Contents

Political Culture and the Origins of a Party System in the Southern Ohio Valley: The Case of Early National Tennessee, 1796-1812
Kristofer Ray 3

“For the Sake of the Songs of the Men Made Free”: James Speed and the Emancipationists’ Dilemma in Nineteenth-century Kentucky
Jennifer Cole 27

The Ties That Bind: James H. Richmond and Murray Teachers College During World War II
Jennifer Whitmer 49

Review Essay
James J. Holmberg 68

Reviews
71

Announcements
80

Index
84
Contributors

KRISTOFER RAY is Assistant Editor at the Papers of Thomas Jefferson: Retirement Series project at the University of Virginia, where he is also a lecturer. He received his Ph.D. from the University of North Carolina at Chapel Hill in 2003. His dissertation was titled “Progress and Popular Democracy on the Southwestern Frontier: Middle Tennessee, 1790-1824.”

JENNIFER COLE is an M.A. candidate in Library and Information Science, specializing in Archives and Records Management, at the University of Pittsburgh.

JENNIFER WHITMER is an M.A. candidate in History at the University of North Carolina at Wilmington.

JAMES J. HOLMBERG is Curator of Special Collections at The Filson Historical Society.
The struggle to attain a secondary education during the Great Depression proved a continuous battle for educational institutions, students, and the government. Colleges across the nation adjusted to the economic and social devastation of the 1930s with the aid of programs under President Franklin D. Roosevelt’s New Deal. By the 1940s, as America prepared to enter World War II, Murray Teachers College, like many institutions across the country, recognized the possibility of even more drastic changes in enrollment and finances. Before the war, the campus established political ties with the federal government through the relationships of campus and political officials and the National Youth Administration. Those ties only strengthened when the school’s administrators tried to secure federal aid by means of wartime pre-flight and refresher military training programs. Despite enrollment and financial difficulties, the relationship between Murray Teachers College and the federal government allowed the campus to remain productive and successful during World War II. This relationship spawned a smooth transition for veterans returning to campus after the war and introduced several changes in the town of Murray itself.

Murray, located in Kentucky’s westernmost “Purchas" region, originated in Calloway County in 1843 on eighty acres of land divided into 167 residential and business lots. The educational system in Murray commenced in 1851 with a four-room school. Its sale in 1870 spurred the creation in the following year of the Murray Male and Female Institute, located in a two-story building with seven classrooms on a four-acre plot. Where in 1874 the town’s population numbered six hundred, it had soared to 3,194 just six years later. Despite suffering a setback in 1905, when the Institute burned, the educational system and the population in Murray and its surrounding county continued to grow. Indeed, in 1916, Murray High School graduated the larg-
est class in its history and moonlight schools devised to reduce illiteracy in the adult population had developed throughout the county.¹

Created in 1922 by the Kentucky General Assembly, Murray Teachers College began as Murray State Normal School, but several name changes ensued as the college expanded. The town supported its construction by raising $100,000 to erect the first building and the college admitted its first students in September 1923. Upon receiving authority to confer baccalaureate degrees in 1926, the college became Murray State Normal School and Teachers College. The institution obtained accreditation from the Southern Association of Colleges and Schools in 1928. Within two years Murray gained the authority to offer liberal arts and pre-professional courses and changed its name again to Murray State Teachers College.²

The Great Depression followed nearly immediately, and it landed hard upon the small town and its college. Faculty salaries plummeted thirty percent following two months of delayed pay and a “script” offering for the remaining balance. President Roosevelt’s New Deal attempted to relieve the city and campus of their looming financial difficulties. A Public Works Administration office opened in Murray to build concrete streets while the Works Progress Administration constructed grounds and the stadium for the college. As a result, Cutchin Stadium opened on October 5, 1934, amid an enthusiastic crowd of locals and students.³

In 1935, shortly after the government aid had assisted such initiatives in the city and on campus, the school named James H. Richmond as its president. In Richmond, Murray Teachers College found its first visionary leader. Serving until his death in 1945, Richmond proved essential in implementing New Deal programs for both the school and the city and later kept morale high on campus while securing federal military training programs to supplement wartime income. His success relied heavily on the political connections he acquired throughout his career.

Richmond forged a relationship with Franklin Roosevelt early in his political career. The rapport between these two men developed in 1932 when Richmond served as Kentucky’s State Democratic Chairman for Roosevelt’s presidential bid. In a telegram sent to Roosevelt on election night, Richmond expressed his pleasure in Kentucky’s role in the election: “Congratulations. Your host of friends in Kentucky are very happy and as our returns are being counted there is every evidence that our state has kept step with the rest of the nation.
You will carry Kentucky by a handsome majority.” Indeed, Kentucky’s support for the candidate proved to be critical as the state eased the “Roosevelt movement over the hump.” Richmond proved to be an asset not only through his campaign skills but also by aiding in Roosevelt’s unanimous nomination at the Democratic Convention in Chicago. The relationship between the two men offered a unique opportunity for Richmond to voice concerns over political and educational policy in an open, courteous forum, including a friendly reminder sent to his old friend of his support when questioning the President’s selection of Harry Truman as the 1944 running mate instead of his current vice president, Alben Barkley of Kentucky.4

