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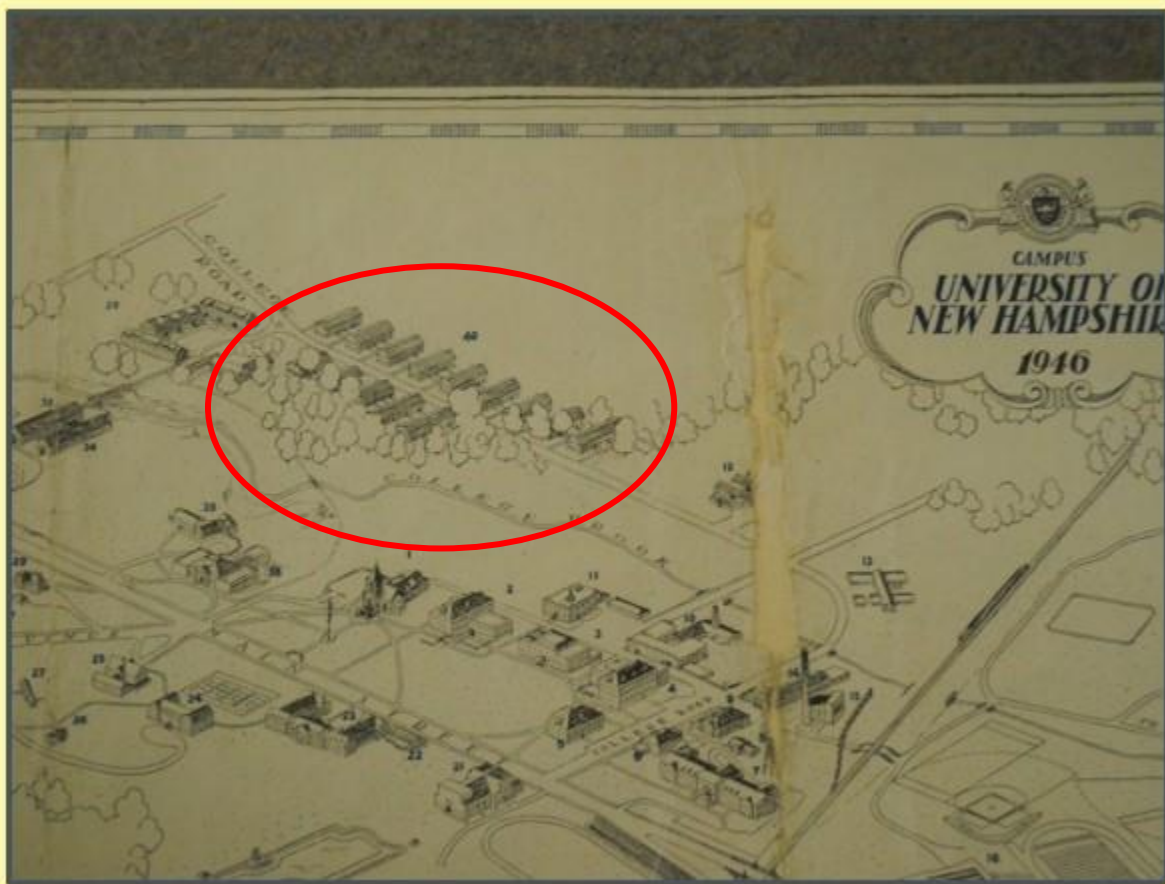
Engaged Student Research Projects on Campus Archaeology: Exploring a World War II Married Veteran Housing Site

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Engaged Student Research Projects on Campus Archaeology: Exploring a World War II Married Veteran Housing Site

This past spring semester (2022), the Anthropology Department's *Method and Theory in Archaeology (ANTH 514)* course took learning to the real world. It started with instruction, readings, and assignments on archaeological theories and methods, but once the snow melted and the ground unfroze, students got the chance to take what they learned and apply it in an exciting way. Together, we launched a new exploration of UNH's campus history and heritage and surveyed for, found, and excavated buildings constructed in the aftermath of World War II to house married veterans going to college on the GI bill.ⁱ The G.I. bill, or the Servicemembers Readjustment Act, passed in 1944. WWII ended in 1945. On the following 1946 campus map you can see these buildings clearly in the upper left-hand corner, not long after their construction.



On this 1961 aerial imagery, you can see the linear rows of rectangular buildings, with current UNH buildings overlaid on it.



Students were treated as full team members as we started this brand new archaeological investigation. We surveyed grounds in front of Parsons Hall and alongside McConnell Hall using shovel testing. We got one positive shovel test hit in front of Parsons Hall and opened larger excavation test units around it (you can see the original survey test hole in these three 1x1 meter units with Parsons Hall in the background).



At the end of these units we found a construction wood beam and associated artifacts from this WWII housing site.



For their final project, students were asked to help advance this research program through the following **four tasks**:

- 1) Campus and site-specific background research.**
- 2) Broader context background research.**
- 3) Develop a clear plan for future methodological approaches to the site.**
- 4) Develop plans for future stakeholder engagement, public outreach and/or other broader impacts.**

Here, in this special section of Spectrum, we present a selection of the most successful student projects, these highlighting original research on the site's history, diverse student experiences during the WWII era, and innovative plans for future archaeological research and commitments to real stakeholder engagement.

