

# What Kind of Creature?

2

Setting the tone for the Leadership Conference were three young faculty members—Dr. J. R. Morris, dean of University College; Dr. David Levy, assistant professor of history, and Dr. Geoffrey Marshall, assistant professor of English and director of the Honors Program. Their task: to give some kind of shape and form to that much maligned and rather nebulous creature the American College Student.

**MORRIS:** It probably goes without saying that the personality, the involvement and whatever kind of creature the American college student is today is a matter of great concern. I think that we who are on the campus probably view the student a little differently because we interact with him on a daily basis. We see him in the classroom. We're in bull sessions with him, and maybe we are inclined a little less, although I don't know that this is true, to fit him into rather clean cut well defined images, as one is almost forced to do by reading newspapers, watching television and interacting with his neighbor who is not himself on a college campus.

One of the things that always staggers one in trying to make some kind of meaningful statements about the American college student is the fact that we not only have about six million college students in over 3,500 different institutions (that's about half of the young people between the ages of 18 and 21 — a very large segment of our population) but we're also talking about an extremely diversified group, one that is not easily labeled.

The enormity of this diversity can be seen even on a single campus. The University of Oklahoma, as

you know, is now an institution which reached a student enrollment last fall, counting our medical center, of almost 20,000 students. They come from every state in the union.

You also may be interested to know that the geographical mixture of the student body here at the University has been shifting somewhat. As always most of our out-of-state students come from the state of Texas. Illinois is number two. New York is number three. Missouri is number four. New Jersey is number five. Then we come back to New Mexico, then we go out to California. So you can see, when we have people coming in from all parts of the nation, how the very diversity of the campus begins to shift; it becomes a little more complex; different points of view are represented.

In addition we have a very wide range of social and economic backgrounds, and we have academic ability ranging from those students who need special help to get through the University to students who are as good as any students or any campus in the world. This adds another dimension of complexity. So it's not very easy to shove all these people into a few little images and talk about them. Maybe the only way we can really start in a meaningful way is to try to find areas where we can create a kind of concept or image about the student and then build from there.

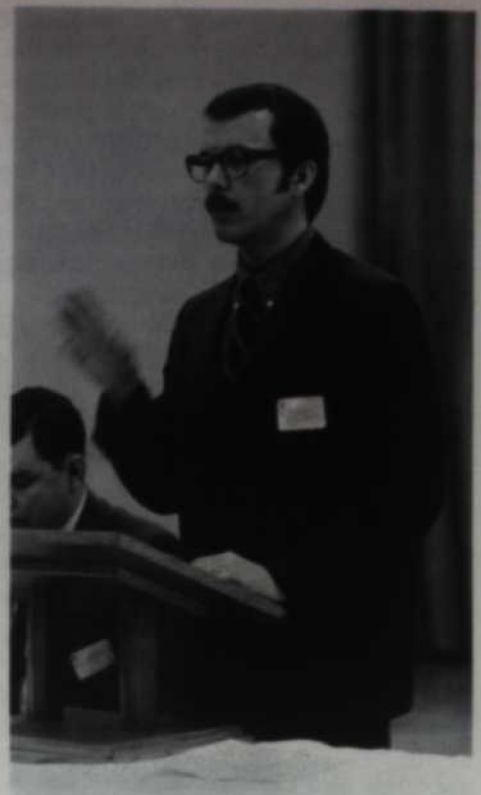
We thought that it would be good to let you meet and get to know two of the professors on the campus, two professors who are having a special impact on students. In my job in University College I spend a great deal of time with students, and I've begun to get a kind of student-eye view of the campus. You hear very quickly about those people in the classroom that the students admire and respect and think are doing a



J. R. Morris



David Levy



Geoffrey Marshall

tremendous job. Two of the names that come up continually are those of our panel members.

