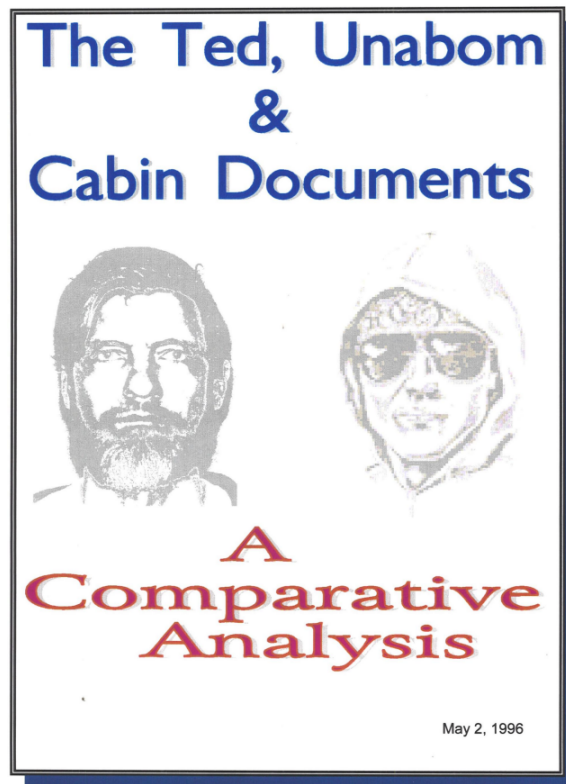


The Ted, Unabom, and Cabin Documents

A Comparative Analysis

James R. Fitzgerald



May 2, 1996

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Front Matter

First Page

The finalized version of this analytical report was presented to the UNABOM Task Force (UTF) on May 2, 1996. The project was undertaken at the San Francisco Division of the FBI (and partly in Helena, Montana) and was coordinated by and under the supervision of **Supervisory Special Agent (SSA) Janies R. Fitzgerald** of the Critical Incident Response Group/Investigative Support Unit (CIRG/ISU).

Providing invaluable assistance to this project were the following FBI Intelligence Research Specialists (IRS):

Diane E. Adkins, Team Leader, Administrative Coordinator, FBI Headquarters
Ginny A. Meredith, Team Leader, Analytical Coordinator, Dallas Division
Kevin J. Sullivan, Team Leader, Computer Coordinator, Charlotte Division

Also contributing to this project were:

Maggie Stringer, IRS - Analyst Coordinator, San Francisco Division
Patty Alexander, Intelligence Research Specialist, Little Rock Division
Tyrone Durham, Intelligence Research Specialist, New York Division
Marilou Felder, Intelligence Research Specialist, FBI Headquarters
Lee Hayden, Intelligence Research Specialist, San Francisco Division
Arlene Hernandez, Intelligence Research Specialist, New York Division
Robin Holtzhouser, Paralegal Specialist, Little Rock Division
Alex Jacobson, Intelligence Research Specialist, San Francisco Division
Kathleen M. Puckett, Special Agent, San Francisco Division
Daniel M. Sirmons, Special Agent, San Francisco Division
Sylvia Arizmendi, Language Specialist, Miami Division
Manuel C. Hinojosa, Retired Special Agent, Contract Linguist
Francisco Martinez, Language Specialist, San Francisco Division
Lydia Negron, Language Specialist, New York Division
Donette N. DiPietro, Typist, Newark Division
Debbie Dworek, Typist, Philadelphia Division
Ana Magee, Typist, Philadelphia Division

...and numerous other members of UTF, San Francisco, California.

Epigraph

"The writer's language is to some degree the product of his own action; he is both the historian and the agent of his own language."

'De (1919-83), Belgian-born U.S. literary critic. *Blindness and Insight*, ch. 8 (1971).

1. Introduction

In February and early March of 1996, 175 documents were provided to the UTF from various sources. These documents represent the writings of TED KACZYNSKI and concern his interests, his activities, his academic career, his philosophies, and his life. The vast majority of these documents are personal, handwritten or typed letters, spanning the years of 1965 through 1995. (One document is a 23-page typewritten essay written by Ted in 1971. It is unknown to whom, if anyone, this document was given. The primary topic of it regards modern technology and its associative evils as it relates to society.)

Another collection of documents, 14 in total, are also in the possession of the UTF. These documents represent the writings of "FC", although the first two of them utilized pseudonyms. They were mailed to the recipients to either fool them into opening an explosive device, to warn them to stop certain activities, to create a hoax, or to discuss issues and/or the philosophies of FC. The documents, all except one, are typed letters spanning the years 1980 through 1995. (The one non-letter is a 56-page typewritten essay entitled "Industrial Society and Its Future", by FC. Five copies of it were mailed to various recipients in June of 1995. The primary topic of it regards modern technology and its associative evils as it relates to society.)

Both sets of documents were read, reviewed, and analyzed by the personnel responsible for this report. Several computer software programs were used to analyze the writings for information regarding word frequency, word spellings, syntax, vocabulary, and grammar. »

The purpose of this analytical report is an attempt to compare the "Ted" writings to the "UNABOM" writings for similarities in content, context, verbiage, phraseology, spelling, punctuation, euphemisms, and any other unique characteristics which may possibly link the two sets of documents.

On 4/3/96, a search warrant was executed on the cabin of Ted Kaczynski in Lincoln, Montana. Numerous documents of Kaczynski's were recovered there. These 263 items are called the "Cabin" © documents. These documents were not included in the aforementioned comparative analysis. However, they are included in this report for reference purposes.

Note: None of the documents themselves are included in this report. They are obtainable through the UTF. A summary of each document is located later in this report.

UNABOM Reward Poster

\$1,000,000 REWARD
call
UNABOM Task Force
1-800-701-BOMB
(1-800-701-2662)
UNABOM CRIMES

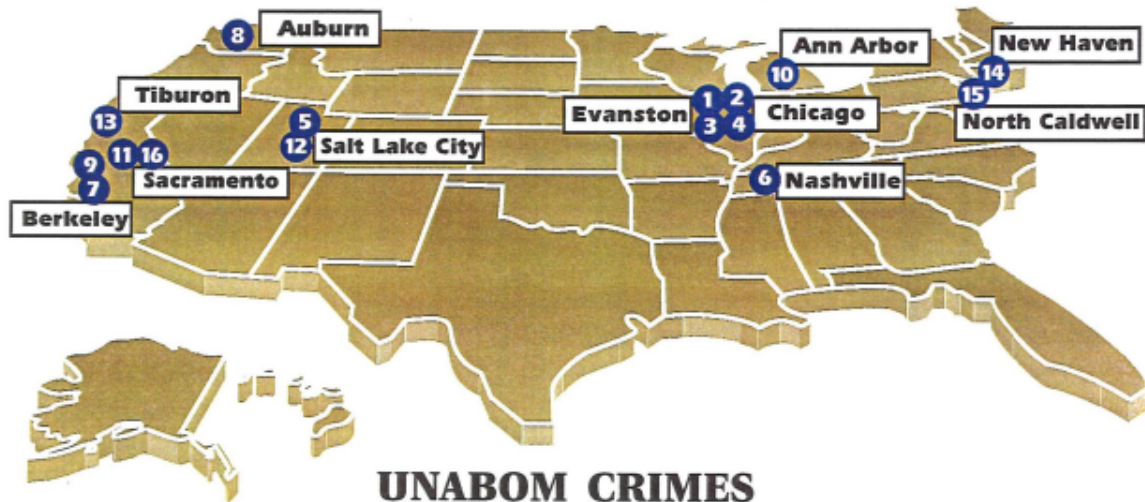
1. University of Illinois at Chicago, IL 5/25/78 **(1 injured)**
2. Northwestern University, Evanston, IL 5/9/79 **(1 injured)**
3. American Airlines, Flight 444, Chicago, IL 1 1/1 5/79 **(12 injured)**
4. President United Airlines, Chicago, IL 6/10/80 **(1 injured)**
5. University of Utah, Salt Lake City, UT 10/8/81
6. Vanderbilt University, Nashville, TN 5/5/82 **(1 injured)**
7. University of California, Berkeley, CA 7/2/82 **(1 injured)**
8. Boeing Aircraft Auburn, WA 5/8/85
9. University of California, Berkeley, CA 5/1 5/85 **(1 injured)**
10. University of Michigan, Ann Arbor, MI 11/1 5/85 **(2 injured)**
11. Rentech Company, Sacramento, CA 1 2/1 1/85 **(1 death)**
12. CAAM's Inc., Salt Lake City, UT 2/20/87 **(1 injured)**
13. Physician/Researcher, Tiburon, CA 6/22/93 **(1 injured)**
14. Professor, Yale University, New Haven, CT 6/24/93 **(1 injured)**
15. Advertising Executive, North Caldwell, NJ 12/10/94 **(1 death)**
16. President California Forestry Association Sacramento, CA 4/24/95 **(1 death)**

Explosive devices have been either placed at or mailed to the above locations. This activity began in 1978, and has resulted in three deaths and 23 injuries. The last device was mailed in April of 1 995 from Oakland, California.

The **UNABOM** Task force will pay a reward of up to \$1,000,000 for information leading to the identification, arrest and conviction of the person(s) responsible for placing or mailing explosive devices at the above locations.

\$1,000,000 REWARD

call
UNABOM Task Force
1-800-701-BOMB
(1-800-701-2662)



UNABOM CRIMES

- | | | | |
|--|--------------|---|-------------|
| 1. University of Illinois at Chicago, IL 5/25/78 | (1 injured) | 9. University of California, Berkeley, CA 5/15/85 | (1 injured) |
| 2. Northwestern University, Evanston, IL 5/9/79 | (1 injured) | 10. University of Michigan, Ann Arbor, MI 11/15/85 | (2 injured) |
| 3. American Airlines, Flight 444, Chicago, IL 11/15/79 | (12 injured) | 11. Rentech Company, Sacramento, CA 12/11/85 | (1 death) |
| 4. President United Airlines, Chicago, IL 6/10/80 | (1 injured) | 12. CAAM's Inc., Salt Lake City, UT 2/20/87 | (1 injured) |
| 5. University of Utah, Salt Lake City, UT 10/8/81 | (1 injured) | 13. Physician/Researcher, Tiburon, CA 6/22/93 | (1 injured) |
| 6. Vanderbilt University, Nashville, TN 5/5/82 | (1 injured) | 14. Professor, Yale University, New Haven, CT 6/24/93 | (1 injured) |
| 7. University of California, Berkeley, CA 7/2/82 | (1 injured) | 15. Advertising Executive, North Caldwell, NJ 12/10/94 | (1 death) |
| 8. Boeing Aircraft, Auburn, WA 5/8/85 | (1 injured) | 16. President California Forestry Association, Sacramento, CA 4/24/95 | (1 death) |

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The **UNABOM** Task force will pay a reward of up to \$1,000,000 for information leading to the identification, arrest and conviction of the person(s) responsible for placing or mailing explosive devices at the above locations.

Do you know the UNABOMBER?

Please contact the UNABOM Task Force at 1-800-701-BOMB/1-800-701-2662.

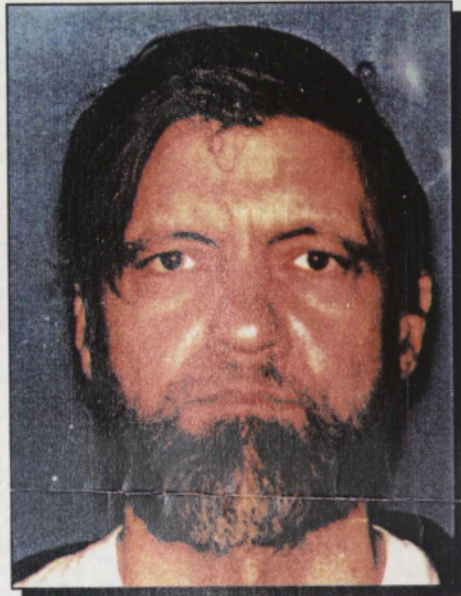
Do you know the UNABOMBER?
Please contact the UNABOM Task Force at 1-800-701-BOMB/1-800-701-2662.

