

# THE ARENA

STANFORD, CALIFORNIA

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## Fact and Fiction on SRI

by Harvey H. Hukari, Jr.

If one were to only read the huge amount of literature that the radical students occupying the AEL have been able to produce, one would get the impression that the Stanford Research Institute is one of the nation's major centers for the development of death and destruction. While the current occupants of the AEL have done extensive research into the operations of SRI, much of what they have published before and during the sit-in is distorted and subject to their own peculiar interpretation. One gets the clear impression from reading the avalanche of propaganda that has been issued that SRI is a sinister institution which exists for the purpose of promoting American imperialism, exploiting the Third World, and serving the interests of the military and the Stanford Board of Trustees.

Despite the publication of the SRI Committee report on Tuesday, a great deal of confusion still exists over the issues of war related research and the University's involvement with SRI. It would be impossible within a few paragraphs to counter each and every criticism that has been made of SRI, but some clarification of various points must take place before the Stanford community can properly make a decision on this critical issue. Sadly, there has been a general disinterest in the position of SRI since the controversy began. Last fall, when the first SDS demands were made, SRI offered to sponsor tours and seminars for students who wanted to know more about what SRI was doing. Only 16 people took up the offer and only one of them was in SDS. The administrators at SRI are perfectly willing to provide information and statistics on the work that they are doing but few seem interested in hearing their defense.

### CBW

Perhaps the most emotional issue which the April 3 Coalition has raised relates to Chemical-Biological Warfare. Some students and faculty seem to feel that SRI plays a vital role in CBW research when, in reality, SRI does only a minimal amount of work in this area. In fact, the amount of research being done has been declining since the high point during the early 1960's



Over 100 students marched against the sit-in on Monday.

Photo by Craig Ostfeld

when SRI had a long term contract from the government worth over a million dollars. At present, SRI contracts involving CBW are worth only \$50,000 and take up the equivalent of one man year of work. Of the two contracts, both of which are unclassified, one is a study of the dissemination of aerosol powders, which has obvious value for both agriculture and the military, and the other involves basic research into the production of enzymes and the detection of bacteriological agents. Few have considered the fact that such research is important for the development of defenses and antidotes for the possible use of CBW and instead

have chosen to simply declare it as being immoral. Contrary to the impression some might have, there is no production of CBW agents taking place at SRI, only evaluation and research.

SRI research into the area of counter insurgency has also come under attack by radicals and become a confusing issue because of the manner in which the radicals employ the term. By their definition, counter-insurgency can be anything that SRI does which prevents revolutionary groups from overthrowing existing governments. This extends from the five volume land

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## The Legacy of Liberalism

by Leo

*Pitzer statement to radicals:* "While I understand your deep commitment to bring change for the better at this University and in this country, . . . I ask you to leave the AEL and join me and other members of the community in working to resolve, through established and peaceful channels, the profoundly important issues which motivate this demonstration of your concern".

*Young radical, sprawled out in an AEL corridor:* "Sorry, Pitzer, I can't join you. You're not of my kind."

President Pitzer did not hear this response, perhaps because he was in the Midwest attending a conference he considered more important than the sit-in.

It is unfortunate that he missed this young radical's statement, for our new President is woefully in need of education about the under-30 generation. Apparently he still thinks he is at Rice University, where his natural liberal impulses cast him as a fair-haired reformer who fought for student participation and racial equality in a region not terribly sympathetic to either cause.



When will the Academic Senate condemn the sit-in?

Photo by Craig Ostfeld

But Stanford in the late 1960's is not Rice in the early 1960's. Stanford is not an essentially conservative University struggling to catch up with the great American dream of liberty and equality.

Stanford, like so many of the great northern Universities, is quite the opposite. It is an environment where alienated youth are reacting against the liberal crusades of the Kennedy era: against liberal ideals and the democratic process.

It is no secret that the radicals are much angrier with firm and outspoken liberals than with conservatives or moderates. And many liberals — Daniel

Moynihan, Harvard's President Pusey, President Haya-kawa, Chicago's Bettelheim, a coalition at Columbia, to name but a few — have recognized that contemporary student radicalism has passed beyond the stage where it can be dismissed as "commendable moral concern."

