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**Huskies Go to War:
St. Cloud State During the World War II Era**

by

Kayla RoxAnn Stielow

A Thesis

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree of Master of Arts

in Public History

May, 2022

Thesis Committee:
Robert Galler, Chairperson
Jason Eden
Thomas Steman

Abstract

This is a three-part project centered on the research, historical interpretation, and effective public history programmatic practice focused on the student experience at St. Cloud State during World War II. The project presents historical research and analysis of the student experience, primarily on the actions and reactions to wartime homefront realities, for the campus community throughout the war era. Centering itself in public history, the analysis is then interpreted in the form of a public program based on effective pedagogical practice. In the final chapter the public program is then rationalized, with the pedagogical practices found within the program grounded in interpretive theory and public history practice. This project demonstrates the historical interpretive process: research and analysis, interpretation, and interpretive theory and pedagogy.

Acknowledgements

This project, which is the culmination of work over the past five years, would not have been possible without the support of many individuals. Specifically, it is my privilege to thank my thesis committee. Dr. Galler read and reread countless drafts of this work and patiently worked with me to blend the thesis requirements with public history practices, Dr. Eden who has put up with me changing the final project requirements several times now, and Tom Steman whose expertise with St. Cloud State records and willingness to continue to provide professional and personal support over the last several years has helped me in countless ways. The committee's flexibility and support are the only reason I was able to complete this work.

Additionally, I would like to thank my colleagues at the Minnesota Historical Society, specifically my team at the Charles Lindbergh House and Museum and the various organizations I have the privilege to work with in the Partnership Sites Network. Your talent, expertise, and dedication to your communities are a constant source of inspiration and motivation.

And lastly, and most importantly, this work is dedicated to my family. My husband John was always my first proofreader, encouraged me when my ideas were still forming, and willingly spent the first few years of our marriage traveling with me to conferences, historic sites, and other professional development opportunities. Evelyn, everything I do is for you, it is my sincerest hope that my work as a public historian helps create a world that is more equitable, accessible, and just.

Table of Contents

List of Figures.....	5
Chapter.....	Page
Introduction.....	7
Public History & WWII.....	12
Chapter 1.....	13
Chapter 2.....	14
Chapter 3.....	14
Huskies Go to War.....	15
1: St. Cloud State Students and the Homefront.....	16
The Teacher's College in the 1930s: "We Get a Raise While They Get a Cut".....	16
War-Era Education.....	20
Military Presence on Campus.....	22
Japanese American Students.....	26
Campus Life During WWII: "It Is the Policy of the College to Maintain All Activities".....	29
Homefront Activity on Campus: "The First Line of Defense".....	32
Conclusion.....	50
2: Interpretive Program Outline.....	52
Interpretive Program Outline.....	52
Public Program Sample Script.....	63
3: Interpretive Theory.....	75
Station: Introduction.....	77
Station: How We Know What We Know.....	81
Station: Changing Environment.....	89
Station: Student Leadership.....	101
Station: Shaping the Campus.....	112
Station: Conclusion.....	122
Conclusion.....	126
Bibliography.....	128
Primary Sources.....	128
Secondary Sources.....	133

List of Figures

Figure	Page
1. Introduction Objective.....	77
2. Introduction Location and Time.....	78
3. Introduction Content and Discussion Questions.....	79
4. Introduction Key Objects.....	79
5. Introduction Interpretive Methodology.....	80
6. Introduction Transition Out.....	81
7. How We Know What We Know Objective.....	81
8. How We Know What We Know Location and Time.....	82
9. How We Know What We Know Content and Discussion Questions.....	82
10. Home Fair Exchange for Men Girls Gladly Vacate Hall.....	83
11. 72nd College Training Detachment.....	84
12. STC Coeds in 1940s.....	85
13. Students Leaving Lawrence Hall.....	86
14. How We Know What We Know Key Objects.....	86
15. How We Know What We Know Interpretive Methodology.....	88
16. How We Know What We Know Transition Out.....	88
17. Changing Environment Objective.....	89
18. Changing Environment Location and Time.....	90
19. Changing Environment Content and Discussion Questions.....	91
20. Executive Order 9066.....	92
21. Grace (Uyehara) Kaneda.....	93
22. Aiko Kawashima.....	94
23. Emi Jane Matsumoto.....	95
24. Haruko Ruth (Tsuneyoshi) Matsushita.....	96
25. Masake (Ryugo) Miyake.....	97
26. T.C. To Celebrate Their Seventy-Fifth Anniversary.....	98
27. Changing Environment Key Objects.....	98
28. Changing Environment Interpretive Methodology.....	100
29. Changing Environment Transition Out.....	101
30. Student Leadership Objective.....	102
31. Student Leadership Location and Time.....	102
32. Student Leadership Content and Discussion Questions.....	103
33. Definitions of “Community”.....	104
34. St. Cloud Teachers College Surpasses Goal as Local W.S.S.F Drive Comes to a Close.....	105, 115
35. Victory Book Contributors.....	106
36. Red Cross Drive Complete on Campus.....	107
37. Propaganda Poster.....	108
38. I Stay at Home to Teach.....	109
39. Student Leadership Key Objects.....	110

40. Student Leadership Interpretive Methodology.....	111
41. Student Leadership Transition Out.....	112
42. Shaping the Campus Objective.....	113
43. Shaping the Campus Location and Time.....	113
44. Shaping the Campus Content and Discussion Questions.....	114
45. Queen Dorothy Tops War Workers.....	116
46. Red Cross Class Will Begin Soon.....	117
47. Continue Support! Help Remove Scrap Metal.....	118
48. Victory Book Drive Going Strong, Library Urges Students to Help.....	119
49. Shaping the Campus Key Objects.....	119
50. Shaping the Campus Interpretive Methodology.....	121
51. Shaping the Campus Transition Out.....	122
52. Conclusion Objective.....	122
53. Conclusion Location and Time.....	122
54. Conclusion Content and Discussion Questions.....	123
55. Lawrence Hall Plaque.....	124
56. Conclusion Key Objects.....	124
57. Conclusion Interpretive Methodology.....	125
58. Conclusion Transition Out.....	126

Introduction

*“Let’s beat German and Jap,
Don’t take their rap,
Save for Defense
Prevent Mishap*

*The Czechs lost first,
The Poles were cursed,
And Norway too
Has a wound to nurse*

*And so you see
Two foes have we
Come on and Help,
Save our Liberty!*

*To win a price
This poems not for
But to urge all of you
HELP WIN THIS WAR”¹*

The students who attended St. Cloud State during the war era demonstrated an understanding of global developments, and control over their own lives while working within the compass community. By studying the student-produced works from the era, specifically the student newspapers and yearbooks currently housed in the St. Cloud State University Archives, scholars have the opportunity to tell a previously-undiscussed aspect of the school’s history. The completion of this work, and the subsequent publication of this research, adds the voices of women, Japanese American students, veterans, and others to the growing narrative of our St. Cloud State history. This style of work is a necessary addition to the body of work done on the university to show how varied perspectives and experiences of a diverse student body and faculty have shaped the campus into what it is today. It also offers the contemporary school community

¹ “Sugar ‘N’ Spite.” *University Chronicle* January 30, 1942.

insight into how the campus has navigated global events, sudden changes, and successful student leadership and agency.

On February 28, 1946, just over five months after the conclusion of the war, President Dudley Brainard stood beside students Winnifred Hansen, Mary Louise Mayberry, and Mavis Kennedy on the cover of *The Chronicle*.² In the image, President Brainard is purchasing tickets for a fundraiser to support the World Student Services Fund, sponsored by the Wesley Foundation student organization.³ This organization's slogan for the 1945-46 school year proclaimed "follow thou me into a better world," which became very fitting given the college's, and the rest of the world's, transition from a world war into the Cold War era.⁴ This global awareness and feelings of personal responsibility for the war and its effects had been present within the campus community throughout the era by the time the war came to a close. This sentiment of personal responsibility on campus was internalized by the campus community even before the United States entered the war, before the large presence of military officers and training on campus, and before students had to navigate both the internal and external pressures and changes in response to the reality of living during a world war. Students and administrators recognized their role in the war, even outside the context of direct war-industry work or military service. Archival sources with student and administrative records demonstrate the campus community's agency and engagement throughout the war years.

The small student body that attended St. Cloud State was made up of a unique group of students when measured against the behaviors of their same-age cohorts. Noted by economists Daron Acemoglu and David Autor, "As evocatively captured by the image of Rosie the Riveter,

² "St. Cloud Teachers College Surpasses Goal as Local W.S.S.F Drive Comes to a Close." *University Chronicle*, February 28, 1946.

³ *Ibid*

⁴ St. Cloud State University. *Talahi* (St. Cloud, MN: 1946), 67.

the war drew many women into the labor force as 16 million men mobilized to serve in the armed forces, with over 73 percent deploying overseas.”⁵ But is Rosie the Riveter the only symbol of female patriotism for young women during the WWII era? When looked at from the perspective of the students at St. Cloud State, the answer is no. During the WWII era, and all eras up to that point in the school’s history, women comprised the overwhelming majority of students and came to the college to prepare for careers in public education. Throughout the war, a smaller, but active number of largely female students prepared to become educators instead of working in the war industry or serving in the armed forces. To say that these women had not engaged with the war is a simplistic, and incorrect, interpretation of women’s perspectives on campus during the war years. Not every student experience transpired into a positive experience. Women attending the college faced harassment from the military presence on campus, lost their housing (in some situations due to overcrowding), and still faced the same physical and cultural constraints and expectations of women in the United States during this time period. But a failure to acknowledge the amount of agency, leadership, and global understanding demonstrated by the female students during this time period would be unfair as well. As is the story of so many other histories, the interpretation of student engagement on the homefront at the St. Cloud State campus is complicated, inspiring, and at times contradictory.

This research demonstrates that students both acted upon and reacted to external and internal changes and pressures brought on by the war. In many ways, it reinforces the larger scale works of both Allan Austin’s *From Centration Camp to Campus* and Geoffrey Perret’s *Days of Triumph, Years of Sadness* that both highlight the civic-minded problem solving exhibited by college-aged students throughout the era. Through their leadership, choices, and actions, students

⁵ Daron Acemoglu, David Lyle, and David H. Autor. *Women, War and Wages: The Effect of Female Labor Supply on the Wage Structure at Mid-Century* (Cambridge:National Bureau of Economic Research, 2002)

on the St. Cloud State campus repeatedly demonstrated the ability to be agents of change while responding to the realities of living during a world war. The students who attended the teacher's college allowed the campus to stay open, created spaces to both socialize and contribute to the war effort, and participated in the ongoing work of empowering a diverse student body. Although several notable works have covered the history of St. Cloud State during the war era, the voices of the students have largely been omitted.⁶

Work in this thesis is built off of previous works by former president Dudley Brainard and former history professor Edwin Cates, who present mainly “top-down” history of the school from the perspectives of school leaders. Brainard’s *History of St. Cloud Teachers College* and Cates’ *A Centennial History of St. Cloud State College* both offer an intensive administrative history of the campus, as well as insight into the eras in which they were written. Both works are traditional institutional histories that provide an overview of St. Cloud State’s history. Comparatively, my thesis focuses on “bottom-up” history from the perspectives of students. It is unique as it is specific, student-centered, and utilizes the approach of micro-history.

The historical record of this era of campus history is incomplete, and the almost exclusive use of student-produced works was a complex process. The preserved documents from this era that showcase student perspectives, predominantly the student newspaper *The Chronicle* and student yearbooks *The Talahi*, give us a glimpse into their priorities and actions throughout the era. Like many local history topics, the research weaves together as many perspectives and narratives that we have documentation of to draw conclusions, with the understanding that the resources that we have currently available to us are limited. The administrative records from this

⁶ Notable previous works done on St. Cloud State’s History are: Dudley S. Brainard. *History of St. Cloud State Teachers College*, (St. Cloud: St. Cloud, State 1953). Edwin Cates. *A Centennial History of St. Cloud State College* (Minneapolis: St. Cloud State, 1968) and Howard Ray Rowland. *Loyal to Thy Fine Tradition* (Virginia Beach: St. Cloud State, 1994.)

era, as well as personal correspondence from students and faculty of the time period, were not retained and therefore leave contemporary researchers to focus on the aforementioned, and limited, documents. Acknowledging these limited primary sources, the methodological choice to focus on student-produced works allows the student voice to remain centered throughout the entirety of the work. Despite these challenges, by using student-produced historical documents, the students' own experiences and memories are amplified. Consequently, this work will offer a bottom-up view of the campus, and give voices to the students who chose to make themselves responsible for the wartime contributions and successes of the St. Cloud State campus. Because of the omission of names and personal narratives from student-produced sources, which this work is based upon, their engagement is shown through their activities and stories that are showcased throughout this study.

Students initiated and implemented activities on campus throughout the war years, beginning as early as January 1942 with the sale of war bonds and stamps books on campus, both by and to students. In doing this, students supported local and national homefront initiatives. They also encouraged other students and the wider St. Cloud community to support and participate in these programs on the St. Cloud State campus. In taking on this responsibility, students supported the war effort while continuing their training and studies to become teachers. The fact that students took on these dual responsibilities, of working to fill the roles of students and of community leaders, both complicates and enriches our understanding of the WWII era, and St. Cloud State's history. Students chose to balance their personal dedication to receiving an education with the social pressures of the homefront. Students also lived with the realities of participating in a collegiate community whose student body shrunk significantly throughout the

war years, as many young adults decided to pursue military service or more lucrative war-industry work.⁷

Public History & WWII

Whether it involves Rosie the Riveter, the heroic work of the Red Cross, or women entering the workforce in unprecedented numbers to support the war effort: the story of women on the homefront during WWII has been told repeatedly in public history narratives and U.S. history courses. Is this the full story? The short, yet incredibly complex answer, is no. Rather, the WWII era introduces a diverse story full of a variety of lived experiences, actions, and reactions to social and economic conditions that both highlighted and changed the U.S. entry in the war, with the story of college students throughout the era often left out of homefront histories.

This bottom-up approach to research, combined with a micro-history lense, brings to light the stories of the women who attended St. Cloud State during the war years. It reveals varied strands of historical research, as well as a demonstration on how to effectively interpret their story in a public history setting that effectively educates a contemporary audience. This work is built on the academic historical works on the campus, as well as several decades of interpretive theory and history education research. Grounded in ideas from Freeman Tilden's *Interpreting Our Heritage* as well as contemporary work by Simon, Ham, and Beck and Cable, this thesis examines interpretive theory and practical application.⁸ This work follows the progression of a program in a public history setting, starting with research, progressing into interpretive theory and pedagogical decision making, and ending with a publicly accessible educational program.

⁷ John J. Weismann. *St. Cloud State Teachers College During The War Years*. (St. Cloud: St. Cloud State, 1961).

⁸Freeman Tilden. *Interpreting Our Heritage*. (Chapel Hill: University of North Carolina Press, 1977), Nina Simon. *The Art of Relevance*. (Santa Cruz: Museum 2.0, 2016), Sam H. Ham. *Interpretation: Making a Difference on Purpose*. (Golden: Fulcrum Publishing, 2013), & Larry Beck and Ted T. Cable. *The Gifts of Interpretation: Fifteen Guiding Principles for Interpreting Nature and Culture*. (Urbana: Sagamore Publishing, 2015).

This marriage of academic history, interpretive methodology, and public history practice and theory allows this project to demonstrate the scholarly rigor and frontline and educational application that is necessary for interpreting historical topics for public audiences. By combining these respective fields this project is able to demonstrate both the historical research done on this era while showcasing how this information can be interpreted for contemporary audiences in a relevant, accessible, and accurate way. I have organized this multipronged approach to public history into three chapters, to highlight the historic research on the era, the walking tour of the campus to interpret the history, and a final chapter on the historical interpretation and pedagogical strategies utilized to create the final product of the campus tour.

Chapter 1

The initial chapter in this study follows a more traditional approach to academic historical works. Throughout the work, the research largely focused on student-produced primary sources from the era, demonstrating the wartime realities for the women who attended St. Cloud State. Within this chapter, I argue that the students both reacted to and demonstrated agency alongside both local and international developments related to the war. In a demonstration of their agency, flexibility, and demonstrated leadership the student community showcased the capacity and capability of working as agents of change while also remaining aware and responsive to the global events as they took place. Through their efforts, the students enabled the campus to remain open throughout the duration of the war, worked amongst themselves to create both social and homefront activities for the campus community, and became a part of the still growing narrative of empowering a diverse student body on campus.

Chapter 2

The centerpiece of this project, the second chapter, includes all of the documents related to the walking tour. I have included the program outline and the sample script to demonstrate how to effectively communicate this content to a public audience. The outline is included to provide the interpretive strategies and content associated with each stop, as well as the overarching objective for the individual stops located within the tour itself. A sample script is provided for the historical interpreters who will implement this program. This sample is not included to be memorized verbatim, but to showcase a sample of what this program looks like in practice for training purposes. Effective interpretation needs to be flexible enough to be responsive to the individual needs and interests of tour groups. Both of the combined documents outline how the historical research presented in the first chapter could be effectively outlined in a public history setting.

Chapter 3

The final chapter examines the interpretive and pedagogical theory and research utilized to create an effective walking tour of the program. Created as a demonstration of how public history is a combination of both academic history, historical interpretation, and effective pedagogical practice, the chapter reintroduces the tour outline and breaks down the various components and the research behind the programmatic choices made throughout its creation. As an echo to the first chapter that is historical research, this chapter highlights the strategies utilized to transfer the historic research into an effective public history product. The final chapter highlights the mechanics of historical interpretation and the subsequent research.

Huskies Go to War

A combination of academic and applied history, the goal of this work is to walk through the steps involved in creating effective public history products. In this case, the thesis provides a demonstration of research, a product available and accessible to the public, and the grounding of programs in effective and appropriate interpretive theory and pedagogical practice. Through the effective use of public history practice, my hope is that the five years of work that have gone into this project give a voice to the students of the WWII era, especially the women who led and implemented change on campus, while making the content informative and relevant to contemporary audiences. As a practicing public historian I adamantly believe interpretive programming is the appropriate tool to effectively accomplish this.

Chapter 1: St. Cloud State Students and the Homefront

As the author, I organized this chapter into several sections. The first section, “Students on the Homefront” gives an introduction to the research and analysis that formed this chapter. Next, there is a brief section on the prewar years, “The Teacher’s College in the 1930s,” which briefly discusses the Great Depression era. “War-Era Education” and “Military Presence on Campus” outline the academic and social changes brought by the war to campus, especially the addition of the 72nd Army Air Force Detachment. The following section “Japanese American Students” is the story of six Japanese American students who enrolled in classes during the war era after their removal from internment camps. The final section, comprising the bulk of this work, “Campus Life During WWII” highlights the homefront activities and student-led initiatives that shaped the campus community through the war era.

The Teacher’s College in the 1930s: “We Get a Raise While They Get a Cut”

Student collaboration with federal programming had become a familiar sight on campus before the onset of World War II. Under the direction of President George Selke, the St. Cloud State faculty, staff, and students had participated in many federal programs in order for the students to obtain a small amount of financial relief, spurred by both the Depression and the financial burden of attending college. The college president throughout the 1930s, Selke’s hands-on approach reflected his belief that “a superintendent’s visit should be an inspiration, not an irritation.”⁹ Selke’s ideals became visible in his consistent involvement with federal and state programs and in his dedication to the campus before the onset of the war. Contemporary reevaluation of the school’s history depicts growth and positive changes that occurred at the

⁹ Juluis Boras, George A Selke, and Lotus D Coffman. “Reviewed Work(s): Rural School Administration and Supervision.” *The Journal of Education* 103, no. 14 (1929).

school during the Great Depression, which is counterintuitive in many respects when viewed against the realities of many other industries during the time period.

The Depression Era is another time period in which, when investigated from the perspective of the micro-history of St. Cloud State, the national storyline becomes complicated. In certain instances, it seems to represent a counter-narrative. Throughout this time period the student population at St. Cloud State dropped as the cost of secondary and higher education rose. This coincided with the faculty receiving a severe cut in their wages. Students themselves, noticing these cuts that coincided with the simultaneous raise of their tuition, stated “we get a raise while they get a cut.”¹⁰ Ironically, in an era of enrollment decline the campus footprint actually grew in size with the addition of the Beaver Islands, Hilder Quarry, and the Talahi Woods, as well as the construction of Selke Field and Eastman Hall. This physical expansion came under President Selke, who simultaneously served as the college’s president and the first director of the Minnesota National Youth Administration. Selke garnered support for college students as well as the physical campus through his position with the Minnesota National Youth Administration.

To immediately address the financial needs of the students during the Depression era, the school started its first student loan fund offerings. These funds were created through the gifts of Mary Atwood and Bevia Douglas, and offered students loans ranging from fifty cents to one hundred dollars.¹¹ The administrative support of the college did not end with President Selke’s state and federal programs, or with the birth of student financial aid. President Selke’s eventual successor, Dudley Brainard, worked with the student body to offer both support and assistance

¹⁰ Kyle Imdieke. “Good Times in Hard Times: Excitement and Activity at St. Cloud State Teachers College.” *Crossings*, (June 2018): 13.

¹¹ *Ibid*

for the students. Concerned about the students' ability to find employment in the Depression-era economy, Brainard utilized his personal connections to the superintendents throughout the Midwest to place the college's graduates into teaching positions.¹² This support allowed the students not only a chance to continue to financially support themselves in their education, but ensured the investment into their own education would be worthwhile.

The college's administration utilized federal and state programs and funds to both support students through the financially trying times of the Depression, but also to physically expand and grow the infrastructure of the campus itself. The acquisitions of more spaces and buildings during the Depression era demonstrate purposeful moves by campus administrators to grow the campus during this time period. Even beyond all of this growth, most of which was opportunistic, there had been further attempts to expand the college. On a hand-drawn map of the neighborhood where Talahi Elementary School in east St. Cloud now stands, there are several city blocks highlighted and a handwritten note to President Selke: "Let's go after these five blocks in pink and never let up until we have them in the bag for the school...it's worth our every effort."¹³

Despite the physical expansion of the campus, the student body was incredibly small and students had to find ways to navigate the era as a campus community. Aside from administrative support from the college, as well as government programs, students facilitated and utilized their own student organizations and clubs to support themselves and the rest of the student body during the Depression. This practice of self-organization and community advocacy continued into the war years. As the 1934 commencement issue of the *Talahi* clearly states for its readers,

¹² Interview with Dr. Edward Brainard, April 7, 2019.

¹³ George Selke. "Untitled." Map. *St. Cloud State University Histories* Box 1 Folder 2. (St. Cloud: St. Cloud State University Archives) n.d.

“seemingly adverse circumstances have brought them (the students) the deeper realization that it is sincerity of purpose, honesty of character, and ambition to bring to perfection the art of living.”¹⁴ The student body acknowledged this, as many organizations continued to be exclusively run by female students for the benefit and support of the women who attended the college. The most notable example is the Women’s Self Government Association which all female students could choose to be automatically enrolled in upon beginning classes at the college. The association's stated goal for its members was to “create a sense of unity and fellowship among the women of the college, to maintain high standards of college life, and to aid in solving the problems of the women.”¹⁵

In 1936, at the height of the Depression, the Women’s Self-Government Association ran ongoing social events and meetings for student leaders of other women’s organizations and campus student housing. At one of the events, the students wrote letters and offered assistance to students that self-identified as having found themselves in “difficult personal situations.”¹⁶ Despite the difficult financial situation that most of the country, and some of the students found themselves in, the campus continued to offer a supportive and robust collegiate and social experience that created a culture and practice of student engagement that continued for years. When the Depression came to an end with the rise of the war industry in 1940, the physical expansion of the campus came to a halt as both St. Cloud State and the wider St. Cloud community attempted to deal with becoming an active hub for the central Minnesota war homefront operations.

