

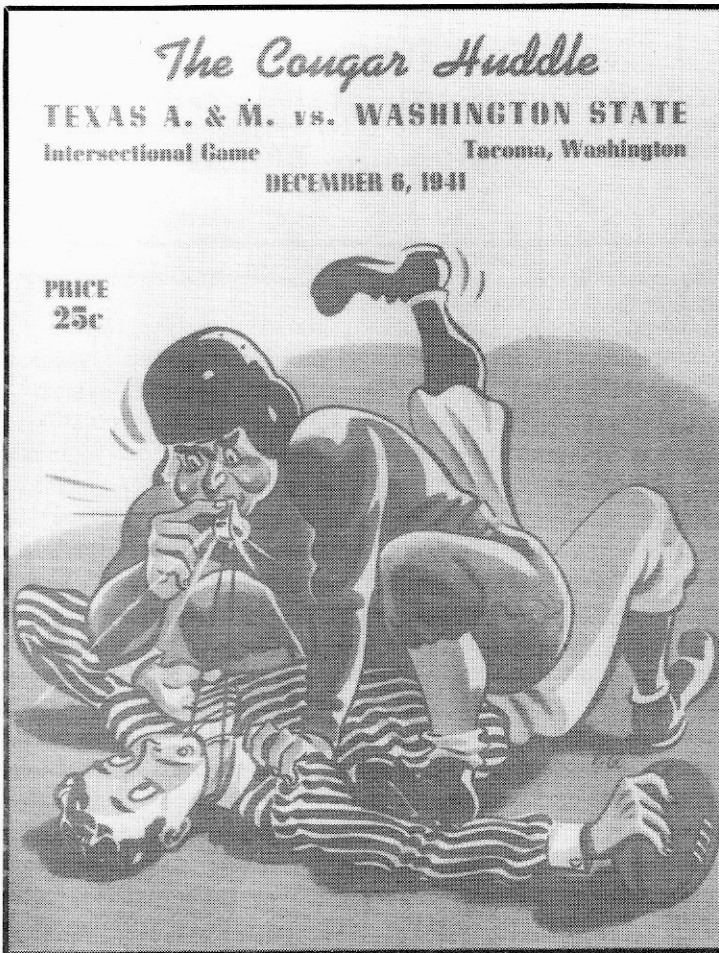
# Bunchgrass Historian

Whitman County Historical Society Quarterly

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Colfax, Washington

Summer 1984



**W.S.C. GOES TO WAR  
PART II**

# Table of Contents

WAZZU At War, Part II: Washington State College During The Second World War by Harold Elliott Helton .....	3
Family History Resources in Whitman County: Using the MASC collections at WSU Libraries by Linda Scott Lillies .....	24
Publications of Note .....	25

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**Linda Scott Lilles** has written several articles on Whitman County Genealogy for the *Bunchgrass*. A family historian, genealogist, and oral historian, Ms. Lilles has given workshops throughout the area. She is a descendant of the Seat Family of Union Flat and Harmon and Margaret Scott of Colfax.

## The Cover

The cover of the December 6, 1941 football program. Students at Washington State College were relaxing and listening to their radios as the Cougar football team played Texas A & M in Tacoma's first Evergreen Bowl the day before Pearl Harbor.

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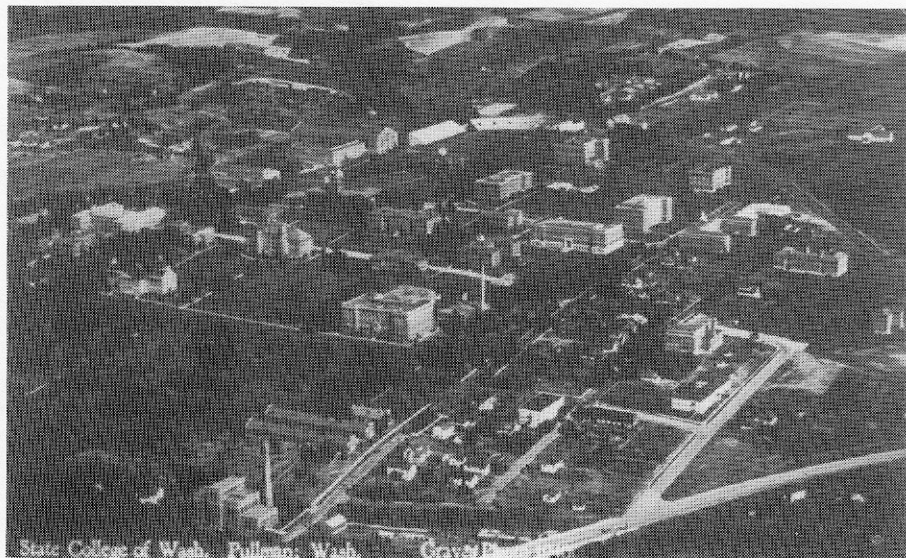
Contributors should send copies of their manuscripts to the editor (at the above listed address). All stories dealing with topics related to Whitman County history will be considered for publication.

# ***Wazzu At War, Part II: Washington State College During The Second World War***

by  
**Harold Elliott Helton**

With its four engines roaring, a large, dark bomber flew low over endlessly rolling hills. The morning sun shone brightly behind the tail of the plane and cast ragged shadows over the recently plowed fields below. The captain shouted through the intercom for his gunners to keep an alert eye for enemy fighters. Suddenly the bomber's target appeared on the horizon. In the plane's nose the bombardier carefully adjusted his bomb sight until the cross hairs lined up on the three story brick building a few miles ahead. He flicked a switch and the bomb bay doors slowly opened and clicked into the locked position. The captain and the co-pilot worked hard to keep the ship on a steady course in the face of a strong southerly crosswind. After a few tense minutes the bombardier shouted, "Bombs away!" The captain slammed the throttles forward and pulled back on the control stick as hard as he could. The plane shook violently as it climbed, clearing the tree tops by less than a hundred feet before turning northward and disappearing behind the rolling Palouse countryside. Once again Wilson Hall, located on the campus of Washington State College, had been "blown up" by an American bomber in a practice low-level bombing raid.

Throughout the Second World War, Wilson Hall, the Bryan Hall clock tower and Rogers Field at the State College of Washington were favorite practice bombing targets for American Air Corps and U.S. Navy aircraft flying from bases in eastern Washington and Oregon, northern Idaho and western Montana. Practice bombings, however, were only a small part of the disruptions at Washington State College from 1941 to 1945. Similarly to its First World War experiences,<sup>1</sup> throughout the Second World War the State College witnessed a dramatic change in the size of its student body, lost many faculty and administrators, had to improvise new programs for the armed forces, and in the end was honored for its efforts. The college also had to grapple with its conscience in dealing with students of Japanese ancestry.



Washington State University Libraries

*Washington State College Campus—1941.*

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## ***Over There, But Not Over Here***

Few students paying attention to world events were surprised by the German invasion of Poland on September 1, 1939. Such students, however, were few at Washington State College. In surveys conducted in the autumn of 1939, few WSC students demonstrated an understanding of the reasons for the war, nor could they guess what effect a German victory would have on the United States. Although most favored strengthening America's defenses, ninety percent said that America should not intervene militarily unless attacked directly by a foreign power.<sup>2</sup>

Hoping to increase student understanding of world events, two campus publications, *Upstream* and the *Evergreen*, printed articles about world affairs with commentary by college faculty, (in particular History professors William Landeen and Herman Deutsch) who tried to analyze events and explain possible responses by the American government to world crises.<sup>3</sup> Few students paid attention to these publications and the *Upstream* soon went out of business. As official school paper, the *Evergreen* continued, and in 1940, began publishing its own "international front" column, plus United Press stories on war and syndicated articles on world events.