### Flexible

These men, whose liberalism is a flexible set of attitudes able to grow with the times, realize that campus violence and disruption is a re-run of the highly

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## Letters to the Editor

To the Editor:

Our faculty has failed us. In the past many of us believed that we could turn for intellectual guidance to our professors and our university, but it has become increasingly clear that their guidance begins at 8:00 a.m. and ends at 5:00 p.m., Monday thru Friday.

In totalitarian societies no pretense is made for objectivity and the free discussion of various and conflicting viewpoints. The same is true on the Stanford campus. After 5:00 p.m. the liberal viewpoint is replaced by the radical and no rebuttals are heard. Those of us who seek the truth, who wish to make up our own mind after hearing all viewpoints find that the day just isn't long enough.

Where are those who profess to live by the word of reason? Where are the scholars who having gone through what we are now going through could reveal distortions of fact, distortions of opinion, and distortions of interpretation?

While our professors are at home watching "Laugh-In" or writing their next book, an "anti-intellectual rampage" is being master-minded on campus. The view of reality that the radicals of the Left are trying to peddle includes the following, among others: the United States started and has perpetuated the Cold War; the policies associated with the containmant doctrine have been designed to promote U.S. economic and political imperialism; genuine democracies can only be found in Communist countries, not in the West; the "establishment" is determined to exploit and suppress the Negro population and all talk of the

search for assistance and co-operation with legitimate Negro aspirations is deceitful; there are no important differences in attitudes, purposes, or policies among the leading political figures in this country, from George Wallace to Nelson Rockefeller.

There are some grains of truth here, but they are trivial alongside the immense distortions and crass falsehoods. But where are those persons to be found who will stand up and say that among many other things the United States is a nation that enjoys and has always enjoyed more political, cultural, and religious freedom than any other society, past or present; it is a nation with an economy of almost unbelievable productivity; and it is a nation that has, since having leadership thrust upon it, generally played an honorable role in international affairs. To deny or ignore the positive aspects of American society and politics is to be morally and intellectually dishonest.

What is to be done when our faculty refuses to measure up to their responsibility to address themselves now, separately and cooperatively, to our problem of achieving the best possible education within and without the classroom?

Robert Allan

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## Dr. Sitzer Silent on Award

by Spectator

A phone rings, shattering the pre-dawn stillness in a campus chemistry lab where Keen Sitzer, famed scientist and new president of Junior University, patiently awaits the results of a titration experiment. A secretary interrupts:

"Long distance, sir; from Kabul."

"Hello, Dr. Sitzer? Robert Strange speaking. I'm out here in Afghanistan on a World Bank mission, but I just had to call to congratulate you on your statement to the Board of Trustees.

I've always said managing foreign policy was like making cars, but you're the first person to really back me up."

"I am?"

"Certainly. Where you said to the Board: 'The Ford Motor Company blundered in the Edsel but had the courage to admit the error and stop production. The war in Vietnam is an equally obvious and infinitely greater blunder, but we haven't the courage to admit it and get out.'

I'm reading from the *Kabul Clarion*. You did say that, didn't you?"

"Well, my writers . . . uh, yes, I guess I did."

"By the way, Edsel wasn't my fault, you know. At the time I became a group vice president at Ford we were past the point of no return."

"But how did Ford ever get in such a mess?"

"Oh, you know how it is. One decision after another, each one seeming right at the time. Then conditions changed.

We had a recession and medium-priced cars became less attractive. The compacts were the coming thing, but we didn't foresee them."

"Still, you realized all that before the first Edsel

was sold. Why didn't you just quit then?"

"The dealers would have raised hell. We had commitments to them. We didn't stop production until a year after we decided the withdrawal was necessary."

"I'm beginning to sympathize with Presidents Johnson and Nixon. I mean, the Vietnamese did ask Eisenhower for help. And Kennedy couldn't very well dishonor the obligations that were built up."