¹⁴ St. Cloud State University. *Talahi* (St. Cloud: 1934), 34.

¹⁵ St. Cloud State University. *Talahi* (St. Cloud: 1936), 70.

¹⁶ *Ibid*

War-Era Education

Despite President Selke's claim that college coursework needed to remain intact as the war continued, the college, then under the direction of acting President Brainard, began to adjust classes that faculty taught on the campus. One reason was to accommodate the Army Air Force cadets that trained on campus for over a year during the war, which had specific class requirements to meet Army Air Force standards. Secondly, faculty developed new classes in response to students teaching both during the war and in a world whose political and geographic landscape would be much different than the pre-war years.

A common effect of the war on college students' lives was specifically feeling pressure to accelerate their education. According to historian Geoffrey Perrett, "the principle response to the shift from defense to war at the colleges and universities (in the United States) to accelerate the normal tempo of things" would lead many colleges nationwide to offer shortened programs and classes, including three-year bachelor's degrees.¹⁷ St. Cloud State students became aware of this trend when *The Chronicle* published a Gallup poll that revealed that most college students nationwide favored the shortening of college courses for the war's duration.¹⁸ In response, President Selke made it clear that St. Cloud State would not participate in this trend and would continue to offer bachelor's and associate's degrees taking four and two years respectively, citing that the courses and programs offered had "few courses that could be considered non-essential."¹⁹

Despite these national changes, St. Cloud State chose to cancel Thanksgiving break in 1942 in the name of "conservation of transportation facilities," and made the winter holiday

¹⁷ Geoffrey Perrett. *Days of Sadness, Years of Triumph*. (Madison: University of Wisconsin Press, 1973).

¹⁸ "Students Believe Shortened Courses Will Be Beneficial During the War Period." *University Chronicle* February 13, 1942.

¹⁹ "Editorially Thinking... St. Cloud T.C. Will Not Streamline Course.," *University Chronicle* March 19, 1942.

break longer so students would travel to and from the college once.²⁰ Named “The First War Thanksgiving,” Thanksgiving of 1942 was organized for the students to participate in morning services at the church of their choice, lunch with various community members, an afternoon hike, a tea, dinner in the dormitories, and an open invitation to the students’ family who wished to join their undergraduate family members on campus for the day.²¹ This decision made by the student body is one of the earlier examples on how the students created opportunities for themselves and their classmates to bond as a community due to a world war. By the 1943-44 academic school year, the college had already gone back to the regular Thanksgiving and holiday breaks. There were no further changes to the timeline of the school year or the time to earn an associate’s or bachelor’s degree from St. Cloud State.

The idea that the college’s students, whether graduating during or before the war, would need different skills to be successful in the workforce than their predecessors became a topic of discussion common among higher-education administrators through the war.²² The school, led by President Selke and President Brainard, adjusted some of the courses that faculty offered and added additional courses. In January 1943 the college offered its first war-centered class, a “War Productions” course in which students earned \$14 a month to work in the school’s metal shop and learn to read blueprints. All faculty who wanted to retain their positions became required to teach new courses needed to fulfill the requirements to educate the cadets of the 72nd College Training Detachment. These new courses and students allowed the staff to remain full-time in

²⁰ “No Left-Overs For STC.” *University Chronicle* November 6, 1942.

²¹ “S.T.C. Celebrates First War Thanksgiving: Students Remain Over Holiday.” *University Chronicle* November 25, 1942. Within the schedule there is an assumption that the students are both Christian and an active participant in a church close to the campus.

²² Virgus R. Cardozier. *Colleges and Universities in World War II*. (Westport: Praeger, 1993).

most cases despite the sharp and drastic decline in the student body, while allowing students to prepare for post-war jobs in education.

Students found ways to participate in the homefront and serve the central Minnesota community while also connecting with each other socially. Through the work they did, the students identified for themselves how they both reacted to and affected the global crisis of a world war. While the expectation of their generation remained to support the war effort directly through working in the war industry or serving in the military, the future educators on campus defined for themselves how they could serve their community. After the conclusion of WWII, the demographics and dynamics of the campus would shift dramatically. But the changes to the student body demographics during the war era was due to the external factors fueled by nationwide xenophobia, labor shortages, and a nationwide military build-up.

Military Presence on Campus

The focus of this body of work is to highlight the perspectives and agency of the student body and campus community during the war years. In addition to enrolled students, an outside presence that both lived and attended class on the St. Cloud State campus during the war is a major part of the campus history. This large presence reveals that both the physical campus and school faculty adapted to the changes brought on by this era. The 72nd Detachment is by far the most well-documented group on campus during this era, and the only publicly memorialized on campus group from the era with a commemorative plaque found in Lawrence Hall. Interestingly, the 72nd Detachment would not be the first, and would not be the only, military unit placed on campus during the war years.

Starting in the early 1940s, and before the onset of the war, a Civilian Air Patrol formed and was based out of the St. Cloud Airport. It housed its pilots in Brainard Hall on campus. The

Civilian Air Patrol developed to ensure that regions of the U.S. could respond quickly in the event of an attack in the immediate region. As early as the spring of 1942, Naval Officer training through a V-1 program was also offered on campus.²³ This training allowed unmarried men to complete their collegiate coursework as well as officer training while on campus, then report to basic training after graduation.

From February of 1943 to the summer of 1944, roughly nine hundred enlisted men worked through St. Cloud State's Training Detachment that operated on campus, with about two hundred and fifty cadets present on campus at any given moment. As President Brainard wrote, "On the last day of February (1943), 125 enlisted men of the Army Air Forces reached St. Cloud constituting the 72nd College Training Detachment of the United States Army Air Forces."²⁴ The men attended classes in mechanics, physics, math, and political geography on campus and lived in the Lawrence Hall dormitory, recently vacated by ninety-three female college students.²⁵ After the completion of their coursework, they joined St. Cloud's sister detachment, the 87th College Training Detachment based out of St. John's University, at the St. Cloud Municipal Airport for ground and flight school.²⁶ After six weeks of training the cadets would leave campus and report to their assigned Army Air Force base.

This Army Air Force program took place across the country, including at 150 colleges in all, in an effort to help alleviate the swelling military numbers, which the Army could not train and house quickly enough. In total, the Minnesota State College Board and St. Cloud State spent thousands of their own dollars to support this program as well as relocate one hundred women from their campus dormitories and find them emergency housing in other already-crowded

²³"St. Cloud Men Students Offered V-1 Naval Reserve Training." *University Chronicle* April 17, 1942.

²⁴ Dudley S. Brainard. Letter to N. T. Waldor, May 21, 1943.

²⁵ Dudley S. Brainard. *History of St. Cloud State Teachers College*. (Saint Cloud: St. Cloud State, 1954)

²⁶ *Opcit*, ii.

dorms and in community members' homes. Campus leaders also altered the assignments of over a dozen faculty members to ensure the success and viability of this short-lived military training program.

Students already on campus reacted to the presence of the college training detachment in mixed ways. Stories in *The Chronicle* show that the students' reaction to the cadets on campus had a welcoming, and even excited, tone. On March 3, 1943 shortly after the arrival of the 72nd Detachment on campus, *The Chronicle* ran an article titled "Welcome to Teachers College Aviation Students—Our College is Yours" that functioned as a welcome letter to the newly-arrived aviation students and expressed gratitude for their service.²⁷ The same issue also claimed that many female students who had lived in Lawrence Hall "gladly vacated" their dormitory and that all the women at St. Cloud State would be "looking forward to having more men on campus."²⁸ In this very public recollection of the events surrounding the arrival of the cadets on campus, their reception was overwhelmingly positive.

But a further investigation into the historical records reveals a more complicated "welcome." Despite *The Chronicle*'s report that the ladies of Lawrence Hall happily vacated their dorms, a dispute arose between the Army Air Force and St. Cloud State on who was responsible for the costs of the women's relocation.²⁹ This cost had not been covered in any of the initial payments or monetary contracts between the school and the Army, and did not become a disputed issue until after the women were forced to vacate and the cadets had moved into Lawrence Hall. This begs the question of whether or not there was ever a plan to reimburse the women that had been forced to vacate their dormitories to make room for the male cadets.

²⁷ "Welcome to Teachers College Aviation Students—Our College is Yours." *University Chronicle* March 3, 1943.

²⁸ "Home Fair Exchange for Men Girls Gladly Vacate Hall." *University Chronicle* March 3, 1943.

²⁹ 72nd College Training Detachment, "History of the 72nd College Training Detachment" (1945).

LaVone Bergstrom Moffatt, a 1948 graduate of St. Cloud State, remembered the presence of the cadets on campus as a mixture of negative and positive experiences. Bergstrom recalls the female students needing to walk in groups of three to four around campus to avoid being verbally harassed by the cadets. Some men, for example, would call out to women on campus “[student’s name] is a friend of mine. She will do it anytime, for a nickel or a dime, twenty cents overtime!”³⁰ Later, in Moffatt’s recollection she recalled more positive memories of the cadets on campus, remembering that The Canteen had been frequented by both the female students and the cadets, and served as the space where the two groups socialized. Bergstrom even reminisced about staying in contact with cadet Bill Matach after he left campus to serve overseas.³¹

The brief history of the military presence on campus is complex and offers a variety of perspectives into a portion of the wartime experiences on campus. Throughout the war, *The Chronicle* ran a column titled “From An Army Bunk” in every issue, featuring letters to the newspaper editors from alumni currently serving in the military. The column briefly discussed, often in very general terms, the experiences the soldiers faced while serving. Always written by men, many of the contributions discussed missing campus and continuing to receive copies of *The Chronicle* in care packages from fellow students still on campus. Some of these veterans would even return to campus when their time of service would conclude. After the war, the campus community grew larger with the addition of WWII veterans utilizing the GI Bill, and St. Cloud State adjusted again with the formation of the Veterans Resource Center on campus and the temporary Veterans Housing complex located on Selke Field.

Lesser known, but equally significant, are the stories of empowerment, agency, and resiliency of women who made up the majority of the student body. The students on campus

³⁰ LaVone Bergstrom Letter to St. Cloud State University, 1999.

³¹ *Ibid*

throughout the war were not only shaped by the world events happening around them, but also had a lasting and far-reaching impact on the campus, the central Minnesota region, and the war efforts on national and international levels.

Japanese American Students

On February 19 1942, U.S. President Franklin Roosevelt issued Executive Order 9066 and its impact would reach well beyond the West Coast. It stated “I (President Roosevelt) hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded.”³² With the passage of this order, the U.S. military became authorized to evacuate all people they considered a “threat” from the West Coast to relocation centers farther inland. This was coded language for the racist policy of removing American people of Japanese descent and imprisoning them in internment camps. During the rest of 1942, a total of 120,313 Japanese American citizens would be incarcerated in internment camps as a response to nationwide xenophobia and fear of future attacks.³³

As a response to the forced incarceration of Japanese American citizens, private groups and organizations quickly formed to offer a variety of support services for individuals who had been forcibly detained under the direction of Executive Order 9066. Less than a month after the implementation of 9066, in March 1942, the National Japanese American Student Relocation Council (NJASRC) was formed with the goal of moving college-student-aged individuals out of

³² Executive Order 9066, National Archives, General Records of the United States Government, Record Group 11 (1942). <https://www.archives.gov/historical-docs/todays-doc/?dod-date=219>

³³ Allan W. Austin. *From Concentration Camp to Campus: Japanese American Students and World War II*. (Urbana: University of Illinois Press, 2007).

internment camps and into colleges and universities throughout the United States. The NJASRC tasked themselves with obtaining all necessary documentation to relocate students, managing privately donated funds to provide scholarships for students, and assisting students in choosing and applying to participating schools. NJASRC members worked with these schools to ensure a safe and accepting campus community for Japanese American students, and to monitor students' progress and well-being while attending school.³⁴ To ensure a successful implementation of these goals, the NJASRC worked with a variety of local groups to relocate Japanese American students.

The St. Paul Resettlement Committee worked with Minnesota colleges to place Japanese American students in schools in the St. Paul and Minneapolis metro-region and at St. Cloud State.³⁵ Although the St. Cloud State archival records have no documentation as to why six Japanese American students attended St. Cloud State, we do know that students received placements at colleges that aligned with their interests and academic goals. Out of the Minnesota schools that participated in student relocation from internment camps, St. Cloud State was the only public school as well as the only teachers college to enroll Japanese American students.

From the years 1942 to 1947, six Japanese American students attended St. Cloud State. Grayce Kaneda, Aiko Kawashima, Emi Jane Matsumoto, Haruko Ruth Matsushita, Masake Miyake, and Azusa Tsuneyoshi attended the college, with all but Kaneda earning degrees by the end of their time on campus. Grayce Kaneda only attended for one year, but would go on to be a leading activist in the reparations movement that occurred after WWII.³⁶ Aiko Kawashima, a

³⁴ "Our Origins" Nisei Student Relocation Commemorative Fund, accessed March 17, 2022. <https://nsrccfund.org/history/our-origins/>.

³⁵ Krista F. Hanson. "St. Paul Resettlement Committee Helped Bring Japanese Americans to Minnesota in Wake of World War Two Camp Policy." *MinnPost*, 2018.

³⁶ Stephanie Hinnertshitz. *Race, Religion, and Civil Rights Asian Students on the West Coast, 1900-1968*. (New Brunswick: Rutgers University Press, 2015).

business education major and graduate, served in several leadership positions with five student organizations during her time at St. Cloud State.³⁷ Emi Jane Matsumoto enrolled for the school for the 1943/44 academic school year, and although she left the campus, her presence as one of the first Japanese American students on campus is notable.³⁸ That same year in 1944, National Education Honor Society inductee Maska Miyake earned a degree in Elementary Education.³⁹

Several years later, Haruko Ruth Matsushita, as a representative of the St. Cloud State at the national conference for the Disciples of Christ church. A consistent honor roll student, Matsushita graduated in 1947 a year after marrying fellow student Azusa Tsuneyoshi.⁴⁰ A 1945 graduate, Tsuneyoshi was not as active on campus as Matsushita, but he did participate in campus activities during his senior year. And, endearingly, all of the limited campus social aspects we have a record of him participating in, we also have a record that his future wife also participated in the same activities.⁴¹ All six students added to an increasingly diverse campus community, a trend that continued from the post-war era to the present day on St. Cloud State's campus.

With honor roll students, graduates, future educators, and active members in fourteen different student organizations, the Japanese American presence on campus remains impactful. Despite living under the blatantly racist practices of the United States, the students on campus achieved success in their academic endeavors. The level of engagement is not only demonstrative of academic success but also of their influence as both participants, and for some

³⁷ St. Cloud State University. *Talahi* (St. Cloud, MN: 1945), 32 47, 49, 63, 70, & St. Cloud State University. *Talahi* (St. Cloud, MN: 1946), 22, 25, 50, 67, 71, 77.

³⁸ *Ibid*, pg. 36

³⁹ "I.T. Simley Addresses Students at Winter Graduation Exercises." *University Chronicle* February 25, 1944. & "Kappa Delta Pi Frat Holds Annual Initiation for Fifteen Students Joining College Group." *University Chronicle* February 25, 1944.

⁴⁰ "Students of the College Attend Church Meetings." *University Chronicle* November 2, 1945. & St. Cloud State University. *Talahi* (St. Cloud, MN: 1944), 22.

⁴¹ "T.C. to Celebrate Their Seventy-Fifth Anniversary." *University Chronicle* October 6, 1944.

of the students, leaders, within the campus community. As some of the earliest minority students to attend St. Cloud State, they became not only active on campus but also activist participants in creating spaces that could be both relevant and responsive to global events and the needs of a diversifying student body. This work of creating spaces that are safe enough for all students to learn is part of the ongoing work that continues on the St. Cloud State campus today, with the history of the campus showcasing both success and failures of the St. Cloud State community.

Campus Life During WWII: “It Is the Policy of the College to Maintain All Activities”

I Stay at Home to Teach

*I am a teacher in a world at war;
No uniform have I,—no wings, no bars;
No medals do I wear for valor shown;
No service stripes, no clusters, and no stars.*

*You will not see me in the serried line.
That marches on to war’s recompense,
And yet I march— although no bugle note
Has summoned me in stern mellifluous*

*I keep my vigil in the country school;
I send our flag aloft, I lead a pledge
Of faithful fond devotions to that flag—
The symbol of a noble heritage*

*In village small or city’s wide domain
I serve my country in un-numbered ways;
To safeguard children and to bulwark homes
I “gladly teach,” my duty done, my praise.*

*For those who go to scan the face of Death
I have a charge to keep— and no release
By day or night; and til their safe return
My obligations hourly increase.*

*For thus I help to hold the home line firm:
I shall not shirk that task, nor seek reprieve
So long as boys and men hold firm their lines
Because of what I teach, and they believe.⁴²*

With the beginning of the war came a new set of challenges for St. Cloud State. The conclusion of the Great Depression brought relief to many communities and families in central Minnesota. St. Cloud State, like many other educational institutions, faced plummeting student populations. This was due to the competition from military service as well as the booming war industry, which offered higher wages and opportunities for women. Some of the financial burden brought on by the decrease in the student body was offset by the large military presence that lived and trained on campus. This allowed a large portion of the college's faculty and campus to remain an essential resource, and therefore worthy of continued state funding throughout the war years.

St. Cloud State students kept the social aspects of campus running through the expansion of women's athletics, student organizations, and homefront activities. At the same time, President Brainard personally recruited local high school students to the field of education, and specifically to the St. Cloud State campus.⁴³ Nationally, as college numbers dropped during the war, a concern developed over a teacher shortage both during and after the war years.⁴⁴ Because of this fear, the national and local governments orchestrated efforts to impress upon college-aged individuals the importance of teachers. There was a tangible pressure on the St. Cloud State student body to stay in school. These national and state efforts, coupled with President Brainard's

⁴² "I Stay at Home to Teach." *University Chronicle* April 5, 1944. Although no author is listed, it is listed as a student submission piece.

⁴³ Interview with Dr. Edward Brainard. April 7, 2019.

⁴⁴ Thomas D. Snyder. *120 Years of American Education: A Statistical Portrait*. (Washington: U.S. Department of Education, 1993).

connections to local schools in recruiting students, led to a small, but viable student body on campus throughout the war years.

“More Changes at Lawrence” boasted *The Chronicle* headline in the fall of 1944, which discussed the return of Lawrence Hall to its status as a women’s dormitory. It had been over a year that female students were forced to move out of their dormitories to house the 72nd Detachment on campus.⁴⁵ With the disbandment of the 72nd Detachment, the female students of the 140 incoming freshmen moved back into Lawrence Hall in 1944.⁴⁶ *The Chronicle* authors stressed the excitement to welcome the new freshmen: campus tours, a tea, a social hour, a dance in Eastman Hall, breakfast at the quarries, roller skating, a mixer at the Talahi Lodge, and a meet and greet with faculty in the library. The celebration for the incoming students, 140 students total, made up just under half of the 305 students that comprised the entire student body that semester.⁴⁷ This number is compared to the 820 enrolled students in the fall quarter of 1941.⁴⁸

In the 1944 *Talahi* Yearbook, President Brainard summarized his goals for the college in reference to the war. He said, “It is the policy of the college to maintain all activities that it has been accustomed to carry on as far as the war situation permits.” The same passage stated despite being named college president, Brainard continued his work with the school’s Placement Bureau.⁴⁹ Working with the Placement Bureau throughout his presidency, Brainard helped recent graduates find teaching positions in local schools across central Minnesota, a role that he had taken up even before being named president and working as a professor of history.⁵⁰ This

⁴⁵ “More Changes at Lawrence.” *University Chronicle* September 22, 1944.

⁴⁶ *Ibid*

⁴⁷ “Freshmen Initiated During T.C. Orientation Activities.” *University Chronicle* September 22, 1944. & Brainard, Dudley S. *History of St. Cloud State Teachers College*. (Saint Cloud: St. Cloud State Teachers College, 1954.), 87. It is interesting to note that out of this 305 enrolled students, 293 were women

⁴⁸ *Ibid*

⁴⁹ St. Cloud State University. *Talahi* (St. Cloud, MN: 1944), 13.

⁵⁰ Interview with Dr. Edward Brainard. April 7, 2019.

commitment to the student body during the recruitment, enrollment of, and eventual professional placement, allowed the small teachers college to remain attractive and stay open despite a severely downsized student body.

The same commitment allowed the college to continue to offer classes and train teachers, as well as demonstrated an understanding of the importance of the role of educators even amongst the competing opportunities young adults faced during the war years. In reference to continuing with a college education, Brainard stated, “You (St. Cloud State students) can be happy in the thought further that you're training for a profession which will give a very important and needed service to the community, state, and the nation, not for a brief period of crisis but permanently, as long as you may wish to teach.”⁵¹ On a national level, President Roosevelt pronounced: “Teachers are important in any country but in a Democracy they are the first line of defense.”⁵² While the campus administration worked hard to keep students in classes and on campus to become trained teachers, the students pushed the campus towards becoming an essential and influential part of the homefront activities in central Minnesota.

Homefront Activity on Campus: “The First Line of Defense”

As demonstrated by the amount of activity surrounding the war effort, the highly social aspects of the campus community did not slow down during the war, but changed focus. In the early 20th century, with the exception of the war years during World War I, clubs and organizations focused on athletic, social, and special interests; religious affiliations; and academic pursuits. During the war, many of these organizations, and their corresponding student events, continued to meet, but the focus turned to war-related topics and home front-centered

⁵¹ St. Cloud State University. *Talahi* (St. Cloud, MN: 1944), 2.

⁵² Unknown. *Untitled*. Document. St. Cloud, St. Cloud State University Archives.

activities and fundraisers. This robust array of social activities sparked a discussion amongst the student body: should these activities continue?

In a letter to the editor in *The Chronicle*, an anonymous student suggested the consolidation of traditional formals, dances, and gatherings to just a few events throughout the academic year to save on supplies, effort, and money that could be better spent assisting the war effort. The student continued “it is a suggestion worth thinking about now when we are trying to do our best in helping out with the war effort.”⁵³ In response, the next issue carried a reply from another anonymous student agreeing that the events could be expensive and costs should be cut, but claimed that the events should continue to run to “maintain the morale of our country.”⁵⁴ Given that the historical record during the war years time period is littered with references to the planning and execution of student-centered events, it is clear the later ideology became the accepted role of students on campus throughout the war. These two letters ran in February 1942, and in the subsequent years, the War Activities Board, as well as existing student organizations, turned to already-existing social groups and gatherings to focus on the war effort. In addition, the campus offered new opportunities for their fellow students to contribute during their time on campus. This introspective look, in which students viewed themselves, and their actions reveals the permeation of the war in students’ everyday lives.

Retaining the student body on campus and placing those students eventually in jobs after graduation remained an administrative priority throughout the war years. This served the students well while also allowing the administrators to fulfill their roles on campus as educators. The “for the duration” mentality did not have as large of an effect on the students who chose to attend college during the war years. Instead there was a focus on community building and

⁵³ “Curtail of Formals is Good Defense Measure.” *University Chronicle* February 13, 1942.

