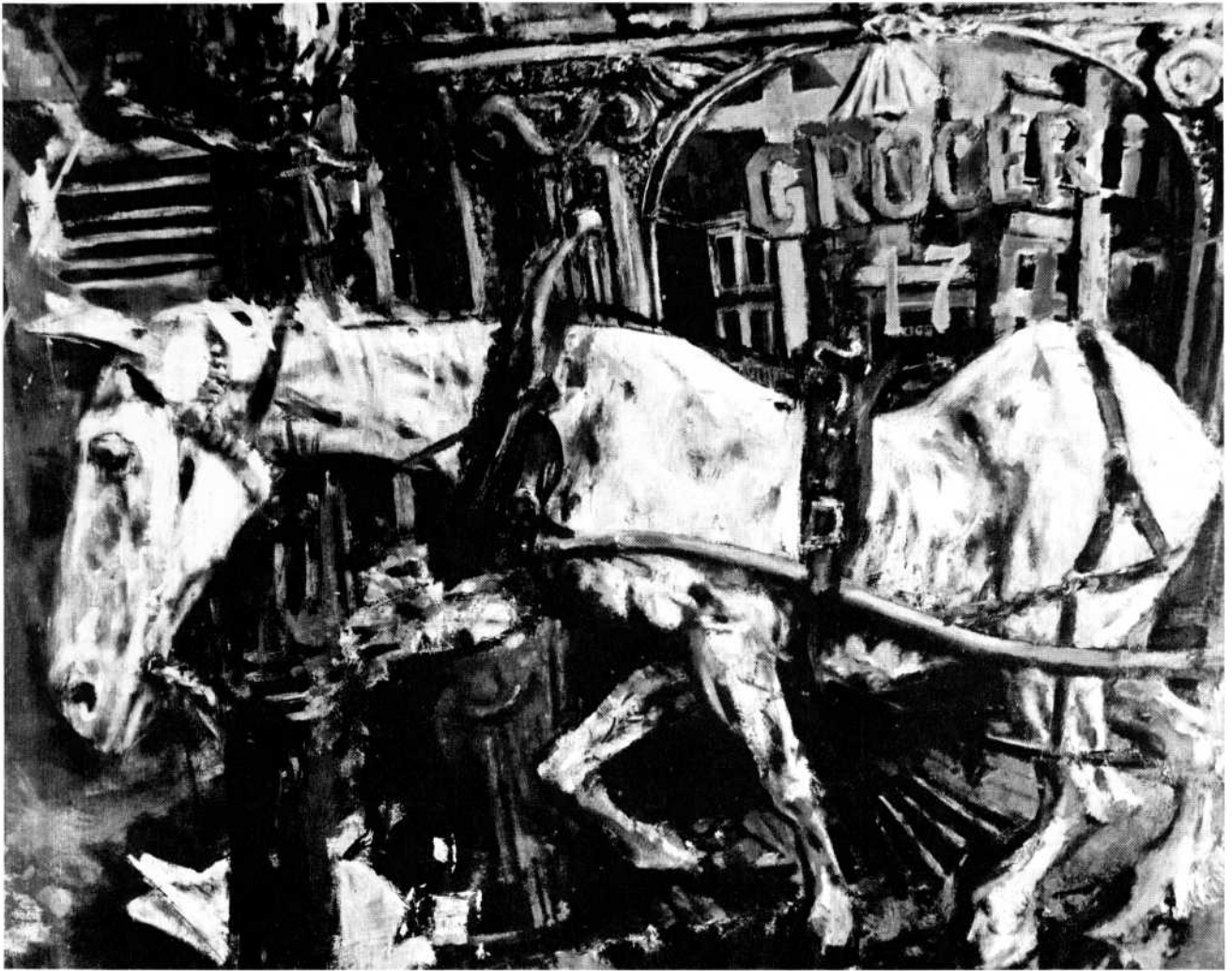
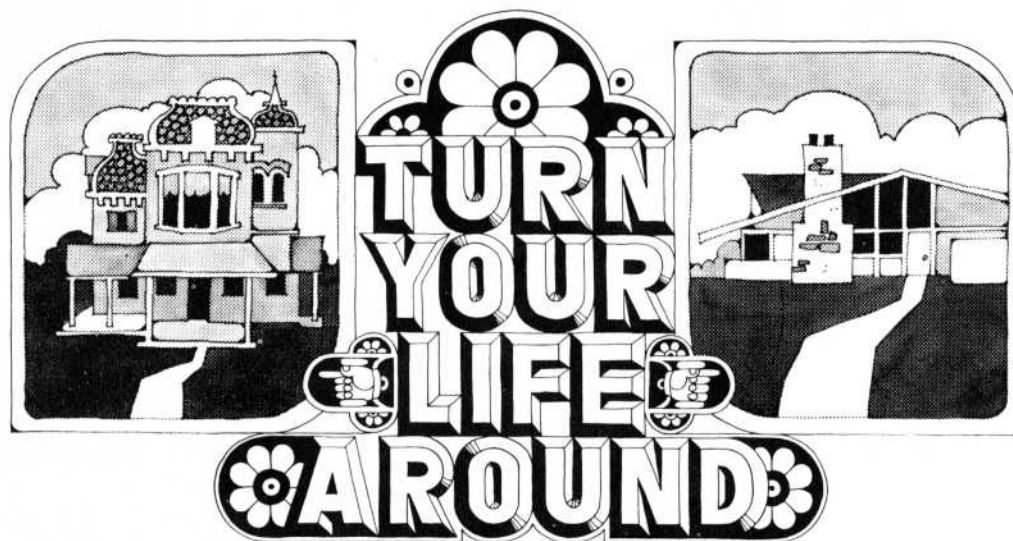


# SOONER

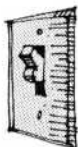




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# SOONER

November-December 1969  
Volume 42, Number 2

## in this issue...

Response to the new magazine format has been most gratifying. In fact people seem to like it so much we wonder what we're doing wrong. Anyway, thanks to those who took the time to write or call. If anyone has complaints or criticisms, we're willing to accept those too, though not quite so gracefully.

While the last issue was sort of devoted to an overview of the University, this one is made up of bits and pieces. The interview with Dr. Hollomon is a long one, but it covers a few issues we think alumni are interested in. There is a peek into the future toward the day when the new art museum is completed, and there is a lingering memory of the past in a photo replay of Dame Eva Turner's recent visit to the University. If you've ever wondered about what women do once they graduate from college, the story on a summer survey might be of interest. For the sports minded there's a look at OU's basketball prospects.

Of course there is Ron McDaniel's communique, the usual campus notes and a new occasional feature bringing you a message from the Board of Regents. In January-February we'll take a look at the cost of operating a university—our university in particular.  
—CBR

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cover photo—Jack Levine's "White Horse" looks a little like a lot of us feel around holiday time. That horse, a 30 by 36-inch oil on canvas, is worth about the price of a nice lake-front cabin and is part of the art museum's permanent collection. More news about the museum on page 3.

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# Alumni Letter

The past five years have seen an enormous change in the institutions of higher education across the nation. Concepts of learning that went unchallenged for generations have been questioned and in far too many cases found to be inadequate. The roles of the administration, the faculty and the student have alternately been condemned and praised, but in almost all cases they have changed.

The net result of much of the turmoil of the past years is not yet entirely clear. But one thing is certain—the University of Oklahoma has not been immune to this period of change and neither has the Alumni Association. Whether we like it or not, the role of our Alumni Association will be altered greatly in the 1970s. Our contributions to the growth of the University will have to be even greater than they have been in the past. No areas will be more crucial to the University's growth or require more alumni assistance than academic recruitment and private financial assistance.

Competition for outstanding high school students has never been greater than it is today. Every university must have substantial assistance from its alumni in finding these top students. The University of Oklahoma is no exception. Even though we now possess the strongest school relations department the University has ever had, we cannot begin to reach all of the good students that might be interested in OU. This can be done only through the efforts of alumni clubs and interested individual alumni from all across the nation.

Our organized alumni clubs now are developing scholastic programs that will render great assistance in this area. Many groups hold receptions for outstanding high school students from the junior and senior classes over the Christmas holidays. Other clubs are securing the names of those juniors who are selected to their high school honor societies and are forwarding those names to our office. The names we receive are turned over to our school relations department, and letters of congratulations are sent out. This correspondence is effective in establishing a basis for future communication from the University to these young persons.

The University also is attempting to develop a summer program that will bring high school leaders to the campus between their junior and senior years. This too could be an influential factor in determining where a student will choose to pursue his higher education. However, none of these programs can be effective unless our alumni have provided us with the names of these top students. I hope these few illustrations indicate the vital contribution that alumni must make in the area of student recruiting.

One of the most common statements I hear from alumni is, "I never hear from the University except when they want money." In my opinion this is a legitimate complaint, and it is unquestionably the obligation of the Alumni Association and the University to inform all our alumni and friends of the current activities and plans of the University. This must be done without always adding a plea for funds.

On the other hand, we must understand that the University of Oklahoma is no different from any other major university in the United States. The University must have substantial financial support from alumni and friends if it is to achieve and maintain a satisfactory level of academic excellence. Whether it be through the Alumni Development Fund, the University Foundation, the Touchdown Club or the President's Club, the University of Oklahoma cannot be an effective institution of higher education without major financial support of a private nature.

For the academic year 1969-70 the University has set a goal of \$7 million in donations and grants from the private sector. If we are able to achieve this goal, we will see a marked increase in the achievements of the University from the classrooms to the football field. As in academic recruiting, much of the responsibility for the development of this support rests with our alumni clubs, concerned individuals and the Alumni Association itself.