"Hmmm. Yes. Anyway, let's finish with the Edsel. It wasn't a total loss, you know. We converted a lot of the tooling for making the Mercury Comet."

"How could you do that?"

"What do you mean? Dollars are flexible. Machines are convertible. You choose a strategy that will make money and please the stockholders. After all, it's a free country."

"What if General Motors had begun to shell your Rouge River plant, just as you were switching from Edsel to Comet. What if disaffected Edsel dealers infiltrated Mercury assembly lines and booby-trapped them? Suppose the top executives at both Edsel and Comet had died at the hands of unknown assassins?"

"I don't understand, Dr. Sitzer. Hello? Hello? Dr. Sitzer, are you there?"

RING . . . RING.

"I'm sorry, I have another call. Goodbye, Mr. Strange. Yes, Miss Beaker, who's calling now?"

"It's the Detroit Chamber of Commerce, Dr. Sitzer. They've just named you the second winner of the Charles E. Wilson Award.

They feel you're the man most attuned to the late Mr. Wilson's conviction: 'What's good for General Motors is good for the country.'

Will you accept the award, Dr. Sitzer? What shall I tell them?"



# The Prime and the Passion

There she weaves by night and day  
A magic web with colors gay.

And moving through a mirror clear  
That hangs before her all the year,  
Shadows of the world appear.

— lines from Tenneyson, "The Lady of Shalot", recited for her girls by Miss Jean Brodie, an Edinburgh private girl's school teacher who primes her special pupils to bring themselves out via Miss Brodie's romantic enculturation program.

It is 1932, *The Prime of Miss Jean Brodie's* life — through teaching, she had found the way to quell the unhappiness she has felt (her first love, Hugh, a painter and soldier, was killed in World War I at Flanders) by producing surrogate models of herself who will live the life she never had because of Hugh's death. She says, "Give me a girl at an impressionable age, and she is mine for life".

Thus, she attempts to induce one pupil to have an affair with the high school art instructor (Robert Stephens) who is also a painter, another to be a spy, and yet another to go off to Spain and fight with Franco.

Miss Brodie, Maggie Smith, inculcates her "impressionable" girls with knowledge of fine painting, music, poetry, drama and opera — none of which have anything to do with the conservative school's curriculum. She weaves her magic web by concentrating on "education", which she terms "a bringing out", not on "instruction", "to put in". She does indeed bring out her girls' best traits, much to the disgust of the headmistress (Celia Johnson), but she also transforms them

into the dreams she has for each.

Jean Brodie, although middle-aged, is no drab *Rachel, Rachel* type, but rather is a vibrant, dramatic, flamboyant woman who has had an affair with the art teacher, but tries to settle for the prosaic music teacher (Gordon Jackson). She herself is only a personification of her dreams; her girls must live her dreams for her. She is indeed the Lady of Shalot who must see herself mirrored through others.

She ignores all that will not fit with her idealiza-



tions. The art instructor, a Catholic with six children who falls for Miss Brodie (her face emerges in every portrait he does), is a second-rate painter, but to Miss Brodie he is only — and above all — a "painter", like her dead Hugh. She is an ardent supporter of Mussolini and Franco, although she knows nothing of their politics, because they somehow fit the image of the romantic soldier she thought Hugh was. For the same reasons, she begins to cry when she is showing her girls slides of Michelangelo's David, whom she calls "the young warrior".

Ultimately, her dreams are squashed because she ignores reality; the school officials condemn her for her political views, and, what's more, her girls fail to

live up to her expectations. Sandy (Pamela Franklin), the young girl who was to be a spy, turns the tables dramatically and refuses to be Miss Brodie's product.

Yet, ironically, she does act as a spy, but in a way in which Miss Brodie had not planned.

If I have spent much time interpreting the story of Miss Brodie, it is because — thanks to novelist Muriel Spark and playwright Jay Presson Allen who also wrote the excellent screenplay — that is by far the best aspect of the movie. The story wasn't spoiled in its filming — but neither was it enhanced. There is nothing spectacular about the cinematic quality of the movie; it is simply a good, moving picture.