⁵⁴ “Open Letters to the Editor.” *University Chronicle* February 27, 1942.

student-to-student engagement that grew out of an immediate reaction to the other homefront activities in the St. Cloud community, the external pressures found across the Midwest, and the reality of having a smaller student body at the school than before the war era.

What continues to stand out is the high visibility of many women's organizations and the leadership roles that these women played for both the campus and the wider central Minnesota community. Starting in 1942, fundraisers, scrap-metal drives, and mixers with the military detachment are just a few of the many ways that student organizations transitioned into the war years. Women's organizations facilitated these activities by taking on larger leadership roles for homefront activities. Of course, women's groups taking on leadership roles had already been happening at St. Cloud State during this and previous time periods. In fact, the already-small male population declined to the point that men's athletics and fraternities temporarily disbanded due to a lack of enrollment.

The students that remained on campus were exposed to the same pressure to contribute to the war effort as their same-aged peers despite being a part of a smaller student body. Very early into the U.S. involvement in the war, an unnamed student wrote "Students and Faculty Must Cooperate for Defense" for *The Chronicle* just six weeks after the Japanese attack on Pearl Harbor. The author reflected on student engagement saying that "once more students at TC have 'slipped up.'" While colleges and university students all over the country formulated detailed working plans for concentrated defense programs, we sat quietly in our classrooms painfully conscious of a great new tragedy and its effect on us. But what did we do about it? We let our administration make plans for us!"⁵⁵ The author challenged students to evaluate why they have not been called to action, like other college students across the country. In the next issue of *The*

⁵⁵ "Faculty and Students Must Cooperate for Defense." *University Chronicle* January 16, 1942. & "TC" was commonly a shorthand version used for St. Cloud State Teachers' College by students throughout this time period.

Chronicle, the very first page advertised an “all out” program for homefront-based work by students, a program run by students with the explicit goal that every student find a way to join the campus war effort in at least one capacity and overseen by the newly established student War Council.⁵⁶ This student-led push to oversee and run homefront initiatives would continue throughout the war.

Under the leadership of the student-run defense organization, which would eventually be called collectively the War Activities Committee, students engaged themselves, faculty, and the wider St. Cloud community in fundraising, rationing, blood drives, and dressing completion. They also aligned with national organizations like the Red Cross and other federal homefront operations.⁵⁷ With the goal of “victory and lasting peace,” and the assumption that all students would participate in at least one homefront-based activity throughout the school year, the St. Cloud State student body took a prominent leadership role on campus and within the wider St. Cloud community.⁵⁸

Charged with the objective “to organize and administer the various war activities providing an opportunity for all students to alleviate in war emergency needs,” the War Activities Committee served as a leadership organization and steering committee for campus homefront activities.⁵⁹ In February 1942 the War Activities Committee officially formed, and students began signing up for at least one of eighteen different opportunities on campus. The new student organization successfully registered five-hundred students between the different opportunities.⁶⁰

⁵⁶ “Registration for Defense Work Begins Monday.” *University Chronicle* January 30, 1942.

⁵⁷ The same student group is also referenced as the Defense Council, War Activities Council, and the Student War Council. At the beginning of the 1942-43 academic school year the name officially changed from the Defense Council to the War Activities Council as referenced in “T. C. Inaugurates War Council...” *University Chronicle* November 25, 1942.

⁵⁸ St. Cloud State University. *Talahi* (St. Cloud, MN: 1943), 50. & “Motto: Everyone Support At Least One War Activity!” *University Chronicle* September 24, 1943.

⁵⁹ St. Cloud State University. *Talahi* (St. Cloud, MN: 1944), 44, St. Cloud State University Archives.

⁶⁰ “500 Students Register for War.” *University Chronicle* February 13, 1942.

With the vast majority of the student body engaged in at least one homefront activity, the War Activities Committee continued to provide oversight over the work that occurred on campus. In this larger leadership role, the student organization provided highly visible opportunities for the mostly female student body to cultivate a mobilizing community. Still, many opportunities led women to within the societal bounds of stereotypical women's work.⁶¹

1937 graduate Leona Thomey provides a solid example of an active student who put her skills into international service after having been active in many student organizations, including the Women's Life Saving Corps. Graduated from St. Cloud State, she went on to receive both her bachelor's and master's degree at the University of Minnesota before teaching at Denfield High School, in Duluth Minnesota.⁶² In January 1944 Thomey took a leave of absence from this position to report to training in Washington D.C. for the Red Cross, continuing her practice of community participation that she demonstrated while on campus. After her training Thomey deployed to serve in India where she worked on behalf of the Red Cross until she was killed in an airplane crash on March 4, 1945.⁶³ While Thomey served overseas, many more students prepared to serve the Red Cross on campus.

The Chronicle reported in February 1942 that all students on campus participated in Red Cross activities in some capacity, including First Aid classes, sewing, financial and commodity campaigns, and blood drives that both student-led organizations and faculty members participated in and coordinated.⁶⁴ A 1943 advertisement promoted student support for the Red Cross in *The Chronicle*, "Red Cross home nursing will help teach you to maintain a healthy

⁶¹ Susan M. Hartmann. *Home Front and beyond: American Women in the 1940s*. (Farmington Hills: Twayne Publishing, 1998).

⁶² St. Cloud State University. *Talahi* (St. Cloud, MN: 1937), 134.

⁶³ "Red Cross Aide Killed Overseas." *University Chronicle* April 13, 1945.

⁶⁴ "Red Cross Defense Work has 'All-Out' Participation on Campus." *University Chronicle* February 13, 1942.

home—which is an important wartime responsibility for those who remain behind.”⁶⁵ Promoting a newly offered First Aid course sponsored by the Red Cross, student leaders enticed female students to participate and support the war effort within the bounds of running a home. St. Cloud State targeted women to enroll in classes to promote skill-building for students to contribute to the homefront within the context of teacher and eventual homemaker. With the completion of a Red Cross sponsored course, the students received a Primary First Aid certificate in recognition of their newly-acquired skills.⁶⁶ By doing this students could respond to domestic “emergencies,” and had not specifically prepared for combat or direct military support.⁶⁷

The Red Cross also sponsored various sewing activities on campus for both students and faculty. The events that the campus hosted created surgical dressings and socks to be used for those serving in the military, as well as promoted the recycling of fabrics and clothes. This activity aligned with national calls for rationing of those materials.⁶⁸ Announcements published in *The Chronicle* established knitting groups on campus. Supplies could be provided to the students for free if necessary, and faculty members volunteered to offer instruction for students that did not already know how to knit and sew.⁶⁹ Individual students had the opportunity to participate in student organizations who dedicated their meeting times and service hours to produce sewn and knitted projects.⁷⁰ Given the social nature of the activity, the opportunities orchestrated by the War Activities Committee quickly became popular, with almost weekly announcements in *The Chronicle* and many mentions of participation by student organizations in the *Talahi* throughout the war years.

⁶⁵ “Red Cross Class Will Begin Soon.” *University Chronicle* November 19, 1943.

⁶⁶ “First Aid, Home Nursing, Camping Courses Offered.” *University Chronicle* February 27, 1942.

⁶⁷ “Red Cross Defense Work has ‘All-Out’ Participation on Campus.” *University Chronicle* February 13, 1942.

⁶⁸ “Campus Activities,” *University Chronicle* May 1st, 1942.

⁶⁹ “Defense Activities Organized.” *University Chronicle* January 16, 1942.

⁷⁰ St. Cloud State University. *Talahi* (St. Cloud, MN: 1944), 64.

Many students on campus connected to the idea that they could support other students across the globe. The Red Cross sponsored a Victory Book Campaign in the early years of the war that did well because of the community nature of the campaign. Sponsored nationally by the Red Cross, the American Library Association, and the USO, the book drive was designed to provide reading materials to both the U.S Army and the Navy as well as to support libraries near rapidly-growing industrial hubs around the country.⁷¹ The book drive, like many other activities on campus, ran with a social atmosphere and motivated students to participate. They could tangibly see how the work directly helped students like themselves cope with the war.

Both individual students and student organizations, including oversight student organizations like the Women's Self Governing Board, could and did contribute to the Victory Books campaign.⁷² Under the promotion "Keep 'Em Reading," the college library student workers took a leadership role in promoting student and organization participation. *The Chronicle* published frequent updates tracking the number of books collected during the campaign from February 1942 to the end of the 1942-43 academic year.⁷³ This effort received the recognition of the regional Red Cross campaign director Sarah Wallace, who said "You certainly are doing a lot at the Teachers College," for the wide reception the book campaign received.⁷⁴ According to the 1943 *Talahi* yearbook "every student organization of the college cooperated one-hundred percent by contributing one or more new books purchased from the group's

⁷¹ "Save Your Old Books for 'V' Book Campaign." *University Chronicle* January 16, 1942.

⁷² St. Cloud State University. *Talahi* (St. Cloud, MN: 1943), 40.

⁷³ "Victory Book Drive Going Strong." *University Chronicle* January 30, 1942. References to number of books collected: "Victory Book Contributors." *University Chronicle* February 13, 1942, "Victory Book Campaign Receives 89 Contributions." *University Chronicle* February 27, 1942. "TC Victory Book Campaign to Go Over the Top." *University Chronicle* February 27, 1942.

⁷⁴ "T.C. Books are Off to Victory." *University Chronicle* April 2, 1943.

funds.”⁷⁵ The utilization of already existing women’s and student organizations shows the communal and social aspects that led to successful war activities on the campus.

Aside from the donation and creation of items like bandages and care packages, students promoted membership in the Red Cross. By becoming members, they provided assistance to foreign citizens affected by the war by participating in and facilitating fundraisers.⁷⁶ Across spring semesters from 1944-46, the Red Cross conducted membership drives on campus. Student volunteers sold memberships at student events, such as a dance hosted by the USO in the spring of 1943.⁷⁷ Additionally, student house presidents in the residential halls solicited sales within their dormitories, with both Lawrence Hall and the Eastman House boasting one-hundred percent of their residents either purchasing memberships or already having them at the time of the drive.⁷⁸ These efforts, coupled with pushes to sell memberships to the college’s faculty, and speeches made by members of the 72nd Detachment proved to be notable contributions.⁷⁹ Again, there is a clear, direct connection between students’ actions having an effect on national homefront movements and the students’ awareness and interest in understanding the global political and social climate.

Attracted by the large amount of student engagement, the Red Cross asked for financial support, the donation and creation of wartime items, and blood donations from St. Cloud State students. An article in *The Chronicle* observed “Do you wish things might have been different—that the boy you knew might have lived and come back home? The natural regret that goes with these thoughts will be increased if you know you haven’t, as an average American

⁷⁵ St. Cloud State University. *Talahi* (St. Cloud, MN: 1943), 59.

⁷⁶ “Red Cross Wartime Statistics at a Glance.” WWII and the American Red Cross, <https://www.redcross.org/content/dam/redcross/National/history-wwii.pdf>.

⁷⁷ “T.C. Rallies to Drive Red Cross Benefits.” *University Chronicle* April 2, 1943.

⁷⁸ “Campus Contributes to Red Cross Drive.” *University Chronicle* April 13, 1945.

⁷⁹ “Red Cross Drive Completed on Campus.” *University Chronicle* April 5, 1944.

citizen, done all in your power to bring him back.”⁸⁰ In May 1943, various St. Cloud organizations, including the Elks Club, specifically targeted St. Cloud State students as potential blood donors.⁸¹ This suggests that community organizations had become aware of the student’s early work in supporting homefront initiatives, and recognized the small student body as a willing and capable ally in supporting the work happening in the St. Cloud area.

By the fall of 1943, the student body partnered with the Red Cross to sponsor a mobile blood unit that visited the campus monthly until May 1945.⁸² Students responded to the Red Cross’s request by holding themselves personally responsible for the wellbeing of male soldiers. They also earned incentives like the “Gallon Club” pins and certificates, with pins used to recognize individuals that donated blood enough to equal a gallon.⁸³ The Red Cross was not the only national homefront organization or initiative present on campus, other communal opportunities and pressures motivated and prompted action from students.

Student organizations had great success selling war bonds. War Activities Committee members promoted the purchase and sale of both war bonds and stamp books which proved to be the most lucrative wartime activities on campus. In January 1942 President Selke purchased the first stamp sold on campus at one of the first activities organized by the War Activities Board.⁸⁴ Students marketed the sale of stamps in a variety of ways, promoted the stamps as gifts, and informed that using their coins to buy war stamps would return the metal to the government to be

⁸⁰ “Casualty List Reduced By Your Blood Donation.” *University Chronicle* March 17, 1944.

⁸¹ “Students and Faculty Donate Their Blood.” *University Chronicle* May 14, 1943.

⁸² “Red Cross Blood Unit Arriving.” *University Chronicle* September 24, 1943. & “Red Cross Blood Unit Will Close Tomorrow.” *University Chronicle* May 18, 1945.

⁸³ “Nip Donates Her Blood: Student Joins the Gallon Club.” *University Chronicle* December 8, 1944.

⁸⁴ “Scotty Sells First Defense Stamp.” *University Chronicle* January 16, 1942. Although both were sold on campus, it is important to distinguish between war bonds and stamp books. War bonds were more expensive and marketed to organizations and businesses, whereas stamp books were significantly cheaper and marketed to individuals. (From Museum of American Finance. “War Bond Stamp Book from World War II.” Museum of American Finance, 2022. https://www.moaf.org/exhibits/checks_balances/franklin-roosevelt/war-bond-stamp-book.)

used for war materials. They regularly asserted that buying stamps helped to keep soldiers safe and to transport them home.⁸⁵ Student organizations, such as both the Minerva and the Storytellers went so far as to forgo their group's regular activities and put all the group's time and finances into assisting with the purchase and sale of the books and bonds.⁸⁶

Individual students volunteered to sell stamps and bonds as well. The Associated Collegiate Press and the Collegiate Digest promoted a “Cover Girl” contest for collegiate women who sold bonds and stamps. For each cent spent on stamps, purchasers received one vote for the female war worker they wanted to represent St. Cloud State in the War Bond Queen contest.⁸⁷ Receiving 39,780 votes, business education major Dorothy Yungers was elected and had her photos professionally taken and submitted to the judging board. A senior, Yungers had been involved in the early war efforts on campus up to that point, as well as a member of two honor societies and the student council.⁸⁸ Although Yungers did not win the national competition or the \$50.00 war bond that recognized the competition winner, she individually sold \$379.10 in stamps during the three-month period.⁸⁹ Yungers joined a larger effort as one of the many students pushing for sales on campus in collaboration with multiple student organizations. These efforts became largely successful, including selling \$1,200 worth of bonds and stamps in the first semester of sales on campus. St. Cloud State and its campus lab school located in the Riverview building sold a total of \$190,384 throughout the war years.⁹⁰

⁸⁵ “New Goal of Students Includes Buying of Jeeps and Bombers.” *University Chronicle* September 24, 1943. & “Ciculate Saves Pennies to Assist War Effort.” *University Chronicle* January 14, 1944.

⁸⁶ “For Victory: Give Stamps and Bonds for Christmas Presents.” *University Chronicle* December 11, 1942. & St. Cloud State University. *Talahi* (St. Cloud, MN: 1943), 64.

⁸⁷ “Name Your Cover Girl: TC Chooses Representative War Worker.” *University Chronicle* February 12, 1943.

⁸⁸ St. Cloud State University. *Talahi* (St. Cloud, MN: 1943), 17.

⁸⁹ “Queen Dorothy Tops War Workers.” *University Chronicle* April 2, 1943.

⁹⁰ “Defense Bond Sale Raises to Over 1200 Mark.” *University Chronicle* May 1, 1942. & “Need Remains: Students Buy Stamps, Bonds.” *University Chronicle* June 1, 1945.

Students were also called upon to make personal sacrifices for the war effort. Pressed by the challenges of the early war years, members of the campus community decided to cut back on food, clothing, and materials, as wartime shortages and national calls for rationing arrived at St. Cloud State. In December 1942, *The Chronicle* ran an article that encouraged fellow students to participate in rationing while celebrating the Christmas holidays. An anonymous student wrote “But what can this Christmas hold for us with rationing and restrictions? From a materials standpoint, very little. But this Christmas holds that knowledge that we are one year nearer our goal— victory, peace, and freedom. This year we are secure in the knowledge that we give all we have, and yet a little more.”⁹¹ Clearly responding to the frugality ethos promoted by the Office of War Information, consumers “must economize on goods and services, (and) recycle waste and scrap.”⁹² Students supported federal calls for rationing on the campus level. While rationing oneself on the consumption, use, and purchase of goods is a personal act, the campus also continued to interact with the national homefront movements collectively. Student groups organized activities around promoting and practicing rationing mandates, and the school itself provided the venue and time for students to be involved in them and in awareness drives.

In order to push the students to both comply with and internalize the messages of the national pushes for food restriction, the War Activities Council established a nutrition division tasked with overseeing that the student body was both knowledgeable and compliant with said food restrictions. In order to do this, the division distributed “Nutrition for Health in the Defense Program” informational packets to all students. The student division also prepared and hosted weekly exhibits that covered different health topics focused on the theme of “Nutrition as

⁹¹ “A Prayer, A Solute, A Sacrifice- These for Christmas 1942...” *University Chronicle* December 11, 1942.

⁹² Terrence H. Witkowski. “World War II Poster Campaigns--Preaching Frugality to American Consumers.” *Journal of Advertising* 32, no. 1 (2003): 69–82. <https://doi.org/10.1080/00913367.2003.10639053>.

Defense.”⁹³ Due to the fact that dormitories served food that had been rationed, specifically sugar, house matrons collected students' ration cards to prevent students from receiving too much of any specifically rationed item.⁹⁴ St. Cloud State students banded together to provide a restricted resource, in this case their sugar ration cards. The campus and local archives do not have any records that demonstrate that this ever became an issue amongst the student body. Impassioned student op-ed pieces claim that there could be “no justification for wastefulness” because “we are engaged in a war which demands the utmost effort from each and every one of us.”⁹⁵ This idealistic and communal approach was not confined exclusively to food rationing but also applied to, and is visible in the historical record of, other rationed materials as well as metal and clothing.

Women also oversaw the collection and recycling of objects. In 1943 an unnamed student author wrote in *The Chronicle* “So it’s ‘salvage your tin,’ ‘save your silk stockings,’ and ‘conserve electricity’— all for Uncle Sam.”⁹⁶ Throughout the war women on campus collected their used silk stockings. Fashionable and popular during the period, the silk in the stockings was used to produce parachutes and nylon ropes and cords.⁹⁷ Collection of stockings occurred in the women’s dormitories, while the War Activities Council promoted the reuse and restoration of old clothing.⁹⁸

The campus community interacted with this call to reuse old clothing by hosting themed dances and parties where old and reworked clothing were on display to promote the reuse and

⁹³ “TC Health Program Launched; Nutrition Booklet Issued.” *University Chronicle* January 16, 1942. & “Nutrition Exhibit Shown Weekly.” *University Chronicle* February 4, 1944.

⁹⁴ “Sugar Rationing Affects TC: Teachers College Dieticians Plan Accordingly.” *University Chronicle* May 15, 1942.

⁹⁵ “Defense Excludes Excusers; Standards Must be Kept High.” *University Chronicle* April 17, 1942.

⁹⁶ “Get in the Scrap! Save!” *University Chronicle* January 22, 1943.

⁹⁷ Emily Spivack, “Paint-on Hosiery during the War Years.” Smithsonian Institution, September 10, 2012. <https://www.smithsonianmag.com/arts-culture/paint-on-hosiery-during-the-war-years-29864389/>.

⁹⁸ “Their Lives are Lives- So Let Your Old Socks Save Soldiers.” *University Chronicle* December 11, 1942.

recycling of cloth materials over buying new items. In April 1942, the Future Teachers of America student organization hosted “Old Clothes Week.” The student organization hosted sewing groups to assist with the refurbishment of old and damaged clothing. It culminated with a dance at the end of the week to showcase the newly redone clothing. To add even more enticement to participate the student organization even offered a prize of \$1 in defense stamps to the “best dressed” couple. ‘For the duration’ mentality promoted a way to both band together, and hold themselves and each other accountable in their own micro-community as they both navigated and shaped wartime realities on campus.

With a tagline of “for the sake of your fellow students,” the War Activities Council gathered support from a variety of student organizations to contribute to the World Student Services Fund (WSSF). An international student organization, the WSSF provided financial support for college students to continue their secondary education interrupted by the war.⁹⁹ Under the direction of the War Activities Council, students formed a fundraising organization to support the WSSF. The committee reminded students that “if other colleges can do it so can we!”¹⁰⁰ The college's Inter-Religious Council, represented by the Wesley organization and the Lutheran Student Association, oversaw events to assist the WSSF with fundraising.¹⁰¹ A Christmas party held in December 1945 became one of the most profitable events. During this particular event, female students auctioned themselves off for a dinner and dance date to the male students and faculty. A few female-identifying students purchased dates for themselves as well, referring to

⁹⁹ The World Student Services Fund. *The Story of World Student Relief, 1937-1943*. (New York: World Student Service Fund, 1943).

¹⁰⁰ “Appreciate W.S.S.F.: Aid Student War Prisoners.” *University Chronicle* February 4, 1944.

¹⁰¹ St. Cloud State University. *Talahi* (St. Cloud, MN: 1946), 67.

themselves as the males ‘Philip,’ ‘John,’ and ‘Maurice.’¹⁰² This marked one of the era's only documented cases of same sex dating on campus.

The World Student Services Fund was one of the many national calls for young people, and in many cases specifically college students, to participate in the homefront. With a large portion of their cohorts either fighting in the war or participating in the demanding war industries, the voice and agency of college students can be lost. The story of what occurred here on the St. Cloud State campus is the story of what the war years looked like in central Minnesota for many college-aged individuals. It's a story of complying with blackouts by hosting parties in “safe spaces” with the windows boarded up, of Victory-themed homecomings, of new courses, and shortened degree paths.

Students adjusted their diets and education in a variety of ways during World War II in response to food production changes and national rations. The upkeep of Victory Gardens and placing of food restrictions caused major adjustments to the practices and habits of students, including the students at St. Cloud State's lab school. Thirty-eight percent of the St. Cloud State students identified themselves as having a personal Victory Garden, many that were on campus grounds.¹⁰³ Students assisted with the upkeep of gardens, canning food, and promoting and disseminating information on maintaining Victory Gardens and the processes by which to harvest and preserve the food produced in the gardens. Old Main provided the venue for the publicity of this information by showcasing student-produced informational posters and pamphlets related to food production and rationing.¹⁰⁴

¹⁰² “Christmas Party Proceeds Go to WSSF.” *University Chronicle* January 19, 1945.

¹⁰³ “War Activities Report is Disclosed.” *University Chronicle* November 19, 1943.

¹⁰⁴ “Five Freshman Work on Food Exhibits.” *University Chronicle* April 5, 1944.

The campus lab school maintained the largest victory garden near Riverview. Their Victory Garden program not only filled the most physical space on the school grounds, but also prompted educators to connect their garden to classroom curriculum. Throughout the war, garden work became an established part of the curriculum for all age levels. A student teacher wrote to *The Chronicle* in 1944 that “Riverview school is the perfect place for practicing school gardening. School officials believed gardening assisted students in developing skills necessary to function in a community and to work with other people in obtaining a common goal.”¹⁰⁵

In addition to the gardens, the school followed a nutritional program based on the recommendations of President Selke’s experience with other schools’ nutrition programs and the War Activities Council’s Nutritional Committee.¹⁰⁶ The 1943 *Talahi* yearbook reported that “The work assumed a new and more serious nature for many of these young Americans, as they did their part to make themselves good citizens and made substantial contributions to the war work of the school.”¹⁰⁷ In this attempt to have their students become good citizens, the St. Cloud Teachers College pre-service educators demonstrated their agency in bringing the war effort to a local level.