In discussing both alumni recruiting and private financial support, the point I wish to emphasize is that the Alumni Association must move with increasing speed in the direction of being a vital factor in meeting the needs of the University.

We can no longer view the Alumni Association as a predominately social organization that provides intermittent service to our alumni. We must serve effectively the real needs of both the alumni and the University. Above all, we must inform and involve our alumni in University affairs to a far greater degree than we have in the past.

Your support, your criticisms, and your participation in the University of Oklahoma will largely determine whether the University realizes its goals of excellence in the seventies.

Don McDaniel

**When are the  
movers coming,  
dear?**



Seated Nude Crowned with Flowers — Picasso

Like parents awaiting the birth of a child, the people in the Museum of Art and the School of Art are watching somewhat impatiently the gradual blossoming of what will be the Fred Jones Jr. Memorial Art Center.

After long years of rather barren existence in two buildings dating from the 1920s, the school and the museum can look forward to an awesome step from poverty to wealth in terms of housing.

What was used and discarded by a whole range of campus departments from geology to the library—Carpenter and Jacobson Halls—will be up for grabs next year when the new center is completed.

For the School of Art the new home will mean an outdoor sculpture court where students can work on their projects; shops for working in clay, ceramics, jewelry and enamel, a darkroom, paint booths, mechanical equipment rooms, history and drawing labs, studios for faculty members and graduate students, exhibit space for student work and, of course, classrooms and offices.

At the museum exhibit space will be doubled, meaning more and better art shows. For the professional exhibit manager, OU's museum has long been a horror. The building is leaky, the temperature is virtually impossible to control, and as a result valuable work risks damage whether it be in storage or on exhibit.

In the new center the basement and first floor are designed in an open effect to give two gallery areas. Both galleries will have moveable walls that will fold or swing out to a variety of angles so the exhibit area can be as changeable as the art that is shown there. All walls will be fabric covered to provide suitable background for the hanging pieces.

In addition to the two indoor galleries the center will have a roof-top sculpture court where outdoor work of all kinds can be shown. The museum owns

few outdoor pieces, and development of exhibits for this space will take time.

Other museum facilities will include offices for the director and for College of Fine Arts personnel, storage for pieces in the permanent collection, preparation areas for exhibits, a sales gallery and a small kitchen where food can be prepared for the receptions that open major exhibits.

Like so much of the University, the museum reaches out to touch people far from the main campus. Director Sam Olkinetzky and his staff prepare traveling exhibits that are shown in cities throughout the state. They give lectures, they judge amateur exhibits, they consult with cities attempting to build their own art centers, and they provide slide shows, art history lessons and talks on art interpretation.

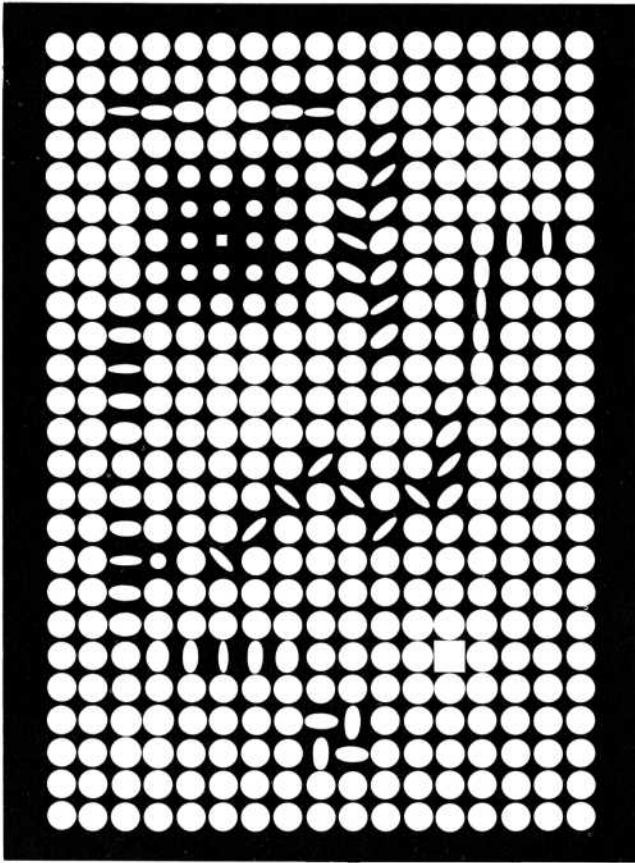
For those who come to the campus they will give guided tours whether the group be the Panhandle Ladies' Club or the fifth grade from University School.

In addition to its regular exhibit programs, the museum also sponsors occasional sales of works brought in by East Coast galleries, offering local residents an opportunity to buy high quality work in all price ranges. The museum regularly sells post cards and Christmas cards, inexpensive posters and fine paintings. And for the benefit of the community at large, they rent paintings and sculpture pieces for office and home beautification.

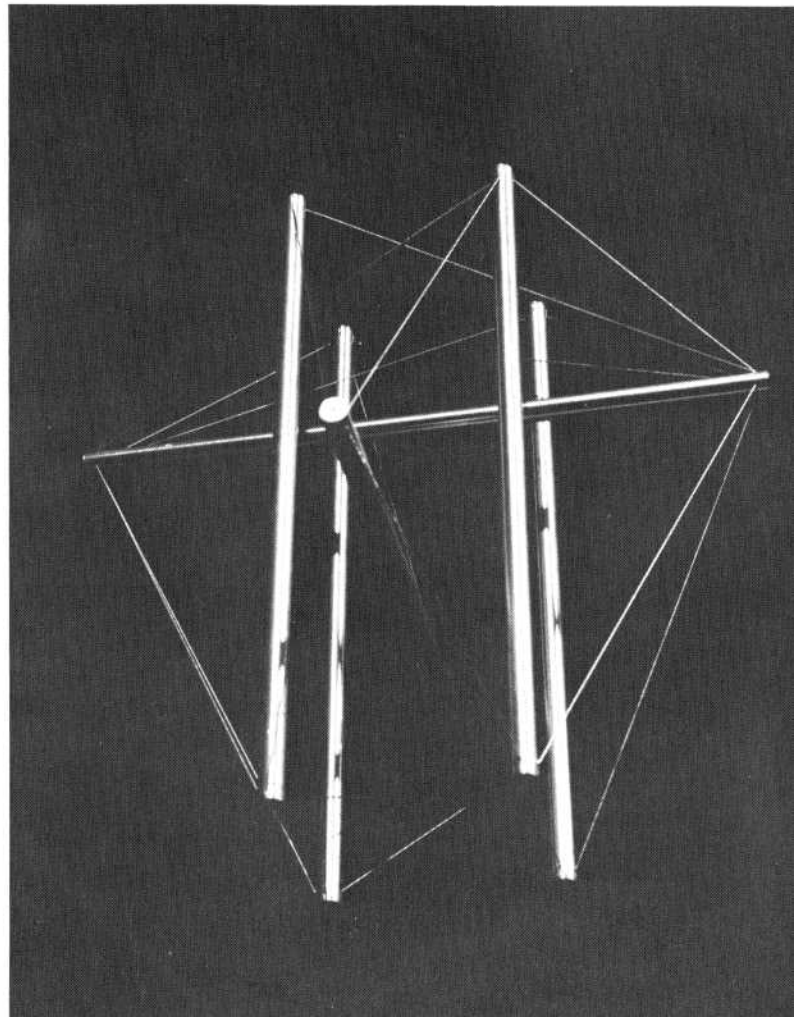
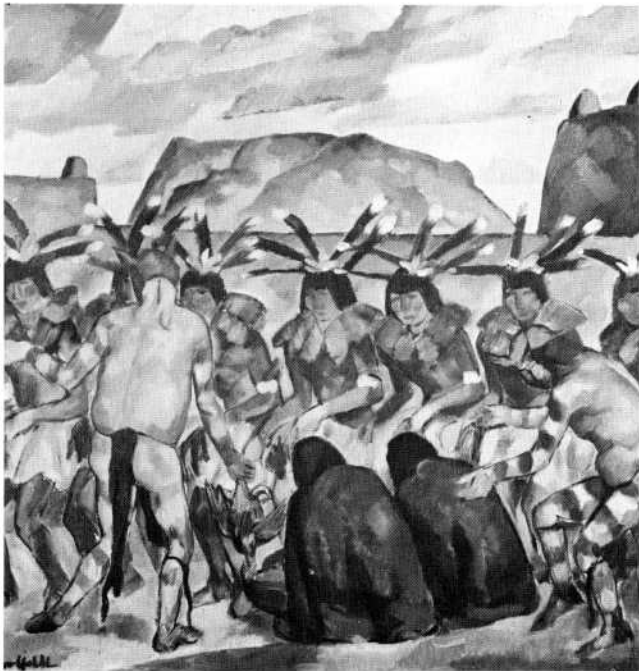
To appreciate the splendor of the new center when it is finished, patrons should take a look at the old one. Exhibits in December are works by Latin American artists which will be up December 7-21, and the annual Christmas Exhibition December 1-28, which features art in all media and varied styles appropriate to the holiday season. Museum hours are 9 to 5 Monday through Saturday, 1 to 5 Sunday, and 7 to 9 Tuesday and Thursday evenings. Admission is free, naturally.

