## STANFORD UNIVERSITY NEWS SERVICE

FOR INFORMATION CONTACT: Bob Beyers

STANFORD, CALIFORNIA Zip 94305. (A/C 415) 321-2300, Ext. 2558

Southern California editors may contact Stanford Regional Office, 621 S. Hope Street, Los Angeles Zip 90017. (213) 627-0653

## FOR IMMEDIATE RELEASE STANFORD —

Universities are "at last aroused" to both internal and external threats to their existence, President Richard W. Lyman of Stanford said Friday (Oct. 9).

In remarks prepared for a volunteer leadership conference on campus, Lyman declared: "Let all those who would constrain the universities beware, whether they act in the name of patriotism or anti-patriotism, revolution or reaction.

"Once aroused, we and our friends intend to defend ourselves and the precious heritage of our species. I believe we are at last aroused, and that the results of that awakening will show themselves, sooner rather than later, in this decade of the 1970's."

Lyman said universities "must build adequate institutional defenses against those who would destroy us" and recall "the age-old truth that those who demonstrate incapacity to govern themselves thereby invite their own misgovernment by others."

At the same time he criticized those who sum up campus unrest in "catchy but simplistic phrases" like "pablum of permissiveness" or "the 'now' generation."

"Those who would oversimplify this question are like the traveling patent medicine man of an earlier day, who would assuage men's fears of dread disease by promising deliverance upon the swallowing of a single, inexpensive pill or elixir. . . .

"Our society, our youth, our universities have more to cope with than a mere breakdown in [college] presidential backbone. They suffer from difficulties more profound than possible oversale of Dr. Benjamin Spock's 'Baby and Child Care.' And, like students of earlier times who were neither beat nor silent nor full of Pepsi, they cannot be lumped together under any single label."

Lyman said "the already much maligned Scranton Commission" has performed "at least one very important mission" in distinguishing between various kinds and levels of student protest—ranging from peaceful dissent to bombings committed in the name of "self-righteous revolution."

Universities, he continued, must "face the fact that some among us are prepared to go to any length of criminal and anti-social behavior to further the interests of their absolutist utopias."

They must also recognize that faculty "are not, by virtue of their annointing as members of the community of scholars, thereby given sanctuary from the laws of the community or the injunctions of common human decency."

He acknowledged that universities "have been slow to face the fact that a world in turmoil will lead to a campus in turmoil if we expect to do no more than rely on our intangible traditions of mutual respect and forebearance to keep the peace.

(more)

## Lyman to leadership conference 2-2-2

"We must build adequate institutional defenses against those who would destroy us in the first round of a 15-round battle to refashion the world in their own doctrinaire image.

"This does not mean a vain attempt to wish away the complexity of the problem. It does not mean summary expulsions without trial of persons who, once expelled, will be right back at our throats, changed from their previous selves only in that, being expelled, they will have no further cause to care whether the university lives or dies.

"It does not mean playing into the hands of revolutionary zealots by denying legitimate outlets for legitimate protests."

In view of the nuclear arms race, unbridled technological advances, overpopulation and the "ever present reality of death by racial wars of extinction here and abroad" Lyman added "I would fear for the future of this country and the world if American youth were complacent and at rest today."

Educationally, he noted, Stanford has seen a major growth in the involvement of full professors teaching freshman seminars. Student interest in a new program in human biology runs strong, as does involvement in problem-oriented workshops which carry academic credit.

"Living, learning, and teaching do not remain static," he observed. "The life of the mind is not an escape from the world, it is the uniquely human opportunity to understand and shape the world.

"Universities are not rest homes for the abstract and the other worldly."