THE University is opening today under rather unusual circumstances. So many tragic and surprising things have happened since the University closed its regular session last June that it seems like a very long time ago. During the intervening summer months, our outlook on life and destiny has greatly changed as the result of German aggression which has caused the government of this country to enter upon a program of preparedness and military training unprecedented in peacetime.

The University, like similar institutions throughout the country, must fulfill its obligations to society in these critical times. We must support the government in its preparedness program and measure up fully to every requirement of good citizenship.

But I remind you that there is much more to be done than merely utilizing our facilities for military preparedness. The American people must be prepared in mind and heart for any emergency that may arise. While we are all committed to the building of a great navy, a great air force, and a great army, those of us behind these lines of defense must be prepared to support our military organization loyally and faithfully. In other words, intellectual and moral preparedness is a vital part of every program of national defense. It is the peculiar obligation of our educational institutions to serve our country in this regard as we move toward what appears to be the most critical experience in our national history.

As thousands of our young men are being called to the colors for more intensive training, other thousands of our youths are being called back to college where they can make better preparation for whatever demands may be made upon them in future years. The Selective Service and Training Act just passed by Congress recognizes the value of academic and technical training by providing for the exemption of young men of draft age in order that they may continue in college for the academic year 1940-41. This policy on the part of the government places unusual responsibility upon every college student this year. Students will be expected not only to support actively and defend our preparedness program, but to measure up fully to every other requirement of good citizenship. I hope every student enrolled in the University this year will feel that in entering college he is fulfilling an obligation to our democratic society. I think a sense of this responsibility should sober us all and cause us to feel that we should make the most of our opportunities while they are available to us.

Our educational institutions have done much in the past to sustain our democratic institutions and to inspire the youth of the land with a love for them. We must do more in the future than we have done in the past to bring about these results. It is not enough now for the educators of youth merely to teach American history and democratic principles of government. We must arouse in the minds of youth an appreciation and love for all that is best in our democratic society.

The fact that democracy is on the defensive as never before in modern times should cause us to appreciate the form of government under which we live more than we have in the past. The Bill of Rights of our Constitution has become something more than a declaration of principles. To keep effective in our society the freedom provided in this declaration has become the most challenging obligation of the American people. Teaching this year, in the light of the world situation and our own experiences, should become much more than a perfunctory public service. Our opportunity as teachers in all the realms of learning should become a supreme opportunity reinforced by a sense of consecration.

I believe we will take our responsibilities more seriously if we will consider the fact that international wars are the result of conflicting philosophies of statecraft. Back of every war between nations is the conflict of ideas and ideals. This is certainly true in the present situation. The issues of the present war in Europe are clearly defined. While broken promises and aggression precipitated the war in Europe, we should recall that back of these causes for war is a conflict of ideal and purpose.

On one side, we have national leaders who believe that the end justifies the means and that the murder of defenseless women and helpless children is of little importance in their march toward the domination of the world. Those responsible for this type of ruthless aggression have caused the government of this country to enter upon a program of preparedness and military training unprecedented in peacetime.

But I doubt if any of us fully realize the power of ideas and ideals in human society. If teachers in our schools and colleges think that their influence is not very great and the work they do is not very important, I would remind you of the terrible results of the teachings of a few professors in Germany. About a generation or more ago there lived in Germany a great teacher of history. His name was Treitschke. He taught his generation that war was necessary to progress and national greatness. "The living God will see to it," he said, "that war shall always occur as a terrible medicine for humanity."

Schlegel, another great German thinker, said that "War is as necessary as the struggle of the elements in nature." And Bernhardi declared that "War, begun at the right time, has effected the happiest results, both politically and socially," and that "War gives a biologically just decision."

This philosophy of warfare had been widely disseminated throughout Germany before the first World War and has continued to dominate public opinion in Germany to the present time. Otto Tolischus, the famous World War correspondent who has spent many years in Germany, has just written a remarkable book entitled They Wanted War. He tells us that in Germany at the present time one of the popular slogans is "Blood knows no borders"; and one of the theme songs widely current in Germany at the present time is "Today we own Germany, tomorrow the whole world." All of which indicates that the philosophy of Germany's influential thinkers of the past still pervades the thinking of the German people.

(please turn to page 29)
Intellectual and Moral Preparedness (continued from page 10) today. As this great war correspondent says, the "battle now being fought is a life-and-death struggle between two cultures, two ways of living and dying, two moral concepts and two systems of social, political and economic organization." All of this illustrates how important it is for us to inculcate right ideals and to correct false impressions in the minds of youth.