Ted Kaczynski Pedigree Sheet

Theodore John Kaczynski

Date of Birth:	May 22, 1942
Place of Birth:	Chicago, IL
Height:	5'09"
Weight:	150lbs
Sex:	Male
Race:	Caucasian
Ethnicity:	Polish
Religion:	Atheist
Education:	Bachelor's in Mathematics obtained at Harvard (1958-1962)
Master's and PHD obtained at University Michigan (1964-1967)	
Residence:	Stemple Pass Rd, Lincoln, Montana 59639

Theodore John Kaczynski



Date of Birth:	May 22, 1942
Place of Birth:	Chicago, IL
Height:	5'09"
Weight:	150lbs
Sex:	Male
Race:	Caucasian
Ethnicity:	Polish
Religion:	Aethist
Education:	Bachelor's in Mathematics obtained at Harvard (1958-1962) Master's and PHD obtained at University Michigan (1964-1967)
Residence:	Stemple Pass Rd, Lincoln, Montana 59639

2. The UNABOM (U) Documents

Ip The following section is divided into two parts. The first is a reference chart of the “U” documents indicating dates and postmarks. The second part is a more detailed summary of each of the 14 documents.

Their Associative Dates and Postmarks

DOCUMENT #	DATE	POSTMARK
U-1	6/3/80	Chicago, IL*
U-2	11/12/85	Salt Lake City, UT
U-3	6/21/93	Sacramento, CA
U-4	4/20/95	Oakland, CA
U-5	”	”
U-6	”	”
U-7	”	”
U-8	6/24/95	San Francisco, CA
U-9	”	”
U-10	”	”
U-11	”	”
U-12	”	”
U-13	”	”
U-14**	”	”

* Postmark not available. However, return address and subsequently mailed explosive device both indicated Chicago, IL.

** U-14, the 56-page manuscript, was mailed with letters U-9, U-10, U-11, U-12, and U-13.

Master Chart

DOC #	POSTMARK LETTER DATE	DOC SENT TO	T/HW?	ENV?	DESCRIPTION
U-1	6/3/80	PERCY WOOD	T	YES	Received prior to Wood bombing. Mentions sending, under separate cover, <i>Ice Brothers</i> by Sloan Wilson. This letter was a ruse. Signed - Enoch W. Fischer.
U-2	11/12/85	Dr. JAMES McConnell	T	YES	Received with bomb. Writer claims to be a doctoral candidate in History at University of Utah. Asks for comments on dissertation, chapters 11 & 12. Letter was a ruse. Signed - Ralph C. Kloppenburg.
U-3	6/21/93	New York Times	T	YES	Letter sent to NY Times Identifying group

3. The "Ted" (T) Documents

The following section is divided into two parts. The first is a reference chart indicating dates and postmarks of all the 'T' documents presently in possession of the UTF. The second part is a more detailed summary of each of the 175 documents.

Their Associative Dates and Postmarks

DOCUMENT #	DATE	POSTMARK
T-1	9/16/68*	BERKELEY
T-2	1971	UNK.
T-3	8/28/79*	CANYON CREEK
T-4	9/6/79*	HELENA
T-5	3/26/81*	UNK.
T-6	4/29/81*	CANYON CREEK
T-7	8/21/81*	CANYON CREEK
T-8	10/3/82*	UNK.
T-9	11/17/82*	CANYON CREEK
T-10	8/27/83*	CANYON CREEK
T-11	9/9/83	LINCOLN
T-12	12/10/83*	CANYON CREEK
T-13	1/25/84*	CANYON CREEK
T-14	5/10/84*	CANYON CREEK
T-15	7/6/84	UNK.
T-16	7/23/84*	UNK.
T-17	9/17/84*	LINCOLN
T-18	10/3/84*	CANYON CREEK
T-19	11/26/84*	LINCOLN
T-20	12/7/84*	LINCOLN
T-21	2/10/85*	LINCOLN
T-22	4/? /85	LINCOLN
T-23	5/30/85*	CANYON CREEK
T-24	6/ 6/85*	LINCOLN
T-25	9/4/85 *	CANYON CREEK
T-26	9/9/85*	LINCOLN
T-27	9/14/85*	CANYON CREEK
T-28	12/7/85	UNK.
T-29	11/27/85*	CANYON CREEK
T-30	1/17/86*	CANYON CREEK
T-31	1/23/86*	CANYON CREEK
T-32	2/18/86*	CANYON CREEK
T-33	3/15/86*	CANYON CREEK
T-34	4/10/86*	LINCOLN
T-35	4/21/86*	CANYON CREEK
T-36	4/30/86*	CANYON CREEK
T-37	5/9/86*	LINCOLN
T-38	5/20/86*	UNK.
T-39	6/2/86*	LINCOLN
T-40	6/17/86*	CANYON CREEK
T-41	7/2/86* 16	CANYON CREEK
T-42	(VOID SEE T-44)	(VOID SEE T-44)
T-43	8/11/86*	LINCOLN
T-44	9/2/86*	CANYON CREEK
T-45	9/8/86*	CANYON CREEK
T-46	12/30/86*	LINCOLN
T-47	5/22/87*	LINCOLN

* = Verifiable Postmark

MASTER CHART

T-90

3

5/26/91

17
K-478

TW

NO

is con-
cerned
that he
might
have an
atrial
flutter.
States
he had a
high red
blood-cell
count
when he
was 19
years old.
When the
stress is
gone for
a week
or more
the heart
symp-
toms go
away.
He has
insomnia
which is
alleviated
when the
stress is
off. States
that his
heart is
"strug-
gling"
when he
starts to
exercise.
Wants
the doc-
tor to
arrange
all tests
so he
does not
have to
make two
trips to
Missoula.
Ted
writes
to Dr.
Goren
and in-
quires
about

4. A Comparison of the ‘U’ and ‘T’ Documents

The following section is a comparison of the T-documents and the U-documents by word, phrase, spellings, and frequency of same. Every available T-document was compared to every U-document.

On the left side are listed, in sequential order, the T-documents and the referenced quotations or word groupings. On the right side are listed the appropriately correlative U- document reference.

The second part of this section is a chart listing the number of comparisons in each T- document when compared to the U-document.

Refer to the accompanying matrix for the number frequency of which T-documents correlate most to which U-documents. See Chapter 14.

A Text Comparison of the ‘T’ (Ted) Documents and the ‘U’ (Unabom) Documents

‘T’ DOCUMENTS	‘U’ DOCUMENTS
<p>T-1. Throughout this letter Ted writes of nature, e.g., “the kinds of woods one finds in Illinois...;” “Mushroom hunter’s field guide;”</p>	
<p>“I found 4 edible plants...” “...parsnip roots...”</p>	
<p>(edible plants/roots also mentioned in T-9, T-13, T-15, T-16, T-84, T-87, T-169.)</p>	<p>U-14. Paragraph 198 “When primitive man needed food he knew how to find and prepare edible roots...”</p>
<p>T-1. “...I drove up to Humboldt county for deer hunting.” “...we hunted together...” “...details of hunting and fishing laws-...” “...deer hunting is very exciting.”</p>	<p>U-14. Paragraph 75 “A young man goes</p>
<p>through the power process by becoming a hunter, hunting not for sport or for fulfilment but to get meat that is necessary for food.”</p>	
<p>U-14. Paragraph 198 ...how to track game...”</p>	
<p>T-1. “But where to learn all that stuff?”</p>	
<p>(“stuff” also used in T-9, T-22, T-23, T-27, T-31, T-33, T-34, T-35, T-39, T-49, T-59, T-61, T-66, T-77, T-79, T-81, T-82, T-84, T-85, T-120)</p>	<p>U-7. “We would not want anyone to think that we have any desire to hurt professors who study Archaeology, history, literature or harmless stuff like that...”</p>
<p>U-11. “We are very pleased that you’ve offered to publish our stuff, and we thank you...” “...be to our advantage if we can get our stuff published.” “...we’d like to get our stuff published...” “So to increase our chances of getting our stuff published...”</p>	
20	
<p>U-14. Paragraph 223 “Some readers may say, ‘This stuff about leftism is a lot of crap...’”</p>	
<p>T-1. “More or less ignorant,...”</p>	
<p>(“more or less” also mentioned in T-2,</p>	<p>U-14. Paragraph 10 “We argue that</p>

(several references to **power-hungry** types throughout **U-14**). |

A copy of a 1967 *Esquire Magazine* article, “The Human Race Has, Maybe, Thirty-Five Years Left,” by David Lyle, was found among other documents in Ted’s trunk at Wanda Kaczynski’s house.

A comparison of the last three (3) paragraphs of six-page article is as follows:

“Esquire Magazine”

“The **control of human behavior** by artificial means will have become by the year 2000 a frightening possibility. Government—’big brother’ —might use **tranquilizers, or hallucinogens like L.S.D.**, to keep the population from becoming unruly or overindependent.”

“More and more **subtle forms of conditioning** will lead people to react in predictable ways desired by government or by commercial interests **without people quite knowing how they are hoodwinked.**”

“Which sounds like **Buck Rogers stuff**, until you remember that **the gravity belt is here,...**”

“U” Documents

U-14. Paragraph 157 “Assuming that industrial society survives, it is likely that technology will eventually acquire something approaching complete control over human behavior...Hallucinations can be induced or moods changed by drugs.”

U-14. Paragraph 159 “Will public resistance prevent the introduction of technological control of human behavior? It certainly would if an attempt were made to introduce such control all at once. But since technological control will be **introduced through a long sequence of small advances, there will be no rational and effective public resistance.**”

U-14. Paragraph 160 “To those who think that all this **sounds like science fiction**, we point out that **yesterday’s science fiction is today’s fact.**”

NUMBER OF HITS IN EACH “T” DOCUMENT WHEN COMPARED TO THE “U” DOCUMENTS

T-1	7
T-2	71
T-3	2
T-6	5
T-7	3
T-8	2
T-9	4
T-10	1
T-11	2
T-12	1
T-13	10
T-15	2
T-16	3
T-17	6
T-19	6
T-20	7
T-21	1
T-22	20
T-23	5
T-24	4
T-25	10
T-26	7
T-27	3
T-28	4
T-29	6
T-30	2
T-31	9
T-33	11
T-34	11
T-35	3
T-36	3
T-38	4
T-39	8
T-40	7
T-41	2
T-42	5
T-43	5
T-44	4
T-45	6
T-48	5
T-49	3
T-50	2
T-51	1
T-52	4
T-53	2
T-54	1
T-55	11

5. Uncommon Spellings and Punctuation in U & T Documents

ANALYSE vs. ANALYZE

ANALYSE is the British variant form of analyze.

“The British spelling ending in (-yse) is not listed in this dictionary unless it also commonly occurs in the United States.”¹ (I.E., “Analyze” is not found in referenced dictionary.)

ANALYSE is used in documents **T-52; T-93; T-138; U-2.**

ANALYZE is not found at all in the T or U documents

LICENCE vs. LICENSE

LICENCE is the British variant form of license.¹

Its use occurs less frequently than license.²

LICENCE is used in documents **T-17; T-79; U-14, Para. 197.**

LICENSE is used in documents **T-43; U-14, Para. 127.**

WILFULLY vs. WILLFULLY

WILFULLY is the unequal variant form of willfully.

Its use occurs less frequently than willfully.¹

WILFULLY is used in documents **T-91; U-9; U-14, Para. 173.**

WILLFULLY is not found at all in the T or U documents

INSTALMENT vs. INSTALLMENT

INSTALMENT is the unequal variant form of installment.

Its use occurs less frequently than installment.¹

INSTALMENT is used in documents **T-118; U-7; U-11.**

INSTALLMENT is not found at all in the T or U documents.

In document T-49, Ted writes, “One dictionary I have lists ‘advertize’ as an acceptable variant of ‘advertise’, but another dictionary claims only ‘advertise’ is correct, so I suppose it’s safest to spell it with an ‘s’.”

