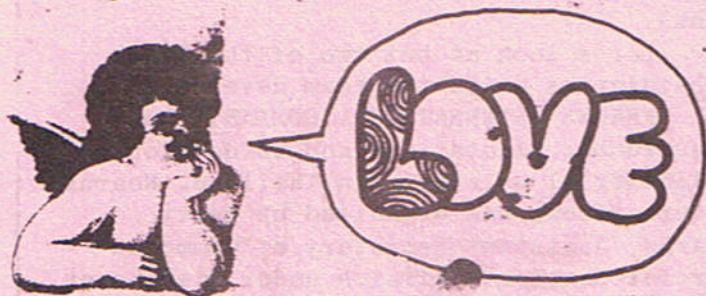


# DECLASSIFIED

BY THE AUTHORITY OF THE PEOPLE

Volume I, Number 7

April 16, 1969, BEHOLD: A WEDNESDAY  
Published in the Applied Electronics Laboratories  
Stanford, California



Demystification from Harvard--  
see pages 5 & 6

## Wedding!

TO CARRIE AND MARC

Your celebration is ours.

You are the beginning,

the children and parents of the new society.

Cake there was, and candles,  
you Carrie the bride, and  
you Marc, the groom.  
But the bride was dressed in the  
black garb of our Asian brothers.  
Yes, and red flowers in her hair.

This was the wedding of the new society.  
Like the Battle of Algiers and the  
marriage at Columbia people were  
expectant, and yet joyful.  
Marriage in a time of struggle is  
a beautiful thing. Marriage here  
signifies the beginning of the  
new society.

We join in Solidarity Forever.

Your union makes us strong.

## Can't fight fire with fire

Black Panther Party Chairman Bobby Seale made a surprise appearance at the AEL sit-in Tuesday night. Seale is presently under indictment in Illinois for crossing state lines to incite a riot at last August's Democratic Convention. He was introduced at the sit-in by Tom Hayden, founder of SDS. Both Hayden and Seale said they were glad that ruling class children were refusing to be oppressors and killers of less privileged people.

Seale said that the Stanford struggle is part of the great struggle waged by South Africans, Angolans, and Vietnamese abroad, and by Chinese-Americans, Mexican-Americans, poor whites in Appalachia, and of course the Black Panther Party at home.

The audience's most enthusiastic response came when Seale declared: "Everybody knows you don't fight fire with fire--you fight fire with water. And you don't fight capitalism with capitalism, black capitalism. You fight capitalism with socialism, racism with solidarity, and imperialism with proletarian internationalism."

Seale also praised the Japanese students who held their universities last year during months-long sieges. After they were attacked by club-wielding police, the students got helmets and clubs themselves, and they met the next attack well prepared.

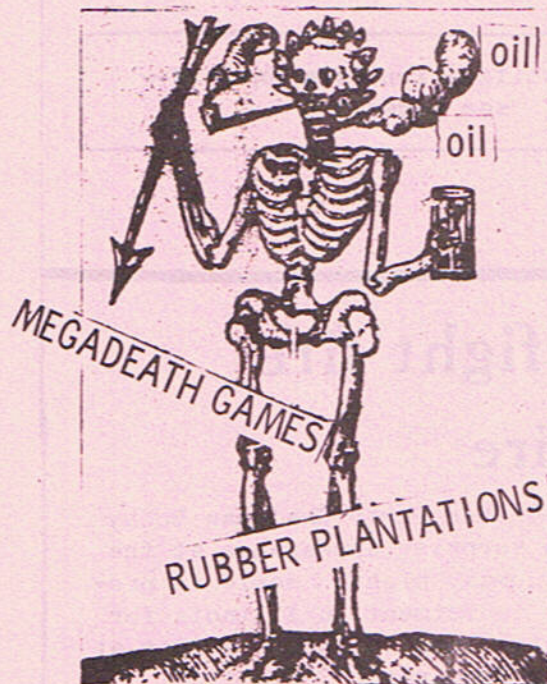
As Seale noted, it is probably too soon for Stanford students to take up hel-