I'm going to start out by getting Dr. Levy up here to give you a reaction to a particular image we have of the student as a political activist. Certainly many things happened during this last decade in terms of student involvement outside the walls of the institution. His concern seemed to shift away from the food in the cafeteria and closing hours to matters which were of concern in the society beyond the University.

I believe that one of the things that really started people thinking about the impact of this young person, particularly as we are approaching the point where 50 per cent of the population of the United States is below age 25, is the involvement of the students in the campaign of Senator Eugene McCarthy. Many of the students got involved in the political field; they went out knocking on doors; they wanted to be heard, and they wanted to express political opinion. I'd like to have Dr. Levy comment on what impact this kind of movement had and what it means about the American college student.

**LEVY:** The first thing that needs to be said, I think, is that any movement as important as the McCarthy campaign has a lot of effects. I think we can't know them all, ever. As an historian I'm committed to the notion that events have effects and causes. I think, however, it is appropriate to talk about effects which are strangely opposite and which have touched different students who participated in that adventure in 1968.

For one group of students, it seems to me, the experience with Senator McCarthy has served to convince them that the system is open, that day to day participation in practical politics bears fruit, that it is

worthwhile, that it has the kind of effect that, in some measure, the participants intend.

I think that the experience with McCarthy has had a second and opposite effect on another group of students. It has convinced them that the system is essentially closed, that there is an upper limit to the amount of achievement a popular movement can have, that no matter how hard you work and how many doorbells you ring, the system will get you in Chicago, the system will get you when it's really important.

Why it should be that a single event, the McCarthy campaign of 1968, had two effects which are so opposite is hard to understand I think, and I certainly have no answer. I think for one thing all the data isn't in on this question. It may be just a fundamental difference in nature — you know the old business of saying that a glass is half empty and someone else saying that the glass is half full. It may be as simple as that. It may only be that the McCarthy experience re-enforced pre-existing attitudes about the nature of the American system and the ability of young people to make an achievement within it. I think, however, that it is a correct conclusion of mine that the McCarthy campaign had two effects which are opposite, and I also think the question of which effect is going to emerge most strongly is a question of immense importance for our society.

**MORRIS:** We're going to get back to this because certainly it's a highly significant area involving the college student today that we need to talk more about. Before we come back to this I want to have Dr. Marshall comment about another image that also has existed quite apart from the student as activist and that is the growing concern and awareness on the part of the college student in this last decade that there is some-

thing about this gargantuan establishment of higher education that is an attack on one's individuality, that students are, by the very forces within the institution, molded into little carbon copies of each other in a system which is destructively impersonal. The student is treated like the proverbial IBM card and there is not much human substance involved in the machinery of higher education. I would like to ask Dr. Marshall to comment on to what extent he thinks this is a concern of the American college student.

**MARSHALL:** I think the student complaint about impersonal treatment has focused on the university simply because they're here. The point they're trying to make on a broader scale is probably true of all institutions they encounter. Those of you who have been in a hospital recently are aware that you're as much an IBM card in the hospital as you are in an institution of higher learning like this. But, they are here, and they do focus on this, and the question of being treated impersonally is kind of old. It's been around since the free speech movement at Berkeley at least, and probably before that.

The profundity of this dissatisfaction with institutionalizing them is being seen in almost every aspect of student affairs. For example, I think every honorary that I'm acquainted with on the campus is having trouble. Every group which awards certain honors to students for achievement — achievement in service or achievement in intellect or achievement of any kind — is finding it very difficult to interest students in that organization. They see no purpose in that kind of organization. They see no purpose in getting together to congratulate one another on the fact that they've done a good job. And moreover, if they do get together to congratulate one another, they see no purpose in going any further with that. You meet once, you have your banquet, you get your award, you go home and go back to your books, go back to what interests you, but you don't perpetuate the clubs. Clubs and groups or organizations of all sorts are in serious difficulty on the campus. They exist very brief lengths of time and die. Student interests are not sustaining them in the way they used to.