For most students, however, the fighting in Europe remained a vague distant event not expected to last long nor to be of direct concern to the United States. At first, the war produced only minor inconveniences for the State College, including a shortage of British moleskin used to make freshman trousers. Stores quickly ran out of the "precious" material, forcing many first year male students to forego wearing the distinctive garb. For senior veterinary medicine major Birdsall Carle the war meant an indefinite postponement of his Rhodes scholarship to Oxford University, while for Foreign Languages department head J. N. Nunemaker the war meant that he could not return from Spain, where he had gone to purchase Spanish language books for the



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*Washington State College Alums selling tickets for the "big game" at the ticket office in Spokane.*

library, until late in the fall semester. After the outbreak of hostilities, America-bound ships were crammed with refugees, forcing Nunemaker to wander southern Europe for months before getting aboard a western-bound steamer.<sup>4</sup>

### ***Dark Clouds on the Horizon***

In January 1940, First World War posters were displayed at the college library. Some examined them closely; many others only stopped long enough to snicker at the sentiments they expressed. Most library patrons ignored them. By June 1940, however, students began to pay close attention to the subject of war. German victories in Poland, Scandinavia, the Low Countries, and France convinced them that Germany was a grave danger to world peace and American security. When pro-German students raised a home-made Nazi flag outside the Administration Building with a note attached that read, "Mein Dear janitor, it is our wish that the flag fly today for a worthy cause," the entire student body voiced their disgust at the perpetrators.<sup>5</sup> When the college later announced that during the summer the Physical Education Department would give basic training to 3600 Army reservists while the Mechanical Engineering Department gave primary flight training to forty-five aviation students, students applauded the college's patriotism.

In addition to the Army program, during the summer of 1940 WSC witnessed growing military involvement in both its ROTC program and in programs conducted at the Pullman airport. Between July and August, many of the regular Army ROTC instructors were sent on active duty and replaced with reserve and retired officers. At the airport, however, even greater changes were being made. In 1938, the federal government decided to create a reserve cadre of pilots who would form a ready corps of trained aviators for the armed forces in time of crisis. The Civil Aviation Authority (CAA) assumed that college men made the best officers and so established a Civilian

Pilot Training Program (CPTP) at airfields near colleges. Seeing this as a profitable enterprise, Washington State College immediately petitioned the CAA to install the CPTP at Pullman.<sup>6</sup> The Board of Regents invited the nearby University of Idaho at Moscow, Idaho to participate and share the cost of improvements to make the airport suitable for the CPTP. Idaho, however, declined. Fearing that they might lose the program to other area colleges if they did not act quickly and find someone to share expenses, WSC and Pullman pooled their resources and invited the city of Moscow, Idaho, to co-manage the airport. Lured by federal funds, the Moscow chamber of commerce accepted the invitation in April 1939 and persuaded the University of Idaho to do likewise.<sup>7</sup> Pullman mayor E. B. Parker and Moscow mayor Henry E. Hanson signed a legal agreement for joint management of the Pullman Regional Airport in September. An advisory board was created for the two city councils consisting of the two mayors plus one assistant for each man selected by the respective city councils. \$15,000 was raised by the two cities for airport improvements, and the city of Pullman was empowered to lease all airport land.<sup>8</sup>

On November 9, the CAA certified the Pullman-Moscow Regional Airport for the CPT Program after the runway had been regraded and its dimensions extended to 100 by 1500 feet. Wallace Air Service of Spokane was awarded a contract for training pilots. Bad weather forced the dedication ceremonies to be postponed repeatedly until mid-May 1940, when 5,000 area residents turned out to watch both the dedication ceremonies and an air show which included a spot-landing contest plus various training maneuvers and aerobatics. United Airlines and Northwest Airlines flew in two large transport planes to demonstrate the airport's ability to land large aircraft. The first thirty-nine CPTP students graduated in June and were issued their private pilot's licenses. The University of Idaho opened an extensive ground school program to compliment the flight instruction given at the State College of Washington, and certified seventy-five students by June 1941.<sup>9</sup>

In the autumn of 1940, the CAA honored Pullman's request for funds to expand the runway to 400 by 4,000 feet in order to accommodate larger, multi-engined aircraft used for advanced training.\* This expansion required the acquisition of property adjoining the airport. The Pullman city council offered the owners \$110 per acre (the normal price was \$75 per acre), but both families demanded \$150 per acre plus \$1,500 in damages. Unable to persuade them to reduce their demands, the city council prepared condemnation orders. The families then quickly settled for \$130 per acre and dropped their demand for damages.<sup>10</sup>

One hundred students enrolled for primary CAA training in the fall semester, 1940, and another forty enrolled for advanced training. All CPTP students had to sign pledges that they would enter the armed forces if their country required it. Course requirements for primary training (two credit hours) included twenty-four hours of meteorology, twenty-four hours of navigation, twenty-four hours of theoretical aircraft operations and civil air regulations, eight hours of dual flight instruction, three hours of primary solo flying, eleven hours of precision maneuvering, twelve hours of cross-country flying, and a final examination.

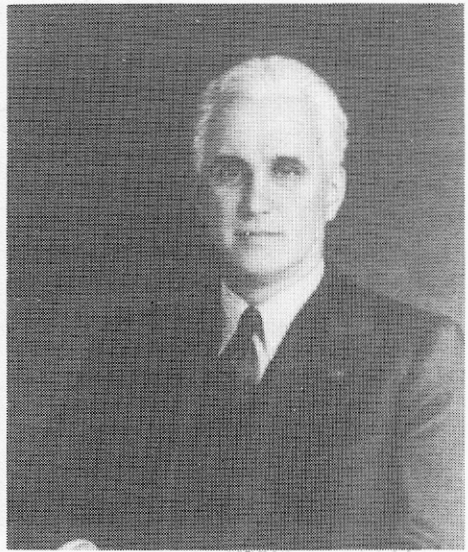
For the new editor of the *Evergreen*, these activities marked not a rational response to the danger of war, but rather a "selling out" of American liberals and radicals to war hysteria. In a future article dated October 10, 1940, the *Evergreen* urged students to realize that "the government of this nation is run first of all by industrialists, secondly

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\*The following July the CAA doubled the cost by requiring completion of a 500 by 5,000 foot runway, plus installation of extensive runway and field lights including obstruction lights and a tower beacon.



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*Enoch A. Bryan, former Washington State College president died in November, 1941.*



—Washington State University Libraries  
*Wilson Compton was president of Washington State College during the war years.*

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by the people,” and that American industrialists were engineering the war crisis in order to gain large defense contracts and to create armed forces which would defend “the imperialistic practices of American industrial magnates.”<sup>11</sup> Repeated editorial attacks on the American government and a subsequent story on “Ten Ways to Avoid the Draft” drew strong criticism from readers, including a rare editorial attack on the paper from the editor of the *Pow Wow* alumni magazine, who accused the *Evergreen* of conducting “fifth column” activities.<sup>12</sup> On April 2, 1941, the *Evergreen* ran a special April Fools edition with the four inch headline “Germany Declares War Against U.S.”<sup>13</sup> Readers deluged the paper with angry letters. When the outgoing *Evergreen* staff approved a similarly left-wing staff for the next school year, the college intervened and appointed its now, “less radical” staff. Like the country at large, WSC was moving rapidly toward a wartime posture and neither students nor administrators were very tolerant of those who found nothing but fault with their country.