# TODAY'S TRUSTEE:

2

## Thomas P. Pike



Recently the Pike Corporation of America, which makes offshore oil rigs and drilling accessories, was bought by the Fluor Corporation, which makes oil refineries. The transaction was handled by the brokerage firm of Glore Forgan, Wm.R. Staats Inc., whose president, Maurice Stans, had been the only common director of the two companies. Thus the Pike Corporation of America, headed by Trustee Thomas Pike, was absorbed into the larger Fluor Corp. Pike is now a director of Fluor and high in the company's management. And under Pike, the Pike Corporation's subsidiaries will live on with greater financial backing and growth potential. Pike and the Pike directors picked subsidiaries which could be best integrated into the plans of friends at Stanford and SRI. The Pike directors include: Alf E. Brandin, vice-president for business affairs at Stanford; Dr. Richard H. Jahns, Dean of the School of Earth Sciences at Stanford; Maurice Stans, (mentioned above) head man for finance in the Nixon campaign and now Secretary of Commerce; Tom Pike, a director of SRI; and Pike's son, John (Stanford '57). A former director of Pike Corp. is Ernest ("Stinky"

Arbuckle, Dean of the Stanford Biz School (now chairman of both SRI and Wells Fargo Bank).

Let's look at but two of the Pike subsidiaries which the team developed:

**KEARNS INTERNATIONAL COMPANY:** Operates rubber plantations and is developing "industrial estates" in Thailand. Kearns International was organized by Henry Kearns, Assistant Secretary of Commerce for International Affairs under Eisenhower. Not astonishingly, trustee Pike also served in the Eisenhower administration, as Assistant Secretary of Defense and Special Assistant to the President.

**NATIONAL ENGINEERING SCIENCE COMPANY (NESCO):** Pike runs this one personally. A recent brochure describes some of NESCO's activities: "Our military work involves design, analysis, and research of projects associated with major ballistic and airborne weapons systems. The majority of these projects are classified; however, some of them can be described in the following general terms:

- "Research concerning nuclear explosions in and above ground and their relationship to hard point defense.

- "New concepts in the field of penetration aids for the Polaris-Poseidon missile system, including midcourse and terminal defense.

- "Shock insulation of various missiles and missile systems such as Polaris, Poseidon, Tartar, Terrier, Taros, etc.

- "Development of ballistic missile offense-defense engagement models and associated computer programs which involve midcourse, terminal, and hard point defense systems."

The NESCO booklet goes further and lists the company's customers, which include:

**MILITARY:** U.S. Army Electronics Material Agency; Navy Bureau of Weapons; Air Force Special Weapons Center.

**CIVILIAN GOVERNMENT AGENCIES:** Aerospace Corporation (Air Force think tank like RAND, but worse); Lawrence Radiation Laboratories (run by Cal. Berkeley like Stanford's SLAC; Defense Atomic Support Agency (DASA).

**INDUSTRY:** Bechtel Corp. (Bechtel is a former Stanford trustee and present SRI director); General Dynamics (Roger Lewis);

(Cont. on p.10, col. 2)



# Technology for the people !



We are fighting for goals that can be won--the depth of our support makes that clear. Eventually the trustees of this university will have to get rid of classified, CBW, and counterinsurgency research. We know this battle will be won. But getting the war work out of Stanford won't stop war work. The SRI severance proposal has shown us what will happen. They'll just put it where we can't get to it.

We must understand that war-research projects are not just warts on a basically clean university; they are only the surface indications of what this profoundly corrupt society is doing with its science, its technology, and its other resources.

That means we can't stop with AEL. Cleaning up the university won't end the misuse of social resources. Technology is a social resource--it is the property of everyone. But it is presently used only for the making and protecting of private profit. What's done is what is profitable, and what isn't profitable isn't done. That is the real issue we have to fight on.

Research is publicly funded. The people pay for the work done in universities and research corporations. They pay directly when research is federally funded or indirectly through monopoly profits, profits taken from the labor of wage earners. But the technology they pay for is used to produce what makes profit, not what people need. The electronics and aerospace industries have made millions on the postwar defense boom. The best example is our own Hewlett-Packard.

This situation is intolerable. It cannot be justified by "humanitarian" research. What good are plastic hearts

if most people can't afford decent medical care? If the purpose of technology is to serve the people, not to serve a profit-making few, then it should be controlled by the people for the good of the people. The university is deeply involved in production for private profit. It produces, often at public expense, skilled labor and scientific knowledge. This university isn't a temple of the intellect or a place where disinterested scholars examine the world. It is a center for the development of knowledge and resources for human use.

We should be here not from our individual morality, because that will lead us up against the individual engineer justifying his research by his individual morality. Instead, we should be here as the representatives of the real owners of the university--all the people.