This dissatisfaction with the institution shows up in their academic desires as well. It also, I think, has great sympathy among some faculty. The existence of the program with which I am connected, the Honors Program, is an example of dissatisfaction with the larger system. The Honors Program enables bright students to do essentially independent work from the time they start until the time they finish. It's not all of their work; it's some of their work, but it gives them opportunities which are not available to the bulk of the student body. They're not available to the bulk of the student body not because we distinguish between bright and not bright but because we can't afford to make them available to the entire student body. For instance, an Honors student may take History 3, one of the basic history courses, as a freshman in a class taught by Dr. Levy, for example, of several hundred students. But the Honors student also may take the same class, History 3, again with Dr. Levy, with only 20 students, each member of the class now being together with students of the same intellectual caliber. At this point we cannot afford that for all the students

at the University — small classes of 20 each — even if that were always a good idea, and I don't think it is. But what the Honors Program shows is a desire to make the system flexible to respond to individual students.

You can see the system changing rapidly. It is now possible for a student in the College of Arts and Sciences, where most of our students graduate, to look at the bulletin and say, "I don't see any major here that really does what I want. I don't really want to be a sociology major as such. I don't really want to be a math major. I want to be something that combines several areas." It is now possible for a student to create for himself a tailor made program with the approval of the faculty who are the executive committee of the College of Arts and Sciences.

It is now possible for students to do independent reading work for credit in every discipline in the college. This kind of change is happening all around the campus.

There is great desire to be seen not as anonymous, not as a number. A student who has been removed from a class because the machine incorrectly recorded his number is a very sad sight. The students are angry sometimes, and sometimes they're just unhappy. It's easy to share their unhappiness when they come to you and say, "Look, I can't get into this class because they didn't record my number." I don't have any answer to this particular problem because if it doesn't record my number, I'm not in the class either. Now, at the same time, I don't think they believe, nor do I, that we can do away with the machines. If we did it by hand, it would be a preposterous long thing, and students would have to enroll in July in order to take classes in September, and we wouldn't have a second semester because it would take so long to get the grades recorded. We can't do that any more, we're too big.

We are going to see in the institution a desire for the students to pursue what interests them, with direction. I think some of these are going to be drastic changes from what we've seen before. Experimental programs of one kind or another are going to be tried with the feeling that this is expensive and unheard of. But really, who's being charged? Only the student. If he feels like experimenting for a semester or two semesters, I think the University is going to begin feeling pretty soon that we can afford that. After all we are presumably, are we not, educating the student, not us. And if in fact we're going to hold by that notion, we'll have to pay a little more attention to the student's individual desires.

**MORRIS:** There's one additional image that I want to comment on before we begin to look more deeply into this and more specifically with regard to what questions there might be. This image is as important and takes its place alongside these other two, and that is the image of the student as the professionalist, as he has been called.

During the decade of the 60s we have seen coming on to the campuses of this country, the brightest, the best educated, the most knowledgeable, the most sophisticated students we have ever seen in this country. They know more. They can accomplish more. They're generally better students, and interestingly enough, just like these other two images that seem to

have within them the polar opposite, we find the same contradiction.

In one sense it is very true that the average student today in higher education is indeed better equipped educationally when he comes into the institution than he has ever been before. We now are offering to a large number of our freshmen courses that, when I was in college and many of you were in college, were courses offered two years later because students just were not equipped to handle them.

Secondary education in this country is doing a better job. College preparatory programs have geared themselves to the fact that over 50 per cent of their graduates are going on to college, and this figure is increasing at the rate of about one per cent a year.

So there is validity in this concept, and programs such as those Dr. Marshall referred to, are geared, not completely yet because there are too many numbers in this academically talented group, but geared to take care of as many of them as possible in very stimulating and challenging programs.

