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PSU in World War II: Political Change and the College Experience

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PSU in World War II: Political Change and the College Experience



By: Victoria Ho

Hist 430

6 April 2017

The Goal

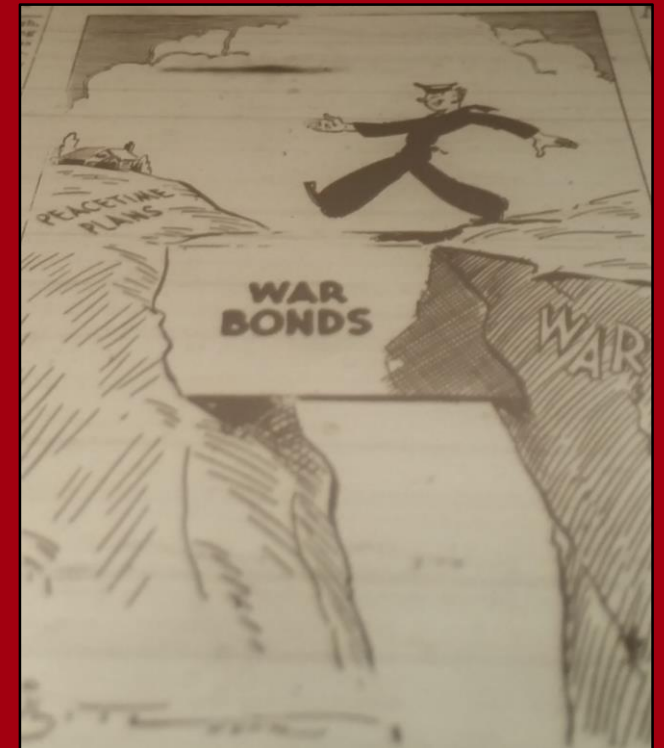
- Prepare a 12-page, argument-driven research paper based on primary sources and four pre-selected secondary sources



Sources




- Primary sources in the form of Collegio articles from the early 1940s
 - “Bond Sale Exceeds All Expectations; Total \$17,136.45,” April 21, 1943.
 - “Third KSTC Letter Goes to 900 Alumni in Armed Forces,” April 26, 1944.
 - “V-E Day Brings Joy to KSTC,” May 9, 1945.



The Headlines

*"Your help really counts
when you're a WAC!"*
say America's college girls

Say "Merry
Christmas" with

WAR BONDS

War Colors School Year

This issue of the Collegio is the last one for the regular school year—a year which has again been overshadowed by the war. The V-12 program has given a particular type of military atmosphere to the campus and college activities, but everyone connected with the College has made an effort to contribute to the war program. Students and faculty have participated in related war drives, and their efforts have not only furthered the war program but have reflected honor on the College. We have endeavored to maintain contacts with our former students who are now in active military service and scattered literally throughout the entire world. We are proud of the splendid service they are rendering. The Collegio has been sent them and we trust has carried in them our expression of confidence and good will as well as enabling them to keep in touch with the College.

We are already looking forward and planning for the great day when the war will have been successfully won, and the colleges will have the opportunity to pursue a peace-time program again. The curtailment of some of the specialized military training programs and the discharge of hundreds of men each month from the armed services lend impetus to our planning for the future. The rehabilitation program has already begun, and we believe the College is especially suited to contribute an important part in that program, both for the veterans returning from military service and for the workers changing from war industries to employment that will be found in the post-war period.