Andrew Bell: Field Work Background Research and Future Planning Project

Task 1: Campus and Site-Specific Background Research

The beginning of the Campus Road Apartment buildings on the University of New Hampshire campus originated in 1946 when a shortfall was observed for housing for married veterans and veterans with families who were taking advantage of the GI Bill. The initial plan was to house as many veterans as possible at the apartment buildings at Wentworth Acres. The hope was that apartments would then open up to meet the needs. Three hundred married veterans, and their families, applied for this housing. (Everett B. Sackett Files 1935-1974, Box 1, Folder 5, "Information on College Road Apartments for Married Veterans Attending the University of New Hampshire," July 24, 1946)

By July 24, 1946, other plans to house these veterans were being laid out because they could not be accommodated at Wentworth Acres. William Medesy, Director of Post War Education Services, laid out a housing plan in a memo, and letter found in the archives. (July 24, 1946) A priority system was determined to place veterans in housing as apartments became available during construction. The buildings were moved from the war industry center on campus to the newly built College Road, near the UNH greenhouse at the time. An estimated 144 apartments were supposed to be constructed in these surplus buildings. Eight buildings were constructed with 12 two-bedroom apartments and three buildings with 16 one-bedroom apartments. (July 24, 1946) On July 24, 1946, it was estimated that construction would be complete by October 8th. (July 24, 1946) From its initial intended purpose as married veterans' housing, the College Road Apartments basically became housing for married students in general.

In 1956, plans were under development to replace the College Road Apartments. These buildings were poorly insulated making heating costs for the residents exorbitantly expensive. ("Coming" 2) The buildings were replaced with the Forest Hill Apartments in June of 1961 and the demolition of the College Road Apartments began July 1, 1961. (Jasper 2)

Task 2: Broader Context Background Research

The largest change to post war life on the UNH Campus was the passing of the Servicemen's Readjustment Act of 1944 better known as the GI Bill of Rights or the GI Bill for short. According to federal statistics about eight million veterans used the GI Bill in its first seven years. ("75 Years") This brought a massive influx of students onto college campuses that earlier would have never had the opportunity. This can be witnessed in the statistic in the years 1940-1950 the number of Americans with college degrees doubled. ("75 Years") This opportunity made a college education more accessible and made the UNH campus a more economically diverse place.

UNH and the GI Bill changed the direction of my family for generations. My grandfather was a first generation Ukrainian American, who did not speak English until seven and faced a life of working the mills of Manchester like his parents. After serving in the Army Air Corps during WWII, my grandfather became one of these veterans who earned a bachelor's degree immediately after the war. The value of education because of this has since been passed down in my family.

Task 3: Develop a Clear Plan for Future Methodological Approaches to the Site

Before planning any further excavation at the site an important factor must be taken into consideration. Development on campus has and will continue to disturb this site. Just as discussed in class, concerning China's construction of their dam, development has disturbed the site. This must be factored into any accounts. (Global Ethics)

When digging the initial JTP's in front of McConnell Hall, the impact of development became apparent. While JTP 1 turned up some artifacts and JTP 3 turned up a treasure trove, JTP 2 terminated in a layer of fill. With the promising results from JTP 3, it is worth further exploration. First, it must be acknowledged that the site is in a continuously populated, somewhat urban setting. Because of this, the methods used for urban archaeology should be employed. In *Archaeology Essentials*, the authors present some challenges and techniques of/for

urban archaeology. (Renfrew & Bahn 98) The problem most identified with the site in front of McConnell Hall is the layers of consistent construction and demolition. This is evident by the layers of fill left after the construction of Lot B.

Because of this confused layering, more noninvasive exploratory methods should be used before doing any further digging in front of McConnell. The first tool that should be utilized is metal detectors. These are relatively inexpensive and are probably already available through the university. Considering a large number of artifacts that were found were nails, this would be an effective means to survey the site for hot spots of artifacts. This is mentioned as a good initial means of surveying by Renfrew and Bahn in their textbook. (Renfrew & Bahn 89)

Another survey method that would be critical in an understanding of the McConnell site would be GPR. The textbook describes the manner in which GPRs work in the following “the ground-penetrating (or probing) radar (GPR) method employs radio pulses. An emitter sends short pulses through the soil, and the echoes not only reflect back any changes in the soil and sediment conditions encountered, such as filled ditches, graves, walls, etc., but also measure the depth at which the changes occur on the basis of the travel time of the pulses.” (Renfrew & Bahn 87) Because of the GPR’s ability to see filled in ditches, future JTPs can avoid digging areas with fill. After the surveying is complete a better plan for an excavation can begin.

Since a trench has already been dug in front of Parson Hall it is important to finish that excavation. Because of the level of experience of the excavators continuing to dig 10 cm at a time instead of following the stratigraphy is important. This technique is somewhat described in *Archaeology Essentials*. Students will continue to focus on revealing the vertical dimension of the stratigraphy. The 10 cm increments cut deep into the stratigraphy leaving a clear view of the stratigraphy in the walls of the trench. (Renfrew & Bahn 93)

The big key that should be done is find the terminus of the site. Something found at the end of the excavation may help lead to this goal. The beam that was found may be the major artifact at the site. Digging to each end of it next season may lead to finding the terminus of the site. As discussed in lecture and the Power Point “Survey and Excavation,” it is acknowledged that the nature of excavation in and of itself is destructive. (Survey and Excavation) Once the ends of the beam have been found, digging should be ceased for the time being until technology can catch up.

