

Museum of History and Industry
Historical Society of Seattle and King County

Transcript

G. Spencer Reeves - taped interview
May 21, 1985

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Side A

This is an interview with Mr. G. Spencer Reeves on May 21, 1985. The interviewer is Lorraine McConaghy for the Museum of History and Industry.

Q. Let me start by asking you how you heard about Pearl Harbor. Where were you when you heard the news?

Mr. Reeves This is rather interesting. I was sitting on my front lawn, at 5708-26th NE, in the Ravenna District, and pulling Japanese clover out of my lawn when it came on the radio about the attack on Pearl Harbor. And then, of course, there was a big upheaval.

The University was really involved and my voluntary relationship with the Seattle-King County Chapter of the American Red Cross enhanced the opportunity of cooperative Safety Educational programs.

Q. What was your personal situation? What were all your jobs and your volunteer responsibilities?

Mr. Reeves All the time I was at the University, I was doing volunteer work with the Red Cross, United Good Neighbors, Heart Association, Tuberculosis Association, because of my background and qualifications as a Health Educator.

I had a teaching appointment in the Men's Department of the UW School of Health and Physical Education. My main responsibility was supervising the All-University requirement of Health Education for men. I taught thousands of students health education.

And then I got connected with public health, but that came later, after the war.

But in 1941, we were in the Ravenna District, and doing all this teaching, and lots of first aid work.

Q. Were you involved in the emergency planning before the war?

Mr. Reeves Yes, indeed.

Q. Did you know Dr. Rawson, or Parker and Mildred Cook?

Mr. Reeves I don't recall Dr. Rawson, but Parker and Mildred took first aid from me, and then when the war came along, the whole thing mushroomed.

First of all, through Elmer Holstrom - did you hear of Elmer Holstrom?

Q. No, I haven't.

Mr. Reeves Elmer "Swede" Holstrom was in charge of the Safety Services for the Seattle/King County chapter of the Red Cross, and "Swede" had started first aid and aquatic courses around town, and I had helped with that as a volunteer. I had been a volunteer in Red Cross Aquatic work even before I had started teaching at the University of Washington in the fall of 1935.

Around 1938-1940, Mr. Holstrom had started volunteer first aid classes for firemen in Seattle and King County as well as industry such as Boeing's. Knowing it was impossible for the Red Cross volunteers to train all personnel in the county, the effort was spent training a cadre of qualified instructors of First Aid within the industries.

Then, and I don't know really the date on it, whether it was right after or before Pearl Harbor, the pharmacists in King County wanted to have first aid training so that the pharmacies and drugstores could be a focal point for neighborhoods.

With Dr. Foley Goodrich, who was the [UW] Dean of the School of Pharmacy at the time, we worked out and developed with the staff of the Pharmacy School a whole teaching core that we could handle two hundred pharmacists at a given time. We used Bagley Hall, which you're familiar with - we used the large lecture hall there.

August Auernheimer, who was in the physical education department, helped me with the instruction. A pharmacist by the name of Duckering, who owned a store over by Golden Gardens, helped organize the pharmacists.

Q. They were learning, fearing a war-related emergency?

Mr. Reeves Yes, so that they could be prepared to do some teaching in their local areas, as well as administer first aid. We had classes of hundreds, and we had squads of teachers who would lecture in the big lecture room, and then we'd use the corridors of Bagley Hall and send them out, and they'd work as units.

We taught first aid in what would be the Northwest District of Seattle to just everyone, through the Red Cross, and I would handle a lot of those classes, along with Mildred and Parker Cook, Augie Auernheimer, and Dorothy MacLean, who was with the Women's Department at the time. We'd have classes of sixty and seventy.

Q. What eventualities were you training people to meet?

Mr. Reeves Boeing, and the fire departments, and the police, with the Red Cross, had been trained previous to the outbreak of the war - we knew the war was coming - in 1939 and 1940. When Pearl Harbor happened, I stayed on at the University. I was just in-between on the draft. Many from the Physical Education [Department] went into the service as swimming instructors and coaches and so forth.

