# SOONER MAGAZINE

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## The University's Job in Wartime

America's colleges and universities are gradually being converted to full participation in the war effort, but in late September there was still much confusion as to just how the resources of the institutions of higher education can best be fitted into the nation's general all-out war program.

First step in the conversion was for the colleges themselves—students, faculty and alumni—to recognize fully that every phase of a college's program must now be justified in the light of its value to the war effort, and be ruthlessly discarded if it does not pass that test. This realization has largely been achieved.

Other obvious steps have been taken by most of the colleges and universities: acceleration of scholastic work; adding of new courses especially valuable to war industry or the armed forces; speeding up research in fields vital to the war effort; sponsoring short courses in engineering, science and management; eliminating most of the frivolous aspects of college life; emphasizing physical fitness programs.

But still, as this was written, the colleges and universities were awaiting anxiously some definite policy from the federal government that would fit these institutions directly and definitely into the all-over war plan.

The big difficulty, of course, is the uncertainty over how the young manpower of the nation is to be utilized. In mid-September, while the universities were enrolling thousands of young men who were in reserve enlistment groups, an announcement came from Washington to the effect that the enlisted reserves probably would be called to active duty before the end of the fall semester. This announcement was later qualified, but it indicated that Washington has not recognized the importance of college and university training to the war effort. Recent statistics showed 95 per cent of all army officers were R.O.T.C. or college trained.

This conflict of plans for college men of draft age is one point of confusion. Another is that 18 and 19-year-old boys are not now subject to selective service, but it is generally agreed that the draft will be applied to them in the near future. Another difficulty, frequently pointed out, is that there is a wide variation among draft boards as to draft deferments for college men, even in such important fields as engineering, medicine, or chemistry. This confusion can be blamed, not on the draft boards, but on the lack of a specific program for the colleges and universities.

Such a plan has been prepared. Its main features have been approved by the War Time Commission on Education, the American Council on Education, and the Association of American Colleges. Apparently this plan is caught in the log-jam in Washington. Until that jam is loosened, some half-million male college students will be confused over their obligation to the nation's war effort; tens of thousands of instructors will be wondering whether they should be teaching or doing something else, and the college and university administrators will continue accumulating grey hairs by trying to fit their institutions into the war effort step by step, on a trial and error basis, instead of according to an official government plan that would give the institutions a definite job to do—teaching the skills needed for the war effort, to students who have been earmarked for officer material or defense industry under provisions of an official government program. The government doesn't have to prescribe a rigid plan for the colleges, but it could give them a specific job to do.

Unless the colleges and universities are soon fitted into an official job in the war effort, the ever-increasing demand for manpower is going to divert all physically fit men away from the campuses and into the camps, in spite of the repeated assurances from the armed forces that they specifically want to maintain a flow of college-trained men for future officer material.

O. U. alumni, and all of America's college alumni, can help break the log-jam that threatens the very existence of many institutions, by emphasizing to their congressmen and senators the importance of giving the colleges specific responsibility to handle the particular war job which they know best how to do—training young people.

### The Cover

Capt. Ted Beaird, alumni secretary who went into active service in August, in his Air Corps uniform.

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