Lab work is also an essential part of any dig. Two of the major types of artifacts found were nails and glass shards. Using the process of seriation, which was discussed in lecture by looking at style of glass and nails used it can be pinpointed with some accuracy if this site is from the demolition of the College Road Apartments in 1961. With research one could date the nails and glass based on their style. (Dating)

Task 4: Develop Plans for Future Stakeholder Engagement, Public Outreach and/or Other Broader Impacts

The role of ethics in archeology is critical in the modern world. It is important to engage with the stakeholders behind this project. In her work, “Indigenous Archaeology as Decolonizing Practice,” Sonya Atalay thoroughly discusses the importance of stakeholder engagement especially with minority groups and marginalized groups. Atalay says “It seems that the only way forward is to engage with a range of ‘other’ concepts about history, culture, heritage, and the past in order to produce new ideas and a new direction – a direction that starts with the people, situated locally with primacy given to descendant communities, while also considering the interest of other stakeholders and publics.” (Atalay 302). Although it may not be a perfect parallel, Atalay’s analogy can be used to the stakeholder in the College Road Apartment site.

First, it must be identified who are the stakeholders of this project. The most obvious is the WWII veterans and the families that lived there. Next would be UNH WWII veterans in general. Finally, it would be the UNH veteran community and ROTC units.

What kind of events could be done to engage this community? An easy event to put together would be an open site day. Show the military community about their history on campus and demonstrate the fundamentals of archeology. Next could be a formal presentation and dinner for surviving WWII veterans, their families, UNH officials, and others going over the final results. Finally, when the dig is complete, a marker can be placed over the site commemorating its significance.

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Maria Hagan: Field Work Background Research and Future Planning Project

1) Campus and Site Background

The main source I used for information on World War II and veterans on campus was UNH’s newspaper, *The New Hampshire*. The first mentions of the war were found in an issue from September 21, 1939, which was twenty days after war in Europe started, under an accountment reading, “Attention Sophomores: There will be an important meeting of the Sophomore class in Murkland auditorium ... all male members of the class are required to attend”. Male sophomores are at the prime age (19-20) for enlistment because they are legally adults, who have the free will to enlist without influence of their parents, and in the best physical condition to undergo basic training and the demands of war. Having all the sophomore men required to attend the “important meeting”, most likely means discussions of enlistment and the war were addressed as the United States wants to build up their army

before they are forced to enter the war. In September of 1940, the U.S. government implemented the draft to get more men into military service. In the October 11, 1940, issue has an article with the details of draft and tells the student body all men between the ages of 18-26 must register under the Defense Act. Eventually, the US did enter the war in December of 1941 after the Bombing of Pearl Harbor (Dec. 7, 1941). The December 12, 1941, issue of *The New Hampshire* had a section in the editorial section called “What to Do?” to give advice to UNH’s male students on whether to enlist in the military or not. The column reads, “There is one paramount warning which should be issued in this regard and that is to stop and think the problem over seriously before making any hasty decision. ... While immediate volunteering for active duty may seem the most patriotic thing that can be done, this is true on the surface only. Patriotism can be best be exemplified by a serious consideration of all phases of each individual problem before arriving at an intelligent conclusion. For these who have or will enter the service at any time since last Sunday and have or obtain passing grades in their studies, the University Defense committee has recommended that academic credit for the remainder of the semester be granted. ... While there is a natural and almost insuppressible craving in youth for action, now is the time for rational, deliberate thinking”. Also in these issues, an article announces that the Student Defense Committee is implementing special training for students such as air raid protection and First Aid training. As well as an ad titled “Fight!” to grab male readers’ attention and convince them to enlist.

In the year 1945, World War II ended for the United States, with V-E Day on May 8th and V-J Day on September 2nd. The first issue after VE Day, May 10th, recapped the VE Day ceremony that was held on Memorial Field with a few of the university’s leaders as speakers. The ceremony paid tribute to those who sacrificed their lives in battle and the veterans of UNH. It was reminded that the war won’t be completely over until the Western theater is won by the U.S. Marines. This issue also included a section titled “Americans United” and it talks about how we need to honor the sacrifice of those in WWII and WWI by living better lives: “We must resolve with all our hearts that this time, THEY SHALL NOT HAVE DIED IN VAIN”. The September 27th issues of *The New Hampshire* from 1945 has a handful of articles dedicated to veterans coming to UNH to complete or gain a college education. One article is about the huge increase in inquiries from the Post-War Educational Service for veterans and war-workers. There is a large diversity in the inquiries from men and women

and all branches of the military. UNH receives about 200 letters a week and the victory in Japan added to the increase as more and more service members are being discharged. One of the first of many articles about the increase of veterans being admitted into UNH is written. It is titled, “90 Veterans Enroll Among 505 Freshmen” and mentions “total enrollment of freshman class has been somewhat reduced to restrictions on out-of-state women admitted, as part of the university’s preparations for the expected influx of veterans in the next few years”.

