

UNIVERSITY OF WISCONSIN-EAU CLAIRE

UNINTENDED CONSEQUENCES:
How Veterans Under the G.I. Bill Influence UWEC

HISTORY 489: RESEARCH SEMINAR

PROFESSOR: DR. JOHN MANN

COOPERATING PROFESSOR: DR. CHAD RONNANDER

DEPARTMENT OF HISTORY

BY

SCOTTY OSBORN

EAU CLAIRE, WISCONSIN

MAY 2008

CONTENTS

ABSTRACT.....	3
INTRODUCTION.....	4
1. STRUGGLES OF COLLEGES AND UNIVERSITIES.....	7
2. UWEC DURING WWII.....	11
Air Force Training Program	13
3. CREATION OF THE G.I. BILL.....	15
Provisions of the G.I. Bill and Its Usage By Veterans.....	17
Veterans Feelings Toward the G.I. Bill Regarding College Education.....	19
4. Veterans Impact at Eau Claire 1945-1950.....	22
1945-46 School Year: A Slow Start.....	22
1946-47 School Year: Boom Year	27
1947-48 School Year: Year of Change.....	31
1948-1949 School Year.....	33
1949-1950 School Year: Objectives Reached.....	34
CONCLUSION.....	36
Appendix	38
PRIMARY BIBLIOGRAPHY.....	41
SECONDARY BIBLIOGRAPHY.....	42

ABSTRACT

In 1944, Congress passed the Servicemen's Readjustment Act to give returning WWII soldiers special benefits for their service. The original intent of the G.I. Bill was to provide economic relief to the veterans until they could obtain a job. Unrealized at the time, the G.I. Bill's most important component would be the educational benefits that it provided for veterans. The Bill paid for the veterans' tuition to go to any college throughout the country. The veterans eagerly enrolled in college to obtain an education that could allow them to get a better job. The enrollment of these veterans provided tremendous relief to the colleges that were struggling during the war years, and they influenced the direction that higher education would take. This paper will specifically focus on the impact and influence that veterans had on the University of Wisconsin – Eau Claire, then the Eau Claire State Teachers College. From 1945-1950 the veterans shaped the direction of the college by the demands that they made. This would influence the college for years afterwards.

“Listen, that G.I. Bill was the best piece of legislation ever passed by the U.S. Congress, and it made modern America,” Stephen Ambrose, a famous World War II historian.¹

Introduction

The Servicemen’s Readjustment Act of 1944, better known as the G.I. Bill, was developed by Congress and President Franklin Roosevelt to assimilate veterans into society as they returned from the war. The G.I. Bill gave war veterans opportunities to obtain a college education, low interest loans for homes and businesses, and unemployment benefits. The G.I. Bill would help stabilize the American economy following the end of WWII and help the millions of veterans return to civilian life.

The G.I. Bill had a tremendous impact on American society, especially on colleges and returning veterans. Veterans were able to obtain valuable college educations, and the vast number of those veterans allowed the colleges to boost their sagging enrollments. Colleges that were once struggling to stay open during the war were now back in full swing. Colleges once again had the ability to make improvements and to expand their campuses. This piece of government legislation was important for not only millions of veterans, but thousands of colleges and the direction that they would take in the postwar years.

The veterans that went to college had a major influence on higher education. They wanted to use their education to get themselves a better job. Colleges had to meet these demands

¹ Lehrer, Jim. 2000. *Remembering the G.I. Bill*. PBS NewsHour: MacNeil/Lehrer Productions. http://www.pbs.org/newshour/bb/military/july-dec00/gibill_7-4.html, accessed 19 January 2008.

by changing the courses that they offered. Veterans pushed for liberal arts and technical degrees that would give them the necessary skills for the business world. A few colleges, mainly larger ones, were able offer these degrees and skills to meet the demands of the veterans. Other smaller colleges would have to change their curricula and faculties to offer liberal arts degrees. The University of Wisconsin-Eau Claire (UWEC) would be one of the colleges that had to make many changes during the post-war years to accommodate the veterans and meet their demands.

In order to understand the impact that the G.I. Bill had on colleges, specifically the University of Wisconsin-Eau Claire, we first have to recognize what colleges were like prior to and during the war. Therefore, this paper will briefly discuss the situation and problems that colleges and students in the United States faced during the war. Then the paper will focus on UWEC's history prior to 1945. The history of the University's enrollment, faculty size, student activities, and purpose provide the context necessary to understand post-war changes. Next, the paper will discuss the creation of the G.I. Bill and why policy makers felt that it was important. Then, the veterans' use of the G.I. Bill provisions will be shown by overwhelming statistics. Finally, the paper will return the focus on UWEC to see the impact of the veterans using the G.I. Bill from 1945 to 1950.²

Authors who have previously written about the G.I. Bill have typically focused on how veterans nationwide used the benefits of the G.I. Bill, or on how the benefits affected veterans' assimilation into a peace time society. Few historians have written about the relationship that the veterans and the colleges had in the post-war years. Previous works have described how the G.I. Bill was able to help veterans and transform American society. What this paper will do is to show how veterans using the G.I. Bill had a positive effect on the University of Wisconsin – Eau

² The G.I. Bill of 1944 would last until 1956, but because of the Korean War and other events, the impact of the veterans would be smaller after 1950.

Claire, called the Eau Claire State Teachers College at the time, and how they shaped the direction the UWEC went after the war.³

In order to show the relationship between colleges and veterans, this paper will use government documents, UWEC records, other colleges' records, newspapers, and articles. There are a number of primary and secondary sources that relate to the G.I. Bill, veterans, and college life in the post-war years. The primary sources provide valuable statistics and personal accounts. Veterans, college authorities, and other people associated with colleges have left interesting accounts of how the G.I. Bill, veterans, or colleges affected their lives. Secondary sources used in this paper provide information on many aspects of life in America leading up to WWII and through the post-war years. By discussing the issues that Americans faced during this time period, this paper will demonstrate how and why the G.I. Bill was important to veterans and colleges.

³ The University of Wisconsin – Eau Claire was originally established in 1916 as the Eau Claire State Teachers College. The University would go through a series of name changes, until 1972 when it received its present name.

Chapter 1: Struggles of Higher Education Institutions

On December 7, 1941 the United States was attacked by Japan at Pearl Harbor. The next day, the United States declared war on Japan, officially entering World War II. The United States then faced the task of mobilizing its armed forces. In 1941, the United States had a total of 1,461,000 soldiers in its armed forces. President Roosevelt called on Congress for an immediate massive expansion of the armed forces. At the time of Pearl Harbor, the United States had 37 Army divisions in some sort of training, but only one was fully trained and ready for deployment. Army planners estimated that 215 divisions and nine million men would be needed to run a successful campaign. This meant that the Army would have to increase its armed forces by over 7.5 million soldiers. The process of recruiting and training such a large number of soldiers would take the United States years to complete.⁴

By the beginning of 1942, the United States had doubled the size of its military to three million. During the next year, the United States more than doubled the size of the military again to 6,993,102. Many of these newly acquired soldiers were volunteers, but the vast majority were drafted. Of the 16 million people serving in the armed forces, just over 10 million were drafted. All men between the ages of 18 to 35 were eligible for the draft, but the majority of men who were enlisted were younger.⁵ The average age for a man in the Army was 26 years old. 23 years old was the average for those in the Navy.⁶ Thus, a large number of men who were in college or those who would have attended college were now manning machine guns, driving tanks, or flying planes.

