

The 1967 Models

The University unveiled its new line at the Owen Field showroom on June 4. Though there are a few radically designed departures among this year's models, most are conventional. Today's trends: the emphasis is on increased brainpower, greater maneuverability, more flexibility, less chrome, fewer frills. The models today may make a bit more noise than earlier ones, but generally they'll get good mileage. Care to listen to some of the engines?

A FAVORITE SUBJECT of the older generation is the younger generation. Adults have always exhibited varying degrees of curiosity, concern, alarm, apprehension, envy, bewilderment, affection, and hope in, of, and for young people.

This bent seems particularly appropriate in this day and age, when those who have only a vague notion of what "up tight" means, who or what Jefferson Airplane is, the difference between LSD and STP, and anything

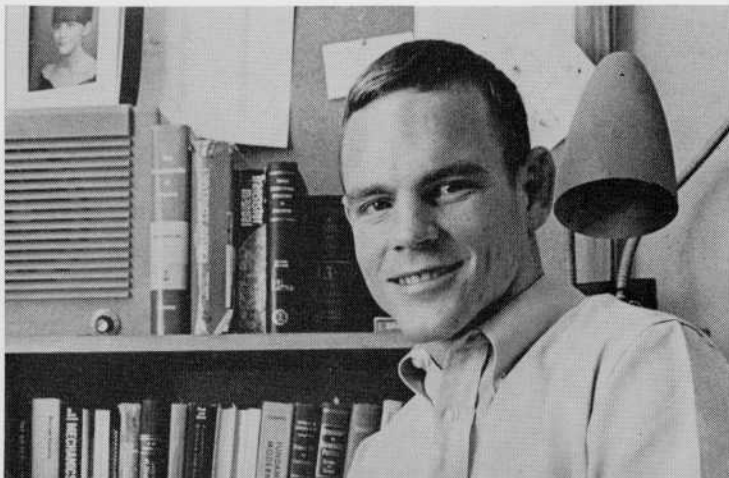
at all about the Hobbits have discovered that persons under 25 years of age have somehow accumulated an impressive—some believe inordinate—amount of influence.

One reason this is so is because there are more of them, though the elder statesmen and military geniuses of the world are steadily reducing their numerical edge. But since they are still a majority and since they shape many of the manners and styles of society and since they may be in charge

one day—even more than they are right now—it seems fitting that they are occasionally appraised.

And they *are*, of course, occasionally, if not perpetually, examined, analyzed, and agonized over by parents, school people, psychiatrists, sociologists, psychologists, clergymen, Pat Boone and Ann Landers, and, of course, and inexhaustibly, by magazines.

It is in keeping with this latter practice that *Sooner Magazine* selected 18



On page 14, from left to right are Tony Keys, Cleophas Steele, and Janie Potts. On this page, at left are Roger Mickish (above) and Kyle McCarter (below). The young lady pictured above, Carole Choate.

graduating seniors, an elite segment of the younger generation, and talked with them. No attempt to characterize the typical college student has been made. No conclusions are offered. There will be no tricky stuff which speakers and magazine articles use: like quotes about how the youth are

going to the dogs and there's no hope and then we find out some fellow said this in 1689. Or 42 B.C. We thought you might be interested in some of the people who graduated from your alma mater. Period. Photographs of the 18 appear, with general data about each at the end of the article. Also there are

selected remarks made by them during interviews, interspersed with quotes (in italics) from an article written by Roger W. Heyns, chancellor of the University of California at Berkeley, for the Associated Press on his assessment of the present college generation. The students' remarks follow:

My social and ethical attitudes have been greatly broadened by the experience of knowing other social and reference groups at the University. Not until you understand these other people do you become aware of how much your previous attitudes have been shaped by your family and community.

The freedom of expression on the campus has given me confidence to form and voice my own views. Too, I'm much more tolerant of other views.

"The vast majority of students respond industriously to academic demands. They are better prepared, have better work habits, and work harder than the students in the 1930's, for example."

The costs of higher education are reaching a danger point. It seems to me that the state must decide who we keep out: those who can't afford the expense or those who don't have the ability to make it.

In high school I was very clubby and committeeed; now other things are more important to me than activities.

OU has some truly outstanding professors—as good as anywhere, you just have to choose carefully. There's a sparsity of really strong ones, but they're some here.

I have had far more restrictions at OU than I did at home. Housing rules and regulations sometimes seem to take precedence over academics. The housing situation here is regrettable. My experiences in apartment living have been unsurpassed. I think all girls need this experience before graduation—or marriage.