I didn't. We had a young son, and I was, as I

said, right in-between on the draft. So I was kept at the University, and worked with the V-12 Navy program at the University for training future officers.

Q. A sort of ROTC?

Mr. Reeves Well, it was an extension of the ROTC, because when war broke out, we had V-12, V-5, V-7... These numbers are groups of Marines, Navy, Army that came into the University to receive ROTC training and military training as well as additional college credit that they could count towards a degree.

It was something like a holding pen until they could be placed. But they were getting training here.

We ran through the Physical Education Department a complete physical education program for them, in terms of calisthenics, obstacles course running, swimming, of course. I taught sixty Navy people per hour, from 8 in the morning until 4 in the afternoon.

Q. Were these boys between 18 and 22, the usual undergraduate ages?

Mr. Reeves Yes.

Q. Did they have uniforms?

Mr. Reeves Yes, they were official.

We were teaching them to swim, because they all had to be able to swim. It was the South Pacific, coming up. And we would put them through, and we would only have them for a few weeks, and then they were sent to another place - somewhere.

We had, at that time, ROTC corps of new officers that had graduated but there were no available placement areas so they remained at the University as students for additional training until placements opened up in the military. Quite a few of the hold-over ROTC personnel had played varsity basketball, and they continued turning out with Coach "Hec" Edmundson's varsity as a means of keeping physically fit.

"Hec" had a good basketball team at that time but couldn't take any of the undergraduate ROTC enrolled players of campus for any of the conference games away from home. This caused a need for a travel team of civilian players. "Hec" asked me to "manage" the ROTC undergraduates as well as the commissioned ROTC officers.

I arranged games for them around the city with Alpine Dairy - any team that wanted to play! And they were allowed to play, and it counted as training and conditioning.

So I was a coach of basketball at the University of Washington during that time.

But that's just a little aside...

Q. Well, I am interested in what happened on campus. What was the atmosphere like in school?

Mr. Reeves Very confused, because we were both on the

quarter system, and the semester system. The military was on a semester arrangement, and we had to carry the regulation quarter system, so we had students coming in, going out, coming back in, starting over! It was just an odd arrangement, but we did it all right - we never lost a non-swimmer in the pool or in any of the regular classes.

Q. Before May of 1942, were any of your kids Japanese-Americans?

Mr. Reeves Oh, many of them.

Q. It must have been very tough.

Mr. Reeves Oh, I'd have them pulled right out of class, and they'd send them to the camps. It was heartbreaking.

And yet, knowing what we did, we didn't distrust them, but they were still Japanese and it was a serious threat, because they were on our coastline. They were coming down in Alaska, and if they'd known some things which, thank goodness, they didn't know, they could possibly have made beach-heads. I'm sure of it.

Yes, it was bad, and the Niseis proved themselves later, when they went in the Army over to Italy. But at that time, it was a matter of survival. It was a bad time.

Q. How frightened were people? What was the atmosphere here in Seattle?

Mr. Reeves People were frightened, but they were typically American. They went in for training, and for doing the necessary things to black out their homes.

Seattle was a total blackout city. Total. No lights like this but black tarpaper over all the windows. The city was blacked out. We drove our cars with just the parking lights on.

I was in the Northwest District, supervising the establishment of first aid stations in Ravenna, the University, out here [in Lake Forest Park], all over West Seattle. The air raid wardens were taking over the first aid, and they were the alert group.

We came along because we had to have official first aid stations and qualified people to maintain them. That's when Holstrom, of the Red Cross, and I got into teaching, and when I introduced Mildred and Parker Cook into this teaching corps, along with Auernheimer, and we taught first-aiders night and day.

Actually, that formed into this total Civil Defense. William O. McKay was the head of it, and the Armory down where the Civic Center is - that was our command station, and we'd work from there on practice alerts. So we had first aid units set up in King County that we could reach immediately, by phone combination like a telephone tree, any part, and within an hour, have all of our first-aiders alerted to go to the stations.

