

Mustangs Go to War

Campus Life during World War II

By PAMALLA ANDERSON

Southern Methodist University celebrated its twenty-fifth anniversary in 1940 amidst financial and ideological uncertainty. The Depression had left the young University struggling, but the recent selection of Dr. Umphrey Lee as SMU's fourth president promised to provide the leadership necessary to keep the University solvent and redefine its educational philosophy while at the same time contributing to national defense and providing well-trained young men and women—a vital resource for the advancement of World War II abroad and on the home front.

Faculty, students, and the Dallas community welcomed and respected Dr. Lee, an alumnus of SMU (Master of Arts, 1916) and former minister of Highland Park Methodist Church. He was a minister, but foremost, he was an educator who grasped the European situation and warned of the dangers that Germany's aggressiveness posed to democracy. He also understood the implications of U.S. involvement in World War II for SMU.

Dr. Lee welcomed the student body of 1940-1941 with ominous words, as he and his colleagues around the country contemplated the fate of their institutions with regards to the current world situation:

It is impossible to forget that this is a most unusual year. The world is in the most terrible of all wars. . . . At such time I cannot simply bid you welcome to a good time. I hope that your year will be pleasant, but I should be sorry to think that, when the world burns, Southern Methodist University men and women can forget that they are enjoying a high privilege which conceivably might not come to another generation.¹

Private universities in particular realized that their very existence was in danger should they lose a large portion of their male student body and faculty members to the war effort. SMU saw more than 400 male students and faculty between the ages of twenty-one and thirty-six register for the draft that October.² Many schools, including SMU, aggressively sought contracts for military and civilian training programs in order to offset the loss of tuition. Dr. Lee's war correspondence files contain scores of letters to the U.S. Department of War, Army generals, Navy admirals, and U.S. and Texas congressmen that outline the facilities and instructors available at SMU. In anticipation of a war, he offered aid and requested contracts from the



Dr. Umphrey Lee served as president of SMU throughout the war years.

government to provide that help.³ Dr. Lee realized that colleges and universities with military reserve training programs already in place, like the Reserve Officer Training Corps, had a distinct advantage because parents wanted their sons to enter the armed forces as a commissioned officer rather than an infantryman. Students would naturally gravitate to the schools that could provide military training while working on their college education. Secretary of the Navy Frank Knox assuaged some administrators' fears when he indicated that smaller institutions threatened with insolvency due to the war would be placed higher on the list for these government contracts than well-funded state institutions or those with substantial endowments.⁴

Students and faculty actively debated the political situation in Europe and discussed the role of the U.S., but by 1940 neutrality seemed unlikely. A committee called the SMU Group for Aiding Great Britain and Her Allies, supported by Dr. Lee and the administration, raised

money for clothing, hospital supplies, and emergency kitchens.⁵ The University also established a Civilian Defense Committee and started defense programs in engineering, business administration, and aviation training. Despite the anticipation of U.S. involvement in the war, SMU students still regarded war as more of a theoretical discussion, creating no disruptions in their daily lives.⁶

On December 7, 1941, the anticipation of a war quickly changed to preparation. Frances Beresford Bearden (Class of 1944) remembers that Sunday afternoon as unusually warm for December. She and other coeds lounged outside Virginia Hall; someone threw up the window sash and repeated the radio announcement concerning the bombing of Pearl Harbor. Nowadays nearly every student of American history knows of Pearl Harbor, but on that fateful day Bearden remembers many asking, "Where's Pearl Harbor?"

In his chapel address four days later, Dr. Lee announced the U.S. declaration of war on Japan, Germany, and Italy. He indicated that the first obligation of the University was the defense of the nation, and he encouraged students to supplement their studies with first aid lessons or to learn to fly through the Civil Aeronautics Training program. Above all, Dr. Lee stressed that the government wished for all students to stay in school and prepare in specialized fields. He explained the lessons of the previous world war in which college men left school to join the armed forces. They were among the first waves of those to be killed, and no trained men were available to replace them.⁸

The SMU student newspaper, the *Semi-Weekly Campus*, ran headlines on December 10, 1941, entitled "Students Accept Situation, Pledge Support to Win War" and "Mustang Spirit Flares as Students Unite for War" that captured students' reactions to the U.S. declaration of war. Fear, excitement, shock, acceptance of the inevitable, and a resolution to defend the U.S. topped the reactions of the students interviewed.