Richmond’s success in the campaign arena as well as in education impressed President Roosevelt. As their relationship continued to mature and Richmond’s educational career blossomed, the esteemed educator not only established an affiliation with the new president but also acquainted himself with other members of the Roosevelt family. Richmond entertained Roosevelt’s son, James, at the Victory Rally held in Lexington on January 28, 1933. While serving as campaign manager, the state hired Richmond for the position of Superintendent of Public Instruction. The post provided him leverage enough to pass important educational legislation such as guaranteeing the most convenient high school placement for children and securing $500,000 for free textbooks for Kentucky’s school children, but it also allowed direct access to Roosevelt through conferences with the president and his cabinet. Richmond also served two years as chairman of the National Committee for Federal Emergency Aid to Education. In 1934, he conducted a ten-week congressional hearing on the emergency needs of U.S. schools, resulting in an appropriation of $17,000,000 for schools in thirty states. Two years later, Richmond received a telephone message from Roosevelt requesting his presence at a conference in Washington on September 29, 1936. As part of a small, select group, Richmond reviewed educational developments of the current administration and hoped to gain the President’s support in appropriating funds for future educational needs. Richmond spoke fondly of Roosevelt, claiming that “President Roosevelt in his home or at his office in the White House is so gracious and easy in his manner that you feel that he is someone other than the President of the United States.” Throughout his career, Richmond continued to confer with the president on the need for federal aid for schools.5

President Franklin D. Roosevelt’s visit to Louisville, Ky., July 1938. Left to right: Judge Shackelford Miller, Mayor Joseph D. Scholtz, Roosevelt, and Alben Barkley. The Filson Historical Society
Additional political responsibilities emerged in 1936 when the Democratic National Committee asked Richmond to deliver a series of speeches supporting Roosevelt's re-election. Richmond also acted as the Lower Tennessee Valley Authority's representative on the Kentucky Dam Project. In 1937, Congress granted official authorization through appropriated funds for the construction of Kentucky Dam, made possible by the political support of First District Congressman Noble Gregory and Senator Alben Barkley. Richmond likely strengthened his political relationship with these distinguished statesmen through the TVA project. As he devised his plan to obtain military training programs during the war, Richmond called upon Barkley's assistance. Despite a friendly relationship with Board of Regents member Claude T. Winslow, Gregory proved of little assistance in obtaining military programs as his interests lay primarily with TVA and the National Youth Administration (NYA).

Similar to Congressman Gregory, Richmond ardently supported the National Youth Administration in its eight years of existence. He admired its three basic fundamentals, which stressed that "youth were to be employed at useful and bona fide work; they were to be employed on work which had training value; [and] they were to be paid a wage for this work." The NYA operated from 1935 to 1943, and expended a total of $662,300,000. Of that total, some seventy percent paid the wages of unemployed, out-of-school youth and another twenty-six percent supported continued education through wages. These funds employed 4.8 million young people between the ages of sixteen and twenty-four, allowing two million of these workers to continue their education.

Congress created the NYA to address the problems associated with extraordinarily high unemployment among young Americans. Each year, 1,750,000 new workers entered the labor market and employers offered most available jobs to experienced older workers. Executive Order Number 7086 authorized the creation of the NYA under the Works Progress Administration and provided part-time work, paying wages for "youth who were in school but who needed financial assistance" and "youth who were out of school, unemployed and needy." Resident projects typically employed anywhere from twenty-five to two hundred youths for "useful work." Workers paid for lodging, medical care, and food with the wages they earned. They often had the opportunity to attend classes and participate in educational activities pertaining to their NYA work. By December of 1940, 595 resident projects employed 33,780 young people.

In the fall of 1938, Murray obtained its NYA Resident Project consisting of fifty men and women. The women occupied the campus dormitory, Wells Hall, while the men resided in alternative locations, such as boarding houses and the Carr Health Building, until administrators procured a male dormitory. At first, workers chose only one vocation: women selected either sewing or arts
and crafts while men had only agriculture available to them. By 1941, the NYA project benefited the city as well as students by expanding its work units to journalism, clerical, radio, ceramics, agriculture, construction, maintenance, woodwork, and weaving. When five local Murray boys joined in 1941, they found established on campus several athletic teams and a student-based government known as the NYA Council. With the aid of NYA projects such as the 1938 construction of the Woman’s Club House, The town persevered through the height of the Depression. Workers providing the manual labor received room and board from Murray citizens at eighteen dollars a month. NYA workers continued to alter Murray’s architectural design by constructing Swann Dormitory, the stadium wall, and the fine arts building unit. 9