The issues of *The New Hampshire* published throughout 1946 are filled with sections talking about the insanely large amounts of veterans joining the ranks of all classes at UNH, such as “1,964 Students Register, 560 New Vets Record” (Feb. 7, 1946), “600 Veterans Enroll Here Next Semester” (Jan. 16, 1946), and “Veterans Up UNH Enrollment Figures” (Oct. 10, 1946). Along with the huge influx of veterans and UNH taking them all in causes a housing storage because the university has never had this many students before. In the January 10, 1946, issues, there is a section titled, “Housing Shortage” and mentions the 600 incoming students that have no place to stay. Therefore, the university’s solution was to place double decker beds in various residence halls, but it is only a temporary solution. The increased veteran population articles also mention the housing storage. The “600 Veterans Enroll Here Next Semester” article states, “According to recent estimates there will be about 700,000 World War II veterans will seek enrollment in colleges in the U.S. this year. Due to the existing shortage of housing facilities 150,000 of these 700,000 will be unable to gain entrance”. Also, in the “1,964 Students Register, 560 New Vets Record” article talks about the university making all possible dorm space available to incoming veterans and double decker beds have been added to Hetzel and Fairchild Halls in order to maximize space. Also, the large recreation room in West Hall has been converted in bedrooms and frat houses have been required to be used as dorms. The April 11, 1946, issue has an article titled “New Dorms To Have Built In Furniture”. These new dorms are not the ones we have been excavating, but they were built for the same reason, to house veterans. The pressure of the housing storage has been too much for the university and the temporary solutions of maximizing space in pre-existing buildings is not enough to fit the still growing population of veterans. Therefore, in order to provide the veterans with the education that they deserve and was promised by UNH, the university now has to build more residence halls for them which

led to the building of the dormitories we started to excavate this spring. These dorms were condemned and demolished in the summer of 1961 because they were declared a fire hazard along with other reasons as stated in the article “Million-dollar Apartment Project Built For Married Faculty and Students” in the April 13, 1961 issues of *The New Hampshire*. Mr. Leavitt of the service department declared that the College Road Apartments, which was the unofficial name for these dorms, were “an eye-sore, a fire hazard, and an unattractive nuisance ... has been condemned as unsafe since early 1950”. The current students living apartments were given no warning and have to be out by the end of the school year because razing beings on July 1st.

2) Broader context background research

After World War II, veterans were returning home after being away for about four years. The home that they left was not the same when they returned. The veterans themselves were also changed from their experiences in the world; therefore, adjust to homelife was difficult. As a way to relive some the stress of homecoming and the uncertainty of their future, the U.S. government put into law the Servicemen’s Readjustment Act of 1944, also known as the G.I. Bill. This act provided every veteran that was honorable discharged with unemployment compensation, paid for their college tuition and/or vocational training, and stipend to live off while studying. The unemployment pay allowed for veterans to turn home with some financial support while they figured out what path they could take for their future. Pre-war it was already hard to attend a college or university and then the war caused these men to have a gap in their education. The government paying for the veterans’ secondary education allowed for the country to have a skilled and qualified labor force once they graduated and entered the work force. The University of New Hampshire was one of the many schools that took in veterans and gave them the opportunity to gain an education. UNH supported veterans immediately when the war ended, was committed to having them attend, and did anything they could make their education available to them. The stipend allowed for vets to not worry about an income while studying to get their degree which allowed the veterans to afford the low rent of the College Road Apartments and live on campus.

The American Legion was created in 1919 by Congress and its focus is “on service to veterans, servicemembers, and communities” (American Legion History). They were made up of

veterans from World War I and wanted to support the servicemen and women of World War II because they knew the hardships they were going through from first-hand experience before during and after the war. On December 15, 1943, Past National Commander Harry W. Colmery wrote the first draft of the “GI Bill Of Rights” and then the official GI Bill was signed into law on June 22, 1944, by President Franklin D. Roosevelt. The American Legion then helped educate the new veterans on what the GI Bill was and offered support to the WWII veterans in their lives post-war. The American Legion was one the organizations that support veterans in their path of education which led some of them to go to UNH to take advantage of the GI Bill they helped create. In Post-War America, it was important to have the nation rehabilitated from the effects World War II had on the country and its’ citizens. The country needed help adjusting to peacetime. Especially veterans, who made up a large portion of the population, find their place in the new phase the US was entering into was very important because they were the next generation to take over America. The veterans who attend UNH because of the help from the American Legion and the G.I. Bill were able to get a degree that developed the veterans to have specific skill sets that made them appealing the new job market and create a future for themselves and their families.

3) Develop a clear plan for future methodological approaches to the site

This site facings two predicaments, the current buildings that on top of the site and the original buildings being demolished. Parsons Hall, McConnell, and the Horton Social Science building are currently over where the 1946 dormitory stood which eliminates areas for potential/future digging. The demolition of the original dorms means that the foundations of the buildings are gone, and the remains of the site are scattered over the original area of the site. Therefore, there is no clear pattern to discover and follow for digging at the site. So before more digging continues, it would be beneficial to create a picture of the site through ground penetrating radar (GPR) and geographic information systems (GIS) to have a better understand of what is under the ground and formulate a strategy for digging.