At the same time one makes this statement, one must also qualify it to say that we also have a great number of students who in any other era in the history of this country would not be in college and would not have been motivated to go on to college. Go back 50 years in the development of higher education in this country where we had 10 per cent going to college. Now we've passed this 50 per cent point. One of the ways in which we have done it is through what educators like to refer to as the democratization of education. Higher education is becoming a part of the public commitment to education. Therefore, students have incentive and are pushed to go on to college much more vigorously than ever before. The society has somewhat accepted the commitment that it might not be the only instrument to solve social problems, but education is a principal social instrument to solve problems. Therefore, we need to have as high a level of education as possible extending through all socio-economic levels.

It's also a valid statement to say we have the worst students on college campuses when "worst" here is defined as "solid academic preparation to do college work." This imposes an additional burden on the institution because special services, supporting services, sometimes special curricula, have to be developed to accommodate an expanding diversity of people who are not well prepared.

One of the areas in which we can see this so clearly is in efforts which are being made across the country to increase minority group enrollment. Three years ago only three per cent of entering college freshmen in this country were black. In three years that figure has increased to 6.5 per cent. It's still too low, much too low in terms of the per cent composition in our society of the Negro population. The same thing is true of the Indian population. Only six-tenths of one per cent of the college students in this country are American Indians.

So there are vigorous attempts in this country to try to improve education. Unfortunately we have probably started at the wrong end. Years ago we should have started at the primary and secondary levels in increasing educational programs. Higher edu-

cation has accepted this responsibility and is trying to develop the kinds of programs which will accommodate this great social need.

While we have these splendid, intelligent students who are certainly rewriting curricula in higher education, we also have the added problems of trying to equip potentially very bright and capable people who have just been deprived of the kind of educational experiences which are necessary to do well in college.

I think we have enough information now that we can do it, but we have to do it better than we've ever done before because we don't have a long history of trying to do much about these problems. Naturally it's going to be somewhat disruptive. We're going to make mistakes, and we're going to have problems, but I think we know that it can be done if we can go about it rationally and systematically and have enough of an impact on the public school systems so that we can have better college preparatory programs at all levels of education.

This is to highlight, really, three of the areas which seem to be of such concern. We don't mean to limit our discussion to these but these three seem to be the serious ones.

**QUESTION:** If students are developing their own programs, when it gets down to graduation day, how are they going to know how many hours they need to graduate?

**MARSHALL:** The student who has an opportunity to prepare his own program is not allowed to set his own requirements. He is allowed to consult with a group and, together with them, agree upon requirements. I don't know of any program within the University which now allows a student to graduate with fewer than 120 hours. What I'm speaking of is not that, but what 120 hours or how those 120 hours are achieved. He still has a certain framework within which he must operate. Now, whether even that framework will continue, I'm not certain. I think at an institution like this it probably will. But there are new colleges springing up in which that 120 thing would seem ridiculous—why 120 hours and not 119, give me two good reasons? I couldn't give half a one. All the programs I'm speaking of here are cooperative ones with students and faculty working together within the general framework of requirements.

**QUESTION:** Along those same lines, are we going to have to do some education in the business world to prepare businessmen for graduates in these programs?

**MARSHALL:** Let me be quite candid. I've not had the kind of intimate experience that would allow me to answer that with real expertise about the business world. But it seems to me there is a phenomenon I could describe, and it may be part of the answer to this. An institution like Yale, for example, has now seen fit to pretty much ignore grades, they don't do that any more. They do other kinds of things. They evaluate the students, but they don't give them 94s or A,B,C in many instances now.

The same question was raised by businessmen then as you have raised here—how then do they know whether they've got a good product? Yale said if business wanted to know whether this young man was

(Continued on page 20)

## What Kind of Creature?

(Continued from page 5)

going to make a good purchasing agent, business should test him. Their answer was not flippant but genuine. What Yale is recognizing by that is what each of you in industry is aware of and that is that your testing systems are often much more effective for evaluating the students than the ones we are providing. In other words, you can get an A student, for instance, in accounting, put him in your organization and find he's an absolute loser. He really ought to run a desk machine. For accounting at any other kind of imaginative level, he's not suited. Yet you may find someone who is a B student, or even a C student, who somehow has that special quality that you need. I think that institutions are progressively going to move into that area.

