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ROTC ENLISTMENT RISING AMONG STANFORD STUDENTS

STANFORD—

Military uniforms—once heckled during the Vietnam War era—have become a common sight on the Stanford campus again following a recent upswing in Reserve Officer Training Corps (ROTC) enrollment among students here.

About 75 Stanford men and women now are in ROTC programs, the highest total since Stanford's own military science program was phased out 10 years ago, according to military officials.

Most of the cadets receive scholarships covering tuition, books, and \$100 per month tax-free stipends. Tuition benefits alone total about \$640,000 annually. The students are "cross-enrolled" in ROTC programs at San Jose State University, U.C. Berkeley, and the University of Santa Clara for Air Force, Navy, and Army ROTC courses, respectively.

In keeping with a 1970 decision of the Faculty Senate, none receives Stanford academic credit for participating in the military training program.

The largest cross-enrollment program, that of the U.S. Air Force at San Jose State, currently has 44 Stanford students, up from only one or two when the program was started in 1979.

The Navy's cross-enrollment program at Berkeley has grown to 25 Stanford students since it was founded in 1981. Six currently are enrolled in the Army's ROTC program at the University of Santa Clara, which first admitted Stanford students in 1975.

Most of the Stanford ROTC students attend one or two classes per week at their host institutions. The courses cover various aspects of military history, weapons systems, leadership training, national defense policies, land and sea navigation, survival skills, and military protocol.

Before the Vietnam War era, ROTC had a history at Stanford dating back over 50 years. An Army program was established in 1919; Air Force and Navy programs were established in 1946. In 1967-68, there were 125 students on full-tuition ROTC scholarships.

The military's relationship with Stanford, and with other universities across the country, grew tense during the fighting in Indochina, however. Stanford students opposed to the war often heckled their peers in uniform, interfered with training exercises, and in 1968 even burned the Navy ROTC clubhouse on campus.

The Stanford Faculty Senate's chief objection to ROTC was that the purpose, content, and conduct of ROTC courses were not under its control, in contrast to all other programs of academic credit.

The course goals, in particular, were thought not to be compatible with the University's "primary commitment to the creation and dissemination of knowledge in an environment of free intellectual activity," in the words of a faculty committee report.

ROTC programs were finally phased out at Stanford in 1973, following the 1970 decision barring credit.

'Still a Faculty Prerogative'

In a KZSU interview Nov. 17, Stanford President Donald Kennedy noted that academic credit for ROTC is still "very much a faculty prerogative," and that it is unlikely the Senate will change its mind on the credit issue.

"I really do think it's an issue of who controls credit and who controls the quality of the educational experience at Stanford. Is it the faculty or is it some outside agency?" he asked.

"We haven't seen any firm sign that the service secretaries will give on that point, and I very much doubt that the faculty will."

Vietnam affected "the rate and intensity of discussion" on this issue, "but not the outcome," he added.

According to University Registrar Sally Mahoney, credit which students receive for the host institution's ROTC courses is non-transferable because "no Stanford credit courses are offered in these subjects. Transfer credit is awarded only when courses taken elsewhere are comparable to Stanford courses."

As a rule, non-credit activities and accomplishments, even Rhodes scholarships, are not mentioned on Stanford transcripts, Mahoney says.

She adds that since Stanford's own ROTC program was phased out, the University "has done much to facilitate its own students' interest in these programs, specifically by entering into the formal crosstown agreements with the three institutions and their respective military units.

"As part of those agreements, we disseminate ROTC scholarship information and provide occasional space for ROTC advising," Mahoney says.

Despite this, several Air Force ROTC cadets—tired of their early morning commutes to San Jose State—recently began a petition drive at Stanford to have classroom space on campus again. Their petitions do not contain specific reference to the issue of academic credit for ROTC courses.

"Stanford has been, and continues to be, willing to provide classroom and meeting space for ROTC as a convenience to Stanford student participants," Mahoney says.

"Such space was provided in 1977 to Stanford students enrolled in the University of Santa Clara University ROTC program."

It is not clear whether the military would consider teaching its classes on the Stanford campus without having them recorded on the transcripts. Mahoney stresses that Stanford has not been approached recently by military officials on the subject of regular classroom space.

A Nov. 3 *Stanford Daily* editorial critical of ROTC sparked a flurry of letters from students supporting military studies.

"The *Daily* and the anti-ROTC faculty will not change today's real world by pretending that the politics of the armed force is not a legitimate topic of study," wrote one ROTC cadet.