Between 1932 and 1934, enrollment in colleges across the country declined by ten percent. The government perceived this decline as adding more job seekers to the millions already unemployed. Secondary education, or the lack of it, quickly developed into a national problem forcing educational policy to blur with labor policy. This merger spawned the creation of a work-study program under the NYA. Age, character and ability, the capacity to perform work, attendance status, and citizenship determined eligibility to enroll as a student work employee. Studies showed that students gaining acceptance received higher grades than the general student body in eighty-one percent of the participating institutions. Students desperately wanted this education, and they soon sought it at Murray State. Mrs. Emily Wolfson, an art teacher at the college from 1941 to 1944, recalled two NYA-supported projects to provide financial aid to students: students in Swann dormitory could earn state money by weaving blankets and making pottery for state institutions. 10

NYA projects in the late thirties and early forties generated a continuous financial link between institutions of higher learning and the government. These projects also sustained the political relationship between President Richmond and the Roosevelt government. Richmond not only implemented NYA programs at Murray Teachers College but also served on the Advisory Council of the NYA. An avid supporter of the NYA and its projects, he defended the program to senate leaders who believed its role in the New Deal “had outlived its usefulness.” Richmond felt that the same conditions with some modification remained during the war that had existed when the NYA was created during the Depression. He argued, “Our colleges are training young men and women, aided by NYA jobs, to make themselves proficient in science, which is directly concerned with national defense.” 11
At the onset of World War II, Murray faced a looming financial disaster as the draft reduced enrollment. Through speeches and changes in campus programs, administrative leaders of the college dealt positively with the initial impact of war. President Richmond showed his early support for the war through rallies. Despite any financial concerns that the campus and the city of Murray might have felt, Richmond urged the public to purchase war bonds. He often spoke at war bond rallies, including a campus rally held on March 28, 1942. Located in the college auditorium, the rally drew approximately two thousand people to stimulate the sale of defense bonds and stamps.12

The enormous cost of military procurement sent the Treasury Department in search of other revenue. Convinced that purchasing bonds enabled the citizens of Murray and the rest of America to have a financial stake in democracy, the government hoped to use bonds to sell the war rather than using the war to sell bonds. Treasury officials wanted to motivate those who benefited from the New Deal to purchase the bonds and the public responded. Strangely enough, they did not buy them out of any appreciation for the New Deal or broad commitment to the current global struggle; rather, they purchased bonds to help support family members in the military, to invest safely, and to fight inflation.13 Regardless, Richmond’s college benefited from the wartime New Deal and rallies on campus provided an opportunity for the school to aid the government.

Academic Dean William G. Nash eased the transition into wartime by authorizing concessions for male students called into service. This action helped the school remain fully operational while at once contributing to war mobilization. Many male students faced the possibility of being drafted. One of them, Wayne Williams, recalled that most of the male students he knew “didn’t want to leave school, but were willing to serve their country.” Williams volunteered for the United States Army Signal Corps in January 1942 and pushed his graduation two weeks early to May 1942 so that he could join the Corps the following month.14 Despite Williams’s example, military service proved more problematic for the majority of male underclassmen. Recognizing the needs for students and the growing crisis overseas, Dean Nash announced in December of 1941 that male students would receive full credit for a semester’s work if called into service without warning. As long as the student’s work was satisfactory to that point, he received credit for his classes. During a Board of Regents meet-
ing on January 26, 1942, President Richmond suggested that Murray change from the semester to the quarter system to enable young men subject to the draft to enroll in shorter units of work. Dean Nash agreed and announced the adoption at a meeting of Kentucky college administrators, launching the new program of twelve-week semesters in the summer session of 1942.\textsuperscript{13}

Dean Nash was understandably concerned that a U.S. entry into World War II would adversely affect enrollment. In the semester immediately prior to the bombing of Pearl Harbor, enrollment had still been above a thousand. Nash predicted an enrollment decrease to 850-900 students in the spring of 1942 as a result of decreased NYA enrollment, curtailed NYA programs, young men entering military service or delaying higher education because of the uncertainty of service, and a rise in the female work force. Unfortunately for the college, Dean Nash’s prediction proved remarkably accurate. Indeed, from the beginning of America’s involvement in World War II, enrollment at Murray Teachers College, with the exception of one semester, dropped drastically:

\begin{table}
\centering
\begin{tabular}{l c}
\hline
Murray Teachers College Enrollment & \\
1941-42 & 1942-43 \\
\hline
Fall Semester & 1,031 & First Quarter & 671 \\
Spring Semester & 889 & Second Quarter & 599 \\
First Term Summer School & 412 & Third Quarter & 523 \\
Second Term Summer School & 310 & First Term Summer School & 280 \\
& & Second Term Summer School & 168 \\
\hline
\end{tabular}
\end{table}

By spring of 1942, colleges across the country mirrored Murray in its enrollment plight. Financial problems afflicting higher education during the Depression became more critical following Pearl Harbor. Smaller colleges and universities especially faced the greatest threat to their viability, forcing many institutions to replace liberal arts classes with more technical offerings such as navigation and electronics. Smaller schools often lacked the budget to provide equipment for science-based classes and thus the ability to offer temporary draft deferments. The fear of unemployment plagued teachers who were also pondering their significance to the war effort.\textsuperscript{16}

Despite the enormous drop in enrollment across the nation, Murray’s campus continued to run smoothly and as normally as possible. As of July 1943, no faculty or staff member had been dropped, no basic course denied to any student, and all courses necessary for graduation were offered though class size decreased. Murray even offered a “War Problems of the Teacher” course to familiarize teachers with challenges of war pertaining to education. President Richmond’s educational mission continued not just in Murray but throughout the country. Just before Christmas 1942, Richmond announced
the War Department’s selection of Murray to offer college and high school correspondence courses varying from English to Geography to “Enlisted Personnel.” Undoubtedly, the college’s war-related loss of income never affected its goal of providing the best education possible.