Maggie Smith, a noted English Shakespearean actress, also seen in *Hot Millions* with Peter Ustinov, initially restricts the role to a stock characterization. Her strong accent and overly dramatic gestures are almost comic and thus distracting from the essential personality of Miss Brodie — which the viewer has difficulty in appreciating until the movie is half over. At that point, Maggie Smith puts in an extraordinarily first-rate performance, perhaps because she gets the opportunity to show the less flamboyant, and almost tragic side of Miss Brodie's personality. The acting in general, particularly Miss Franklin's performance, is excellent, although Robert Stephens is weaker than the rest of the cast.

A note on the music: Rod McKuen's score, like his poetry, is so sweet, it leaves one feeling slightly queasy. It is definitely the worst part of the film, and one of the aspects which keeps the film from being as great as it might have been.

Susan Hudgens

## Military Industrial Complex?

by Abolitionist

Student unrest at universities around the country, it seems to me, is inspired by many of the same concerns which led Senator Barry Goldwater and others to oppose federal aid to education. I think much student protest can be found on close examination to be directed against precisely those aspects of the modern university which make it what Clark Kerr called the "federal grant university".

In a recent article in *Politics* newsletter, Karl Hess, a 1964 speechwriter for Goldwater, said that institutions of higher learning in America "are emphatically for the sort of state-corporate, monopolism which has been the pattern of business development in this country . . . There might be some signs of this or that university department being against this or that branch or personality of government but the overwhelming predisposition obviously is toward more and more

state power — exactly the sort of state power, in fact, that today supports more universities, gives them a special status, and co-opts them into a partnership with the state itself."

If one accepts Hess's assessment as accurate, it is then important to know what the result of support and indirect rule of the universities by the government elite and the corporate elite has been. Chicago economist Yale Brozen examined in the December 1962 *American Behavioral Scientist* the effect of federal research money on research and development in the entire American economy. Brozen found that government expenditures for research have resulted in economic distortion and misallocation of resources. He came to the conclusion that "more research would be undertaken, and that more results will be produced per dollar of expenditure, if the government decreases its

total research appropriation", and that "large scale spending upon military research is restraining the growth of civilian research".

The political result of decades of university control by the corporate liberals is all around us. Descriptions of student unrest fill the newspapers. Admiral Hyman Rickover testified in August 1968 before the Senate Foreign Relations Committee about the "really dangerous" military-scientific complex, and went on to say that he believes "Department of Defense research sponsorship is partly responsible for the troubles on our campuses".

A worthy undertaking for some of America's political scientists would be finding what correlation, if any, exists between the incidence of student disorders and the amount of federal, corporate, and foundation money which goes into research on a given campus. It would be necessary to control for the amount of basic research and of applied research and for the topics of the research to see how these matters affect student unrest.

At present, the resources which determine the direction of higher education are allocated by political bargaining between members of established elites. Officials from corporations, foundations, and the federal and state governments interact with university administrators and tenured professors in a process of bureaucratic haggling.

Stanford's President Kenneth Pitzer told the Trustees at their April 8 meeting that Ford "blundered in the Edsel but had the courage to admit the error and stop production". Whereas, Pitzer said, the U.S. didn't have the courage to get out of Viet Nam. The night the AEL sit-in began, history professor Ronald Hamowy told the crowd in Dinkelspiel Auditorium that Pitzer was in error. A simple method had been used to get Ford to stop producing Edsels, people didn't buy them. Hamowy said the problem is "that you cannot stop buying the government's product". Many students protest because for them the nightmares which Senator Goldwater and others had about federal aid to education have come true. For these students, American universities are concubines in the federal government's harem.