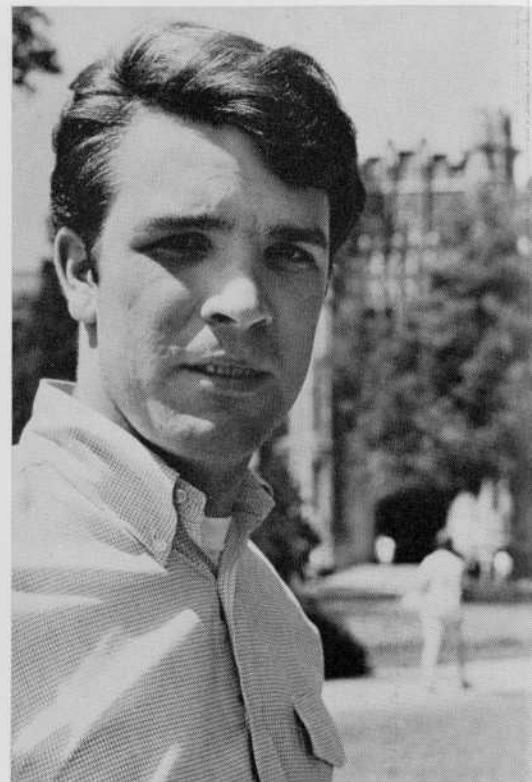
Provide the opportunities, let me choose, but don't outline a rigid program.

OU's reputation as a party school is ridiculous. At 11 p.m. Norman is one of the deadest towns there is.

"They are more interested in social and recreational activities rather than in student government, student groups, or running the campus newspaper. . . . This trend may not mean that most students are passionately devoted to the life of the mind. It does mean that the organization is less important to the students. The parents of these young people show a similar drift from organizational life to private individual activity."

There's too much emphasis on committee work and activities. It's more what one *does*, not what one accomplishes.

Student unrest that is tied with academic freedom is going to expose some of the unmitigated follies at OU. How the students



face the challenge, says Dr. Cross, will determine how much responsibility they are given.

I was and am impressed with the beauty of the campus and the friendliness of most students and professors.

Dr. Cross and the administration have cultivated an atmosphere of liberality and openness to change that is marvelous. People who were once seemingly so conservative and even reactionary are now able to look at other viewpoints without being horrified.

"Students are participating in the social and political discussions of the time with what may indeed be additional vigor and intensity. . . . In the last five years students have joined civil and religious leaders and have played an important role not only in dramatizing issues but in effecting changes in our social order. It is true that the student of today has more interest in the social problems of his time than did the students of previous generations, but it is important to recognize that this heightened awareness also characterizes the society at large. This generation of parents is also more sensitive than its predecessors to the problems of race, poverty, and medical care."

There's still too much time and effort spent on queen contests and other such inconsequentials. These little sorority girls with queen candidate handbills tacked on their blouses are absurd. Too many people are too concerned with things of this sort.

Students have more awareness of the importance of their experience. We want more responsibility and it's encouraging to see so many who are willing to become involved in achieving it. Students from other schools are amazed and envious of the freedom that we have here and are still working toward.

I thought the thing to do when I entered school was to study—exclusively. I made my best grades the first semester but I didn't learn anything. I finally caught on.

The atmosphere has improved, but it's still pretty sleepy.

I studied most of the time in high school. Here I've broadened

my concepts of education. I enjoy talking with people with different viewpoints and from disciplines different from mine.

"All observers agree that the students with these social concerns and the desire to put their ideas into action are by and large serious, responsible, and idealistic. The number who are truly alienated from society and basically hostile are few in number."

These big monstrosities (tower complexes) are disappointing. My sister at Michigan says the gargantuan dorms are out. She lives in a co-op. I'd like to see something along these lines at OU.

We're still thought to be pretty barren in this school. The state will have to grow before OU can in this regard. One thing that should be done is to attract more personalities as outside speakers. Pike and Altizer did wonders for this campus in showing what kind of ferment such people can inspire. We need more—I should say some—of this.

The high school view of society, this simplistic indoctrination, is destroyed when you study more widely and see the world as it is. We discover emptiness in some of the older values like money and status. We want to do our own thinking, arrive at our own values.