By comparing a current campus map and the 1961 aerial image, the GPR can only be used in front of Parsons and possibly the space between Parsons and Mitchel Way along with the area surrounding McConnell since these are the areas where the original dormitory was, but not covered by the current buildings that are there. A 1946 map shows dormitories across from these

ones on Academic Way where Horton now currently stands and near Paul Creative Arts Center. However, this is a highly populated area of campus with buildings and pathways, so GPR would only have limited space to work with. GPR would be able to location highly dense areas of debris from the demolition of the College Road Apartments. These areas could possibility contain large remains of the buildings like the beam that was found during the dig this spring, other artifacts that are connected to construction like nails and screws, and trash that was either left behind by the veterans or the workers responsible for the demolition. These would be the main and/or starting points to start digging along with the area around the dig pits in front of Parsons from this spring since those contained a large number of artifacts and large remains of the building. The frequency setting of the GPR changes the presentation of the results. A lower frequency allows for the radar pulses to go deeper into the ground but have results with a low resolution which means the images won't be very visual clear. On the other hand, a higher frequency does not go deep, but produces higher resolution images. The higher frequency setting would be ideal for this site since we know that the remains of the buildings are not deep underground because of the recent digging which discovered most artifacts around 30-50 centimeters underground. Also, we need a clear picture of what is buried which the high-resolution results will be very helpful in. The GPR data can be used in creating a 3D model by taking the individual lines from the GPR that are sectional profile of the subsurface and uploading that digital information from the site into a 3D imaging software. The 3D model would make visualizing the subsurface of the site easier and gain a better idea of what artifacts are in the dense areas of the site.

GPR data can also be used in geographic information systems (GIS) to create an overall picture of all the different layers of the site from the original 1946 buildings to the present-day structures. GIS is used for “collection, organization, storage, retrieval, analysis, and display of spatial digital geographical data held in different ‘layers’” (Archaeology Essentials 340). GIS can combine information about the modern-day buildings, the aerial imaging from 1961, the road system around the site area, and the GPR data to create a detailed overall picture of the site. This GIS picture can be used to interpret the all the information gathered about this site at once and understand the which parts of the dormitories have a better chance of being discovered because of their spatial relationship to the current buildings. The demolition would destroy the structural layout of the buildings, but the general structural pattern/outline would hopefully remain and

would be revealed by the GPR and GIS. Once the figuring out the best places to dig based on the GPR/GIS data, a vertical, stratigraphic excavation, similar to what we have been doing, is the best course of excavation because from recent digging. We know which strata layer the site is in (under the clay then sand layer). Also, vertical because are only a limited about of evidence near the surface and we have to dig down to reach the identified strata.

4) Develop plans for future stakeholder engagement, public outreach and/or other broader impacts

One organization that would be dedicated to preserving and honoring the veterans that attended UNH would be the American Legion's New Hampshire Department. The veteran organization is nationwide and has been committed to honoring the legacy of veterans of every war the U.S. army forces have served in. Partnering with the Legion would allow for a larger public platform that would reach out to people that truly care about the lives of veterans because they are either one themselves or related to one. The American Legion can help UNH raise and donate money that would go towards the continuing excavation and preservation of the site and the artifacts from it and spreading the legacy and stories of the veterans who lived in those dorms. The preservation would come from collaboration from the archaeologists on the project, the UNH History Department (specifically the museum studies graduate students), and the Durham Historic Association. The archaeologists are the ones who started and executed this project; therefore, they should be the ones in charge and leading the work with the others. They will be able to introduce the others to artifacts that were found and get everyone up to date on the history of the site and the timeline of the excavations. The museum studies graduate students from the history department would be able to help with and get credit for curating an exhibit for Parsons and McConnell to teach the students that pass through the halls everyday but the history they are walking on. The exhibit could include the history of WWII on campus (segments from *The New Hampshire*), a section honoring those from New Hampshire and UNH that served in WWII, a description of the housing storage UNH faced trying to house all the vets which led to the creation of the dorms, and the timeline of the excavation with artifacts found on the dig. The Durham Historic Association would work in collaboration with the UNH history department to create a replica of one of the dormitories. They might not be able to be the original size due to the space limits on campus, but it would be as close to the originals as possible in appearance and set up built with the same materials. The replica can also function as museum and expand

upon the displays in Parsons and McConnell to give students and visitors a realistic, inside look into what life was like for the veterans at UNH post-WWII. I picked two possible locations for the replica to be built pictured on the next page.



Location #1 in between McConnell and Babcock is close to the original site, but it is a tight fit between the buildings. Therefore, it might not be enough space to build a full-scale replica, or it would have a downsize a large amount. Location #2 in the area across from Peterson and Handler has more open space, so a larger, more real scale replica can be built. However, it is far away from the original site and the map shows small, forested areas which would have to be cut down. The History Department and Durham Historic Association also needs permission from the university to build on these sites. The replica and museum exhibits would be valuable in educating the students of UNH of the history on campus and for visitors to learn about life Post-WWII in New Hampshire and the rest of America.

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Sadie Marston: Field Work Background Research and Future Planning Project

1. Campus and site-specific background research

In conjunction with the dig being conducted at the site of the College Road Apartments & WWII Veteran Housing, I've started my research by conducting my own investigation into the apartment's history via the New Hampshire newspaper archives and the archival office in Diamond Library. To begin, I looked through the government documents in the archival office (room 101 of UNH's Diamond Library) to get an idea of the scope of the project, as well as to get into the minds of those working on the project at the time of its building – identifying key problems they might've had in the construction, I believed, would be key in avoiding problems of it's uncovering. The College Road Apartments had a lot of hurdles to overcome, even as early as while being built; notably, I found evidence of wage increases due to labor shortages (according to various telegrams from the John Bowen Company to the U.S. Department of Labor – Document 38) advocating for the raising of the wages of the carpenters working on the project to \$1.37 1/2 per hour – about \$20.80 per hour today (Document 38). The apartments themselves