⁴ Stone, M.P.W. *A Brief History of the U.S. Army in World War II*. Washington: U.S. Army Center for Military History, 2003.

⁵ Hoff-Grambau, Donna. 2002. *World War II*. <http://www.rootsweb.ancestry.com/~miisabel/militaryWWII.htm>, accessed 14 March 2008.

⁶ Henry, Mark, and Mike Chappell. 2000. *The U.S. Army in World War II (1) the Pacific*. Oxford: Osprey Publishing.

During WWII, all colleges saw their enrollments drop, and many saw dramatic decreases as male students were called off to serve their country in the war. The drop in enrollment also caused problems of unbalanced sex ratios, loss of faculty, and lack of funding. Enrollment decreases caused major financial problems for colleges; some were even forced to shut down. College presidents had to find ways to overcome these enormous problems in order to maintain their universities and to keep them running.

The national higher education enrollment dropped from 1,494,000 in 1939 when the outbreak of war occurred to 1,155,000 in 1943. Enrollment numbers were even lower in 1944, but the U.S. Census Bureau does not have a specific total for the number of students enrolled in universities. Colleges throughout the country saw their total enrollment numbers cut in half, some losing almost all of their male students. Larger colleges, such as the University of Wisconsin-Madison, saw over 13,000 alumni and students join the armed forces, causing the enrollment to drop by 50%. Smaller colleges did not send thousands of students like the big colleges, but the smaller colleges lost just as high of a percentage of their students.⁷

College enrollment drops were largely caused by students joining the armed forces, but others students left college to work in well paying war industries. One veteran from Oregon State University recalled his experience working in the forestry before he was called to duty. He remembered that experienced lumber workers were in high demand and even inexperienced people were given a chance. Students found it worthwhile to stop going to classes to become wood splitters because it was “good for the pocketbooks.” Colleges located near large factories also saw students leave to earn generous wages producing military material. Other college campuses had similar problems as other war industries lured away potential or current students

⁷ Statistics from U.S. Census Bureau. “Education Summary – High School Graduates, and College Enrollment and Degrees: 1900-2001.” *Statistical Abstract of the United States: 2003*: 35-36.

with high paying jobs. In 1944, as people began to see the end of the war in sight, this problem was somewhat corrected. Largely women and seventeen and eighteen year old men who were just out of high school returned to college because the high paying war industry jobs were less secure.⁸

Colleges became very unbalanced in sex ratios as men were forced to leave college because of being drafted into the armed services. The shortage of men on college campuses became very noticeable as the war progressed. Many colleges saw their male enrollment drop dramatically. Carleton College for example, one of the oldest colleges in Minnesota, saw its male enrollment drop from 455 to 93 during WWII. The army did not draft women into the war and women were allowed to help in very few areas in the armed forces, so women's enrollment remained high at almost every college. During this time, women also had a better chance of being accepted to colleges because colleges desperately needed students. The colleges were willing to accept women that they normally would not have accepted to increase enrollment. Thus the number of women in colleges helped to stabilize universities, and women represented an increasingly high percentage of the enrollment. The University of Georgia, for example, had women compose 39 percent of its enrollment in 1940-41, but 68 percent of its enrollment in 1944-45.⁹

According to the statistics from the Census Bureau the number of students enrolled only decreased by eight percent during the war period. This number can be very misleading because it doesn't account for the number of students who would have enrolled had they not been called

⁸ Miscellaneous subject file, 1918-1958: Chancellor, Folder President-Subject: Veterans Admin. 1943-50. Eau Claire Area Research Center, Eau Claire, WI.
Bateman, Louis. 1947. *1941-1945: World War II Years*. Corvallis, OR: Oregon State University.
<http://www.cof.orst.edu/cof/visitors/history/1941-45.php>, accessed 5 February 2008.

⁹ Brahana, Tom. "The History of Mathematics at the University of Georgia." Department of Mathematics (1998), section 4.
Lawrence, Jaye. "Our History." (Jan. 2008) Northfield: Carleton College.

to serve in the armed forces. Also, an important decision that a number of colleges made was to create training facilities for soldiers on their campuses. Even though these soldiers were only part-time students, they helped to boost enrollment statistics.¹⁰

University presidents were faced with difficult financial decisions. They either had to find a way to increase enrollment to increase income, or they had to cut back on the number of faculty members at their university. Presidents looked for many options to help keep their universities afloat without having to cut faculty members. They knew that the war would not last forever, and they wanted to be prepared when enrollment numbers increased at the war's end. Presidents from many universities also wanted to help the government and armed forces with the war effort. In 1943, the universities and the armed forces developed Army and Navy training programs which helped both institutions.¹¹

The colleges were responsible to educate, house, and feed soldiers at the training facilities until they were fully trained and ready for combat. The universities' main duty was to offer classes for the soldiers that would assist in their military training. Courses such as engineering, geography, electronics, and medical aid were adapted to train the soldiers. The number of soldiers at each college varied depending on the amount of room that the college could offer. In all, over 325,000 soldiers went through the training programs at 420 different universities. Thus, these training programs were a major boost to college's financial situations.¹²

¹⁰ U.S. Census Bureau. "Education Summary – High School Graduates, and College Enrollment and Degrees: 1900-2001." *Statistical Abstract of the United States: 2003*: 35-36.

¹¹ Keefer, Louis. 1998. *The Army Specialized Training Program in WWII*. <http://www.pierce-evans.org/ASTP%20in%20WWII.htm>, accessed 25 March 2008.

¹² Ibid.

Walters, Raymond. "Facts and Figures of Colleges at War." *Annals of the American Academy of Political and Social Science*, 231 (1944): 8-13.

Chapter 2: UWEC 1939 to 1945

The Eau Claire State Teachers College (ECSTC) was a small college of 735 students and 42 faculty members during the 1939-40 school year. The college had been growing rapidly as there had only been 509 students and 38 faculty members two years prior. The main purpose of the ECSTC was to train students to become future teachers. The College had a good reputation for being able to get graduates placed in schools soon after they had graduated. However, by 1939 the university was poised to train students for other professions. The College had started to make some accommodations for students with other interests, but the amount of training was still limited. Most of the resources of the college had to be invested for educating students to become teachers. Thus, the college could only make limited steps in accommodating the interests of the minority of the student body seeking other professions.¹³

When the U.S. entered World War II, the Eau Claire State Teachers College faced the same problems as other colleges in the country. The recently appointed President of ECSTC, William Davies, struggled to find ways to maintain the university, the faculty, and to prepare for students returning after the war. These issues would become a major hindrance to the university, and they caused plans for expansion to be halted.¹⁴

The first noticeable change at ECSTC was the decline in full-time student enrollment. In the year before the U.S. entered the war, 81 men had been registered in the peacetime draft and had left the college with Major Eugene McPhee. From that point on the number of full-time male students began to decline rapidly at ECSTC. There had been 272 male students in the fall of 1941. This number had plummeted to 60 by 1943. The number of male students stayed low in 1944 as it rose slightly to 63 and made little gain in 1945 when it reached 77. The number of

¹³ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, Appendix J.

