

Dartmouth College Oral History Project
The War Years at Dartmouth
Interview with W. Lansing Reed '47
By Mary Donin
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DONIN: Tell us what your connection was with Dartmouth.

REED: Well, I have an uncle—had an uncle—who was class of '13 at Dartmouth. And he started putting Dartmouth in my ear when I was very young. But in fact the Navy actually sent me to Dartmouth.

DONIN: Ah-ha!

REED: This was in—because I graduated from Deerfield Academy in June of 1944. And I had taken examinations that the Navy provided to decide who they would put in their V-5 and V-12 programs. And I think I may have indicated some preference. But the Navy made the decision. And I lived not too far from Hanover, New Hampshire, and I think for that reason they sent me to Dartmouth. They made the decision. I didn't make it.

DONIN: So when you got out of high school, you enlisted right away.

REED: I was really signed up before I even graduated actually. I think literally it was a month or so before I graduated from high school. And I was sent up here to Dartmouth by the Navy July on 1st of 1944. And I'd graduated on June something, tenth or something like that. So I was here at Dartmouth almost immediately. It was then the V-5 program first.

DONIN: And at this point Dartmouth was running year round, weren't they?

REED: Well, I actually arrived at Dartmouth in a large group that had really two major segments, subsets, of people. There were people like me who had just graduated from high school or preparatory school. And there were—and the numbers I don't know—but there was a very large group that were veterans, Navy and Marine Corps veterans, some of whom had been at Pearl Harbor. But whatever, they were veterans that had been selected by their commanding officers and sent to the program. So there were the veterans and then there were the young whippersnappers like me that were just graduating from high school.

DONIN: Mm-hmm.

REED: So we had a very complex mix at Dartmouth of these two groups. There was a huge experience and age differential between these groups. The veterans helped to educate those of us who were just graduating from high school. Unofficially, they did a lot of educating. [Laughs]

DONIN: That's one of my favorite questions is to ask how the college managed this. They've got this incredibly diverse group of people on campus, some of whom were there to have a traditional curriculum and then of course the whole military group which also had a huge age spread and experience spread.

REED: Well, the numbers are important here. When I arrived in that group in July of 1944, there were a total of close to 2,000 sailors and marines. And most of that 2,000 were sailors. I think there may have been 1500 and then 500 Marines. Something like that. And then there were perhaps 200 or 300, as I remember it, civilians who probably were 4-F, were unable to join the services. So the only normal contingent really was just this 300 group.

DONIN: Amazing.

REED: The whole place really became a naval academy. All the buildings were...the buildings were Dartmouth College. But the essence of the place was naval academy.

DONIN: Mm-hmm. So the small group that were the traditional undergraduates who as you say were mostly 4-Fs, were they sort of segregated, in terms of the living situation, were they segregated from the sailors in the...

REED: Yes. The sailors and marines were all assigned to specific dormitories. And the life in those dormitories was very regimented. And as far as I know, as far as I can remember, there were no civilians in any of those dormitories that the Navy took over. There must have been a specific one or maybe one or two, somewhere in the mix that were just—the Navy didn't take over. They just belonged to the civilians. And then the classes that we attended were in the regular school buildings. And they were taught—most of them or an awful lot of them—were taught by the regular Dartmouth College faculty. Now the curriculum that we took had some Navy

courses in it that could not have been taught by the Dartmouth College faculty, and were not. They had a naval officer contingent there that were instructors and taught the Navy courses such as, you know, navigation and Navy topics.

DONIN: Yes.

REED: But most of the Dartmouth faculty was engaged in teaching, especially the sciences. But I remember also taking courses that were not the sciences. The Dartmouth College faculty was very much involved.

DONIN: So were you segregated in the classrooms, too? Were there any...

REED: No, I think in the classrooms.... Of course all the Navy courses would have had only Navy people in them.

DONIN: Right.

REED: But the other courses, I'm sure we had some—a few—civilians mixed in. But they would have just, because the numbers were overwhelmingly Navy/Marine, most of those classes also became overwhelmingly Navy/Marine.