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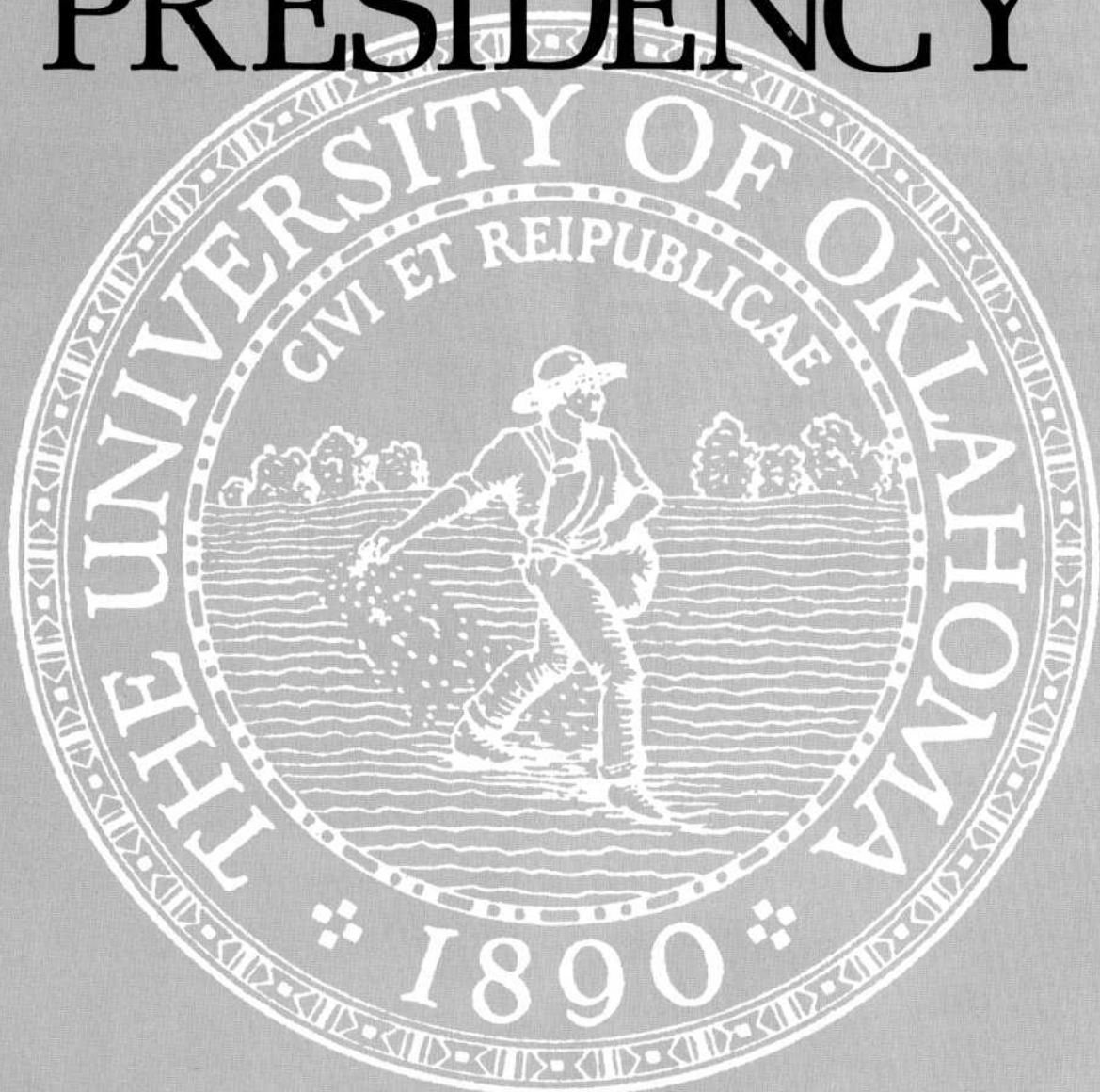




The art museum offers something for everyone from Victor deVasarely's "Grille" (upper left) and Kenneth Snelson's aluminum sculpture (lower right) to more traditional works such as B.J.O. Nordfeldt's "Thunderdance" (lower left) and Rembrandt's "The Goldsmith" (upper right). Opposite page is a view of the new museum's sculpture court.



# THE PRESIDENCY



6

by Connie Burke Ruggles

Humor columnists and cartoonists have found the college presidency a fruitful source of material. The job that used to be one of sedate academic serenity now sits in the middle of perpetual controversy. The first year of John Herbert Hollomon has been no different. In some ways it has been even worse. He came to the University as an outsider, someone unschooled in the ways of the Southwest. He took the post of a man who had endeared himself to huge numbers of people during his 25-year tenure. He set about bringing change to the University in a rather grandiose

manner. Herb Hollomon rubs a lot of people the wrong way. He is blunt, seldom the picture of sartorial elegance, sometimes shocking to those who expect their college presidents to be mild of manner. To his advocates the president is a breath of fresh air, an innovative mind, a man unafraid to confront the most sacred of cows. The result is a man of controversy, a man not totally believed, not totally trusted, not totally liked, but a man who must be respected for upholding what he believes and for fighting to move the University of Oklahoma constantly forward.



**Sooner** — Do you have plans for reaching greater numbers of alumni and increasing their involvement with the University?

**Hollomon** — one of the most important problems of any university these days is to inform and involve as many of its constituents as possible. Everybody, in one way or another, feels, and properly so, that his university belongs to him.

Alumni are concerned because the reputation of the university from which they graduated, or where they spent part of their time, affects in one way or another their own reputations. Further, alumni are concerned in the same way that people are concerned about their families. They are concerned about the problems and opportunities of the place and the people they knew when they were young.

Professionals are concerned about the quality of the professional schools from which they graduated. Doctors wish to insure the medical education of youngsters with whom they will associate is not only adequate but superior.

Citizens are concerned with the university because they pay taxes to support it, and fathers and mothers of potential students are concerned.

The difficulty is that there are so many people to inform and to become involved, and we've done so very little in the past, that the task is enormous. Furthermore, there's been a long tradition among college and university administrators that the less the public knows, the better. My own view of the matter is just the contrary. The more the public knows, in my opinion, the better the university will be served by the public and the better it will do its job for the students for whom it is responsible.

We have a number of plans for a greater involvement of alumni. A very large number of our alumni are now participating in the board of visitors and visiting committees to the various departments and schools of the University. By the end of this year it is our hope to have some 1,500 people on visiting committees to be helpful to and critical of the various academic units of the University. Most but not all of these visitors will be alumni.

We also have plans to encourage, develop and make more effective the alumni clubs throughout the country, particularly those in the Southwest region.

As this is done, we hope to provide those people particularly with information about the Alumni Association and about the University.

As I understand it, you are improving and developing the alumni publications to more effectively present the facts and hopes and prospects of the University to the alumni.

We also are developing an improved public relations program so that we will, from time to time, publish documents and stories which describe such things as the financial plight of the University, the student hopes and aspirations, new academic programs.

None of these things will be enough in and of themselves, but I think the most important factor is the attitude of the people here at the University. I hope we will become open and able to provide the kind of information to all our publics that they need to have to make wise decisions about the University.

**Sooner** — I am sure you are aware that many of the alumni are not pleased with the kind of job they think you have been doing. Particularly there is dissatisfaction with the way they think you are handling the Greek system and the athletic program. Could you address yourself to this problem?

**Hollomon** — You say the alumni are not pleased with the job that I am doing, and in a sense I'd say, "Move over. Neither am I." I also might make the comment that whenever everybody is pleased with the job I am doing, it's time for me to leave. It's not possible in this very controversial time, or perhaps it never was possible, for a university president who stands in the middle among the public, the students, the legislature, the faculty, the administration, the regents and others, ever to please them all because there are differences in views of various people as to what properly should be done at the university.

Students have one view; alumni have another, and faculty have another view. As a matter of fact there are almost as many different views amongst the faculty as to how and what the university should be doing as there are amongst the several publics such as the alumni. So I don't think it's possible ever to please everybody in the sense of having people agree with what we're doing. If we did, we would be surely mediocre because we would then be trying to develop a university having the lowest common denominator — only do those things which are so accepted by everyone that they are appreciated. Therefore, new programs or changes would hardly ever take place, and we would not attract the outstanding faculty or outstanding students that clearly we must have.

There are some issues on which a president of a university, or any man, must stand. These, for example, have to do with the freedom of faculty to express themselves. They have to do with the freedom of students to participate in some of the decisions of the university while not running the university. There are some moral and ethical principles that also must be maintained.

Neither students nor faculty nor administrators should be punished arbitrarily without due process and fair hearing. Not only must justice be maintained in the university but the university also must be a place which teaches the nature of law and justice to youngsters who will then go out into the world to become more effective citizens.

The president of a university also must try to be above prejudice whether that prejudice is one having to do with race or religion or whatever. He cannot be partisan nor can he permit prejudicial actions to be harmful to members of the university community.

Some people, I'm sure, will disagree with even these rather elementary issues and principles. This is not only their right, but it would be my desire that they express their disagreement.

There are some matters, however, about which people are disturbed because they have so little information, and sometimes the information they have is wrong.

One of the questions you asked related to the Greek system. I spent two years saying the follow-

ing, and I will say it again. The fraternity and sorority system at the University of Oklahoma can make a substantial contribution to the University. There is nothing that I intend to do as an individual to harm, reduce, or do anything else to the fraternities and sororities. I think there are a number of things, however, which need improvement.