### EDITORIAL

## CONDEMN THE SIT-IN

There are many of us in the Stanford community who are appalled at the apparent reluctance of the faculty, as a group, to condemn the current sit-in being held at the Applied Electronics Laboratory. We fully realize that there are a number of professors, as well as students, who are in sympathy with the goals of those who have occupied the AEL, but that should not obscure the more basic question of how change should take place at Stanford. If the university is to be a reflection of that which is good and valuable in society and, indeed, a model for what society might some day be, then such a tactic as a sit-in, which disrupts the orderly process of the university, cannot be tolerated at Stanford.

To not condemn the sit-in as a tactic is to keep open the Pandora's Box that was opened last Spring when the Academic Council voted to grant amnesty to those students who had occupied the Old Union Building for three days in a protest for judicial reform. Thru its silence, the faculty has only encouraged

the use of the sit-in as a tactic for the future.

As Provost Lyman stated on Monday, the demonstrators at the AEL have raised a number of moral issues, some which they are unaware of. A number of issues are yet to be discussed and deliberated by students and faculty. A truly open and meaningful examination of the problems relating to SRI and war-related research cannot proceed while some students continue to occupy the AEL. The sit-in must stop before discussions can begin.

In the interest of promoting peaceful change and maintaining an academic environment, we at The Arena would like to see faculty and administrators commit themselves to making the Judicial Council operate efficiently and effectively in dealing with perhaps its most serious challenge. We would also like to see the faculty make the whole task of dealing with disruptions easier for the Administration. We would like to see them condemn the sit-in at AEL, but we don't think they have the courage to do it.



# Research...

Continued from page 1.

reform study which SRI did for South Vietnam to the industrial development studies that SRI completed for Peru. In Thailand, for example, much of the work that SRI does relates to communications projects that have both a military and civilian application. A study dealing with the problems of communications between remote villages can be labeled by SDS as being counter insurgency since communication is vital for the Thai military to defend these villages from terrorist attacks. The fact that this particular study may have been done in order to facilitate trade and the flow of information between villages is ignored.

## Cold Storage

If one accepts the radical definition of counter insurgency, then all of the work which SRI does in underdeveloped areas can be categorized as such. Whether it be a road study for the Tanzanian government, or research into the problem of developing cold storage facilities for potatoes in East Pakistan, the radicals could condemn it because it spreads American influence abroad and helps alleviate conditions which might otherwise provide a basis for revolution. The sympathies of those who condemn SRI and would limit its research become abundantly clear when one finds that the type of "domestic counter insurgency" which they oppose includes a project in which SRI researchers consult with the Oakland Police Department on ways to protect small businesses from robber, burglary and vandalism.

With a style and gusto reminiscent of Senator Joe McCarthy and television commentator Dan Smoot, the radicals imply that SRI serves primarily the interests of those big businesses which the Board of Trustees and the directors of SRI are connected with. Last year, out of nearly 800 projects conducted at SRI, only 7, worth a total of \$82,000, were done for corporations represented by the Stanford Trustees. Only 27 contracts, valued at \$365,000, involved corporations with which the 40 member board of SRI was connected.

In all the controversy over SRI and war related research which the sit-in has generated, little mention has been made of the great number of projects financed by government and private interests which have nothing to do with war or "imperialism". One



Photo by Mike Hirsch

## The silent majority speaks out

can point to the racial balance study for the San Francisco school system, a cost-benefit analysis for the city of Los Angeles, research into agricultural production in Ethiopia and the multitude of projects involving cancer cures, sonar for the blind, pollution control and educational policy.

## DOD

Part of the problem with SRI is that out of \$68 million in revenue which it receives, around \$34 million comes from the Department of Defense which finances any number of pure research studies that have no military application. It becomes easy to attack SRI for military research if one is not aware of medical and scientific projects which are merely funded by the D.O.D. The concentration of research funds in the D.O.D. is a concern which conservatives and liberals alike should share, but which has been ignored for many years. Much of the attack on SRI by radicals results simply from the observation of where the money is coming from and a real political difference over how that money should be used. The directors of SRI do not view their research as being intrinsically moral or immoral but in the interest of national security and here is where one finds intense disagreement.