DONIN: Mm-hmm. Is it correct to assume that President Hopkins signed onto this arrangement for financial reasons, to keep the college open?

REED: Oh, I think that's clearly the case. And that was the case all over the country. Because without the Navy's involvement at Dartmouth, it's quite possible that the college would have had to close down.

DONIN: Mm-hmm.

REED: I don't know whether they could have run it with 300 students, you see.

DONIN: Right. Yes.

REED: And that was...so that was critically important for Dartmouth and a lot of other colleges all over the country. That not just the Navy, of course, but the Army also participated and had programs at a lot of colleges. Oh, I think for higher education it was critically important financially.

DONIN: Uh-huh. So let's get a picture of your timeline there. Give us an outline of when you left and when you joined the service and that sort of thing. Because you were going year-round at this point.

REED: Yes. We went to school all year round. I started, of course, in July of '44. About a year later, the Navy decided that they really didn't need any more pilots. Of course we're now in the middle of 1945. At that point the whole military had mushroomed up, and all the pipelines were full. And they had more pilots—Navy pilots—than they knew what to do with really, I think, in many ways. So they moved me from what was called V-5, which I had been in, which was the pre-aviation program. A year later in the summer of '45 they moved me to V-12 because there still was an apparent need for deck officers. Then, of course, I continued to go to school in the Navy in the V-12 for another 12 months. And at that point I had accumulated three years of college credit in those 24 months. And the Navy also by then—this was now summer of 1946—they said, well, we're disbanding the program, and we're through. And so I was separated honorably [laughs] in, I think it was June of 1946 and then I elected to stay at Dartmouth and do my senior year as a civilian. So I had one normal year. You have to put quotes on the word normal because it was hardly normal. But I had one civilian year, my senior year at Dartmouth, 1946-47.

DONIN: How was that transition from military to civilian? Was it difficult?

REED: Well, I think it was easy to be a civilian again. But it was very difficult at Dartmouth because the other students—most of the other students—were veterans that had come back from everywhere. Whereas I was at that point, say, 20 years old, some of these veterans were 23, 24, 25. And they had been through horrendous experiences, many of them. I had joined a fraternity. And a lot of these veterans came back and had been members of fraternities, you know before the war, and came back and were there. And there was this enormous experience, age gap between the students such as myself and these veterans. And the veterans essentially really were not college boys anymore, and they didn't want to be college boys anymore. And they simply wanted to do whatever they had to do to get their degrees and get out and get going with their lives.

DONIN: Right.

REED: And they cared little or nothing for any of the traditions—maybe that’s overstated a little bit, but they cared certainly a lot less than ordinary 20-year-old upperclassmen in college care. And that made life very complicated. And I remember there were some athletes. There were a few football players that ran plays in the living room, you know, and broke up the furniture. It was not a good time. And it was not really Dartmouth. It was not really Dartmouth any more than those years—prior years—where the Navy was 80 or 90 percent of the student body was Dartmouth. The buildings were there, but there still wasn’t anything like a normal college atmosphere.

DONIN: That must have been the first year that the fraternities even reopened.

REED: Reopened, they did. It was the first year they opened. I remember there were two of us that had been in the Navy but I was a Psi Upsilon. Psi Upsilon was my fraternity. And there were two of us who had come from the Navy contingent that was there for those years prior in the V-12. And I was the only sailor, and there was one Marine who joined. The rest were people that came back, and they were all older, and they were these veterans—mostly veterans. I’m sure that must have been a few, one or two, that had never been in the service. But mostly they were veterans who had...

DONIN: So that must have had a big impact on your social experience.

REED: Yes, it did. And the fraternity life was not very good. I don’t want to overstate that. I mean there was a social contact, and there was certainly a place on campus to go and relax and have a social time. So it was not all bad. But it was just...there were tensions that were difficult.

DONIN: Mm-hmm. Between the older men versus the younger men?

REED: Yes, yes.

DONIN: Right. I should think they wouldn’t have even been interested in interacting at all.

REED: Well, they probably weren’t. But, you know, as we were members of the fraternity—

DONIN: Right.