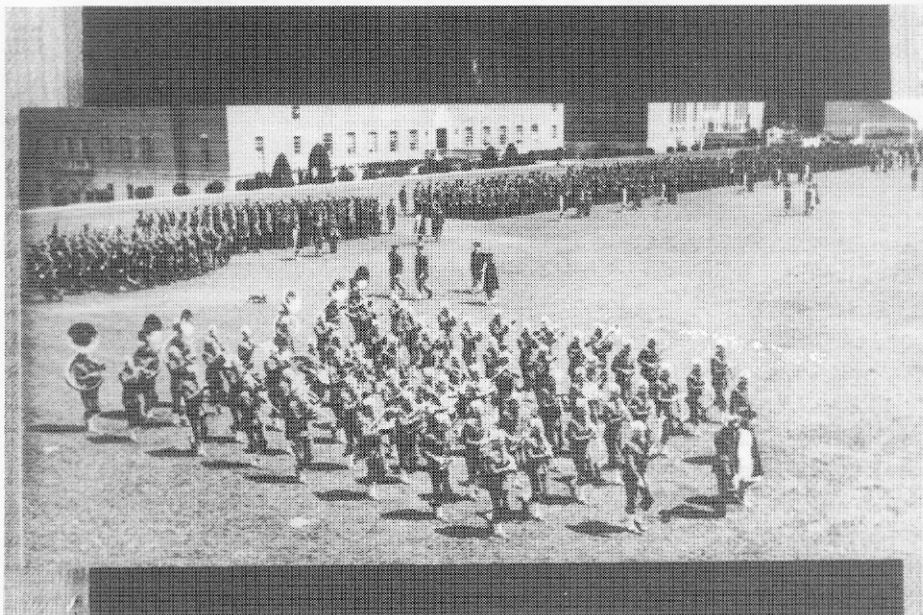
### ***Student in Khaki***

Rearmament created national prosperity, but that prosperity was accompanied by inflation which cut deeply into the State College’s budget. At the same time, male enrollments dropped steadily after the introduction of national conscription, thereby decreasing tuition income for the college. On the other hand, female enrollments increased dramatically during the early 1940s, creating a very serious housing shortage for women.<sup>14</sup> State appropriations did not keep pace with these problems, giving the Board of Regents constant cause for complaint.<sup>15</sup> In December 1940, WSC began training men in defense industries to become inspectors in welding and cutting, electrical wiring and installation, radio operations, and engineering drawing. The presence

of these men added to the housing shortage, but new housing was difficult to build. Building resources became scarcer as national defense needs increased. Building permits were issued and construction supplies allotted depending upon a construction project's importance in national security. The airport, a new engineering building, and new classroom and laboratory facilities for the veterinary medicine program all received priority ratings, but the long-planned student union building, for which land already had been deeded, was postponed indefinitely because of a low priority rating.<sup>16</sup>

Another aggravation for the Regents was sudden departure of faculty and staff to the armed forces and to defense industries. Uncertain how long the national emergency would last, but anxious to retain as many of these people as possible, the Regents reinstated its First World War policy of granting them temporary leaves of absence.<sup>17</sup> A portent that the emergency would be long-lived came in September 1940 when Pullman's Company E of the National Guard was mobilized and sent to Camp Murray for combat training. In February 1941, ROTC students were offered draft deferments by the War Department if they signed for extended duty in the reserves after graduation. In March, while students savored the Cougar basketball team's Western basketball championship, the college began teaching an Air Force photography course to enlisted men which qualified them for officer's commissions. A special, Marine camp for senior men was offered the following summer which commissioned its "graduates" second lieutenants before sending them to Marine bases for specialized training.

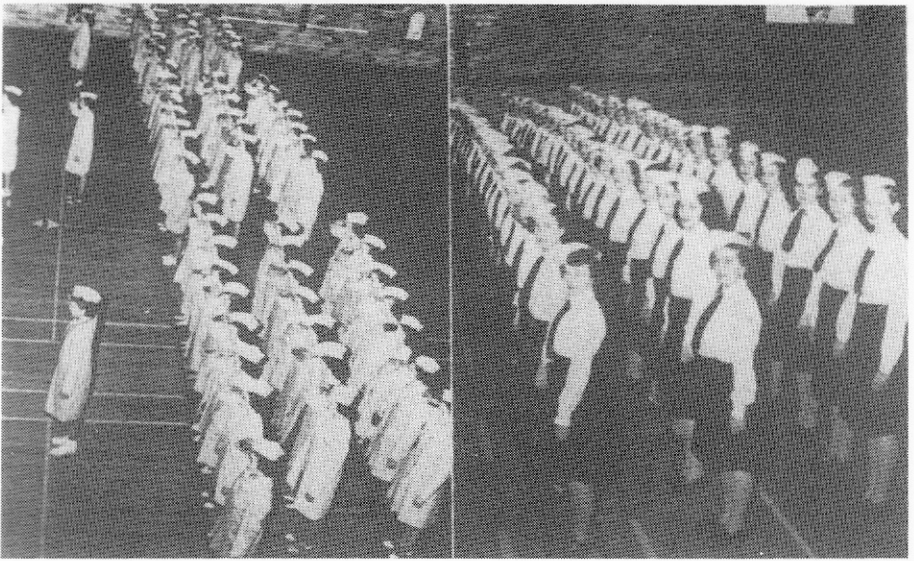
At the airport, the federal aviation examination board arrived in October to interview CPTP students who might qualify for immediate commissions in the Air Force. By then the program had expanded to a four and one-half credit hour per semester course and the cost to students had been reduced to \$31 (\$46 in 1939). Nevertheless, the program had difficulty attracting students because of the enormous work load required.<sup>18</sup>



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*Army ROTC cadets on parade.*





*"In an effort to help those girls who may be planning to become a part of the Women's division of the armed forces of the nation, the Women's Service Corps was organized last fall. During the first semester the experiment proved to be a great success." (Taken from the 1941 Chinook yearbook.)*

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## ***The Women Are Heard***

While the draft and the proliferation of military training courses constantly reminded college men that they might soon be at war, so, too, were women students affected by the quickening pace of world events. Coed enrollments at WSC increased so rapidly compared to male enrollments that the traditional five-to-one ration of male to female students declined to two-to-one by the autumn of 1941.<sup>21</sup> While some of the older coeds complained about the lack of men, many newer ones were less affected by the change, having enrolled for the specific purpose of acquiring job skills they could use in war industries. They were less interested than their predecessors in campus social activities. Many were married and raising families in addition to attending school.

In October 1941, the Associated Women Students (AWS) surveyed all coeds to determine what skills they might contribute to national defense. Top priority was given to groups responsible for interpreting and disseminating world news for their fellow coeds. Other women were assigned tasks that helped the college cope with staff reductions. These included typing, clerical work and student counseling. Many women volunteered for these duties since they gave them the opportunity to practice their clerical skills. Red Cross projects, such as bandage rolling, first aid courses and sewing clubs were less popular and poorly attended.

Fewer men on campus meant that women assumed greater responsibility for campus fund raising activities, including War Week, overseas relief drives and Bundles for Britain drives. They also helped create a War Morale Committee to maintain contact with former WSC students and alumni in the armed forces. This committee wrote let-



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*Dr. E. Holland, former WSC president appearing with Edward R. Murrow on the latter's visit to campus in 1942.*

ters, sent complimentary copies of the *Evergreen* and fraternity news bulletins, and encouraged coeds to “adopt” soldiers with whom they could correspond and send Christmas cards. Mailing addresses were obtained from the dean of men whose office coordinated the project. Coeds also were urged by AWS to attend and participate in public discussions of world affairs. A number of celebrities spoke at the college, but the largest audiences were reserved for war correspondents and military experts. Large crowds attended the convocation address of foreign correspondents Bill Henry, who described meetings with world leaders including Hitler and Mussolini, and Clarence K. Streit, who called for the fusion of the British and American governments and armed forces, as well as the address given by world adventurer Frank Buck. Lieutenant Colonel Lacy Murrow, brother of Edward R. Murrow, filled the Washington Hotel in late November 1941 as he described the European battle fronts he had inspected and explained the German “Blitzkrieg” tactics. He also confirmed that his famous brother would visit WSC the following January.<sup>22</sup>

Two days before Lacy Murrow spoke at the Washington Hotel, Bryan Hall was filled for a performance by the politically controversial singer Paul Robeson. Robeson was making a cross-country concert tour to improve his image after refusing to participate in the national Herbert Hoover Relief Fund drive for Finland. His hit recording of "Ballad for Americans," which he sang to thunderous applause at Bryan Hall, also helped restore his popularity.<sup>23</sup> In an interview for the *Evergreen*, Robeson urged Americans to drop their "cloak of ignorance and suspicion" about the Soviet Union and send massive military aid to Russia. He assured readers that Stalin only sought to create Socialism within Russia's borders and was perfectly at ease with the Western democracies. He discounted talk about Communist threats to American labor since American workers were too conservative, too anti-Communist, and too heterogeneous for centralized rule. However, he admonished the American people to copy Russia's policy toward radical groups.<sup>24</sup>

Between Robeson's electrifying performance and controversial remarks, War Week activities, and excitement over Edward R. Murrow's impending visit, the WSC campus buzzed with excitement the first week in December, 1941. As if exhausted by so many activities and by the attention paid to war for the past two years, students devoted considerable attention to having fun, relaxing and making plans for the upcoming Christmas holiday. Perhaps the world would wait until the new year to create new crises. Perhaps students could lean back and listen to radios as the Cougar football team played Texas A & M in Tacoma's first Evergreen Bowl on December 6, or they could watch Robert Young and Ruth Hussey in "Married Bachelor" at the Cordova theater, or Nelson Eddy and Rise Stevens in "Chocolate Soldier" at the Audian theater. Officially, the college mourned the deaths of Enoch A. Bryan and Herbert V. Carpenter, both of whom died in November. Bryan, former college president, had been a critical force in the early history of the college. Carpenter had been dean of the college of Mechanical Arts and Engineering, head of the Engineering department and the Engineering Experimental Station, a founding director of radio station KWSC, and a mayor of Pullman. Flags flew at half mast for both men; soon they would fly at half staff for hundreds of men.