1. The American Heritage Dictionary of the English Language, 3rd Edition, 1996, Houghton Mifflin Co., NY, NY, PG XXXV.

2. Webster’s New Collegiate Dictionary, 1979, G. & C. Merriam Co., Springfield, MA., PG. 11A

Uncommon Spelling of Words Used in Both the “T” and “U” Documents

WORD DOCUMENTS

ANALYSE T-93 T-138 (used twice) U-2	T-52
ANALYSING T-120 (used twice) U-14, Para. 18	T-52
INSTALMENT LICENCE T-79 U-14, Para. 197 (used twice)	T-118 U-7 U-11 T-17
TRAVELLING T-29 T-43 (used twice) T-48 T-166 (used twice) T-171 U-14, Para. 109	T-28 (used twice)
WILFULLY U-9 U-14, Para. 173	T-91

Words Capitalized in the 'Ted' Documents

Document	Word
T-8	COMMENT
T-10	NOT
T-10	NOT
T-13	DON'T
T-25	AIDS
T-25	AIDS
T-29	AIDS
T-36	DON'T
T-36	TRY
T-46	NORTH
T-46	POLE
T-46	AIDS
T-67	¹ NOT
T-73	OVER
T-74	I DON'T EVER WANT TO SEE YOU OR HEAR FROM YOU, OR ANY OTHER MEMBER OF OUR FAMILY, AGAIN.
T-74	MUCH
T-77	OFF
T-77	KEEP
T-92	NOW
T-92	QUICKLY
T-92	GOT TO
T-92	NOW
T-92	NECESSARY
T-92	BY ANY MEANS NEC- ESSARY
T-92	GOT
T-92	DON'T
T-92	YOU
T-92	ONE
T-92	FOREVER
T-92	FOREVER
T-92	<i>CAN'T</i>
T-92	NOW
T-92	GOT TO, GOT TO, GOT TO
T-92	FOREVER, ²⁷ and I will NEVER
T-92	GOT TO
T-92	IMMEDIATELY
T-92	FOREVER
T-92	NOW
T-92	GOT TO
T-120	DO

Words that are Capitalized in the Unabom Documents

WORD	LOCATION
MAY	U14PARA2
POLITICAL	U14PARA4
WHOLE	U14 PARA 8
ARE	U14PARA 13
NOT	U14PARA 14
GRUDGINGLY	U14PARA 15
ENTHUSIASTICALLY	U14PARA 15
PREFER	U14 PARA 20
INVENT	U14 PARA 22
HIMSELF	U14 PARA 26
NOT	U14 PARA 28
ESSENTIAL	U14PARA 29
NEVER	U14 PARA 30
OBEDIENCE	U14 PARA 40
AUTONOMOUSLY	U14PARA41
SMALL	U14 PARA 42
AUTONOMOUS	U14 PARA 44
GENERALLY SPEAKING	U14 PARA 45
HAS TO	U14PARA51
IMPOSED	U14PARA57
OBEDIENCE	U14PARA61
AUTONOMOUSLY	U14 PARA 65
EXCLUDE	U14 PARA 65
FOR	U14 PARA 66
TO	U14 PARA 66
FEEL	U14 PARA 68
MAN-MADE	U14 PARA 69
IMPOSED	U14 PARA 69
SMALL	U14 PARA 70
CANNOT	U14 PARA 70
UNIMPORTANT	U14 PARA 72
IMPORTANT	U14 PARA 72
GIVES	U14 PARA 76
NOT	U14PARA 78
ARE	U14 PARA 78
PURE	U14 PARA 84
PURE	U14 PARA 90
SMALL	U14 PARA 94
SAYS	U14 PARA 98
SMALL	29 U14 PARA 100
SMALL	U14 PARA 100
HAS TO	U14PARA 114
HAVE TO	U14PARA 114
GENERALLY SPEAKING	U14PARA 114
HAS TO	U14PARA 115
MUST	U14PARA 117

SOCIO—LINGUISTIC REPORT OF DR. SHUY

Dr. Roger W. Shuy, a professor of psychology and sociolinguistics at Georgetown University, was requested by the UTF to review and analyze the four words which are consistently spelled in their uncommon forms in both the T-documents and the U-documents.

A summary of his report, dated 4/8/96, is as follows.

Analyse: This is chiefly a British spelling. Winston Dictionary of Canadian English lists analyse first, but admits analyze as an alternative, suggesting that in Canada, both spellings are in use, albeit a preference for analyse.

Licence: This is from Middle English, which borrowed it from French. The spellings with "s" and with "c" are in divided usage even in England, although some dictionaries say that the "c" spelling is chiefly British. The Winston Dictionary of Canadian English lists licence first, than says, "or license," indicating divided usage in Canada as well.

Wilfully: This spelling was practiced commonly by the *Chicago Tribune* from the 1930s through the 1950s. The Tribune had its own spelling reform project, but most of the new spellings disappeared in the 1960s. Wilfully was often seen in print during this period.

Instalment: The dropping of the doubled letters in the base form of a word, including "1", was one of the hallmarks of the Tribune's spelling reform, as noted above with wilfully.

Conclusion: Based on Dr. Shuy knowing no more than these four spellings, it appeared to him that the writer has had some experience with reading the *Chicago Tribune* and that he has also been influenced by Canadian, or possibly even British spellings. This latter influence could have been derived from the writer having lived at or near the Canadian border for some portion of his life, having first lived at or near the Chicago influence.

6. T-2 and U-14; A Comprehensive Comparison

Document T-2 is a 23-page, typed, double spaced, essay written in 1971 by Ted Kaczynski. The copy furnished to the UNABOM Task Force (UTF) did not have a cover page and there were several handwritten notes throughout the body of it. (These notes were included in the attached). Also, there are numerous instances in which certain words or phrases are unintelligible. These are noted as “UI.”

Document U-14 is a 56-page, typed, single spaced essay, received in 1995 by the UTF. Its cover page reads “Industrial Society and Its Future” by FC. It is also known as “The Manuscript” and “The Manifesto.”

The content, context, and writing style of both documents are very similar. At T-2’s 6,374 words, and U-14’s 34,649 words, it could appear that the latter is a greatly expanded, more detailed, version of the former. Many of the problems and issues articulated in the two documents are virtually identical, only they are enhanced upon in U-14 and the proposed solutions differ.

In U-14, the author wrote 232 paragraphs which were arranged into 27 titled chapters. A review of T-2 would suggest that it consists primarily of 10 of the 27 chapters of U-14, and that those 10 chapters represent the core which was eventually expanded, some 24 years later, to the 27 chapters in U-14.

The 27 chapters contained in U-14 are listed as follows: The highlighted 10 chapters, although not individually named in T-2, are very similar in content and context to those in U-14. (The numbers in parenthesis indicate the paragraph numbers as reflected in U-14.)

INTRODUCTION (1-5)
 PSYCHOLOGY OF MODERN LEFTISM
 FEELINGS OF INFERIORITY
 OVERSOCIALIZATION
 POWER PROCESS
SURROGATE ACTIVITIES (38-41)
 AUTONOMY
 SOURCE OF SOCIAL PROBLEMS
DISRUPTION OF POWER PROCESS IN MODERN SOCIETY (59-76)
 HOW SOME PEOPLE ADJUST
 THE MOTIVES OF SCIENTISTS
 THE NATURE OF FREEDOM
 SOME PRINCIPLES OF HISTORY
 INDUSTRIAL-TECHNOLOGY SOCIETY CANNOT BE REFORMED RESTRIC-
 TION OF FREEDOM IS UNAVIODABLE IN INDUSTRIAL SOCIETY (114-120)
 THE “BAD” PARTS OF TECHNOLOGY CANNOT BE SEPARATED FROM
 “GOOD” PARTS (121-124)
 TECHNOLOGY IS THE MORE POWERFUL SOCIAL FORCE THAN THE
 ASPIRATION FOR FREEDOM (125-135)
 SIMPLER SOCIAL PROBLEMS HAVE PROVED INTRACTABLE REVOLUTION

 IS EASIER THAN REFORM
CONTROL OF HUMAN BEHAVIOR (143-160)
 HUMAN RACE AT CROSSROADS
 HUMAN SUFFERING
THE FUTURE (171-179)
 STRATEGY
 TWO KINDS OF TECHNOLOGY
THE DANGER OF LEFTISM (213-230)
FINAL NOTE (231-232)

In many of the paragraphs of both documents, the sequence of ideas and examples are consistent. In fact, of the 47 paragraphs in T-2, 35 of them can be closely correlated with paragraphs in U-14. Of the remaining 12 uncorrelated T-2 paragraphs, 3 are a summary of Perry London’s book, and 5 are Kaczynski’s 1971 solutions to societal problems. In U-14, the solutions to the same societal problems changed, thus, it differs from T-2’s solutions.

The following is a paragraph by paragraph comparison between documents T-2 and U-14. T-2 is printed in its entirety across the top half of the next 62 pages. The appropriately matching U-14 sentence, statement, and /or phrase, is listed, with paragraph number, on the bottom half of each page. (Words in **bold** are for emphasis as it relates to this report. They were not in bold in the original versions.)

T-2 DOCUMENT (1971)

In these pages it is argued that continued scientific and technical progress will **inevitably** result in the **extinction of individual liberty**. I use the word "inevitably" in the following sense: One might—possibly—imagine certain conditions of society in which freedom could coexist with (UI) technology, but these conditions do not actually exist, and we know of no way to bring them about, so that, in practice, scientific progress will result in the extinction of individual liberty. Toward the end of this essay we propose what appears to be the only thing that bears any resemblance to a practical remedy for this situation.

U-14

2. The industrial-technological system may survive or it may break down...if the system survives, the consequences will be **inevitable**: there is no way of reforming or modifying the system so as to prevent it from **depriving people** of... dignity and **autonomy**.

T-2

I hope that the reader will bear with me when I recite arguments and facts with which he may already be familiar. I make no claim to originality. I simply think that the case for the thesis stated above is convincing, and I am attempting to set forth the arguments, **new** and old, in as clear a manner as possible, in the hope that the reader will be persuaded to support the solution here suggested—which certainly is a very obvious solution, but rather hard for many people to swallow.

U-14

5. In this article we give attention to only some of the negative developments that have grown out of the industrial-technological system. Other such developments we mention only briefly or ignore altogether. This does not mean that we regard these other developments as unimportant. For practical reasons we have to confine our discussion to areas that have received insufficient public attention or in which we have something **new** to say...

T-2

The power of society to control the individual person has recently been **expanding very rapidly**, and is expected to expand even more rapidly in the near future. Let us list a few of the more ominous developments as a reminder.

(1) **Propaganda and image-making techniques.** In this context we must not neglect the role of movies, television, and literature, which commonly are regarded either as art or as **entertainment**, but which often consciously adopt certain points of view and thus serve **as propaganda**. Even when they do not consciously adopt an explicit point of view they still serve to indoctrinate the

U-14

130. Technology **advances with great rapidity** and threatens freedom at many different points at the same time (crowding, rules and regulations, increasing dependence of individuals on large organizations, **propaganda and other psychological techniques**, genetic engineering, invasion of privacy through surveillance devices and computers, etc.)...

73. ...Propaganda is not limited to "commercials" and advertisements, and sometimes it is not even consciously intended as propaganda by the people who make it. For instance, the content of **entertainment** programming is a powerful form of **propaganda...**

147. ...The **entertainment** industry serves as an important psychological tool of the system...

T-2

viewer or reader with certain values. We venerate the great writers of the past, but one who considers the matter objectively must admit that modern artistic techniques have developed to the point where the more skillfully constructed movies, novels, etc. of today are (handwritten: to the average viewer or reader), far more psychologically potent than, say Shakespeare ever was. The best of them are capable of gripping and involving the reader very powerfully and thus are presumably quite effective in influencing his values. Also note the increasing extent to which the average person today is "living in the movies" as the saying

T-2

is. People spend a large and increasing amount of time submitting to canned entertainment rather than participating in spontaneous activities. As **overcrowding and rules and regulations** entail opportunities for spontaneous activity, and as the developing techniques of entertainment make the canned product ever more attractive, we can assume that people will live more and more in the world of **mass entertainment.**

U-14

130. Technology advances with great rapidity and threatens freedom at many different points at the same time (**crowding, rules and regulations**, increasing dependence of individuals on large organizations, propaganda and other psychological techniques, genetic engineering, invasion of privacy through surveillance devices and computers, etc.)...