We must take back the university. That means taking control away from the private profiteers, our trustees. That means pushing the academics to realize that that they are working for all the people of the world, not for themselves. And that means taking back the subverted disciplines, principally the social sciences, which have become not ways of understanding the world to improve human existence but ways of rationalizing the status quo and devising techniques for its defense.

We have just begun.



## To right a wrong:

4

Paul Baran

"I believe it is not necessary to give evidence of the admiration felt for Companero Baran, as well as for his work on underdevelopment, which was so constructive in our present and still weak state of economic knowledge."

--Che Guevara



AS I HAVE REPEATEDLY STATED, REASON IS THE MEANS BY WHICH CHANGES WILL BE MADE WITHIN THIS UNIVERSITY.

Paul Baran was, until his death in 1964, Professor of Economics at Stanford. His Political Economy of Growth is one of the most influential contributions to the field of development economics ever written. An entire school of scholars are producing further works along theoretical lines indicated by Baran. His collaborator on Monopoly Capital, Paul Sweezy, former Professor of Economics at Harvard, addressed a memorial meeting at Stanford in 1964 and indicated the extraordinary stature of Paul Baran, the man and thinker, in the eyes of the world outside the halls of scholarly inquiry at Stanford.

"...There is an aspect of Paul Baran's many-sided life which is, I suspect, too little known to those amongst whom he lived. Taking the world as a whole, and I mean not only that small part of the world in North America and Western Europe which is too often thought of as the only part that counts in these matters, I have little hesitation in saying that no American economist, indeed no social scientist, was more looked up to and admired. His magnum opus, The Political Economy of Growth, has been translated into nine languages and has circulated widely on all continents. I speak from vivid personal experience when I say that he is the maestro, the revered teacher, of the younger generation of Latin American economists, compared to whom no other American economist is capable of arousing nearly the same degree of intellectual response and personal loyalty. And I can well believe that the same condition prevails in most other parts of that 'third world' about which he wrote with so much insight and passion."

"...Finally, I must say something to you of the credo by which Paul lived, and I cannot do so better than in his own words. After defining the duty of the true intellectual as that of relentlessly criticizing the status quo in the interests of the advancement of the human condition, Paul Baran concluded his essay on "The Commitment of the Intellectual" with the following words:

" 'It may be said that I am ident-

(Cont. on p. 9, col. 2)



# INITIATION RITES FOR STUDENTS

## 1. ORIENTATION: CONTENT OF THE EDUCATION

### a) THE LIE



University education begins with Freedom, Democracy, Free Enterprise, the official MYTH which covers up the bureaucratic CORPORATE and MILITARY REALITY.

MILITARY requirements of the System: ARMED DEFENSE.



### b) THE BUREAUCRACY

University education continues by teaching the student to accept authority and obey orders. He is taught to manipulate others without being conscious that he is manipulated.

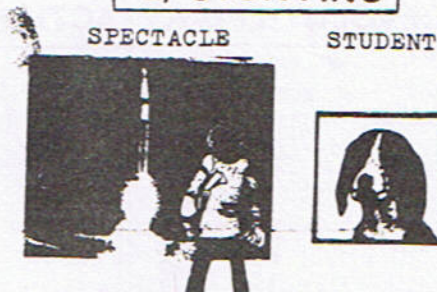
CORPORATE requirements of the System: PRODUCTION and CONSUMPTION.



University education ADJUSTS the student for a corporate job by giving him a FRAGMENTED VIEW OF HIS SOCIAL SITUATION (Enough to make him produce and consume, but not enough to arouse revolutionary consciousness).

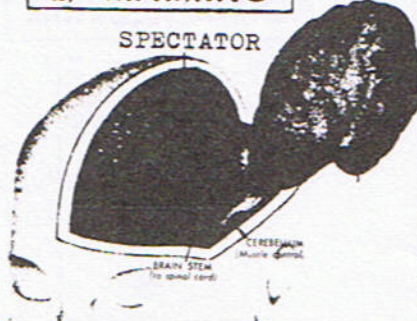
## 2. THE FUNCTION OF THE CAPITALIST UNIVERSITY

### a) STUNTING



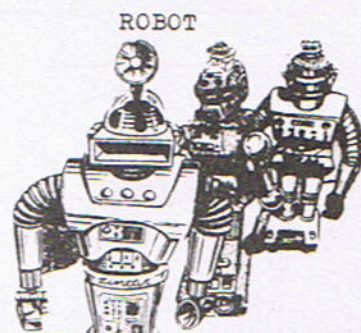
The student whose energy has not yet been killed by elementary and high school education will want to DECIDE, to ACT, to CREATE. The University STOPS HIM. He is taught that the social system is NATURAL and ETERNAL, and that he is IMPOTENT.