Students in kindergarten through sixth grade all worked in the Victory Garden as a part of their classroom curriculums, and sixth through ninth-grade students built model airplanes to learn about the war industries and machinery connected with the war.¹⁰⁸ Under the direction of the War Activities Commission, the campus lab school collected scrap paper and used the proceeds to purchase a bond in the name of the Riverview school.¹⁰⁹ Alongside other campus

¹⁰⁵ *Ibid*

¹⁰⁶ “President G. A. Selke Visits South; Evaluates Nutrition Program.” *University Chronicle* November 25, 1942. & “Children Armed With Rakes, Hoes and Spades Mark Beginning of Riverview Garden Project.” *University Chronicle* May 5, 1944.

¹⁰⁷ St. Cloud State University. *Talahi* (St. Cloud: St. Cloud State, 1943), 61.

¹⁰⁸ “Miniature War Models Built by Riverview Boys.” *University Chronicle* December 11, 1942.

¹⁰⁹ “Riverview Students Collect Scrap Paper.” *University Chronicle* May 5, 1944.

entities, this allowed the war to permeate and affect the daily practices and routines of its students, including the collection of scrap metal.

Until March 1944, the Al Sirat fraternity oversaw the collection of scrap metal on campus. When Al Sirat had to suspend all of their activities due to low enrollment the Newman Club, which was all women, managed the program.¹¹⁰ This stood as another example of women's flexibility and agency on campus, taking on work that had previously been overseen by the all male fraternity. The Newman club problematically prompted students to "junk the japs" and "Get in the scrap!" Although no documentation exists, it is important to notice how this harmful narrative did act to exclude Japanese American students who were members of the student body at this time. Students worked together to promote the recycling of metal scraps from personal use, shop classes, as well as from the production of the *Talahi* and *The Chronicle*.¹¹¹ The student organizations, under the direction of the War Activities Council, worked alongside the other homefront activities to attempt to make the salvaging of metals needed for the war habitual and common practice campus-wide.

Students on campus also created necessary materials for the war effort as a group. For three academic school years during the height of the United States' involvement in the war, individual students and student-run organizations met five days a week to create surgical dressings for the homefront.¹¹² The school assigned itself to create 250,000 bandages, which they completed. Student organizations like Minerva, Thalia, and Athenaeum societies, all three of which had been academically focused women's student organizations before the war, took turns hosting and working the various shifts held on campus throughout the week.¹¹³ Despite the

¹¹⁰ "'Cuts' Scrapped for Salvage." *University Chronicle* March 17, 1944.

¹¹¹ "Continue Support! Help Remove Scrap Metal." *University Chronicle* February 25, 1944.

¹¹² "Dressing Makers Heed." *University Chronicle* February 12, 1943.

¹¹³ St. Cloud State University. *Talahi* (St. Cloud, MN: 1943), 47.

self-imposed deadlines and output numbers, the activity became another social event for the students. The creation of surgical dressings became so popular among women's groups on campus, *The Chronicle* reported that "heading the list of the T.C. activities this quarter are surgical dressings and bowling" in February 1944.¹¹⁴ Again, this dual purpose of fostering social interactions among students while also facilitating crucial homefront work remained apparent throughout the entire war era.

Student organizations also partnered with other community organizations. In both 1944 and 1945, the Teacher's College Girls Choir and the Cecilian student organization worked in conjunction with Technical Senior High School, Cathedral High School, and the St. Cloud Civic orchestra to participate in a number of the Victory Concerts.¹¹⁵ The Victory Concerts offered to boost community morale, who could attend for free as musicians received no compensation for their performances. The mixed choirs sang a variety of both Christian hymns and popular contemporary songs.¹¹⁶ In this way, students used their specifically focused talents and special interest organizations to serve the wider St. Cloud community.

From 1942 through 1945, the theme of homecoming on campus was "Victory," complete with Victory Dances and Victory Queens.¹¹⁷ Alumni still returned to campus, with traditional events like dances, lunches, and teas that students hosted and opened to alumni. The Homecoming theme consistently focused on the war and how the campus and alumni community could support the war effort throughout homecoming during the war years. In 1943, alongside

¹¹⁴ "Surgical Dressings, Bowling Keep Students Busy." *University Chronicle* February 25, 1944.

¹¹⁵ "Cecilians To Appear in Victory Concert." *University Chronicle* March 17, 1944.

¹¹⁶ "Girls' Choice Will Sing at Victory Concert," *University Chronicle* February 9, 1945.

¹¹⁷ "Victory-Campus of 1942 Homecoming Drive." *University Chronicle* October 16, 1942.

the traditional crowning of the homecoming queen, student leaders read the names of all students and faculty serving in the military at the time of the coronation ceremony.¹¹⁸

These adjustments to traditions, as well as changes in the students' diets, items they spent their money on, and activities they spent their free time doing combined to form a campus-wide, student-led, response to national homefront calls. For all Americans who lived during this era, the war permeated their everyday lives, and this permutation of the homefront took on a variety of forms. These stories recognize the dual purpose many war activities had on campus to both serve the war effort and foster community building and social interactions among students. The recognition of students as agents of change, and leaders in their own community as well as in the greater St. Cloud region remains an important and untold narrative.

Like every other campus in the United States, St. Cloud State needed to practice air-raid drills and participate in blackouts. Although these practices took place city-wide all at once, as demonstrated in many of the other homefront practices, blackout practice looked different on campus than in many other places. The students followed scripted procedures on campus: take cover, stay inside, go to the lowest level of the building you can, stay away from windows and doors, cover any sources of light, and stay calm.¹¹⁹ As advertised on the front page of *The Chronicle*, however the college found a way to make this practice an enjoyable social event, as the students had done with many other homefront activities. Ordering campus residents to “fall in,” students “reported” to the student union where *The Chronicle* staff hosted a “black-out party.” Complete with emergency supplies, games, and a dance with all proceeds going to

¹¹⁸“43 Homecoming on War Footing.” *University Chronicle*. September 24, 1943. (There is no existing documentation of the students and faculty that were read during Homecoming that was referenced in this *Chronicle* article.)

¹¹⁹ “Til Lights Come On.” *University Chronicle* December 11, 1942.

support the cost of sending *The Chronicle* issues to students and alumni serving in the military.¹²⁰

Students completed almost all homefront-based activities and programs on campus in a community setting, so why should citywide blackouts have functioned any differently?

The students on campus demonstrated a large amount of agency and flexibility throughout the war years. Through student-led initiatives they habitually demonstrated their leadership capabilities and the continued presence of a campus community amongst the student body. This relationship of both reacting to and acting upon national and international realities is a tradition that still occurs on campus today.

Conclusion

During the war students understood what had been asked of them, and how they needed to contribute to the world around them. St. Cloud State students actively sought out ways to contribute to the war effort, but stayed enrolled in college. The students who studied on campus, and the decisions they made while there, remain part of a host of untold homefront stories. Students attempted to stay engaged with the war effort, but remained keenly aware of their own thoughts and goals for the future. Students actively chose to engage both with the local economy and the calls for national action.

Homefront work served a dual purpose of allowing students the opportunity to socialize and support each other while also contributing to the war effort. The influence that the students had on central Minnesota and the war effort remains as immeasurable as many of them would go on to have on future generations as educators. Activities during this era reveal early examples of the work that continues on campus to build spaces that are safe enough for an emerging and diverse student body. The majority of this work was done in the 1940s war years by six displaced

¹²⁰ “Union Haven Shelter Blacked-out S.T.C. Tonight” *University Chronicle* November 6, 1942.

Japanese American students, today students of varied backgrounds continue to enhance intercultural relations on campus.

The story of the students who made up the campus community is indicative of individuals who both reacted to, and acted upon, the realities of living in the Midwest during the war era. Throughout the era, the students made choices that allowed them to act as leaders and function as agents of change on campus. The use of student-produced publications enhances previous narratives and highlights a greater range of contributors to St. Cloud State's history.

Chapter 2: Interpretive Program Outline

Interpretive Program Outline

Station: Introduction

Objective: Guests will be introduced to the realities of the WWII era campus and the effects of world events on the St. Cloud State campus community.

Location: In front of Lawrence Hall

Rationale: The only physical representation of the WWII era on campus is the plaque located within Lawrence Hall. This plaque gives a physical place to start that is grounded in the time period.

Time in Station: 5 minutes

Main Content Points:

- The plaque inside of Lawrence Hall is the only physical memorial to this era on campus
- The Army Air Force had a training detachment housed here
- Students relocated from internment camps attend St. Cloud State
- Overall the student body numbers dropped due to the growth of both the military and industry during this era
- The students, like us, are both products of their environment and also impact their environments and communities

Discussion Question(s):

- What comes to mind when you think about the WWII era?
- What things have changed your life over the last year?
- Name something that you have impacted over the last year.

Key Objects: Lawrence Hall plaque

Interpretive Methodology: entrance narrative, proactive relevance, inquiry

Transition Out: Where do you look for reliable information?

Time to Next Station: 2 minutes

Station: How We Know What We Know

Objective: Guests will investigate a variety of ways in which we draw conclusions about historical realities based on primary source documentation.

Location: Top of the Lawrence Hall sidewalk

Rationale: The primary documents referenced in this stop all pertain to Lawrence Hall. By leaving guests in the close vicinity it grounds the documents into the physical place of the group will be in. But, moving to the top of the walkway alerts participants in the program that this is a new stop and the topic of discussion will be changing.

Time in Station: 7 minutes

Main Content Points:

- Historical documents, like us, are products of their environment and generally not produced for posterity
- The WWII era on campus that produced several different perspectives that occurred on campus, one of which was the 72nd Detachment
- History is a collection of research and perspective choices

Discussion Question(s):

- Where do we look for reliable information? Is that the same or different when we are trying to learn about a historical topic?
- What different stories do the documents tell?
- How do we address the fact that our witnesses have different stories to tell?

Key Objects: “Home Fair Exchange for Men Girls Gladly Vacate Hall,” *University Chronicle*, March 3rd, 1943, *History of the 72nd College Training Detachment*, St. Cloud: United States Army, 1945. Appendix A (2)., Bergstrom, LaVone “STC Coeds in the 1940s,” 1999. Image 00268, St. Cloud State University Archives Photographic Print Collection

Interpretive Methodology: Document interaction, inquiry

Transition Out: Historians, including public historians make choices on historical research that allows them to best help people connect history to their everyday lives. Next we are going to talk about choices that affected the students that were here during WWII. Many choices we make are a reaction to our environment. On the way to our next stop I would like you to think about a time you made a choice based on something happening on a global level.

Time to Next Station: 2 min.

Station: Changing Environment

Objective: Guests will discuss how the changing political and social climates acted as external forces that affected the daily lives and choices made by and for the St. Cloud State campus community.

Location: Campus Mall in front of Stewart Hall

Rationale: The Campus Mall is currently a place where students and community members can share information and participate in political, and demonstrative activities connected to contemporary issues. The guide uses this station to discuss how external events during WWII shaped the campus community.

Time in Station: 7 minutes

Main Content Points:

- A variety of opportunities and struggles left college-aged students with many options during the war years
- In the fall of 1941 SCTC enrolled 820 enrolled students, by the fall of 1944 the population had dropped to 305
- Interned Japanese American students came to campus as a part of National Japanese American Student Relocation Council

Discussion Question(s):

- How has an international event impacted you?
- With a partner, think of a community that you are in together.
 - Has that community ever been affected by international events?

Key Objects: Copy of Executive Order 9066 (Note lack of the use of the words “Japan” or “Japanese,”) Images of six Japanese American students

Interpretive Methodology: Document interaction, group discussion, role playing, inquiry

Transition Out: “The world changed quickly for our students, and the needs of the community on campus changed. The administration focused on pivoting to meet the needs of the new Army Air Force as well as the financial realities of a small student body. Students took on leadership responsibilities to focus on the war effort by responding to the homefront initiatives and the new realities of living in a country at war. The student body was a community in transition. As we walk towards Riverview I would like you to define the word *community*.”

Time to Next Station: 5 min.

Station: Student Leadership

Objective: Guests will identify the variety of ways students functioned as a community during the war years that functioned as internal influences on the student campus community.

Location: In front of Riverview

Rationale: Riverview building housed the laboratory school during the WWII era making it an important community space for the pre-service teachers attending school here, and was the place where a number of homefront activities took place.

Time in Station: 7 minutes

Main Content Points:

- Student organizations pivoted their focus towards national and local homefront initiatives under the guidance of the new War Activities Committee
- Social aspect to the participation and completion of war supporting activities
- Students also viewed attending college and preparing to be a teacher as a patriotic act

Discussion Question(s):

- How do you define the term *community*?
- Can communities change over time, or do they then become a different community?
- What does it mean to be patriotic?

Key Objects: Community definitions placard, images of homefront activities, Propaganda poster for teachers at SCTC, "I Stay at Home to Teach," *University Chronicle*, April 5, 1944, Blood Drive & Rationing Advertisements from *University Chronicle*.

Interpretive Methodology: Group discussion, document interaction, inquiry

Transition Out: We've talked about both external and internal influences that the students on campus had to interact with during the war years. As students made decisions that both affected themselves and the campus community, they also affected the greater central Minnesota region. Now I invite you to reflect on any education or training you have received in the past. At the next stop I'd like you to discuss how your educational experiences impacted someone else.

Time to Next Station: 5 min.

Station: Shaping the Campus

Objective: Guests will explore how the students who attended St. Cloud State affected the central Minnesota Community during and after the WWII era.

Location: Eastman Hall

Rationale: Eastman Hall recently went through major changes in the building's functionality and structure. A similar thing happened during the war era when the building was reappropriated to accommodate the Army Air Force presence on campus.

Time in Station: 7 minutes

Main Content Points:

- The vast majority of the students who attended the school went on to work in the public school system, and the public service aspect of their actions on campus continued into their professional lives
- Fundraising and student initiatives provided support for a variety of organizations
 - World Student Services Fund
 - War Bonds: \$190,384 total sales
 - Red Cross support
 - Scrap metal drives
 - Book drives
 - Contact with alumni serving overseas
- Physical expansion of the campus to support the large student body
 - Veteran housing complex
 - Expansion into the local community

Discussion Question(s):

- How did the education or training you've received impact another person?
- Looking at your document(s), what external influence did students have?
- Looking at the aerial images of the campus over time, what changed after the war era?

Key Objects: WSSF student photos, War bond advertisements from the *Chronicle*, Red Cross class advertisements, scrap metal notices, book drive notices, "From an Army Bunk" articles, campus images from: 1869, 1930, 1946, 1963, and 2005

Interpretive Methodology: Document interaction, compare and contrast, group discussion, inquiry

Transition Out: *Have everyone sit down.* We've discussed the internal and external influences on the students, the long term effects of the era on the campus, as well as the agency students held. Do you notice any similarities between the war era campus and the modern campus?
Time to Next Station: 1 min.

Station: Conclusion

Objective: By examining the stories of students at St. Cloud State during WWII, we can reflect on how we are affected by the world around us as well as study our own individual agency and how decisions we make have an impact on local, national, and international levels.

Location: Eastman Hall

Rationale: Eastman Hall is where the last station occurred. Out of respect for time the group will transition from that station directly into the conclusion and to persevere the conversation. The guide should remain outside of Eastman Hall.

Time in Station: 12 minutes

Main Content Points:

- Students during the WWII era were both affected by and exerted change on the realities of living on the homefront
- Like the students on campus during the war era, we are also impacted by the world around us and also impact the communities we are members of
- Thank you for participating in learning and sharing the complex stories of the individuals who made up the campus community during the WWII era

Discussion Question(s):

- What external factors do you think impacted the students the most?
- What do you think were the most influential things the students did?
- What similarities do you see between your own place in your community and the campus community that existed during the war era?
- How would you suggest we commemorate this era on campus? Is the current plaque appropriate?

Key Objects: Image of the Lawrence Hall plaque, Images of classes 1941-45 from *Talahi* yearbooks

Interpretive Methodology: Group Discussion

Transition Out: Thank you for taking the time to learn and discuss the students who both influenced and attended St. Cloud State during the war era. When I was a new grad student here one of my assigned readings simply, yet boldly, stated “every person deserves a well done professional history.” Through the discussions we had today I hope I did the WWII era students justice. If I could ask you one more request of you before you leave, I’d ask you to reflect on other silenced and erased stories you may come across and how you can amplify those narratives in the work you do and the communities you find yourself a member of. Thank you for your time and participation today, please feel free to hang back after or reach out to me with any further questions or comments.

Public Program Sample Script

Section Key

Bolded Text: Station headings

Underlined Text: Questions and discussions prompts

(Italicized Text): Instructional information for the guide, not intended to be spoken aloud

Normal Text: Sample interpretation for the guide

Station: Introduction

Participants will gather outside Lawrence Hall. As the group gathers the guide will greet guests, learn names, and invite everyone to read the plaque mounted inside the entryway.

Hello all, thank you for joining us today as we talk about the realities of attending college here at St. Cloud State during World War II. Before we start our deep-dive into the war era it is important to acknowledge the land we are on is the traditional, ancestral, and contemporary homeland of the Dakota and Ojibwe. The history of this space is layered and complex, and with our time today we will only be focusing on the WWII era. Before we get started today I would like to ask what comes to mind when you think about the WWII era? *(Pause for answers, use this time to establish what participants already know. Call back to these points if possible throughout the program.)*

Many of you mentioned things related to the physical warfare that occurred during this era, which is an awesome starting point because that is probably the most well-known history of the 1940s. So it's not surprising that the only physical memorial to this era is just inside this building. Who is brave enough to recall anything they remember about the plaque I had you all look at before the tour started? *(Pause for answers.)*

Thank you for your observations! The Army Air Force had a training detachment housed here on campus, where they lived during their six weeks of coursework before they proceeded to groundschool at the St. Cloud airport. Alongside cadets on campus we had Japanese American students attending the college that were relocated from internment camps, as well as a small student body where the vast majority of students were women. Although the numbers were incredibly low due to the growth of both the military and war industry during the era, the students who attended St. Cloud State throughout the war were very aware that there was a war going on, and from the documents we have from them we know that the war permeated every aspect of their lives. Especially, when we all personally reflect on the world events over the last twenty-four months, this upending of their everyday lives is relatable. What things have changed your life over the last year? *(Pause for answers, highlight answers that specifically highlight international events that caused changes in a participants daily life.)*

It's clear that in many ways we are products of our environment, much like the students that attended school here. But, let's flip the narrative a bit. Name something you have had an impact on over the last year. *(Pause for answers, highlight answers that highlight community engagement.)*

The students, like us, were both products of their environment and also impacted their environments and communities. By examining the stories of students on the St. Cloud State campus during WWII we can reflect on how world events affect our lives as well as study our own individual agency and how decisions we make have an impact on local, national, and international scales. Next, we are going to walk up this pathway to stop at the top of the walkway because I have a historic photo I would like you to see from that place. But, while we are on our way over there I'd ask you to think about where you look for reliable information.

Walk with participants to the top of the Lawrence Hall walkway.

Station: How We Know What We Know

Where do you look for reliable information? *(Pause for answers)* Are these places the same or different from places you would look for information about a historical topic? *(Pause for answers, highlight the variety of places as well as reasons the sources of information are producing and/or making their information available.)*

Where we find information, and what we use to analyze information, is widely varied and can change depending on many different factors. In history, we use similar processes as the variety of things you all just identified. We gather information from trusted sources and interpret the evidence to the best of our abilities. But, historical documents, like us, are products of their environment. Furthermore, they are generally not produced for posterity and therefore are more of a reflection of functionality versus the telling of a complete story. Although limited, the WWII era campus did produce a variety of documents that highlight different perspectives on things that happened on campus. The 72nd Detachment is the most well documented group of the era. I would like to share with you all today a variety of documents we have highlighting the student's experience that we have. *(Handout Primary Documents)* I invite you all to look over the document that you are given and identify what information you can learn from the document. *(Pause for two minutes while group members review their own documents).*

Alright, now that we've all reviewed the documents let's all talk about the different stories your documents tell. *Review the documents as a whole group.*

1. *The Chronicle article: Discusses women happily leaving Lawrence Hall.*

2. *The Appendix from “History of the 72nd College Training Detachment”:* Discusses the financial compensations the college received from the Army Air Force
3. *Bergstrom’s article:* Discusses sexual harassment St. Cloud students faced from the Army Air Force cadets.
4. *Image 00268:* A staged photo of women appearing happy to leave their residency. Also, the photo is taken near where the group is standing.

Alone, all of these documents tell really different stories. Stories that are contradictory in many ways. How do we address the fact that our witnesses have different stories to tell? (There is no right answer to this. Emphasize answers that focus on the importance of using multiple perspectives, reflections on understanding why documents were created and by who. Also highlight how the things and topics that are relevant to us today cause us to see the documents in different ways from the historic figures we study as well as discrepancies between contemporary students and interpreters of history.)

History is a collection of research and perspective choices. For this tour, and the research that went into it, there are specific choices made to tell the story of the students who attended this school during WWII. Because of that we emphasize things that would have mattered to them and talk about their experiences, even though we understand that their story is one of many that add to the larger story of the era. Historians make choices that dictate their research, public historians make choices on historical research that allows them to best help people connect history to their everyday lives to empower and educate them. But choices have consequences. Within the context of previously published St. Cloud State written history authors have left out the student voice. Consequently, those voices have been virtually silenced for the last eighty years. Next we are going to talk about choices that affected the students that were here during WWII. Many

choices we make are a reaction to our environment. On the way to our next stop I would like you to think about a time you made a choice based on something happening on a global level.

Walk with participants to the front of Stewart Hall

Station: Changing Environment

We are standing in an area of campus that is a contemporarily dedicated space for students to use for a variety of reasons, including conducting demonstrations and activities designed to both react to current events and enact change in our community. On our way over here I asked you to reflect on a time you made a choice based on something happening on a global scale, and that is where I would like to start. How has an international event impacted you recently? *(No specific answer; the goal is to have participants recognize that global events impact their lives and influence the choices we make everyday.)*

For college aged students during this time period the major global event that was impacting them was the ongoing world war. Like many of the events you all just identified *(use recurring themes from the group when possible)* this major event gave everyone, including college students, a variety of opportunities and struggles throughout this time period. One of the most obvious changes was the drastic drop in the student body. In the fall of 1941 the college had 820 enrolled students, by the fall of 1944 enrollment had dropped to 305. We just talked about how international events impact us personally, now I'd like to step back and have you think about that same idea of how global events affect us personally on a larger scale. Look around and find a partner. *(Wait for everyone to have partnered up, put participants in groups if they need help)* With your partner identify a community you both consider yourself to be a part of. *(Give groups thirty seconds to one minute as they self-identify)* Has that entire community ever been affected by international effects? *(Give groups a few seconds each to share with each other)*

All of us, and the communities we are a part of, have been affected by international events. Additionally, it's important for us to also be willing to take a step backwards and understand that events don't just happen. Major historical events, just like major world events today, are a result of a variety of events leading up to it as well as systemic injustices specifically designed to disenfranchise specific groups of people. On February 19, 1942 President Roosevelt passed Executive Order 9066 which vaguely identified the Western United States as a "military area" and empowered the U.S. military to arrest and detain Japanese immigrants, as well as U.S. citizens of Japanese descent, regardless of citizenship status and without legal reason. The passage of Executive Order 9066 didn't just happen, and it wasn't just a mistake made in the heat of the moment after the U.S. entered WWII, it was the result of generations of cultural xenophobia and institutionalized and systemic racism. Systems that included limitations on citizenship, restrictions on the ability to purchase land, and segregation.