## ***War!***

The Japanese attack at Pearl Harbor on December 7 took everyone by surprise. While the attack stirred the rest of the nation to fiery patriotism and frenzied activities, it did not do so at Washington State College. Students listened to their radios in stunned silence as news of the disaster sank in. Faculty and townspeople noted the sullen behavior of students the day war came to America. Many students refused to talk about the war, as if hoping that it would go away if ignored. Adding to their anxiety that day was the staging of a long-planned emergency preparedness exercise by the Pullman Emergency Defense Commission. Thirty-seven volunteers from Lambda Chi Alpha fraternity acted as victims of an explosion at the Busby warehouse located three miles east of Pullman.

When classes resumed on December 8, rumors spread faster than facts. One widely accepted rumor was that the entire ROTC unit soon would be mobilized and that it had met secretly in the field house to discuss martial law procedures in case of invasion. Another popular rumor was that the college would close at the end of the semester and be turned into a military base. The *Evergreen* did its best to separate rumor from fact and printed every government report and United Press story it could

find that might clear up the confusion that attended the first day of the war. It also broadcast complaints from faculty that male students were using the war as an excuse to stop studying and cut classes.

War Department directives to students were published as soon as they arrived. On December 15, the *Evergreen* announced that all men in draft class one and with numbers below 1300 were to notify the county draft board where they would be over Christmas break. In addition, all undergraduate men having reached age twenty-one by July 1, 1941 were to fill out new Selective Service questionnaires to determine their draft status.<sup>25</sup> Two days later, the college announced that accredited students who enlisted or were drafted into the armed forces in the final third of the semester either could withdraw with a refund of tuition or receive full credit for courses in which they had grades of C or better.<sup>26</sup>

College administrators also turned their attention to the airport where security was increased. Fences were put up around the airport's perimeter and around all hangers. Alarm systems also were installed, more lights added, an around-the-clock guard posted, and all flights into and out of the airport had to be cleared and logged in advance and every minute of flight time carefully accounted for, or pilots were grounded.<sup>27</sup> Because the airport was located far from the coast, it was allowed to keep lights on at night so that students could fly at night. Weather reports for aviators were obtained only at the airport because newspapers and radio stations stopped broadcasting weather forecasts for fear that they might help Japanese bombers raiding the western states.

In case Japan did decide to bomb Pullman, the Pullman and WSC defense committees were ready to meet the attack. The American Legion and local gun clubs formed teams of sharpshooters to shoot down Japanese fighters with their rifles and shotguns. A steam whistle was installed on the roof of the Old Power Plant at WSC to serve as an air raid siren. Plane spotters were trained and posted on building roofs throughout town and the campus. Everyone at WSC from janitors to department heads and administrators served as air raid wardens. Bomb shelters were designated in the basements and first floors of the larger brick and concrete buildings including Wilson, Troy, Waller, North, South and Science Halls, the Chemistry building, and the gymnasiums. Various dormitories and fraternity and sorority houses were selected as convalescent centers to handle the overflow from Finch Memorial Hospital. All students, faculty and staff members were immunized against small pox, diphtheria and typhoid fever, and everyone was fingerprinted to help with body identification. Finally, a record was made of everyone's blood type.

On Wednesday, January 14, 1942, the various WSC and Pullman defense organizations were put to the test in a practice blackout drill. Aside from a collision between a police car and a truck serving as an ambulance, all agencies performed excellently. The same could not be said for groups of WSC students who milled around Pullman and the campus during the drill, mocking the participants, waving lighted flashlights and setting off firecrackers and flares.

Although it was extremely unlikely that Japan would bomb eastern Washington, such practice drills were an important part of the home war effort. Many people did not understand the range limitations of Japanese aircraft, and no one knew Japan's war strategy. By taking part in local defense activities, citizens felt they were contributing constructively to the war effort and helping to defeat the enemy. The same was true of the campaign for secrecy ("Loose lips can sink a ship!"). It was unlikely that the average American possessed information vital to the enemy or that enemy agents

would seek information through casual conversations with the entire population of the United States, but by being told they might have important information, American citizens believed that their silence helped foil the enemy's plans. Public participation in defense always is a vital means for maintaining high citizen morale, as well as being good common sense.

## *Attrition, Research and Conscience*

Beginning with the spring semester, 1942, Washington State College made considerable changes in its academic calendar to accommodate the peculiar circumstances created by war. Spring semester break was eliminated in order to end the school year earlier so that students could find summer jobs sooner. This also enabled men to attend special twelve week summer semesters in order to graduate in three years (before reaching the draft age of twenty-one). Fall semester commenced one week later than usual to give farming students time to complete their harvests. Thanksgiving break was reduced to one day, and Christmas vacation was reduced to one week in order to accelerate the school year.

While he was in Pullman in January 1942, to be installed in Sigma Nu, Edward R. Murrow warned college administrators that the war would last many years and would make many demands on the college. For the most part, college administrators reacted calmly to the problems created by war. An urgent problem was loss of tuition income due to enrollment decreases. Another was the steady depletion of faculty and staff to the military and war industries which produced funding cutbacks from Olympia. Moreover, the loss of these people meant a severe reduction in rental income for the college and Pullman which was used to retire outstanding bond issues, such as those floated for airport projects.<sup>27</sup> More than 100 faculty and staff members left in the first year of the war, greatly increasing the work load for those who remained. In addition, many faculty who remained were burdened with defense responsibilities and with teaching extra vocational and war information classes, all of which had large enrollments.

WSC faculty also conducted important research during the war. Of great importance to the Air Force was a static detection and discharge system developed and exhaustively tested by Homer J. Dana, acting head of the Engineering Experiment Station. Dana eventually was hired by the War Department to modify his invention for use in B-29s. He also directed stress analysis on aircraft parts for Boeing and several other airplane manufacturers.<sup>28</sup>

The most publicized WSC war research was in light metals manufacturing of airplane parts and incendiary bomb casings. A pilot plant was opened in 1940 and given a rare AA-1 classification by the War Production Board. Researchers were granted indefinite draft deferments. Techniques developed at the plant for the production of industrial grade magnesium from magnesite solved a serious light metal problem for the United States. In January 1943, the pilot plant began fabricating magnesium plane parts for Boeing and very quickly became a profitable operation.<sup>29</sup>

One of the college's most difficult problems concerned its treatment of Japanese-American students. Beginning in March 1942, Japanese-Americans living on the west coast were summarily arrested and forced to move either to inland towns or to internment camps in remote areas of the country. Racism combined with war hysteria to rationalize the treatment these people received. In Washington, Japanese-Americans constituted the state's largest minority (13,400 residents), and their forced exile prompted



—Washington State University Libraries

*The Cougar Huddle reflected the patriotic fever that prevailed during the war.*

editorial attacks from the *Evergreen*. The paper also attacked the segregation policies of the armed forces. When Idaho governor Chase A. Clark refused to let exiled Japanese students enroll in Idaho colleges and made several racist comments about the Japanese people, the *Evergreen* denounced him as a self-righteous barbarian whose actions encouraged racial violence, such as attacks on Oriental coeds at the University of Idaho.<sup>30</sup>

The arrival of Japanese-American families in Pullman, in April 1942, prompted the creation of a blue ribbon Pullman-WSC committee to study the "crisis". The committee recommended that a very small number of families be allowed in, and that they had to be self-supporting and not take jobs from local residents. This effectively barred further emigration of expellee families to Pullman. The committee also recommended that WSC accept no more than thirty Japanese students in addition to the fourteen already enrolled. The Regents responded that they were barred from doing so by state law. They did, however, give the FBI the names of all Japanese-American students at the college.<sup>31</sup> As it turned out, discriminatory laws were not needed. A severe housing shortage restricted the number of new students at the college and residents in Pullman.