Despite his strong support for the war, Richmond urged young men to stay in school as long as possible. The president’s main forum consisted of weekly chapel services during which he addressed the students. Wayne Williams described Richmond as a “very energetic president” who was concerned about enrollment. On December 17, 1941, in a regular chapel service, Richmond advised his students:

Don’t get panicky. Keep your feet on the ground and keep your nerves steady. Don’t leave school now. The country needs educated men now more than at any other time. Democracy has to have trained leadership. Continue your work till the country calls you, and when the call comes, we all will be ready for service and will go wherever our country wants us.

However concerned he was about enrollment, Richmond avoided any demonstration of it in his speeches. Rather, he urged young men to continue their education as their patriotic duty, focusing on easing the student mind during a time of great confusion and overwhelming emotions. In an inspiring speech given on May 21, 1941, he told students, “If you are drafted go with a song on your lips and a prayer in your hearts—go as Sir Galahad in search of truth.” In another chapel service held the last day of the winter quarter, March 15, 1944, Richmond reassured the students that the campus would not close during the present “crisis” and that the campus was fighting just as patriotically and just as effectively as the soldiers on the battlefront. According to Richmond, “There’s a job to be done and this college will aid you in training for that job. They’re crying for school teachers.”

To Richmond, providing an education to someone who would provide an education to someone else was an asset to the country. The president showed his devotion to the cause of war while comforting young men to help prepare them for their possible enlistment.

President Richmond’s support for the war led to the establishment of a military presence on campus in the form of a Civilian Pilot Training Program. The pilot program held interviews with prospective pilots, provided information about enlistment possibilities on campus, and received Civilian Pilot Training facilities. The process began with interviews for prospective pilots held on campus from October 27-31, 1941. Col. Robert L. Rockwell of the Aviation Cadet Board interviewed prospective aviation cadets and gave physical examinations to those who wished to apply to join the army pilot’s corps. If enough of the students enlisted, Murray would be given the opportunity to acquire a unit of its own. Dean Nash supported this effort in a speech entitled “Stand by Your
Guns” and informed students that enlistment in the Naval Officers Reserves was available from his office for sophomores, juniors, and seniors.19

The town supported the training program as well. Accompanied by two members of the aviation board, Rockwell addressed the Murray Lion’s Club as the principal speaker. In order to gather support, he converted a description of the cadet program into a roundtable discussion. Locals discovered that the Selective Service deferred military service for qualifying cadets until the end of the school year. To enlist, cadets needed only to be single, between the ages of twenty and twenty-seven, and have a high school diploma. In March 1942, the Civilian Pilot Training Coordinator, Dr. Charles Hire, announced that the secretary of war, Henry Stimson, was devoting all pilot training facilities of the Civil Aeronautics Administration to prepare pilots. This change gave first consideration in the program to the training of army and navy pilots, thus putting Murray Teachers College’s pilot training program on the fast track.

By 1942, growing concern about the financial situation at Murray Teachers College prompted officials to seek additional revenue to keep the school open. Nationally, colleges and universities faced closure while the government confronted the problem of “training thousands of new recruits in such recondite subjects as ballistics, cartography, metallurgy, cryptanalysis and aeronautics.” The government turned to college campuses for assistance, and “by the end of 1943 the Army Specialized Training Program (ASTP) had 140,000 soldiers enrolled on college campuses; the Navy College Training Program, or V-12, had 80,000.” Like small businesses, small colleges solicited federal subsidies to remain economically sound. By 1943, the war effort lacked enough troops for both the invasion of France and the campaign in the Pacific. Providing V-12 programs and others similar to it, the government ensured a supply of young men rather than being forced to draft fathers. Although older American men eventually fought, younger soldiers provided the bulk of wartime manpower and colleges received financial stability through the V-12 programs that trained them.21 Because federal aid to various naval programs seemed to offer the superior choice for Murray, President Richmond was the key figure in the effort to secure a naval program for the school. Emily Wolfson has speculated that Murray, primarily through President Richmond, contacted influential people in Washington to discuss Murray’s financial state of affairs. Jack Belote, a naval instructor in the Pre-Flight Training Program at Murray, similarly believed that Senator Alben Barkley’s powerful presence in Washington and President Richmond’s strong political ties combined to engineer Murray’s selection for a preparatory naval school.22