Q. If there had been an absolute emergency, with bombing and

disruption of power, and of telephone lines, was there an emergency plan?

Mr. Reeves Yes, indeed. We had ham radio stations, so that if the telephone went out, we'd go to the ham lines, and then by runners, we would feed out. Right down to the nth degree. We were busy people getting organized.

Q. What planning!

Mr. Reeves Lots of planning.

When we put on an alert, I was still teaching regular students at the University, and I had a lot of them in first aid. I'd take those students in the first aid classes and prepare them to be subjects out in areas where we'd call a practice alert, and they'd fix themselves up with all types of injuries, and then we made signs and they put them on their chests. They knew enough about the "injuries" that they had that they could evaluate the first aid that they were getting on the spot.

I'd send these students, and they'd go out to these areas, and -

Q. Did they doctor themselves up with catsup?

Mr. Reeves Oh, yeah, they did all kinds of things! But they had these cards.

Q. What did the cards say? Like, "burn victim"?

Mr. Reeves "Serious condition. Totally unconscious, bleeding."

And they had their flashlights. We did this all at night.

I had the students doing the evaluating for me, and then next time we met in class, we'd re-evaluate how the First Aid Team personnel responded. And, from there, I took that through the channels, and it went back to the local area. Either "A", "B", "C", "D", or "you flunked, you killed him!" (chuckling)

It was effective. And it reminded me of when I was a kid, playing cops and robbers. It was busy work, but it was well planned out.

That went on for the better part of two years. When we'd have these alerts, I'd go down to the Armory and we would set up with the Air Raid wardens the first aid, the hospital units, and all. We'd coordinate from down there, with our phone connections. It was just a tremendous organization.

If a bomb dropped, I knew that we'd have emergency care right at the site. I also knew that we had hospital care, and makeshift ambulances to pick up serious cases. I knew where the hospitals were - we had that all checked out as to where the [emergency] hospitals would go.

When I look back on it, I don't know how we did it. But I would be down there until 2 and 3 in the morning, running this. And I was in charge.

Q. I think one of the most striking things is this. In so many volunteer organizations that I've had anything to do with, there is so much re-inventing the wheel, redundancy of function - just organizing this in such a way that it would run, and that people would work so well together is a great accomplishment!

Mr. Reeves You asked, "Were they frightened?" and, yes, they were frightened, but we were also going to do our part.

We had bandages galore, and that was a lot of work on the part of a lot of people, just rolling bandages - never used them, never had to use them.

I was going to say that when the order came down from the national headquarters of Civilian Defense to disband the defense units, Mr. Holstrom and I said, "We just can't disband this effective group that we had of trained first-aiders. Let's call key members in and talk it over with them and see if we can't maintain a structure that will work out of the Red Cross for holocausts that might occur."

We even had worked out, so that we could get on just a phone call, starting this telephone tree, enough boats available that if it was a hazard at the waterfront - a big explosion or fire, not war related - that we could call those boats in to evacuate. I've often thought of a place like the Edgewater Inn - with a phone call, we could have had first-aiders there and boats to evacuate if necessary.

We kept it going for about five years after the war was over. Seattle had this aftermath, that if there was a dire emergency, help would have come other than the city officials. We did do some further training, but we had thousands of people.

Q. Was there a shortage of medical personnel?

Mr. Reeves Oh, yes! Practically all. I wish I had saved this letter - I received a letter because I was in charge of all the safety and emergency care in King County in connection with Civil Defense, and the letter said that you cannot be in charge of the emergency services because you're not an M.D.

I said, "Well, let's get an M.D."

But they had no M.D.'s except elderly people who were just too old to go into the service, and they were doing what they could to help, but they would be poor in organizing.

That's where Tom Carlisle came in. Tom Carlisle became the medical head of the civil defense medical services, and I worked with Tom. He said, "I don't know anything about first aid, but if you can get them into the operating room, I'm all right!"

That's the way it worked.

Q. Was there a plasma bank?

Mr. Reeves Yes.