¹⁴ *Ibid*, 42-43.

women enrolled at ECSTC did decline during this period, but it was at most a ten percent decline from the 1941 enrollment of 308 women. Women's enrollment did not decline as much because women were not drafted into the armed forces. Thus, women were not forced to leave the college and only those women who wanted to leave the college did so. Women's enrollment numbers helped to stabilize the total college enrollment during the war years.¹⁵

President Davies speculated that three major factors accounted for the rapid decline in enrollment. The first and most obvious reason was that men were leaving the college to go into the armed forces. The second reason was that good economic situations and decreased enrollment in larger, better schools allowed students to go to those colleges instead. The third important reason was that teachers' salaries were lower than the salaries of other professions. The average annual teacher's salary was about \$1,600 in 1943, but the average annual salary of all citizens was \$2,500. This discrepancy was enough to lure potential and current students away from a teaching profession.¹⁶

The drop in enrollment caused financial strains at ECSTC. President Davies did not want to decrease faculty or shut down parts of the university. When questioned why he had not made faculty cuts Davies responded that he felt that having an Army training facility on the campus was one obvious solution to the problems the university faced. "[We] have adapted the content of the regular courses to the urgency of war and defense, aiding the student to make this difficult orientation," stated Davies. In December 1942, President Davies wrote to Senator Alexander Wiley expressing his strong interest in having an Army training unit assigned to ECSTC.¹⁷

¹⁵ Ibid, 42-43.

¹⁶ Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI. Box 1, folder 1941-42.

Genova, Tom. 2001. Television History – The First 75 Years. <http://www.tvhistory.tv/index.html>, accessed 14 March 2008.

¹⁷ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, p. 43-44.

Army Air Force Training Program

After inspecting the campus, Army officials agreed to assign a detachment of 300 Air Force trainees to ECSTC. The first Air Force trainees arrived in March of 1943. The teachers sometimes found it challenging to educate the wide variety of ability levels among the soldiers, but the soldiers provided a boost in morale to the college. Unlike today, the college did not have any residence halls on the campus. The soldiers were first housed at Old Main¹⁸, which was very crowded for the soldiers. President Davies asked for the help of local businessmen to finance the construction of a hangar located at the air port, also be used as a barracks, for \$10,000 to relieve the living situation at Old Main. The situation reflected a problem that the ECSTC had had for many years; it needed to increase the size of the college.¹⁹

In years just prior to WWII, President Davies knew that the college needed to expand and improve facilities. In the early years of the college, it did not need a residence hall because the enrollment was small. Students rented rooms in local houses from families or entire houses near the campus. As enrollment began to increase, housing became more of an issue. The college wanted to build a residence hall, but it had not been feasible because of economics and available space. In the beginning of 1941, President Davies moved to expand the college. He proposed to add a training school, a new gymnasium, and a library that would cost the college \$400,000. After adding these buildings, he planned to propose for a new residence hall. In his report, Davies wrote, "... at the present time many instructors must teach wherever and whenever a room can be found, and all classes of over 40 must meet in the balcony of the auditorium, which in turn cripples the normal use of that unit." However, all of these plans were interrupted when

¹⁸ Old Main is the same building as Schofield Hall. It was renamed Schofield Hall in 1960.

¹⁹ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, p. 44-45.

the war broke out. Davies knew the college would not be able to receive the funding necessary for the project because all extra government funds would be put into the war effort.²⁰

The addition of 300 soldiers provided a financial boost to the college. In 1943 the enrollment at ECSTC was only 340 full time students, so the number of soldiers at the college almost matched the number of students. Including the soldiers, the enrollment in 1943 nearly reached prewar levels. The income generated by the Army training program allowed President Davies to keep the number of faculty members constant or to increase its size from 1943 to the end of the war. As the war progressed, the Army Air Force did not need as many trainees, so the number of soldiers began to dwindle in mid-1944. The program at ECSTC was ended in June of 1944 to the disappointment of many at the college. The Army Air Force training program at ECSTC lasted only briefly during the war, but it had a tremendous impact by keeping the university running at full strength when enrollment was at its lowest point in twenty years.²¹

²⁰ Ibid, 39-40.

²¹ Ibid, 44-45.

University of Wisconsin-Eau Claire. *University Factbook: UWEC Enrollment 1916 through 1966-67*. Eau Claire: UWEC, 1973.

Chapter 3: Creation of the G.I. Bill

Beginning in 1942, President Roosevelt and other politicians began to plan for the return of the soldiers serving during WWII. These men were concerned about the economy of the United States after the war was over. The Department of Labor had estimated that 15 million men and women who had served in the armed forces would be returning to the U.S. unemployed. Roosevelt and others did not want to make the same mistakes that were made after WWI. The high rate of unemployment after WWI, caused in part by the return of the large number of veterans, was one of the major economic factors that sent the U.S. into the Great Depression. The tragedy of the Bonus Army²² was still fresh in the minds of all Americans, and Congress did not want a repeat of this episode. Much of this was caused by the failure to assimilate the veterans back into society. WWI veterans were given \$60 and a train ticket home as their assimilation benefits. Members of Congress agreed that this could not happen again; the question that faced them was what they should do differently.²³

As the end of the war approached, Roosevelt put more pressure on Congress to come up with a plan for returning veterans. The American Legion designed the initial bill, but members of Congress did not agree upon all provisions. Some shunned the idea of paying unemployed veterans \$20 a week because they thought it diminished their incentive to look for work. Others questioned the concept of sending battle-hardened veterans to colleges and universities, a privilege then mostly reserved for the rich.²⁴

²² The Bonus Army was 17,000 WWI veterans who demonstrated in Washington D.C. in 1932 because they wanted their Bonus payment early. Their Bonus certificates would mature in 1945, but the economic hardships from the Great Depression caused the veterans to demand early payment.

²³ Department of Veterans Affairs. "Born of Controversy: The G.I. Bill of Rights."

http://www.gibill.va.gov/GI_Bill_Info/history.htm

²⁴ Ibid.

The House and the Senate had each approved their own versions of the bill, but when they came together to them, the legislation almost died. The two chambers finally agreed upon the housing loans and the education benefits, but they long debated over the unemployment benefits. Eventually Congress agreed that the soldiers could receive unemployment benefits up to one year. On June 12, 1944 the Senate approved the bill and the House followed the next day. On June 22, President Roosevelt signed the Servicemen's Readjustment Act of 1944 into law.²⁵

²⁵ Ibid.