Two others added, "One would think that the University would prefer having its graduates, who have probably been exposed to a broader range of ideas than service academy graduates, hold key positions in the American military."

Reflects a Nationwide Trend

The renewed interest in military studies among Stanford students reflects a growth in ROTC enrollment across the country. Nationwide, the number of ROTC cadets has swelled by about 87 percent, to more than 114,451, since a low point of 61,279 in 1973-74, according to the *Wall St. Journal*.

Lt. Col. Richard Barton, an instructor in the Air Force ROTC program at San Jose State, credits the increase to renewed national patriotism and fading memories of the Vietnam era. Indeed, most of today's college freshmen were only three or four years old when the Tet Offensive began in 1968.

"I don't think it's a surprise that the general attitude toward the military seems to have improved. Whether that is the result of world events—an opening of eyes to what the opposition is really like—or a forgetting of what war is like here, I'm not sure," Barton notes.

"A lot of our students, particularly the ones on scholarship, come from at least a favorable outlook toward the military, maybe not arch-conservatives, but neither are they left-wing radicals. So I think they are in a balanced position, and I think they are open-minded.

"To me, it's very refreshing. I see people feeling good about being American citizens, and realizing that we have a lot of privileges in this country that are not existent in other places, and that the military has some small part in making sure that we keep those," he notes.

Other factors in the growth may include the ROTC's increasingly flexible curriculum, more relaxed dress codes, and the recent concern of many students about job security after graduation.

Perhaps the greatest attraction for Stanford students is the ROTC's generous scholarship program. About 75 percent of the military scholarships are geared toward students with engineering or science majors.

Alicia Kellers, a junior majoring in electrical engineering and one of 10 Stanford women in the Air Force ROTC, credits the scholarship program with making it possible for her to attend Stanford.

"I thought that four years in the Air Force would be worth it for a Stanford education," she explains. "I feel good, knowing that I, and not my parents, am providing for my education. The scholarship takes a lot of pressure off them," she notes.

Aside from the scholarship, she and most of the Stanford Air Force ROTC students are excited about the possibility of flying. Those on scholarship who do become pilots have an active duty commitment of seven years.

Women in the Air Force ROTC are treated just like the men, since the physical requirements are not as stringent as those of some of the other branches of the service, Kellers says. "They check us once a semester to see if we can run a mile and a half under time. It's not that hard.

"A lot of (Air force ROTC) people tell me they get compliments from other students about their uniforms. They say, 'hey, you look really sharp today!' " she laughs.

David Jeakle, a junior majoring in mechanical engineering and the cross-town liaison for the Navy's ROTC program at Berkeley, is also on a military scholarship. In return for the Navy's financial support, he will serve four years of active duty in the Navy, beginning as an ensign.

"I don't consider myself a 'career' Navy person," the Florence, Alabama native explains.

"I wanted to go to Stanford because I felt that I would get a better education by coming here and having the military training than by going to the Naval Academy alone," he says.

In contrast to the ROTC students of the Vietnam era, Jeakle feels little or no animosity from his peers at Stanford.

"As long as I've been here I've never had any animosity about being in uniform. If they kid you, it's in a positive way, almost as if you were on the crew team, or something."

Being in the Navy ROTC, he adds, "does put you in a position so that you have to be more aware of what's going on in the world. People assume I know what's going on in American foreign policy."

David Baldwin, a junior majoring in medical microbiology and a member of the Army ROTC, says his parents didn't expect him to enroll in the Army ROTC.

"My father is a navy officer, but I surprised my parents when I told them that I enlisted. They've been supportive," he adds. "It was probably easier for me to make the decision than for other people who don't have the exposure to the military life."

In his opinion, the Army's ROTC program has several advantages over those sponsored by other branches of the military.

"In general the Army's probably more adventurous. We send people to jump school, and two students this year went to air assault school . . . where they learned to rappel from helicopters. The Army also gives you a sense of responsibility."

Baldwin, who is also a member of the Army Reserve, eventually plans to compete for a military health professional scholarship for study at the uniformed services health science academy in Bethesda, MD.

Like his fellow ROTC cadets, he is happy about the more positive attitude toward ROTC among Stanford students.

"We just started wearing our uniforms on campus, and the reaction has been curiosity, at the worst. There's never any hostility, or at least open hostility. Students ask me about ROTC, or what I do, or why I'm wearing the uniform."

He adds, "In general the mood of the country has been changed . . . the attitude is much more favorable."