### b) MAIMING



If living energy still remains, IT IS REMOVED. The student is reduced to a SPECTATOR. He is not given THE ABILITY TO DEFINE HIMSELF AS A CONSCIOUS AGENT WHOSE SOCIAL ACTIVITY CAN OVERTHROW THE CORPORATE-MILITARY SYSTEM.

### c) HOUSEBREAKING



The student is stunted and maimed, BUT NOT DESTROYED; housebroken, but not broken. Once he learns his place, he is TRAINED and PROGRAMED to serve the system without questioning it.

## 3. THE MEANS

### a) INTIMIDATION



If the student is tempted to attack the bureaucracy or question the myth, he is intimidated by the ENORMITY of the institution and by the infinite mass of measured DETAILS poured on him by "objective" and "neutral" PROFESSORS.

### b) AUTHORITY



Once he understands that decision and creative social action are ABOVE HIS REACH, the student is ready for graduation. He understands the basic lesson of the University: SUBMISSION TO AUTHORITY.

### c) CONTROL



University professors and administrators ENFORCE CORRECT LEARNING by means of TESTS AND GRADES; they reinforce it with the threat of military induction. When this control system breaks down, clubs, gas and lethal weapons are used.



# INITIATION RITES FOR PROFESSORS AND ADMINISTRATORS

When students refuse to be had, bizarre events begin to occur:

## CONFRONTATION

### THE STUDENT QUESTIONS



To understand his situation, the student throws out the American MYTH as an explanation of his reality, and rejects the GRADE as a limitation on his thought or action.

### THE STUDENT ATTACKS



Freed from the carrots and sticks of the academic bureaucracy, THE STUDENT no longer submits. THE END OF THE STUDENT'S SUBMISSION IS THE END OF THE PROFESSOR'S AUTHORITY. The student no longer adjusts, HE ACTS!

### THE STUDENT EXPOSES



The student exposes the SPECTACLE. He unveils the obvious: The Corporate-Military System is neither natural nor eternal; it is created by human practice and can be destroyed by revolutionary practice.

## ACTION

### INDIVIDUAL ACTION



Rejecting the MYTH as well as the BUREAUCRACY, the student becomes CONSCIOUS OF HIS SOCIAL POWER and thus DANGEROUS TO THE SYSTEM; if he lets himself be isolated, he'll be destroyed.

### SOCIAL ACTION



By exposing the ideological content of classroom lectures, by communicating with other students through posters on walls, through critical discussions and leaflets, STUDENTS BEGIN TO CHANGE THEIR SITUATION.

### REVOLUTIONARY ACTION



When students cease to be passive observers, THE SPECTACLE IS SHATTERED. Students become conscious social agents: REVOLUTIONARIES.

Conscious of their power, having rejected the specialization of their life---the life of the student---they begin their struggle. From the factories where we produce to the supermarkets where we consume---in all aspects of daily life---it is possible to expose and to act. Whatever their situation, those who act (live) are repressed because their action (life) directly opposes the interests of the corporate-military system.

The repressive power of the system is based on the sold labor of men. By selling their labor, men create the social condition in which they live and, at the same time, they produce the instruments of their repression. These men cannot control the way their lives are used to perpetuate the system. They know they are used, manipulated, reduced to factors, spectators and objects. This control over their life by others (the power of capital) ceases when they cease to sell their labor.

Those who struggle must be conscious that the capitalist system is world-wide and that it colonizes every aspect of daily life. Therefore, the student struggle cannot be limited to the university just as any other struggle for liberation cannot be limited to a particular aspect of daily life.

edited by les enragés of Harvard  
from a leaflet by Black and Red





Where

We're

From



Campus political movements show a clear evolution, and the April 3 Movement represents the most politically advanced demands and tactics to date. The fact that so many campuses have simultaneously moved on demands similar to ours shows the relevance of our demands to the burgeoning university struggles.

As political activity began to reappear on certain campuses in the early sixties, administrations attempted to nip dissent in the bud with clumsy prohibitions and proclamations. The new movements used the campus as a forum for issues of civil rights, collecting money, and recruiting. The student movement was seen as the white spokesman for the civil rights movements.