In an effort to dispel rumors regarding college campuses during the war, Dr. Lee published a pamphlet entitled "The War and Its Effect on the Operations of SMU," which stated first and



SMU's student newspaper was filled with reports of the war's impact on the university, but it also covered those traditional campus activities that continued to take place.

foremost: "SMU will continue in operation throughout the duration of the war." He explained that SMU would participate in armed service training programs that would not only provide instruction for men entering the service, but also for women, men physically unqualified for service, and those students too young to be drafted. SMU moved from semesters to trimesters, which enabled freshman to enter the University three times a year and upperclassmen to complete their studies faster. The prevailing wisdom called for young men to get as many semesters of college under their belts as possible before heading into the service.⁹

Nineteen forty-two brought about significant changes that affected the world, the nation, and the students of SMU. According to SMU catalogs, the number of male undergraduate and graduate students in 1941-1942 totaled 2,308; by the 1942-1943 school year that total dropped to 1,886. In a January 1942 chapel address, Dr. Lee emphasized the need to prepare and train for not only the armed services, but also for war industry and the postwar years. He reminded students

to study the philosophy of Western Civilization so that they might better grasp why the war must be fought and won. Realizing the discomfort of some with the current state of affairs, he added "... nothing would be worse than for a group of people, who are capable of doing something for the country, to be running about so disturbed by the war that they can do anything but work."¹⁰

In the first half of 1942, students were inundated with recruitment information. The young men internalized the message to stay in school, but many wanted to enlist in the reserves so that they could choose the branch of the armed services in which they eventually wished to serve. War questions and rumors abounded, but sources to answer those questions were readily available through specially appointed faculty and the swarms of armed services representatives that visited campus. Faculty members performed new wartime duties on campus, and some of those with skills in the specialized fields of geography, mathematics, and engineering were called into active service. Some courses considered nonessential to the war effort were cancelled,

and professors moved to other departments. For example, Dr. Lester Jordan, head of the Journalism Department, taught economics during the war.¹¹

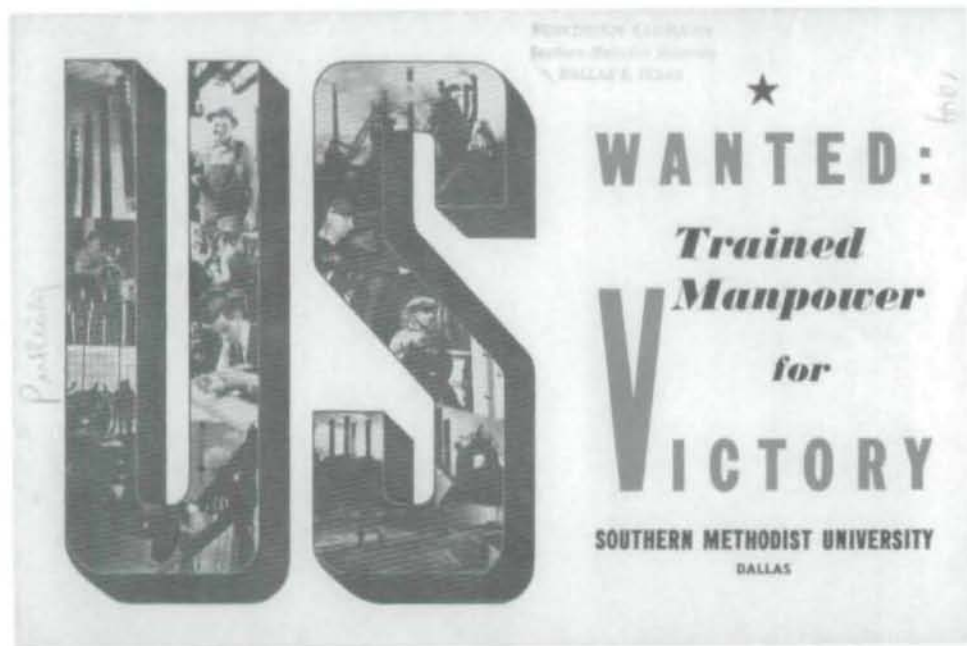
Despite all the changes, many extracurricular activities continued—even Hitler couldn't stop the Southwest Conference from holding football games. Athletic events, sorority and fraternity activities, dances, theatrical and artistic performances, and student life in general continued without interruption. One notable exception was the cancellation of the student production of *Madame Butterfly*, which was replaced by something more American.¹² Other activities continued, but with modifications. Due to war restrictions, homecoming traditions were curtailed and parade floats were prohibited. The Pigskin Revue tradition continued despite the fact that the SMU band lost nearly two dozen of its sixty-plus members to the draft.¹³ Younger boys and even one girl joined the band to make up for the losses.