As a result of the forced internment of Japanese American people throughout the war the National Japanese American Student Relocation Council was formed. This organization was dedicated to releasing college-aged individuals from Japanese internment camps and assisting them in attending colleges in the Midwest and Eastern United States. *(Hand out Japanese American student images)* We have six students who chose to come to St. Cloud State as a part of the Student Relocation Council's efforts. We don't know much about these six students, but what we do know is that despite the adversity they faced due to national systemic racism, these students thrived. Five of the students would go on to graduate from St. Cloud State. Among them are social movement leaders, educators, honor roll students, and highly active participants in a wide variety of student organizations. Like so many of us have experienced in the past two years, the world around all of the students was quickly changing and incredibly confusing. But,

as these six students demonstrated during the war years, and how we have seen so many of our community members demonstrate today, we all have agency to both react to and act upon the world around us.

The world changed quickly for our students, and the needs of the campus community evolved. During this time period the administration had to remain focused on pivoting to meet the needs of the new Army Air Force as well as the financial realities of a small student body. Due to this, responding to the homefront initiatives and the new realities of living in a country at war, students took on leadership responsibilities to pivot the student body to focus on the war efforts. The student body was a community in transition. As we walk towards Riverview I would like you to define the word “community.” *(Collect handouts)*

Walk over to Riverview

Station: Student Leadership

Right now we are standing outside of Riverview. During WWII, Riverview housed the laboratory school that educated students from kindergarten through ninth grade. Here, the students who attended the St. Cloud State could both observe other teachers as well as complete their student teaching. Made up of diverse viewpoints, the lab school formed a community, a community that responded to the war in many ways, including planting and maintaining Victory Gardens. How do you define the word community? *(Collect answers, remembering that the goal is not to get a perfect definition but to reflect upon how, when, and why communities form and the roles they fill in our lives.)*

(Hold up community definition placard) Merriam-Webster defines “community” as a “unified body of individuals” and then gives a pretty wide variety of examples. Based on this definition my argument as a historian to you today is that the campus is a community, the student

organizations were communities, and they all existed within the larger community of central Minnesota. Based on that we know that during WWII virtually all student organizations on campus pivoted their role towards national and local homefront initiatives under the direction of a newly formed War Activities Committee. This new War Activities Committee was made up of student leaders of major campus organizations, and their job was to coordinate the work happening around campus. Let's pause here before we get into the details and look back on our definition of community. *(Hold up the community definition placard again)* Can communities change over time, or do they then become a different community? *(No specific answer is being sought after here, prompt people to defend their yes or no answers)*

If we had asked the St. Cloud students during this time period that exact same question, their responses may have been mixed. As we mentioned before every student organization pivoted their central activities to be focused on the war, but the motivation to be in student organizations remained the same. Student organizations reinforced student engagement, and sustained student activity over their college years, by keeping the focus on the social aspects of participating in extracurriculars. *(Show examples from The Chronicle of student activity advertisements that are tied to the war effort)* A great example of this was the Future Teachers student organization that held a competition to rework old clothes to conserve textiles, and then held a dance where everyone wore their newly redone clothes at the end of the week. In another instance during an air raid drill the student newspaper *The Chronicle* held a fundraiser to send their newspapers to alumni serving overseas by holding a dance in a fallout shelter. In both instances they were responding as a community to the war, but also continuing to reap the social aspects of belonging to a community. Beyond social aspects, what other reasons do you think students had to participate in homefront activities? *(Take responses from the group, reinforce*

correct answers, prompt to get the answer of patriotism if it is not given organically.)

Patriotism! What a fascinating and nuanced idea, but you are completely correct. Who is brave enough to read this excerpt from *The Chronicle* published in 1944? (*Hand volunteer copy of “I stay Home to Teach” and have them read it to the rest of the group. When the participant has finished showing the St. Cloud Teachers College Propaganda Poster*) What does it mean to be patriotic? (*No specific answer, connect answers to the pressures and changes students were exposed to during the war era.*)

Students viewed attending college as a patriotic act. Traditional-aged college students saw many of their peers pursuing war industry work, or serving in the military, and saw their degree attainment as a part of that larger generational movement. It was understood that the world would be a different place at the end of the war, and educators would be seen as an essential part of allowing children and communities to have the skills and knowledge necessary to benefit themselves and the nation after the completion of the war.

We’ve talked about both external and internal influences that the students on campus had to interact with during the war years. As students made decisions that both affected themselves and the campus community, they also affected the larger central Minnesota region. Now I invite you to reflect on any education or training you have received in the past. At the next stop I’d like you to discuss how your educational experiences impacted someone else.

Walk to Eastman Hall

Shaping the Campus

Right now we are outside of Eastman Hall, one of the buildings on campus that has recently gone through major changes. During the war the building had undergone changes as well, going from a physical education space to be used as an infirmary for the Army Air Force

cadets that trained and attended class on campus. The cadets, like the students, came to the campus to educate and better themselves to serve other people. Let's pause to think about that. During this era we had several hundred people come onto this campus in the hopes that by receiving training for themselves they would be able to help their communities. Thinking about your own lives, how did the education or training you've received impact another person? *(Elicit answers from as many people in the group that are willing to participate, the point is to reinforce the idea that this idea of bettering ourselves to strengthen our communities is something most people can identify within some aspect of their own lives.)*

Our students were no different from us here today. The vast majority of the students who attend the school went on to work in the public school system, and the public service aspect of their actions continued into their professional lives. This practice of public service started here on campus during the war years, with students who affected both the local and national homefront initiatives. I'd like you all to take a look at these documents to see for yourselves how students affected local and national efforts. *(Handout the W.S.S.F. student photos, war bond advertisements from The Chronicle, the Red Cross class advertisements, the scrap metal collection notices, and the book drive advertisements.)* Looking at your documents, what external influence did the students have? *(Prompt individuals and groups if necessary.)*

1. *The World Student Services Fund raised money for students around the world whose education had been interrupted due to the war.*
2. *The war bond and stamp sales raised \$190,384 dollars throughout the war.*
3. *The Red Cross received monetary and material donations on campus, as well as large quantities of blood donations.*
4. *Scrap metal was collected first by Al Sirat fraternity, and then by women's organizations*

when the male student population dropped too low during the war to continue the effort themselves.

5. *Students held book drives to send reading materials to troops overseas.*
6. *The “From and Army Bunk” portion of The Chronicle allowed continued interaction between alumni serving overseas and students on campus.)*

The war era also affected the size of the campus as well. *(Handout the photos of the campus from 1869, 1930, 1946, 1963, and 2005) What do you notice about these images before, during, and after WWII? (Specifically point out the physical expansion of the campus to support the larger student body after the war. Also point out the veteran student housing complex as a direct response to the G.I. Bill in the years after the end of the war.)*

(Have everyone sit down.) We’ve discussed the internal and external influences on the students, the long term effects of the era on the campus, as well as the agency students held. Do you notice any similarities between the war era campus and the modern campus?

Conclusion

As we have discussed today, students during the WWII era were both affected by and affected the realities of living on the homefront. We started with the external today so let’s start there. What external factors do you think impacted these students the most? *(Show class pictures of the student bodies from 1942-45 while taking answers, and affirm and reinforce correct answers. Callbacks to drops in the student body, presence of the Army Air Force, Executive Order 9066, restrictions on specific goods and foods, and the changing economy.)*

I want to bring us back to the first thing I had us look at today. *(Show picture of the plaque in Lawrence Hall)* When we started I told you all that this is the only mark the WWII era had on campus, but after our discussions today I believe I have proved myself wrong. Personally,

I feel that the students did leave their mark. What do you think were the most influential things the students did? *(Take answers, and affirm and reinforce callbacks to specific content points made earlier. Many of the students went on to become teachers, Red Cross, W.S.S.F., war bonds, scrap collections and contributions, victory gardens, and connections to alumni serving overseas.)*

Like the students on campus during the war era, we are also impacted by the world around us and also impact the communities we are all in. What similarities do you see between your own place in your community and the campus community that existed during the war era? *(Focus on the impact/impacted relationship we have with our communities. Draw connections between the COVID-19 pandemic, the social movements, and political upheaval within the last few years and the complex time period the WWII era was.)*

Thank you for taking the time to learn and discuss the students who both influenced and attended St. Cloud State during the war era. When I was a new grad student here one of my assigned readings simply, yet boldly, stated “every person deserves a well done professional history.” Through the discussions we had today I hope I did the WWII era students justice. If I could ask you one more request of you before you leave, I’d ask you to reflect on other silenced and erased stories you may come across and how you can amplify those narratives in the work you do and the communities you find yourself a member of. Thank you for your time and participation today, please feel free to hang back after or reach out to me with any further questions or comments.

Chapter 3: Interpretive Theory

“‘History’ here contains both the past that happened and our understanding of the past,” historian Heather Huyck asserts “While the past itself is immutable, interpretations change dramatically with different questions, sources, and attitudes.”¹²¹ As Huyck points out in her recent publication on how to effectively interpret women’s history in a public history setting, history is not solely defined as discovering what happened in the past, but also as our understanding of the past. Building off that conceptual framework, by utilizing public spaces and putting interpretive theory into practice public historians educate and empower individuals to connect with history, learn from it, and are given the skills to understand and interact with the people and spaces around them.

This project started with a simple goal, to share the stories of the women who attended St. Cloud State during the WWII era. Dudley Brainard’s 1953 *History of St. Cloud State Teachers College* provides a solid snapshot of the campus during that time, as well as the internal and external struggles faced by both himself and the administration during the war years.¹²² But the student voice is missing. What did the students think? What did the students do? How did this place impact them? How did they impact this place? The students on campus mattered, had agency, and supported each other, the campus community, and the war effort through their own perseverance and leadership. Student produced works from this era, like the student newspaper *The Chronicle* and *Talahi* student yearbook proves this working hypothesis of students as changemakers.

¹²¹ Heather Huyck. *Doing Women’s History in Public: A Handbook for Interpretation at Museums and Historic Sites*. (Lanham: Rowman & Littlefield, 2020), 5.

¹²² Dudley S. Brainard. *History of St. Cloud State Teachers College*. (St. Cloud: St. Cloud State ,1953).

The next step, beyond that of the historian's charge to research and reveal, is the work of a public historian to educate and empower contemporary people by utilizing the strength of historical narratives. In their dual role as both researchers and educators, a public historian's job is not just to distribute information, but to make information accessible, relevant, and meaningful in a way that responds to the needs of their community. Understanding the role of the public historian, and combining that with the drive of this project to tell a bottom-up history of St. Cloud State during the war era, I wrote this program to share the untold stories of the students who attended and shaped the school during WWII and have participants reflect on their own impact on their own communities. The objective of the program is examining the stories of students on the St. Cloud State campus during WWII to empower us to reflect on how we are affected by the world around us. In addition, it helps us understand our own individual agency and how decisions we make have an impact on local, national, and international scales. This final chapter outlines the interpretive theory and pedagogical thought process for the program to mirror the first chapter's emphasis and to demonstrate historical research and analysis. It showcases the other half of the work of museum educators and public historians, and our charge to both research and analyze history as well as interpret and make the lessons and stories accessible to our communities.

Interpretive Program

Station: Introduction

Interest in the WWII era remains far reaching and attracts a diverse audience. The objective of this introduction is to work with participants to focus their interest on the micro-history of the student experience on campus throughout the war years. It is essential to start with a solid introduction to not only introduce the information, but to capture the attention of the participants immediately and bring them into the conversation. The program is designed to elicit their thoughts and communication, not to be passive observers as the facilitator speaks. As stated in the University of Minnesota's *Stand Up, Speak Out*, "One of the biggest mistakes that novice speakers make is to assume that people will naturally listen because the speaker is speaking. While many audiences may be polite and not talk while you're speaking, actually getting them to listen to what you are saying is a completely different challenge."¹²³

Objective: Guests will be introduced to the realities of the WWII era campus and the effects of world events on the St. Cloud State Teachers College campus community.

Figure 1. Introduction Objective

There is a commemorative plaque in Lawrence Hall that relays the information that the 72nd Detachment housed itself in the building. This commemorative plaque is the only physical space that specifically calls out the World War II era on campus. Connecting historical narratives and introducing topics is an easier concept to understand if they become rooted in a physical space or object. That allows visitors to connect with something tangible in order to build an appropriate foundation of understanding in discussion of historical topics and ideas. As James

¹²³University of Minnesota Libraries Publishing, *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*. (St. Paul: University of Minnesota, 2011).
<https://open.lib.umn.edu/publicspeaking/part/chapter-9-introductions-matter-how-to-begin-a-speech-effectively/>

Horton of the National Park Service argues “for people of all ages, a visit to a historic site can stimulate interest in history, make it real, and thereby generate learning.”¹²⁴

<u>Location</u> : In front of Lawrence Hall	<u>Time in Station</u> : 5 minutes
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Figure 2. Introduction Location and Time

From a pedagogical perspective, these questions and first introductory concepts serve three main functions. First the interpreter is able to immediately assess the understanding levels and topics of interest associated with the World War II era in a low risk fashion. The guests cannot give a wrong answer in a word-association game, but their answers give insight into their personal understanding to topics of discussion and equip the interpreter with points of understanding and interest. It will connect guests throughout the duration of the tour. Secondly, the most well-known parts of the era for the vast majority of the American public are the military aspect of the war. By starting with a somewhat familiar topic, U.S. military involvement in WWII, the tour guide can effectively scaffold the participants' learning experience by building off of familiar baseline topics. Lastly, these introductory questions normalize guests' participation and interaction with each other and the interpreter. This practice will lead to a more in-depth and increased retention of information shared during the tour, as articulated in the original conceptualization of the Zone of Proximal Development: “The idea is that individuals learn best when working together with others during joint collaboration, and it is through such collaborative,” educational theorist Lev Vygotsky notes, “endeavors with more skilled persons that learners learn and internalize new concepts, physiological tools, and skills.”¹²⁵

¹²⁴ James Oliver Horton. “On-Site Learning: The Power of Historic Places,” (Washington: National Park Service, 2019). <https://www.nps.gov/articles/on-site-learning-the-power-of-historic-places.htm>

¹²⁵ Karim Shabani, Mohamad Khatib, and Saman Ebadi. “Vygotsky’s Zone of Proximal Development: Instructional Implications and Teachers’ Professional Development.” (Tehran: University of Tehran, 2010). 238 <https://files.eric.ed.gov/fulltext/EJ1081990.pdf>

<p><u>Main Content Points:</u></p> <ul style="list-style-type: none"> • The plaque inside of Lawrence Hall is the only physical memorial to this era on campus • The Army Air Force had a training detachment housed here, we had students that were relocated from internment camps to attend college here, and overall the student body numbers dropped due to the growth of both the military and industry during this era • The students, like us, are both products of their environment and also impact their environments and communities 	<p><u>Discussion Question(s):</u></p> <ul style="list-style-type: none"> • What comes to mind when you think about the WWII era? • What things have changed your life over the last year? • Name something that you have impacted over the last year.
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Figure 3. Introduction Content and Discussion Questions

As the only physical space on campus that specifically addresses the activities that occurred on campus during the war, starting in this space allows guests to become familiarized with the era in a very tangible and contemporary way.

<p><u>Key Objects:</u> Lawrence Hall plaque</p>

Figure 4. Introduction Key Objects

Entrance Narrative

An entrance narrative, defined as an “internal storyline that visitors enter with” is the baseline in which an interpreter can connect with to build a more in depth and nuanced understanding of a historical topic.”¹²⁶ Low-risk interactions, like word association games, allow an interpreter to identify the entrance narrative participants have when they begin the tour.

¹²⁶ Zahava D Doering and Andrew J. Pekarik. “Questioning the Entrance Narrative.” (Washington: Smithsonian Institution, 1996), 20.
https://repository.si.edu/bitstream/handle/10088/33977/Doering_Pekarik_QuestioningTheEntranceNarrative.pdf?sequence=1&isAllowed=y

Proactive Relevance

As museum professional Nina Simon notes “Relevance means waving the flag when it is needed, not when it is convenient.”¹²⁷ The program is about a short period of time that completely upended everyone’s lives, as well as written during a very different period of time when a global event upended everyone’s life. Although a global pandemic and a world war are very different historical events, the idea that a global event can affect everyone gives the guests a chance to connect with and support each other while also empathizing with the historic individuals the tour will spend the next hour discussing.

Inquiry

Public historians Allen and Crowley’s work on inquiry-based education in non-formal settings suggests that inquiry consists of three main elements: learner autonomy, conversation and reflection, and deep investigation.¹²⁸ By utilizing this pedagogical strategy early in the tour the interpreter invites participation and critical thought, while establishing that the tour is dependent on group participation and conversation. Prompting early participation with low-risk conversation-based questions and answers can help to insure connections and likely lead to deeper conversation later, and greater impact and retention.

Interpretive Methodology: entrance narrative, proactive relevance, inquiry

Figure 5. Introduction Interpretive Methodology

Now that the group has established a base-level of rapport, become accustomed to the conversation-based approach to the tour, and has been introduced to the main content for the program the tour will transition to the next stop that discusses the historical process. Transitions

¹²⁷ Nina Simon. *The Art of Relevance*. (Santa Cruz: Museum 2.0, 2016), 139.

¹²⁸ Lauren B. Allen and Kevin Crowley, “Changing Beliefs, Practices, and Content: How Museum Educators Change.” (Hoboken: University of Pittsburgh, 2014), 90.
<https://upclose.pitt.edu/articles/2014%20Allen%20&%20Crowley%20Science%20Education.pdf>

are key to helping visitors understand what is going to happen next, as well as why the next stop and topic of discussion is relevant and interesting to them. As interpretive Botanist Kathy French notes “Transitions are not tools for the docent’s benefit only. They work for the audience, too. Well planned transitions create anticipation for the next stop. They offer visitors reasons to remain interested.”¹²⁹

Transition Out: Where do you look for reliable information?

Time to Next Station: 2 minutes

Figure 6. Introduction Transition Out

Station: How We Know What We Know

History education has value beyond teaching about the events of the past and providing contextualization around the contemporary world. The study of history also gives students and practitioners of the topic the ability to identify reliable sources, draw evidence-based conclusions, and think critically about both the past and present. By weaving in information about the historical process the guide not only promotes transparency around the stories they tell in their tour, it also prompts historical analysis and critical thinking skills and practices for participants.

Objective: Guests will investigate a variety of ways in which we draw conclusions about historical realities based on primary source documentation.

Figure 7. How We Know What We Know Objective

There is no historical significance to stopping in this spot, beyond the fact that the image of the college students leaving Lawrence Hall would have been taken outside of the building, although the photo was taken on a side porch that no longer exists. In order to signify to

¹²⁹ Kathy French. “Transitions...The Workhorse of a Tour,” *The Docent Educator* 5.1 (Autumn 1995): 8-9.

participants that the story-arc of the tour is moving on, the interpreter and the participants need to physically move.

<u>Location</u> : Top of Lawrence Hall Walkway	<u>Time in Station</u> : 7 minutes
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Figure 8. How We Know What We Know Location and Time

An understanding of history comes from an understanding of the objects that we use to research, draw conclusions, and communicate the stories and arguments that historians and educators make historical interpretation needs to clearly state how and why its practitioners came to the conclusions that they did in order to promote relevance and transparency

A historical interpreter's job is not to demand their audience believe them, to be the only authority figure, or to do anything else that continues the narrative that history is an object held by academics and educators to be distributed. As Nina Simon notes in her foundational work *The Participatory Museum* about historical interpretation, “It’s not the power to be the only voice in the room but the power to determine who speaks and in what order.”¹³⁰ Impactful historical interpretation grows with the ability to facilitate experiences with history and promote both independent and community-oriented historical analysis.

<u>Main Content Points:</u> <ul style="list-style-type: none"> ● Historical documents, like us, are products of their environment <ul style="list-style-type: none"> ○ Generally not produced for posterity ● The WWII era on campus that produced several different perspectives on things that occurred on campus, one of which was the 72nd Detachment ● History is a collection of research and perspective choices 	<u>Discussion Question(s):</u> <ul style="list-style-type: none"> ● Where do we look for reliable information? <ul style="list-style-type: none"> ○ Is that the same or different when we are trying to learn about a historical topic? ● Talk about the different stories your documents tell. ● How do we address the fact that our witnesses have different stories to tell?
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Figure 9. How We Know What We Know Content and Discussion Questions

¹³⁰ Nina Simon. *The Participatory Museum*. (Santa Cruz: Museum 2.0, 2010) 121.

“Home Fair Exchange for Men Girls Gladly Vacate Hall.” *University Chronicle*, March 3, 1943. This student-produced article from *The Chronicle* gives the impression that the women living in Lawrence Hall were happy to give up their dorm rooms in exchange for having more men on campus with the arrival of the Army Air Force cadets. The article even goes as far as to say “everyone can’t be in the service, but one can be of service” indicating that giving up the room was a patriotic duty as well as insinuating the women on campus should be “of service” to the men who arrive.

Home Fair Exchange for Men **Girls Gladly Vacate Hall**

Ninety-two girls who leave their cozy rooms, dorm dinners, tunnel service and the pleasant atmosphere of Lawrence hall life are not walking around with the bewildered, dejected look of evacuees, but rather with a look of smug complacency on their faces. After all—who wouldn't give up her dormitory to have one hundred and twenty-five men—actual men—turned loose on the campus? Even if the new students do have a full schedule they will have to pass through the main halls and it doesn't take much time to return a smile.

Moving has its advantages as well as its shortcomings—it's an opportunity to clean out the Fibber McGee type of closet . . . but in the hasty departure it was easy to over-look accidentally a snapshot or one's address. Most of the freshman girls transported their baggage to Shoemaker hall while the majority of upper classmen moved to approved homes near the campus. The girls may board at Shoe hall.

The Lawrence hall girls look at it this way:—There was once a time when every girl wanted to get a second lieutenant; now the trend is to be one yourself. However, everyone can't be in the service, but one can be of service.

Figure 10. Home Fair Exchange for Men Girls Gladly Vacate Hall

72nd College Training Detachment, "History of the 72nd College Training Detachment" (1945). In many ways, the decision to take on the 72nd Detachment was financial. It allowed the school to make up for the lost tuition dollars due to a severe drop in the student population, which allowed the school to retain much of its faculty and staff.