156. ...Yet **mass entertainment** is a means of escape and stressreduction on which most of us have become dependent...

T-2

(2) A growing emphasis among educators on "guiding" the **child's emotional development**, coupled with an increasingly **scientific attitude** toward **education**. Of course, educators have always in some degree attempted to mold the attitudes of their pupils, but formerly they achieved only a limited degree of success, simply because their methods were unscientific. Educational psychology is changing this.

(3) Operant conditioning, after the manner of B. F. Skinner and friends. (Of course, this cannot be entirely separated from item (2).)

U-14

148. ...It (education) is becoming a **scientific technique** for controlling the **child's development**...

T-2

(4) Direct physical control of the **emotions** via **electrodes** and "chemitrodes" **inserted in the**

brain. (See Jose N. R. Delgado's book "Physical Control of the Mind".)

(5) Biofeedback training, after the manner of Joseph Kamiya and others.

(6) Predicted "**memory pills**" or other **drugs** designed to improve memory or increase intelligence.

(The reader possibly assumes that items (5) and (6) present no danger to freedom because

their use is supposed to be voluntary, but I will argue that point later. See page 15.)

U-14

157. ...As experimenters have demonstrated, **feelings** such as

hunger, pleasure, anger and fear can be turned on and off by **electrical stimulation** of appropriate parts of the **brain**. **Memories** can be destroyed by damaging parts of the brain or they can be brought to the surface by electrical stimulation. Hallucinations can be induced or moods changed by **drugs...**

158. It presumably would be impractical for all people to have **electrodes inserted in their heads...**

T-2

(7) Predicted **genetic engineering**, eugenics, related techniques.

(8) Marvin Minsky of MIT (one of the foremost computer experts in the country) and other **computer scientists** predict that within fifteen years or possibly much less there will be **superhuman computers with intellectual capacities far beyond anything of which humans are capable**. It is to be emphasized that these computers will not merely perform so-called "mechanical" operations; they will be capable of **creative thought**. Many people are incredulous at the idea of a creative computer, but let it be remembered that (unless one resorts to supernatural

U-14

122. ...The only solution will be some sort of eugenics program or extensive **genetic engineering** of human beings...

172. First let us postulate that the **computer scientists** succeed, in developing **intelligent machines that can do all things better than human beings can do them...**The machines might be permitted to **make all of their own decisions** without human oversight...

T-2

explanations of human thought) the human brain itself is an electro-chemical computer, operating according to the laws of physics and chemistry. Furthermore, the men who have predicted these computers are not crackpots but first-class scientists.

It is difficult to say in advance just how much power these computers will put into the hands of what is vulgarly termed the establishment, but this power will probably be very great. Bear in mind that these **computers** will be wholly **under the control** of the scientific, bureaucratic, and business **elite**. The average person will have no access to them. Unlike the human brain,

U-14

174. ...In that case the **average man** may have control over certain

private machines of his own, such as his car or his personal computer, but **control over large systems of machines** will be in the hands of a tiny **elite**...

190. ...The line of conflict should be drawn between the mass of the people and the **power-holding elite** of industrial society (politicians, **scientists**, upper-level **business executives**, **government officials**, etc.)...

T-2

computers are more or less unrestricted as to size (and, more important, there is no restriction on the number of computers that can be linked together over long distances to form a single brain), so that there is no restriction on their memories or on the amount of information they can assimilate and correlate. Computers are not subject to fatigue, daydreaming, or emotional problems. They work at fantastic speed. Given that a computer can duplicate the functions of the human brain, it seems clear in view of the advantages listed above that no human brain could possibly compete with such a computer in any field of endeavor.

T-2

(9) Various electronic devices for **surveillance**. These are being used. For example, according to newspaper reports, the police of New York City have recently instituted a system of 24-hour television surveillance over certain problem areas of the city.

These are some of the more strikingly, ominous facets of scientific progress, but it is perhaps more important to look at the effect of **technology as a whole on our society**.

U-14

147. To start with, there are the techniques of **surveillance**.

Hidden videocameras are now used in most stores and in many other places...

129. ...Not only do people become dependent as individuals on a new item of **technology**, but, even more, the **system as a whole** becomes dependent on it. . .

T-2

Technological progress is the basic cause of the continual increase in the number of **rules and regulations**. This is because many of our technological devices are

more powerful and therefore more potentially destructive than the more primitive devices they replace (e.g. compare autos and horses) and also because the increasing complexity of the system makes necessary a more delicate coordination of its parts. Moreover, many devices of fundamental importance (e.g. **electronic computers**, television broadcasting equipment, jet planes) cannot be owned by the **average person** because of their size and costliness. These

U-14

71. ...modern man is strapped down by a network of **rules and regulations...**

174. ...In that case the **average man** may have control over certain private machines of his own, such as his car or his **personal computer**, but control over large systems of machines will be in the hands of a tiny elite...

T-2

devices are controlled by **large organizations** such as corporations and governments and are used to further the purposes of the establishment. A larger and larger proportion of the individual's environment—not only his physical environment, but such factors as the kind of work he does, the nature of his entertainment, (UI) comes to be created and controlled by **large organizations** rather than by the individual himself. And **this is a necessary consequence of technological progress**, because to allow technology to be exploited in an unregulated, unorganized way would result in disaster.

U-14

163. ...Human freedom mostly will have vanished, because individuals and small groups will be impotent vis-a-vis **large organizations** armed with supertechnology and an arsenal of advanced psychological and biological tools for manipulating human beings, besides instruments of surveillance and physical coercion...

114. ...the regulation of our lives by **large organizations** is **necessary for the functioning of industrial-technological society.**

T-2

Note that the problem here is not simply to make sure that technology is used only for good purposes. In fact, we can be reasonably certain that the powers which **technology** is putting in to the hands of the establishment will be used to promote **good** and eliminate **evil**. These powers will be so great that within a few decades virtually all evil will have been eliminated. But, of course, "good" and "evil" here mean

good and evil as interpreted by the social mainstream. In other words, technology will enable the social mainstream to impose its **values universally**. This will not come about through the machinations

U-14

121. ...You can't get rid of the "bad" parts of **technology** and retain only the **good** parts...

124. ...so that in effect they would be imposing their own **values** on the genetic constitution of the **population at large**...

T-2

of power-hungry scoundrels, but through the efforts of socially responsible people who sincerely want to do good and who sincerely believe in freedom(UI) concept of freedom will be shaped by their own values, which will not necessarily be the same as your values or my values.

The most important aspect of this process will perhaps be the education of children, so let us use education as an example to illustrate the way the process works. Children will be taught— by methods which will become increasingly effective as **educational psychology** develops—to be creative, inquiring,

U-14

148. ...Sylvan Learning Centers, for example, have had great success in motivating children to study, and psychological techniques are also used with more or less success in many conventional schools...

161. ...while the techniques of **educational psychology** doubtless work quite well...

T-2

appreciative of the arts and sciences, interested in their studies—perhaps they will even be taught nonconformity. But of course this will not be merely random nonconformity but "creative" nonconformity. Creative nonconformity simply means nonconformity that is directed toward socially desirable ends. For example, children may be taught (in the name of freedom) to liberate themselves from the irrational prejudices of their elders, "**irrational prejudices**" being those values which are not conducive to the kind of society that most educators choose to regard as healthy. Children will be educated to be **racially** unbiased, to abhor violence, to fit into society without excessive conflict. By a series of small steps—each of which

U-14

153. ...Propaganda (education) for example is used for many good purposes, such as discouraging...**race hatred**...

T-2

will be regarded not as a step toward behavioral engineering but as an improvement in educational technique—this system will become so effective that hardly any child will turn out to be other than what the educators desire. The educational system will then have become a form of psychological compulsion. The means employed in this "education" will be expanded to include methods which we currently would consider disgusting, but since these methods will be introduced in a series of small steps, most

T-2

people will not object—especially since children trained to take a "scientific" or "rational" attitude toward education will be growing up to replace their elders as they die off.

For instance, **chemical** and **electrical manipulation of the brain** will at first be used only on children considered to be insane, or at least severely disturbed. As people become accustomed to such practices, they will come to be used on children who are only moderately disturbed. Now, whatever is on the furthest fringes of the abnormal generally comes to be regarded with abhorrence. As the more severe forms of

U-14

149. Presumably, research will continue to increase the effectiveness of psychological techniques for controlling human behavior...Biological methods probably will have to be used. We have already mentioned the use of **drugs** in this connection. **Neurology** may provide other avenues for modifying the human mind...

T-2

disturbances are eliminated, the less severe forms will come to constitute the outer fringe; they will thus be regarded as abhorrent and hence as fair game for chemical and electrical manipulation. Eventually, all forms of disturbance will be eliminated—and

anything that brings an individual into conflict with his society will make him unhappy and therefore will be a disturbance. Note that this whole process does not presuppose any antilibertarian philosophy on the part of educators or psychologists, but only a desire to do their jobs more effectively.

T-2

Consider: Today, how can one argue against **sex education**? Sex education is designed not simply to present children with the bold facts of sex, it is designed to guide children to a healthy attitude toward sex. And who can argue against that? Think of all the misery suffered as a result of **Victorian repressions**, sexual perversions, frigidity, unwanted pregnancies, and venereal disease. If much of this can be eliminated by instilling "healthy" (as the social mainstream interprets that word) sexual attitudes in children, who can deny it to them? But it will be equally impossible to argue against any of the other steps that will eventually lead to the complete engineering of the human personality. Each step will be equally humanitarian in its goals.

U-14

153. ...Sex education is obviously useful...

Note 2. During the **Victorian** period many oversocialized people suffered from serious psychological problems as a result of **repressing** or trying to **repress** their sexual feelings...

T-2

There is no distinct line between "guidance" or "influence" and manipulation. When a technique of influence becomes so effective that it achieves its desired effect in nearly every case, then it is no longer influence but compulsion. Thus influence evolves into compulsion as science improves techniques.

Research has shown that exposure to television violence makes the viewer more prone to violence himself. The very existence of this knowledge makes it a foregone conclusion that restrictions will eventually be placed on televised violence,

T-2

either by the government or by the TV industry itself, in order to make children less prone to develop violent personalities. This is an element of manipulation. It may be that you feel an end to television violence is desirable and that the degree of manipulation involved is insignificant. (Handwritten: Indeed, it is impossible to argue against an end to television violence.) But science will reveal, one at a time, a hundred other factors in **entertainment** that have a "desirable" or "undesirable" effect on the personality. In the case of each one of these factors, knowledge will make manipulation inevitable. When the whole

U-14

156. ...Yet **mass entertainment** is a means of escape and stressreduction on which most of us have become dependent...

T-2

array of factors has become known, we will have drifted into large-scale manipulation. In this way, research leads automatically to calculated indoctrination.

By way of a further **example, let us consider genetic engineering.** This will not come into use as a result of a conscious decision by the majority of people to introduce genetic engineering. It will begin with certain "progressive" **parents** who will voluntarily avail themselves of genetic engineering opportunities in order to eliminate the risk of certain gross physical defects in their offspring. Later, this engineering

U-14

128. ... **Take genetic engineering, for example...**

154. Suppose a biological trait is discovered that increases the likelihood that a child will grow up to be a criminal, and suppose some sort of gene therapy can remove this trait. Of course most **parents** whose children possess the trait will have them undergo the therapy...

T-2

will be extended to include elimination of mental defects and treatment which will predispose the child to somewhat higher intelligence. (Note that the question of what constitutes a mental "defect" is a value-judgement. In homosexuality, for example, a defect? Some homosexuals would say (UI). But there is no objectively true or false answer to such a question.) As methods are improved to the point where the minority of parents who use genetic engineering are producing noticeably healthier, smarter

offspring, more and more parents will want genetic engineering. When the majority of children are genetically engineered, even those parents who might otherwise be

T-2

antagonistic toward **genetic engineering** will feel obliged to use it so that their children will be able to compete in a world of superior people—superior, (UI) relative to the social milieu in which they live. In the end, genetic engineering will be made compulsory, because it will be regarded as cruel and irresponsible for a few eccentric parents to produce inferior offspring by refusing to use it. Bear in mind that this engineering will involve mental as well as physical characteristics; indeed, as scientists explain mental traits on the basis of **physiology, neurology, (UI) biochemistry**, it will become more and more difficult to distinguish between "mental" and "physical" traits.