REED: —they felt we were brothers and that we shouldn't be totally ignored.

DONIN: Uh huh. Right.

REED: And a few of them now are—or one or two of them—my best friends that I've known for how many years? 50 years or 60 or whatever it is. So I made some very good friends. Perhaps better friends actually there, in spite of the difficulties, than I ever made in my class because.... Well, I graduated in June of '47. And I remember they said, "Well, what class do you want to be associated with?" And I thought a lot about that. They would have been happy to attach me, the college would have attached me, to pretty much any class that I said. And I finally decided—if there'd been no war, having graduated in '44, I would have been class of '48. But I said, gee, well, I'm graduating now, and I'm graduating in June of '47, I might as well be class of '47, not really knowing why, but I just did it arbitrarily. But I didn't know any—no, that's not quite right. I knew one or two class of '47s, literally one or two, that were in the Navy and became part of the class. And there was one guy—no, two people, two of the brothers in Psi Upsilon—that were class of '47. So when I graduated, I knew literally—you could count them on one hand—any of my classmates.

DONIN: So more of your classmates were '48s. I mean more of your acquaintances were '48s.

REED: No, not really. Because, you see, I never got to know them. When I came in, what would have been the class of '48 was never there together. And we were all just in the Navy. And that was one of the problems. Picking a class was not a matter of picking a class where I knew a lot of people. I didn't know any people that were class related anyway. So I just arbitrarily picked '47. And that's been a problem over the years. And there were several classes that were segmented and really destroyed that way.

DONIN: Sure.

REED: During the war years. And they've always had difficulty holding themselves together. In my class there have been, oh, there are maybe two dozen people—it's varied from a dozen to two dozen people—that over the years have sort of decided, well, we didn't really know each other, but we're part of the class. And they've

done class things. But the vast majority of the class of '47 over the years have not been very close to the college really. It's always a struggle to get people to come to reunions. It's always a struggle—because a reunion is not really a reunion.

DONIN: If you're going to see a bunch of strangers, what's the motivation?

REED: Yes, what's the point. Yes. Exactly.

DONIN: Well, it's no surprise, given what was going on those years.

REED: No, it's true.

DONIN: There seems to be a trend that as the years went on, if there was sort of a strong infrastructure within the class to sort of get people motivated, then there is some feeling of unity that's maybe grown over the years.

REED: I think that's a fair statement. That little small nucleus of people that tried very hard to sort of hold it together. And to try to add people to it if possible. And to some degree I think that probably has happened. Over the last 50 years a few people have kind of gotten closer, decided that it was kind of fun to go and see these people even though they didn't know them as undergraduates, you know. But it's not like a traditional Dartmouth class that had not been involved in wartime experience because those classes are generally speaking are very tightly knit and most of them think they made the right decision when they made college decisions and they are very loyal and you know, there are always exceptions. But generally speaking, they are loyal almost to the point of being obnoxious. [Laughter] But those of us who did all of this during the war years, none of us have that kind of problem. We have the opposite problem.

DONIN: Yes. I mean you don't have this common bond of having spent four years together.

REED: No. Our bond is that Navy bond.

DONIN: Right.

REED: And I feel some bond to those people I got to know in my senior year in the fraternity house. But I didn't really get to know anybody. Well, I lived in the fraternity house. That's where my bed was.

DONIN: Your senior year?

REED: In my senior year. And generally speaking the fraternities don't have enough beds for all the members. And the seniors get to stay in the house. And I lived at the house. So my life as a civilian was just concentrated on that one year in less than perfect circumstances.

DONIN: So you really had a loyalty to your fraternity house; you had a loyalty to your Navy buddies, but that doesn't really help you meld a loyalty to the class at large because it was all sort of bifurcated.

REED: No. Right. Exactly. And the ones in the fraternity that I said that have been my friends over all these many years were not class of '47.

DONIN: Right.

REED: They were other classes that just happened to be there in that year, '46—'47. So that part of it has been kind of difficult. I've not been a great alumnus, unfortunately. I haven't been a traditional alumnus.