Every individual has a philosophy of life whether he is conscious of it or not. It is the product of many influences—personal associations, instruction, reading, all of which influence in one way or another almost everything we hear or see. There are many intangible currents drifting through our lives that give direction to our thinking. Music and art play their part in influencing our destiny. Let me illustrate. Richard Wagner composed some of the greatest operas that have ever been produced. His operas are great favorites of Hitler and he has encouraged their production repeatedly throughout Germany. Why has Hitler been so partial to Wagnerian music? I suspect that Hitler's interest is inspired by something more than a genuine love of music. In the final scene of The Mastersingers, Wagner does not bring upon the stage some greater hero. People representing all walks of life among the citizenship of ancient Nuremburg appear. They sing their folk songs, they play old popular melodies, they mingle together freely in a spirit of comradeship; but finally the hero of this opera rises to his feet and addresses the throng by singing these words which are familiar to every lover of operatic music:

"Fellow citizens and fellow workers, here together on this great day in the name of our people, let us unite. Let us cherish our homes and our work and our integrity, whatever task we do. Let us sing our own songs, remember our own faith, our own legends, our own ideals of humanity and truth and industry and beauty. Let us bring these things together and cherish them. And so long as we cherish these truths, all held together by this concept of life and work and honor and beauty, so long will this people endure, though empires fall and rise."

There is a sublimity about these words that stimulates our emotions and stirs our souls when conveyed to us by a golden voice, but there is in them an appeal to the pride of every German citizen and there is the insidious thought that if Germans will be loyal to their own ideals and traditions the German nation will endure while other nations about them are falling into decay. Mein Kampf is largely an exposition of this thesis.

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An additional shipment of fourteen dozen University of Oklahoma Commemorative Plates made by the Wedgwood Company, of England, has been received. While these last, orders can be filled immediately upon receipt. These are "first edition" plates, with the special back stamp. The plates are 10 1/2 inches in diameter, framed in Wedgwood's time-honored "Patrician" border, with an etching of the University Administration Building in the center in Staffordshire red. Ideal for gifts or plate collections, and so pleasing and dignified in appearance that many alumnae are purchasing sets for use at dinner parties and other occasions. Because of the war it is uncertain how long deliveries of Wedgwood plates can be continued. Purchases for the Christmas season might well be made now.

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I am not referring to the great opera of Richard Wagner for the purpose of criticising it. I am only illustrating the various forms that are used to disseminate ideas and ideals and how important they are in the lives of people. My point is that back of all social and political upheavals, revolutions and international wars, is the conflict of ideas and ideals. It behooves all of us, therefore, to base our thinking upon those philosophies of life and those ways of living that are worthy of defense and that contribute most to human happiness.

Our obligation to society gains significance when we think of the possible consequences of the present war in Europe. An example from history may help us toward a better appreciation of the issues involved in this struggle. "The period which intervened between the birth of Pericles and the death of Aristotle," wrote Shelley, "is undoubtedly, whether considered in itself or with reference to the effect which it has produced upon the subsequent destinies of civilized man, the most memorable in the history of the world." This was the period when Athens developed into a democratic state. During this time liberal reforms were promulgated, education was encouraged, and literature and art flourished. The Athenian democracy is one of the outstanding experiments in the history of government. The results of it challenged the admiration of the world for two and a half millennia. In the hierarchy of the gods, Athena, the goddess of wisdom, became supreme. The statue carved by the greatest of Greek sculptors stood majestically in the Parthenon and the people worshipped at her shrine. The encouragement to literature brought forth some of the greatest productions of the human mind and her artists gave expression to a sense of beauty and symmetry in the form of majestic buildings and statuary that have been the envy and the admiration of men through the ages.

But while Athens was developing this glorious civilization another city state was developing on the basis of an entirely different conception of life. The Spartan Code required vigorous discipline. Any child born to a Spartan mother who had physical defects was put to death. Infanticide instead of being regarded as a crime was considered to be a virtue. A system of eugenics was practiced that resulted in developing a physical type of manhood far superior to that of any other city of the ancient world. The idea of the Spartan state was to develop a citizenship of great physical endurance and that systematically trained its men to endure every type of hardship with fortitude.

It was inevitable that Sparta and Athens would eventually come into conflict. The culture of Athens was obnoxious to the Spartans and a democratic conception of government was probably regarded as decadent or superficial. While Greek historians give us many incidental causes of the Peloponnesian War, the supreme cause was a conflict in ideals and purpose. It resulted in the defeat of Athens by Sparta, which marked the destruction of democratic society in Athens and paved the way for the rise of the military dictatorships of Philip of Macedonia and his son, Alexander, who ultimately extended his empire from the Aegean to India. The destruction of Athens was one of the great tragedies of human history. The democratic ideal of society was forgotten and it was not to be revived again until modern times.