U-14

149. ...**Biological** methods probably will have to be used. We have already mentioned the use of **drugs** in this connection. **Neurology** may provide other avenues for modifying the human mind. **Genetic engineering** of human beings is already beginning to occur in the form of "**gene therapy**," and there is no reason to assume that such methods will not eventually be used to modify those aspects of the body that affect **mental** functioning.

T-2

Observe that once a society based on psychological, genetic, and other forms of human engineering has come into being, **it will presumably last forever**, because people will all be engineered to favor human engineering and the totally collective society, so that they will never become dissatisfied with this kind of society. Furthermore, once human engineering, the linking of human minds with computers, and other things of that nature have come into extensive use, people will probably be altered so much that it will no longer be possible for them to exist as

U-14

129. Another reason why technology is such a powerful social force is that, within the context of a given society, technological progress **inarches in only one direction; it can never be reversed...**

T-2

independent beings, either physically or psychologically. Indeed, technology has already made it impossible for us to (UI) as physically **independent** beings, for the **skills** which enabled **primitive man** to live off the country **have been lost**. We can survive only by acting as components of a huge machine which provides for our physical needs; and as technology invades the domain of the mind, it is safe to assume that human beings will become as dependent psychologically on technology as they now are physically. We can see the beginning of this already in the

U-14

61. In **primitive societies**, physical necessities generally... can be obtained, but only at the cost of serious effort. But modern society tends to guaranty the physical necessities to everyone in exchange for only minimal effort...

T-2

inability of some people to avoid **boredom without television** and in the need of others to use tranquilizers in order to cope with the tensions of modem society.

The **foregoing predictions** are supported by the opinions of at least some responsible writers. See especially Jacques Ellul's "The Technological Society" and the section titled: "Social Controls" in Kahn and Weiner's "The Year 2,000."

U-14

147. ...most modern people must be constantly occupied or entertained, otherwise they get "**bored**," i.e. they get fidgety, uneasy, irritable.

45. Any of the **foregoing symptoms** can occur in any society...We aren't the first to mention that the world today seems to be going crazy...

T-2

Now we come to the question: What can be done to prevent all this? Let us first consider the solution sketched by Perry London in his book "Behavior Control." This solution makes a convenient example because its defects are typical of other proposed solutions.

London's idea is, briefly, this: Let us not attempt to interfere with the development of behavioral technology, but let us all try to be as aware of and as knowledgeable

about this technology as we can; let us not keep this technology in the hands of a scientific elite, but disseminate it among the population at large; people can then use

T-2

this technology to manipulate themselves and protect themselves against manipulation by others. However, on the grounds that "there must be some limits" London advocates that behavior control should be imposed by society in certain areas. For example, he suggests that people should be made to abhor violence and that psychological means should be used to make businessmen stop destroying our forests. (NOTE: **I do not currently have access to a copy of London's book**, and so I have had to **rely on memory** in describing his views. My memory is probably correct here, but in order to be honest **I should admit the possibility of error.**)

U-14

231. ...**Lack of sufficient information** and the need for brevity made it impossible for us to formulate our assertions more precisely or add all the necessary qualifications. And of course in a discussion of this kind one must **rely heavily on intuitive judgment, and that can sometimes be wrong...**

T-2

My first objection to London's scheme is a personal one. I simply find the **sphere of freedom** that he favors too **narrow** for me to accept. But his solution suffers from other flaws.

He proposes to use psychological controls where they are not necessary, and more for the purpose of gratifying the liberal intellectual's esthetic sensibilities than because of a practical need. It is true that "there must be some limits"—on violence, for example—but the threat of imprisonment seems to be an adequate limitation. To read about violence is frightening, but violent crime is not a significant cause of mortality in

U-14

93. We are going to argue that industrial-technological society cannot be reformed in such a way as to prevent it from progressively **narrowing the sphere of human freedom...**

T-2

comparison to other causes. Far more people are killed in automobile accidents than through violent crime. Would London also advocate psychological elimination of those personalities that are inclined to careless driving? The fact that **liberal intellectuals** and many others get far more excited over violence than they do over careless driving would seem to indicate that then- antagonism toward violence arises not primarily from a concern for human life but from a strong emotional antipathy toward violence itself. **Thus it appears that London’s proposal to eliminate violence through psychological control results not from practical necessity but from a desire on London’s part to engineer some of his own values into the public at large.**

U-14

17. ...modern **leftish intellectuals...***

220. **...the leftist is motivated less by distress at society’s ills than by the need to satisfy his drive for power by inposing his solutions on society.**

☒Explanatory note: In U-14, paragraph 16, FC writes "...play little role in the liberal and leftist vocabulary." It appears that FC equates the terms liberal and leftist.

This becomes even clearer when we consider London’s willingness to use psychological engineering to stop businessmen from destroying our forests. Obviously, psychological engineering cannot accomplish this until the establishment can be persuaded to carry out the appropriate program of engineering. But if the establishment can be persuaded to do this, then they can equally well be persuaded to pass conservation laws strict enough to accomplish the same purpose. And if such laws are passed, the psychological engineering is superfluous. It seems clear that here, again, London is attracted to psychological engineering simply because he would like to see the general public share certain of his values.

(Pages 33 through 37 represent Kaczynski’s summary of London’s book.)

T-2

When London proposes to use systematic psychological controls over certain aspects of the personality, with the intention that these controls shall not be extended to other areas, he is assuming that the generation following his own will agree with his judgement as to how far the psychological controls should reach. This assumption is almost certainly false. The introduction of psychological controls in some areas (which London approves) will set the stage for the later introduction of controls in other areas (which London would not approve), because it will change the culture in such a way as to make people more

T-2

receptive to the concept of psychological controls. As long as any behavior is permitted which is not in the best interests of the collective social organization, there will always be the temptation to eliminate the worst of this behavior through human engineering. People will introduce new controls to eliminate only the worst of this behavior, without intending that any further extension of the controls should take place afterward; but in fact they will be indirectly causing further extensions of the controls, because whenever new controls are introduced, the public, as it becomes used to the new controls, will change its

• *k'it4c-lc-k-k-k-k-k'ic**'k'k4fic-k-k-k4c-ic-k-k-k4fk'k4t4crk*4c-krk-k-k-k-k-k-k-k4c**'ic4t*-k**4ek-k'k-lc-k-k-k-k-k-k-k*

T-2

conception of what constitutes an appropriate degree of control. In other words, whatever the amount of control to which people have been accustomed, they will regard that amount as right and good, and they will regard a little further extension of control as a negligible price to pay for the elimination of some form of behavior that they find shocking.

London regards the (UI) dissemination of behavioral technology among the public as a means by which people can protect themselves against psychological manipulation by the established powers. But if it is really true that people can use this knowledge to avoid manipulation in most areas, why won't

T-2

they also be able to use it to avoid being made to abhor violence, or to avoid control in other areas where London thinks they should be controlled? London seems to assume that people will be unable to avoid control in just those areas where he thinks they should be controlled, but that they *will* be able to avoid control in just those areas where he thinks they should not be controlled.

T-2

London refers to "awareness" (UI) relating to the mind) as the individual's "sword and buckler" against manipulation by the establishment. In **Roman times** a man might have a real **sword** and buckler just as good as those of the emperor's legionaries, but that did not enable him to escape oppression. Similarly, if a man of the future has a complete knowledge of behavioral technology it will not enable him to escape psychological control any more than the possession of a machine-gun or a tank would enable him to escape physical control. The resources of an **organized society** are just too great for any individual to resist no matter how much he knows.

U-14

208. (Historical example)...When the **Roman Empire** fell apart...any skilled smith could make **steel** by **Roman methods**...

214. ...But this implies management of nature and of human life by **organized society**...

T-2

With the vast expansion of knowledge in the behavioral sciences, biochemistry, cybernetics, physiology, genetics, and other disciplines which have the potential to affect human behavior, it is probably already impossible (and, if not, it will soon become impossible) for any individual to keep abreast of it all. In any case, we would all have to become, to some degree, specialists in behavior control in order to maintain London's "awareness." **What about those people who just don't happen to be attracted to that kind of science, or to any science?** It would be agony for them to have **to spend long hours studying** behavioral technology in order to maintain their freedom.

U-14

115. ...For example, the system needs scientists, mathematicians and engineers. It can't function without them. So heavy pressure is put on children to excel in these fields. It isn't natural for an adolescent human being **to spend the bulk of his time sitting at a desk absorbed in study**...But in our society children are pushed into studying technical subjects, which most do grudgingly.

119. ...A chorus of voices exhorts kids to study science. No one stops to ask whether it is inhumane to force adolescents to **spend the bulk of their time studying subjects that most of them hate**...

T-2

Even if London's scheme of freedom through "awareness" were feasible, it could, or at least would, be carried out only by an **elite** of intellectuals, businessmen, etc. Can you imagine the members of uneducated minority groups, or, for that matter, the average middle-class person, having the will and the ability to learn enough to **compete** in a world of psychological manipulation? It will be a case of the smart and the powerful getting smarter and more powerful while the stupid and the weak get (relatively) stupider and weaker, for it is the smart and the **powerful** who will have the readiest access to behavioral technology and the greatest ability to use it effectively.

***** U-14

175. ...We can imagine a future society in which there is endless **competition** for positions of prestige and **power**. But no more than a **very few people** will ever reach the top, where the only real power is...

T-2

This is one reason why devices for improving one's mental or psychological capabilities (e.g. biofeedback training, memory pills, linking of human minds with computers) are dangerous to freedom even though their use is voluntary. For example, it will not be physically possible for everyone **to have his own full-scale computer** in his basement to which he can link his brain. **The best computer facilities will be reserved for those whom society judges most worthy: government officials, scientists, etc.** Thus the already powerful will be made more powerful.

U-14

174. ...In that case the **average man** may have control over certain private machines of his own, such as his car or his personal computer, but **control over large systems of machines** will be in the hands of a tiny **elite**...

190. ...The line of conflict should be drawn between the mass of the people and the **power-holding elite** of industrial society (politicians, **scientists**, upper-level **business executives, government officials, etc.**)...

T-2

Also, the use of such mind-augmentation devices will not remain **voluntary**. All our modern conveniences were originally introduced as optional benefits which one could take or leave as one chose. However, as a result of the introduction of these benefits, society changed its structure in such a way that the use of modern conveniences

is now compulsory; for it would be physically impossible to live in modern society without extensively using devices provided by technology. Similarly, the use of mind-augmenting devices, though nominally **voluntary**, will become in practice compulsory. When these devices have reached a

U-14

173. ...But we are suggesting neither that the human race would **voluntarily** turn power over to the machines nor that the machines would wilfully seize power. What we do suggest is that the human race might easily permit itself to drift into a position of such dependence on the machines that it would have no practical choice but to accept all of the machines' decisions...

T-2

high development and have come into wide use, **a person refusing to use them would be putting himself in the position of a dumb animal in a world of supermen.** He would simply be unable to function in a society structured around the assumption that most people have vastly augmented mental abilities.

By virtue of their very power, the devices for augmenting or modifying the human mind and personality will *have to* be governed by extensive rules and regulations. As the human mind comes to be more and more an artifact created by means of such devices, these rules and regulations will come to be rules and regulations governing the structure of the human mind.

U-14

174. ...People won't be able to just turn the machines off, because they will be so dependent on them that turning them off would amount to suicide.

175. ...They will have been reduced to the status of **domestic animals.**

T-2

An important point: London does not even consider the question of genetic engineering in infancy (let alone genetic engineering before conception). A two-year-old obviously would not be able to apply London's philosophy of "awareness; yet it may be possible in the future to engineer a young child so that he will grow up to have the type of personality that is desired by whoever has charge of him. What is the meaning of freedom for **a person whose entire personality has been planned and created by someone else?**

U-14

122. ...The only solution will be some sort of eugenics program or extensive genetic engineering of human beings, **so that man in the future will no longer be a creation of nature...but a manufactured product.**

T-2

London's solution suffers from another flaw that is of particular importance because it is shared by all libertarian solutions to the technology problem that have ever come to my attention. The problem is supposed to be solved by propounding and popularizing a certain libertarian philosophy. This approach is unlikely to achieve anything. Our liberty is not deteriorating as a result of any antilibertarian philosophy. Most people in this country profess to believe in freedom. Our liberty is deteriorating as a result of the way people do their jobs and behave on a day-to-day basis in relation to technology.