The 1943 spring semester brought about more changes: the University operated year round and implemented the trimester system, food and gas rationing was in full swing, the School of Engineering operated on a twenty-

four hour schedule, and even Easter vacation was dropped.¹⁴ Student service organizations, like Alpha Phi Omega and College Organization for General Service, as well as the honorary societies, turned all their volunteer efforts to the war. Although many typical college activities and events continued, student leaders tried to keep social activities to a minimum in number and scale.¹⁵

Throughout the war years, Dr. Lee delivered addresses at the beginning of school, graduation ceremonies, and chapel services and wrote numerous speeches and articles for the campus newspaper, yearbook, clubs, and organizations in the Dallas area. The overriding theme of all these addresses echoed Dr. Lee's core belief that students not only had a duty to prepare for war, but also to study history, government, economics, literature, and philosophy in order to understand "what we're fighting for" and to make an "intelligent contribution to the years after the war."¹⁶

The SMU educational philosophy under Dr. Lee stressed a liberal arts education, but it was Dean Earl H. Flath's School of Engineering that spearheaded the expanding war-related curricula. Two early programs instituted at SMU were the Civilian Pilot Training program, which pro-



SMU promoted its special programs aiding the war effort as a way to maintain enrollment at a time when so many men had enlisted in the services.



Women began enrolling in SMU's traditionally male-dominated engineering programs during the war.

vided ground school training for future Army and Navy flyers and the Engineering, Science, and Management War Training Program (offered in cooperation with the U.S. Office of Education), which trained students for work in military service and national defense industries. These free courses, which numbered nearly a thousand by the end of the war, included mechanical drawing, production supervision, cost accounting, engine testing, surveying, radar, radio and many others. They trained students for work in shipyards, munitions plants, and aircraft factories. Still other courses, such as an air raid preparedness class for municipal officials and first aid classes, targeted civilian training.¹⁷

The aforementioned programs kept students, faculty, and facilities operating, but SMU still hoped to procure a government contract with the armed forces. A 1942 joint press release from the Army and Navy reiterated the mandate to college men to stay in school as the military was in dire need of a steady flow of "men having

the requisite educational background for rapid assimilation into increasingly important and increasingly technical fields of industrial and military service."¹⁸ The Army and Navy planned to enlist college men into reserve corps and leave them on inactive duty status until they graduated, unless circumstances prevailed that required an immediate call to duty. As an incentive for the men to devote themselves to serious study, examinations would be required. Men who did not meet the standards or those who did not seem dedicated to "developing capacities of leadership" would be immediately called to duty. Navy programs included the V-7, which sought recent college graduates for officer training as early as 1940. In 1942, the V-1 program recruited college freshmen and sophomores and required more courses than the V-7 program. The V-5 program targeted "men who didn't finish the V-1" program and high school graduates for "training as aviation cadets."¹⁹

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While some SMU students participated in the V-1, V-5, and V-7 naval programs, none of these programs approached the scale of the newest Navy college program announced in early 1943. In February, Dr. Lee received a letter from U.S. Navy Vice Admiral Randall Jacobs stating that SMU had been selected as one of 131 schools to participate in the Navy College Training Program, better known as V-12.²⁰ At a special conference held at Columbia University on May 14, 1943, Admiral Jacobs outlined important features of the program. He described the V-12 as a college program that placed students on active duty as apprentice seamen. The Navy intended for the students in the program to enjoy a normal college experience, which included high academic standards as well as extracurricular activities. The main purpose of the V-12 program was to turn out a continual flow of the most qualified officer candidates, with the cooperation of American colleges and universities, in the least amount of time and with the least expense.²¹ The specific requirements of the program set out in the "Plan for Operation of the Navy College Training Program, V-12" proved that these students' college experience would be far from normal. They answered to the Navy first and the University second, which meant uniforms, curfews, drills, inspections, and extra classes.²²

In July 1943, the program got "under weigh" with 70,000 men reporting for duty at various colleges and universities—SMU welcomed 220 of those young men to the Navy.²³ Though they had arrived that summer, the Navy boys of the V-12 made their debut in the fall of 1943 as they paraded around campus dressed in their Navy whites. The V-12 had an impact on every aspect of student life and finally brought a

tangible aspect of the war home to SMU. The women moved out of the girls' dormitories in order to make room for the men in the V-12 program, and the dormitories carried the new nicknames of the USS Virginia and USS Snider. In November of 1943, students reported to all classes despite the Thanksgiving holiday because the administration reasoned that civilian students should not be permitted a holiday while the V-12 classes had to meet.²⁴ The V-12 men joined fraternities, honorary societies, athletic teams, and student politics in addition to their rigorous physical workouts, specialized classes, and Navy duties.²⁵ Fifty of the V-12 studied pre-med and pre-dental while the remaining 170 concentrated in engineering. Later in the program, men from the theology school participated in the V-12 to train as chaplains. Although much smaller than the Navy program, an Army Air Force unit served on active duty that fall as well, studying to be instructors. Men in the Air Force program on campus were more restricted from collegiate activities because they did not attend classes with regular and V-12 students, but they participated in some social outings.²⁶