We have had three committee recommendations, all of them I believe unanimous, from three different sets of people who looked at the fraternity and sorority systems suggesting that the rushing that takes place should be deferred until sometime like the middle of the first year. The reason for these recommendations was that a youngster coming here at the beginning is in no position, they believe, to make a wise decision as to which fraternity or sorority or whether he should join a fraternity or sorority.

Deferred rushing takes place on many college campuses, works, is effective and does not cost a great deal more money than the present system.

Now, I don't intend to do anything about that either. In my view the fraternities and sororities, if they are going to survive and develop and improve, will in fact have to change themselves. I think the fraternities and sororities need to do a great deal more to encourage academic and cultural activities within their own houses. I think they need to be more open with respect to diversity of membership. But what I think doesn't affect anything because the problem is theirs, not mine, and it's a problem for students and the student government and the fraternities and sororities to decide how they wish to develop.

The fact of the matter is that on almost all college campuses that I know anything about, fraternities and sororities are decreasing in their influence, not because anybody's doing anything to them but because they have failed to develop their own institutions to be attractive to the relatively more mature students who are coming to the college campuses.

The fraction of youngsters here on this campus who join fraternities and sororities has been declining for the past 15 years. I think that the fraction of youngsters interested in fraternities and sororities will continue to decline unless the fraternities and sororities become more interesting, more vital and more attractive to the increasingly interested, vital student who's coming to the campus.

I don't intend to do anything about the fraternities and sororities. If anything happens to them, they'll do it to themselves.

I guess the way to describe how I feel about athletics is to say precisely how I feel. I believe that both competitive and intramural athletics are extremely important to a large university. I think that intramural athletics develop not only the body but a sense of competition and a sense of fairness and sportsmanship among the students.

Competitive athletics also add an interest and a spirit to the campus for which I don't think anything else substitutes. They add a sense of competition and participation which unifies both the campus and its many publics.

Particularly in this region football, and to a some-

what lesser degree wrestling, attracts an interest in the public and the alumni, and I believe they in turn make a greater contribution to the University. The other sports also have their devotees and make a similar contribution.

I do not believe, however, that competitive athletics should in any way affect the quality or the nature of the educational program at the University, for that is our prime function. We should be sure, therefore, that the athletic program is operated consistently with the general principles which govern the educational program and that the two are operated cooperatively.

'Not satisfied?  
Move over.  
Neither am I'

My own personal interest in sports has always been real, and I've been particularly impressed here as to the role competitive athletics play to permit certain students to obtain an education that they could never have obtained in any other way. But I also believe that the president of a university must also express his interest in artistic, literary and other fields as well as in competitive athletics. Therefore, I have this year encouraged our choir to go to Europe, where it was a smashing success, and helped our drama school to send the prize winning play "Lysistrata" to Washington.

The problem with respect to competitive athletics is not one of the administration's attitude. We are supportive and encouraging. The problem in competitive athletics is rather a financial problem, and this financial problem is becoming critical with all schools that participate largely in this sort of competition.

What is happening is that the costs of the competitive athletic program are rising faster than the present or potential income is rising. All of us are concerned to do everything we can to obtain the additional financial support which will become necessary if we are to maintain our relative status in these fields.

My principle is the following: if we are going to engage in any activity, we should do as well as we know how. We shouldn't undertake activities which we know in advance will be done poorly.

If we are to continue to excel in competitive athletics, it will be necessary, in my opinion, to find some additional sources of income. I think this is true at the University of Oklahoma, I think it's also true in all institutions in the Big Eight and in most large schools that have programs of any significance.

I do not feel, however, that money allocated to us from the state for academic purposes or money paid by students for academic programs should be diverted to the competitive athletic program. I think

such a diversion, which some other schools engage in, is not only unwise but would be a dereliction of responsibility on the part of the administration. Put it very simply: I like football. I don't understand what the problem is.

**Sooner:** The University is communicating with the public on a multitude of levels. Are you satisfied with the amount and substance of the information fed back?

**Hollomon:** I am not satisfied with either the amount of information that we are providing or the response to that information on the part of the several publics. Sometimes I get too much response, particularly on controversial issues, but much of this turns out really to be emotional outburst rather than suggestions and criticisms on which we can act.

We are doing a number of things to improve this situation, one of them I've already discussed, which is the board of visitors and visiting committee. I also have asked to have established a faculty advisory committee which I will meet with once a week as I now do with students, and I've also asked the new executive director of the Alumni Association, Mr. McDaniel, to arrange an advisory group of alumni, probably derived from the Association board of directors, so that I would meet regularly with alumni representatives to discuss and listen to criticisms from this public.

The regents themselves furnish a great deal of information and suggestions and criticisms derived from the general public. During the forthcoming session of the Legislature I will meet regularly with different members of the Legislature in informal sessions not only to listen to their suggestions but hopefully to have them have a better understanding of the nature of the University and its problems.

I intend to visit alumni clubs around the state and region and listen and hear, hopefully hear, what people have to say.

Really, I would like suggestions as to how we can at the University be more responsive to suggestions and also obtain more information and ideas from people concerned about the University.

**Sooner:** Are you satisfied with what has been done so far to implement the recommendations in the Future of the University?

**Hollomon:** I've always been told that an administrator should never be satisfied with anything, and I'm not satisfied with what we've done so far.

But on the other hand there's a relatively amazing circumstance growing up. There are some people who believe that we have moved much too rapidly in implementing some of the recommendations of the plan. And some of these people are quite vocal. There are others, however, who believe that we've been dragging our feet, and these people are quite vocal.

And since I hear almost an equal amount of noise from both sides, I get the general impression that we're moving at about the right speed. If we were moving much too fast, we would have more reaction to counter it, and if we were moving much too slowly, we'd have more reaction to counter that. So I, sort of as a generalization, feel that the changes

which we would hope to make at the University are proceeding at about the right rate.

That part of the plan which deals with resources, for which the Legislature of this state is directly responsible, and the people of the state indirectly responsible, has not been implemented in the way I believe is absolutely essential.

Put bluntly, last year our request to the State Regents for Higher Education was for an additional amount of money for both the Norman campus and the Oklahoma City campus of about \$10 million. We received less than \$2 million. Now there's an \$8 million difference, and that \$8 million difference was what was necessary to implement plans for the improvement of the University.

We cannot do for \$2 million what was contemplated to be done with \$10 million, and until that problem is rectified, we cannot implement that part of the plan which deals with the necessary improvement in the quality of the education at the University of Oklahoma.

This year there is danger that we will have to curtail certain of the hospital services on the Oklahoma City campus if we don't obtain additional funds, and we also will not be able on the Norman campus to hire the new faculty which is necessary to decrease the size of classes and to give more people contact with faculty than with graduate assistants as teachers. This is a financial problem which is increasingly becoming critical.

In the area of organization I think we're moving at about the right rate. In our public relations program we need to be more effective. Our fund raising program for the University is just getting off the ground. The concept of the University Community and changes in residential arrangements are just getting started. We are in the planning stages of several small

'I'm not doing  
anything  
about the Greeks'

new colleges. Attitudes of students and faculty and administration are I think now becoming increasingly supportive of well thought out and carefully carried out new programs.

**Sooner:** Last year was, by and large, devoted to improvements for the students. What will the primary emphasis area be this year?

**Hollomon:** I will devote my primary emphasis this year to three areas. One having to do with academic matters and faculty. The second having to do with public relations and information. The third having to do with fund raising.

(Please see page 18)

Chances are, if you are a woman graduate of either 1964 or 1959, are married and have children, and started work right after you graduated, your group has 79 per cent fewer gripes about its college education.

Such were the findings of a research study conducted over the summer by an OU graduate student in the College of Education, Jan Reese. Her study covered the attitudes of two groups of OU women graduates toward their educations.

The case of OU vs. a meaningful education was presented in the form of a two-page questionnaire sent to 200 women selected from various fields of study. Half of the women had graduated in 1959, the other half in 1964. Unfortunately, only 57 of the questionnaires were returned since a large number were undeliverable due to out-dated addresses (a case in point for letting the Alumni Office know where you are these days).

The overall responses, however inconclusive, showed marked feelings of both satisfaction and dissatisfaction toward certain areas of the educational system and atmosphere at OU.

There were two areas where a significant number of 1959 graduates felt their curricula should have provided more courses. These were humanities and arts and social sciences. These areas also ranked the highest among the 1964 graduates, although they did not represent a majority of that group.

One particular dissatisfaction voiced by almost all the graduates was the lack of opportunity for practical working experience. Eighty-two per cent of the 1959 graduates and 89 per cent of the 1964 graduates thought that more "real life exercises" should have been included in their courses. Most thought they should have received it between their junior and senior years.

Two education majors were more specific about this area. "There should have been more practical application to actual teaching experience which was more realistic in terms of life involvement," wrote one graduate who said she was dissatisfied with her education. Another stated, "Students should at least be given a chance to observe actual working situations

# Woman's

A breakdown of the questionnaires revealed that a majority of those who responded were education majors. These were followed by responses from women in business, arts and sciences, home economics, nursing and fine arts. Most of the women surveyed are married and have children.

Occupationally, 84 per cent of the graduates started working immediately after college. Fifty per cent of the 1959 graduates and 40 per cent of the 1964 group are still working. (The largest percentage of those still working, held by the 1959 graduates, is probably a result of the ages of the children.) Of the working graduates, slightly over half are working in occupations related to their college majors.

An overall look at the survey results showed that, for the most part, women graduates are satisfied with their educations. A majority said they felt they received adequate training in community, home and family, occupational and personal life. Asked if more emphasis should have been placed on personal and social needs rather than on the demands of scholarship, over half of both groups said no.

in the fields of their choice — much like practice teaching except earlier in their college years."