### *Students in Skirts and Students in Khaki*

As expected, the War produced dramatic changes in the student body. The prewar five-to-one domination of male students to females was erased by September 1943, and by September 1944 had been completely reversed. This situation prompted coeds to call WSC the "Vassar of the West" and forced the college to accept women in roles previously reserved for men. The first KWSC program hosted by a woman aired in May 1942; by October 1943, women hosted half of the station's programs and performed almost all engineering jobs at the station. That same month an all-female staff began publishing the *Evergreen*. Coed sports editor Ruth Thompson was upset by cancellation of the football program for the war's duration because she was anxious to prove that women could invade the male sports world successfully.

Coeds also took over campus defense and fund raising campaigns, although they were slow to show any enthusiasm for doing so. The student malaise noted after Pearl Harbor persisted through the first semester of the war, but the arrival of women students in the fall who were married to servicemen brought a new wave of patriotic interest. Furthermore, students had time to accept the reality of war in their lives by the fall semester. Equally important was a remarkable speech to the women made in the autumn by Botany professor W. R. Hatch. Through thundersous oration, Hatch exhorted coeds to stop feeling sorry for themselves and make sacrifices for victory.<sup>33</sup> Following his convocational address, coeds signed up for defense programs in large numbers, flocked to vocational and engineering courses, and began participating in Red Cross programs poorly attended until that time. A Women's Service Corps was created to make women physically fit for duty in military auxiliary services. Members were instructed by ROTC students. In June 1943, they outperformed ROTC units in field drill competition, winning for themselves national recognition.<sup>34</sup>

Additional encouragement for coed activities was given by the arrival of Paramount, MGM and Pathe news crews in 1942 to film the seventeen women taking a pioneering course for women in tractor maintenance and operation. Coeds also dominated the college orchestra, marching and pep bands, and a swing orchestra. Third and fourth year education majors were rushed into full time teaching to alleviate teacher shortages in the state, and coeds filled a special drafting course sponsored by Boeing. Finally, women were called upon to donate fourteen inch strands of their hair for use as bomb sight

cross hairs, and to donate costume jewelry for servicemen to use as barter with Pacific island natives.

Increased work and defense responsibilities for coeds (they also filled all student government posts by 1944) were balanced by sharply decreased social activities. Gasoline and tire rationing curtailed travel, and even bicycles were rationed to save rubber. Food rationing reduced the number of parties given, and Coca-Cola shortages were a recurrent crisis. The biggest problem, though, was the lack of men for dating. An attempt was made to "ration" men by drawing a grid map of the campus and noting the number of men living within each grid, but the numbers shrank almost weekly as more men were drafted. Those remaining usually were too exhausted by their "compressed" curriculum to have an active social life. The expansion of the CPTP at the airport had the same result as the around-the-clock schedules of the students gave them very little time for relaxation.\*

Greater hope was reserved for the Second Air Force B-17 gunnery and radio training program that was conducted at the college from February to December 1942. An additional small group of Second Air Force men arrived in July for a five month intensive course in the Japanese language conducted by the Reverend John B. Cobb who had been a missionary in Japan for twenty-three years.

Relations between the Second Air Force and WSC coeds started badly. Many coeds unfairly blamed the soldiers for the forced eviction of male students from Ferry Hall, where the soldiers were housed, and of coeds from the McCrosky Hall dining room which served as their mess. Another problem was the soldiers' highly ordered life which was alien and disturbing to the coeds. The Air Force attempted to improve relations by creating a *Sustineo Alas* (Sustained Flight) society to organize social and sports events, but this effort was undermined by the practice of a number of soldiers who would call several coeds for dates. When the coeds all showed up at the same time, they were "inspected" by the soldiers so that they could select "the best one." To get even, Home Economics coeds presented commanding officers the results of their time and motion research into potato peeling and latrine digging so that they could get more work out of their men. Other coeds bought recordings of bugle calls and played reveille over the Ferry Hall loudspeaker in the early hours of the morning, then chuckled as the soldiers stumbled out for inspection in the dead of night. Another popular act of revenge was soaping the sloping sidewalks outside Ferry hall and watching the men try to maintain their orderly columns as they slid down the hill.

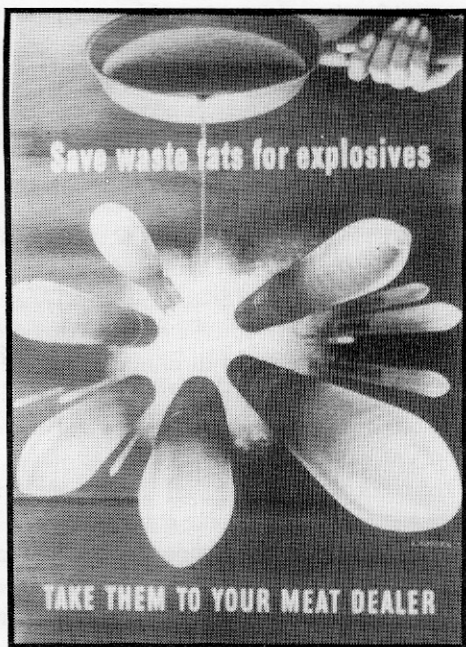
Civil-military relations gradually improved during the summer of 1942 as the wives of servicemen arrived, and after senior officers and college administrators enforced discipline more closely. More importantly, the type of military students at the college changed in 1943. The men of the gunnery and radio school were, for the most part, high school graduates or men without high school educations. They were unfamiliar with college life and values, and were intimidated by coeds who sometimes looked down at them. Constant contact between the two bred familiarity and friendship, but seldom closeness.

The Second Air Force program at WSC was ended in February 1943. Its students were transferred to the new Second Air Force Technical school in California. At the same time, the Enlisted Reserve program, which allowed men with professional skills

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\*The Army took control of the CPTP Program in March 1943 and expanded it to include the training of glider and ferry pilots.





—Washington State University Libraries

*Examples of World War II poster art. Public participation in defense always is a vital means for maintaining high citizen morale, as well as being good common sense.*

desired by the military to complete their educations before being commissioned, was greatly reduced and most of the men inducted. However, veterinary medicine and certain engineering students with high grades were allowed to enter the Army Specialized Training Program which began at the college in June 1943 and comprised some 750 students, many of whom were combat veterans. They were housed at Ferry, Waller and McCroskey Halls and headquartered at Stimson Hall. Classes were scattered all over the campus, prompting commanders to ask students to donate their bicycles.

In addition to the ASTP, a new Air Force program, the 319th College Training Detachment (CTD), opened in the summer of 1943. Its 5,000 students constituted the largest CTD program in the nation. Students were given a broad liberal arts education, plus training in first aid, physical conditioning and ten hours of flight instruction. Flight lessons were given in conjunction with the Army's flight training program at the airport which now was called the War Training Service (WTS).<sup>\*</sup> From 1943 to 1945, these military programs accounted for twenty-five percent of the college's revenues and brought over \$300,000 to Pullman-area business.<sup>35</sup> They also reestablished an active campus social life.

### *Swingin' the War*

Although military students had rigorous training schedules, usually lasting six days a week, they managed to participate actively in campus activities. Most of the ASTP and CTD students had gone to college and were anxious to re-establish ties with the academic community and coeds. They consistently made the largest contributions to war bond and overseas relief drives. They also provided endless diversions for the community. They participated in all holiday and War Loan parades, and held open houses for the community which included weapons displays, demonstrations of combat techniques and judo, and practice runs through the obstacle course designed by athletic director Fred Bohler. Even morning calisthenics (often directed by female Physical Education majors because of a lack of men) drew audiences.<sup>36</sup> Coeds delighted in watching the men march to and from classes, usually singing in cadence to their steps. Evening retreat ceremonies were another popular diversion.