From the perspective of the armed services, the young SMU male students were prime candidates for use in the war effort. Every young man on campus studied, attended classes, and participated in daily activities with the looming possibility of being drafted or sent to the front. All of the reserve programs stipulated that the men would stay in school to finish their education, but the military could call upon the students immediately in an emergency. Without question, the war affected nearly every young man's life. In 1944, students saw many friends leave for the war and despaired for many who would never return. Young men on accelerated



The 1944 *Rotunda*, SMU's student yearbook, took the war effort as its theme, being dedicated to the V-12 naval unit on campus.

schedules graduated quickly and either enlisted, went on active duty, or were called by the draft, which by this time had lowered the eligibility age from twenty-one to eighteen. News of those abroad poured in from every theater of operation. Sentimental stories of former classmates meeting up in some strange locale topped headlines of the campus newspaper, as did the reports of exceptional soldiers and the fallen. Frustration and possibly a little guilt can be detected in the editorials and articles of those who remained behind to finish their education. Jack Harkey, a V-12 engineering student, wrote, "It is hard to sit in classrooms while others are fighting our battles, but if Uncle Sam considers this more important than bearing arms, then that is what must be done."²⁷ Another article in the campus newspaper speaks of the "forgotten man" left out of the fighting front who must instead focus on learning skills that will be useful after the war.²⁸

They all, however, found comfort in the pleadings of administrators and recruiters to stay in school until called to duty.

The year 1944 found the students continuing to hold dances, teas, and picnics and attend football and basketball games. Frances Golden Ware and other 1944 classmates remember that despite the unusual circumstances "they still had fun" and managed to carry on as normal a college life as could be expected under the conditions. The Student Council pledged to encourage war support through blood drives and war bond sales, and it actively sought to provide social activities that would foster the relationship of the regular student body with those students in V-12 and Air Force programs on campus.²⁹ The 1944 *Rotunda* yearbook was dedicated to the V-12 unit at SMU—the entire book carried a naval theme with nearly every page featuring a young man in uniform. That summer, Vivian

Anderson reported in her editorial for the June 7, 1944, *Semi-Weekly Campus* that "D-Day on the Hilltop" found Mustangs tuned into the radio to hear the news with thoughts of friends and family who participated in the battle.

Significant changes also occurred for young women during World War II, and those changes produced a lasting effect on the American culture. The coeds of SMU were called to service, called to industry, and ultimately, called to war. Early on, SMU coeds faced the practical implications of the war. Shortages due to rationing crimped their styles and appetites. The SMU dietician encouraged students to eat fruit as a substitute for sweets since sugar was being rationed.³⁰ "Mustangs Stampede Co-op for Scarce Candy and Gum" read one headline from the campus newspaper; "Hershey bars is one luxury which is now served to service men almost exclusively," quipped one coed in the article. Frances Ware recalls the invention of pancake make-up for use in painting one's legs since nylons were a scarce commodity. The rationing of shoes presented problems, as did the rationing of gas and tires. Ware remembers a law that prohibited driving a vehicle over thirty miles per hour, and a trip of any substantial length required special permission.³¹

Coeds bemoaned the scarcity of men on campus as well. An SMU sociology professor exacerbated young women's fears when he forecast in his *Dallas Morning News* article, "Another Acute Problem of War: Old Maids by the Thousands," the failure of many young women to find husbands.³² In a tongue-in-cheek editorial in the campus newspaper, one coed alluded to the "not quite extinct feature of a young life—a date," and advised any girl finding a man who is "neither married, rheumatic, engaged, adolescent—well, if you find him, before you faint, GRAB HIM!"³³

The young women of SMU may have complained of the inconveniences of wartime on the home front, but in true Mustang spirit, they rallied and went to work for the war effort. The College Organization for General Service (COGS), founded in 1943, gave campus girls an opportunity to take part in the war. COGS members knitted and rolled bandages for the

Red Cross, sent letters and copies of the campus newspapers to men in the service, sent gifts to army and navy hospitals, visited returning wounded servicemen in local hospitals, supported war bond and blood drives, and sponsored social activities to integrate the V-12 unit on campus.³⁴ A COGS-sponsored carnival to raise money for the war effort featured nylons, handbags, cigarettes, and Hershey candy bars as auction items.