Alben Barkley, from Paducah and the Senate’s majority leader, proved extremely helpful in campus efforts to acquire a pre-flight naval unit. President Richmond’s TVA connection to the senator provided an earlier political association to facilitate discussions on federal aid, but Barkley and Richmond
were also acquainted on a personal level. Personal letters, holiday cards, and other correspondence reflect a close acquaintance not only between Barkley and Richmond, but also with Kentucky’s other senator, A. B. “Happy” Chandler, on the powerful Committee on Military Affairs, who was as important to Murray securing a naval school. Barkley particularly used this position to aid Murray, soliciting Navy officials and meeting regularly with committee heads in a legislative cabinet to facilitate the passage of bills. While President Roosevelt dealt with foreign affairs, Barkley’s interests remained domestic. He was protective of the welfare of his largely rural and small-town constituents and even criticized the War Production Board for ignoring small businesses in small towns in assigning war-related contracts. Certainly, Murray was smaller and less prestigious than most of the other schools selected for naval schools: the Universities of Pennsylvania, Texas, Southern California, and Washington. Determined, Barkley supported Murray’s acquisition of the naval programs in part because it allowed him the opportunity to voice concerns over the War Board’s catering to larger enterprises.

Clearly, Richmond’s political ties with President Roosevelt benefited his goal of securing federal programs. The small town college president had access that even Kentucky congressmen did not have. The president’s correspondence and visits indicated that his activism had not faded along with the Depression. On Richmond’s last visit with Roosevelt on August 30, 1944, they discussed the possibility of the president visiting Kentucky Dam and Murray Teachers College in the future. Richmond called FDR “my friend, my personal friend. He died when victory in Europe was in sight.”

Correspondence between Richmond and federal officials reveals his personal connections but more important illustrates his strong political ties that proved crucial to the college’s success in obtaining a naval program. Despite support for Murray Flight School in Washington, Navy Commander Webb hesitated to recommend Murray because of its isolated location. In a telegram to Barkley on December 14, 1942, Richmond bluntly asked the senator to “put the screws to [Webb].” In another telegram that same night, President Richmond questioned why Murray had not been selected even though it was the only campus in Kentucky that fit the requirements for a naval program. All other campuses offered ROTC programs, thus making them ineligible. Disturbed by the selection of one or two schools that were not recommended, Richmond then followed the telegram with a letter expressing...
concern over what he saw as discrimination against Kentucky in the selection process. In his eyes, the government was getting its college advice from the heads of big universities and smaller colleges were being ignored, prompting Barkley to push for Murray's acceptance to protect the interests of his constituents. On December 18, Barkley sent a telegram advising Richmond that Murray would receive a preflight school of six hundred students. The following day, Richmond sent letters and telegrams to both Barkley and Chandler thanking them for their help in securing the program for the campus. 26

On December 16, 1942, President Richmond reported to the Board of Regents that the school was approved for a unit of pre-flight navy cadets. Five minutes before that particular meeting was to end, Dean Nash received a long distance call from Washington confirming that the War Department would locate a Naval Pre-Flight Unit at Murray. The Board immediately authorized President Richmond to make any necessary changes needed to accommodate the new program. On February 1, 1943, Richmond received authorization to execute a final contract with the United States Navy based on the tentative agreement that had been made with the Navy on January 25-26, 1943. 27

The naval aviation cadets arrived to begin training on January 7, 1943. According to Emily Wolfson, the Murray faculty had been trained at a retreat, and one member of each department was to teach in the program. The daily training program for the cadets consisted of a half-day of classroom courses and a half-day of physical training, which included running, swimming, and navigating an obstacle course. 28 The following schedule appeared in the Murray Ledger and Times, offering a glimpse of a typical day for the cadets:

0530 – Reveille, wash, straighten bunk
0540 – Chow, return to room, shave, shower, study, get squared away for morning wing activities
0720 – Muster for marching to respective classes—math, physics, aircraft recognition, theory of flight, aerology, power plants, etc.
1130 – Muster for noon chow, lounge until 1245
1300 – Muster for afternoon wing activities. Ten minutes allowed between classes for smudge
1650 – Classes secured
1710 – Muster for evening chow
2115 – Call to quarters
2130 – Taps

As the schedule demonstrates, cadets regularly used military language, such as "on deck," "chow," and "smudge" (the latter slang for smoking). Wells Hall became the U.S.S. Benjamin Franklin. Cadets also referred to Wells Hall as the Lexington Barracks and addressed Commander Charles L. Wiley as the
“skipper.” Instead of reporting to the Naval Administration Building, cadets actually reported to the John Paul Jones Building. If a cadet mentioned the term “station liberty,” he made reference to a location on campus, whereas regular “liberty” included a location within radius of twenty-five miles of campus.

Although the program familiarized cadets with military terminology, its main purpose was to train the cadets, physically and academically, for the next stage in their preparation to become pilots. In less than a year, “these boys may be flying over Murray at three hundred miles per hour or landing on the aircraft carrier.” The College News reported: Of the aviation cadets who have reported at Murray, 100 were CPT trainees assigned here for a short refresher course before reporting to Pre-Flight Schools; 79 were cadets formally attached to NFPS, Seattle, Wash., and ordered to Murray when that school ceased operation in the summer of 1943; and 98 cadets were received to study under the special syllabus “E” refresher course.