Two very special moments came for the community because of the military programs. In September 1943, CTD student Sergeant John G. Paige was awarded the Air Medal in public and colorful award ceremonies attended with much pomp and pageantry. In July 1944, the State College of Washington was honored in solemn ceremonies wherein it was presented a special Air Force service award in recognition of its considerable achievements in military training programs.<sup>37</sup>

More important for the coeds, soldiers provided company that helped break the monotony of class and war work. The Audian and Cordova theaters provided countless hours of motion pictures for them to watch. Soldiers preferred war pictures, but coeds liked comedies and musicals to take their minds off the war. Another favorite simple date was window shopping at the new Fonk's variety store, the new J. C. Penney store, Guy Dissmore's new "super service" grocery, and the White Drug store. Pullman stores remained open evenings to accommodate the servicemen.

Undoubtedly the most appreciated aspect of the military's contributions to social activities was their generous funding of entertainments. Every unit of soldier-students

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<sup>\*</sup>The University of Idaho gradually switched from training Air Force pilots and instead concentrated on training Navy flyers.



—Washington State University Libraries

*Radio training program at WSC*

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presented amateur talent shows for the college. Because some of the participants had been performing arts majors before the war, the shows often had a very professional touch. Each unit also formed sports teams that provided entertainment for local sports fans deprived of college athletics for the war's duration. Most popular of all were the Saturday night balls and Sunday afternoon "tea dances" at the Pullman USO. Sororities were lucky to hire local bands to play for their dances, but the USO, with Army funds, was able to hire several nationally known big bands including Paul Martin, Gus Arnheim, Jack Teagarden and Jimmy Lunceford. At these dances, college faculty and administrators worked as janitors and electricians, deans checked coats, and local Gold Star mothers were honored as senior hostesses.

### ***Winding Down and Rebuilding***

In the spring of 1944, as the Allies prepared to invade France, the armed forces needed more men than ever. The ASTP and WTS programs were cut back severely, with many of the students being sent on active duty. The 319th CTD was renamed the 3081st Army Air Force Base Unit in May and its men almost immediately were shipped out. Before closing down the Air Force unit completely on June 30, its students and instructors had the great pleasure of learning that the War Department had designated the WSC program the best in the Western Flying Command's fifty college training detachments scattered from Michigan to Texas to the West Coast.<sup>38</sup>



—Washington State University Libraries

*The 1941-42 varsity basketball team with coach Jack Friel.*

For the nearly 200 instructors hired by the college for the military programs, the demise of the ASTP, WTS and CTD meant unemployment. For the younger instructors it meant immediate induction into the armed forces unless they were physically unfit or able to find other draft-exempt work. In June, they threw a “wake” for their jobs. It was one of the most successful parties of the year.

For the college, the loss of the military training programs meant a nearly twenty-five percent drop in revenues. Although a cadet nursing program remained, it has less than fifty students. The ROTC lost so many of its personnel that it was reduced to giving basic training to freshmen and to high school students during the summer. Better news, however, arrived shortly as war veterans began registering for the fall semester. Many of these men were married, forcing the college to construct pre-fabricated housing along North and South Fairway streets at Washington Square. Another problem was that many of the men had some form of disability. The Regents visited veterans hospitals to learn of the special needs of disabled veterans. Plans were laid to hire a college psychiatrist to devise aptitude tests, to advise faculty on the special needs of veterans, and to counsel students. The Physical Education department worked with the American Legion to set up physiotherapy services.<sup>39</sup> Faculty were warned to shorten their courses and always make clear the connection between course content and the students’ career objectives. Students were advised that veterans would not be interested in fraternity activities and probably would not tolerate the hazing of new students by upper classmen.

Plans also were made for postwar construction projects. The first priority was postwar housing. 6,000 students were expected when the war ended, but there were facilities for only 4,000. Plans for new dormitories and apartments were submitted to the Board of Regents, in addition to new plans for a student union building and a



—Washington State University Libraries

*“Officers on Parade.” Over 6,000 Army and Air Force personnel were trained at WSC and the War Department repeatedly praised the work done at the college.*

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library. Women’s dormitories taken over by the military had to be reconverted for female use. Furthermore, proposals were made for construction of a road to transverse the eastern edge of the campus from Main Street to Grand Street and to be called Stadium Way.

The 1944-1945 school year was full of anticipation for the future. Everywhere there were signs that the college was returning to being a civilian institution. Khaki paint was scraped from the sides of buildings and replaced with new coats of brightly colored paint. Across campus sorority and fraternity activities slowly resumed and vacation schedules were restored to resemble their pre-war condition. The college even managed to scrape together a basketball team, although the players suffered the ignominy of having to mop and scrub the gymnasium floors after each scrimmage due to a lack of janitors.

News of Allied victories in Europe and the Pacific heartened everyone, but such news always was followed by casualty reports. More than 130 ex-students and alumni died in the war. Many were highly decorated. War deaths also struck closer to home. In September 1943, Pullman farmer L. E. Stratton died in a vain attempt to rescue a mechanic from a fire in one of the airport hangers. In April 1945, Robert McCalder died in fighting on Luzon. McCalder was a highly decorated soldier who had received numerous battlefield promotions, including a personal promotion to lieutenant colonel by Douglas MacArthur. His father, J. W. McCalder, was a popular community figure and had served six times as chief of the Pullman Volunteer Fire Department. Devastated by the news of his son’s death, the elder McCalder lost his will to live and died shortly after his son. Tributes poured in from across the state.<sup>40</sup>

The death of Franklin Roosevelt shocked Washington State College as it did the nation. Although the majority of Pullman area residents and students were

Republicans, they were nonetheless saddened by his death. At a memorial service in Bryan Hall, the college's new president, Wilson Compton told the assemblage about his personal relationship with the late President. This surprised many students and Pullmanites who did not know much about the new WSC president.

Perhaps it was sadness over Roosevelt's death, perhaps it was shock at the surprise announcement that nationally renowned football coach Orin E. "Babe" Hollingberry would retire before the next football season, or perhaps it was the fear that the Pacific war would last several more years that produced the sullen atmosphere at WSC on May 8, when KWSC announced that the war in Europe was over. Although the victory bell rang most of the day, and parades and pageants were held, students were almost as quiet that day as on December 7, 1941. A twenty minute convocation marked the college's official celebration of the event. Ceremonies for VJ Day got lost in the bedlum of starting the next school year as over 6,000 students tried to jam into a college still only built for 4,000.

## *Taking Stock*

Washington State College endured the turmoil of war with a minimum of trauma. College-military relations in the Second World War had none of the bitterness that marked the school's relations with the military in the First World War. Over 6,000 Army and Air Force personnel were trained at WSC in a manner that was both cordial and efficient, and the War Department repeatedly praised the work done at the college. While some changes brought by the war did not outlive the war, others were permanent. The prewar five-to-one superiority of male to female enrollments never returned. Seventy-five percent of coeds interviewed in 1945 said they intended to graduate and persue careers. Only thirty percent had intended to do so before the war. Students also tended to be more oriented toward specific career objectives than was true of the pre-war generation. For college administrators, the future of the college was such that within a generation it would grow very rapidly from a "sleepy little eastern Washington college" to a large university and an important research center too busy to remember the years of blackouts, boogie woogie, gas rationing, death, sorrow and victory.



*TAPS . . . for the War Year Chinook . . . An attempt to present graphically our last large-scale encounter with college life for the duration . . . So long, Pal. (The last page of the 1941 Chinook yearbook.)*

## Notes

<sup>1</sup>Harold E. Helton, "WAZZU At War: Washington State College During the Great War," *Whitman County Historical Society Quarterly*, vol. 10, no. 3, Fall 1982: 3-21.

<sup>2</sup>*Evergreen*, September 20, 1939, p. 1; September 27, 1939, p. 1; October 29, 1939, p. 1.

<sup>3</sup>Interview with Herman Deutsch, June 18, 1979.

<sup>4</sup>*Evergreen*, September 18, 1939, p. 4; September 27, 1939, p. 4; January 3, 1940, p. 2.

<sup>5</sup>*ibid*, May 29, 1940, p. 1.