It is interesting to note that the largest number of graduates who said they were dissatisfied with their educations came from the College of Education. On the other hand, the majority of the group had graduated from that college.

Their major complaints centered around "too many required courses" in the college and education courses which were "dull, boring and repetitious."

"After four years, I felt prepared for nothing. I didn't have depth in anything to feel well-rounded," said one dissatisfied education major. And another commented, "The College of Education makes its majors spend too much time in courses that are absolute farces."

One 1964 graduate was most vehement about her feelings. "I enjoyed learning," she wrote, "but the education courses were worthless. I hated them — except for practice teaching. They offered me only theory and a bunch of silly, impractical attitudes toward teaching and working with students . . . making

out formal lesson plans was largely a waste of time. I don't know any actual teachers who have time to do all that. The educational theory course was so theoretical that it was a total waste of time; when I encounter a problem in the classroom, I can't think back to all those theories in order to find a solution."

This dissatisfaction with curricula, along with other problems cited by the graduates, carried over into other fields as well. "I can't believe I received a well-rounded education," commented one nursing major. A home economics major said she didn't feel advisers were helpful enough in course planning.

One graduate encountered a specific problem in the College of Business. "I am a woman," she wrote, "and almost all of the professors told me and the whole class that they didn't want a woman to graduate in accounting."

Most of the comments made by the educationally satisfied women dealt with the added appreciation of learning and a greater informational background as a result of their educations. Several supported their

A majority of both the 1959 and 1964 graduates stated they were involved in extra-curricular activities, with the 1964 graduates having a slightly higher percentage. Of those involved, 9 out of 14 of the 1959 group recognized their educations as satisfactory, as did 12 out of 20 of the 1964 graduates. Those who said they were not active gave reasons of full or part-time work, or heavy study loads.

The influence of professors and specific courses was the concern of the final part of the questionnaire, and here the graduates were either very favorable or did not answer the question. Only four professors were mentioned by two or more of the graduates.

Oddly enough, despite the many complaints about the College of Education, three of the four favorite professors were in education: Dr. Gerald Porter, Ruth Elder and Dr. Lloyd Williams. The fourth was Dr. Calvin Thayer in English. For the most part the favorite courses coincided with favored professors.

In commenting on those professors the women

# Place

by Teresa Pitts

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evaluations with statements such as, "I enjoyed my courses and developed a better self-concept" . . . "A good general background which enabled me to continue learning" . . . "I felt I was prepared to teach the fifth grade" . . . "It was a challenge and enjoyable."

Placing the advantages of a college education in another light, one satisfied graduate said, "It has placed me in a position to receive a higher salary, and I feel that I have gained something for which others are striving."

On the non-academic side of college, most of the graduates were not committed as to either the importance or non-importance of extra-curricular activities. There was not a high correlation between involvement and satisfaction with education, or vice versa.

The small majority of those active graduates who attempted to evaluate the after-college effects of extra-curricular activity gave such reasons as "learning to get along with people," "meeting people with the same interests," "social contacts," and "learning responsibility."

said such things as "he was a one-man cheering section when I needed him" . . . "he seemed to have personal interest and was willing to talk and advise at any time" . . . "I liked his attitude — he was able to spice up a dull subject." As a whole, the graduates seemed to feel that the most outstanding professors of their college careers were those who exhibited warmth, personal interest and enthusiasm to their students.

Although the results of this project are hardly conclusive for OU graduates or even for OU women graduates, the study did point out some specific problems of education at OU. Perhaps the most adroit conclusion drawn from the survey is in the concluding paragraph, a comment from the graduate student who conducted the study: "It is necessary to review the past in order to cope with the present and prepare for the future. Consequently, this questionnaire was worthwhile. Hopefully, it will guide other professionals toward a warmer, richer relationship with their students and hopefully the University of Oklahoma will improve on its number of dissatisfied students."

Though as thoroughly British as her beloved Covent Garden, Dame Eva Turner wears a bit of Oklahoma on her sleeve — along with her heart. And perhaps that's why she keeps coming back.

Back she did come this fall for an all too brief ten-day visit combining a yeoman's share of business with an equal amount of pleasure. To ask Dame Eva to come to Oklahoma solely to work is asking the impossible. During the ten years she spent here

THE

# INDOMITABLE

12

from 1949 to 1959 she developed a circle of friends that, like a circle, is unending.

In Norman her days were perpetual reunion. Whether it was lunch in the Ming Room, the walk to Holmberg or a party just for her, her conversations were punctuated with joyous hellos and warm embraces and kiss-brushed cheeks.

For Dame Eva herself returning to Norman was a return to many fond memories. It was here with the Oklahoma City Symphony in 1949 that she made her last public appearance. And it was here that teaching became her way of life.

Now 77, retired from her chair at the Royal Academy, no longer singing publicly but just as intensely devoted to the opera, Dame Eva lives within walking distance of Covent Garden and works privately with a select group of students in London.

Like so many times before, her chief business at the University was to conduct a series of master classes for students in the School of Music. She was the first of five visiting artists scheduled for the school this year who will bring the outside world of music to the classroom.

The students she worked with that week don't remember Dame Eva when she was a permanent visiting faculty member in their school. Yet they found her just as captivating, just as knowledgeable, just as effervescent as did those earlier students. They thronged to her general sessions; they vied for places in the private sessions, and they witnessed first hand what a great lady is all about.

DAME

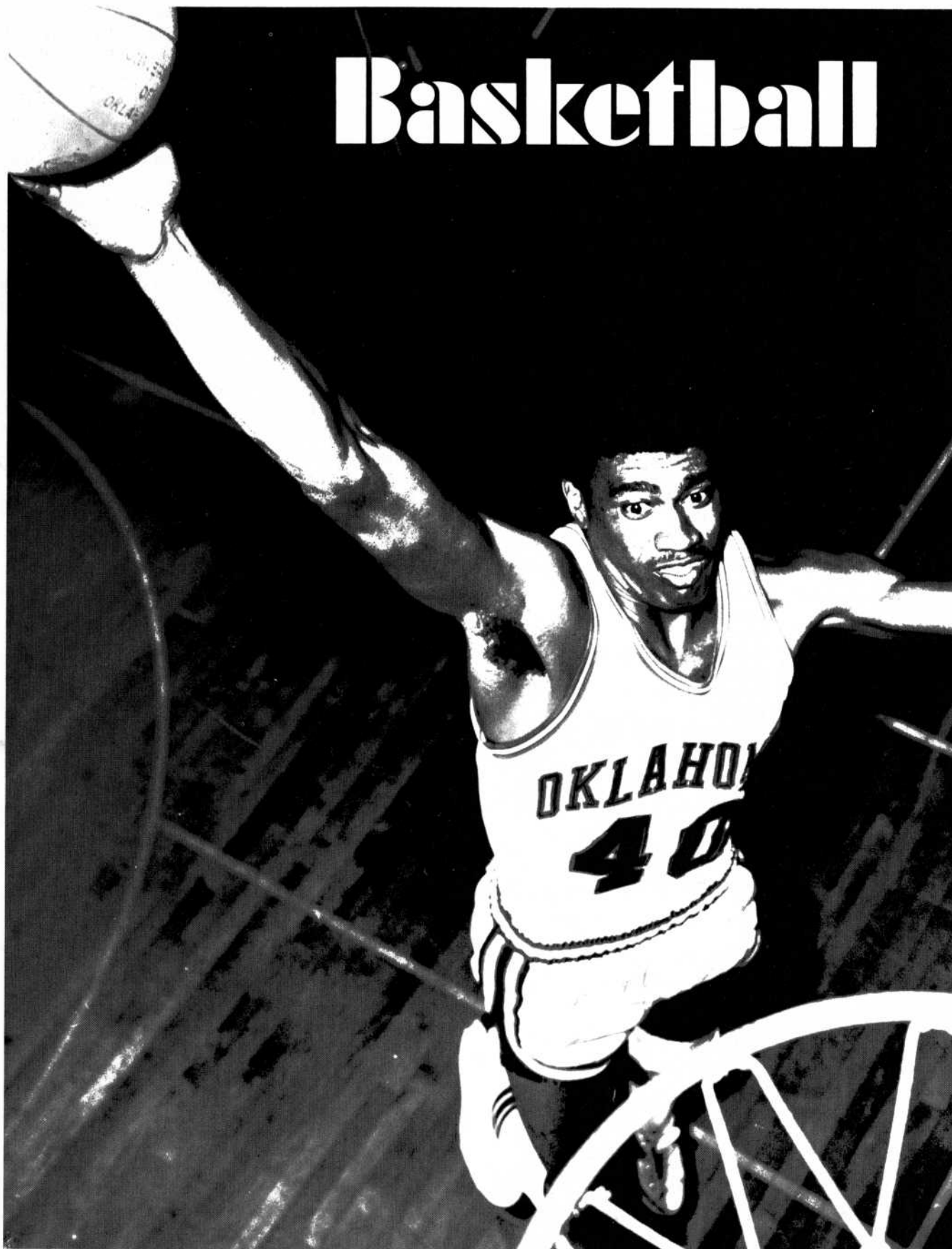
EVA



Affection and humor mark a meeting between Dame Eva and Joe Benton (upper left). Her visits are too short, and it's often hard to tell the difference between hello and good-bye (upper right). Below left, an appreciative audience, and, at right, a grand farewell.