<u>USE-CHARGE FOR COLLEGE FACILITIES</u>				
A. Valuation of Messing and Living Quarters:				
<u>Building</u>	<u>Year Built</u>	<u>Value</u>	<u>% Used</u>	<u>Value of Space Used</u>
Lawrence Hall	1905	\$125,000.00	98½	\$123,125.00
B. Valuation of Classroom and Instructional Plant:				
<u>Building</u>	<u>Year Built</u>	<u>Value</u>	<u>% Used</u>	<u>Value of Space Used</u>
Main Building	Prior to 1900	\$500,000	30	\$150,000.00
Eastman Hall	1920	225,000	30	67,500.00
Library	Prior to 1900	100,000	30	30,000.00
TOTAL				<u>\$247,500.00</u>
C. Use-Charge for Messing, Classrooms and Instruction Plant:				
(4% of Aggregate values, \$370,625.00)				\$14,825.00

Figure 11. 72nd College Training Detachment

Bergstrom, LaVone. Letter to St. Cloud State University. "STC Coeds in the 1940s." St. Cloud, Minnesota: St. Cloud State University Archives, 1999. Counter to *The Chronicle* article, WWII-era student LaVone Bergstrom's account of attending the Teacher's College during the war years was not a simple celebration of having more men on campus coupled with students having the chance to do their patriotic duty. Sexual harassment was present on campus as well, and in these specific instances Bergstrom specifically links the Army Air Force's presence on campus to women needing to travel in groups in order to feel safe.

STC COEDS IN THE 1940s

If you were a coed living in Shoe (Shoemaker i.e.) Hall during the early '40s, you were early awakened by Air Corps cadets marching on the field outside your window! (Something new & different!)

The drill sergeants would have the cadets marching up and down the campus streets at all hours, and you'd never dare to walk to classes by yourself. If you did, one experience would be enough; the cadets would break into song singing:

"(your name) is a friend of mine
 She will do it anytime
 for a nickel or a dime
 20¢ for overtime!"

(Three or four coeds walking together were spared this "humiliation"!)

Figure 12. STC Coeds in 1940s

Students Leaving Lawrence Hall. Photograph. *St. Cloud Daily Times*, February 20, 1943.

In this posed photo, students are leaving Lawrence Hall. Not unlike *The Chronicle* article, an effort was made to show that students felt excited about the changes that were being made to campus life. Additionally, this specific photo is helpful because it was taken outside of Lawrence Hall, not far from where the tour group will be in at the time the photograph will be utilized in the tour.



Figure 13. Students Leaving Lawrence Hall

Key Objects: “Home Fair Exchange for Men Girls Gladly Vacate Hall,” *University Chronicle*, March 3, 1943, *History of the 72nd College Training Detachment*, St. Cloud: United States Army, 1945. Appendix A (2)., Bergstrom, LaVone “STC Coeds in the 1940s,” 1999. Image 00268, St. Cloud State University Archives Photographic Print Collection

Figure 14. How We Know What We Know Key Objects

Document Interaction

Theodore Schellenberg, former staff member at the National Archives, provided three “tests” for the informational value of historical documents: uniqueness, form, and importance.¹³¹ In our daily lives we all confront a large amount of information, that is often contradictory, and from a wide range of perspectives, is an issue that everyone has to address in their own lives everyday. By demonstrating the work of historical research, identifying and analyzing primary sources and drawing conclusions, public historians have the opportunity to do more than promote transparency in the research that went into this program. By bringing our guests into the historical process we give them a more in-depth knowledge of how to critically analyze sources and give them insight into effective critical-thinking methodology to deal with the large influx of information we face daily.

Inquiry

The study of history is based on conversation and interaction. Effective historical interpretation relies on participant interaction and contribution, allowing the interpreter to act more as a facilitator to allow guests to interact with the content, versus an outdated and ineffective methodology of lecturing at students of history. The expertise of an effective historical educator lies in how well they can promote historical analysis in their students, not in their ability to coerce students into memorizing as many facts as possible. As Nina Simon notes of museum professionals “staff members are uniquely capable of making objects personal, active, proactive, or relational by asking visitors to engage with them in different ways.”¹³² It is crucial for this program, early on, to not only demonstrate the historical process but also invite participants into the work of history.

¹³¹ Gregory S. Hunter. *Developing and Maintaining Practical Archives*. 2nd ed. (New York: Neal-Schuman Publishers, Inc., 2003).

¹³² Nina Simon. *The Participatory Museum*. (Santa Cruz: Museum 2.0, 2010).

<u>Interpretive Methodology: Document interaction, inquiry</u>
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Figure 15. How We Know What We Know Interpretive Methodology

The tour is transitioning back into focusing on historical content, versus the previous focus on historical analysis and practice. The next stop does this by focusing on the external influences that affected the students who attended school here throughout the war. But grounding this in contemporary questions makes this concept tangible and concrete for the participants. As mass communication expert Wilbur Schramm noted “as the amount of work they have to do increases, the likelihood that they’ll continue to pay attention decreases.”¹³³ Asking people to reflect on the things that affect them is an easy-to-answer question that doesn't have a singular correct answer. This low-risk participant-based thought exercise prepares the participants to reflect on the effect a global war had on students on campus during this era.

<p><u>Transition Out:</u> Historians make choices that dictate their research, public historians make choices on historical research that allows them to best help people connect history to their everyday lives. Next we are going to talk about choices that affected the students that were here during WWII. Many choices we make are a reaction to our environment. On the way to our next stop I would like you to think about a time you made a choice based on something happening on a global level.</p>
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<p><u>Time to Next Station:</u> 2 min.</p>
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Figure 16. How We Know What We Know Transition Out

¹³³ Sam H. Ham. *Interpretation: Making a Difference on Purpose*. (Golden: Fulcrum Publishing, 2013).

Station: Changing Environment

A working understanding of global history is important for everyone, especially on topics as pivotal and far-reaching as WWII. This program does not offer a deeper understanding of the short-term and contemporary effects of things as big as Nazism, Facism, systemic racism, communism, nationalism, the globalization of American militarism, and the countless other effects of WWII. Rather, it focuses on the micro-history of the St. Cloud State campus community during this era. As defined by cultural historian Peter Burke micro-history is “a reaction against a certain style of social history that followed the model of economic history, employing quantitative methods and describing general trends without communicating much sense of the variety or the specificity of local cultures... The microscope (of micro-history) offered an attractive alternative to the telescope, allowing concrete individual or local experience to re-enter history.”¹³⁴ This program, and the subsequent research done to develop it, was completed through the historical approach of micro-history. The station demonstrated here is not to refute the importance of global or macro-history focused work that has been done before, but to demonstrate the effect WWII had on St. Cloud State students. This approach attempts to give participants a chance to reflect on how WWII affected the everyday lives of people, while also identifying how global events affect them and their personal lives as well.

Objective: Guests will discuss how the changing political and social climates acted as external forces that affected the daily lives and choices made by and for the St. Cloud State Teachers college campus community.

Figure 17. Changing Environment Objective

For the purposes of this program, we are using the campus itself as a historic site. When discussing the functionality and purposes of historic sites, historian Robert Berkhofer, Jr. states

¹³⁴ Peter Burke. *What Is Cultural History?* 2nd ed. (Cambridge: Polity Press, 2008).

“the great problem is whether and how to contextualize the historic site itself when modern society surrounds it.”¹³⁵ This program is dependent on the contextualization of the historic space. The value and relevance of this historic campus should not be relegated only to what it meant in the past. The power and significance of historic sites, and the interpretation of these spaces, is in the way we utilize their educational value to educate, support, and empower the site’s visitors and communities. The Campus Mall is used in contemporary times to hold demonstrations, political activities, and to educate students on contemporary issues. It is a physical space where external issues are purposefully brought onto the campus, not unlike the permeation WWII had on every aspect of students' lives during WWII.

<u>Location</u> : Campus Mall in front of Stewart Hall	<u>Time in Station</u> : 7 min.
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Figure 18. Changing Environment Location and Time

For the purposes of this program, we are using the campus itself as a historic site. When discussing the functionality and purposes of historic sites, historian Robert Berkhofer, Jr. states “the great problem is whether and how to contextualize the historic site itself when modern society surrounds it.”¹³⁶ This program is dependent on the contextualization of the historic space. The value and relevance of this historic campus should not be relegated only to what it meant in the past. The power and significance of historic sites, and the interpretation of these spaces, is in the way we utilize their educational value to educate, support, and empower the site’s visitors and communities. The Campus Mall is used in contemporary times to hold demonstrations, political activities, and to educate students on contemporary issues. It is a physical space where

¹³⁵ Robert F. Berkhofer. *Fashioning History: Current Practices and Principles*. (New York: Palgrave Macmillan, 2008).

¹³⁶ Robert F. Berkhofer. *Fashioning History: Current Practices and Principles*. (New York: Palgrave Macmillan, 2008).

external issues are purposefully brought onto the campus, not unlike the permeation WWII had on every aspect of students' lives during WWII.

“If we want our work to be relevant, we need to satisfy both criteria.” Notes internationally-renowned museum consultant Nina Simon “We need to provide a positive cognitive effect, and we need to make it possible with minimal effort.”¹³⁷ Simon also highlights the importance of connecting museum programming to the work of cognitive scientists, which investigates the way we transmit and receive information.¹³⁸ Building off of this understanding of relevance of cognitive function, this line of questioning and subsequent historical information builds the contextual information on what external events and pressures were affecting the campus community. This is done while demonstrating how all of us have gone through very similar experiences by being affected by and adapting to pressures put on our individual lives by globalized events and movements.

<u>Main Content Points:</u>	<u>Discussion Question(s):</u>
<ul style="list-style-type: none"> ● A variety of opportunities and struggles left college aged students with many options during the war years ● In the fall of 1941 SCTC had 820 enrolled students, by the fall of 1944 the population had dropped to 305 ● Japanese American students came to campus from the West Coast as a part of National Japanese American Student Relocation Council 	<ul style="list-style-type: none"> ● How has an international event impacted you? ● Think of a community that you both consider yourself a part of. (With partners) <ul style="list-style-type: none"> ○ Has that community ever been affected by international events?

Figure 19. Changing Environment Content and Discussion Questions

¹³⁷ Nina Simon. *The Art of Relevance*. (Santa Cruz: Museum 2.0, 2016).

¹³⁸ Research that is referenced in Simon's work: Deirdre Wilson. "Relevance Theory." *Oxford Handbooks Online*, 2016. <https://doi.org/10.1093/oxfordhb/9780199697960.013.25>.

Executive Order 9066, National Archives, General Records of the United States Government, Record Group 11 (1942). This station makes an intentional effort to center Japanese American perspectives, instead of defaulting to a white perspective, to demonstrate how the global events of WWII affected different communities in different ways. The discrepancy on how global events affect diverse American communities is still present in the contemporary United States. The fictionalized, yet incredibly prevalent narrative of all young Americans either went to war or went to work, and did so happily, is based on the habitual practice of American historians to center white stories as the norm. Having a physical copy of Executive Order 9066 is crucial in creating an understanding that not only are we all affected by global events, but that systemic racism privileges specific communities and certain narratives in both the historical narratives as well as contemporary communities.

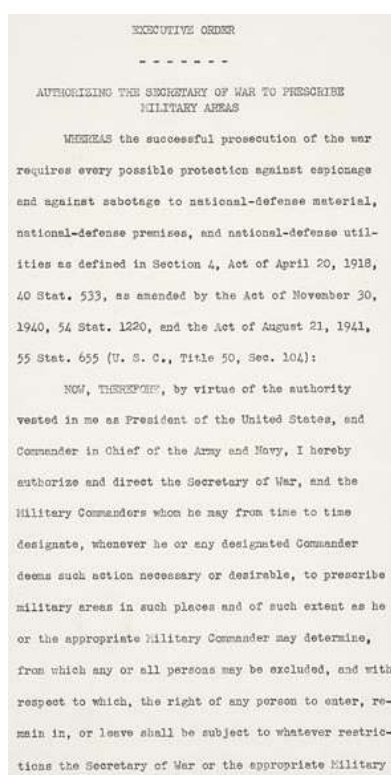


Figure 20. Executive Order 9066

Photographs of six Japanese American students who attended St. Cloud State during the era. The images and personal information tied to each of these respective alumni personalizes their stories, as well as humanizes the era for contemporary audiences. Additionally, it allows the program to work towards contributing to the growing narrative of centering intentionally erased narratives from the era, specifically of Japanese American citizens during this era.

Grayce (Uyehara) Kaneda. (On the left) Attended St. Cloud State for the 1942-43 school year, and went on to become a leader and activist in the Japanese American reparations movement. Image: Smithsonian Institution . *Uyehara, Grayce. Smithsonian Online Virtual Archives*. Smithsonian Institution , 2008. <https://sova.si.edu/record/NMAH.AC.1480>.



Figure 21. Grace (Uyehara) Kaneda

Aiko Kawashima. A St. Cloud State graduate, Kawashima attended the college from 1944-1947. An active participant of the campus community, Kawashima was a member of the Future Teachers of America, Yo-Hi, Wesley Foundation, Minerva, and the Camera Craft Club. In 1947 Kawashima was awarded degrees in business education and social sciences education.

Image: St. Cloud State University. *Talahi* (St. Cloud, MN: 1945), 32, St. Cloud State University Archives.



Figure 22. Aiko Kawashima

Emi Jane Matsumoto. Attended St. Cloud State for the 1943-44 school year. Image: St. Cloud State University. *Talahi* (St. Cloud, MN: 1944), 36, St. Cloud State University Archives.



Figure 23. Emi Jane Matsumoto

Haruko Ruth (Tsuneyoshi) Matsushita. A St. Cloud State graduate, Matsushita attended the college from 1943-1947. Active in several student organizations, Matsushita was a member of the 75th Anniversary Committee, Future Teachers of America, Young Women's Christian Association, Wesley Foundation, and Atheneum and was on the honor roll several times. She married fellow alumni Azusa Tsuneyoshi in 1946 and was awarded her degree in 1947. Image: St. Cloud State University. *Talahi* (St. Cloud, MN: 1946), 20, St. Cloud State University Archives.



Figure 24. Haruko Ruth (Tsuneyoshi) Matsushita

Masake (Ryugo) Miyake. A St. Cloud State graduate, Miyake completed her senior year at the college in the 1943-44 academic year earning a degree in elementary education. An honor roll student, Miyake was a member of the Athenaeum Society, International Relations Club, and Kappa Delta Pi. Image: St. Cloud State University. *Talahi* (St. Cloud, MN: 1944), 22, St. Cloud State University Archives.

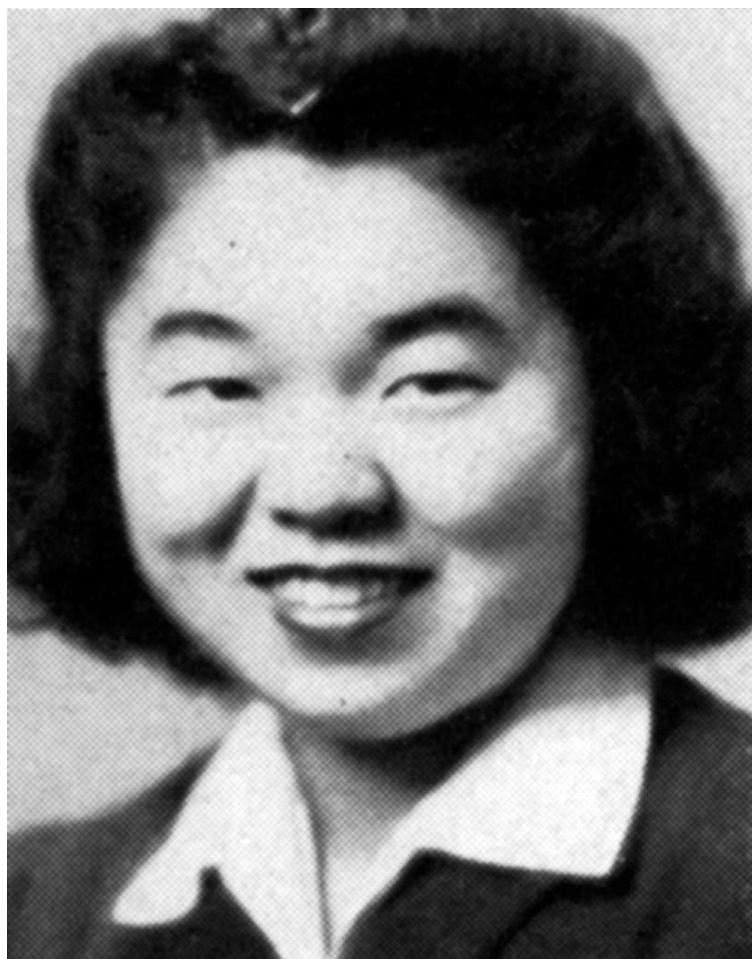


Figure 25. Masake (Ryugo) Miyake

Azusa Tsuneyoshi. Graduate of St. Cloud State, Tsuneyoshi attended the college for the 1944-45 academic school year, graduating in spring 1945. A participant in the 75th anniversary celebrations during his senior year, Tsuneyoshi married his co-committee member Matsushita a year after he graduated from St. Cloud State. Image: "T.C. to Celebrate Their Seventy-Fifth Anniversary." *University Chronicle* October 6, 1944.

VOL. XXII State Teachers College, St. Cloud, Minn., Friday, October 6, 1944

T. C. To Celebrate Their Seventy-Fifth Anniversary



Stearns House

Presentation of the "Belle of '69" and her "best friends" will begin the activities scheduled for the combined celebration of the seventy-fifth anniversary and homecoming week. The presentation will be made at convocation, Monday, by Delores Oster, chairman of the anniversary committees. Also on the program will be the portrayal of the "Days of '69" by the Lawrence hall girls. During the afternoon an anniversary program will be broadcast from 4:30 to 5:00 p. m. over KFAM.

The "Days of '69" will be reenacted on Tuesday when students and faculty alike appear on the campus and in classes clad in costumes like those of the first T.C. students. In the afternoon a tea will be given at Lawrence hall in honor of the members of the early classes who reside in St. Cloud; and beginning at 4:30 a program and picnic for students and faculty will take place at Talahi lodge.

Thursday morning at convocation a historical review of college events since 1869 will be given, followed at 10:10 by a meeting of the Teachers College board and presidents. A dinner in their honor is planned for 6:00 p. m. at the St. Cloud Hotel. Faculty members and their wives, administrative personnel, and alumni are invited.

Shoemaker hall will be host at a dinner in honor of Governor and Mrs. Thyne, Friday at 6:00 p. m. Following the dinner, Governor Thyne will speak at Eastman hall.

Saturday the St. Cloud Teachers College Alumni association invites faculty and alumni to attend a breakfast at Talahi lodge from 8:00 to 9:00 a. m.

During the week anniversary programs will be given at Kiwanis, Rotary, Lions Club, and Chamber of Commerce at their regular meetings. Closing the anniversary-homecoming week will be luncheons and teas sponsored by the college societies.

Under the direction of Delores Oster, general chairman, various committees are completing preparations for the celebration.

Heading the radio skit is Marie Scheffhout with Francis Bickham, Josephine Sevada and Jeanette Beardsly.

The committee for the election of the "Belle of '69" consists of Phyllis Glaser, chairman, Florence Roberts, Alice Gardner, Helen Hawley, Mary Stark, Mae Kolstad, Bernice Miller, and Barbara Somson.

Working with costumes are Jean Webster, chairman, Jean Albert, Ivy Hildebrand, Joan Woods, James Comer, Gladys Lolja, Carolyn Vaughan, and Helen Dickmeyer.

The library committee in charge of displays and exhibits is composed of Marjorie Gosch, chairman, Doris Adams, Clifford Balder, Mary Lou Friedrich, Florence Hirth, Juanita Johnson, Kathryn Lewis, Katherine Lindquist, Margaret Lyons, Haruko Matsushita, Carroll Schutz, Elaine Schellenbarger, and Azusa Tsuneyoshi.

Beulah Hable is in charge of registration, with Daphne Bodenner, Ruth Zimpel, Florence Yetter, Venette Melsby, Elaine O'Keefe, Myrtle Marie Varner, and Jean Schellenbarger.

On the student committee for the Shoemaker hall dinner are Margaret Nash, chairman, Betsy Moore and Shirley Webb.

In charge of the refreshments are James Comer, chairman, Azusa Tsuneyoshi, Linnæ Lindeman, Clifford Balder, Ruth Osgood, Frances Bickham, and Carroll Schutz.

On the publicity committee are Maxine Johnson as chairman, Joan Woods, Evangeline Poetter, and Dolores Hannaman.



First Old Main

Campus Undergoes Many Changes Since Normal School Established

One building, one acre—the foundation of the T.C. of today; the beginning of the third State Teachers college in Minnesota.

Students of the St. Cloud Normal school of 1869 ate, slept, studied, and attended classes in only one building; the Stearns house. The one acre of land on the banks of the Mississippi River purchased for the new school was selected from among several others because of its natural beauty. Another site was rejected because of its nearness to the saloons. The Stearns house, formerly a hotel.

Lawrence Hall Built

A new home was built and opened for the use of young women in the fall of 1885 and the Stearns house turned into a boarding hall for young men students. The new dormitory was destroyed by fire in 1905. According to a history written by Miss Isabel Lawrence, "the kindly citizens of St. Cloud, none more hospitable in the world, vied with each other in extending help to the Normal school. They entertained the young ladies in their own homes and raised so large a fund to supply losses of clothes and money that it was found to double the sum that the young

Figure 26. T.C. To Celebrate Their Seventy-Fifth Anniversary

Key Objects: Copy of Executive Order 9066, Images of Japanese American students who attended the college throughout the war era.

Figure 27. Changing Environment Key Objects

Document Interaction

Another opportunity for participants to not only learn about the past, but also gain historical analysis skills. On top of being one of the most influential documents of the era, by specifically being given the opportunity to interact with Executive Order 9066 the guide is able to “train students in the four key strategies historians use: sourcing, corroboration, close reading, and contextualization.”¹³⁹ This program not only teaches about the campus during the WWII era, but reinforces the development of historical analysis and critical thinking-based approaches to document and information analysis.

Group Discussion

When writing about shared authority in museum spaces consultant Kathleen McLean observed “I find it curious that educators spend so much time trying to develop engaging questions to help visitors make sense of curatorial content, when visitors bring their own questions to their experiences in museums.”¹⁴⁰ Participants having the opportunity to interact with each other is critical for a number of reasons. First, a deeper and more personalized experience is available through guest interaction. Secondly, guests are invited into the historical process and the guide becomes a facilitator of the experience versus forced into the position of the sole authority figure.

Role Playing

By asking participants to share what communities they are a part of, the guide gives them a chance to bring their whole selves into the experience while also educating themselves on what is relevant to the participants' lived experience. The responsibility to build relevance and connections falls to the guide. By giving space for this exchange of lived experience, the guide

¹³⁹ Abby Reisman. “Teaching Students to Think like Historians.” (Philadelphia: Penn Graduate School of Education, 2021). <https://www.gse.upenn.edu/news/educators-playbook/teaching-students-think-historians>.

¹⁴⁰ Bill Adair, Benjamin Filene, Laura Koloski, and Kathleen McLean. *Letting Go?: Sharing Historical Authority in a User-Generated World*. (London: Routledge, 2020).

builds a groundwork for themselves to make connections between the content and the guest for the remainder of the experience. As Nina Simon writes “While kind welcomes are a good start, you can’t treat visitors as individuals until you actually know what is unique about each of them.”¹⁴¹

Inquiry

“Information that’s relevant to us really has two qualities: it’s meaningful and it’s personal.”¹⁴² In this space, guests are being asked to use their own personal experiences to personalize the tour for themselves. I wrote this program during 2020, when everyone in their own way, and from their own perspective, lived through a global pandemic, a social uprising, and a cultural re-evaluation of society and the systemic issues we all face and live in and under. Asking guests to identify for themselves how global issues changed their personal lives prompts them to more readily understand the dual nature of how international events can have both systemic and personal impacts.