Provisions of the G.I. Bill and Its Usage By Veterans

The provisions that the G.I. Bill provided to WWII veterans was unique for its time. This was the first major attempt to assist veterans' assimilation into civilian life after a conflict. The first and most important provision to the G.I. Bill was that it would pay for tuition and supplies up to \$500 a year for veterans to attend college. During this time, \$500 would cover the entire tuition at any university for a veteran. This was a large sum of money in the 1940's. According to Measuring Worth \$500 in 1946 would be equivalent to \$5,305 in 2007. This gave veterans the ability to choose any college or university in the country, even prestigious ones like Harvard or Yale. In fact, the money allotted to the veterans encouraged them to attend the better universities. Veterans could attend Harvard University for \$455 a year in the late 1940's, whereas it cost less than \$100 to attend the University of Wisconsin – Madison. Veterans were also given a monthly allowance for living expenses while going to college. Secondly, the G.I. Bill allowed veterans to obtain low interest home and business loans. Lastly, veterans were allowed to collect unemployment at \$20 a week for up to a year while they were looking for work. Congress determined that the Veterans Administration would be the agency responsible for carrying out the provisions of this new law.²⁶

When Roosevelt was reviewing the provisions of the G.I. Bill, he thought that the educational opportunities were the most important part of the bill for veterans. He thought that veterans would be able to use this provision to educate themselves to obtain better jobs. He also felt that it was important because it would limit the number of unemployed workers. However,

²⁶ Ibid.

Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, p. 39.

Kirkpatrick, David. "Student Aid and College Tuition: the Upward Spiral." *U.S. Freedom Foundation*, (2007).

according to War Department surveys, few veterans would be going back to school after they returned from the war. They estimated that “a minimum of eight percent and a maximum of twelve percent” of veterans were planning to return full time to school or college. The surveys predicted that 700,000 veterans would become college students over many years under the provisions of the GI Bill.²⁷

The estimates made by the War Department were far from what actually happened. Hundreds of thousands of veterans used the educational benefits to go to college as soon as they could. Almost 2,300,000 veterans attended college under the G.I. Bill by the time the Bill expired in 1956. During the peak year of 1947, over one million veterans were enrolled in college. They accounted for 49 percent of total college admissions. Many other veterans used the provision to receive technical education or training. By 1956, 7.8 million of the 16 million veterans used the educational provisions of the G.I. Bill. In total, the educational and training portion of the G.I. Bill had distributed \$14.5 billion to veterans. The Veterans Administration estimated that the increase in Federal income taxes would be able to pay this bill several times over.²⁸

The number of veterans that used the educational and training portions of the G.I. Bill surprised Congress and the general public. In a time when higher education was seen as unimportant and not for everyone, veterans had flocked to institutions throughout the country. The enrollment of these veterans came as a pleasant surprise to the colleges. This allowed colleges to expand their campuses and curricula.

²⁷ Olsen, Keith. “The G. I. Bill and Higher Education: Success and Surprise.” *American Quarterly*, 25 (1973): 599-602.

²⁸ *Ibid*, 596.

Department of Veterans Affairs. “Born of Controversy: The G.I. Bill of Rights.”
http://www.gibill.va.gov/GI_Bill_Info/history.htm

Veterans Feelings Toward the G.I. Bill Regarding College Education

The returning veterans had somewhat mixed emotions about the benefits of the G.I. Bill. There were veterans who felt that the educational benefits would not do anything for them. This was due to society's opinion of higher education at the time. Few Americans felt that they would have had the opportunity to receive a college education prior to WWII. A college education was viewed as a luxury that was reserved for wealthy or upper-middle class families. Working class people felt that they could not afford to send their children to college, nor did they feel it was important for them to receive this education. A 1937 survey in *American Magazine* showed that 70 percent of employers were not concerned about college degrees.²⁹

The society's concept of higher education made veterans feel that the educational incentives were primarily formed as another way to provide them with unemployment relief. Veterans wanted to quickly return to the life that they had remembered. This meant returning to a former job for older veterans, or finding a job for younger veterans. Postwar books, like *When Johnny Comes Marching Home*, emphasized how veterans wanted a job more than anything else. For some veterans, going to college was viewed as unnecessary. One private commented, "Pushing a pencil isn't for me, that's the junk they teach you in school."³⁰

Even with social norms against "average" citizens attending college, many veterans saw the educational benefits of the G.I. Bill as a great opportunity. Millions of veterans never felt they would have the opportunities to go to college, but suddenly they got their chance. These veterans saw obtaining an education as a way to advance in the work force. Jerome Kohlberg, a veteran who went to college because of the G.I. Bill said, "When my service in the U.S. Navy ended after World War II, the people of this country welcomed me home with a wonderful

²⁹ Clark, Daniel. "The Two Joes Meet. Joe College, Joe Veteran: The G.I. Bill, College Education, and Postwar American Culture." *History of Education Quarterly*, 38 (1998): 168-172.

³⁰ *Ibid*, 173-174

opportunity -- the G.I. Bill of 1944." Kohlberg was able to use the education that he received to become a billionaire financier.³¹

The veterans who went to college took this educational opportunity very seriously. These veterans were older and more mature than the typical college student. They had become more "world wise" through their war experiences, and were interested in world events and international issues. They wanted to receive an education that they would be able to use in the modern world. The veterans demanded practicality of the courses that they took. They demanded that required courses such as "Minor Poems of Milton" be removed and courses such as radio-technology, business administration, economics, and engineering be offered instead. These demands forced colleges to change the way that they taught and the courses that they offered. The veterans wanted their college education to propel them into secure, valuable, and high paying jobs.³²

What is perhaps less well remembered is what the G.I. Bill meant to colleges and universities: an enormous windfall. Starved for students during World War II, campuses were suddenly crammed. Moreover, colleges spent next to nothing to build new facilities to accommodate the extra 2.2 million students, so most of the government funding from the G.I. Bill went straight to "surplus funds." The veterans may have made more demands of the colleges than the traditional students had made, but colleges were still excited to have the veterans on their campuses. Veterans made the most of their opportunities in the classroom, often becoming some of the top students. Teachers from around the country found that veterans were some of the best students that they had ever had. According to Stephen Ambrose,

³¹ Ruff, Jamie. "Funds Help Fill Gap Between G.I. Bill, Today's College Costs." *Richmond Times-Dispatch*, (Nov. 2007).

³² Clark, Daniel. "The Two Joes Meet. Joe College, Joe Veteran: The G.I. Bill, College Education, and Postwar American Culture." *History of Education Quarterly*, 38 (1998): 174-176.

“Veterans worked hard in colleges because they had matured from their war experiences. The veterans knew if they educated themselves that they would be able to get ahead in life and get a better job.”³³

³³ Wood, Peter. “The Big Steal.” *National Review*, (May 2004).
Lehrer, Jim. 2000. Remembering the G.I. Bill. PBS NewsHour: MacNeil/Lehrer Productions.
http://www.pbs.org/newshour/bb/military/july-dec00/gibill_7-4.html, accessed 19 January 2008.

Chapter 4: Veterans Impact at Eau Claire 1945-1950

World War II had officially ended on August 14, 1945, right before the start of the new school year. The United States no longer had to focus its attention and resources on the war effort, so more resources became available to the public and to institutions. The country prepared itself for the return of millions of veterans. The government would soon find out if the G.I. Bill that it had created would be enough to assimilate the veterans back into society in an effective manner.