T-2

The system has come to be set up in such a way that it is usually comfortable to do that which strengthens the organization. When a person in a position of responsibility acts to eliminate that which is contrary to established values, he is rewarded with the esteem of his fellows and in other ways. **Police officials** who **introduce new surveillance devices**, **educators** who introduce more **advanced techniques for molding children**, do not do so through disrespect for freedom;

U-14

147. ...techniques of **surveillance...** law enforcement...

148. ...**Education...motivating children...and psychological techniques...**

T-2

they do so because they are rewarded with the approval of other police officials or educators and also because they get an inward satisfaction from having accomplished their assigned tasks not only competently, but creatively. A hands-off approach toward the child's personality would be best from the point of view of freedom, but this approach will not be taken because the most intelligent and capable educators crave

the satisfaction of doing their work creatively. They want to do *more* with the child, not less. **The greatest reward that a person gets from furthering the ends of the organization may well be simply the opportunity for purposeful, challenging, important activity—an opportunity that is otherwise hard to come by in this society.** For example, Marvin Minsky does not work on

U-14

39. We use the term "surrogate activity" to designate an activity that is directed toward an artificial goal that people set up for themselves merely in order to have some goal to work toward, or let us say, merely for the sake of the "fulfilment" that they get from pursuing the goal...

(Explanatory note: The above T-2 passage is similar to FC's explanation of "surrogate activity" in U-14/paragraphs 38-41.)

T-2

computers because he is antagonistic to freedom, but because he loves the intellectual challenge. Probably he believes in freedom, but since he is a computer specialist he manages to persuade himself that computers will tend to liberate man.

The main point here is that the danger to freedom is caused by the way people work and **behave on a day-to-day basis in relation to technology**; and the way people behave in relation to technology is determined by powerful social and **psychological forces**. To oppose to these forces a comparatively weak force like a body of philosophy is simply hopeless. You may persuade

U-14

125. It is not possible to make a LASTING compromise between technology and freedom, because technology is by far the more powerful social force and continually encroaches on freedom through **REPEATED compromises...**

143. ...The kinds of **pressures** vary greatly from one society to another. Some of these pressures are physical (poor diet, excessive labor, environmental pollution), some are **psychological** (noise, crowding, forcing human behavior into the mold that society requires)...

T-2

the public to accept your philosophy, but most people will not significantly change (UI) as a result. They will invent rationalizations to reconcile their behavior with the philosophy, or they will say that what they do as individuals is too insignificant to

change the course of events, or they will simply confess themselves too weak to live up to the philosophy. Conceivably a school of philosophy might change a culture over a long period of time if the social forces tending in the opposite direction were weak. But the social forces guiding the present development of our society are obviously strong, and we have very little time left—**another three decades likely will take us past the point of no return.**

U-14

129. Another reason why technology is such a powerful social force is that, within the context of a given society, technological progress **inarches in only one direction; it can never be reversed...**Technology repeatedly forces **freedom** to take a step back, but technology can never take a step back - short of the overthrow of the whole technological system.

T-2

Thus a philosophy will be ineffective unless that philosophy is accompanied by a program of concrete action of a type which does not ask people to voluntarily change the way they live and work—a program which (UI) little effort or willpower on the part of most people. Such a program would probably have to be a political or legislative one. A philosophy is not likely to make people change their daily behavior, but it might (with luck) induce them to vote for politicians who support a certain program. Casting a vote requires only a casual commitment, not a strenuous application of willpower. So we are left with the question: What kind of legislative program would have a chance of saving freedom?

T-2

I can think of only two possibilities that are halfway plausible. The discussion of one of these I will leave until later. The other, and the one that I advocate, is this: In simple terms, stop scientific progress by withdrawing all major sources of **research funds**. In more detail, begin by withdrawing all or most federal aid to research. If an abrupt withdrawal would cause economic problems, then phase it out (UI) practical. Next, pass legislation to limit or phase out research support by educational institutions which accept public funds. Finally, one would hope to pass legislation prohibiting all large corporations

U-14

92. Thus science marches on blindly, without regard to the real welfare of the human race or to any other standard, obedient only to the psychological needs of the scientists and of the government officials and corporation executives who provide the **funds for research**.

T-2

and other large organizations from supporting scientific research. Of course, it would be necessary to eventually bring about similar changes throughout the world, but, being Americans, we must start with the United States; which is just as well, since the United States is the world's most technologically advanced country. As for economic or other disruption that might be caused by the elimination of scientific progress—this disruption is likely to be much less than that which would be caused by the extremely rapid changes brought on by science itself.

T-2

I admit that, in view of the firmly entrenched position of **Big Science**, it is unlikely that such a legislative program could be enacted. However, I think there is at least some chance that such a program could be put through, in stages over a period of years, if one or more active organizations were formed to make the public aware of the probable consequences of continued scientific progress and to push for the appropriate legislation. Even if there is only a small chance of success. I think that that chance is worth working for, since the alternative appears to be the loss of all human freedom.

U-14

Note 13. (Paragraph 66) ...The conservatives are just taking the average man for a sucker, exploiting his resentment of **Big Government** to promote the power of **Big Business**.

T-2

This solution is bound to be attacked as "simplistic," but this ignores the fundamental question, namely: Is there any better solution or indeed any other solution at all? My personal opinion is that there is no other solution. However, let us not be dogmatic. Maybe there is a better solution. But the point is this: If there is such a solution, no

one at present seems to know just what it is. Matters have progressed to the point where we can no longer afford to sit around just waiting for something to turn up. By stopping scientific progress now, or at any rate slowing it drastically, we would at least give ourselves a breathing space during which we could attempt to work out another solution, if one is possible.

T-2

There is one putative solution the discussion of which I have reserved until now. One might consider enacting some kind of bill of rights designed to protect freedom from technological encroachment. For the following reasons I do not believe that such a solution would be effective.

In the first place, a document which attempted to define our sphere of freedom in a few simple principles would either be too weak to afford real protection, or too strong to be compatible with the functioning of the present society. Thus, a suitable bill of rights would have to be excessively complex, and full of

T-2

exceptions, qualifications, and delicate compromises. Such a bill would be subject to repeated amendments for the sake of social expedience; and where formal amendment is inconvenient, the document would simply be reinterpreted. Recent decisions of the Supreme Court, whether one approves of them or not, show how much the import of a document can be altered through reinterpretations. Our present Bill of Rights would have been ineffective if there had been in America strong social forces acting against freedom of speech, freedom of worship, etc.

Compare what is happening to the right to bear arms, which

T-2

currently runs counter to basic social trends. Whether you approve or disapprove of that "right" is beside the point—the point is that the constitutional guarantee cannot stand indefinitely against powerful social forces.

If you are an advocate of the bill-of-rights approach to the technology problem, test yourself by attempting to write a sample section on, say, genetic engineering. Just how

will you define the term "genetic engineering" and how will you draw the line, in words, between that engineering which is to be permitted and that which is to be prohibited? Your law will either have to be too

T-2

strong to pass; or so vague that it can be readily reinterpreted as social standards evolve; or excessively complex and detailed. In this last case, the law will not pass as a constitutional amendment, because for practical reasons a law that attempts to deal with such a problem in great detail will have to be relatively easy to change as needs and circumstances change. But then, of course, the law *will* be changed continually for the sake of social expedience and so will not serve as a barrier to the erosion of freedom.

T-2

And who would actually work out the details of such a bill of rights? Undoubtedly, a committee of congressmen, or a commission appointed by the president, or some other group of organization men. They would give us some fine libertarian rhetoric, but they would be unwilling to pay the price of real, substantial freedom—they would not write a bill that would sacrifice any significant amount of the organization's power.

I have said that a bill of rights would not be able to stand for long against the pressure for science, progress, and improvement. But laws that bring a halt to scientific research would be quite different in this respect.

T-2

The prestige of science would be broken. With the financial basis gone, few young people would find it practical to enter scientific careers. After, say, three decades or so, our society would have ceased to be progress-oriented and the most dangerous of the pressures that currently threaten our freedom would have relaxed. A bill of rights would not bring about this relaxation.

This, by the way, is one reason why the elimination of research merely in a few sensitive areas would be inadequate. As long as science is a large and going concern,

there will be the persistent temptation to apply it in new areas; but this pressure would be broken if science were reduced to a minor role.

U-14

40. ... Scientific work may be motivated in part by a drive for **prestige...**

152. ...inducing **young people** to study **science and engineering...**

T-2

Let us try to summarize the role of **technology** in relation to **freedom**. The principal effect of technology is to increase the power of society collectively. Now, there is a more or less unlimited number of value-judgements that lie before us; for example: whether an individual should or should not have puritanical attitudes toward sex; whether it is better to have rain fall at night or during the day. When society acquires **power** over such a situation, generally a preponderance of the social forces look upon one or the other of the alternatives as Right. **These social forces** are then able to use the machinery of society to impose their choice universally; for example, they may mold children so successfully that none ever grows up to have puritanical attitudes toward sex, or they may use weather engineering to guarantee that rain falls only at night. In this way there is a continual narrowing of the possibilities that exist in the world. The eventual result will be a world in which there is only one system of values. The only way out seems to be to halt the ceaseless extension of society's power.

U-14

113. ...**freedom** and **technological progress** are incompatible.

134. ...technology is a more powerful **social force** than the aspiration for **freedom...**

T-2

I propose that you join **me and a few other people** to whom I am writing in an attempt to found an organization dedicated to stopping federal aid to scientific research. I realize that you will probably reject this suggestion, but I hope that you will not reject it on the basis of some vague dogma such as knowledge is good (UI) the hope of (UI). Okay, knowledge is good, but how high a price, in terms of freedom, are we going to pay for knowledge? You may be understandably reluctant to join an organization about which you know nothing but you know as much about it as I do. It hasn't been started yet. You would be one of the founding members. I claim to have

no particular qualifications for trying to start such an organization, and I have no idea how to go about it. I am only making the attempt because no better-qualified person has yet done so. I am simply

trying to bring together a **few highly intelligent and thoughtful people** who would be willing to take over the task. I would prefer to drop out of it personally because I am unsuited to that kind of work; in fact I dislike it intensely.

U-14

187. On the more sophisticated level the ideology should address itself to **people** who are **intelligent, thoughtful** and rational. The object should be to create a core of people who will be opposed to the industrial system on a rational, thought-out basis, with full appreciation of the problems and ambiguities involved... It is particularly important to attract people of this type, as they are capable people and will be instrumental in influencing others...

188. ...it will be more advantageous in the long run to keep the loyalty of a **small number of intelligently committed people...**

**PARAGRAPH by PARAGRAPH, SIDE by SIDE
COMPARISON T-2 to U-14**

T-2	U-14		T-2	U-14
Paragraph 1	Paragraph 2		Paragraph 21	Paragraph 231
2	5		22	93
3	130		23	17,120
4	73, 130, 147, 156		24, 25, 26,	
			London's book summary	
5	148		27	208,214
6	157,158		28	115, 119
8	122,172		29	175
9	190,194		30	174,190
10	147		31	173
11	71, 114, 129,163, 174		32	173,174
12	121,124		33	122
13	148, 153, 161		34	39, 147, 148
14	149		35	125, 129, 143
IS	153, Note 2		37	92
17	156		38	Note 13
18	128, 149,154		39-43 (Old Solu- tions)	
19	61,129		44	40,152
20	45		46	113,134
			47	187,188

7. Primary Themes and Concepts of the U & T Documents

Numerous themes and concepts are written of in the “U” and the “T” documents. The fourteen most common themes and concepts, as represented consistently in both sets of writings, are the following:

The theme or concept of *society* is written of **254** times in U-documents and **50** times in the T-documents.

The theme or concept of *power* is written of **234** times in U-documents and **38** times in the T-documents.

The theme or concept of *technology* is written of **198** times in U-documents and **47** times in the T-documents.