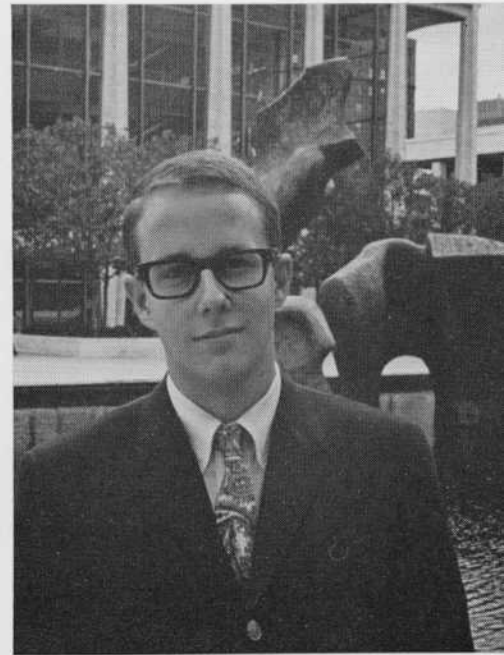
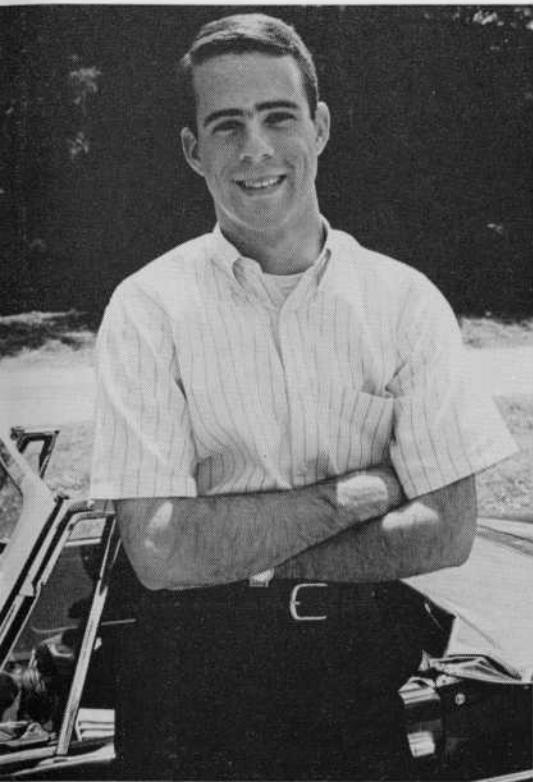
It's easier to be different now than it was and this is healthy.

Outside speakers are imperative. I wish more Oklahomans were aware of who students at Berkeley, in the East, even at Texas have an opportunity to hear.

The older people with their entrenched values can't understand why many of the kids are beginning to throw them back in their faces. They actually believe all these things. They're really boxed. Most would live more comfortably in the early twentieth century.

Student apathy is still prevalent, but I'm around kids who question, read, become sincerely involved.

If you want a boring, almost frightening evening, go out with older people and listen to what they talk about and do for diversion. Even as young as the mid-thirties, they're programmed into middle class inanities.



Left to right, Eric Feaver, Susan Shepard, Gordon Hanson, Sondra Howell, Gerry Fisher, Ralph Doty.

We see the discrepancies between what we're told to uphold and the way things are. Sure, we're distrustful.

Anyone can find intellectual stimulation. You have to search, but it's around here somewhere.

Activism has been positive instead of negative here. We're saying 'Let's do this, let's form this.' I think we're putting out a potentially strong future leadership.

Freshman counseling is lacking. You have to keep asking questions all the time or you won't find any answers. Some kids are often lost, thrown into the wrong courses and curriculums.

The Greeks need to be more forward-looking and progressive in terms of restrictions. The conservative alumna leadership in sororities are going to have to try to understand today's young people or the Greek system will suffer. It's already slipping.

"The activists and their temporary allies, the genuinely hostile, are relatively few in number, but they have a special appeal to the large body of students. They call attention to important causes and valid social problems. They have an aggressive attitude toward authority figures which, while frightening to some students, is nevertheless attractive. They appeal to moral values and they document the hypocrisy of their elders extensively. All this has a special message to young men and women in search of a set of standards truly their own and which they can defend. Many students are uncomfortable about their beliefs—or lack of them—and their young colleagues who speak with such moral conviction and assurance have considerable impact upon them."

Instead of sitting back and accepting everything, the thinking people have said, 'We don't have to take this.' I think there has been a power vacuum on the campus that is gradually being filled.

Many aspects of the teaching process disturb me. Too many classes are a waste of time. Some supposedly name teachers are over-rated and are as eager to get out of the classroom as the students are. Others seem to be frustrated by poor salaries and heavy loads and only teach at a level they feel they are being paid to teach on.