<sup>6</sup>Reserve Officers Association, Pullman Chapter, "Summarization of the Activities of the Airport Committee (ROAAC)" (WSU Libraries: Manuscripts, Archives and Special Collections [MASC]), p. 5.

<sup>7</sup>*ibid*, "Memorandum of Meeting of the Aeronautical Committee, April 6, 1939," pp. 1-2; *Pullman Herald*, April 14, 1939, pp. 1, 6.

<sup>8</sup>*Pullman, Washington and Moscow, Idaho, Agreement Establishing the Pullman-Moscow Regional Airport*, signed September 5, 1939 (Pullman, WA: Mayor's Office); University of Idaho, *Fourteen Biennial Report of the State Board of Education and Board of Regents* (Boise: University of Idaho, 1942), p. 167; Rafe Gibbs, *Beacon for Mountain and Plain: the Story of the University of Idaho* (Moscow, ID: University of Idaho, 1962), p. 275.

<sup>9</sup>*Pullman Herald*, May 24, 1940, p. 1; August 2, 1940, 0.3.

<sup>10</sup>*Pullman, Washington, City Ordinance No. 679* (Pullman, WA: City Clerk's Office); *Pullman Herald*, October 4, 1940, p. 1; December 26, 1940, p. 1; April 11, 1941, p. 1; April 18, 1941, p. 1; July 18, 1941, p. 1.

<sup>11</sup>*Evergreen*, October 10, 1940, pp. 1, 4.

<sup>12</sup>*Pullman Herald*, October 14, 1940, pp. 2, 4; January 8, 1941, p. 4; February 12, 1941, p. 4.

<sup>13</sup>*ibid*, April 2, 1941, pp. 1, 4.

<sup>14</sup>State College of Washington, "State College of Washington, Board of Regents, Six Year Report for the Period Ending April 2, 1945," *Bulletin*, 7 (18), November 15, 1946: 63-64, 88-89.

<sup>15</sup>Washington State University, *Regents Records*, 10: 143-55, 165.

<sup>16</sup>*ibid*: 217-18, 270, 273, 293; *Evergreen*, June 2, 1941, p. 1; December 5, 1941, p. 4.

<sup>17</sup>*Regents Records*, 10: 237, 318-20, 476-77.

<sup>18</sup>*Evergreen*, February 12, 1941, p. 1; September 29, 1941, pp. 1, 4.

<sup>19</sup>All enrollment figures supplied by the Registrar's Office, Washington State University.

<sup>20</sup>*Evergreen*, October 16, 1940, pp. 1, 4; October 1, 1941, pp. 1, 4; November 26, 1941, p. 1.

<sup>21</sup>Dorothy Butler Gilliam, *Paul Robeson: All American* (Washington, D.C.: New Republic Book Co., Inc., 1976), pp. 100-02.

<sup>22</sup>*Evergreen*, November 26, 1941, pp. 1, 4.

<sup>23</sup>*ibid*, December 15, 1941, p. 1.

<sup>24</sup>*Regents Records*, 10: 338-39.

<sup>25</sup>*Pullman Herald*, February 20, 1942, p. 1; February 27, 1942, p. 7.

<sup>26</sup>*Evergreen*, January 16, 1942, pp. 1, 4.

<sup>27</sup>*Regent Records*, 10: 338, 368.

<sup>28</sup>State College of Washington, *Bulletin*: 34-36.

<sup>29</sup>*ibid*: 15.

<sup>30</sup>*Evergreen*, May 6, 1942, p. 2; May 27, 1942, p. 4.

<sup>31</sup>*Regents Records*, 10: 417, 426; *Evergreen* May 15, 1942, pp. 1, 5.

<sup>32</sup>*ibid*, September 28, 1943, p. 3.

<sup>33</sup>*ibid*, November 3, 1942, p. 1.

<sup>34</sup>Board of Regents, *Bulletin*: 12-15, 35, 55-56.

<sup>35</sup>Duett T. Teal, Jr., *History of the 319th College Training Detachment, State College of Washington, Pullman, Washington*, forward by Ivan D. Massey (Pullman, WA: Historical Officer, S-2 Section, Headquarters, 319th CTD, March 1944), passim; John F. Ramsay, *Memorandum on Administration, Curricula, Scheduling and Military Policies at the 319th CTD Pullman, WA: Assistant Coordinator, Wat Training Program*, July 6, 1944), pp. 5-19.

<sup>36</sup>*John Frederick Bohler Papers, 1919-1949*, box 15, envelopes 48-50: annual reports, budgets, inventories, letters and armed forces materials (Pullman, WA: MASC); Board of Regents, *Bulletin*: 57-60.

<sup>37</sup>*Pullman Herald*, September 3, 1943, p. 9.

<sup>38</sup>Board of Regents, *Bulletin*: 13; *Pullman Herald*, May 19, 1944, p. 1.

<sup>39</sup>*Financial Report of the State College of Washington, 1944-1945* (Pullman, WA: State College of Washington, 1945), pp. 3-14, 78-80.

<sup>40</sup>*Pullman Herald*, September 17, 1943, pp. 1, 6; March 16, 1945, pp. 1, 12; May 18, 1945, pp. 1, 6.

# ***Family History Resources in Whitman County: Using the MASC Collections at WSU Libraries***

**Linda Scott Lilles**

A location which Whitman County family historians might want to visit is the Manuscripts, Archives, and Special Collections Division of the Washington State University Libraries. Family historians who have conducted background study by reading local history books and collecting genealogical information from their relatives will benefit most from examining the early Whitman County primary sources—personal papers, photographs, directories, and business records—located at MASC.

When you first visit MASC on the first floor of Holland Library, talk to a staff member and mention the names, dates, and locales in which you are researching. The librarian may know some specialized information which would be helpful for you. Look in the card catalog under the name of the town or district in which you are researching, also, under the family name, and subject heading. Also located in the card catalog is the Whitman County Pioneer Index which identifies individuals mentioned in the several regional and Whitman County “Mug Books” or subscription histories. The staff member will then locate the book for you; the page number will refer you to a short biography of your pioneer ancestor.

Additional books which are helpful in locating your family members, are the early directories such as *Bensel's* (beginning in 1891) and *Polk's* (beginning in 1890). These directories list individuals and businesses by geographic location and include address and taxation information.

Other books may be used as reference tools, such as the recently published *Genealogical Resources in Washington State: A Guide to Genealogical Records Held at Repositories, Government Agencies, and Archives* (Washington State Archives, June 1983). Place name books, directories of other archival collections, and Western Americana guides, will be helpful.

A manuscript repository such as MASC will include a variety of materials which may contain clues for the family historian. You may find someone has donated a manuscript of a town history. If your relatives lived in the Wawawai area which June Crithfield discusses in her book *Of Time and the River*, you may discover correspondence which concerns your family in her working papers which she placed in MASC. From studying plat maps, you may learn the names of neighbors and check to



see if these families have deposited their family papers. Perhaps your family was attended by the Colfax physician, Dr. Robert Skaife. His diary might mention the days he visited your sick family members and contain his comments.

Don't forget photographs may be "read" and interpreted. MASC has several large photograph collections, the largest being the Fred Hutchison Photograph Collection. A National Endowment for the Arts grant allowed the staff to process and make available 1600 reference prints from 250,000 negatives. Mr. Hutchinson worked in Endicott, La Crosse, Pullman and Moscow from 1926 until the early 1970s. If your relatives attended WSU or worked for WSU, there might be additional documentation in personal or professional papers, University photographs, or publications such as the *Evergreen* and the *Chinook*. As with other locations of primary source material, your use of the MASC resources will depend upon your previous research, your knowledge of the kinds of materials available at MASC, and your skill in detective work, with a little bit of luck.

The MASC Division is open from 8 a.m. to 5 p.m., Monday through Friday. The staff will assist you on location and answer mail requests at Manuscripts, Archives, and Special Collections Division, Washington State University Libraries, Pullman, Washington 99164-5610.