**QUESTION:** There are other problems as well. For example, I don't think an education major should be in his senior year before he comes in contact with a teaching experience.

**MORRIS:** Bravo. Not only do we agree on this, but a lot of other people agree with us. I think we've not been very rapid in trying to do this kind of thing in undergraduate educational programs, which is one of the complaints that students have, incidentally about many many undergraduate programs. We are doing some things which I think have moved us closer to this relevance—trying to get more in terms of a meaningful kind of participation of the student in his field as an undergraduate.

Let me just give you a couple of examples of some of the things we are doing. As an example we have this semester 25 undergraduate students involved in a special program enrolled either as psychology students or sociology students. They are studying the problem of juvenile delinquency. The way in which they are studying it is through a program of cooperation between the University and the district court. They spend two to four hours a week in a personal, individual relationship with a person that the court has adjudicated as a delinquent. This is time spent alone with that young person. Then they come back one day a week for two hours for a kind of consulting seminar where they meet with a

IMAGE IS NOT AVAILABLE ONLINE DUE TO COPYRIGHT RESTRICTIONS.

A paper copy of this issue is available at call number LH 1 .06S6 in Bizzell Memorial Library.

IMAGE IS NOT AVAILABLE ONLINE DUE TO COPYRIGHT RESTRICTIONS.

A paper copy of this issue is available at call number LH 1 .06S6 in Bizzell Memorial Library.

IMAGE IS NOT AVAILABLE ONLINE DUE TO COPYRIGHT RESTRICTIONS.

A paper copy of this issue is available at call number LH 1 .06S6 in Bizzell Memorial Library.

clinical psychologist, the juvenile officer with the court, and a psychiatric social worker. They talk about these problems and what is going on. They're actually participating in something that they think is a very meaningful kind of thing. I'm sure they're going to come out of that course with a far deeper and more personal understanding of the problems. Incidentally, they spend part of this time in the home of that young person, and they get to know their problems. At the end of this semester they're going to know more about problems in the area of juvenile delinquency than they could hope to get in several years in a classroom.

Education also has felt this need. They feel they have been teaching teachers in irrelevant ways to a certain degree for a long time. So they are moving in the direction of sending out students before practice teaching to participate in what is called one-on-one teaching where they assign that undergraduate student to one student and to work in a real setting. Engineering is doing it in a cooperative program of sending students out to work a semester in a firm where they get acquainted with what the engineer actually does on the job.

These are certainly the directions we are moving in. We still haven't moved there on a very broad base, but we are moving. I think the thing we also need to be aware of is that in terms of my experience with these programs there has not been any lessening of the rigor and the academic demands that are placed on the person that would lead him to be a softer person intellectually. He is still going through a rigorous, demanding academic program, and I think he's going to be a much better product in the end. If we do things just because they are novel we might also lose the discipline, lose the systematic learning. I don't think we're doing that in general, though it might happen in some programs.

**QUESTION:** We have seen increased student interest in politics and in planning his own curriculum, I wonder if you would comment on to what extent the student can become involved in running the university without destroying the academic atmosphere.

IMAGE IS NOT AVAILABLE ONLINE DUE TO COPYRIGHT RESTRICTIONS.

A paper copy of this issue is available at call number LH 1 .06S6 in Bizzell Memorial Library.

22

**LEVY:** Ultimately that is a question that has to be answered in terms of specifics, it seems to me. What particular things can students do in the administration of this university; what particular things can they not do. I think if we consider our campus, the fact is that students do not have an appropriate voice in the governance of elementary things which they as mere citizens of this country are entitled to speak about—the conditions of their environment; the hours that they have to be in their dormitories; things like library hours; things like curriculum. Presently, if a group of students wants a course taught on a subject of vital importance which this university does not offer, there is no effective mechanism for making their voice heard. If a teacher accuses a student of dishonest activity on an examination, that adjudication, until this semester, has been entirely in the hands of the faculty. Some students feel that in a democratic system this is not a tolerable situation. On the other hand the faculty feels that there are matters which require special training for decision mak-

ing—matters of expertise—and the faculty is very sensitive about turning over to students any effective decision making power in those areas.