# Basketball





The schedule this year (with home games indicated) shapes up like this:

|                   |   |
|-------------------|---|
| <b>December 1</b> | <b>Abilene Christian (h)</b>                                  |
| <b>6</b>          | <b>Nevada Southern</b>  |
| <b>8</b>          | <b>Texas Tech</b>   |
| <b>12</b>         | <b>South Alabama</b>  |
| <b>15</b>         | <b>Miami of Ohio (h)</b>                                      |
| <b>19-20</b>      | <b>Marshall Invitational at<br/>Huntington, West Virginia</b> |
| <b>22</b>         | <b>Arkansas (h)</b>   |
| <b>26-30</b>      | <b>Big Eight Tournament at<br/>Kansas City, Missouri</b>      |
| <b>January 10</b> | <b>Kansas State</b>   |
| <b>12</b>         | <b>Missouri (h)</b>   |
| <b>26</b>         | <b>Washington of St. Louis (h)</b>                            |
| <b>28</b>         | <b>Colorado</b>   |
| <b>31</b>         | <b>Nebraska (h)</b>   |
| <b>February 2</b> | <b>Kansas</b>   |
| <b>7</b>          | <b>Oklahoma State (h)</b>                                     |
| <b>9</b>          | <b>Missouri</b>   |
| <b>14</b>         | <b>Iowa State (h)</b>   |
| <b>16</b>         | <b>Colorado (h)</b>   |
| <b>21</b>         | <b>Iowa State</b>   |
| <b>23</b>         | <b>Nebraska</b>   |
| <b>28</b>         | <b>Kansas State (h)</b>                                       |
| <b>March 2</b>    | <b>Kansas (h)</b>   |
| <b>7</b>          | <b>Oklahoma State</b>   |

opposite page: Garfield Heard

With the dust hardly settled on the football field at Stillwater, Coach John MacLeod and his basketball squad took to the court December 1 in their opening game against Abilene Christian.

For the Sooners the only way to go is up after finishing last in the Big Eight last season. This year the outlook is brighter. MacLeod has both height and experience returning to the front line with better shooting available in the backcourt.

Veteran squad members Clifford Ray, center, and Garfield Heard, forward, are the hard core of the Sooner team. Also returning are Bob Wooten, Harry Brown, Steve Ayers and Paul Cloar, all part-time starters at guard last year. Added to the list is a handful of bright prospects from last year's freshman team, which posted an 8-2 record.

MacLeod himself is entering his third season as head coach. Since coming to OU in 1966, his first collegiate coaching job, MacLeod's life has not been a bed of roses. Hopefully, the troubles are behind him and the prospects ahead will bring OU out of the cellar.

In his first coaching year in 1966, when he headed up the freshman squad, MacLeod's team posted a 7-1 record, most successful in the history of the school. In 1967, when he took over the head coach's slot, MacLeod guided the Sooners to a 13-13 record, the first .500 season in eight years at Oklahoma. That tally netted OU a third-place finish in the Big Eight with an 8-6 mark.

Last year, facing a rebuilding program and beset with internal problems, the Sooners fell to a 7-19 season with a 3-11 Big Eight total.

This year MacLeod says, "We plan to run more if we can control the boards. Not helter-skelter but a faster brand of ball. I think we have some guards who can direct a fast-break."

Controlling the boards, of course, will be a primary offensive tool. "We can't control games if we can't control the boards," MacLeod says. "I hope Clifford Ray, Garfield Heard, Charlie Hardin and Bobby Jack will give us a boost here."

Garfield Heard, the mainstay of the Sooner squad, hit a total of 329 points last season with a game average of 13.2 in 25 of OU's 26 games. This was in spite of a season spent recovering from a knee injury. At 6-6 and 210 pounds, Heard is entering his final year with the Sooners. Last year he hit 131 of 309 field goals and 67 of 123 free throws, got 243 rebounds and had a high-game score of 30.

Clifford Ray, a junior, towers at 6-9 and has a 10.5 game average from last season, scoring a total of 263 points. He nabbed 210 rebounds in his 25 games and scored 109 field goals in 228 attempts and 45 free throws out of 86 tries.

Other returning squad members and their game point averages are Steve Ayers, 4.6 in 24 games; Bob Wooten, 3.1 points in 15 games; Vester Marshall, center, 2.6 points in 16 games; Paul Cloar, 1.9 points in 22 games and Harry Brown, 1.8 in 20 games.

Making up the remainder of the varsity squad will be a bright group of sophomores from last year's freshman team and two junior college transfers.

The list includes Kirby Jones, 6-1, 170 pounds, a sophomore from Charlotte, N. C.; Skip Davis, 6-3, 195 pounds, a sophomore from Belpre, Ohio; Richard Dutter, 6-8, 205 pounds, sophomore from Wooster, Ohio; Andrew Pettes, 6-2, 175 pounds, junior from Las Cruces, New Mexico; Bobby Jack, 6-5, 195 pounds, sophomore from Ponca City; Charlie Hardin, 6-5, 205, sophomore from Fort Worth; Scott Martin, 6-0, 170, sophomore from Bartlesville; John Yule, 6-8, 210, sophomore from Newport Beach, California, and Jerry Matulis, 6-5, 195, sophomore from Chicago.

Ponca Citian Bobby Jack is one of the Sooners' most promising sophomores. At forward Jack averaged 20.9 points per game last year, setting a new OU freshman record, and he had game highs of 38 and 35 points.

Joining Jack in the high-hopes category is Scott Martin at guard, an outstanding leader and playmaker who averaged 12.1 for the Boomer squad.

Kirby Jones averaged 13.7 points per game last year at guard; John Yule, center, averaged 12.8 points and 10 rebounds.

Charlie Hardin at forward is another bright spot on the team. Hardin is a junior college transfer with sophomore eligibility.

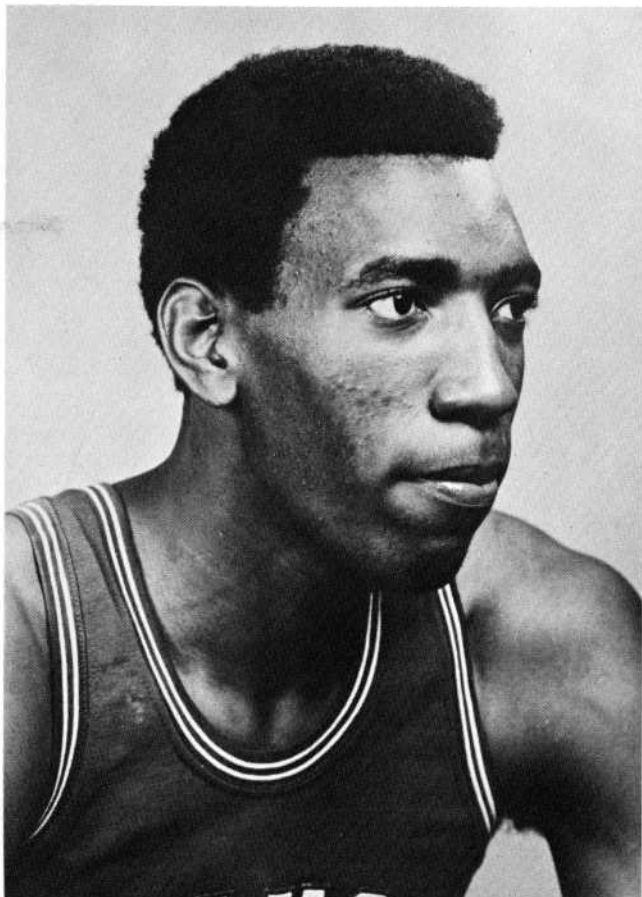
"Martin and Jones add to our backcourt speed," MacLeod says, "and our total speed should be better this year, especially if Heard's knee improves. As in the past we plan to push defense. We've got some pretty good guys, and we're capable of having a pretty good defense."

There are still a lot of "ifs" in OU's basketball future, and MacLeod has no illusions about them.

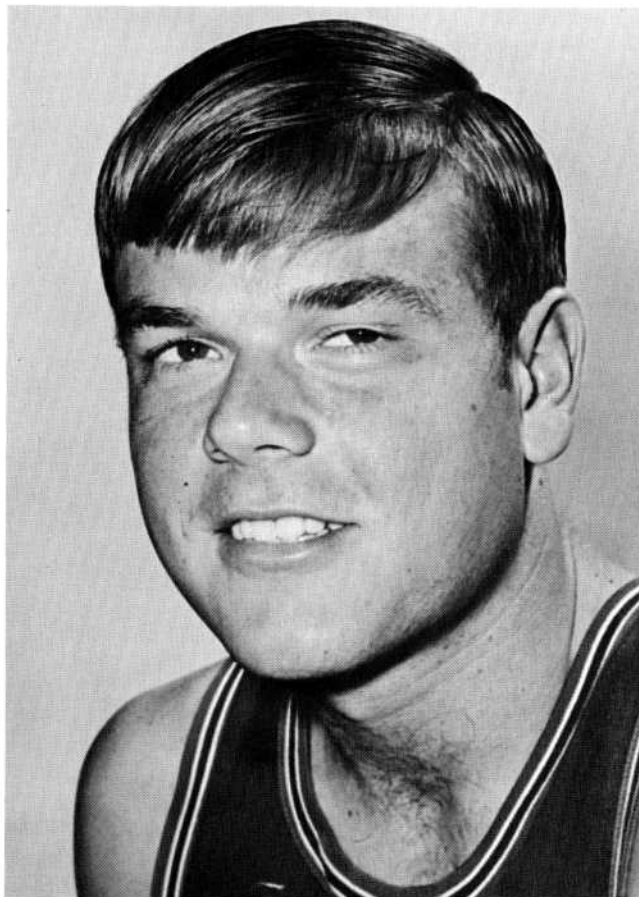
"I feel like we'll definitely be improved if we can get a consistent effort. Fewer offensive lapses is important. Last year we had games where we went as long as 10 to 12 minutes without scoring," he says.