There is a striking similarity between the Spartan conception of government and that of Germany today. In Mein Kampf, Hitler in his chapter on "The State" says with reference to education that "His (the German youth) whole education and training must be planned to give him the conviction that he is absolutely superior to others," and that the supreme object of education is to develop "physical strength and agility." Repeatedly, he emphasizes the supreme importance of physical training and what he calls "racial purity."

The present war, which has resulted in the subjugation of France, certainly has many characteristics that compare, in a way, with the conflict between Sparta and Athens. The French tradition of culture and enlightenment has many of the attributes of Athens in the time of Pericles. When we get a perspective of history, we may see in the subjugation of France as great a tragedy as that which came to Athens in the Golden Age. It is certain if England suffers the same fate as France in this struggle, future generations will recognize it as one of the greatest disasters of human history.

If there are any among us who feel that in some way we may escape the tragedy of Western Europe and cling to an outworn belief in isolation, I would have you reread history and see how the world has been influenced by selfish and ambitious leaders. I have been reading again in recent days Edward Gibbon's The Decline and Fall of the Roman Empire. Gibbon tells us that in the sack of Athens by the Goths these ruthless conquerors were on the point of setting fire to the libraries for the purpose of destroying Greek learning. Just as the torch was about to be applied one of their chiefs of more refined sentiments than his brethren dissuaded his companions by making the profound observation that "as long as the Greeks were addicted to the study of books, they would never apply themselves to the exercise of arms."

In this argument there is implied one of the handicaps under which France and England have labored in recent weeks, and it is one of our handicaps also. The people of democratic countries have encouraged learning and creative writing. Those who engage in these pursuits appeal to a vast number of intelligent people who abhor war and love culture. They covet peace not only because of the horrors of war, but because it enables them to promote and disseminate culture through the promotion of education and the building of schools, libraries, museums, and other facilities that contribute to the intellectual advancement of the race. For this reason, only the greatest threat to national existence will cause people imbued with these ideals to turn aside from their high purpose to prepare to protect their society from foreign aggression.
This explains why France and Great Britain were so slow to build up their national defenses. When they reluctantly recognized the inevitable, France mapped out her military program to be completed in 1941, and England in 1942; but Germany struck in 1939.

I remind you that the United States has mapped out a program that cannot be completed before 1945. In the light of what has happened during the last year, I shudder to think of all that could happen to America before we could possibly prepare adequately to defend our vast shore lines from aggression. While it is tragic beyond words that the thoughts of the American people must be concentrated upon military preparedness instead of the pursuits of peace, all of us appreciate the necessity of our national policies regardless of our deep regret that it has become necessary.

As we go forward now with the unprecedented policies of military preparedness, let us not forget that along with this must go intellectual and moral preparedness. By this I mean the earnestness of purpose, the discernment, courage, fortitude, spirit of sacrifice, and loyalty that should dominate our thoughts during the critical years ahead. The late John Buchan (Lord Tweedsmuir of Elsfield), in his remarkable autobiography which was finished just before his death and which has just appeared in print, said in speaking of democracy in the United States: "If democracy in the broadest and truest sense is to survive, it will be mainly because of her guardianship. For, with all her imperfections, she has a clearer view than any other people of the democratic fundamentals." Our democracy, which means so much to us as well as liberty loving people throughout the world, is threatened from within and without. We have heard much in recent weeks about fifth columnists and already sabotage is being practiced in some of our factories. Two or three days ago a large powder producing plant was destroyed and many people were killed and injured. While I do not know the cause of this disaster, it has caused anxiety and deep concern. We know something of the influence of disloyal groups in other countries that have become the victims of aggression. There is no place in America for any man who is not loyal to our democratic institutions and traditions. There is certainly no place in our educational institutions, particularly our publicly supported institutions, for any man who is not genuinely loyal to our country and thoroughly committed to policies of public welfare.

On the other hand, we must recognize the fact that hysteria is the inevitable by-product of war psychosis. We must see to it that while preparing for our protection from aggression we must not practice intolerance and injustice. Freedom of speech, the right of free assembly, and

Make Reservations Early
Facilities of the Oklahoma Memorial Union for luncheons, dinners and other group meetings are available to alumni, provided reservations are made in advance.

Due to increasing demand for use of these facilities, alumni groups wishing to use any part of the building—particularly on football weekends—are urged to make reservations as early as possible.