The theme or concept of *freedom, autonomy* and/or *liberty* is written of **125** times in U- documents and **42** times in the T-documents.

The theme or concept of *psychology* is written of **55** times in U-documents and **53** times in the T-documents.

The theme or concept of *behavior* is written of **64** times in U-documents and **35** times in the T-documents.

The theme or concept of *science* is written of **57** times in U-documents and **35** times in the T-documents.

The theme or concept of *nature* is written of **59** times in U-documents and **23** times in the T-documents.

The theme or concept of *children* is written of **24** times in the U-documents and **47** times in the T-documents.

The theme or concept of *primitive(s)* is written of **30** times in the U-documents and **25** times in the T-documents.

The theme or concept of *computer(s)* is written of **26** times in the U-documents and **22** times in the T-documents.

The theme or concept of *religion* is written of **29** times in U-documents and **17** times in the T-documents.

The theme or concept of *sex* is written of **17** times in the U-documents and **19** times in the T-documents.

The theme or concept of *future* is written of **20** times in the U-documents and **15** times in the T-documents.

8. Books, Publications and Authors Noted in the U-Documents and T-Documents

BOOKS/MAGAZINES CAPTIONED IN THE “U” DOCUMENTS SORTED ALPHABETICALLY BY AUTHOR

AUTHOR	TITLE	DOCUMENT/PAGE
DeCamp, L. Sprague (Book)	Ancient Engineers, The	U-14; Note 18
Gibbs, W. Wayt (Article)	Scientific American “Seeking the Criminal Element”	U-14; Note 29
Hoffer, Eric (Book)	True Believer, The	U-14; Para 222
Lane, Roger - Edited by: Hugh Davies Graham & Ted Robert Gurr (Article)	Violence in America: Historical and Comparative Perspectives	U-14; Note 16. Addendum Page
Morgan, M. Granger (Article)	Scientific American “Risk Analysis and Management”	U-12
Ruther, Russell (Article)	Scientific American Science and the American Citizen, “Strange Matters: Can Advanced Accelerators Initiate Runaway Reactions?”	U-12 & U-14
Shannon, Claude (Quote)	OMNI	U-14; Note 28
Tan, Chester C. (Book)	Chinese Political Thought in the Twentieth Century	U-14; Para 97
Wilson, James (Quote)	***	U-14; Para 139
Wilson, Sloan (Book)	Ice Brothers	U-1; Para 1

BOOKS CAPTIONED IN "TED'S" LETTERS SORTED ALPHABETICALLY BY TITLE

TITLE OF BOOK	AUTHOR	DOCUMENT/PAGE
1984	Orwell, George	T-3; T-66, Pg 1
Advanced Caiculus	Apostol, T. M.	T-102, Pg 2
Africa Before They Came	Welch, Galbraith	T-115
Along the Gringo Trail	Epstein, Jack	T-24
American Journal of Mathematics	Not Given	T-161
Ancient Mexican Sculpture	Not Given	T-46
Ancient Engineers, The	DeCamp, L. Sprague	T-44
Ancient Maya, The	Morley, Sylvanus G.	T-8
Arroz y Tartana	Ibanez, Vicente Blasco	T-113, Pgs 1, 2
Aspirin Scientific American Magazine Jan 1991	Weissman, Gerald	T-90
Batman Comic Books	Not Given	T-66, Pg 3
Behavior Control	London, Perry	T-2, Pg 10
Beneath the Mask	Leiby, June	T-31
Benito Juarez	Not Available	T-105, Pgl; T-104
Benito Juarez Porfino Diaz: Hechos Historicos de la Vida Estos Proceres de la Reforma	Iturribarria, Jorge Fernando	T-105
Book of Camping and Woodcraft	Kephart, Horace	T-13; T-164
Books in Print	Not Given	T-39, Pg 2, Para 3; T-101
Cabeza de Vaca	Nunez	T-47; T-51; T-52; T-55; T-56
Calculus	Sherwood and Taylor	T-17, Pg 6
Cartas Finlandesas	Not Given	T-19, Para 1
Child Development, Science - Vol 54, 424, 1983 (article)	Scarr, S. & McCartney, K.	T-107, Pg 1
Colliers Dictionary	Not Given	T-58
Collins Spanish and English Dictionary, The	Smith, Colin	T-77
Colloquial Spanish	Not Given	T-33; T-84, Pg 6
Conductor del Rapido, El Coyote, The: Defiant Song-Dog of the West	Quiroga, Horacio Leydet, Francois	T-80 T-151, Pgs 1, 2
Cynical American, The: Living in an Age of Discontent and Disillusion Publisher: Joey Bass	Kanter, Donald L. & Mirvis, Philip	T-102, Pgs 2, 5
Daily Life in Ancient Rome	Carcopino, Jerome	T-7
Depression	Seligman, Martin, E.	T-103, Pgl
Diccionario de la Lengua Castellana	Not Given	T-54, Pg 1

BOOKS CAPTIONED IN “TED’S” LETTERS SORTED ALPHABETICALLY BY AUTHOR

AUTHOR	TITLE	DOCUMENT/PAGE
The periodical, The Skeptical Inquirer, is noted individually when an author and/or title is available	Skeptical Inquirer, The	T-33; T-34; T-56; T-78; T-79; T-103; T-140; T-156
Adams, Andy	Log of a Cowboy, The	T-48, Pg 1
Allen, Jerry	Sea Years of Joseph Conrad, The	T-20, Para 35
Alsop, Joseph	FDR - A Remembrance	T-143
Altamirano	Navidad en Las Montanas	T-55, Pg 2
Apostol, T. M.	Advanced Calculus	T-102, Pg 2
Author Unknown	Schizophrenias - Yours and Mine, The	T-40, Pg 3, Para 3; T-77
Bouchard, Thomas J. & Lykken, David T.	Genetic vs. Environmental Influences in the Development of Human Personality, Science (article)	T-100, Pgl
Braddy, Haldeen	Mexico and the Old Southwest (Poems)	T-10
Brooks, Lester	Great Civilization of Ancient Africa	T-114
Carcopino, Jerome	Daily Life in Ancient Rome	T-7
Carlyle, Thomas	French Revolution, The	T-7; T22; T-84, Pg 1, Para 2
Carriage, Horacio	Tacho, El (The Roof) Short Story	T-9
Conrad, Joseph	Heart of Darkness	T-20, Para 5; T-52; T-85, Pg 8
Conrad, Joseph	Secret Agent, The	T-156
Conrad, Joseph	Outpost of Progress, An	T-20, Para 40
Conrad, Joseph	Mirror of the Sea	T-24, Pg 2; T-85, Pg 1
Creed, Thomas L.	Subliminal Deception, Skeptical Inquirer, Vol 11, No 4	T-103, Pgl
CSICOP (Committee for Scientific Investigation of Claims of the Paranormal)	Skeptical Inquirer, The	T-79
Davalos, Juan Carlos	Fort of Tacuil, The	T-28
DeCamp, L. Sprague	Ancient Engineers, The	T-44
DelGado, Jose N. R.	Physical Control of the Mind	T-2, Pg 3
Deutscher, Isaac	Stalin, A Political Biography, New York, 1967	T-104; T-114, Pgs 1, 2
Donaldson, Kenneth	Insanity Inside Out	T-43, Pg 3
Drinnon, Richard	White Savage: The Case of John Dunn Hunter	T-104, Pgl

KNOWN AND/OR PUBLISHED WRITINGS BY “TED”

ARTICLE, LETTER TO THE EDITOR, MATH PUBLI- CATION OR STORY	NEWSPAPER OR PUBLICA- TION	TITLE	DATE
Article Published (T-152)	<i>Union County News</i>	<i>Try Snowshoes for a Change</i>	2/21/78
Article Published (T-119)	<i>Phoenix Nest</i>	<i>Wave of the Future, The</i>	5/13/70
Article (T-122)	Not Given	<i>Littering Ape, The Ted uses the Pseudonym Apios Tuberosa</i>	No Date
Article Published (T-119)	Not Given	<i>Oh, No, Not Snow- mobiles Too!</i>	No Date
Article Published (T-119)	Not Given	<i>We Must Sit Here and Take It</i>	No Date
Article Published (T-119)	Not Given	<i>He Defends Unpre- dictable Weather</i>	No Date
Article (T-134)	Not Given	Re: computers and the possibility of computers replac- ing human mathe- matical researchers	No Date
Letter to the Edi- tor (T-129)	<i>Chicago Daily News</i>	Re: freedom, com- puters, responsibil- ities, guncontrol, and parenting	12/14/69
Letter to the Edi- tor (T-133)	<i>Saturday Review</i>	Re: Soft treat- ment by Henry S. Resnick of Ab- bie Hoffman and the leftists with a comparison of the leftist and the John Birch Society.	12/11/??
Letter to the Edi- tor (T-130)	<i>Saturday Review</i>	Re: response to C. W. Griffin's arti- cle, <i>Frontier Free- doms and Space Age Cities</i> , 2/7/70.	2/9/70
Letter to the Edi- tor (T-128)	<i>Chicago SunTimes</i>	Not Given The article focuses on over-population and limiting US	Not Given

9. U-Document References and Known Facts Regarding Ted Kaczynski

“On the other hand the pursuit of sex and love (for example) is not a surrogate activity, because most people, even if their existence were otherwise satisfactory, would feel deprived if they passed their lives without ever having a relationship with a member of the opposite sex. ” (U-14, Para. 39)

Investigation has revealed that Ted has never had a prolonged or serious relationship (sexual or otherwise) with a member of the opposite sex.

“...philosophers are not simply cool-headed logicians...” (U-14, Para. 18)

Investigation has revealed that Ted has used the expression *“cool-headed logicians ”* in conversation with his brother Dave.

A man might be born and raised in a log cabin,...and fed largely on wild meat;...” (U-14, Para. 56)

Investigation has revealed that Ted lives in a cabin in a deeply wooded, mountainous area and hunts wild game for food.

“The positive ideal that we propose is Nature. That is, WILD nature! Those aspects of the functioning of the earth and its living things that are independent of human management and free of human interference and control. ” (U-14, Para. 183)

“Most people will agree that nature is beautiful; certainly it has tremendous popular appeal... Nature takes care of itself; it was a spontaneous creation that existed long before any human society, and for countless centuries many different kinds of human societies coexisted with nature without doing it an excessive amount of damage. ” (LT-14, Para. 184)

Investigation has revealed that Ted believes in a simplified lifestyle with minimal interruptions from modern man, i.e. technology, etc.