Q. Did blood banks develop at this time or was that a later phenomenon?

Mr. Reeves As far as I know, we always had some sort of blood bank.

Q. Was it part of your planning to know where such things were?

Mr. Reeves Oh, yes. All you had to do was to get on the phone. You could get medical supplies. We had homes in certain districts, and I checked out hundreds of them in West Seattle, Georgetown, downtown and all over, as to the feasibility. Everybody wanted a first aid station in their own home, and that was impossible.

I actually crawled through basements, under stove pipes and everything else because somebody said, "I've got the ideal space. We want to donate our time and effort and our place," but we'd have to turn them down. We had a group of people doing this.

Yes, I had a busy time.

Q. I could see in reading the Red Cross report that came out after the war, in 1946, that they had been involved nationally in a lot of things besides this emergency planning. There were services to servicemen and their wives, service clubs, Gray Ladies - were any of those things done here as well.

Mr. Reeves Oh, yes, but right during the serious part of the war, I drove to the armory at night from Ravenna District, with just my parking lights on. When you had no street lights, or anything, the only saving grace was that there were not too many cars out driving around because of the gas rationing.

I never was bothered by the gas rationing because I had the "E" certificate, which was the Emergency one, so I could fill up. But I was only using it for that purpose, I can assure you. That wasn't true in some cases, though.

I had gasoline to go down there and put on one of these exercises, and drive home, getting in at three o'clock in the morning, and then go down and teach an eight o'clock class at the Univeresity.

Q. Did you tend to concentrate on first aid for burns and on pressure points, rather than first aid for delivering babies?

Mr. Reeves Not much for delivering babies, but there were people in the groups who did. I know that in the Ravenna District, there were several people who could have handled any emergency that came along - burns, what have you - on a temporary basis. We had no assurance that we'd have electricity or transportation or anything else. We just had to survive at a given site.

Q. How about stockpiled water and food?

Mr. Reeves That was available, too.

Q. Blankets?

Mr. Reeves Yes, and cots. Floors. (chuckling)
My specific area was the first emergency care, and to have places where that could be given. But then they had ambulance corps - grocery and bread trucks, all kinds of trucks, recruited and served as emergency alert ambulances.

Q. Dr. Rawson described teaching triage to volunteers - basically, battlefield medicine to separate the living from the dying and to make those kinds of decisions. It's pretty profound stuff.

Mr. Reeves You had to.
And talking about volunteer workers, this was the cream of the crop as far as I was concerned. When you knew that they were training for a real purpose, because the threat of a bombing or a raid was here. There was no mistake about it! Look what they did to Pearl Harbor.

Q. And Attu and Kiska and Dutch Harbor.

Mr. Reeves There were bombs dropped on the coastline. I was privileged to information that others didn't get.

Q. Were you? It must have been alarming.

Mr. Reeves Yes, that's right. I didn't have any hatred for the Japanese - we had lots of Japanese in school. We had them on the athletic teams. There were many of them, and they just disappeared from classes.

Side B

Q. Seattle was changing a lot as a city during the war. What were some of the changes you saw - you sound like you might have been so busy you didn't have the chance to notice! Boeing and the shipyards just exploded.

Mr. Reeves That's right. I could see it, and everybody else could see it. We exploded, and it continued after the war. A lot of the people that came here wanted to come back.
It was a frantic time, but we made it.

Q. The housing projects, and the large concentrations of new citizens - were there any special contingency plans for dealing with the projects? Were they dense housing?

Mr. Reeves I can't really answer that, but down by the University, they had a housing project down across from the golf course, as you go out to Laurelhurst.

Q. The dump - they call it the dump.

Mr. Reeves That's right, it was originally the dump.
They had barracks-like buildings built in there that were used by students.

Q. As an educator, you were mentioning these groups of V-7 and V-12 students that were coming through the University. Did you know what became of them? Did you know the fate of any of them? They were shipping out to some really scary duty, in the Coral Sea and elsewhere...