"I feel that we're going to have better leadership at guard than we've had in the past. We should be a better shooting club — both at guard and forward positions."

Last year OU's seven wins were against Centenary, Texas Tech, Southwest Missouri, Missouri, University of Texas at Arlington, Oklahoma State and Iowa State, although the three Big Eight wins were offset by return losses.



Clifford Ray



Scott Martin

# See the basket. See the ball.

## Now, wasn't that easy?

On the theory that sporting rules are oftentimes (heck, let's face it, most times) turgid reading and that too few fans really understand the fine points, the National Collegiate Athletic Association has kindly put together a set of read-easy rules for football and basketball.

The football read-easy guide came out first, met with success, and has now been reprinted in a handy-dandy little pamphlet that is yours for the asking at 10 cents a copy (to cover handling) from the NCAA at 349 East Thomas Road, Phoenix, Arizona 85012.

The newer basketball guide (see excerpts below) is available only in the 1970 Official Basketball Guide at \$1.50.

**On court dimensions and markings:** "It's 9 to 5 you aren't going to build one, but the ideal playing surface should be 50 feet wide by 94 feet long . . ."

**On baskets and backboards:** "The modern goal at each end of the court represents tremendous architectural progress since Dr. Naismith started it all with a bottom-less peach basket . . . You even have a choice of two types of backboards . . . Its upper edge is 10 feet above the floor and, naturally, parallel to the floor."

**On the officiating staff:** "The game is supervised by four or more officials, of whom more than half often remain seated during play. (Editor's note: Use of personnel in this manner should be protested to the National Labor Relations Board.)"

**On the referee:** "The Referee's assigned chores range from inspecting and approving all equipment 10 minutes before the game's starting time to approving the final score. In between, besides racing up and down the court at alarming speeds, he is responsible for notifying each Captain three minutes before each half is to begin and deciding matters of disagreement among the Officials."

**On officials' signals:** "All that arm waving following an Official's whistle blast is not a personal idiosyncrasy."

**On scorers and timers:** "Scoring a basketball game is no job for anybody who has to use his fingers and thumbs to count up to 10."

**On number of players:** "You can't start a basketball game, legally, without five players on each team. But if one of your five guys has to go home

after the game begins, it's perfectly legal to continue without him. It isn't recommended, of course, but that's beside the point."

**On jersey numbers:** ". . . It won't surprise you that players of a team may not wear same numbers, but chances are you never noticed this one: numbers 1 and 2 are illegal, as is any number with a digit greater than 5 . . . That's because most Officials have only five fingers on each hand, with which to signal to the Scorer the number of the player who committed the foul, and 1 or 2 fingers indicates the number of free throws."

**On the language gap:** ". . . A Throw-In doesn't refer to the towel, Traveling and Hitch Hiker have nothing to do with taking a trip and basketball's Bonus is neither cash nor green stamps . . ."

**Definition of a flagrant foul:** "A violent or savage unsportsmanlike act or a non-contact, vulgar or abusive display; not necessarily intentional."

**On the live ball:** "A live ball is simply a ball that is legally in play. Without this distinction, however, all those goals poured through the baskets during pre-game warmups would count on the scoreboard, or a player could attempt a field goal instead of a throw-in from out of bounds . . ."

**On the dead ball:** "To know how many times the ball becomes dead during a game, you can come close by counting the Officials' whistle toots. Better still, watch for the Officials' arm-overhead signal for stopping the clock . . ."

**On free throw procedure:** "When a free throw is awarded, the Official takes the ball to the free throw line of the offended team. After reasonable time for the players to take their positions (and the boos to subside if it's against the home team), he places the ball at the disposal of the free thrower, who then must make his throw within 10 seconds."

**On violations and penalties:** "The relationship between a violation and a foul in basketball is roughly comparable to that of a parking violation to a speeding ticket. The penalty for the former usually is less severe."

**On the winning team:** "As you might guess, the winner is the team with the most points when the game ends — except in one rare forfeit situation. If a team refuses to play when instructed to do so by an Official, the other team wins . . ."

Thus endeth the lesson.

# THE PRESIDENCY

(Continued from page 9)

That does not mean to say that I intend to neglect students or employees of the University, but these are the three things upon which I will spend the majority of my time.

I felt when I first came here with student unrest about the country, with students believing that they had no substantial connection with faculty and administrators that the best thing to do was to emphasize relations with students and to attempt to understand students.

I don't regret that decision in the least. Though I spent a lot of time traveling and meeting with alumni and citizens of the region, it did require somewhat less attention to matters having to do with the educational program and, to some extent, our public relations program.

This year's emphasis will attempt to redress that balance, and I would hope that we can successfully invigorate academic improvement, provide more information to our

public and begin to obtain the necessary increased funds that the University requires.

**Sooner**—The University seems to be reaching out to more and more far flung areas of the world. Does this outreach harm the educational effectiveness for the regular students?

**Hollomon**—You know, an interesting thing about a university is that one of the things that it must do is provide to students and faculty the knowledge and understanding that we Americans live in one large interrelated world.

For a student to come to a college or university and not learn something about other cultures is reprehensible. For a university to believe that it can, by restricting its activities to its own backyard, be vital and interesting enough to help students understand the nature of the world in which we live is hiding its head in the sand.

Any university, in my view, has a responsibility to carry on activities throughout the whole of the world not only to provide some of its own students with contact with

the rest of the world but also to provide the faculty and the administration an opportunity to see and understand other countries, other people and other cultures.

We have a number of continuing education programs throughout the world in cooperation with the Air Force, for example; we have a center for Russian studies that we operate in Munich; we've now received a number of grants to help develop teachers and teaching methods in several Central and South American countries.

These are just a few of the activities that we undertake in other lands.

I see no decline in the effectiveness of the education for the regular students on the campus. Rather, by participating in programs off campus our faculty and administrators, I believe, bring a great deal more to our own students here, but more importantly, off campus activities provide a means of informing a very large number of people of the nature and quality of the University of Oklahoma.

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Member, Tulsa Advisory Board, OU Alumni Association



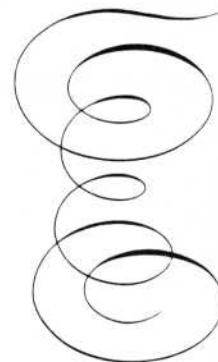
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Executive Board OU Alumni Association  
Member OU Athletic Council  
1954 OU Orange Bowl Team member  
Touchdown Club  
Past President OU Alumni Association of Tulsa  
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# From the Regents

During the past few months the OU Regents have been working with President Hollomon in an effort to provide increased funds for the University.

In September we passed a resolution which will be presented to the State Regents asking for a unilateral fee increase based on the traditional credit hour concept. We have not suggested an across-the-board increase for all institutions. We associated with the University simply feel that OU's financial plight is of sufficient magnitude to make us willing to stand alone on this issue. In return we ask that the Legislature and the State Regents grant us our regular appropriation from state funds thus making it possible for us to realize an increase in revenue that reflects the full benefit of our fee increase.

The decision to ask for an increase in fees was not arrived at casually. Much discussion, examination of the University's financial picture, consultation with budget officials and real soul searching went into our decision. We realize that by asking for such an increase we are placing an added burden on the people we are here to serve—the students and their parents. This was one of the reasons we chose to make the

increase somewhat less for resident students and those from states contiguous to Oklahoma.

Many alumni no doubt have read of the differing opinions on the state of the University's finances. I am certainly not trying to say that the University is in danger of closing its doors from lack of funds.

The fact remains, however, that just as the average citizen is being affected by inflation, higher education is being affected as well. Although the State of Oklahoma has given us increased appropriations each year, we have not been able to make significant strides forward in the face of continuing inflation throughout the nation.

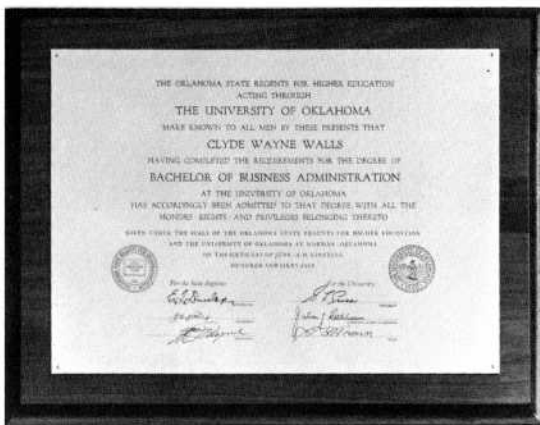
This is not a problem that is easily solved, as we all know. Yet in all good conscience we who share a deep concern for the welfare of higher education cannot stand by and let outstanding programs slip back into mediocrity. We cannot let top professors be lured away to more affluent institutions. We cannot let our students suffer poor teaching.

Therefore, as those holding fiscal responsibility for the University, the Regents must do everything in their power to see that OU receives the money it needs to operate effectively at all levels. We do not view this as a one-pronged attack on the fee structure, the appropriations methods or the private funds resources. Rather, we are attempting to tap every possible source for all possible dollars to give our very fine student body the best possible educational opportunities.