ended up being split into three categories – Studio, 1 bedroom, and 2 bedroom – priced at \$20, \$26, and \$30 respectively with no heating (Document 3). At the time of this being built, both a labor shortage and a UNH housing crisis was going on at the time, so they were on a crunch for both time and people. This was only the start of their problems, as well; as the project fell farther and farther behind schedule due to unforeseen circumstances such as the needed elimination of an 800-foot trench of water (Document 34), communication between the project’s staff, the public, and government relations needed to continue the project grew shoddy at best. Some public newspapers and outreach outlets, such as the “College Road News” bulletin on campus, criticized the current administration’s way of handling the problems that continued to arise after its eventual completion on June 1st, 1961 (as stated in the April 13th, 1961 issue of the New Hampshire, on the second page, document 10). This prompted a rather humorous response from Dean Stoke at the time, saying “one of the crying needs of the University and of Durham is by some means with which to circulate factual information” in a telegram to the Editor of the “College Road News,” a Mr. Alfred A. Haas who lived in apartment B-3 (Document 8). All in all, it can be concluded that while it was being built the project was a huge pain in the neck for the administration, and even after it was built it consistently had problems the residents knew and complained about. However, one thing that set this housing aside from others was the inclusion of a child-care center with an on-staff nurse for a rate of 35 cents an afternoon for kids ages 2+ - a decision that most residents praised and glorified, it would seem (Document 9). The residents yearned for a public center for games and circulation of information, and this child-care center was the first idea of that being seen.

2. Broader context background research

Around the time of this project undertaken by the University, the G.I. Bill, or the Servicemen's Readjustment Act of 1944, was passed, providing benefits to the veterans who had not been dishonorably discharged and had been in active duty for at least 90 days. It offered various improvements and benefits to virtually all veterans’ lives, such as low-cost mortgages, low-interest loans, unemployment payout, and most importantly for the University, it offered payments to their education of High School, College, or Vocational School. This was a large source of potential income for the university, and it therefore makes sense why administration

wanted to capitalize on it by adding temporary veteran housing. The bill, however, has been extremely controversial since it provided disproportionate aid to white and non-white veterans, and with the civil rights movement on the near horizon, the campus would've been in turmoil over these buildings. This explains why their upkeep (or lack of upkeep) was so important to those that lived on campus at the time; they were extremely controversial, expensive housing born out of a discriminatory bill that the university decided not to upkeep.

3. Develop a clear plan for future methodological approaches to the site

Future methodological approaches to this site would benefit heavily from the use of GPR, or Ground-Penetrating-Radar, in front of Parsons Hall – particularly, following the beam we uncovered in our dig in order to discover how far it extends and to what extent we have a structure. This will inform future archaeologists of where to dig and make estimating where to excavate a lot easier without disturbing the ground too much by sending radar into the Earth to find features below the ground without having to dig (Howey, 2022). Also, it will be useful to do more research on the 800-foot trench that was exhumed that was mentioned earlier in this paper; originally when digging our JTPs, we had a lot of trouble with the water table, and this could be a line of inquiry that will help us avoid those problems in the future. Aerial imaging and LiDAR will not be useful here, as there is no tree-cover to see through and the site is too small; it would be a much better use of our time to attempt to go over the ground both outside of Parsons and McConnel with GPR and possibly EM or Magnometry (But even those two are debatably useful;) (Howey, 2022) (Martin, 2021) (Archaeological Essentials, 2007). Another thing that should be attempted is the identification of the plaster-like and painted-concrete-like materials that we've found in our excavation; the identification of those materials will be paramount in discovering what the best way to preserve and identify them in the future is. To do this, I suggest looking through archives for common building materials of the time and finding experts who can properly identify what we've found (Howey 2022). Finally, I suggest a longer timeframe for the dig and a more concentrated effort on the excavation; expanding the excavation more in front of Parsons as well as following the beam we found, could lead us to an entire feature that we've only begun to uncover (Archaeological Essentials, 2007).

4. Develop plans for future stakeholder engagement, public outreach and/or other broader impacts

The UNH Veteran and Military Service Center will be the main point of contact and main stakeholder in this project. Bringing them in, already a beacon of the community and a public center and hub, will garner the attention from the Military and Veteran community that this project needs to get off the ground; their connections will help foster a wider depth of knowledge on the topic, and help us discover what we'll need to do to reach out to more people about the project.

Also, appealing to the Architecture community on campus and the historians of UNH will be a big step in the right direction; many of them could add to the knowledge base we need to make in order to make this project function, as all excavations need (Archaeological Essentials, 2007). This could be done with working in tandem with other professors and general word-of-mouth.

One thing to keep in mind though, and something we should do right of the bat, is sensitivity training and getting consultants on sensitivity into our team. Archaeology has always been a severely white-dominated field, and as such we don't have as much training on handling sensitive topics such as the racially discriminatory GI Bill that introduced these houses (White, 2020). As such, we need to hire someone who has had a lot of training or experience in that area, so that we don't overstep our bounds or make any assumptions.

Documents referenced: <https://drive.google.com/drive/folders/1PyVewSjvUkgll9NJ8-LJ8GRqXv8yk7cg?usp=sharing>

Sabrina Smith: Field Work Background Research and Future Planning

1. WWII had a variety of effects on UNH's campus that left no one untouched. One of the major things that changed was the introduction of new fitness programs and drills on campus. In the October 1, 1942 edition of the *New Hampshire Alumnus* there is an article detailing these rigorous physical fitness programs UNH instituted as a result of "toughening for war." In the

same paper under the title “The University Faces War-times Again,” there is a short blurb about the university's duty in training students not just for war, but with the goal of, “wiping out of national, racial, and religious prejudices,...” Later on, the same piece discusses how the athletic calendar has been affected by the war. The January 1, 1943 issue of the *New Hampshire Alumnus*, the column “University Awaits War Orders” further discusses how the Departments of War and Navy wished for universities to prepare their students to fight for the country, both intellectually and physically.