The FSM at Berkeley in 1964 stands as the model of that period. The vigor of the student reaction to the political repression led to a sit-in, a subsequent bust, and a graduate student strike. FSM was victorious and campus student movements began to become a serious threat.

As the blacks began to take control of the civil rights movement, the campus focus shifted to student power. Issues like the Filthy Speech Movement were created to see how far student power could be pushed. But it was not until about 1966, after the major escalation of the Vietnam war, that the student movements again focused on a national issue.

Moral outrage against the CIA and its capers blew up when CIA involvement on campuses and in student organizations was discovered at Michigan State. Protests against CIA recruitment and Dow Chemical's napalm burgeoned. Although there were sit-ins and busts, the issues never involved large num-

bers. The CIA and napalm could not be related to students' lives, and the university's complicity seemed tenuous at the time. The movement was speaking for the Vietnamese.

As the draft calls rose, the threat of war finally came home to the campus. The draft test was made to be a test of the university administration's attitude toward the war. Sit-ins and protests were organized to drive the test off-campus.

In the fall of 1967 the national mass actions at the induction centers moved student politics off campus. Oakland was shut down for a day in October, although the draft machinery rumbled on. But at last the movement was speaking for itself; so the numbers grew.

The draft deferments pointed clearly to the channeling of students into "defense-essential industries." We began to see that whether we were drafted or not, most of us ended up serving the military. This brought into question the supposed neutrality of the university, and we divined that the university was inextricably linked to the military and to American foreign policy.

In the last year the massive application of power structure research proved that the military-industrial-university complex was a reality beyond our wildest nightmares.

Just as the white students were seeing

(Cont. on p.9, col.1)





## AEL Researcher's Statement

Communication is essential to a community; there is no doubt that lack of information and misinformation has limited effective dialogue in our present situation. Specifically the community is not well-informed as to the nature and degree of military research being done at Stanford. It is partly because the publications of the Baxter committee present systematically distorted descriptions of the classified contracts. That is (as I have tried to illustrate in a three-page summary), the applied military applications of the sponsor are not usually mentioned, but are replaced by very general aims couched in scientific terminology. In an attempt to alleviate this problem, I have summarized several STL projects in an explicit context:

military applications.

The conclusion I draw from this data is simple: applied military research is being conducted at Stanford, and this research has won explicit approval of the Baxter committee.

Stated in more relevant terms, people in the Stanford community are helping the military find better ways of killing, and their efforts are sanctified by the Baxter committee.

We as a nation are at this moment killing other peoples. I know this intellectually, but I also know this in a more direct, irrational way. Thus I am not able to respond merely rationally to proposals for change. I have seen how a rationally-constituted body has approved institutionalized killing, and can no longer trust such bodies.

Therefore I must do whatever I think will be effective and consonant with my own values, both within and without the law, to stop military research at Stanford.

R. W. Lee  
Research Associate  
Applied Electronics Lab



## From...

the manipulation of their lives into positions useful to a power structure, elite blacks at colleges began to perceive the same manipulation. Last June, Blacks and white radicals exploded Columbia for its involvement in the military and in the Harlem ghetto. This movement succeeded in rupturing the Institute for Defense Analysis and catalyzing massive community pressure against Columbia's landlord activities in Harlem.

S.F. State blacks perceived that they were being separated from their people by the college. The long strike this winter attempted to force the college to serve the needs of the Black and third world community as a whole. We have yet to see any substantive changes.

We inherit the experiences of our predecessors. Like S.F. State, we are not a protest movement (although the faculty has not perceived that yet.). We are trying to change the social function of the university from an essential part of the war effort to an agency for positive social change. We have clearly shown the power which controls the university and the industry with which it intimately functions. Like Columbia, we will "lacerate the guts" of an essential part of American military and foreign policy.

But we have gone beyond previous movements in terms of integrating our analysis of political aims, our tactics, and our understanding of our social context. By taking a research building we have liberated on a small scale war resources and have used them to inform the community of the realities of America which are conveniently overlooked in a university education. We have directed our demands and criticism directly at the men who have power to control the direction of American policy, domestic and foreign.

We come at a time when, more than ever, our issues are the people's issues. Our support is unprecedented now and will continue to grow.