I think it is a mistake to see this conflict as only a danger. There is a grave danger, as the careers of several universities in this past decade have shown, in that kind of agitation. But it is also, it seems to me, a genuine opportunity for the kind of cooperation between generations which can be productive of so much good in our society.

I have been convinced by working with students on committees and in talking to them about this matter of their indisputable good will, their unquestionable integrity with regard to questions of what they study and how they learn. It seems to me, further, that in our society in the coming decade the students will have the relevant questions, students will have the right questions, and perhaps our generation will have the answers. I hope we will. At least those answers have to be made to the right questions, and kids have the right questions. They need some

kind of formal and systematic mechanism for expressing them, and although there is danger, there is also I think opportunity.

**QUESTION:** When do you think these students form their attitudes about such matters as the degree of student involvement in administration? Do they come to the campus with a frame of mind that pretty well indicates the way they're going to feel about it, or do they form their attitudes after they get here? I suspect by the time they get here they're pretty well committed, and I wonder if that's true.

**MARSHALL:** I think what you say is correct. All the evidence we have, speaking now of the majority of students, indicates that they come to the campus with their attitudes, by and large, formed. University life does not seem to radically alter the moral and political stance of large portions of the student body. They come with those.

There's another aspect of this that we might mention, kind of the reverse of this. The evidence we have now is beginning to suggest that students choose universities in their own images. In other words,

IMAGE IS NOT AVAILABLE ONLINE DUE TO COPYRIGHT RESTRICTIONS.

A paper copy of this issue is available at call number LH 1 .06S6  
in Bizzell Memorial Library.

It's not to say they come to OU already decided whether they're going to be liberal or conservative, but they decide which university they'll go to having decided whether they're liberal or conservative. If you are a very, very, very staunch conservative student, the chances are you wouldn't even consider going to Berkeley. I'm exaggerating that difference, but something like that enters their head. I think that if I were an extremely liberal student interested in exploring innovations in education, I wouldn't consider going to Bob Jones or Oral Roberts. So what happens, in a sense, is that it creates for education in the United States a difficult problem because it makes change very hard to achieve. If the system is self-perpetuating, how do you get perspective, how do you step away from this problem and give it some kind of coherence and shape and not just let it run on like a juggernaut?

**MORRIS:** I just read this year's study published by the American Council on Education. For the past several years the ACE has done a study each fall of entering freshmen at institutions across the country. They use a very respectable and impressive sample. They studied 300,000 freshmen this fall at 274 different institutions that were geographically mixed and mixed as to private and public. It's a very carefully done, scientific study. Much of it is esoteric: they find out what percentage of fresh-

men can mix martinis, how many stayed up once or twice all night while they were in high school, how many drink beer, and a lot of things like that. But they also produce some very meaningful statistics.

One of the things that I just looked at in this fall's study of people as they enter higher education is that 85 per cent of them said that they thought the students should have a commanding voice in the development of the curriculum. At the same time that they were saying that, 65 per cent of them

said that institutions were not tough enough on student dissenters. It is a matter of where does attitude change start, and how much does college do to change attitude. There are some of us who feel that we don't do nearly enough in changing attitudes rather than doing too much.

Here's a sample of how entering freshmen responded on certain kinds of social issues: 25 per cent felt marijuana should be legalized; 41 per cent felt we should have more specialized programs for disadvantaged students; 76 per cent

IMAGE IS NOT AVAILABLE ONLINE DUE TO COPYRIGHT RESTRICTIONS.

A paper copy of this issue is available at call number LH 1 .06S6 in Bizzell Memorial Library.