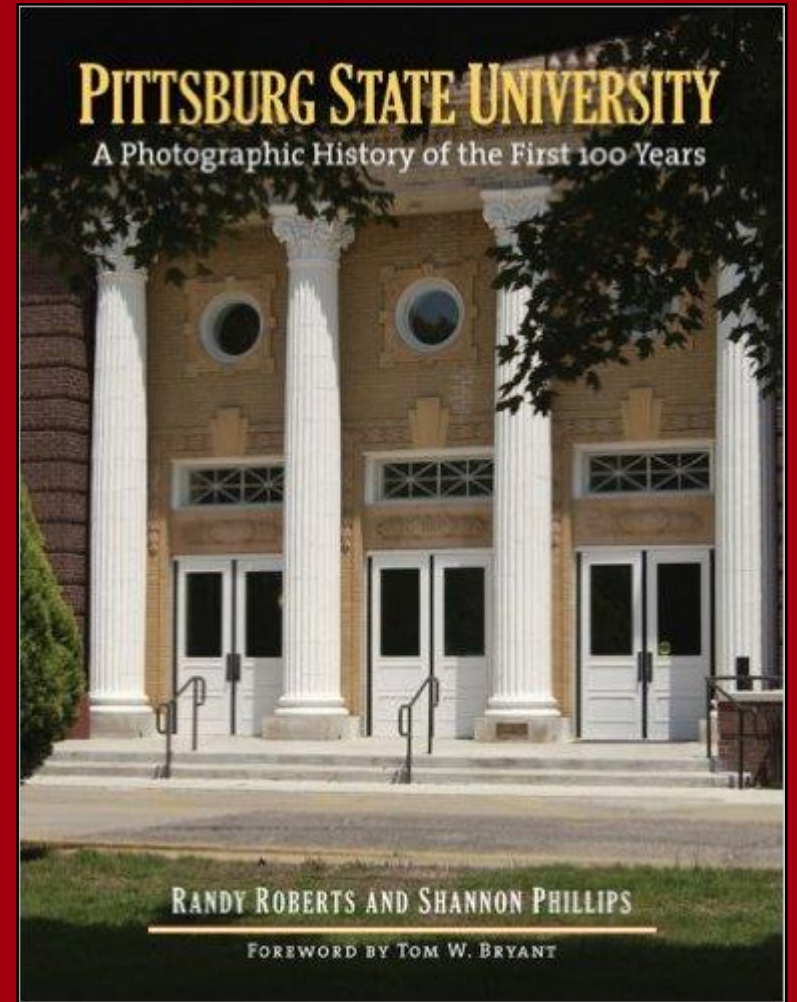
We believe the importance of college training has been well confirmed in the building of our powerful military forces. We believe, also, that college training must be depended upon for leadership in solving the post-war problems. Our ability to solve them successfully will determine the nature and extent of the period of peace.

We are endeavoring through every department to contribute our best efforts in the war program, and trusting that our plans for the future will find us prepared to provide one of the strongest college programs in the Central West when the war is over. It is our earnest hope and prayer that that program can be well under way when the first issue of the Collegio is published next fall.

Ross H. Hughes

Sources

- Secondary Sources
 - Roberts, Randy, and Shannon Phillips. *Pittsburg State University: A Photographic History of the First 100 Years*. Lawrence: University Press of Kansas, 2009

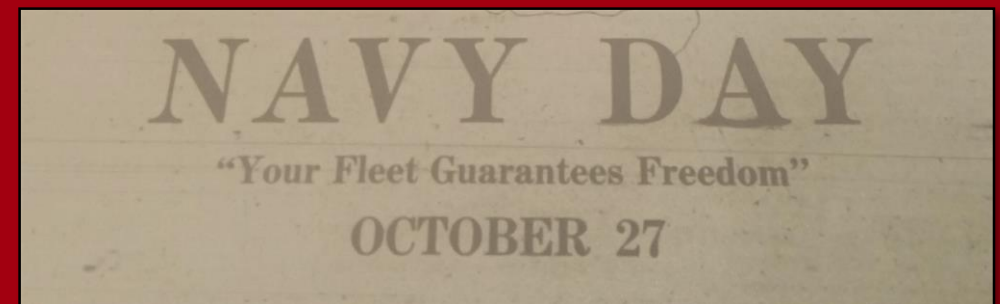
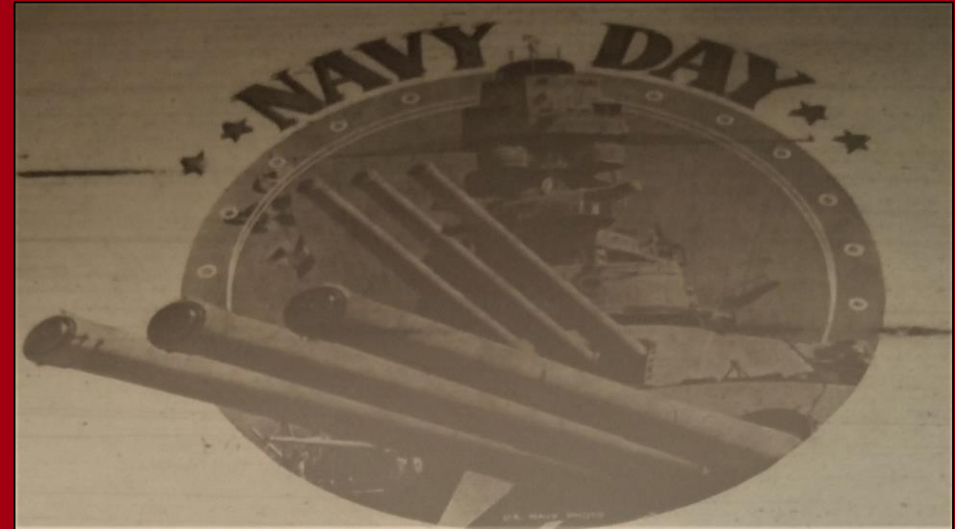


