

SAVE

SIT-IN, STANFORD A.E.L.

Chronic action has a long history and widespread usage and popularity as the Stanford trustee decisions of the meeting of April 8 indicate, as several faculty and administrative opinions voiced in the S.R.I. Coalition-called open meeting of April 9 indicate, and as the political system of the U.S.A. indicates. With such entrenched priority and tradition of peaceable evolution, one can readily foresee impending criticism and insecurity the Stanford strike of April 10 will provoke.

Acute action, peaceable revolutionary tactics introduce necessarily a certain measure of instability in that they are an undefined, unrefined means of change.

We demonstrating students are faced with a conscious dissonance that aware individuals and intellectuals of the surrounding communicable area face/will have to face NOW. The issue is simply one of immoral action into which all of us have fallen--unwittingly or stupidly perhaps but none-the-less have fallen. Regardless of our intentions we are all guilty as soon as we let awareness creep in through our complex of rationalizations. As researchers of the present and of the future, we at Stanford and the S.R.I. cannot afford to segregate our actions and their consequences when we are dramatically awakened to the gravity of their consequences and of our present situation.

The students involved in the 4 to 5 hour meeting on the night of April 9, in addition to the few faculty and administration present, concluded with their final note that they were willing to risk consequent reaction of disfavor and criticism, were willing to risk the insecurity of giving the university and community at large a jolt in order that arousal and concern would at least create awareness of the serious moral problem facing researchers.

It is to be emphasized that emotional fervor and moral commitment toward constructive means of attaining directly (implying urgency in the sense of both time and way) the simple goal of humanity characterize this acute student movement.