When I came here, I looked upon a degree as a means of bargaining, a negotiable commodity, but I now see a bit more significance. This probably sounds like a lot of idealistic bull, but I want to make my education count for something important. I don't want to join the rat race. I want to become involved in human problems rather than worry about a house, two cars, and a country club membership.

I admire the bright young professors who are staying apparently because they've pledged their allegiance to OU.

I feel that our professors are too hesitant to speak out on issues like Vietnam. The Bible Belt environment is still influential in Oklahoma. The public is not very tolerant.

"That moral confusion in the adult world doesn't help. It is responsible for the fact that the student, groping for standards of behavior, exudes an unhappiness with things as they are. Many students are particularly disappointed with the faculty for failing to help them find meaning for their lives."

This campus is almost exclusively socially oriented. We pay for letting everyone in who has the money.

I'd like to see more consultation with students about curriculum, standards, requirements.

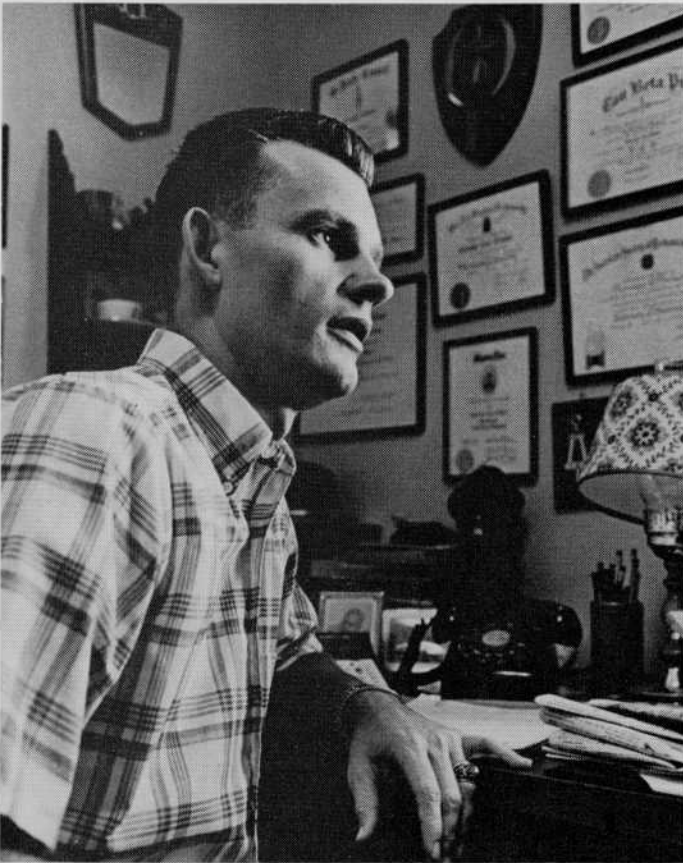
Academic freedom is simply a question of how much courage students, teachers, and citizens have to accept the American tradition of freedom of speech. We ought to quit paying lip service to it if we don't believe it.

Greek associations, if taken with a grain of salt, if recognized as simply a voluntary association of friendship, are all right.

Diversity has increased noticeably. You can't pattern an OU student anymore.

Student unrest to me is a lot of young people who have grown up in a different environment from their elders and are asking why to pat answers, questioning their relevancy to present situations.

I don't equate success with income anymore.



Above: Michaelyn Barker, Terry Tinkel. Right, top: Susan Waltz, Randy Huffman, Jack Arnold (left), Chris Gibbs.

I was appalled at the state senate's position on academic freedom. Maybe we could work out a trade with another state.

I've lost my liberal tendencies in many ways. I have become more conservative. I see more to working within established structures.

I've become aware of some legal injustices. For instance, the hippies' pads are the places raided in search of pot. Nobody raids the frat houses.

"American institutions and the society generally have been strengthened by the annual infusion of graduates of American universities and colleges. Over the years they have provided crucial skills and a basic commitment to the republic. Their attitudes and values and their attributes of mind and heart have given our country great flexibility, resourcefulness, and a readiness to assume worldwide leadership. This generation will be no exception; indeed those of us who work with them on a daily basis confidently expect more from them than their predecessors have given."

I'm disappointed in an emphasis in buildings rather than teacher's salaries. If an alumnus wants to give money, I think it would be best to earmark it for a professorial chair rather than a building.

Unless a senior is a friend of a professor, he often has a hard time finding the procedures and knowing the deadlines in post-graduate guidance.

This administration has a good concept of what a university should be and do. We're fortunate to have such a group of top-caliber professors who would be top-caliber anywhere. I admire the men who have faith and stay and work and fight.