In a darker note, in the March 1942 issue of the *New Hampshire Alumnus* there is a column titled, “Army Air Base at Manchester Named for UNH Graduate,” that commemorates a student who was lost whilst flying in WWII. Another effect of the war on UNH’s campus was the refusal to allow Japanese American students to attend, which is revealed in a letter to professor Howard K. Beale from Everett B. Sackett on June 4, 1943 on the fact that they could not, “feel that we could justify the education of Japanese students on a civilian basis.” In terms of the school structure not pertaining to physical education, the October 1, 1943 issue highlights the profound effect of the war upon the campus in the section, “Bugles Over the Campus Awaken Durham to War.” The column discusses the increase in participants in accelerated learning courses due to the war, as well as the large military trainee presence on campus. The establishment of a Specialized Training Assignment Reclassification School was also discussed in relation to the ROTC on campus in the May 1, 1943 issue.

On the subject of the effect of women’s experience on campus, a booklet by UNH, “Engineering War Training Courses,” has a line directed at women that states, “Women are especially urged to investigate the possibility of acquiring specialized training for war work in view of the increased demand for women in our war industries.” Furthermore, *Life Magazine* has an article called, “Girls ROTC - New Hampshire COEDS Toughen Up For War,” which discusses the training UNH enrolled women in that trained them for service in the “WAAC, WAVES, and other auxiliaries of the armed forces.” The training had a focus on military drills and calisthenics, as well as exercises such as hiking, conditioning, and obstacle courses. The course was a requirement for freshmen, sophomores, and juniors, while most seniors took it on a volunteer basis in order for after-college auxiliary employment.

The origins of the veteran housing date back to 1946 as a place for veterans to hold occupancy with their families (UNH *Announcement* September 21, 1946). The first 30 units were designated for faculty, however (Letter to Mr. Carpenter from William A. Medesy, October 29, 1946). The appearance of the housing seemed to be long and narrow two floor buildings with some sort of horizontal wood paneling (*College Road Apartments* photographs, #39). The purpose of this veterans housing was to house faculty with families as well as veteran students. In a November 1946 document, *University of New Hampshire College Road Apartments*, the housing appeared to be used for professors and other staff members. In 1947, there was mention of the housing belonging to veterans, as well, so there was likely a mix of both groups. This was found in the June 1947 document *College Road News*, which also discusses that there was a veterans garden area with individual lots. There was also mail delivery services, laundry rooms, window screens, and a greenhouse. There was also an emergency-only phone on College Road by the apartments that was in a glass case to be broken upon emergency (College Road Emergency Telephone).

In a May 5, 1947 letter Victor Smith writes of how there is a housing shortage on campus, and that the College Road Apartments are full and have a waiting list of people who need to get in, so it is evident that at the beginning of their establishment there was quite a large need for the on-campus housing. However, the rest of the history of the veterans housing seems to have been lost, as after the year 1947 nothing appears until they are demolished. The buildings were destroyed either at or before July 25, 1961 (Photograph: College Rd Apartments - destruction - (1)). It is unclear why they were destroyed, but it could be that more permanent housing was created, there was no longer a use for veterans housing, and/or they had fallen into disrepair.

2. The UNH campus was also impacted by broader national dialogues and contexts, such as the GI Bill and other WWII veteran movements. Specifically, the goal of the GI Bill was to get more veterans to attend college, which is backed up by the evidence. One of the first pieces of evidence of this is found in the Bulletin of the University of New Hampshire, which had a pamphlet titled, "Postwar Education Service," and promised a way for WWII veterans to get the college experience and education they missed out on. When the GI Bill was passed, UNH experienced a 68% increase in students, with 2,156 male veterans out of a total of 3,476 students according to Newsweek's article, "Veterans: G.I. Joe at College". This same article says that

most of the veteran students went into the liberal arts, and “were less troublesome than the faculty expected them to be.”

Furthermore, economic troubles are discussed. The article says that the government provides \$90 a month to married vets, and \$65 a month to the unmarried; of which some vets complain about because of the expenses of college. Thus, it can be seen that the passing of the GI Bill led more veterans to attending college, and along with other veterans movements money was provided that made this an affordable choice for the veterans to do and encouraged them further.

3. This site has further surveying and excavation to be done. In terms of surveying, comparing the old aerial photos from when the new buildings were standing to the present day photos is a good place to start. However, when the buildings were knocked down they would not have ended up in precisely the same locations and could have spilled around the area. Because of this, introducing technologies such as GPR may be of use. GPR is a technology that uses radar and is capable of locating things such as, “...filled ditches, graves, walls, etc., but also measure the depth at which the changes occur on the basis of the travel time of the pulses”(Renfrew and Bahn 86). This would be useful for locating old beams or pieces of wood that were used in the housing, or other larger materials.