Vivian Anderson Castleberry (Class of 1944) remembered the war years as a mixed blessing—rationing meant items once considered necessities becoming luxuries, while heaven was a man in uniform.³⁵ As the editor of the campus newspaper, she wrote an article entitled "SMU Coed Is Changing to Fit Today's Tempo" in which she articulated the changes occurring in young women's attitudes and ambitions. She noted that "social belles" joined "farmers' daughters" to fight the war, and many women became more conservative—saving money, engaging in healthy habits, and taking on more ambitious classes and jobs once thought of as a man's domain.³⁶ Young women headed several of the key student body leadership positions, such as the editor of the *Rotunda* yearbook and the *Semi-Weekly Campus*, for the first time because the young men in these positions were often called to service. Students debated the idea of a coed as student body president: many of the men were in favor of such a move because they realized that a "girl" in the position would give continuity to the office, as most any upperclassman would probably have to resign upon being drafted. But not all men agreed. An editorial in the campus newspaper took a "Glimpse into the Future Picture of College Life" and saw a student class organization where emotion ruled decisions and the student union would be painted pink.³⁷

SMU coeds answered the call to industry as women "flocked" to national defense courses offered at the University. Dr. Ellis Schuler, Dean of the Graduate School and professor of geology, noted that "there is an unprecedented and urgent need for women to take places in laboratories and in other work formerly done by men who have been drawn into the armed service—

es.³⁸ Record numbers of girls entered SMU's School of Engineering, with Margaret Jane Stroud Gronberg becoming the first woman to graduate with a degree in civil engineering.³⁹ Job postings for women as stenographers, typists, civil servants, nurses, and defense workers filled the campus newspapers. Frances Ware believes that she would never have landed a teaching job in the Highland Park school system right out of SMU had it not been for the war.⁴⁰

For some SMU coeds and recent graduates, the call to knit, save tinfoil candy wrappers, or take civilian defense classes constituted their initial contribution to the war effort, but several proceeded to join the armed forces. The Red Cross begged coeds to relieve civilian nurses whose ranks had been depleted by the Army and Navy. Recruitment advertisements in campus papers for the WACS (Women's Army Corps) and WAVES (Women Accepted for Volunteer Emergency Service) women's reserves numbered nearly as many as those for the men.⁴¹ A letter from Captain Walbridge, Director of Naval Officer Procurement, to Dr. Lee succinctly details not only the propaganda used to recruit women for the reserves, but the actual legacy of the young women that emerged from World War II:

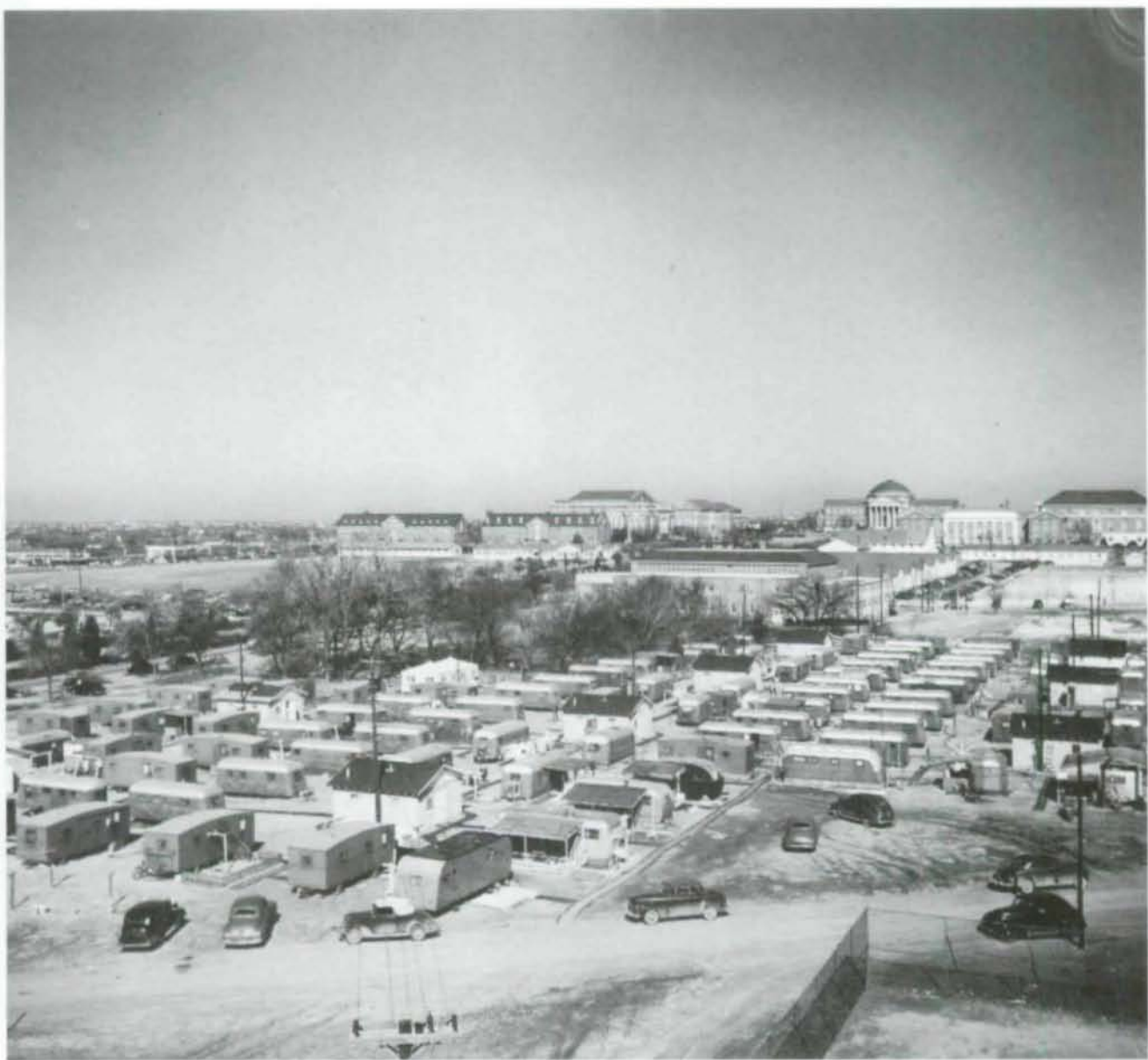
This urgent call for women does not involve the heroic sacrifice that many parents and husbands believe it does. On the contrary, it will give these women a dignity and self-pride they have never had before. It gives them discipline and courage to meet whatever comes in life and training in a new work, which may well lead to a more brilliant career after the war that would not have been open to them except as a result of their service in the Women's Reserve.