After the freshman year, no one should have to live in a dorm.

I think it important to have friends in all spectrums—hippies to ultraconservatives.

I'm happy I attended a state university. There's much more diversity in one; not as much inbreeding or pretentiousness as in some exclusive schools. Here's where the people who make the democracy are.

The social atmosphere here is great. The girls are good looking and numerous, and I love them all.

The associations I've formed with persons I've come to know here I think are the most important I will make in life.

Most students are well satisfied with the status quo.

To restrict any idea is wrong.

The frat man stereotype is not as generally true as it once might have been.

A lot of the student unrest is caused by people who simply like to rebel.

I like the bigness here. There are so many kinds of people on all levels. You have a sophistication that smaller places can't have.

Good teachers are the ones who are excited about their subjects.

Greek activities tend to become disproportionate. I don't get too excited about making posters.

There are people here who don't want to get out and get their \$15,000 a year and live in a nice neighborhood if it could be blown up.

I haven't rejected any fundamental belief. I've reevaluated a lot of things.

I was a social fraternity man and like some university activities, I don't think it was a complete waste.

If there is a lack of an academic atmosphere, I think the frat system is partly to blame and partly a failing in student-faculty communication. Is there something in the system that prevents this? I don't know.

A student can feel he has had a successful career by getting involved in an activity. He can carefully make good grades and be recognized and not be involved at all in his field.

Our share of the national student unrest has been pretty small.

It's a schizophrenic displacement on the part of the young. It's been hard for any person in our capitalistic society to see any significance or relationship of his role to and with the whole. This uneasiness has filtered down.

Prosperous nations tend to be conservative and young people tend to be liberal.

General Data

Pages 14-15: KEYS—Velma, Okla.; psychology, zoology, chemistry; enters OU med school in fall; Honors Program, Phi Eta Sigma. STEELE—Dallas; political science; enters Houston University law school in fall; honor student. POTTS—Edmond; history; will teach in Colorado Springs in fall; president AWS. MCCARTER—Norman; English; enters Oxford in fall as Rhodes Scholar; Outstanding Senior Man, University Scholar, Phi Beta Kappa, Pe-et, PLC. CHOATE—Norman; zoology; enters physiology dept. Georgetown Medical School in fall; Recipient of 1967 Carl Albert Award to outstanding graduate in Arts and Sciences, University Scholars, Honors Program, Phi Beta Kappa. MICKISH—Edmond; physics; enters graduate school in physics, probably OU, with one of 15 NCAA \$1,000 research grants made to nation's outstanding scholar-athletes; wrestled 160-167 for Sooners, tied with Bill Lam for most career victories, second NCAA at 167 in 1966, Waddy Young Award, Big Eight Medallion 1967 for OU's outstanding scholar-athlete. Pages 16-17: FEVER—Norman; political science, history, economics; enters Johns Hopkins School for Advanced International Studies (Washington, D.C.) in fall; Silver Letzeiser medal, Honors Program. SHEPARD—Dallas; zoology; enters Texas Univ. med school in fall to study physical therapy; vice president AWS, chairman OU judicial board. HANSON—Downers Grove, Ill.; Latin

American studies; enters Peace Corps to teach in Peru in fall. HOWELL—Claremore; philosophy; enters Peace Corps to teach in Tunisia in fall; ADF scholarship, honor student. FISHER—Midwest City; finance; enters Air Force in fall; cadet colonel AFROTC. DOTY—Oklahoma City; enters graduate school in philosophy at eastern university in fall; Rhodes Scholar finalist; Woodrow Wilson Fellowship, captain College Bowl team, National Merit Scholarship, Phi Beta Kappa. Pages 17-18: BARKER—Frederick; classical languages; will become graduate assistant in Latin at OU in fall; General Motors Scholarship, University Scholars, Phi Beta Kappa, Honors Program. TINKEL—South Bend, Ind.; mechanical engineering; enters Naval OCS then Division of Naval Reactors in Washington, D.C.; Top engineering student, St. Pat 1967, participant in Naval Enlisted Scientific Education Program. WALTZ—Lawton; professional writing; married this summer; editor Oklahoma Daily 1967, honor student. HUFFMAN—Norman; political science, psychology, English; enters OU's graduate school in political science in fall; University Scholars, Honors Program, Bronze Letzeiser Medal, Rhodes Scholar finalist. GIBBS—Amarillo; architecture; enters training program with Dallas construction firm this summer. ARNOLD—Tulsa; architecture; joins Tulsa architecture firm this summer.