The postwar years redefined the Eau Claire State Teachers College. The return of the veterans and the new expectations of the students would reshape the college for years to come. The veterans would not all be returning home immediately, but they would be increasingly coming over the course of the next year. The administration began preparing for the return of large numbers of students with the end of the war. President Davies would no longer have to focus his attention on strictly maintaining his struggling college. Instead, he had to consider new issues and needs of the college. The college would be facing new issues on expansion, curriculum, enrollment, and student organizations at the university.

1945-46 School Year: A Slow Start

At the start of the 1945-46 school year the enrollment at ECSTC was 366 students, up only seven students from the previous year. There had been a large senior class the previous year; 78 students had received diplomas and 59 had received Baccalaureate degrees. While the increase in Baccalaureate degrees was minimal, there was a 40 percent increase in the number of

diplomas awarded. While large numbers of graduates left the college, the number of incoming freshmen was remained consistent with previous years. The freshmen barely covered the amount of students that graduated or dropped out; thus the enrollment only increased by seven students at the start of the year.³⁴

The return of the veterans started late in 1945, as the first group of veterans were admitted on December 5. Like a dud in a fireworks show, the expectation of immediate large numbers of veterans was a disappointment for the Eau Claire State Teachers College. Only 57 men were admitted under the provisions of the G.I. Bill on December 5. In a letter, President Davies wrote that he believed fewer veterans came to ECSTC for two main reasons. The first was that the older men in the armed forces were being released first. These men were looking to return to former jobs, rather than looking to receive an education. The other reason that ECSTC did not have a higher number of veterans was because the veterans were going to larger universities.³⁵

President Davies was correct in explaining why ECSTC did not have as many veterans come to the college early on. The soldiers who had served the longest in the armed forces were released first. It would be some time before the younger veterans would be returning to the United States. Another reason the veterans did not come to Eau Claire immediately was that the G.I. Bill provided veterans with enough money to attend the top universities in the nation. Eau Claire was often a second choice for the veterans as it only cost \$80 per semester to attend. The veterans could be getting degrees at more prestigious universities with their \$500 a year stipend without any extra costs to themselves. The financial and educational benefits made the larger

³⁴ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, Appendix J

³⁵ Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI. Box 1, folder 1945-46.

universities more attractive to the small base of veteran students who could choose where they wanted to go.³⁶

Even though relatively small in numbers, the initial 57 veterans were a welcome sight to Eau Claire administrators, had high hopes that more would be arriving soon. As more and more veterans returned to the United States, more and more of them trickled back into the Teachers College. By March 1946, 114 veterans were enrolled in classes at Eau Claire under the G.I. Bill, doubling their number from December. The enrollment office also reported that additional veterans were enrolled at the college, but had wanted to pay their own fees for one reason or another. The increase of students was a promising sight to the administrators who began to plan for future increases. However, by the end of the school year the total enrollment of the Teachers College had only increased to 386 students.³⁷

Why had the total enrollment not increased more? The number of veterans was increasing rapidly, but this was not reflected in the total enrollment yet. The slow total enrollment increase came from a decline in the number of women students. When the veterans returned, women began to leave the Teachers College. The G.I. Bill may have benefited the veterans, but it hurt the women students. Women may have quit college for a variety of reasons, but pressures from society were probably the leading factor. During these years, society expected women to get married and return to being homemakers to allow men to have the positions they had left to go to war. The amount of students that ECSTC could hold also affected why women left. Men could be placed in the overcrowded barracks, but women were

³⁶ Clark, Daniel. "The Two Joes Meet. Joe College, Joe Veteran: The G.I. Bill, College Education, and Postwar American Culture." *History of Education Quarterly*, 38 (1998): 174-176.

³⁷ Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI. Box 1, folder 1945-46.

Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976.* Eau Claire: UWEC Foundation, Inc, 1976, p.50 and Appendix J.

not allowed to live with the men. Space for women was limited to Old Main and houses near campus. Women may not have been able to find places to live, thus they could not attend the college.³⁸

The administration understood that it would have to make some changes to accommodate the needs and wants of the students, especially the new veteran students. The administration knew that it would need to provide a wider variety of education and degrees to attract larger numbers of students. Many veterans, throughout the country, made it known that they wanted to use their college education to obtain better jobs. To answer their demand, William McIntyre was appointed to the board of regents early in 1945, and he began pushing for the Eau Claire Teachers College to be certified to offer a four-year liberal arts degree. A liberal arts degree would provide classes that would lead to better jobs. It would also educate the students in various world views, which is what the veterans wanted.³⁹

The efforts by administration and the demands by the students led the administration to submit a request to the North Central Association of Colleges and Secondary Schools to be approved to grant liberal arts degrees. Dr. Walter Morgan, representative of North Central, was sent to Eau Claire to determine whether the Teachers College had the necessary facilities, faculty, and courses to offer its students a proper liberal arts education. His assessment of the school would become known as the Morgan Report. Dr. Morgan did not give the Teachers College the report it was hoping for. He found many inadequacies at the College. In particular he reported that library and instructional space was insufficient and that there were not enough

³⁸ University of Wisconsin-Eau Claire. *University Factbook: UWEC Enrollment 1916 through 1966-67*. Eau Claire: UWEC, 1973.

Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, 50-51.

³⁹ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, 50.

courses that met the liberal arts requirements. He also expressed concern about ECSTC's ability to place graduates with employers. The good remarks that the College received were for its counseling service, a plan for a dormitory, and good food at the cafeteria. His overall opinion was that Eau Claire was a "borderline case" for accreditation.⁴⁰

The Morgan Report made President Davies and the rest of the faculty realize that more changes would need to be made. They would need to find ways to continue to expand the college to provide more space for instruction, and they would have to increase the faculty. Then the College would be able to offer more classes, and classes that met the requirements of a liberal arts education. These would become top priority over the coming years.⁴¹

To better assist the veterans the Veterans Administration established a Veterans Counseling Bureau in 1945 at the Teachers College to advise the veterans. Bjarne Ullsvik, a mathematics professor at Eau Claire, was appointed as head of the Veterans Counseling Bureau. The VCB was to work with the 29 northern counties of Wisconsin to help in the veterans' readjustment to civilian life. The personnel advised the veterans with any vocational and academic problems that occurred. They also assisted the veterans in finding places to live or to use the G.I. Bill provisions to purchase homes.⁴²

Another major problem that the administration faced was the housing shortage. Much different from today's campus, the Teachers College did not have permanent dormitories in 1945. Old Main was able to house most of the students in 1945, but it did not have the capacity for the number of students the administration anticipated would be coming in the near future.

⁴⁰ Ibid, 51-52.

⁴¹ Ibid, 52-53.

⁴² Ibid, 50-51.