10. Names Mentioned by Ted in T-Documents; Names Mentioned by Ted in C-Documents (C-4)

NAMES MENTIONED BY TED IN THE T-DOCUMENTS

Name Document/Page

Arriola, Juan	T-61, Pg 9		
Sanches			
Atalanta	T-10		
Aunt Freda	T-10; T-140; T-141; T-156		
Benny	T-140, Pg 1		
Berta	T-59, Pg 2		
Bland, Mr.	T-132		
Braddy, Haldeen (Author)	T-10		
Brother Briar	T-81		
Busciogli, Tony	T-74		
Conrad	T-55, Pg 3		
De Torres Villar- roel, Diego	T-80		
Diana (Artemis)	T-10		
Edwards, Dale	T-55, Pg 1		
Edwardson, Hoken	T-24		
Eisenhower, Dwight, D.	T-133, Pg 2		
Epstein	T-3; Para 2		
Erickson, Linda	T-76; T-80		
Evans-Pritchard, E. E. (Author)	T-81		
Fineman, Mark B.	T-34		
Freda	T-140, Pg 1		
Gehring	T-24; T-82		
Gehring, Butch	T-74; T-82, Pg 5		
Gathers, Hank	T-139, Pg 3	Goren	T-89; T-90; T-91; T-93; T-95; T-96; T-97; T-98; T-99; T-146
Greg	T-7		
Griffin, C. W.	T-130, Pg 1		
Harrington, Michael	T-128, Pg 1		
Hoffman, Abbie	T-133, Pg 1		
Hoken	T-3, Pg 2; T-10; T- 18; T-24; T-44; T- 48; T-61, Pg 1		
Hokens	T-81		
Huken	T-4		
Jean	T-4; T-10		
Jean (Jeanne)	T-81	70	
Jeanne	T-61, Pg 1		
Joel Schawarz	T-54, Pg 5		
Joel	T-7; T-22; T-39, Pg 4; T-40, Pg 1, Para 2, Pg 2, Para 2; T-76; T-80; T- 87; T-100; T-100		

LIST OF NAMES FOUND IN C4 A-F TED'S AUTOBIOGRAPHY

Last Name	First Name	Middle Name	Doc #	Page	Relationship	Misship						
Addison	John		C-4E	183		Berkeley - Chairman Math Dept						
Ari	Ellen		C-4C	119		Friend Ted dated						
Bears	Peter		C-4C	68		Harvard classmate						
Beer			C-4C	107		Miss - Harvard student						
Brand	Richard		C-4A	9		Childhood classmate						
Bullock	Alan		C-4C	97		Author of Hitler biography.						
Burke	Jimmy		C-4A	10		Childhood playmate						
Burke	Beverly		C-4A	11		Childhood friend						
Cimer	daroslav		C-4B	37		Trombone teacher						
Cohen	Paul		C-4D	147		Mathematician						
Cohn			C-4D	133		Univ 72 Mich professor						
Curley	Darlene		C-4B	47		Childhood classmate						

CATEGORIES OF CABIN DOCUMENTS (C-DOCUMENTS)

C=Cartoon(s) F=French

EX/F/D=Experiments/Formulas/Designs G=German

FC=Letter(s) sent by FC S=Spanish

LT=Letter(s)

LS=List(s) CD=Numeric Code

MP=Map(s)

MS=Miscellaneous

N=Narrative Writings

P=Publications (newspaper and/or magazine articles)

C-1	N	
C-2	N	
C-3	LS	
C-3 7	LT	
C-4A	N	
C-4B	N	
C-4C	N	
C-4D	N	
C-4E	N	
C-4F	N	
C-5	LS	
C-6	MS	
C-7	EX/F/D; S	
C-8	FC	
C-9	FC	
C-10	LS	
C-11	P	
C-12	LT	
C-13	LT	
C-14	LT	
C-15	LT	
C-16	LT	
C-17	EX/F/D	
C-18	EX/F/D	
C-19	LT	
C-20	LS	
C-21	FC	
C-22	LT	
C-23	LT	
C-24	LT	
C-25	LT	
C-26	N	
C-27A	P	
C-27B	P	
C-27C	P	
C-28	LS	
C-30	M	
C-31	N	
C-32	LT	
C-33	LT	
C-34	LT;S	
C-35	LT	
C-36	LT	
C-38	LT	74
C-39	N	
C-40	C	
C-41	LT;S	
C-42	LT	
C-43	LT;S	
C-44	LT;S	
C-45	LT	

11. The "Cabin" (C) Documents

FROM THEODORE KACZYNSKI'S CABIN
May 1, 1996

12. Conclusion

Hopefully, the foregoing analytical report will adequately assist the reader in the review and comparison of the “U” and “T” (and “C”) documents. This project was coordinated from a multi-faceted approach including the reading (and re-reading) of a voluminous number of documents, a computer analyzation of the same, and then creating a report which is not only readable, but which also illustrates clearly the three sets of documents, and also provides relevant ancillary information.

In closing, while this report is comprehensive in its design and content, it is not to be considered all inclusive, at least not at this juncture. Time will allow for an even more detailed study of these (and possibly additional) documents which may result in an updating of this report.

Note: On 4/3/96, TED KACZYNSKI’s cabin in Lincoln, Montana was searched pursuant to a federal search warrant. Probable cause for this search warrant was established, in no small part, through this comparative analysis. In fact, the entire Section 4, all 53-pages, was included as an attachment to the affidavit for probable cause to search. As a result of the search, in which many items of evidence were seized, KACZYNSKI was arrested for explosives violations. A Grand Jury will soon be hearing of this and other evidence and it will then be determined if KACZYNSKI will be charged with one or more of the UNABOM related offenses.

The management of the UTF who commissioned this project, as well as the agents, analysts, typists, and language specialists, who devoted innumerable hours to it, should be commended for their foresight and dedication in the initiation and the completion of this report. After eighteen years, three deaths, and at least twenty-three persons injured, the UNABOM subject’s own written words may have been the key which opened the door, not only to a cabin, but to the successful conclusion of this investigation.

13. Time-Line of UNABOM Activities and T-Documents

The following is a reduced-sized version of a time-line which was prepared in conjunction with this project. The notations on the top of the line represent the T-Documents and their mailing dates. The notations on the bottom of the line represent *UNABOM* activity and their dates. (The UTF is in possession of the full-sized version of this time line.)

Ted's Activities & Unabom Incidents

MOM'S CHECKS TO TED (DATES WHEN TED DEPOSITED)
DATES - POST MARKS
POSTAL MONEY ORDERS
TED'S PERSONAL CHECKS
TED'S LETTERS
TED'S STAYS AT PARK HOTEL
UNABOM LETTERS
UNABOM DEVICES
Timeline as of 3/27/96

14. Graphs and Matrices

1. UNABOM Activities and Statements From Ted's 1991 Letters
2. The U-Documents which had a Distinctive Phrase or Word Connected to a T-Document
3. Words that are Hyphenated, Capitalized or Underlined in the U-Documents and T-Documents.
4. Monthly Comparison In Bombings and U-Documents
5. Monthly Comparison of Bombings
6. UNABOM vs. "Ted" Activities
7. T-Documents By Month
8. UNABOM Matrix - Distinctive Phrases or Words
9. Time Matrix - Months vs. Years
10. Comparative Matrix in Months
11. T-Documents Matrix - Their Months of Origination

1. UNABOM Activities and Statements From Ted's 1991 Letters

T-89, Pg. 1 - "7'w now 4\$ qeano otd. edify tAintieo 9 Edited Aduinq occdOiondt finemdtwie AeditAcdto wAea undeitneoo. Since tAe dye o^ 3\$ ^on eentdin lecuom 9 Aduie fye^uenffy 6-eeen unden etnonny otneoo. "7Ate te<iMni die fienoondt. dnd 9 do not intend to dioeuoo tAtem. 'poi tAte IdOt 4 on 5 tfCdno 9'ue (Leen unden mone otneoo tAtdn fzneuiouefy. "

Ted was 36 when the first bombing took place in 1978, two days after his birthday.

From the age of 38 to 48 (1980-1991) the following bombings (a total of 9) took place: Percy Wood (6/10/80); University of Utah (10/8/81); Vanderbilt University (5/5/82); University of California ☒ Berkeley (7/2/82); University of California - Berkeley (5/15/85); Boeing (6/13/85); University of Michigan (11/15/85); Rentech (12/11/85); Caams (2/20/87).

Last 4 or 5 years (from 1991) the following bombings (a total of 5) took place: University of California - Berkeley (5/15/85); Boeing (6/13/85); University of Michigan (11/15/85); Rentech (12/11/85); Caams (2/20/87).

T-90 - "3at tAen 7 Advent Aeen unden maeA itneec tdtefy. " No bombings since 1987, the next happens in 1993.

T-91, Pg. 15 - *time fan me to yet mcwiied wdO wAten 9 wdO 36 cfeane old tAiio wdC in 197\$ dnd 1979, wAten*

9 wdO Ctdqiay witA tfM... dften d montAd 9 loot dll Ao/ze dnd went 6deA to tAe woodo,..."

'85 33.3%

Above chart reflects the yearly percentages of UNABOM activity by year from 1978 through 1991.

5/26/78 - First bombing at Northwestern.

2. The U-Documents which had a Distinctive Phrase or Word Connected to a T-Documents

U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	
TOTAL		8	2	10	0	0	19	1	20	0	19	22	7	86

*Note: The 'T2' document was not compared.

3. Words that are Hyphenated, Capitalized or Underlined in the U-Documents and T-Documents.

Words that are Underlined, Capitalized or Hyphenated in the 'U' and 'T' Documents |

--

UNDERLINE | *CAPITAL* | *HYPHENATED* |

<i>UNABOM DOCS</i>	15	178	20	☒Total Documents reviewed:
<i>TED DOCS</i>	771	114	631	

UNABOM: 14

TED: 174

Approximate ratio of 'U' documents to 'T' documents: 1:12

c (c c c (

4. Monthly Comparison In Bombings and U-Documents

31.3%

25.0%

6.3%

12.5%

6.3% 12.5%

BOMBINGS U-DOCS

JAN FEB MAR APR MAY JUN

JUL AUG SEP OCT NOV DEC

Birthdays Ted 5/22

Father 5/31

PLEASE DESTROY IN CONFIDENTIAL TRASH WHEN NO LONGER CURRENT.

5. Monthly Comparison of Bombings

MAY 31.3%

JUN 25.0%

NOV 12.5%

FEB

DEC

6.3%

12.5%

SEP

6

6. UNABOM vs. "Ted" Activities

Letter Writing and Bombings Monthly Comparison

FEB APR JUN AUG OCT DEC

RED — "T" DOCUMENTS

BLUE — "U" DOCUMENTS

BOMBINGS

7. T-Documents By Month

JAN	12.1%
FEB	6.1%
MAR	5.1%
APR	6.1%
MAY	10.1%
JUN	7.1%
JUL	11.1%
AUG	8.1%
SEP	11.1%
OCT	4.0%
NOV	5.1%
DEC	14.1%

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Total	16	9	7	8	18	9	12	10	10	6	13	18

8. UNABOM Matrix - Distinctive Phrases or Words in a T Document vs. the 'U' Documents

U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14	
T-1														X
T-2		N	O	T		E	N	T	E	R	E	D		
T-3														X
T-4														
T-5														
T-6									X			X		X
T-7												X		X
T-8														X
T-9									X			X		X
T-10														X
T-11														X
T-12														X
T-13												X		X
T-14				X										X
T-16														X
T-16						-						X		X
T-17														X
T-18														X
T-19			X				X		X					X
T-20							83				X			X
T-21														X
T-22							X				X			X
T-23		X									X	X		X

9. Time Matrix - Months vs. Years

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1966	124											
1967												
1968								154	1			
1969						148						
1970	128	130				149					WH1	
1971						119						
1972						150						
1973												
1974												
1975												
1976											151	
1977												
1978		152				NWU						
1979						NWU		3	4		AM ER IC	
1980												
						WO OD U1						
1981			5	6				7			UTAH	
				83								
1982						VANDER	116			8	9	
							UC BERK					
1983								10	11			12
1984	13					14		15	17	18	19	20
						81		16				
1985		21		22		UC	BOE		25		U2	28
						BERK	24		26		U	29
						23	84		27		MIC	RENTE
											I-	85
1986	30	32	33	34	37	39	41	43	44			46
	31			35	76	40			45			
				36	38.							
				77								
1987		CAAMS		47	48	49	51			52		53
						50						54
1988	55	56			57	58			59		61	62
									60			63
								85				64
1989	I	86	65				66					
1990											138	100
												139
												140.15
1991	101		141	89	90	103	91	104	93	105		153
	156				102	145	92					106

CORRELATION OF BOMBING DATE MONTHS

	North	West	South	West	Ill	Vander	Berlin	Black	Blay	Big	Rent	Gar	Tib	Yale	Moss	Murray
					of Utah					of Michi- gan						
January																
February													X			
March																
April																
May	X	X					X		X							X
June					X					X				X	X	
July								X								
August																
September						X										
October																
November											X					
December				X								X				X

11. T-Documents Matrix - Their Months of Origination

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
T-94	X						X					
T-95	X											
T-96							X					
T-97	X											
T-98							X					
T-99	X											
T-100												X
T-101	X											
T-102					X							
T-103						X						
T-104								X				
T-105										X		
T-106												X
T-107	X											
T-108	X											
T-109			X									
T-110				X								
T-111						X						
T-112								X				
T-113						90		X				
T-114	X											
T-115		X										
T-116							X					

A critique of his ideas & actions.



James R. Fitzgerald
The Ted, Unabom, and Cabin Documents
A Comparative Analysis
May 2, 1996

harbor.klnpa.org. An analytical report comparing the writings in the UNABOM case.

www.thetedkarchive.com