point above 2.5, a number of students of all races with records below 2.5, in accord with the stated policy. The number of students of any particular origin at the University must also depend on the number of such students who actually apply for admission. A high percentage of these special admission students are black Americans. The suggestion that the admission of black students be related to a given proportion, large or small, is contrary to the principle of opportunity open to all who can be expected to complete the course of study.

An arbitrary racial proportion for a faculty that must profess a range of subjects

from anaesthesiology to zoology is even less feasible. To my own knowledge since at least 1959, departments and colleges, which in the University have the responsibility for recommending faculty appointments, have been urged to be vigilant to assure that no qualified person lacks opportunity of appointment at our institution by reason of race; and in the last several years we have been succeeding in adding qualified faculty members to the staff who are black. Efforts in this direction are currently continuing.

Efforts Numerous

The Staff Personnel Office includes a personnel representative as a specialist in minority employment who has, during the past two years, interviewed about a third of the University's black employees to determine their reactions to University employment and to seek new ways to insure greater employment opportunities for black people. The effort to overcome any circumstances that work against the employment of minority persons will continue. Interviewers have been given special training to make them aware of the problems some minority applicants face. Discussions of job possibilities have taken place with the heads of all principal departments in the University. In September, 1967, a part-time employment interviewer was assigned to the Multi-Service Center in the Central Area, and the success of the program there has prompted appointment of a full-time interviewer for the Center, effective April 1, 1968. The University has actively cooperated with the Seattle Chamber of Commerce in its equal employment programs and the "Jobs Now" program for the placement of hard-core unemployed. Although the heaviest concentration of permanent black employees continues in unskilled and semi-skilled positions, there are increasing numbers of appointments in office services and technical areas; and through the use of special "in-training" appointments, it is anticipated that the number of black employees in higher job classifications will continue to increase.

The record makes clear the fact that the University has been and is engaged in special efforts to provide full opportunity at the University for black students, faculty and staff.

The second demand: **"WE DEMAND that all students who are imprisoned either for resisting the draft or as a result of their participation in political activities be automatically re-admitted on the same basis as those who are drafted."**

Re-admission to the University must always be contingent on the availability of faculty and facilities in the area of the student's interest. Within these limitations, it has been long-standing practice that any student who has been subject to legal action and penalized for noncompliance with laws, after having served his sentence, may return to the University of Washington on the same terms as any other returning student. In the Graduate School students who are not in residence for whatever reason may on application and on approval by the Graduate Program Adviser or the chairman of the student's Supervisory Committee continue to be enrolled in an **on leave status**, which under Graduate Faculty rules is renewed automatically up to a five-year maximum for those in military service; for all other students it must be renewed annually with a \$5.00 fee.

The third demand: **"WE DEMAND that those students who leave the country in objection to the draft or to escape prosecution**

for participation in political activities be granted degrees in absentia if they complete the degree requirements through correspondence or equivalent studies."

The completion of baccalaureate degrees **in absentia** is governed by the senior residence rule, which directs that the final 45 credits of the requirements for the baccalaureate degree be earned from the University of Washington. Of the 45 credits, 35 must be residence credits; the other 10 may be extension or correspondence study credits. A change in this ruling can be accomplished only by action of the Faculty Senate, the appropriate initiating Council being the Faculty Council on Academic Standards.

The Graduate Faculty establishes requirements with respect to graduate degrees. Correspondence study is not accepted by the Graduate School for course work by any graduate students. Research toward completion of the master's thesis and the doctor's dissertation can be conducted **in absentia** if recommended by appropriate departmental faculty of the University. The final examination for the Master's degree is conducted in a variety of ways depending on the practices of the faculty of the particular department offering the program and in special cases some examinations have been conducted **in absentia**. The final examination for the Doctor's degree in the Graduate School requires the personal presence of the candidate before the supervisory committee which examines him.

The fourth demand: **"WE DEMAND that both student and faculty groups have the right to open their events to the public."**

The question of the use of University facilities is, of course, a public policy question. Under what circumstances and for what purposes are facilities provided to the University by the state to be used?

Regents Control Property

The Board of Regents has statutory control over University property and the Board has established as its basic principle in the use of University facilities that such use be related to the execution of the University's educational mission. A review of existing policy and practices with regard to the use of University facilities is currently underway in the Faculty Senate. Any changes in present policies can be made only after use of the necessary consultative procedures and with regental approval.

The fifth demand: **"WE DEMAND that all classified research be cancelled."**

The question of research which is classified for reasons of national security and the more general question of the use of classified information were studied extensively during 1966-67 by the Faculty Council on Grants and Contract Research. Classified research comprises a very small fraction of the University's research under grants and contracts. The Council considered in detail the possible impact of such classified activities on the University especially in relationship to the University's academic mission. It was recognized that there are several situations in which it may be appropriate for the Uni-

versity to carry on work involving considerations of security classification. The University, with its diverse talents and special facilities, may be in a position to provide unique scientific and technological contributions which are urgently required in the interest of national security. The use of classified material also makes possible the achievement of research results which are themselves of fundamental significance and of an unclassified nature. Access to classified information facilitates unclassified research work in closely related fields. Following a review of the University of Washington situation and a study of the relevant policies of a number of major universities, the Council proposed the following statement of policy, which was adopted by the Senate on May 25, 1967, and approved by the President on May 31, 1967.

Classified Research Policy

"UNIVERSITY USE OF CLASSIFIED INFORMATION—In recent times the American university has been called upon to perform for the community an increasing number of functions. Some of these functions involve classification, that is, restrictions in the dissemination of information for reasons of national security. It is our belief that the primary function of a university remains as always the extension and propagation of man's knowledge and understanding. This function is best carried out in an open, unrestricted atmosphere. A security regulation, by definition a restriction on communication, is not in harmony with this traditional atmosphere.