President Davies referred to his pre-war plans to expand the college. He began to adjust them so they could be used with post-war funding.⁴³

Back in 1943 the Dulany mansion, a block from Old Main, became available for sale. President Davies had envisioned the structure as one that could be remodeled into a dormitory back then, but could never obtain the funding. In March of 1946 McIntyre once again used his Board of Regents position to help the school. He arranged funds, under postwar building programs, for the purchase of the Dulany mansion which would be renamed Memorial Hall. Eau Claire would soon have its first dormitory after the remodeling was completed.⁴⁴

1946-47 School Year: Boom Year

1946-47 was a boom year for the Teachers College. This school year was an important year during the post war era. Enrollment doubled from the previous fall reaching 787 students in the fall term of 1946. This set the record for the largest enrollment that the Teachers College had ever seen. The new enrollment was eight percent higher than the prewar enrollment of the college. The number of students was very encouraging to President Davies and the faculty, but it also made the faculty have to deal with some problems on the campus.⁴⁵

The leading reason for the enrollment increase was the number of veterans that enrolled. The school reported that at the beginning of the semester, 303 veterans were enrolled at the college. Veterans comprised 39 percent of the total student population. The number of veterans attending continued to fluctuate throughout the year, reaching as many as 327. Another contributor was the number of eighteen year old males, just out of high school. Freshmen, both

⁴³ Ibid, 50-51.

⁴⁴ Ibid, 51.

⁴⁵ Ibid, Appendix J.

veterans and the recent high school graduates, totaled 502 of the 787 students. This large freshmen class, 345 of which were men, gave a huge boost to the college. Men were the majority of students for the first time since the fall of 1941. There were almost twice as many men as women, and this trend would continue in the student body for the rest of the 1940s. Men, with a majority of them being veterans, would have a big impact on the college.⁴⁶

The veterans who enrolled this year played important roles in the activities of the student body, especially in sports. These men would become leaders on the field, court, and track. They would become influential voices of the student body, but most of all they would add a lot of personality to the campus. The most notable veteran to step onto campus this year was Link Walker, who would play on both the football and baseball teams.⁴⁷ There were others like Sam Young, Ade Washburn, and Dick Emanuel who starred in football and basketball and would become team captains in one of the sports.⁴⁸

Some of veterans that returned to the Teachers College were as old as most of the seniors, but these veterans had never attended college before. What the veterans brought with them was a lot of maturity and a willingness to learn. Like the veterans from the year before, the new veterans showed a stronger interest in professions and aside from teaching. Overall, teaching remained the most popular major among the men at the college, but other professions were quickly catching up. Degrees in engineering, liberal arts, and commerce were rapidly becoming

⁴⁶ University of Wisconsin-Eau Claire. *University Factbook: UWEC Enrollment 1916 through 1966-67*. Eau Claire: UWEC, 1973.

Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI. Box 1, folder 1946-47.

⁴⁷ Link Walker would quarterback the 1948 Championship team. After graduation he coach high school football for 12 years. Then he would return to Eau Claire to serve as head coach from 1968-1986. He would lead Eau Claire to two conference championships and an overall record of 104-85-3. He would be inducted into the Eau Claire Hall of Fame in 1987.

⁴⁸ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, 54.

Weiss, Dave. "Endless Cheering." 2006. Eau Claire: UWEC Foundation, Inc, 2.

popular, especially among first year students.⁴⁹ These first year students, half of them veterans, accounted for 92 of 105 students seeking engineering degrees, 81 of 99 seeking liberal arts degrees, 76 of 138 seeking secondary education degrees, and 47 of 66 seeking commerce degrees. Grouping all the non-teaching professions together, first year male students accounted for 266 of the 337, or 80 percent.⁵⁰

With the surge of enrollment, the housing problem became more apparent. The remodeling of Memorial Hall was delayed because of a shortage of wood beams for the roof. Single male students lived in the three temporary barracks west of Old Main that had been previously used to house the Air Force Trainees. Because the barracks did not have enough room, a few men had to live in the “engineer’s cottage.”⁵¹ Single girls lived in Old Main, but 62 had to be placed in homes near campus until Memorial Hall was finished. Housing cost students almost as much as the tuition they paid. Students in the barracks paid three dollars a week, and those in the “engineer’s cottage” paid \$67.50 for a semester. Married students were not much better off as they lived in barely adequate temporary structures on Birch Street where they paid \$28 a month. President Davies and the faculty knew that other housing expansions would need to be made to the college in the future.⁵²

In January, Memorial Hall was finally completed, which relieved the pressure on Old Main. Memorial Hall was an important step in providing adequate student housing. The success of the Memorial residence hall created further plans to build more residence halls for students.

⁴⁹ ECSTC offered “liberal arts” classes, even though they were not certified to offer the degrees. The college had to start offering these classes so that they could prove to North Central that they were able to meet the requirements of a liberal arts class. Students took the classes for a few years, but from looking at the records of following years these students either switched degrees or transferred to obtain a liberal arts degree.

⁵⁰ Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI. Box 1, folder 1946-47.

⁵¹ The engineer’s cottage was a small brick building next to Old Main where maintenance materials were kept.

⁵² Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976.* Eau Claire: UWEC Foundation, Inc, 1976, 50-51.

Another important aspect of Memorial Hall was that it allowed for more classrooms and offices to be put in Old Main. However, this would not be the only addition to the college. Two more purchases were made near campus using postwar building funds for the Wisconsin state teachers colleges. President Davies authorized the purchase of a lot to the west of Old Main and along the Chippewa River for \$9,600, and a twenty-one acre lot on top of the bluff for \$5,000.⁵³ President Davies considered these important purchases for future expansion of the college.

According to a Wisconsin Higher Education report, peak enrollments were predicted for the 1948-49 school year. The increase would be due to the number of veterans that would be discharged. By 1948, the report estimated that 375,000 Wisconsin veterans should be discharged, but only 249,183 have been so far. The national average of veterans asking for education benefits was 11 percent, but was higher in Wisconsin. If 11 percent of the 125,817 returning veterans use the educational benefits, then the Wisconsin Teachers colleges expected at least another 13,000 veterans to enroll between 1947 and 1948.⁵⁴

President Davies had new faculty members brought in during the school year to offer more classes and sections because of the demands from the students. Two of the most notable additions were Ade Olson and Richard Hibbard in early 1947. Ade Olson had been a student at the college in the mid 1920s. He was hired as the football coach, chairman of the physical education department, and teacher. Richard Hibbard was hired to take over for Bjarne Ullsvik as the head of veterans counseling. He was put in charge of helping veterans to receive their benefits from the provisions of the G.I. Bill. Later in 1948, he would teach political science

⁵³ Ibid, 51.

⁵⁴ Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI. Box 1, folder 1946-47.

courses. Other teachers were hired to expand the biology, chemistry, foreign language, English, and mathematics departments⁵⁵.

The Teachers College saw a great boost in enrollment and was able to use gather funds to expand its buildings and classes offered. Leading persons of the college realized that they would have to offer more than teaching classes to keep its students and to attract others. Unfortunately for college, it began to just over a hundred of its first year students over the course of the year. Losing some students over the course of the semester was a common occurrence, this was a dramatic decrease. The college had dropped to 626 students by the end of the spring semester. Reasons for this loss are unclear, but some possible reasons are that students realized college wasn't for them, they went to larger colleges, or they were finally able to find jobs. The administration would look into finding ways to keep students on their campus.