The Argument

- **THESIS:** College students' ability to identify and respond to a problem, as well as unify under a solution, creates a sense of patriotism that makes the demographic essential during periods of rapid political change.
- **CASE STUDY:** KSTC students identified and responded to World War II, as well as resolved to support their country in its time of need.

The Evidence

- Bond drives
- WINS, WAVES, and more
- “Buy a Jeep” Campaign
- Book drive for PoWs
- Navy Day and the V-12



Service and Gold Star Honor Rolls

- 2,300 students in the service; 51 named to the Gold Star Honor Roll



A document titled "Gold Star Honor Roll" with a decorative border of stars at the top and bottom. The text reads: "These men have lost their lives in the service of their country. All attended Kansas State Teachers College, Pittsburg." Below this is a two-column list of 51 names, numbered 1 through 51.

<i>Gold Star Honor Roll</i>	
These men have lost their lives in the service of their country. All attended Kansas State Teachers College, Pittsburg.	
1. William C. Armstrong	26. William Lawrence
2. Colin F. Barkell	27. Oliver Carl Lawrence
3. T. J. Bellman	28. Bob Lefferson
4. Robert M. Bennett	29. James Henry Lentz
5. Charles Harry Bradshaw	30. Bob Lindsay
6. John DePlus, Jr.	31. Charles Littel
7. Hugh Dougherty, Jr.	32. William Magie
8. Edward R. Ellingboe	33. Dale M. Milligan
9. Rodney LeRoy Ford	34. Laurel Mink
10. Wavell Gibson	35. George Raymond Mustard
11. Jack Gilliland	36. John Nichols
12. Morris Greenstreet	37. Carl Peterman
13. Vernon Hall	38. Elmer Rodenberg
14. Harry F. Hammerton	39. Richard M. Shaw
15. Dan N. Hanschu	40. Robert Shaw
16. Kenneth Harley	41. Harold A. Shoemaker
17. Ray Hartley	42. Clyde Stephenson
18. Albert J. Hopper	43. Elmer L. Stevens
19. John Horsley	44. R. E. Stover
20. Elroy M. Hulett	45. John Vail
21. Bob Innis	46. Clifford Watson
22. James W. Jacobs	47. Edward J. Weeks
23. Stanley E. Johnson	48. Jack Wintle
24. Charles O. Jordan	49. Beryl Wyatt
25. John Keve	

The Conclusion

- Therefore, it can be seen that the college student's ability to identify and respond to a problem, as demonstrated in their actions during World War II, can have massive effects on national, or even international, affairs, and create a sense of unity and patriotism that is essential during times of crisis.

