FILE LYMAN

NOTES ON RICHARD LYMAN INTERVIEW WITH BARRY HILLENBREN AND DON NEFF OF TIME MAGAZINF 9/30/70 (Bob Beyers)

(Close paraphraase unless quote marks are used)

# Why did you accept the presidency? Why would anyone?

Had a chance to krex quite a bit about it as acting president and provost, although you never really know until youere actually in it.

Anyone who accepts a presidency should have a pretty strong commitment to higher education in general and to the par icular university that asks. (Ed. note: see transcript of 9/25/70 press conference)

College presidencies are faced with conflicting demands as to the direction of their leadership, and these get a little more strident each year. As noted in freshman convocati n talk, as the uncertainties increase, the talk gets louder.

One of the mistakes some times made (by presidents) is to believe that you can been everyone happy and reconcile conflicts. (Some conflicts may be reconciled, others not.) It's better to be clear and unequivocal (than to say different things to different groups). That way, at least, you don't add to frustrations by not being candid.

#### Doesn't that leave you open to charges of inflexibility?

Candor and devotion to principles may not necessarily be equated with inflexibility. Flexibility itself can be aprinciple. Some administrators have failed when what they see as a basic conflict with principles actually is not.

I admire Brewster's comment that no president is a president for all seasons.

# You have 19 years before retirement. How long will you stay?

Not all that longth of time. That's a problem on the mindsof many search committees (including those at other institutions). Setting a fixed term in advance could prove "grossly inappropriate" when the time came. I don't think anyone would anticipate indefinite tenure of office.xxxxx (As a compromise between those extremes) say about 10 years at the outside---the very outside.

### What about public acceptance, support of universities?

There's been a "very great erosion of confidence in universities"
It's financial impact is not easy to assess, on balance (at Stanford)
There was a "very significat drop" in gifts from living individuals,

more ominous to us than would be a drop in bequests. But it's difficult to markxondexthexamentem influencem tetakhxonanketochund , weight the relative influence of economic factors (like the stock maniet drop) and ebbing confidence in the university. Both factors play a part. Alumni gifts (through annual fund) remained about even with a year ago.

#### What about increased intervention of governing boards in university affairs?

"It&s clear that one thing revolutionaries have accomplished (generally) is to make trustees and regents more important than they used to be." Many real radicals believe in (French phrase for) politics of the worst -- that in the long run the revolution will benefit from worsening conditions. That strategy, in my opinion, is "dangerous nonsense."

(At Stanford) trastees know and will say that they sho ldn't try to get involved in day-to-day affairs, concentrating instead on the longrun. Trustees (generally) are not equipped for much more detailed intervention in university operations (like evaluating lower echelon appointments). The more you broaden a board and make it more representative, the more you tempt people to think trustees should run the place (in a detailed way). The days when business leaders and lawyers are trustees are over.

Private institutions are better organized (than public) to fend off momentary public pressures. Leaders of state universities value continued good health of Ivy League institutions as (an independent yardstick)

#### How about parental pressures?

In loco parentis is over. "You can't take children treated the way most students have been in high school and ask them to be treated more paternalistically" in college.

Some parents arm question the financial sacrifice that college involves. We're encountered some sales resistance, just as there is tax and bond resistance with the public. The gap between private and public institution was getting dan gerously wide before recent state tuition increase. That gap is probably a very significant factor for private institutions.

With two daughters in private institutions, I know it's an awful lot to spend.

#### What about student unrest?

politicians and universities There's a really unproductive debate developing (between the commention) There are dead cats being thrown back and forth across the fence. The sooner this de-escalates, the better.

Around the world "there's massive unrest, disaffection among people undergoing liberal education...it's based on feeling of helplessness to change some major trends which seem to them --- I think rightly--to be going the wrong way."

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The problem isn't going to be solved by saying "it's the campuses' baby" or by saying "give us a good foreign policy and you won't have unrest."

#### What about presidential power within the university?

People interestedin reforming the university kgenerally) have tried to diminish the power of the presidency...yet the same people ask the president to make decisions swiftly. Presidential power has eroded "quite seriously" in universities.

The president has to find time to get out around campus, to meet and listen to people instead of talking. The president runs a great risk if he gets sandwiched behind his desk, burried in paper. Its absolutely essential to get out. I went out to the registration lines yesterday to get a feeling for what students were encountering there.

#### Do you see an anti-intellectual trend?

"It's endomic and threatening to become epidemic" (for more, refer to Phi Beta Kappa talk in February, 1970)

# What about the radical argument that academic freedom is an excuse for the status quo?

By its willingness to abide by the law, with train/for existing professions, etc. the university doesn't pretend to (totally) separate itself from society. Yet I personally favor ROTC programs that are run off campus (as an example of where there should be separation)

When it comes to research, some have suggested setting up "commisars" to determine what research is acceptable and what his not. I oppose this. With very few exceptions, Stanfordinsists that research projects involve students. "The line between research and teaching is not---and mismin ought not to be clear."

#### What about Cambodia and strikes?

Students in U.S. universities regarded that as a sign the war was be ng expanded. The Cambodian government hadn't asked for intervention. But once you start down that road (of strikes) there's no logical stopping place. (Lyman personally opposed the intervention and was one of the first to urge a national "teach out")

## Do you regard yoursdeffas a hard-liner?

(Catch words like that don't makes help communication) No..."Law exists to serve a purpose; the fact that it doesn't serve to perfection just says it's a human institution."

#### Again, what about unrest? and the generation gap?

"With the exception of those few totally committed to belief in alienation as a way of life, I don't believe it's that hard to find human bonds between young and old" The generation gap "can become an easy excuse for not trying very hard (to listen) --- on either side."

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Woodstock may seem hard to understand now, yet in 18th Century England there were as many as 80,000 persons who attended mass rallies of the Weslyan movement (that had some similarities)

#### What about repression?

I've never heard of a society wit out repressive acts. (But there are clear differences in extent and degree...compares with East Germany) "Genuine emancipation of the individual is much harder to achieve than most people think."

How do you compare America now with the Weimar Republic in Germany?

Not in very many ways...but the attitude of the extreme left in the Weimar Republic (that after Hitler we'll have our chance) compares with what some of the extreme left is saying today in the U.S.—except the U.S. left today is nowhere xxx asgood Marxists as were the Germans. In this one respect, xx "there is a very close parallel indeed, very dangerous."

If "If a totalitarian regime of the Right ever comes to the U.S., who plays the role that America and Britain did against Hitler in World War II? Where will salvation come from?"

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