Interpretive Methodology: Document interaction, group discussion, role playing, inquiry

Figure 28. Changing Environment Interpretive Methodology

Throughout the war era there was a heavy reliance on group activities, and a community-oriented approach to student-led war activities. To transition to the next station on student leadership, participants should begin to not only think about how the external world can influence groups, but how groups of people can collaborate to insert influence on their environments. As historical interpretation experts Beck and Cable note in their foundational text *The Gifts of Interpretation* “to be effective, interpreters of history must personalize the past and

¹⁴¹ Nina Simon. *The Participatory Museum*. (Santa Cruz: Museum 2.0, 2010).

¹⁴² Sam H. Ham. *Interpretation: Making a Difference on Purpose*. (Golden: Fulcrum Publishing, 2013).

relate it to the present with an eye toward the future.”¹⁴³ By starting with the personal understandings of community and what they mean to the participants, the interpreter has the chance to build the necessary knowledge to allow guests to understand the function students and student-led organizations had on campus throughout the war years.

Transition Out: “The world changed quickly for our students, and the needs of the community on campus changed. With the administration focusing on pivoting to meet the needs to the new army air force as well as the financial realities of a small student body, responding to the Homefront initiatives and the new realities of living in a country at war students took on leadership responsibilities to pivot the student body to focus on the war efforts. The student body was a community in transition. As we walk towards Riverview I would like you to define the word *community*.”

Time to Next Station: 5 min.

Figure 29. Changing Environment Transition Out

Station: Student Leadership

Leadership in small communities, especially in organizations, groups, and communities led by women, is a well-documented historical phenomenon in times of crisis. Both in contemporary times, and during WWII, women stepping into leadership roles to address community concerns and coordinate community-based collective action is a common and recurring practice. As UK based women’s rights group Womankind Worldwide notes “The idea of people coming together in groups to support one another or create change is not new. For decades women have found strength to push back against women’s rights violations through collective actions including in times of national crises – to improve the communities that they live in.”¹⁴⁴

¹⁴³ Larry Beck and Ted T. Cable. *The Gifts of Interpretation: Fifteen Guiding Principles for Interpreting Nature and Culture*. (Urbana: Sagamore Publishing, 2015).

¹⁴⁴ Christina Cadore. “The Power of Collective Action in Time of Crisis.” Womankind Worldwide, October 14, 2020. <https://www.womankind.org.uk/the-power-of-collective-action-in-time-of-crisis/>.

<p><u>Objective:</u> Guests will identify the variety of ways students functioned as a community during the war years that functioned as internal influences on the student campus community.</p>

Figure 30. Student Leadership Objective

Riverview was utilized for homefront activities throughout the war years. Riverview is one of the places we know from the historical documentation of the era where they had Victory Gardens on campus. Additionally, with its function as a laboratory school during the era, it physically ties into the content focus on pre-service teachers seeing their enrollment in college as a patriotic act. By placing these abstract concepts in a tour stop that has physical connections to the content it makes the information more tangible and therefore accessible for the participants.

<u>Location:</u> Front of Riverview	<u>Time in Station:</u> 7 min.
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Figure 31. Student Leadership Location and Time

The goal of this station is to communicate the ways in which student-led organizations and individual students internalized the realities of living through the war era and the ways in which they chose to enact change on campus as a response to living through wartime realities. This demonstration of young adults, mostly women, and future educators is an important showcase of how historically buried narratives and perspectives have enacted change over time and how each of these respective groups and identities continue to influence their communities today. Pedagogically, a straight recitation of these facts would be a hard concept for a general audience to personalize and internalize as an essential lesson to apply to themselves and contemporary culture. As noted in Vagnone and Ryan's *Anarchist's Guide to Historic House Museums*, "Unfortunately, the presentations (in museums) tend to resemble the dreaded situation at a party when an individual dominates the conversation and leaves everyone else personally unengaged. Guests leave with ambivalent feelings because they did not participate in a dialogue,

but rather suffered through a monologue.”¹⁴⁵ Participants engage with the concepts of community and patriotism from their own perspectives, while also identifying the ways in which it happened during our focused period of interpretation in the WWII era.

<p><u>Main Content Points:</u></p> <ul style="list-style-type: none"> • Student organizations pivoted their focus towards national and local homefront initiatives under the guidance of the new War Activities Committee • Social aspect to the participation and completion of war supporting activities • Students also viewed attending college as a patriotic act 	<p><u>Discussion Question(s):</u></p> <ul style="list-style-type: none"> • How do you define the term <i>community</i>? • Can communities change over time, or do they then become a different community? • What does it mean to be patriotic?
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32. Student Leadership Content and Discussion Questions

¹⁴⁵ Franklin D. Vagnone, Deborah E. Ryan, and Olivia B. Cothren. *Anarchist's Guide to Historic House Museums*. (Walnut Creek: Left Coast Press, Inc., 2016).

“Community” definitions placard, as defined by Merriam-Webster Dictionary. This allows guests to discuss the wide variety of definitions the word means and build a common lexicon for the whole group while still honoring individual experiences and thoughts.

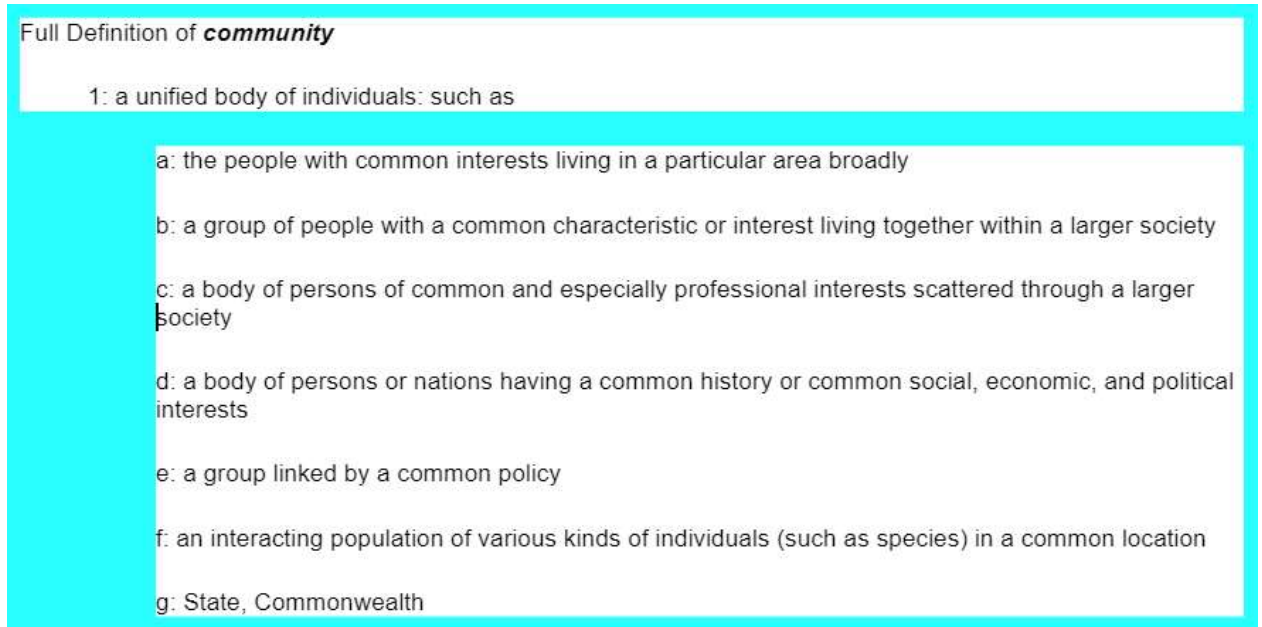


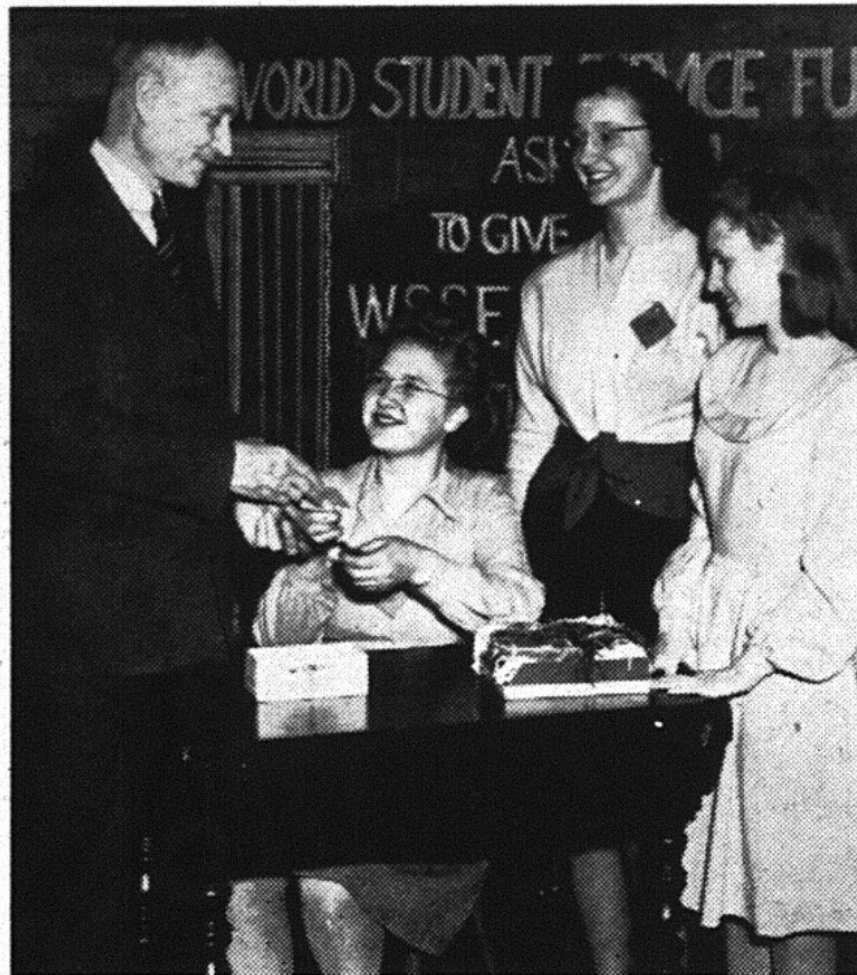
Figure 33. Definitions of “Community”

Images of Homefront Activities:

“St. Cloud Teachers College Surpasses Goal as Local W.S.S.F Drive Comes to a Close.”

University Chronicle, February 28, 1946. Image of President Brainard participating in a student fundraiser for the World Student Services Fund.

St. Cloud Teachers College Surpasses Goal As Local W.S.S.F. Drive Comes To Close



First tickets subscribed to the World Student Service Fund at the College were purchased by President D. S. Brainard. Pictured with him are Winnifred Hanson (seated) Mary Louise Mayberry, and Mavis Kennedy, Danforth foundation fellow, and W.S.S.F., speaker at the convocation beginning the drive. (Courtesy *St. Cloud Daily Times*)

Figure 34. St. Cloud Teachers College Surpasses Goal as Local W.S.S.F Drive Comes to a Close

“Victory Book Contributors.” *University Chronicle* February 13, 1942. Image from the Chronicle of Rose Ettesvold, Marion Sjolín, and Helen Mattson when they organized books collected for overseas troops through the Victory Book Campaign held on campus.



Figure 35. Victory Book Contributors

“Red Cross Drive Completed on Campus.” *University Chronicle* April 5, 1944. Headline news and picture of a group of students at the completion of a fundraising drive for the Red Cross, which included a first-hand account from a member of the 72nd Detachment discussing the work he had seen the Red Cross complete overseas.

Red Cross Drive Completed On Campus



Courtesy of St. Cloud Times

Team captains for the drive included: front row (left to right), Ardith Burrell, Helen Older, Gallerane Vitali, Lillian Anshus, Lois Nisson, and Mildred Geistfield; second row, LaVern Skaja, Norma Arvidson, Janet Helstrom, Nancy Nelson, and Florence Yetter; third row, Haruko Matsushita, Rita Mae Hoffmann, Elaine Nyhus, Virgie Olson, Mildred Faust, and Orvilla Brunskill; fourth row, Ruth Mahon, Merced Hellickson, Kathleen Wasche, and Shirley Edberg; fifth row, Dorothy Vandergon, Joyce Sayer, and Dorothy Jepsen.

T C Students Give To Worthy Cause

Memberships totaling \$207 are the results of the Red Cross drive held on the campus during the week of March 19 to 24.

Drive Launched
An announcement during Monday convocation by Kathleen Wasche, chairman of the war activities committee, launched the drive. At the same time, aviation student Albert Smith, stationed with the 72nd detachment of the air force, told the students and faculty members of the work he'd seen the Red Cross doing overseas. He mentioned several specific examples where the Red Cross had come to the help of someone he knew, and he also mentioned the different ways in which the organization carried on its work at the front.

Students Assist
The drive, conducted by faculty adviser, Miss Marie E. Case, physical education instructor, and student chairman, Helen Older, junior, was carried out through a system of team captains who contacted every student on the campus. Each team captain solicited ten members of the student body. The record of each day's score was tabulated on a chart made by the art poster bureau and placed in the post office. Helen Older's team was the first of several teams to turn in one hundred percent. James Comer's team of T.C. boys also turned in one hundred percent.

Others Contribute
Besides the memberships bought by the students, the faculty members

36. Red Cross Drive Complete on Campus

Unknown. *Untitled*. Document. St. Cloud, n.d.. St. Cloud State University Archives.

Propaganda poster for St. Cloud State students. Poster utilized to show the patriotism associated with training to become a teacher during the WWII era, and preparing students and communities for the world after the war era.

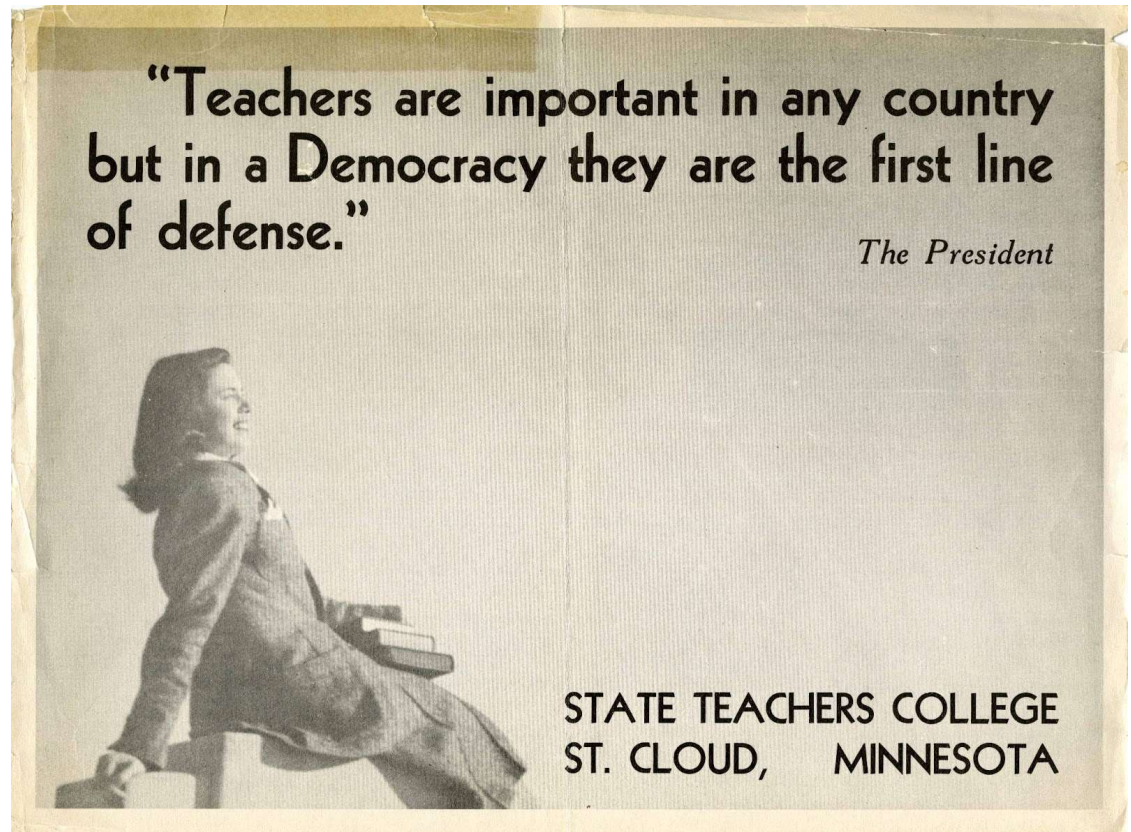


Figure 37. Propaganda Poster

"I Stay at Home to Teach." *University Chronicle* April 5, 1944. St. Cloud State University Archives, Records of the University Chronicle. Pg. 1. This short, student produced work, is demonstrative of the belief that preparing to be a teacher during the war era was still seen as a patriotic duty and was incorporated into homefront ideology on campus.

I Stay At Home To Teach

By Ivah E. Green

Editor's note: The following poem by Miss Green appeared in the February issue of the Minnesota Journal of Education.

I am the teacher in a world at war;
No uniform have I,—no wings, no bars;
No medals do I wear for valor shown,
No service stripes, no clusters, and no stars.

You will not see me in the serried line
That marches on to war's grim recompense,
And yet I march—although no bugle note
Has summoned me in stern melliflence

I keep my vigil in the country school;
I send our flag aloft, I lead a pledge
Of faithful fond devotion to that flag,—
The symbol of a noble heritage.

In village small or city's wide domain
I serve my country in un-numbered ways;
To safeguard children and to bulwark homes
I "gladly teach"; my duty done, my praise.

For those who go to scan the face of Death
I have a charge to keep,—and no release
By day or night; and 'til their safe return
My obligations hourly increase.

For thus I help to hold the home line firm;
I shall not shirk that task, nor seek reprieve
So long as boys and men hold firm their lines
Because of what I teach, and they believe.

Figure 38. I Stay at Home to Teach

Key Objects: Community definitions placard, images of homefront activities, Propaganda poster for teachers at SCTC, "I Stay at Home to Teach," *University Chronicle*, April 5, 1944.

Figure 39. Key Objects

Group Discussion

The goal of the interpreter in this station is to bridge the gap between the WWII era and how the campus community was shaped by external influences brought on by a global event, and how the participants' lives have been shaped. The tour guide should provide information and context, not necessarily conclusions. As Vagnone and Ryan note in their *Anarchist's Guide to Historic House Museums* "Contextual awareness requires conversations that are about more than just the good times. Earlier inhabitants often endured very difficult events and were not immune to rape, slavery, war, bigotry, and political unrest. Relaying their stories of survival through these and other challenges potentially fosters a conversation, invites a diversity of opinion, and welcomes healthy discord as a healthy component in a civic dialogue."¹⁴⁶

Document Interaction

"The focus was on students creating their own big ideas and seeking the facts to support their arguments about what really happened in the era."¹⁴⁷ As Bruce notes in her work on teaching with primary documents, to gain an in-depth understanding of an era and to be able to participate in the historical process by interacting with primary documents students need to be provided with appropriate guidance and support. These documents humanize the subjects and content, as well as work towards this program's goal of inviting the participants into the process of historical analysis. By facilitating an experience with the documents, the historical interpreter invites discourse and analysis, while making the content tangible.

¹⁴⁶ Franklin D. Vagnone, Deborah E. Ryan, and Olivia B. Cothren. *Anarchist's Guide to Historic House Museums*. (Walnut Creek: Left Coast Press, Inc., 2016).

¹⁴⁷ S. G. Grant, Jill M. Gradwell, Andrew Beiter, Mary Beth Bruce, Tricia Davis, Julie Doyle, Sarah Foels, et al. *Teaching History with Big Ideas Cases of Ambitious Teachers*. (Lanham: R&L Education, 2010).

Inquiry

The key concept of this station is that the campus community demonstrated agency in the way in which the students of the era chose to act upon their situations and local community during war time. But to make this point, the program presents questions designed to connect the historical content to the reality of communities, and our definitions of culturally relevant terminology (in this program's case "patriotic"), to the concept of community agency and fluidity. To make these connections participant input and the sharing of personal experiences and ideas need entry points into the conversation. As noted by Nina Simon "there are two counter-intuitive principles at the heart of the successful participatory projects. First, participants thrive on constraints, not open-ended opportunities for self expression. And second, to collaborate confidently with strangers, participants need to engage through personal, not social, entry points."¹⁴⁸ By reflecting on their own identities and ideas, the interpreter can personalize the realities of the wartime campus student's agency and sense of community for the participants.

<p><u>Interpretive Methodology</u>: Group discussion, document interaction, inquiry</p>

Figure 40. Student Leadership Interpretive Methodology

The relevance of this program is tied to making the mentality and decisions of the students who lived and learned on campus tangible to a contemporary audience. The vast majority of individuals who will experience this tour have some connection to the campus, as either students and alumni or staff and faculty members, and the interpreter needs them to utilize their own experiences to understand the past. Local historian Joseph Amato notes, "to write local history is to take the two opposite poles of rethinking home and place while defining this modern

¹⁴⁸Nina Simon. *The Participatory Museum*. (Santa Cruz: Museum 2.0, 2010).

era and these contemporary times.”¹⁴⁹ By pushing people to think in terms of both our actions and reactions to local and global events, the interpreter gives the participant a framework in which to gain a deeper understanding of the actions and choices made by the campus community throughout the war era.

Transition Out: We’ve talked about both external and internal influences that the students on campus had to interact with during the war years. As students made decisions that both affected themselves and the campus community, they also affected the larger central Minnesota region. Now I invite you to reflect on any education or training you have received in the past. At the next stop I’d like you to discuss how your educational experiences impacted someone else.

Time to Next Station: 5 min.

Figure 41. Student Leadership Transition Out

Station: Shaping the Campus

Established in 2016 as a collective of museum professionals, MASS Action (Museums As Sites for Social action) focuses on equity, programming, and community engagement in museum spaces. Written in the following years, the MASS Action toolkit was written as a guidebook for museums on how to promote equity within their own spaces. When discussing interpretation the handbook states, “At their core, museums are generators of narratives and ways of thinking; they should be aware of their role as eminent cultural meaning-makers and make space for institutional self reflection and a diversity of interpretive perspectives. Museums should move toward interpretive approaches that are grounded in complex and universal narratives but guided by heterogeneous collectivity.”¹⁵⁰

¹⁴⁹ Joseph A. Amato. *Rethinking Home: A Case for Writing Local History*. (Berkeley: University of California Press, 2002).

¹⁵⁰ Annie Anderson, Ashley Rogers, Emily Potter, Elon Cook, Karleen Gardner, Mike Murawski, Swarupa Anila, and Alyssa Machida. “Liberating the Narrative.” Minneapolis, 2017. https://static1.squarespace.com/static/58fa685dff7c50f78be5f2b2/t/59dcdd27e5dd5b5a1b51d9d8/1507646780650/T OOLKIT_10_2017.pdf. & Adair, Bill, Benjamin Filene, Laura Koloski, and Kathleen McLean. *Letting Go?: Sharing Historical Authority in a User-Generated World*. (London: Routledge, 2020).

<p><u>Objective:</u> Guests will explore how the students who attended the St. Cloud State affected the central Minnesota community during and after the WWII era.</p>
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Figure 42. Shaping the Campus Objective

During this tour stop the historical interpreter discusses how the campus community changed themselves and their everyday practices in response to the war, as well as how the campus community had an effect on the region as well throughout the era. Eastman Hall has undergone a large amount of change recently, as it did throughout the war era. In both eras the physical space pivoted to meet the current needs of individuals on campus. During WWII housing services related to having the 72nd Detachment stationed on campus. Today, the building has been remodeled from athletic facilities to student health services. In both cases, the physical building was adapted to meet the current needs of the campus community as a response to both internal and external factors.