DONIN: Well, traditional maybe. That's true of all the forties. It's different.

REED: Yes. Most of the forties were broken up this way.

DONN: Did you feel that there was a big distinction made, when you became a civilian your senior year, did you feel there was a big distinction made within the Dartmouth community between these older vets who had actually served and come back more mature because they'd been away for all these years and the younger chaps who either hadn't served —

REED: -- Like me. Like me.

DONIN: Right. Who'd done their training but never got the opportunity to serve, or even the — there's this other group of... By '47 you've got this whole other group of incoming, newly matriculated freshmen in '46 and '47. So there's a real distinction to be made between all these groups.

REED: Yes. And there were all these age disparities. And experience disparities.

DONIN: Uh huh.

REED: Which made closeness difficult.

DONIN: Yes. How do you think the college did trying to mainstream all these groups together? It's a pretty big challenge.

REED: Funny, I don't seem to have much of a sense of that. I think they did the best they could with some very difficult circumstances. And they couldn't change the circumstances.

DONIN: Right.

REED: Well, I do remember that they tried, even in that first civilian year, '46-'47, they tried to reestablish some of the old college traditions. Such as glee club; each of the houses had a glee club. And in the spring I remember there was a—a sing. Where all the individual fraternity houses—and there may have been dormitories involved in this, too; I'm not quite sure how they did that—but anyway, the fraternities had what was called a sing on a lovely afternoon in front of Dartmouth Row. And there was a contest. There was, you know, the best glee club got a little prize of some sort.

DONIN: Right. Yes.

REED: And I remember, you know, they tried, the college tried, to rebuild some of those traditions. At the time of graduation, they built the tradition of: at the Old Pine, there was the breaking of clay pipes at the Old Pine. I think the college tried. They tried to make it as much a Dartmouth experience as possible. And under very difficult circumstances.

DONIN: Uh huh.

REED: And I'm grateful for that.

DONIN: Right.

REED: But it was tough to do that. And they couldn't really replace four years, normal years of life and interaction and friends and wonderful faculty that you remember for the rest of your life, and all those good things that happen in a good college, you couldn't just suddenly manufacture them in that one year.

DONIN: Right. Not a long enough period of time.

REED: Right.

DONIN: So when you matriculated, it was Ernest Martin Hopkins. Is that right?

REED: Well, actually when I arrived, I think it was John Dickey's first year. Now wait a minute. I hope I've got that right. Do you remember when John Dickey first started?

DONIN: Fall of '45.

REED: Okay. Then Hopkins was the president when I arrived in the Navy in '44. And then I think John Dickey— My one year as a civilian, '46-'47, might have been John Dickey's first year?

DONIN: Well, my understanding is he—

REED: Started in '45?

DONIN: Started in the fall of '45. But I don't know when he actually....

REED: Well, anyway, it was close there. I remember I was there—or John Dickey was the president when—that short period of time when I was actually a civilian.

DONIN: Yes.

REED: And one of the things I remember about John Dickey is that we had one of our classic snow storms in Hanover that we get every year. And John Dickey was down on Main Street with a snow shovel helping to dig out the town.

DONIN: It's amazing the number of people who seem to remember that.

REED: Is that right?

DONIN: Oh, yes.

REED: That's interesting.

- DONIN: I think it's almost become folklore with people saying they were there when he was digging out the town.
- REED: Well, they've got pictures of him.
- DONIN: Exactly. In that checkered shirt.
- REED: It's a matter of record now.
- DONIN: Yes. And his dog along side.
- REED: Well, while he was digging out, I'm not sure about the dog.
- DONIN: Right.
- REED: John Dickey used to.... Well, you know, traditionally at Dartmouth almost everybody skis. John Dickey didn't ski. He did snowshoeing.
- DONIN: Oh, interesting.
- REED: John Dickey used to go out on snowshoes out to the golf course which in the winter became a place where everybody did sledding and tobogganing. And he was often seen out there on snowshoes. But he was a fine image for a college president, as I remember back on that. I mean he went out of his way to make contact with students and with everyone. And he was great. He was really fine. A major plus in my memory of Dartmouth College.
- DONIN: Yes. Right. So when you became a civilian, did that mean you had to choose a major?
- REED: As part of the Navy program, I think we did a lot of required courses, of course, that the Navy made us do. But we had some options about what we might concentrate on. And I had aptitudes in the areas of math and science. So I took more of the math and science than I had to. And then I think I actually took some courses at the Thayer School of Engineering. And so when I arrived at my senior year, I was primarily taking courses at the Thayer School.
- DONIN: Uh huh.
- REED: I ended up with an AB degree with an engineering major. And I at the time was not at all sure that engineering was the right thing for me to do. And I had more of an interest in, well, in science than I