In the consideration of the SRI problem, the Board of Trustees, as well as the entire Stanford community, will have to take into account a wider variety of viewpoints than it already has. Unfortunately, only the radical position has been fully articulated. One would hope that the responsible members of the faculty in conjunction with concerned students will attempt to promote a true dialogue on these issues and no longer permit the charges and distortions of the demonstrators to go unchallenged.

# WHEN THE MUSIC'S OVER THE DYLAN FROM NASHVILLE

Come you masters of war  
You that build all the guns  
You that build the death planes  
You that build the big bombs  
You that hide behind walls  
You that hide behind desks  
I just want you to know  
I can see through your masks

That kind of song, sung with a midwest nasal twang and accompanied by the strum of a single guitar, was the Bob Dylan we knew and loved back about 5 or 6 years ago. At least we tried to know and love him. With that voice it was sometimes a chore.

Why wait any longer for the world to begin?  
You can have your cake and eat it too  
Why wait any longer for the one you love  
When he's standing in front of you  
Lay, lady, lay  
Lay across my big brass bed

That's the Bob Dylan of *Nashville Skyline* (Columbia) — the Bob Dylan we're going to learn to know and love in 1969. And again, it may take a bit of adjustment.

I played my KSAN preview tape to about 6 people and the common reaction was: "Is that Dylan? You've got to be kidding!" Yes, it's Bobby all right, but somehow that nasal twang has blossomed into a mellow, resonant Nashville croon. Gone is the soaring falsetto of "All I Really Wanna Do", gone is the plain-

tive wail of "It's All Over Now, Baby Blue". Marriage, three children, prolonged hospitalization, and 28 years of living, have tempered the fires of this folk-rock-philosopher-symbolist, leaving us with the quiet warmth of short songs of secular love. The titles point the way: "Lay, Lady, Lay", "Tell Me It Isn't True", "One More Night", "Just to Be Alone With You" and (shades of *Freewheelin'*) "Girl of the North Country", a duet with Johnny Cash. Strangely enough, this old Dylan number does not seem at all out of place; it fits perfectly with the mood set by the new songs. That island of serenity has always been present in Dylan; too often he hid it from himself, so we could hardly be expected to remember it.

The album is short — about 27 minutes — so you won't be required to wade through a "Desolation Row" or smile in bewilderment over a "Sad Eyed Lady of the Lowlands". Produced by Bob Johnston, *Skyline* was recorded in its namesake city by the same team that did *John Wesley Harding*. You can cut an album in New York and make it sound California, or vice versa, but if you cut it in Nashville it's going to sound Nashville. Politics and philosophy are secondary there, something Joan Baez discovered when she found the studio plastered with Wallace stickers. What matters is how you play the music. Bob, Johnny, Charlie, Kenney and the rest play very, very well. Once again, we'll try to catch up with that man who manages to stay one turn of a lifetime ahead of us.

by Bruce Borgerson

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# Liberal Tradition...

Continued from page 1.


"moral", "relevant", and "concerned" actions of the German youth who paved the way for Hitler. These liberals realize that Joe McCarthyism can happen to the left as well as to the right.

They realize that for today's militants the means have become the ends; that the tactics of disruption, coercion, intolerance, and inability to accept criticism, have become the life style of militants, and, what is worse, have become their life style at an extremely impressionable time of life. And so these liberals have called for firmness in handling demonstrations.

By contrast, Pitzer's shilly-shallying and lack of moral courage during the AEL mess have reinforced the militants' contemptuous assessment that democracy at Stanford is unwilling to defend itself, just as the Weimar Republic could not defend itself.

It is an unfortunate fact that acceptance, especially among undergraduates, of coercion is greater during this year's demonstration than it was during last year's. This shift is a tribute, in large part, to the indecisive policies of Wallace Sterling.

If President Pitzer would pay a little more heed to the moral concern of those students who believe in the democratic way of life, and a little less to those who mock democracy, he would be a bigger person. Ture, he might find his office picketed, his windows broken, and even his home bombed. It would not be easy. But history would not view him as a man who abandoned the liberal tradition in America. This should be incentive enough for firmness.

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