Mr. Reeves Yes, I can give you a real dramatic instance. The basketball team I told you about had several Marines on it, and a Marine contingent came back to continue the training here, not to go to school per se, until openings would occur. They were all second lieutenants, because when they finished ROTC, they went into the second lieutenancy.

Well, they didn't have the units, and until the units developed, there was no placing for them. When D-Day occurred, when they invaded France, the death toll was three of the varsity basketball players that were in the Marines that I'd had on this team when "Hec" Edmundson had the civilian team. They died on the first day they went over. That word came back.

We were continually getting these reports, and I'll give one little example.

You mentioned the Coral Sea. We would have injured sailors come back in for rehab, and they'd go into the Navy program in connection here with the University. I had one chap that had been seriously injured, and he was a Navy man in rehab. He was in one of the swimming classes where we used the pool with the tower in it so they'd have to jump in a protected jump, and land supposedly in a fire on the ocean. And we did, on a couple of occasions, have fire down there with oil that we put in the pool. I didn't do that, because we could have burned it down, but we had Navy chiefs that doing the training, but they weren't doing a very good job! (chuckling) From a militaristic standpoint, yes, but from an educational standpoint, no!

Q. Oh, "You swim!!"

Mr. Reeves Yes! "Jump!!" and the guy says, "I can't swim!" But, "Jump!!" Well, that isn't the way to do it.

So we finally took it over, and they would assist us. I was starting a class that had just learned to float. They were non-swimmers, so I tried a technique of starting them to float in water first of all, in a vertical float along the side of the pool

We were going so fast - they may only be here for six weeks, maybe only for three weeks, and then they'd be shipped out. That was the way it was working, and we wanted to see that they all could swim. It was mandatory they'd learn to swim. They had passed their physicals, and there was no reason why they couldn't learn.

Q. How far did they have to swim?

Mr. Reeves Enough to recover themselves after being submerged.

Q. A length or two of the pool?

Mr. Reeves Well, they never set anything up. Just that they could propel themselves.

We had standards, and we tried to follow them. We just didn't have the time to do it.

I remember this class was floating, and they knew that they could float. I started them off the low board, the one meter board, and finally got the whole class over that except for one or two students.

Finally this Navy fellow came up and said, "Mr. Reeves, let me talk to them."

I said, "Fine, anything to get them so they'll learn to jump."

He went down on the LEXINGTON, one of the first big aircraft carriers, down in the South Pacific, and he had to jump the equivalent of 75 to 100 feet into water with lots of debris on it. He was pretty badly injured.

He said, "Just forget all of your fears. You haven't any idea what fear is, until you get into combat. And I'll tell you what happened to me..."

They knew that he was badly injured, and part of his rehab was in swimming. When he got through with what he'd had to do, he said, "We're not kidding. We want you to stay alive as long as you possibly can, to continue the fight."

Those kids got up there on that board - kachunk! kachunk! kachunk! they went in, where before they used every excuse. And he said, "Anytime you want me to help, I'm willing." So we had him as a permanent fixture there for quite a while until he got his rehabilitation.

But just that one example. It was like wildfire. They all knew that things were going bad over there. And he was the perfect example of it.

Q. It had never fully occurred to me that, of course, the University would be mobilized in this way. Were there other ways that the University was mobilized in the war effort?

Mr. Reeves Well, research was continually going on.

It was used as a training program for protection against gases, and how to differentiate between gases.

Q. Gas warfare?

Mr. Reeves Yes, because it was being used. Have you ever been exposed to tear gas?

Q. Yes.

Mr. Reeves We had places set up at the University, where they'd be exposed with gas masks and without gas masks. They ran these military personnel through it, up there by Bagley Hall. Many a time I got a good charge of it.

And we had, connected with the first aid and medical groups in the city, we had wholesale training that went on at the University and in high schools, like Garfield High School and Roosevelt High School, where they'd come in at night and go through training programs in gas warfare.

It was rather extensive.

Q. Did it include the whole county, like Kirkland and Renton?

Mr. Reeves Yes, I was out all over King County, and they had the same thing going up in Snohomish County.