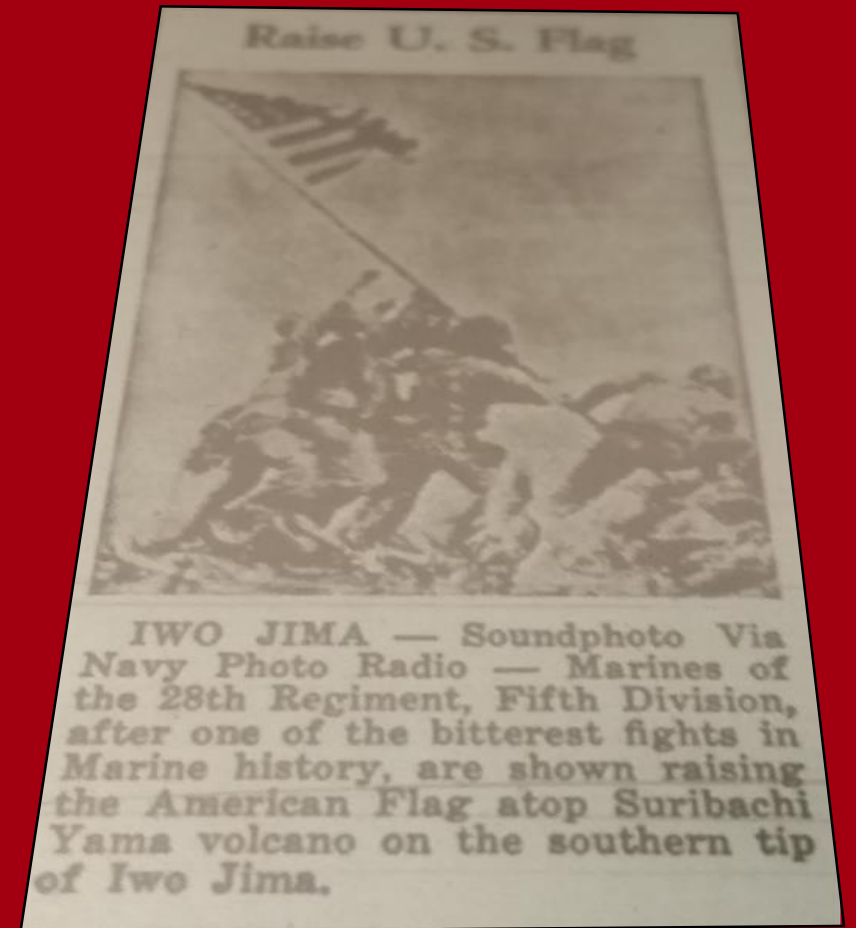


Photo at Iwo Jima published
March 14, 1945

Bibliography

- Collegio. Pittsburg, KS, December 1941-December 1945.
- Clark, Daniel A. "'The Two Joes Meet. Joe College, Joe Veteran': The G. I. Bill, College Education, and Postwar American Culture." *History of Education Quarterly* 38, no. 2 (Summer 1998): 165-89.

Clark explores the effects of the GI Bill on the role of education in post-World War II culture. He investigates the underlying cultural values that changed how society viewed college students, as well as explains how the GI Bill was a catalyst for the prevailing association of a college education with the middle class, a drastic change in thinking from the pre-war years.
- Cohen, Sol. "The Industrial Education Movement, 1906-17." *American Quarterly* 20, no. 1 (Spring 1968): 95-110.

Sol Cohen describes the Industrial Education Movement and its effects on the educational system in America. He weighs the different viewpoints held by proponents of an industrial education and argues that the movement ended the idea that America's children were fit for academically-focused schoolwork.
- Roberts, Randy, and Shannon Phillips. *Pittsburg State University: A Photographic History of the First 100 Years*. Lawrence: University Press of Kansas, 2009.

Roberts' and Phillips's book describes the history of Pittsburg State from its inception to the present. It includes the history behind traditions such as Apple Day and Homecoming and explains the roles of prominent figures at PSU. The book also includes numerous photographs to provide visual references to life at PSU throughout its history.
- Rury, John L. "Vocationalism for Home and Work: Women's Education in the United States." *History of Education Quarterly* 24, no. 1 (Spring 1984): 21-44.

Rury explores the role of women in education during the late 19th and early 20th centuries. As education became more industrialized and vocationally focused due an increasingly industrialized economy, women's education changed. He describes the arrival of home economics and the establishment of homemaker as a viable career choice, as well as the association of gender with certain education types, like manual and commercial. Rury concludes by saying that the focus on providing an appropriate vocational education based on career prospects between genders further perpetuated sexually-differentiated classrooms and careers.