## GIFTS TO O.U. AND THE 1969 LAW

The 1969 tax law changed some of the rules for making tax-deductible gifts to the University of Oklahoma. A number of the long established rules for deducting charitable gifts are unchanged.

Both the unchanged rules and the new amendments continue to encourage gifts to O.U. They reduce the cost of your gift and often enable you to make a larger gift than originally planned.

The Office of University Projects has prepared a booklet which tells about taxwise ways to benefit the University of Oklahoma. This booklet, entitled DONOR'S GUIDE TO THE NEW TAX LAW, will be sent to you on request.

Bob Harris, Director / Deferred Gifts  
660 Parrington Oval, Room 119  
Norman, Oklahoma 73069

Please send me my free copy of DONOR'S GUIDE  
TO THE NEW TAX LAW.

Name \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_



felt we should legalize abortions; 54 per cent felt we should abolish capital punishment; 23 per cent said they had participated in student protest against the high school administration.

Now the meaning of this to me is something I have felt for a long time—by the time students reach 18 years of age and they enter universities, they have established attitude patterns which have been built up out of experience, out of interaction in their own home towns with their peers, with their families.

We in higher education have become the focal point for this business of changing values and disruption in the society and the social order, but I think higher education in this country has really been very ineffective in bringing about attitude change. If anything, we have fallen very short of having that kind of an impact on our students. I wish we could have more of an impact on their social attitudes, but I just don't think we do.

**QUESTION:** We who are older feel there has always been an opportunity, particularly in Oklahoma, for students to participate meaningfully in politics. Yet students, when they get excited, tend to blame the system when their aspirations aren't realized. Could you comment?

**LEVY:** There are two ways of looking at present student unrest. One way is to say it is the latest chapter in a kind of continuous and ongoing history of one generation rejecting the methods and values of an older generation—that in the twenties they swallowed goldfish and danced all night; in the sixties they burned banks; that essentially there's no difference, that every young generation comes up, takes for granted the things which the parental generation strived for, and moves on to other questions, which the elder generation finds distressing. That's one way of looking at it. There's a kind of optimism in this view of it because the traditional story has been that when these kids have to get married, get a job and face life, they will straighten out.

The second way of looking at it, however, is more disturbing and, I think, more accurate. It is this way: this generation is not like other generations who merely revolted from their parents. This

generation has been schooled by you to expect instantaneous satisfaction of demands. It is perhaps the great achievement of your generation to have made it possible to switch on a radio and not have to wait for it to warm up, to create modes of transportation which take us places instantaneously, to grind garbage down without the necessity of having to bag it. Your generation has taught the present college student to expect a kind of instantaneous gratification of desire.

In a sense they are being insensitive to the struggle that had to go into the making of today's material society. But in some senses you were insensitive to the struggles of your parents, and I have been insensitive to the struggles and concerns of my parents.

In addition, because of what Marshall McLuhan calls "membership in a global village," because of our intimacy of contact with people all over the world, for the first time we know what a starving child in Biafra looks like today. We know how he looks today, and we can find out how he looks tomorrow. We can see presidents inaugurated. We can see guys being executed in Vietnam. This has created a kind of membership in a

world community which we've all talked about but which we don't feel. I think this young group feels it.

The result has been a kind of demand which partakes of a sincerity which our demands never had. They really believe in racial equality. They really believe in the horror of war. We all believe these things in our heads, but they, I think, really sense them because of the immediacy of the world community. Moreover, they also are schooled to believe in instantaneous gratification. They never knew a time in their whole lives when the world wasn't threatened with annihilation. They never knew such a time. We all did. The notion of the world community and the notion of the immediacy with which we can do things has made them impatient to see all their ideals realized in fact. Those of us who are older frown at that impatience. Sometimes we have to frown at it. Sometimes it's just wrong impatience. Sometimes they want things which we don't yet know how to do quickly. On the other hand, I think that impatience is understandable, and, if you ask me, on the whole a cause for optimism rather than pessimism.