King County, in Falls City and Monroe - I didn't cover everything, but nearly all. It was a hectic time.

Q. That's something that nearly everyone has said during the course of this project - that it was one of the busiest times in their lives, if not the busiest. Did you have much time for your family?

Mr. Reeves No, but fortunately I was with my family, and what little time I had, I was here. There was stability, and it was better than going away. Quite a few in our department got appointments in principally the Navy, and a couple in the Army, and went into transportation and in fitness programs and so forth. They came back after the war, but some of us stayed right here. I mentioned Auernheimer - he was one, and Cas Mills was another. We worked from eight in the morning until six at night, teaching all the time, fitness or aquatics or first aid, and then teaching regular classes, too, because the University continued for the regular students.

Q. Did the student body become more and more female, or did the officers keep up the male balance?

Mr. Reeves With all the military, there was a lot of men, but I didn't notice anything. I wasn't in too good a position to - I was connected with the male portion of it. We had gobs and gobs of people! I had classes of 200, and that's not a good teaching situation, but you had to make use of the time to the maximum.

I was glad when it was over.

I got one ideal program set up. One Spring, the chairman of the department called me in, and said, "Spencer, you're doing too much."

And I was. I was going too hard.

He said, "I'm going to give you nothing but tennis classes. I don't want you to even come into the building if it's a nice day. Just stay out there in the sunshine!"

So I taught tennis one Spring quarter.

Q. Was it relaxing?

Mr. Reeves Oh, yes, it was. It was enjoyable.

Q. Do you remember any anecdotes from your emergency medical training program? Any people who stand out in your mind?

Mr. Reeves A lot of things...

Q. You had said that a lot of people expected the war, that the war was no big surprise - how confident were you that we would be at war? Did you think that we would be at war with Japan before Europe?

Mr. Reeves I thought it would be the European war first. It was just like you were marking time. You just waited.

Yet there wasn't any waiting, because we were doing a lot of the pre-emergency training before we even got into the war. A lot of it. It was just like the clouds every day, coming up - you knew it was coming and it came.

I was a little surprised at Pearl Harbor, as were most people. I can still hear Roosevelt alerting the whole nation. Those were dramatic moments, and I can tell you Franklin Roosevelt may not have been revered by a lot of people, but the day he died, there was a lot of grown adults doing a lot of crying.

When he did die, the impact... I was teaching a class in Smith Hall, and I generally had back to back classes, so when they were over, I liked to relax, and I'd go down to the basement where the custodial people were. I was quite friendly with them - the maintenance people.

I walked in one day, and here they were sitting, with tears running down.

I said, "What in the world has happened?"

"Haven't you heard?"

"No, I haven't heard."

"Roosevelt."

So there was a strong national feeling.

Q. I think it's so very sad that he didn't live to see the end of the war.

Mr. Reeves Well, he was too sick a man. I thought Truman did a tremendous job, stepping in the way he did. Just a tremendous job. I don't care what party you may be loyal to. Those were real bad times, but I guess there are bad times all the time, and good times. I see mostly the good times, and that's the way I like to look at it.

Q. The planning you've mentioned has sounded mostly neighborhood oriented, but early on in our conversation, you talked about sending first aid people into the shipyards and into Boeing. Were there contingency plans for dealing with a direct hit, say, on Boeing which was, I think, a pretty good possibility?

Mr. Reeves Oh, yes. Within their groups, they had quite an extensive safety program. Our objective in the Red Cross was to train instructors to go out and teach other groups instead of we doing it all. That's where we spent our time, trying to train teachers and instructors in the safety procedures

And I think we did a tremendous job. I was real pleased at the results we were getting. As I said, I was getting a double evaluation, because I had my students evaluating on some of these alerts, which helped us strengthen the organization.

What happens if with a phone call you don't get a certain person? We had alternate people you called until you could get an alert. And we had ham radio operators we could go through. And we tried all of them out, so we knew we had back-ups to back-ups.