The letter goes on to request an endorsement of the WAVES and a list of the names of graduating seniors.⁴² Mary Stein, a WAVE stationed in the V-12 office, agreed wholeheartedly with Captain Walbridge's assessment as she related in a campus newspaper article, "It is the most wonderful opportunity that was ever offered girls."

Thus, the young women of SMU dealt with the realities of war. Social activities like sorority rush continued on a limited scale, courtships were carried out via the U.S. mail, and a new appreciation for the simple pleasure of a candy bar or a new pair of shoes emerged. But more importantly, many of these women succeeded in traditionally male-oriented ventures, and by doing so, forever changed the landscape of the American workforce.

By 1945, SMU students speculated on the date of V-E Day and were optimistic that the war would soon come to an end. Because of their confidence in an American victory, they did not see the passing of President Roosevelt as a catastrophe to the peace that was sure to ensue.⁴³ Dr. Lee was informed that no new additions would be made to the V-12 unit on the SMU campus,⁴⁴ and by the fall of 1945, he welcomed the first postwar class of freshmen to the University, which included many returning veterans. The World War II Veterans Organization aided those servicemen returning to college, and they obtained the first American Legion campus charter in Texas.

New problems emerged and old problems, which were shelved during war time, resurfaced as the postwar era dawned at SMU. Dr. Lee had planned to increase endowments and build much needed facilities when he arrived at SMU just before the war. He continued to solicit funds through capital campaigns during the war, explaining in a 1942 pamphlet the need for an additional \$80,000 in income to cover fixed expenses. The loss of tuition caused by the drafting of eighteen and nineteen-year-olds and the fact that the government contracts only paid for themselves without adding income to SMU's bottom line caused a major budget deficit.⁴⁵ SMU needed to capitalize on those in the Dallas community holding war bonds by requesting their donation to SMU. The many impressive buildings on campus led businessmen and community leaders to assume that SMU had ample funds, but the future of SMU depended on securing endowments to cover costs so that tuition would not be the only source of income. This would allow SMU to be selective in the enrollment process, acquire scholarly faculty, and



To house the influx of postwar veterans, many of them married, SMU erected a "trailerville" on the southern end of its campus.