Metal detectors would also be useful. Metal detectors are capable of seeking out buried metal through sending waves of electrical currents through the ground. When they hit a metal object the current is disrupted, which then is picked up by the receiver coil (Renfrew and Bahn 89). Metal detectors would be useful for locating pieces of metal such as nails. This is because while excavating the sites, we located a large amount of nails. By seeking out the nails, we would likely be able to find other artifacts and features from the housing as well, since the nails were found in close proximity to them in our brief excavation.

Once the area has been mapped out with aerial imagery, GPR, and metal detectors, we could dig shovel-test pits to get an idea of what the site is like throughout all the layers of stratigraphy (Renfrew and Bahn 86). This would also allow us to find areas with a higher concentration of artifacts, and then continue digging in that general location after we are done with the test pits.

Furthermore, the test pits would allow us to quickly analyze the sites, and get a feel for what kind of artifacts and features we should expect from the rest of the site. For the actual excavation, it would be best to excavate as much of the site as possible. It would not be possible to excavate the entire site, since some of it would be partially under the still standing academic buildings. However, this is not necessarily a bad thing because that would allow for part of the site to be preserved for future archaeologists if the present buildings were ever torn down. It is important to not excavate the site in its entirety, because in the future there may be more advanced technology (Survey and Excavation Lecture, slide 32). This could allow the site to be excavated/analyzed with more precision.

For the part of the site that is not covered by modern structures, we would excavate as much as possible. This would allow us to gain a better understanding as to what the veterans housing was like, and could give way to valuable artifacts such as personal belongings that were not part of the housing themselves. The best way to excavate the site would be to do an area excavation. Area excavation allows for the archaeologist to, “determine layout and organization of site and site features that are present at each interval of identifiable time in the site”(Survey and Excavation Lecture, slide 36). This would be good for excavating the veterans housing, because it could be a good way to determine separate areas of the buildings, and possibly put a distinction where different rooms were, as there would be more reference for objects *in situ*. When excavating, paying attention to the stratigraphy would be very important. Stratigraphy is the layers of the soil, with the bottom ones being the oldest and the top the youngest layers (Survey and Excavation Lecture, slide 41). While excavating, observing the stratigraphy would allow us to see potential areas where the soil was disturbed from potential features that could have been a part of the housing.

4. For the future of archaeology, it is important to participate in stakeholder engagement, public outreach, and talking about the broader impacts. Doing so would create a connection between UNH and its past, and make information about the housing and the former military presence on campus more well-known. It is important to carry over that connection to the past, because as Sonya Atalay puts it in the article, *Indigenous Archaeology as Decolonizing Practice*, “The ‘lost’ pasts that archaeologists seek to uncover are often distanced from them by time, culture, or both.

In studying the past, archaeologists utilize the contemporary lens of their time to study ‘others’”(Atalay 284-285). By making the information about the veterans housing more accessible on campus, this past would not be considered “lost”. Furthermore, it would prevent the “othering”, as people would realize it was not so long ago that the effects of WWII quite literally stood on our campus.

The first step would be to develop stakeholder engagement. It would be important to contact those who lived in the housing. By doing so, a better understanding of the purpose and personal history of the apartments would be formed. This would also serve to make sure the veterans who lived in the apartments are on board with future plans regarding commemorating the housing. Another stakeholder group that could be contacted would be those involved with the military history on campus. They would definitely be interested in this site, and may even have more information about the housing.

Public outreach and broader impacts would be the next step. Public outreach and awareness is essential to the study of the past, as in *Archaeology Essentials* it is said, “...the fundamental purpose of archaeology must be to provide people with a better understanding of the human past”(Renfrew and Bahn 304). To do this, we could make a sign or memorial where the veterans housing was, with the dates they existed and a brief paragraph describing their purpose and history. This would make the site known to those on campus, and could make people interested to do further research. It would also help to commemorate the veterans who had lived there. Another thing we could do would be to make a UNH website with all of the information available that could go more into detail than a sign. A benefit to the website would be that pictures from the excavation and artifacts found could be uploaded, as well as any old pictures and documents pertaining to the site. On top of all of this, it would be cool to have a museum on campus that is dedicated to the housing. The museum could display all of the artifacts we discovered, have information about how the site was found and excavated, and the history of the site itself. This would be a good way for people on campus to feel more engaged with UNH’s past.

Finally, it would be important to not just promote the WWII housing excavation but the field program at UNH as well. Creating the museum would help promote this. The museum would be able to have an exhibit for each on-campus site that has been excavated and will be excavated. It could be open to the public, so people who do not attend UNH could come and learn about the field program here that way. It would also give students a better idea of what UNH does archaeologically, and raise awareness that we do have a field program in the first place. To spread further awareness of UNH's field programs, when prospective students are on tours they could be led past the memorial/sign where the housing was, and either shown or told about the on-campus museum.

Another way in which information about our field program could get out would be to have news interviews of those involved in the program. During the interview, they could detail the purpose of their work, what they are doing, and talk about any potential artifacts they have found and their significance. This would bring more publicity to UNH's field program, as well as make a broader impact of telling people why this work is important. Thus, through stakeholder engagement and public outreach, broader impacts as to the importance of remembering the past would be uncovered.

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College Road Apartments photographs, #39

University of New Hampshire College Road Apartments

College Road News

College Road Emergency Telephone

Letter by Victor Smith, May 5, 1947

Photograph: College Rd Apartments - destruction - (1)

Postwar Education Service

Veterans: G.I. Joe at College

ⁱ Note, no work was done until we cleared the area with Campus Facilities and Safety and received DigSafe permits.