Interestingly, enrollment in the training school increased significantly while the naval programs were stationed in Murray. Enrollment continued to climb from 361 students in fall of 1941 to 375 in the spring of 1942. The next fall enrollment peaked at 432 and dropped to 381 students in the spring of 1943. The program ran smoothly, and during the second annual Navy-faculty dinner held on February 29, 1944, Lt. Comdr. H. G. Kipke praised the college, navy officers, and cadets for the success of the preparatory school. President Richmond responded to this compliment by admitting, “We’ve done our best to merit the confidence of the Navy. We needed the Navy and we believe the Navy needed us.”

Murray Teachers College’s contract with the United States Navy lasted only one year and nine months; however, this was sufficient for the pre-flight school to save Murray financially. The estimated amount of money paid to the school and saved by them totaled $120,000.00. The United States Naval Flight Preparatory School was scheduled to officially close on October 31, 1944; correspondingly, on September 28 the Navy transferred the last group of cadets to Great Lakes Naval Station near Chicago. Without an end to the war in sight, Murray needed some other means of income to survive. President Richmond had anticipated the departure of the pre-flight school and once again looked
to Washington for help. Nearly three months before the pre-flight cadets left for Chicago, the Navy began sending cadets to Murray for what was known as the Refresher Program.

Richmond would pursue different methods in securing the Refresher Program, another wartime campus program similar to the pre-flight program in which men were taken from the fleet and from the V-12 Navy College Training Program units and given the opportunity to qualify themselves for flight training. Instead of corresponding with congressional representatives and other government officials, he corresponded directly with the navy. Owing to a lack of space, the president was unable to accept the V-12 Refresher Program of 230 men offered April 16, 1943, largely because the college could house only one hundred men in Swann Dormitory. On July 26, 1943, the War Department announced the possibility of Murray procuring the program in the middle of the fall. While on a trip to Washington on August 10, 1943, President Richmond received word that, if and when additional V-12 units were established, Murray Teachers College would receive favorable consideration. As early as August 19, 1943, the college was prepared to receive the program. However, Richmond received word that no additional V-12 units existed at that time. Should the need for another unit arise, Murray Teachers College would be given full consideration. Good to its promises, a year later the Navy authorized Murray to receive a V-12 Refresher Training Program for 350 naval enlistees to take these “refresher” classes.34

The V-12 Academic Refresher Unit was separated from the other classes on campus even though the cadets were taught the same mathematics, physics, history, and English. On September 18, 1945, Interim Murray President M. O. Wrather received word that the Navy Academic Refresher Unit would be detached on or about November 29, 1945.35 By then, of course, the war was over. Unquestionably, the naval programs enabled Murray Teachers College to survive the war. Long after its end, the presence of federal financial aid would remain on campus as returning veterans furthered their education through the G. I. Bill.

The campus changed remarkably as a direct result of wartime exigencies. Physically, college administrators built new facilities for veterans, naval pro-
grams, and student soldiers. The war affected social practices on campus as well. “Campus Lights,” an annual play performed on campus, continued but was changed to “Campus Dim Out.” No football team competed during the 1944 season, but the 1945 football team was made up primarily of cadets from the V-12 unit.6 The most significant social change to campus was the arrival of the cadets themselves. As student Frank “Eagle Eye” Belote describes:

Had it not been for the navy, Murray College would not be running much longer than this spring. It not only has brightened our campus life but has also done a lot for the local businesses. The naval cadets are all nice boys and so far there has been very little friction between regular students and them. They attend the basketball games and pull for us every other weekend. The odd weekend is spent at a dance in the health building given for the naval cadets only with our girls to supply the gaiety. The girls really have a field day then and do they love it.37

Apparently the only drawback of the cadets’ presence was the elimination of the number of available women on campus.

The college of course eagerly welcomed the naval programs, but the city of Murray embraced the Navy’s presence as well. Citizens did not take much notice of the cadets at first, not so much from the scarcity of hospitality but because the men wore civilian clothing instead of their military dress and lacked the time to engage in visible “horseplay.” President Richmond conveyed to the Rotary Club his desire that Murray take every measure to make the cadets feel like welcomed guests. He suggested a reception and dance sponsored by the Women’s Clubhouse, which must have intrigued the single, female population of the town. When the first cadets arrived on January 6, 1943, “a good-sized delegation of townsfolk” and college officials greeted the men at the station. The town sustained their support by helping the men establish a Cadet Club, primarily with the aid of the Women’s Clubhouse and other religious and civic organizations. The Navy appreciated the kindness displayed by the town, and thus its citizens received a formal invitation from Commander Wiley to attend the Third Battalion’s graduation. Just one month later, the naval cadets marched their first parade to Murray’s square in celebra-
tion of the Fourth of July. The parade, measuring four blocks long, paused on the square as the cadet band performed a few selections. The most lasting change occurring during the cadets' tenure in Murray was the establishment of a Catholic Church. One resident, Claire Resig, believed that no more than twenty-five to thirty Catholics resided in Murray before the war, so few that they held services in private homes. When the cadets arrived, home services were too small to accommodate the predominantly Catholic group and they soon moved their services to the "Little Chapel" of the Wrather building. The congregation quickly exceeded this space as well, and moved their services once again, this time to a local barn until the completion of a church building in 1944. Resig recalled that even the new church did not seem large enough. The Catholic Church notwithstanding, cultural differences impeded a full exchange between the cadets and the townspeople. The northern, urban accents of the cadets seemed strange to many locals, giving some pause before making contact with the newcomers. According to one cadet, interaction between the officers and the citizens was infrequent. While some cadets corresponded with a few locals, he recalled that for the most part "the locals were locals and kept to themselves."