In order to minimize possible harmful effects from classified activities on its educational purposes, our University has successfully maintained a separation between its classified and its basic functions. To ensure the continued effectiveness of this separation the following policies shall be observed:

1. No University courses which are given for credit shall be classified in any part.
2. No theses will be accepted in fulfillment of degree requirements that are classified or that contain references to classified information.
3. University projects which involve classified information will be identified as such. A record open to the faculty will be kept which described in general terms the nature of each of these projects and the extent of involvement of members of the University faculty.
4. All contracts between the University and federal agencies which deal with jointly sponsored projects will provide for the right of the University to terminate such contracts, without forfeit, if the agency increases the level of classification of the project during the contract term.
5. Every reasonable effort will be made by the University to keep projects which involve classified information physically separated from the rest of the University.
6. The University will continue to facilitate the participation by faculty members in classified work of their choice when such work takes the form of normal consulting arrangements or leaves of absence without pay."

Recruiting Policy Changed

The sixth demand: **"WE DEMAND that any military recruiters on campus be gov-**

erned by the same rules as are independent student groups."

In the future all recruiting of students for post-University employment will be arranged through and carried on in facilities provided by the Office of Placement Services or in the case of some departments which do not use this central service, in department or school offices. This will apply to all outside employing organizations representing educational institutions, business and industry and governmental agencies, including the military services.

The seventh demand: **"WE DEMAND that all ROTC programs be removed from the University of Washington campus."**

The University of Washington, in recognition of the many vocations, careers, and activities in which its students subsequently engage, offers courses of instruction in a wide array of disciplines and professions. Among these are courses related to the military service which contribute to officer education for the Army, Navy and Air Force. Indeed the statutes of the State of Washington state the aim and purpose of the University of Washington as the provision of instruction in the different branches of literature, science, art, law, medicine, **military science**, and such other departments of instruction as may be established by the Board of Regents.

History demonstrates that the facts of human existence dictate the need for all organized societies to maintain some provision for the defense of those societies, including the maintenance of a corps of appropriately educated officers and men. In modern terms, this must include a component of university-trained officers. The United States is no exception in facing this social imperative. Therefore it does maintain career and reserve positions in its armed forces.

For the military officer, as for a host of other roles in American society, the University makes available instruction on a voluntary basis. This year, 1,100 students have voluntarily elected to pursue ROTC courses for the three services.

Regrets 'Demand' Technique

Finally, I cannot fail to note and to regret the tone and methods adopted by the sponsors of the April Days. They present "demands" with a dramatic technique that connotes an ultimatum, and they give a date of May 6, 1968, by which all these demands must be met. The context in which these demands were made reveals indifference to normal University methods of discussion of proposals in which very many others besides the protestors are appropriately involved.

The disposition of the sponsors to threaten coercive action is evidenced in their press release issued the day before they submitted their demands. In it they announced that they will call a mass meeting of all University students on May 1. "The purpose of the meeting," it was stated, "will be to prepare the students for responding to President Odegaard's reply in the event that his reply falls short of meeting all seven demands."

In their statements and comments the sponsors polarize the concept of a university in such a way as to convey the idea of a student and perhaps faculty mass against the administration.

This simplistic view — whatever the

intentions behind its advocacy—is, of course, a travesty of the very complex facts about university governance and participation, as thoughtful and informed members of the University community know. The University (obviously and reasonably so) has a very complex structure of relationships for decision making. Many of the "demands" presented to the President and the administration require participation in decision making by many people other than administrators. Depending upon the particular issue or action in question, a University decision involves variously students, as individuals or groups; faculty, as individuals or in various groupings such as official committees, departments, colleges and schools, of the Faculty Senate; staff in various service capacities; administrators; the Board of Regents; the Governor, and other executive branch officers; the Legislature; all these participate in a host of ways in decision making as to the University's programs, policies and actions.

At differing levels on various subjects the argument of authority is occasionally and necessarily heard. But in such a complex structure as the University the actual course of events is far more frequently determined by the argument of reason and by persuasion without reference to authority. The utility of reasoning and continued commitment to the use of genuinely open discussion should not be overlooked during this period marked by resort by a few to dramatic techniques of confrontation, and to threats of force focused intentionally on a few members of the University community who are isolated as targets, when in fact the whole community and its way of life are really at stake.

University Imperfect

This University, like all other social institutions, is imperfect. As many of you know, for the good of the order, I, too, have attempted frequently to suggest various weaknesses in our collective efforts, and I have invited your assistance in remedial steps to develop a better university. We should all be willing to reason with one another to find constructive ways to make the University a better and more useful institution.

This willingness to reason should be accepted by all who wish to speak within the flexible system of University discourse, including the sponsors of the April Days. Argument, discussion, division of opinion, finding compromises and areas of consensus, these should be and can be the order of the day in a university community.

But artfully contrived confrontation and the threat of force are another matter. These are alien to a university's way of doing business whether practiced on the university by students, faculty, staff or by persons from outside the university community. A university is that institution within society whose dedication above all is to the continued, unceasing application of man's critical reasoning powers to himself, his institutions and the universe about him. If the University is to be true to its historic purpose, its members must apply the ethic necessary to the conduct of reasoning to its own affairs as well as to those of others. I am determined within the possibilities of my role as President to keep the door open to continued discussion about our affairs and their potential improvement.

I believe that the vast majority of the University community join me in the conviction that this is the way to advance and improve the University.