1947-48 School Year: Year of Change

During the 1947-48 school year 724 student enrolled. This was a drop in enrollment from the previous fall, but up from the spring semester. The drop was in small part because some veterans failed to return for a second year. Still, 232 veterans remained enrolled on the campus, making up a large part of the student body. The bigger factor in the enrollment drop was that the freshman class was not as large. There were 90 fewer freshmen this year.⁵⁶

⁵⁵ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, 55-57.

⁵⁶ Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI. Box 1, folder 1947-48.

University of Wisconsin-Eau Claire. *University Factbook: UWEC Enrollment 1916 through 1966-67*. Eau Claire: UWEC, 1973, 81460.

Fewer freshmen went to ECSTC because it still was unable to issue liberal arts degrees. The larger colleges at Superior, Milwaukee, and Madison who had been early to receive liberal arts certification were able to attract more students. Milwaukee for example reported 700 veterans of its 1,700 student body. The attractiveness of Superior's liberal arts degree also hurt Eau Claire. In Superior half of its 1,100 students were veterans. Other students from counties in northern Wisconsin that had typically gone to Eau Claire also went to Superior. There were similar trends in counties in southern and eastern Wisconsin, except these students were going to Madison and Milwaukee. This shift reflected that veterans wanted professional, non-teaching degrees. McIntyre was aware of the situation when he said, "The liberal arts opponents in the southern half of the state were multiple: you had a dozen colleges in Milwaukee, and Lawrence and Carroll and Ripon... there was only one very small liberal arts institution in the north, Superior."⁵⁷

Eau Claire made great efforts during this year to meet the standards of North Central, especially in housing and student services. Leonard Haas, recently appointed as Dean of Instruction, played a critical role in organizing the college and hiring key faculty. He made the College adapt the curriculum and requirements to the standards of the University of Wisconsin, he organized the faculty into departments, he added new majors and courses, and he hired quality faculty to run student organizations. The work that he did helped Eau Claire to present itself as a college ready for the approval of North Central. Under the new organization of Dean Haas, the

⁵⁷ Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI. Box 1, folder 1947-48.

Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976.* Eau Claire: UWEC Foundation, Inc, 1976, 50.

Eau Claire Teachers College was again ready to begin filing the paper work for its accreditation.⁵⁸

1948-1949 School Year

The 1948-49 school year started out with much excitement on the campus. The faculty was busily preparing reports to file for another evaluation of the college by North Central to receive liberal arts accreditation. Dean Haas was placed in charge to make the necessary changes to make ECSTC a presentable college. He reorganized the academic departments and curriculum to meet the standards of North Central. Being able to offer liberal arts degrees would encourage the current students and be a selling point to future students. The tension mounted at the college as the faculty waited to be investigated.⁵⁹

The enrollment, at 692, had again dropped from the previous fall semester, but was up from the spring semester. Veteran enrollment remained consistent from the previous year totaling 192. As the year progressed the normal enrollment trend of veterans changed as it increased to 201 by the end of the year. The enrollment drop was disappointing because the Wisconsin Higher Education report from 1946 had predicted a huge enrollment increase for this school year. The administration pushed to make changes again to draw students to Eau Claire.⁶⁰

Dean Haas put a higher emphasis on recruiting students to the university in order to help the enrollment problem. Stella Pedersen, the Dean of women at Winona State College, was hired

⁵⁸ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, 50+ 56-58.

⁵⁹ *Ibid*, 57-61.

⁶⁰ Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI. Box 1, folder 1948-49. University of Wisconsin-Eau Claire. *University Factbook: UWEC Enrollment 1916 through 1966-67*. Eau Claire: UWEC, 1973, 81490.

to be Dean of women, head of student services, and a recruiter. She put forth a lot of effort to recruit students to the Teachers College. She visited 150 schools and met with many student prospects and parents in their homes to persuade students to come to Eau Claire. Her efforts would pay off in the coming year.⁶¹

1949-1950 School Year: Objectives Reached

The 1949-50 school year started off with good news as the enrollment set a new record at 905 students. The new record broke the old one by 118 students, which was a tremendous increase for such a small school. The increase was mainly due to the 435 freshmen that the faculty was able to recruit. Another factor was that more students were staying in school for all four years. For the first time in school history the senior class had over 100 students. The large group of veterans that had enrolled in 1946 was a contributing factor to the senior class. Overall, there were still 197 veterans enrolled at the college to start the year. These were good signs for the college, and they couldn't have come at a better time.⁶²

The biggest event in the school year came when the College was examined to determine if the school was adequate to offer liberal arts degrees. In January of 1950, North Central sent examiners to Eau Claire to report on the progress that had been made there. The report was somewhat critical. The investigators found concerns with the classes offered for liberal arts purposes and that the faculty did not have many doctorate degrees among them. On March 19, President Davies and Dean Haas met with the Board of North Central to give their arguments for

⁶¹ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, 58-59.

⁶² University of Wisconsin-Eau Claire. *University Factbook: UWEC Enrollment 1916 through 1966-67*. Eau Claire: UWEC, 1973, 81490-81500.

the college. The suspense remained high until April when the Board of North Central announced that it had accredited the Eau Claire State Teachers College the right to offer liberal arts degrees. The College celebrated the news as McIntyre brought enough doughnuts for everyone on campus. The College finally received the accreditation that it had sought for such a long period of time.⁶³

With the great news, President Davies authorized plans to begin another major expansion of the Teachers College. The plan was for an interconnected structure consisting of four buildings. The buildings would contain a campus school, teacher training building, theatre, and gymnasium.⁶⁴ This project would not be completed until October 1952, but it would meet the demands for a new gymnasium that the veterans had requested earlier in 1947. The addition of these buildings would help set Eau Claire apart from other colleges in the state.⁶⁵

⁶³ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, 62.

⁶⁴ These buildings would become the Campus School, Brewer Hall, Kjer University Theater, and Zorn Arena.

⁶⁵ Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976, 54-65.

Conclusion

The Eau Claire State Teachers College had not received the overwhelming number of veterans that the larger universities had received, but the influence that the veterans had on Eau Claire was important in the shaping of the College. President Davies and other faculty members recognized, early in the postwar years, that making the College attractive to veterans would lead to the expansion that they had wanted. The veterans made up a large percentage of the student body, so their demands were taken seriously by the faculty. The demands that veterans made of colleges at the time and the attempts made by the faculty to meet these demands influenced the future direction of the College.

The Teachers College initially wanted veterans at Eau Claire because allowed them to recover from WWII enrollment drops. Once the veterans arrived, they wanted the administration to make changes of what courses were offered. The Teachers College made many adjustments in the faculty and the types of courses it offered to meet the veterans' needs. The administration lobbied for and received a liberal arts certification. The college also made significant expansions to the facilities to make adequate space for housing and classrooms for the growing number of students. These changes were made because veterans had expressed what they wanted at colleges they went to. The changes that the Teachers College made during these years set the stage for future growth and expansions.

The Korean War in the early 1950s would slow the growth of enrollment at first, which allowed the Teachers College to complete the four interconnected structures. Upon being able to offer liberal arts degrees the Teachers College was renamed Wisconsin State College at Eau Claire. More faculty members were hired, and the number of majors offered was greatly

expanded. When the war ended in the summer of 1953 and the veterans returned home once again, enrollment boomed at Eau Claire, surpassing 1,000 students in the fall of 1954. The last years of the G.I. Bill set the trend for Eau Claire's substantial growths in enrollment and facilities during the 1960's. Enrollment nearly reached 8,000, and many of the education buildings and residence halls were built during this time.