## ● Publications of Note ●

### **Ainsworth: A Railroad Town**

by *Bette E. Meyer*

*Fairfield, WA: Ye Galleon Press, 1983, illus., photos., colophons, 56 pp.*

In the saga of pioneer days in the West and Northwest, the tale of a frontier town built up with great dreams and hopes for the future, and abandoned in later years without even a backward glance by its last inhabitants, is a very poignant one. Except, maybe, in the case of Ainsworth, a small Washington town created by

the coming of the railroad in 1879, and described by some as a dismal, dreary, sinful place. Primarily a depot for railroad supplies and construction materials, Ainsworth was gradually abandoned as its usefulness to the railroad diminished. This town did not leave any ghosts, for by 1913, there was no extant buildings to mark its former site.

This short history of an eastern Washington community was researched and written by a local author, Bette Meyer, with assistance from Barbara Kubik. Currently employed as a researcher at Washington State University, Bette was the first person to hold the position of the Administrative Chief of the Archaeology and Historic Preservation Program in Washington, and has been a Curator of History and Education. She has lived in Washington State a total of 19 years, and her study of eastern Washington history has been a valuable contribution to our body of historical knowledge.

*Ainsworth: A Railroad Town* includes a lengthy list of references, bibliography, a directory of Ainsworth residents and businesses, illustrations, and photographs. The book is embellished in typical Ye Galleon Press style, with endpapers depicting a map of the location of Ainsworth, a bordered title page done in two colors, and a bi-color colophon.

Jill Whelchel

### **Chief Joseph of the Nez Perce**

by Robert Penn Warren

New York: Random House, 1983. 64 pp.

*Chief Joseph of the Nez Perce*, Robert Penn Warren's new 64-page poem chronicling the plight of the Nez Perce Indians under Chief Joseph the Younger, is being promoted as a major literary event. Warren is a major American poet, perhaps best known for his novel *All the King's Men*, and Chief Joseph is surely one of the greatest figures of Northwest history. On the surface Random House certainly seems to be offering us a sure-fire combination of literary talent and worthy subject matter, but (for me) the poem has serious flaws.

In the September 1983 issue of *Pacific Northwest* William Matthews, himself a poet, describes Warren's work as "a loving pastiche of the way Old English verse reads in translation—heavily stressed, alliterative, rich in epithets and personification, heavy on monosyllables." In sum, an "ingenious use of the devices of heroic verse" which, "instead of a cavalry-and-Indian movie," evokes the spirit of Beowulf.

Matthews' panegyric is typical of the critical praise the poem has received, and is, I think, partly right. Warren's strength is in his forceful narrative line and an enviable talent for natural description. The poem moves forward with a boldness that is appropriate to the events of the Nez Perce War of 1877 and its tragic aftermath.

And Warren has obviously done his homework. He is scrupulously accurate in historic detail. The poem is prefaced with just enough background on the Nez Perce: their long history of peace stretching back to Lewis and Clark; the treaty of 1855 which

guaranteed a homeland including the Wallowa Mountains; the 1863 treaty which treacherously undercut Nez Perce rights; the events of the 1877 war (actually a daring flight for freedom on the part of the Nez Perce cut short by generals Howard and Miles); and Chief Joseph's final years of exile.

Despite Warren's intentions his version of Chief Joseph never comes alive. The historic Joseph spoke with straightforward elegance and compelling logic that earns him the respect of his conquerors. (Both Howard and Miles praised his honesty; Miles even campaigned on behalf of the Nez Perce for the return of the Wallawas.) But too often Warren's Joseph is a stilted Noble Savage who repeatedly condemns the white man for speaking with "forked tongue," a phrase dear to redskins in popular fiction and the movies but which has no roots in the Nez Perce language. Warren's Joseph is a literary descendant of Longfellow's Hiawatha; more a product of white folklore than a real human being. In his zeal to take the side of the Nez Perce against the acknowledged evils of white imperialism, Warren idolizes at the expense of character.

Still we cannot imagine the people we all but destroyed. It is sad to note, allusions to Beowulf notwithstanding, that one of our most noted poets and a man with an obvious commitment to history suffers from some of the same cliches that afflict the standard cavalry-and-Indian movie.

—William F. Wilbert

### **One Man's Opinion of: The Spokane Aviation Story. Part 1, 1910-41**

by J. P. McGoldrick II

*Fairfield, Washington: Ye Galleon Press, 1982, 251 pp., illus., index.*

James McGoldrick begins his colorful and anecdotal account of Inland Empire aviation history with the story of Cromwell Dixon's 1911 performance at the Spokane Interstate Fair, the first known flight in eastern Washington. Unfortunately for Dixon and for Inland Empire aviation, this proved an inauspicious beginning. A gust of wind caught the youthful aviator's plane, causing him to lose control and plunge helplessly to his death. A sad end indeed for a pioneer aviator with a promising future. But such events were, as McGoldrick points out, typical in early aviation history. Still, Dixon's demise had an added tragic twist. For in addition to holding one of America's first flying licenses (number 43), the young daredevil was also the first person to fly across the Continental Divide of the Rocky Mountains, a feat he had accomplished only a few days before his death at the Interstate Fairgrounds.

From this sad beginning, McGoldrick takes the reader through the World War I era and down through the exciting technological changes that revolutionized flying in the 20's and 30's. He discusses the early attempts to establish passenger service (the Northwest Aircraft Company of Spokane), includes stories of the first Forest Service pilots, and regales the reader with tales of Spokane's first National Guard Squadron. This is a book chock full of interesting stories and sidelights, including the air races that were once all the rage.

McGoldrick does a fine job of incorporating Spokane into the larger scheme of what was happening in the field of aviation throughout the United States. His work,

relying heavily upon newspaper accounts and oral interviews, is profusely illustrated and contains a number of maps. Perhaps most important, *The Spokane Aviation Story* is an account of what happened as seen through the eyes of a man who, in his own right, was and is a pioneer in the industry. Because the book is so deeply personal, *The Spokane Aviation Story* is just the ticket for regional aviation history buffs.

P. V. Nasby

### **To Build a Ship**

by Don Berry

Sausalito, California: Comstock Editions, first published 1963, paperback, \$2.50

### **Indian Days of the Long Ago**

by Edward S. Curtis

Yonkers: World Book Company, first published in 1915, copyright by Tamarack Books, 1975, 221 pp., illus., \$4.95

The above titles are just two of a rapidly growing body of Pacific Northwest Literature that is being re-released by a number of publishers. *Indian Days of the Long Ago* was issued in 1915 by the World Book Company; Don Berry's *To Build a Ship* was first published in 1963 by Viking Press. Because books like these are being reintroduced to the Pacific Northwest reading public, they help to underscore the fact that our region has a rich literary heritage upon which writers can build. Placing such works back in print is a genuine service performed for those who seek these stories in the recesses of used book stores and libraries.

Don Berry's *To Build a Ship* is an interesting novel and is well worth examining by those who have read his best-seller, *Trask*. Set in Tillamook County barely six years after Oregon has achieved territorial status, *To Build a Ship* is not your run-of-the-mill piece of pulp fiction. It is a novel with mildly pretensions, the story of men obsessed with building of a ship with virtually no resources. In some respects it is not unlike Ivan Doig's recent work, *The Sea Runners*. In Berry's words, "The Image of the Ship had us by the throat and shook and shook and drove us beyond ourselves and there was nothing to do but see it through or die. The world turned simple for us; build it or die." Conrad? London? No, Don Berry. The book is worth your time.

Admirers of Edward S. Curtis's photography will enjoy reading *Indian Days of the Long Ago*. Like Curtis's photography, the book is an attempt to capture the essence of Indian Culture prior to the coming of white men. As Curtis said in his introduction, "This little book was written in the hope that it would give a more intimate view of Indian life in the old days, in the days when to the far western tribes the white race was but a rumor, and buffalo roamed the plains in countless numbers." When looking at Curtis's photography (See *Pacific Northwest Magazine*, Jan., 1984) the viewer stares at images frozen in time, the surface of the photograph becomes a veil through which we gaze at Curtis's vision of the past. The same can be said of *Indian Days of the Long Ago*. If so, that is great strength and its major weakness. To read its pages we must be aware that, in addition to being a highly romanticized vision of Western Indians in a "state of nature," it is also an explication of the mind of Edward S. Curtis.

Fred C. Bohm