This has been the historical trend of the student movement--from symbolic protests of society's injustice to others in expiation of the supposed guilt of privileged students, we have moved to the perception that we too are a part and victims of a society in which we do not share control, and the consequent actions to take our share of that control. Our

step from attacking symptoms to attacking the economic roots of social ills is just beginning. In the future we can expect a very serious and political movement which will increasingly make real demands and gains.

## Baran...

ifying being an intellectual with being a hero, that it is unreasonable to demand from people that they should withstand all pressures from vested interests and brave all the dangers to their individual well being for the sake of human advancement. I agree that it would be unreasonable to demand it. Nor do I. From history we know of many individuals who have been able even in its darkest ages and under the most trying conditions to transcend their private, selfish interests and to subordinate them to the interests of the society as a whole. It always took much courage, much integrity, and much ability. All that can be hoped for now is that our country too will produce its "quota" of men and women who will defend the honor of the intellectual against all the assaults of agnosticism, obscurantism, and inhumanity.'

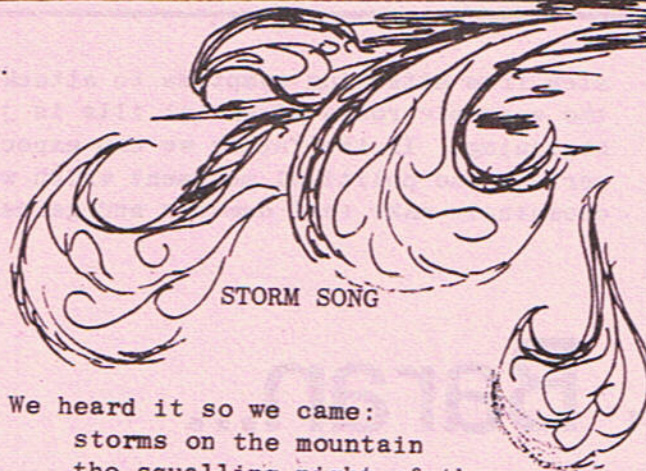
"Let it be said that he was of that quota. A great man and a great intellectual has left us."

This is still to say nothing of the treatment Professor Baran received from his colleagues in the enclave of "free" inquiry called Stanford. The anguish of his letters to Sweezy speak eloquently to the state of academic freedom for those who raise questions about the workings of corporate America.

"Where is anything to come from in this desert? The University situation, while rationally understandable, obviously contributes to the emotional misery. Both the bloody hypocrisy of those SOB's as well as the sheer Schweinerei involved. For next year I got a teaching load that is about twice as large as that of my "peers," with pay of about 60% of theirs, and all of this with a broad grin: 'look at us, how democratic & free and tolerant we are.'"

--- Paul Baran, May 26, 1963





## STORM SONG

We heard it so we came:  
 storms on the mountain  
 the squalling night of the sea  
 the full wild play of the wind  
 the true voices of our bodies  
 singing strong in the man-made dark.

We heard it so we came:  
 the cry of our own kind,  
 broken and amazed  
 beneath the rage of monster gods  
 -- the cry that seared us  
 and called up blessed anger.

We saw it so we came:  
 the Blue Earth in an instant  
 of its hurtling voyage,  
                                     and the Hell  
 -- that terrified the guilt of self-  
                                     made men---  
 exorcized on other peoples far away.

We felt it so we came:  
 the antique rule  
 that sat us down in desks  
 and tried to bend our growth to lies  
 while we itched and squirmed  
 and learned to dream.

We heard it, saw it, felt it  
 and we stayed.

---John Green



## MEETINGS

11:00 AM Coordinating Committee  
 1:00 PM General Meeting

All committees should turn in daily  
 reports to the coordinating comm.

mets and clubs to prevent AEL's research from resuming. But if the force of non-violence and politeness is not sufficient to stop this research, when Seale comes back to Stanford he may see helmeted, club-wielding students policing the campus war-makers. And he may get a warmer reception.

## Pike...

General Electric (Littlefield); Kaiser Industries (Edgar Kaiser is an SRI director); Lockheed Space and Missile Company (Ducommun); Stanford Research Institute (all of them); and Tenneco Oil Company (Symonds).

Trustee Pike is now in a most enviable position. He and his new company have all the influence (between Maurice Stans and David Packard) in Washington they need to ensure success in their excursions into the Pacific Basin and their research in super-electronic missile warfare. And that puts them right where Stanford and SRI are at. Hail, Americana! Hail, Stanford! YECCCCCHHH!!!