In 1956, the G.I. Bill of 1944 was modified, changing the provisions offered to the veterans. However, the influence of the veterans on Eau Claire and higher education in general had already been made. Veterans using the provisions of the G.I. Bill of 1944 had reshaped how society viewed higher education. They had set a trend for how Eau Claire and other colleges and universities nationwide would operate, and what they would offer for years afterwards.

Appendix



Mason Burns piloted this C-47 for his final training mission, which he landed at the Eau Claire training facility. University of Wisconsin-Eau Claire Archives. Reproduced with permission of the University of Wisconsin-Eau Claire Archives.



Arthur Maenner, a graduate of the Eau Claire State Teachers College in pilot gear. University of Wisconsin-Eau Claire Archives. Reproduced with permission of the University of Wisconsin-Eau Claire Archives.



The overcrowded barracks in the basement of Old Main during WWII. University of Wisconsin-Eau Claire Archives. Reproduced with permission of the University of Wisconsin-Eau Claire Archives.



Aerial picture of the Eau Claire State Teachers College campus in late 1930's. The large building in the center is Old Main (Schofield Hall). The small building to its left is the "engineer's cottage" and the football field and track are behind it. University of Wisconsin-Eau

Claire Archives, Aerial Folder. Reproduced with permission of the University of Wisconsin-Eau Claire Archives.



Aerial picture of the Eau Claire State Teachers College campus in 1959. The large building in the center is Old Main (Schofield Hall). The small building to its left is the “engineer’s cottage” and the football field and track are far left. Katherine Thomas and Katherine Putnam residence halls are at the top. The four building complex of the Campus School, Brewer Hall, Kjer Theater, and Zorn arena are at the right. University of Wisconsin-Eau Claire Archives, Aerial Folder. Reproduced with permission of the University of Wisconsin-Eau Claire Archives.

Primary Sources

Books

Barquest, Glenn. *Life of a Chippewa County farm boy: return from service in Europe, November 23, 1945 into the 2000's*. Eau Claire: G. Barquest, 2003.

Journal Articles

Bane, Frank. "State Plans for Aid to Veterans." *Annals of the American Academy of Political and Social Science*, 238 (1945): 71-76.

Root, Robert K. "Princeton Program for Servicemen." *The Journal of Higher Education*, 15 (1944): 455-458+500.

Davis, Hazel. "Teachers' Salaries." *Review of Educational Research*, 13 (1943): 276-284.

Walters, Raymond. "Facts and Figures of Colleges at War." *Annals of the American Academy of Political and Social Science*, 231 (1944): 8-13.

Government Documents

Patman, Wright. *Handbook for veterans of World War II and their dependents, including rights and benefits of veterans of World War I and their dependents*. Washington, D.C.: U.S. Govt. Print. Office, 1946.

Udell, Jon. *Wisconsin's economy in 1975; Wisconsin's economic growth since World War II and projection for 1975*. Madison, WI.: Bureau of Business Research and Service, 1967.

Archives

Miscellaneous subject file, 1918-1958: Chancellor. Eau Claire Area Research Center, Eau Claire, WI.

Enrollment statistics, 1916-1963: Chancellor. Eau Claire Area Research Center, Eau Claire, WI.

Online Sources

Bateman, Louis. 1947. *1941-1945: World War II Years*. Corvallis, OR: Oregon State University. <http://www.cof.orst.edu/cof/visitors/history/1941-45.php>, accessed 5 February 2008.

Secondary Sources

- Bennett, Michael. *When Dreams Came True: the G.I. Bill and the making of modern America*. Washington: Brassey's Inc., 1996.
- Brahana, Tom. "The History of Mathematics at the University of Georgia." Department of Mathematics (1998).
- Carter, Hilda R. and John R. Jenswold. *The University of Wisconsin Eau Claire: A History, 1916-1976*. Eau Claire: UWEC Foundation, Inc, 1976.
- Clark, Daniel. "The Two Joes Meet. Joe College, Joe Veteran: The G.I. Bill, College Education, and Postwar American Culture." *History of Education Quarterly*, 38 (1998): 165-189.
- Department of Veterans Affairs. "Born of Controversy: The G.I. Bill of Rights." http://www.gibill.va.gov/GI_Bill_Info/history.htm
- Genova, Tom. 2001. *Television History – The First 75 Years*. <http://www.tvhistory.tv/index.html>, accessed 14 March 2008.
- Hoff-Grambau, Donna. 2002. *World War II*. <http://www.rootsweb.ancestry.com/~miisabel/militaryWWII.htm>, accessed 14 March 2008.
- Henry, Mark, and Mike Chappell. 2000. *The U.S. Army in World War II (1) the Pacific*. Oxford: Osprey Publishing.
- "Impact of War Upon UW-Madison." *Wisconsin Week*, (May 2008) Madison: University Communications.
- Keefer, Louis. 1998. *The Army Specialized Training Program in WWII*. <http://www.pierce-evans.org/ASTP%20in%20WWII.htm>, accessed 25 March 2008.
- Kirkpatrick, David. "Student Aid and College Tuition: the Upward Spiral." *U.S. Freedom Foundation*, (2007).
- Lawrence H. Officer and Samuel H. Williamson, "Purchasing Power of Money in the United States from 1774 to 2007", MeasuringWorth, 2008.
- Lawrence, Jaye. "Our History." (Jan. 2008) Northfield: Carleton College.
- Lehrer, Jim. 2000. *Remembering the G.I. Bill*. PBS NewsHour: MacNeil/Lehrer Productions. http://www.pbs.org/newshour/bb/military/july-dec00/gibill_7-4.html, accessed 19 January 2008.

- Miller, Herman P. "Annual and Lifetime Income in Relation to Education: 1939-1959." *The American Economic Review*, 50 (1960): 962-986.
- Olsen, Keith. "The G. I. Bill and Higher Education: Success and Surprise." *American Quarterly*, 25 (1973): 596-610.
- Ruff, Jamie. "Funds Help Fill Gap Between G.I. Bill, Today's College Costs." *Richmond Times-Dispatch*, (Nov. 2007).
- Stone, M.P.W. *A Brief History of the U.S. Army in World War II*. Washington: U.S. Army Center for Military History, 2003.
- University of Wisconsin-Eau Claire. *University Factbook: UWEC Enrollment 1916 through 1966-67*. Eau Claire: UWEC, 1973.
- U.S. Census Bureau. "Education Summary – High School Graduates, and College Enrollment and Degrees: 1900-2001." *Statistical Abstract of the United States: 2003*: 35-36.
- Weiss, Dave. "Endless Cheering." 2006. Eau Claire: UWEC Foundation, Inc.
- Wood, Peter. "The Big Steal." *National Review*, (May 2004).
- Wynn, Neil A. "The 'Good War': The Second World War and Postwar American Society." *Journal of Contemporary History*, 31 (1996): 463-482.