With the end of war in sight, Murray Teachers College and the federal government prepared to educate returning veterans. The Servicemen's Readjustment Act of 1944, or the G. I. Bill, was the most important event in the nation's history of higher education. The substantial aid it offered to veterans to attend college dramatically increased the number of Americans holding a college degree. The G. I. Bill, designed to help the economy and aid veterans at the same time, was signed into law on June 22, 1944. It provided for the instructional costs of attending a college, including tuition, fees, laboratory fees, books, and supplies as well as a subsistence allowance for veterans undertaking full-time programs.

The Army initially had expected only seven percent of servicemen to apply for educational benefits. But by 1956, the number of veterans attending college unexpectedly reached 2,232,000, a number far larger than anticipated. Just six months after signing the G. I. Bill, Roosevelt predicted veteran enrollment in the mere "hundreds of thousands" range. Veterans' Administration administrator

President's home at Morehead State Teachers College, Morehead, Ky. The Filson Historical Society
Frank T. Hines supported this estimate declaring the total might be 700,000 distributed over several years. The final numbers proved both men wrong. By 1947, veterans numbering just over a million comprised almost fifty percent of the student population on campuses across the nation. Just two years later, veteran enrollment dropped to thirty-four percent of the student population.

College attendance by veterans continued to decline into the 1950s, reflecting the decrease of men and women enlisted in the military and the reduction of benefits under the Korean War Bill of Rights.\(^42\)

The high enrollment immediately after the war accounts for the fact that veterans, who had changed the world, desired an education and colleges welcomed them with open arms. The government had made an investment, and the investment had worked. Veterans became achievers and made major contributions to society, according to the experiences of John Resig, a returning veteran who attended Murray. The benefits awarded under the World War II Bill of Rights provided a better opportunity than any other financial compensation the government would offer for future veterans. For the first and only time, veterans could afford to attend even Ivy League schools entirely at the federal government’s expense. Veterans received five hundred dollars a year in tuition, and Harvard’s tuition cost was just four hundred dollars a year. With such funding available, veterans often enrolled in smaller colleges, such as Murray, only as a last resort.\(^43\)

Despite the lack of interest in smaller colleges by returning soldiers, Murray Teachers College aimed to ensure the best possible education for returning veterans. By establishing several veteran programs and providing housing to cater to the needs of veterans coming to college, whether for the first time or to continue the education disrupted by the war, Murray Teachers College provided aid to veterans in addition to the G. I. Bill. President Richmond had already secured the contract with the Veterans’ Administration for the education of war veterans under the provisions of the G. I. Bill of Rights. The Board of Regents further decided that veterans would pay a minimum tuition charge of fifteen dollars per month or forty-five dollars per quarter in addition to the incidental fee, library and laboratory fee, health fee, and student activities fee. The board also declared that it would not charge out-of-state fees to veter-
ans. After Richmond's death, Ralph Woods, who assumed the presidency on November 1, 1945, welcomed the returning veterans through the programs created at the school. These programs included a veterans' committee to assist in choosing a profession, regular college offerings, two-year programs in agriculture, fine arts, commerce and physical education and training for over forty-four occupations ranging from nursing to political science. Veterans also gained access to the campus' special facilities such as the health building and indoor swimming pool, a Veterans' Guidance Center for all veterans residing in western Kentucky, and furnished housing facilities complete with a coal stove, hot plate, icebox and electric hot water heater. 44

President Richmond appointed Professor C. M. Graham to head the campus's War Veterans' Council to aid the returning veterans. "When men and women return from the war," Richmond declared, "Murray College will be ready to help them enroll, arrange their schedule, secure lodging places, and guide them in their classroom and vocational activities." Roy Stewart, head of the physical education department, planned the enlargement and improvement of the department for the benefit of returning veterans. In November of 1945, a veterans club was also established on campus. The college acquired thirty-six to fifty portable family unit homes equipped with bathroom facilities and kitchens, which veterans and their families rented for one dollar per year. Wilson Gantt returned to Murray with his wife and son after the war and moved his family into one of the portable units behind Swann Dormitory. Because he did not have a car, Gantt recalled, "It was good because it was convenient to campus." On December 2, 1945, O. A. Adams became head of the Veterans' Administration Guidance Center, established to advise veterans under the rehabilitation program and the G. I. Bill of Rights. 45 Once again, Murray Teachers College made good use of federal funds, this time to educate returning veterans whose wartime experiences created the desire to receive an education and provide for their families.