develop its reputation as a great university.⁴⁶

Another issue facing SMU at the war's end involved the staggering enrollment of veterans due to the GI Bill, which provided tuition benefits for returning servicemen whose education was interrupted by the war. SMU saw its enrollment nearly doubled, which ordinarily would be a blessing; however, the lack of adequate housing turned this would-be blessing into a nightmare. Average peacetime enrollment was around 1,750 students; the number climbed to 2,635 in November of 1945 and on to 4,149 in 1946. In an effort to deal with the problem, Dr. Lee corresponded with congressmen and government officials, and through his efforts, SMU leased 108 trailers formerly used in the war from the National Housing Administration in order to provide housing for GIs with families.⁴⁷ SMU's Trailerville was born, a village complete with its own childcare nursery, organizations, and student representation. Mustang Manor provided some prefabricated houses next to Fraternity Row to house athletic students, and Perunaville, located near White Rock Lake, consisted of several buildings of barracks that formerly served as headquarters of the Fifth Ferrying Group and as a prisoner of war camp; now they provided housing for unmarried veterans.⁴⁸ But housing the veterans constituted only a part of the problem. The dramatic increase in enrollment precipitated the need for more classroom facilities and instructors. Dr. Lee worked tirelessly not only to handle the current crisis, but also to channel this intense period of change into an opportunity for the permanent expansion and development of the University.

Under Dr. Lee's steady leadership, SMU surmounted the obstacles of the war, and the Mustangs successfully fulfilled their obligation to the nation as leaders of the military and industry. This privileged group of young men and women grew up quickly during their wartime college days and understood precisely how fragile life and liberty could be. SMU emerged from World War II stronger and with more character, which enabled the University to move into a phenomenal period of growth that included the addition of over thirty new buildings and a substantial increase in endowments. Dr. Lee's wis-

dom and unfaltering dedication, not only to SMU and the Dallas community, but also to the idea of democracy, was immortalized in his December 7, 1946 War Memorial Address that honored the 127 students who gave their lives in World War II:

The dead have not given us a better world; but they have renewed our option on it. By their deeds we are living on extended time; once more we can try to find justice and peace. . . . And these our friends are not here to help us. But because of them we have another chance. We have a chance to be decent in our relations with each other, to beat down our prejudices. . . . We have a chance to make democracy real here among us, to make citizenship in this country mean something.⁴⁹ ★

NOTES

¹Umphrey Lee address to student body, August 28, 1940, Umphrey Lee Papers, SMU 1995.0248, Box 10 Fd. 6, DeGolyer Library, Southern Methodist University, Dallas, Texas (hereafter DeGolyer Library).

²Winifred T. Weiss and Charles S. Proctor, *Umphrey Lee: A Biography* (Nashville: Abingdon Press, 1971), 102.

³Umphrey Lee National Defense correspondence, 1940-1946, Umphrey Lee Papers, SMU 1995.0248, Box 4 Fds. 1-4, DeGolyer Library.

⁴James G. Schneider, *The Navy V-12 Program: Leadership for a Lifetime* (Champaign, IL: Marlow Books, 1987), 10.

⁵Letter to Umphrey Lee, February 8, 1941, Umphrey Lee Papers, SMU 1995.0248, Box 3 Fd. 9, DeGolyer Library.

⁶David Alex Schulz, "Wartime Has Sobering Effect on a Young SMU," World War II Collection, SMU 1999.0334, Box1, Fd.3, DeGolyer Library.

⁷Frances Beresford Bearden, interview by author, Dallas, TX, October 23, 2007.

⁸Umphrey Lee, chapel address, December 11, 1941, Umphrey Lee Papers, SMU 1995.0248, Box13, Fd.2, DeGolyer Library.

⁹Umphrey Lee, "The War and Its Effect on the Operation of SMU," ca. 1942, World War II Collection, SMU1999.0334, Box1 Fd.1, DeGolyer Library.

¹⁰Umphrey Lee, chapel address, January 22, 1942, Umphrey Lee Papers, SMU 1995.0248, Box 13 Fd.2,

DeGolyer Library.

¹¹Lester Jordan, "Dope on Lester Jordan" ca. 1958, Heritage Hall Collection of SMU Athletic Photographs and Memorabilia, SMU 2007.0406, Box 5, Fd. 7, DeGolyer Library.

¹²"SMU Opera Company Cancels Jap Show," *Semi-Weekly Campus*, December 10, 1941.

¹³John W. Wilson, "Famous SMU Bandmen Are Younger Lot: U.S. Defense Effort Has Effect on Noted Mustang Musicians," *The Dallas Morning News*, October 19, 1941.

¹⁴"Easter Vacation Dropped," *Semi-Weekly Campus*, January 20, 1943, and "Engineering School Training 2000 on 24-Hour Schedule," *Semi-Weekly Campus*, March 3, 1943.

¹⁵"War-Minded Mustangs Bring Social Life to University Campus," *Semi-Weekly Campus*, November 10, 1943.

¹⁶Umphrey Lee, chapel address, January 22, 1942, Umphrey Lee Papers, SMU 1995.0248, Box 13 Fd.2, DeGolyer Library.

¹⁷Scrapbook clippings, 1941-1944, School of Engineering, SMU 1991.0069, Box 2 Fd.1, DeGolyer Library.