Oklahoma Memorial Union
University of Oklahoma, Norman
honest opinion must be sustained at this
time. The essential of a vigorous democ-
racy is a decent respect for the opinions
of mankind when honestly expressed and
reasonably defended. One of the ways
to promote solidarity of interests among
our people is to recognize their rights as

citizens and to protect them in those
rights. Certainly, the intellectual and
moral obligation of universities in these
times is to maintain their freedom of ex-
pression as a means of helping to clarify
the thinking of all our people in deter-
mining policies designed to promote the
ongoing of the social process.

The moral and intellectual responsibil-
ity of scholars and writers is vigorously
presented by Archibald MacLeish in a
little book that is just off the press. He
asks this question: "Why did the scholars
and the writers of our generation in this
country, witnesses as they are to the de-
struction of writing and of scholarship in
great areas of Europe and to the exile
and the imprisonment and murder of
men whose crime was scholarship and
writing—witnesses also to the rise in their
own country of the same destructive
forces with the same impulses, the same
motives, the same means—why did the
scholars and the writers of our generation
in America fail to oppose those forces
while they could—while there was still
time and still place to oppose them with
the arms of scholarship and writing?"

Mr. MacLeish charges that the intel-
lectuals of our generation have failed to
understand what has happened to their
world. The opinion is expressed by this
celebrated poet that essentially this war is
a revolt against the common culture of
the West and that the "intellectuals in
America and elsewhere—writers, scien-
tists, the men of learning" have ignored
the fundamental issues involved. He
expresses the belief that "they have one hope
of success and only one—the destruction of the whole system of ideas, the whole
respect for truth, the whole authority of
excellence which places law above force,
beauty above cruelty, singleness above
numbers." He reminds us of the shining
examples of the past who in times of
crisis rose to defend freedom of the mind
—men like Milton, Voltaire, Bartolomeo'
de las Casas. Mr. MacLeish might have
greatly extended the list of names of in-
tellectuals who have served the cause of
freedom by their pens. I realize that it
is natural for the scholar and the student
to assume an attitude of impartiality, ob-
jectivity, and detachment under ordinary
circumstances; but in times like these stu-
dents, teachers, scientists, and writers must
come to the defense of free institutions
and help mold public sentiment for cor-
rect objectives. Certainly, the college
professor and other teachers of youth can-
not escape this responsibility.

Let us enter, therefore, upon this new
year's work with a full consciousness of
the great issues involved in the present
world situation and our responsibilities as
a people to protect our fair land and free
institutions from any foreign aggression
that would deny to us the use of our re-
sources and enjoyment of the fruits of
our heritage. Let us begin today soberly
and earnestly with the full
determination to make the most of our
opportunities no matter what contingen-
cies may arise. Let us resolve to make
the best preparation possible to serve our
country either in peace or in time of war.
By so doing, we will justify the faith of
the people of Oklahoma in us and merit
the confidence of all right thinking Amer-
icans who love our country and cherish
its ideals. ▲▲▲

Association Progress

(continued from page 12)

Club, Western Oklahoma Alumni Asso-
ciation of Phi Kappa Psi, I. O. O. F.
Lodge, Cosmopolitan Club International,
Reserve Officers Association (judge advo-
cate of state district in 1939), Junior
Chamber of Commerce, Board of Direc-
tors of Y. M. C. A., Men's Council of
St. Paul's Cathedral, and member and
officer of various bar associations.

Mrs. Fellers is a member of the Uni-
versity Chapter of Kappa Alpha Theta
and was on the Sooner Yearbook staff. In
Oklahoma City she has been active in
the Kappa Alpha Theta Alumnae Asso-
ciaction and has served as president of the
Cosmo-Pals, the women's auxiliary to
Cosmopolitan Club International.

Homecoming

The 1940 Homecoming for University
of Oklahoma Alumni will be November
16, on the occasion of the Soonerc-Missouri
game.

The Alumni office last month was set-
ning up committees and making other
preliminary arrangements for a full cele-
boration along the traditional lines of
Homecoming in recent years.

Under the leadership of Joe Fred Gib-
son, '34ba, '36aw, the Oklahoma City
Alumni are completing details for the
annual alumni dinner-dance to be held
on Friday night, November 15, the even-
ing before the Homecoming game in Nor-
man. Detailed arrangements for the
dinner dance will be announced soon.

Directories

The Alumni Office has a few copies
remaining from the Engineer Alumni
Directory issue of Sooner Magazine.

Members of the Alumni Association are
invited to tell their engineer friends not
already belonging to the Association that
they can obtain copies of the Directory
by taking a membership subscription now

Sooner Magazine