*John M. Houchin*

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# Letters

**Editor:**

A friend in Houston sent me your July-August edition and believe me, I got a jolt! For a moment or two I couldn't remember drawing that cover cartoon, but the names began to stir memories and I now can recall how clever I felt when I did it.

You must realize that most of the "gags" were based on "inside stuff" then current on the campus.

I was art editor and editor of the WHIRLWIND and the miserable \$20 a month it paid me made the difference in whether or not I could go to college at all.

At that time every major educational institution had a "humor" magazine, the editors of which blithely stole gags from each other or gave credit to the wrong school.

I can remember seeing one of my jokes travel about the country from editor to editor and finally wind up on the Eddie Cantor radio show. Mother hen of us all was a flossy national magazine named COLLEGE HUMOR with beautiful girl covers by Rolf Armstrong or Russell Patterson and cute cartoons by John Held, Jr.

I agree that the products of these amateur gag writers were simply awful, but you must look at their work in the light of the "in" attitude at the time: tell the worst joke you can imagine and try to make your readers say "OH NOOOOOO!" —but laugh anyway. We considered this the height of sophistication.

**Eldon Frye**  
Del Mar, California

**Editor:**

I enjoyed very much the SOONER'S new format. Hope that it will be adopted on a permanent basis. I particularly enjoyed the articles

"The Community" and "The Police" because it has been nearly 10 years since I have been on campus and it was fun to compare those days to these days.

Keep up the good work.

**George W. Coleman**  
Dallas, Texas

**Editor:**

We so enjoy the SOONER magazine with its articles on university life and especially the feature general interest articles. It is gratifying to know of one "poor" university that effectively is involved in doing many relevant projects — thank goodness the university is changing seemingly for the better. This is no doubt due to dedicated teachers and administrators and sincere students. I wish they could know of the interest and the appreciation that comes to them from former students like my husband (class of '50) and myself.

**Mrs. James W. Hazzard**  
Shreveport, Louisiana

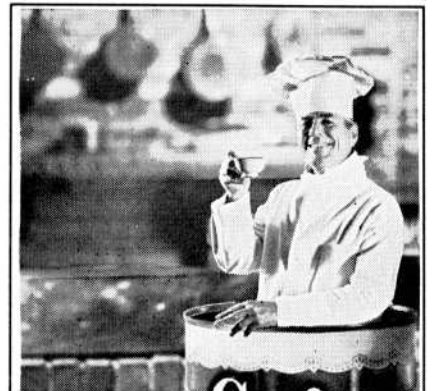
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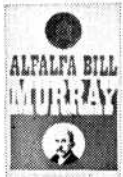
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# Campus Notes

## Up Again

The population explosion continues at the University with main campus enrollment up 3.99 per cent over last fall—17,607 this year compared to 16,930 in 1968.

When you bring in the people enrolled on the Oklahoma City campus and at various centers in this country and abroad, total enrollment reaches 21,540, an increase of 804 over 1968.

In Oklahoma City enrollment is 882, and in Norman the breakdown includes 6,776 in arts and sciences, 2,477 in business, 2,197 in education, 2,161 in engineering, 1,007 in fine arts, 236 in nursing, 427 in law, 310 in pharmacy and 2,016 with no major listed.

Norman campus students represent 76 of Oklahoma's 77 counties and all of the states as well as the Canal Zone, District of Columbia, Guam and Puerto Rico. International students number 357.

## Campus Concerts

With two concerts already history, the University Symphony still

has plenty of music in store for its audiences. If you are on campus during the concert season, you may want to take in one of these free performances.

On December 14 the symphony and the Choral Union will unite for a pre-Christmas concert at 3 p.m. featuring works by Mozart, Brahms and Bernstein.

Other concert dates, all at 8:15 p.m., are March 12, April 9-11, and May 17. All programs are in Holmberg Hall.

## The Coffee House

Candlelight . . . Popcorn . . . People sitting in the half-dark drinking coffee . . . Folk singing and guitar . . . that was the scene in late October when the Union cafeteria turned coffee house with Mary Smith as featured entertainer. Miss Smith, 19, last year won the grand prize in the national finals of Sound of Youth, USA, and now lives in New York City.

## Literati

Next year the University will award the first of its Books



# SUPERB FLAVOR

Abroad International Prizes for Literature established in September as a significant international literary award.

The first award will be of \$10,000 or more, contingent on additional support from foundations and private donors across the country. The original money came from private sources.

It is only the second international award for which poets, novelists and playwrights are equally eligible. The other is the Nobel Prize for Literature given by the Swedish Academy.

The Books Abroad Prize will not necessarily crown a life's work but may direct attention to an important life work in progress. Initially it will be awarded in alternate years.

#### Where's the Game Room?

The gutted area in the Union basement that looks like the aftermath of a guerilla raid should be improving soon. Those alums who have asked friends to meet them in the Game Room before the football game and then couldn't find a single pool table have nothing to fear. Last year the Game Room was moved to spiffy new quarters on third floor.

During the summer wrecking crews busied themselves in the old Game Room ripping up tile, taking down light fixtures and generally getting ready for the constructive part.

Typical of the hurry-up-and-wait syndrome that grips society, the space has now sat vacant and gaping some three months. The barber-shop, in case you missed it, is down the hall in room 159 and has no phone, so don't try to call.

The powers-that-be promise that work will begin soon to bring us a paperback book store, a small gift shop, more space for both barber and beauty shops and what they call a food service facility (that's where the beer will be, brother).

#### Sweet Charity

Billed as "Tee Hee—a Mini Hee-Haw," a motley group of faculty, staff members and students banded together for a benefit show during Campus Chest Week.

Like the show it was modeled from, it was replete with really terrible jokes (Where do you get dragon milk? From a cow with



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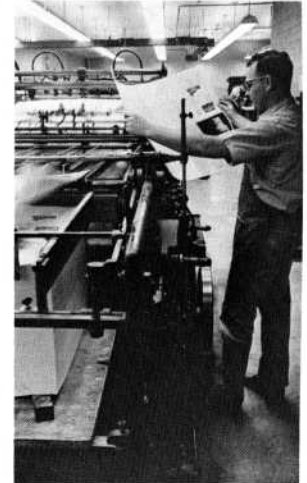
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short legs.), a washboard band at its washed out best, songs like Ole Herb Hollomon Had a Farm, a banjo band that was really pretty pro, and some fine dancing by some very nimble students (the old faculty and staff couldn't hack that physical stuff).

The show along with the annual Beauty and the Beast contest, the weekend carnival and frenzied personal fund raising added up to the University's annual contribution to the Heart Fund, American Cancer Society, Hurricane Camille Relief Fund, Jane Brooks School for the Deaf at Chickasha, Cerebral Palsy Center in Norman, Oklahoma Medical Research Foundation, World University Service, American Mental Health Foundation, United Negro College Fund, International Rescue Committee, Care, and the Muscular Dystrophy Association.

### For Your Health

A heart condition has seldom kept an avid OU fan from a game, and the result has been an average of two coronary cases per game. At last year's Missouri game there were five, one of whom died.

This year an emergency coronary care unit has been in operation for every home game. Located in Room 40 on the ground floor of the stadium, the center was operated by four volunteer doctors and a nurse. They used borrowed equipment, the University's emergency vehicles, and a University airplane to help coordinate evacuation routes.

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## Bob Harris, '47eng on Deferred Gifts

The new tax law will probably be passed by the Congress before the first of the year. While no one can predict with certainty what the new law will contain, certain provisions have passed the House and have been approved by the Senate Finance Committee. One of these provisions concerns your gift of tangible personal property (works of art, manuscripts, etc.) to OU.

Under the present law your gift of a painting, statue, or other art work which has increased in value gives you a charitable deduction for the work's full present fair market value. Your deduction is not limited to the cost-basis—no matter how low. And, you completely avoid tax on the appreciation.

Under the new provision as passed by the House and approved by the Senate Finance Committee your gift of a work of art gives you this option 1) limit your charitable deduction to your cost-basis or 2) deduct the full fair market value but pay tax on the appreciation.

**MORAL:** Give OU the art work this year and get a deduction for the full fair market value — without paying tax on the appreciation.

**Bob Harris**  
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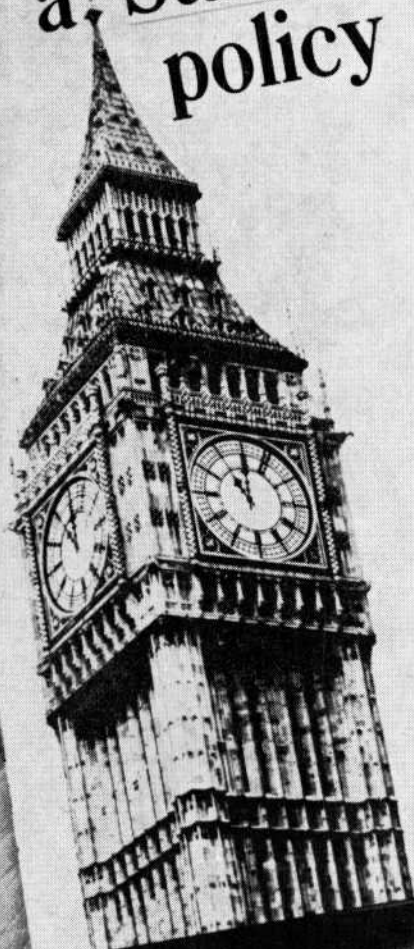
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