<u>Location:</u> Eastman Hall	<u>Time in Station:</u> 7 min.
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Figure 43. Shaping the Campus Location and Time

In this stop the interpreter will prove arguments based on the research of the era that focus on themes of youth agency and physical and social changes throughout the war era. The key to making these themes relevant and tangible is to start with a topic that is both personal and easy to understand, in this instance each individual's educational, training, and/or professional experiences. When discussing relevance for museum participants Nina Simon states "if you are trying to understand how to build a door for a particular community, the best way to do it is to see what kind of doors that community willing, joyfully walks into in other contexts."¹⁵¹ Our

¹⁵¹Nina Simon. *The Art of Relevance*. (Santa Cruz: Museum 2.0, 2016).

door, while we are showing the campus and discussing the WWII era, is the participant's personal experience with education and how that affected them and others in their lives.

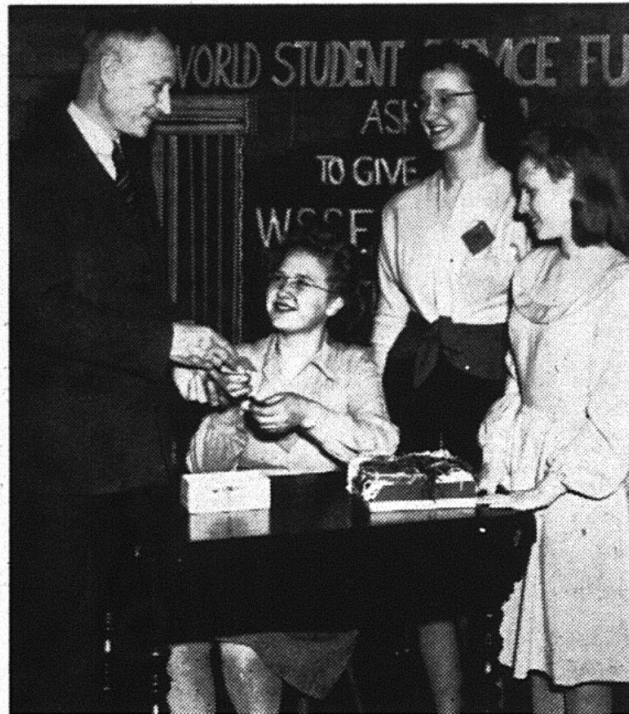
<p><u>Main Content Points:</u></p> <ul style="list-style-type: none"> ● The vast majority of the students who attended the school went on to work in the public school system, and the public service aspect of their actions on campus continued into their professional lives ● Fundraising and student initiatives provided support for a variety of organizations <ul style="list-style-type: none"> ○ World Student Services Fund ○ War Bonds: \$190,384 total sales ○ Red Cross support ○ Scrap metal drives ○ Book drives ○ Contact with alumni serving overseas ● Physical expansion of the campus to support the large student body <ul style="list-style-type: none"> ○ Veteran housing complex ○ Expansion into the local community 	<p><u>Discussion Question(s):</u></p> <ul style="list-style-type: none"> ● How did the education or training you've received impact another person? ● Looking at your document(s), what external influence did students have? ● Looking at the aerial images of the campus over time, what changed after the war era?
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Figure 44. Shaping the Campus Content and Discussion Points

“St. Cloud Teachers College Surpasses Goal as Local W.S.S.F Drive Comes to a Close.”

University Chronicle, February 28, 1946. St. Cloud State University Archives, Records of the *University Chronicle*. Pg. 1. Image of President Brainard participating in a student fundraiser for the World Student Services Fund. Reused from a previous station, this image is demonstrative of how students personalized fundraising for international organizations, like the World Student Services Fund, on campus.

**St. Cloud Teachers College Surpasses Goal
As Local W.S.S.F. Drive Comes To Close**



First tickets subscribed to the World Student Service Fund at the College were purchased by President D. S. Brainard. Pictured with him are Winnifred Hanson (seated) Mary Louise Mayberry, and Mavis Kennedy, Danforth foundation fellow, and W.S.S.F., speaker at the convocation beginning the drive. (Courtesy St. Cloud Daily Times)

Figure 34. St. Cloud Teachers College Surpasses Goal as Local W.S.S.F Drive Comes to a Close

“Queen Dorothy Tops War Workers.” *University Chronicle* April 2, 1943. St. Cloud State University Archives, Records of the University Chronicle. P. 1. Image of Susan Begin selling a war bond to Jim Roes to cast his vote between Dorothy Yungers and Elaine Johnson to elect a War Bond Queen. This national program was to promote further war bond sales, the school participated as their own self-identified community versus the many of entrants who participated in city-wide contests.

QUEEN DOROTHY TOPS WAR WORKERS



Courtesy of St. Cloud Times

“Kind of a delicate situation isn't it?” Susan Begin sympathizes with Jim Roes as he vacillates between Dorothy Yungers and Elaine Johnson, queen candidates.

Dorothy Yungers, senior business education major, is elected S. T. C.'s winner in the nation-wide bond-stamp selling campaign sponsored by the Associated Collegiate Press and Collegiate Digest. 39,790 votes were cast for Dorothy; \$379.90 in bonds and stamps were sold in her name.

Dorothy's photograph has been submitted to the national committee, and the announcement of the

national winner will probably be made in May. The national winner is awarded a \$50 war bond and has the honor of being “cover girl” on an issue of the *Collegiate Digest*, national college magazine.

152,860 votes were cast for the ten candidates. Organizations were encouraged to sponsor candidates and three organizations bought their first bonds in the name of the candidates they backed.

Figure 45. Queen Dorothy Tops War Workers

"Red Cross Class Will Begin Soon." *University Chronicle* November 19, 1943. St. Cloud State University Archives, Records of the University Chronicle. P. 1 Advertisement for upcoming Red Cross class that offers to teach skills relevant to both homemaking and potential war services overseas. Although the school did not choose to officially adjust coursework or loads, new classes like these were offered with direct ties to war related topics and homefront and wartime needs.

Red Cross Class Will Begin Soon

Plans for home nursing instruction, sponsored by the American Red Cross, are now being formulated under the direction of Miss Frances Gunlaugson, college nurse.

This course provides basic training in fundamental nursing procedures and is divided into four units. A Red Cross certificate will be awarded upon successful completion of the course.

The class has been limited to twenty students; however, additional classes will be formed if the demand proves to be great enough.

Miss Gunlaugson states, "Red Cross home nursing will help teach you to maintain a healthy home which is an important wartime responsibility for those who remain behind. It will better equip you to give simple nursing care, thereby relieving many of the doctors and nurses needed by the armed forces."

Figure 46. Red Cross Class Will Begin Soon

"Continue Support! Help Remove Scrap Metal," *College Chronicle* February 25, 1944.

St. Cloud State University Archives, Records of the University Chronicle. P. 2. The student newspaper published this article for students to continue their war activities by going through metal scraps produced by both the campus newspaper the *College Chronicle* and the student yearbook *Talahi*. The Student War Committee submitted this request.

CONTINUE SUPPORT! *Help Remove Scrap Metal*

Making surgical dressings, serving as canteen hostesses, buying stamps and bonds—so far these are the main war activities which have been successfully stressed here at T. C.

How much participation and cooperation have you given these T.C. activities? What plea from the war activities committee have you backed and really pushed? Yes, you say you've done your part, you've bought war stamps and bonds and you've done surgical dressings. They're all very important and no one can slack up in carrying out any of them. Now, T.C. is giving you another opportunity to do your part. It's asking you to help carry out a new project based on the government's calling in of scrap metal.

Stored away around the college are boxes upon boxes of old cuts that have been used by the *Talahi* and *Chronicle* staffs in former years.

Each consist of a copper or zinc plate mounted on a wooden block which fits into the printing presses. The metal plates have to be separated from the wooden blocks before they can be sent to a salvage depot. The war activities committee is sponsoring the work of getting these cuts ready to ship.

Come on out everybody and back them up. T.C. is your college, its success depends on you. Get in the scrap!

Figure 47. Continue Support! Help Remove Scrap Metal

“Victory Book Drive Going Strong.” *University Chronicle* January 30, 1942. The author of the article urges students to participate in a book drive. The donated books were donated to people serving overseas, and the drive was done as a participant of the Victory Book campaign, a national book drive by and for college students nationwide.

VICTORY BOOK DRIVE GOING STRONG, LIBRARY URGES STUDENTS TO HELP

Over 30 contributions have been received already in the drive to “Keep ‘Em Reading”—the Victory Book Campaign which is being carried on at the library. The V. B. C. is a national drive sponsored by the American Library Association, the U. S. D. and the Red Cross.

It has been found that the soldiers, sailors and marines (for whom the books are collected) prefer adventure, mystery, humor, sports, westerns and aviation in the fiction group. The student committee with Juanita M. Bell, supervisor for the local

V. B. C., states that there is an especial need for texts of all kinds—psychology, music, business, mathematics, history, etc. Students are urged to put them in the box near the entrance desk.




Figure 48. Victory Book Drive Going Strong, Library Urges Students to Help

Key Objects: WSSF student photos, War bond advertisements from *The Chronicle*, Red Cross class advertisements, scrap metal notice, book drive notice, “From an Army Bunk” article, campus images from: 1869, 1930, 1946, 1963, and 2005

Figure 49. Shaping the Campus Key Objects

Document Interaction

Participants in this program are asked to articulate how their actions affect other people, and we use the students during the WWII era as an entry point into this conversation. Reflecting on our connection and affect on other people is a largely abstract concept and by using common primary sources, we give everyone a common starting point to openly discuss the larger, more

abstract concept of our relationships to communities. Additionally, specific incidents and actions are more pedagogically impactful than general ideas. As noted in *Teaching History with Big Ideas* “when history is rooted in a big idea approach, students seem better able to articulate their views rather than simply regurgitate information learned during a lecture from a textbook.”¹⁵²

Compare and Contrast

Guests interact with each other in this station about their own experiences as well as about the historical documents. This spreads information about the historical topic in an organic way, as well as allows the participants to decide what information is discussed and highlighted. As Nina Simon points out “people choose for themselves what is relevant. You (the interpreter) can’t dictate it from on high.”¹⁵³

Group Discussion

Nina Simon states “Trusting visitors as participants means accepting that their values are just as valid as those of the staff.”¹⁵⁴ Similar to the compare and contrast pedagogical strategy, guest discussion is critical to promoting an in-depth understanding of the content in a way that is relevant to the individual participants. Not always a simple or easy process, the key to this station is to facilitate an effective group discussion and relevant experiences with the primary documents.

Inquiry

On the surface, this station demonstrates how students on campus throughout the war affected the homefront efforts on both a local and national level. Going beyond that, the interpreter is asking the participants to begin to reflect on how choices they make affect other

¹⁵² S. G. Grant, Jill M. Gradwell, Andrew Beiter, Mary Beth Bruce, Tricia Davis, Julie Doyle, Sarah Foels, et al. *Teaching History with Big Ideas Cases of Ambitious Teachers*. (Lanham: R&L Education, 2010).

¹⁵³ Nina Simon. *The Art of Relevance*. (Santa Cruz, CA: Museum 2.0, 2016).

¹⁵⁴ Nina Simon. *The Participatory Museum*. (Santa Cruz, CA: Museum 2.0, 2010).

people, on both interpersonal levels as well as national and international levels. Beyond just asking people to do that though, the experience is scaffolded to start in something tangible, such as their own training and education. As cited in Beck and Cable's *The Gifts of Interpretation* "interpretation can add an intellectual spice to a basic emotion and motivate further experiences, knowledge, and action."¹⁵⁵ The goal of this program is to give people a more in-depth understanding of the contemporary world through studying history. Inquiry gives the participants of the program a chance to do that.

Interpretive Methodology: Document interaction, compare and contrast, group discussion, inquiry

Figure 50. Shaping the Campus Interpretive Methodology

This transition does not physically move people through space, like all of the other transitions throughout this program do. But, because physical movement has been utilized as the signal that we are changing stations and topics, the need to have people sit gives that nonverbal cue that the group has already utilized. Additionally, the physical movement combined with another prompt promotes continued participation and focus within the group. This use of an attention grabber, and the subsequent continued participation and retention of attention and information was demonstrated in Rosegard and Wilson's 2013 study attention and information retention. In this study, they discovered that there was a measurable increase of information retention and attention when an attention-grabbing strategy was utilized in an educational environment.¹⁵⁶

¹⁵⁵ Larry Beck and Ted T. Cable. *The Gifts of Interpretation: Fifteen Guiding Principles for Interpreting Nature and Culture*. (Urbana: Sagamore Publishing, 2015).

¹⁵⁶ Erik Rosegard and Jackson Wilson. "Capturing Students' Attention: An Empirical Study." *Journal of the Scholarship of Teaching and Learning* 13, no. 5 (December 2013), 1–20.
<https://doi.org/https://files.eric.ed.gov/fulltext/EJ1017063.pdf>.

Transition Out: *Have everyone sit down.* We've discussed the internal and external influences on the students, the long term effects of the era on the campus, as well as the agency students held. Do you notice any similarities between the war era campus and the modern campus?
Time to Next Station: 1 min.

Figure 51. Shaping the Campus Transition Out

Station: Conclusion

“Relevance is a moving target” Nina Simon notes” Your content can be relevant to different people at different times for different reasons, or not.”¹⁵⁷ The goal of this program was to be able to utilize the realities of attending St. Cloud State to give a voice to the students of the era while also promoting critical thinking about our contemporary world. By making history accessible, and drawing connections to today, our guests can more easily understand the past while gaining skills to assist them in understanding the world around them.

Objective: By examining the stories of students on the St. Cloud State campus during WWII we can reflect on how we are affected by the world around us as well as study our own individual agency and how decisions we make have an impact on local, national, and international scales.

Figure 52. Conclusion Objective

At this point, there is not a need to move from one station to another physical space given this is the conclusion for this program. Eastman Hall has very recently undergone major changes, due to the changing needs of the student body. This physical shift is a direct connection to both the social and physical changes that occurred on campus both during and because of WWII.

Location: Eastman Hall

Time in Station: 12 min.

Figure 53. Conclusion Location and Time

¹⁵⁷ Nina Simon. *The Art of Relevance*. (Santa Cruz: Museum 2.0, 2016).

“A healthy society has a vivid and accurate memory. (Historical) Interpreters play an essential role in keeping that memory alive and in making those memories speak to the issues of today, which is the gift of personalizing the past.”¹⁵⁸ The idea that a global event could affect every aspect of a person’s life is something easily identifiable for people. Because of this, the interpreter utilizes this personal experience to give the participants a more in depth understanding of the WWII era.

<p><u>Main Content Points:</u></p> <ul style="list-style-type: none"> • Students during the WWII era were both affected by and affected the realities of living on the homefront • Like the students on campus during the war era, we are also impacted by the world around us and also impact the communities we are members of • Thank you for participating in learning and sharing the complex stories of the individuals who made up the campus community during the WWII era 	<p><u>Discussion Question(s):</u></p> <ul style="list-style-type: none"> • What external factors do you think impacted the students the most? • What do you think were the most influential things the students did? • What similarities do you see between your own place in your community and the campus community that existed during the war era?
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Figure 54. Conclusion Content and Discussion Questions

¹⁵⁸ Larry Beck and Ted T. Cable. *The Gifts of Interpretation: Fifteen Guiding Principles for Interpreting Nature and Culture*. (Urbana: Sagamore Publishing, 2015).

A Commemorative Plaque in Lawrence Hall, St. Cloud State University. Picture by Kayla Stielow. This memorial plaque is located in Lawrence Hall, and is the only physical commemorative marker of the World War II era located on campus. Additionally, this plaque is where the tour started, bringing the tour into a complete circle and ending with a physical connection between the contemporary campus and the students who were a part of the college community during the war era. This picture is a tangible reminder of the plaque itself, which was viewed earlier.

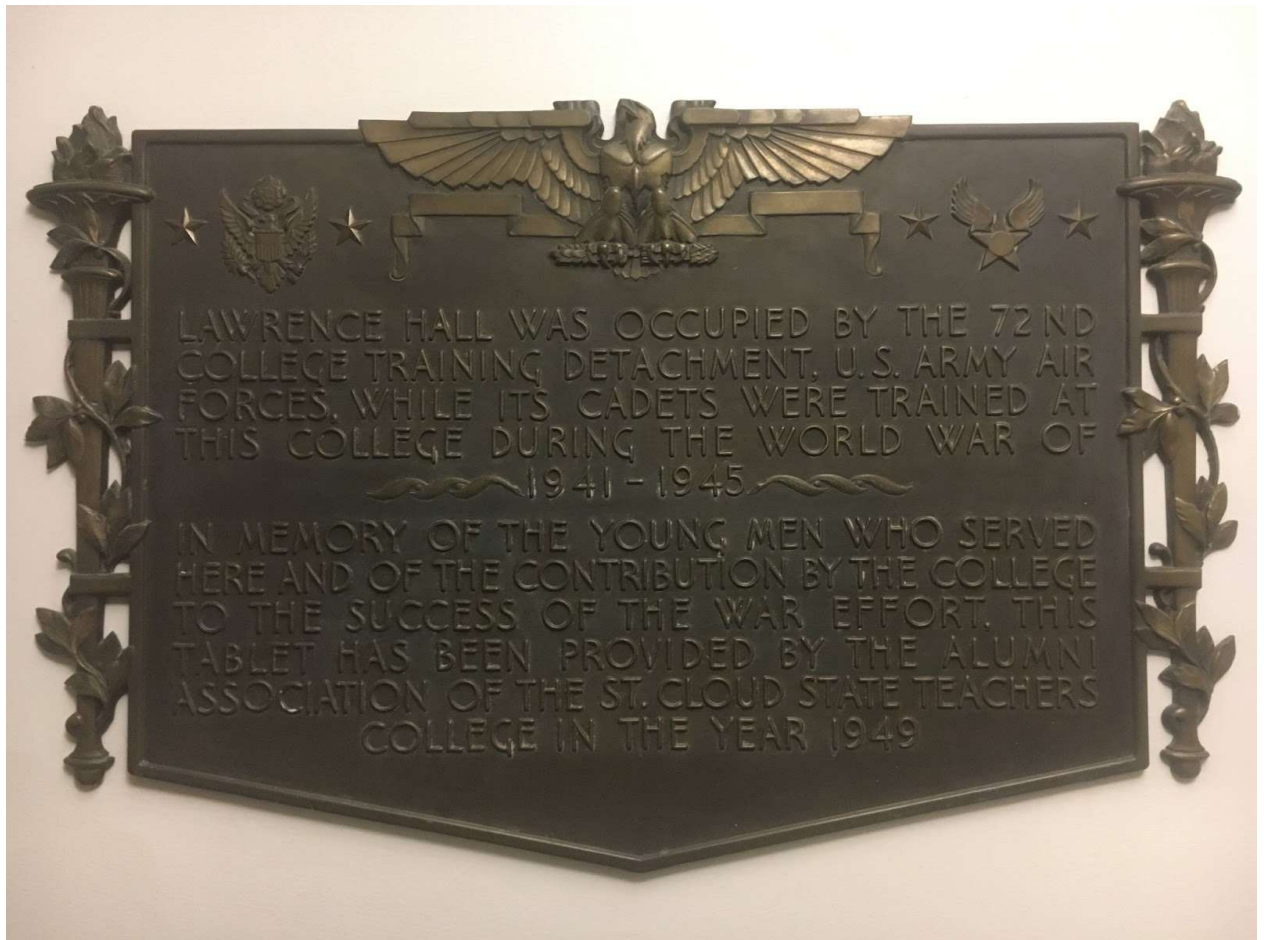


Figure 55. Lawrence Hall Plaque

Key Objects: Image of the Lawrence Hall plaque

Figure 56. Conclusion Key Objects

Group Discussion

This program is designed around the principles of participation, which makes it the simple and powerful pedagogical strategy to conclude the program. By combining the historical information, with the information that was the most relevant to the guest, with a reference back to both the beginning and the concrete evidence of the period located on campus we ground the program in a tangible object and the personal preferences of the visitor. Additionally, this final opportunity for discussion gives the guests the benefit of having the opportunity to discuss the topics with each other, versus becoming passive listeners to one speaker. The power of this strategy is discussed by Nina Simon, stating “this is the power of visitor participation: it leverages the knowledge, experience, and passions of everyone who walks through the museum doors to provide a diverse set of interpretations.”¹⁵⁹

<h3>Interpretive Methodology: Group Discussion</h3>

Figure 57. Conclusion Interpretive Methodology

Joseph Amato’s *Rethinking Home*, where the referenced quote is from, “people of every place and time deserve a history” is the idea that local history holds the power to allow all of us to connect to our own communities, a theme that is found throughout this program.¹⁶⁰ This program was not designed to be a conclusive history of the campus, nor is it designed to give the conclusive story of the WWII era. The program was specifically designed to bring to light the excluded narratives of women and students who impacted and led the campus throughout the WWII era while also empowering participants through the use of historical analysis and critical thinking.

¹⁵⁹ Bill Adair, Benjamin Filene, Laura Koloski, and Kathleen McLean. *Letting Go?: Sharing Historical Authority in a User-Generated World*. (London: Routledge, 2020).

¹⁶⁰ Joseph A. Amato. *Rethinking Home: A Case for Writing Local History*. (Berkeley: University of California Press, 2002).

Transition Out: Thank you for taking the time to learn and discuss the students who both influenced and attended St. Cloud State during the war era. When I was a new grad student here one of my assigned readings simply, yet boldly, stated “every person deserves a well done professional history.” Through the discussions we had today I hope I did the WWII era students justice. If I could ask you one more request of you before you leave, I’d ask you to reflect on other silenced and erased stories you may come across and how you can amplify those narratives in the work you do and the communities you find yourself a member of. Thank you for your time and participation today, please feel free to hang back after or reach out to me with any further questions or comments.

Figure 58. Conclusion Transition Out

Conclusion

Freeman Tilden is widely regarded as the founder of cultural and historical interpretation. In the 1940s he began working with the National Park Service as well as writing about the parks. Throughout his work he wrote several books that laid out the foundations to interpreting national and state parks, as well as best practices for all other heritage spaces. In *Interpreting Our Heritage*, which is widely regarded as the foundation of contemporary interpretation and universally required reading for anyone wishing to professionally interpret history, he states “the chief aim of interpretation is not instruction, but provocation.”¹⁶¹ As established by Tilden, effective programming combines historical research, analysis, sound pedagogical strategy, and contemporary relevance.

The objective of this program is “by examining the stories of students on the St. Cloud State campus during WWII we can reflect on how we are affected by the world around us as well as study our own individual agency and how decisions we make have an impact on local, national, and international scales.” This final chapter was written as an explanation of the pedagogy and interpretive theory that was utilized to write the program. Much like the complementary first chapter, this demonstrates the research, theory, and evidence to support the

¹⁶¹ Freeman Tilden. *Interpreting Our Heritage*. (Chapel Hill: University of North Carolina Press, 1977).

interpretive choices made throughout the program. Through the combination of historical research and interpretation the program strives to provide an accurate, relevant, and understandable story of the era that provides tour participants with agency over their experience, opportunities to connect with others, and build their own critical thinking and historical analysis skills.

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