¹⁸"Army and Navy Joint Release," May 14, 1942, Umphrey Lee Papers, SMU 1995.0248, Box 4 Fd. 4, DeGolyer Library.

¹⁹Schneider, *The Navy V-12 Program*, 2-3.

²⁰Umphrey Lee war correspondence, 1942, Umphrey Lee Papers, SMU 1995.0248, Box 3 Fd. 8, DeGolyer Library.

²¹"Remarks of Admiral Jacobs at the College Training Conference, Columbia University, New York City, Friday May 14, 1943," Umphrey Lee Papers, SMU 1995.0248, Box 3 Fd. 8, DeGolyer Library.

²²"Plan for Operation of the Navy College Training Program, V-12," March 20, 1943, Umphrey Lee Papers, SMU 1995.0248, Box 3, Fd. 8, DeGolyer Library.

²³Schneider, *The Navy V-12 Program*, 102.

²⁴"All Classes and Laboratories Will Meet in Regular Sessions Tomorrow, Thanksgiving Day," *Semi-Weekly Campus*, November 11, 1943.

²⁵*The 1944 Rotunda*, ed. Jeannette Story (Dallas: SMU Students' Publishing Company, 1944).

²⁶"Air Force Unit," *Semi-Weekly Campus*, September 23, 1943.

²⁷Jack Harkey, "The Slip-Stick: News and Views from the Engineers," December 13, 1941, School of Engineering, SMU 1991.0069, Box 2 Fd.1, DeGolyer Library.

²⁸"War-Minded Mustangs Bring Social Life to University Campus," *Semi-Weekly Campus*, November 10, 1943.

²⁹*The 1944 Rotunda*, 115.

³⁰"SMU Dietician Mrs. Mary Clark Teaches to Eat More Fruits," *Semi-Weekly Campus*, March 28, 1942.

³¹Frances Golden Ware, interview by author, Dallas, TX, October 30, 2007.

³²"Another Acute Problem of War: Old Maids by the Thousands," *The Dallas Morning News*, July 1, 1942.

³³"Manless Etiquette: Shows How Coeds Live Alone and Simply Loathe It," *Semi-Weekly Campus*, January 15, 1944.

³⁴*The 1944 Rotunda*, 129.

³⁵Vivian Anderson Castleberry, *Daughters of Dallas: A History of Greater Dallas Through the Voices and Deeds of its Women*, (Dallas: Odenwald Press, 1994).

³⁶Vivian Anderson, "SMU Coed Is Changing to Fit Today's Tempo," *Semi-Weekly Campus*, October 3, 1942.

³⁷"A Glimpse Into Future Picture College Life," *Semi-Weekly Campus*, April 10, 1943.

³⁸"Women to Take Men's Work in Many Scientific Lines," *Semi-Weekly Campus*, October 16, 1942.

³⁹Scrapbook clippings, February 18, 1944, School of Engineering, SMU 1991.0069, Box 2 Fd. 1, DeGolyer Library.

⁴⁰Ware, interview by the author.

⁴¹Informal survey of advertisements in Volumes 27 and 28 of the *Semi-Weekly Campus*.

⁴²E.D. Walbridge, Captain USN (Ret.) letter to Lee, May 29, 1944, Umphrey Lee Papers, SMU 95.248 Box 3 Fd.3, DeGolyer Library.

⁴³"V-E Day Will Come in Four Months Is Opinion of 7 of 10 SMU Students," *Semi-Weekly Campus*, April 6, 1945 and "Students Mourn Roosevelt's Death," *Semi-Weekly Campus*, April 13, 1945.

⁴⁴Letter to Lee from Navy, October 9, 1944, Umphrey Lee Papers, SMU 1995.248, Box 4, Fd.1, DeGolyer Library.

⁴⁵Pamphlet, 1942-1943, World War II Collection, SMU 1999.0334, Box1, Fd. 2, DeGolyer Library.

⁴⁶"SMU Looks Ahead," *The Dallas Morning News*, February 20, 1945 and "Progress at SMU," *ibid.*, June 27, 1945.

⁴⁷"SMU gets 100 Trailers to House Students," *The Dallas Morning News*, December 22, 1945, and "Record Enrollment Poses New Problems: S.M.U. Registration Is Almost Tripled by New Students," *The SMU News-Digest*, March 28, 1946.

⁴⁸"Record Enrollment Poses New Problems."

⁴⁹Umphrey Lee, "Address by Umphrey Lee at War Memorial Services Honoring Former Students of the University Who Gave Their Lives in World War II," December 7, 1946, World War II Collection, SMU 1999.0334, Box1 Fd.2, DeGolyer Library.