Governmental ties during World War II and the college's success in attracting military training programs were instrumental to the survival of Murray Teachers College, as well as to several other Kentucky institutions like Western Kentucky College, Morehead College, and the University of Louisville. Officials present at Murray Teachers College during the war realized early that sharp declines in enrollment and finances were inevitable if the college did not procure wartime programs like the pre-flight and
V-12 programs. Doubtless, the contacts that James H. Richmond made with influential government officials put Murray in a position to receive the naval programs. The college president's efforts illustrated his devotion to the school and the war cause and likely guaranteed the college's existence during tenuous economic times. The establishment of naval programs, although short-lived, allowed the campus to remain productive and successful during World War II. Murray's financial stability throughout the war years and its wartime experiences in training cadets helped prepare the school for the flood of returning veterans. Not only did Murray Teachers College succeed in continuing the education of students during World War II, but by reforming its curriculum during and after the war years it was able to better serve students who experienced the effects of World War II, whether at home or on battlefields and warships abroad. 

2. Murray State University Faculty Senate and Board of Regents, Murray State University Staff Handbook, 22 [Internet site accessed at http://www.murraystate.edu/org/facsenate/FacultyHandbook/web.pdf]; Jennings and Jennings, Story of Calloway County, 239.
4. The College News, February 13, 1933, Richmond Papers, Special Collections, Pogue Library, Murray State University, Murray [hereinafter cited as MSU]; James H. Richmond to Franklin D. Roosevelt, November 9, 1932, Richmond Papers, MSU; Richmond to Roosevelt, July 28, 1944, Richmond Papers, MSU.
5. The College News, February 13, 1933; The Murray Ledger and Times, August 26, 1943. The latter article placed Richmond with Roosevelt discussing educational issues on four occasions.
6. The Murray Ledger and Times, September 17, 1936, Richmond Papers, MSU; Noble J. Gregory to Frank "Eagle Eye" Belote, February 2, 1943, Noble J. Gregory Papers, MSU. Referring to his role in securing the training programs for Murray, Gregory told his former aid, Frank Belote, who was enrolled at Murray, that "the fact of the business is I tried in a feeble way to assist in obtaining recognition for the college."
8. Ibid., 10, 23-24, 179-80.
9. The Murray Ledger and Times, May 15, 1941, Farm sect., 1; Jennings and Jennings, Story of Calloway County, 268; Murray Ledger and Times, October 9, 1941.
16. Blum, V Was for Victory, 141-42.
17. Board of Regents Minutes, v. 4, 25; Murray Ledger and Times, May 28, December 17, 1942.
20. Ibid., January 19, March 30, 1942; Murray Ledger and Times, October 30, 1941.
23. James Richmond to Alben Barkley, December 26, 1944, November 17, 1942, Richmond Papers, MSU; Richmond to A. B. Chandler, November 17, 1942, Richmond Papers, MSU; Chandler to Richmond, November 24, 1942, Richmond Papers, MSU; Barkley to Richmond, November 30, 1942, Richmond Papers, MSU; James K. Libbey, Dear Alben: Mr. Barkley of Kentucky (Lexington: The University Press of Kentucky, 1979), 84.
24. Archives on World War II, MSU.
26. James Richmond to Alben Barkley, December 14, 15, 1942, Richmond Papers, MSU; Barkley to Richmond, December 18, 1942, Richmond Papers, MSU; Richmond, Alben Barkley and A. B. Chandler, December 19, 1942, Richmond Papers, MSU.

27. Board of Regents Minutes, December 16, 1942, February 1, 1943, v. 4, 384, 407, MSU.


30. Interview, Jack Belote, Murray, Ky., by the author, March 8, 1999; The Murray Ledger and Times, October 5, 1944, April 1, January 21, 1943.

31. The College News, March 6, October 9, 1944.

32. The College News, March 6, 1944.

33. Board of Regents Minutes, October 15, 1944, v. 4, 138, MSU; The College News, October 9, 1944.

34. Board of Regents Minutes, July 17, 1944, v. 5, 125, MSU; James Richmond to Bureau of Naval Personnel, April 27, 1943, Richmond Papers, MSU; Board of Regents Minutes, July 26, 1943, v. 6, 17, October 25, 1943, v. 5, 43, MSU; Richmond to Commander Adams, August 19, 1943, Richmond Papers, MSU.

35. Capt. William W. Behrens to James Richmond, August 24, 1943, Richmond Papers, MSU; Board of Regents Minutes, July 17, 1944, v. 5, 125; The College News, October 8, 1945.

36. The College News, November 1, 1943; Interview, Claire Resig, Murray, Ky., by the author, April 1, 1999; The College News, October 9, 1944.

37. Frank Belote to Noble J. Gregory, [undated], Noble J. Gregory Papers, MSU.

38. The Murray Ledger and Times, December 24, 1942, January 7, April 15, June 3, 1943; Murray Ledger and Times, July 8, 1943.

39. Interview, Claire Resig, Murray, Ky., by the author, April 1, 1999.


43. Interview, John Resig, Murray, Ky., by the author, March 16, 1999; Bennett, When Dreams Came True, 18.