I felt real confident that we had as good an organization with our Civilian Defense even with the flaws that if something had happened, we would have taken care of it on an emergency basis.

Q. Besides medical emergency, if there were fires where houses burned down, could people have come and lived for a certain period of time, in gymnasiums or something?

Mr. Reeves Yes, they do the same thing when hurricanes or tornadoes hit. But now, it's put back with the governmental and official organizations. If there's a catastrophe, the Red Cross would be called - it's quasi-governmental in structure - but the police would alert their own groups to handle it with their communications. They have high schools and gymnasiums selected that they would take over in tornadoes and hurricanes - that's how it worked.

Thank heavens that we have that.

Q. Would you say, then, that the spirit of voluntarism was stronger during the war than it is now?

Mr. Reeves Oh, yes.

Q. I suppose that makes perfect sense, because we were at war.

Mr. Reeves There was a tension that was there, but it wasn't like being on the front-line. People were most cooperative.

Q. Did people talk about a "homefront" then? Is that the way you saw yourself?

Mr. Reeves Yes! Survival, really. And to prevent deaths from occurring, and to take care of damages. There were air raid wardens, the ambulance group, the first aid and safety group, the security groups - not vigilantes, but just security to direct traffic - they were all available. They were all little separate units coordinated. It was a fantastic job, and a community thing on a big scale.

Q. And did you find people eager to join? You didn't have to drag them out?

Mr. Reeves Oh, no. Everybody wanted to get into it, really. We had sign-ups for first aid classes, because we could only take so many. And they'd get on a waiting list to get training.

Q. Did people do any complaining about rationing, or about any of the other wartime conditions?

Mr. Reeves Sure, they wouldn't be human if they didn't. And there was a lot of rationing.

 We had a next door neighbor who spent her time downtown, and she was just a chronic line-joiner. She'd get into any line that formed, just to see what was at the end, what they might be selling. She'd come home with some of the darnedest things - hosiery.

Q. They were not easy to get.

Mr. Reeves Cigarettes weren't easy to get. Liquor next to impossible to get. There were just no supplies.

 I've been doing a lot of rummaging since you called, but I threw all the papers away. I just didn't keep anything.

 When I left the University in 1972, I had the biggest collection of garbage you've ever seen.

 I wish I had kept that letter, saying I couldn't be the head of the Emergency Services! I wrote them back and said, "Well, I may not be, but you'd better get somebody to replace me!"

 And that was another matter because they couldn't find anyone.

Q. What was the impact of the G.I. Bill after the war?

Mr. Reeves That was a big influx of students. There was a lot that weren't there for education, but a lot of them had a maturity and they knew what they wanted. They had a different set of values, and they weren't horsing around. They were there for an education, but others were sort of wasting their time, taking advantage of the free bill.

 It was a good thing, because a lot of them got an education who I don't believe would have ever reached college. I think some of them got high school diplomas that would never have gotten them, and then went ahead.

 They saw the value of education.

Q. When the Japanese-American kids came back, and went back to school, were they well received? It seems like it might have been a difficult mixture, to put G.I.'s together with ...

Mr. Reeves I didn't find that, no. I had them all mixed up in classes. There was more maturity than I had recognized before the war. Then you could have picked out freshman, sophomores, and juniors, but when they came in after, they were older and wiser. You couldn't spoon-feed them. They knew what they wanted, and what they were after.

 And I think it served a real purpose, though there was some misuse of it. There is on any big program.

Q. Could you see anything special about the kids that had grown up during the war? The wartime generation - kids who were eighteen in 1946?

Mr. Reeves Not really. I'd say that there was more maturity, but no more than just growing up. We had been

getting a lot of seventeen and eighteen year olds before the war - they were coming in pretty young. Somebody was footing the bill, so to speak, and they were having a pretty good time. A freer time.

Q. I find it hard to imagine a married G.I. in a fraternity. I don't think they probably did much of that.

Mr. Reeves No, they didn't.
 I taught until 1972, when I retired, so I've
been having a good time since! Not enough hours in the
day...