

STANFORD UNIVERSITY NEWS SERVICE

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STANFORD —

Proposals to restore ROTC at Stanford received little apparent support during a Faculty Senate discussion Thursday, Jan. 10.

Following nearly two hours deliberation, the Senate adjourned without making any recommendations in response to petitions from 150 students and more than 50 faculty favoring ROTC's return.

But discussion indicated a clear reluctance to reopen debate on the program, which was phased out last spring.

Many faculty representatives favored postponing action, pending receipt of evidence indicating strong student interest in ROTC and Defense Department willingness to accept clear University control over any academic program.

When and how the Senate would respond to the faculty and student petitions remained uncertain, although its rules require "expeditious" action in response to the request of more than 50 Academic Council members.

Robert J. Barker, graduate student leader of the drive to restore ROTC, said the faculty should judge academic credit for military subjects on the same criteria as other courses.

Calling for ROTC to become an integral part of the University, he suggested programs be organized as a Department of Military Studies with the heads of each unit designated as visiting or consulting professors.

These proposals appeared to go beyond more general recommendations contained in the petitions themselves. But Barker pointed out that "the only way to get control over ROTC programs is to make them an integral part of the University."

Kevin O'Grady, member of the Associated Students Council of Presidents, strenuously opposed restoration of ROTC. While doubting academic objections to the program could be overcome, he opposed ROTC on moral grounds.

Noting the continued U.S. involvement in Southeast Asia, he said, "Now is no time to mend fences with the military" and urged the Senate to "let sleeping monsters lie."

Prof. William Bark, history, said students should have the option of choosing ROTC, indicating its scholarship funds could help give greater breadth and balance to the student body.

He expressed confidence that ROTC could "fully meet an exacting level of academic performance," while helping provide civilian leaders for the armed services.

The decision to deny academic credit to ROTC in 1970 was made in "an atmosphere of hysteria, violence, and pressure," he charged. "More than anything else, we need the opportunity to examine ROTC carefully... showing a high regard for freedom of speech."

Meeting as a committee of the whole, with restrictions on news attribution of individual comments, other faculty speakers suggested comparing present ROTC practices elsewhere with the standards developed by a 1970 faculty report at Stanford. Princeton was cited several times as the leading example of an institution which had voted to restore ROTC.

While some faculty representatives said their minds were open to new evidence on ROTC, others indicated they saw little point in reopening the issue.

About 75 long-time antiwar activists staged a peaceful picket against ROTC outside the Senate meeting room, where their chants of "Stop ROTC" were audible. But all left before the Senate began discussion of this issue.