think I did in engineering. I had sort of a mixed experience at the Thayer School; it was not all plus. So I didn't do anything beyond my baccalaureate. I left and I.... Well, I had a chance to do a trip to Europe with some old friends who gave me a chance to ride on a freighter. I spent most of the following year kind of banging around in Europe and so forth. And then I took a job that I'd already been offered. I told them I'm going away for a while. And I took a job with Alcoa, the aluminum company, and came back to that. That's another story.

DONIN: Right. It's another chapter.

REED: That's another chapter.

DONIN: [Laughs] Right. So the one year that you got to experience, you know, civilian life, it wasn't really the traditional Dartmouth experience. I mean that year the college was, as you said, they're sort of trying to just get everything up and running again in terms of....

REED: Yes, there was a transitional year.

DONIN: Yes.

REED: They were trying very hard to, you know, get back to normal. And they couldn't do that overnight. It took a while to sort of rebuild that. So it was a complex and not wonderful year overall. Not a very good year.

DONIN: In what sense? Socially or academically?

REED: Oh, socially primarily. I think socially I would say it was not a great year. It was an okay year. Because they were transitioning, and a lot of traditions had not been reestablished. I think academically it was fine. I mean the faculty was fully empowered and back operating. And the opportunities I think were there pretty much. I was in that year, by the way, of having—I figured having spent three of my college years trying to be a naval officer, that I might as well spend the last one doing it also. So I was part of ROTC.

DONIN: Oh, yes.

REED: Naval ROTC.

- DONIN: Mm-hmm.
- REED: Which we weren't in uniform except, you know, very occasionally we'd been in a cadet uniform. And we could take pretty much whatever courses we want. But in the end I got, about the time I graduated in '47, I also got a Navy commission, commissioned as an ensign.
- DONIN: Uh huh. Which meant what?
- REED: Well, I didn't have to go on active duty immediately. But it turned out that I had to go back into the Navy and give it two years from 1951 to 1953—later.
- DONIN: Uh-huh. So you finally got to use all those skills that you learned over those four years.
- REED: Well, yes. That's right. But in broke into my—I had started a career at Alcoa, and I had to break into that at an extremely bad time. I had just been offered a really great opportunity, and I had to go back in.
- DONIN: Mm-hmm.
- REED: So I had two years back in. And those were good years. I got married, and had the first of my four children.
- DONIN: Now we didn't talk about that. When you were talking about all the veterans that were returning, some of them, during your senior year, some of them were actually coming back with wives, weren't they? They were coming back married.
- REED: Yes. I don't seem to remember much about that because the social life that I remember was at the fraternity because I lived there.
- DONIN: Right. I think they were sort of segregated over in Sachem and Wigwam...
- REED: I think they were too. The married ones clearly were not living there and were there occasionally but I wasn't really very much aware of the wives. In fact, I don't remember any of the wives. But I am sure that were wives out there.

DONIN: And that... I think they became their own little social group all by themselves.

REED: I'm sure they did. They had a lot in common.

REED: I could say looking back on this, when I arrived with that large contingent in July of 1944, it turned out that that was the high point in terms of numbers of the Navy at Dartmouth. That period from summer of 1944 for the next twelve months, there were more Navy Marine personnel than at any time earlier or at any time afterwards. After that they began to shrink the program back down.

DONIN: I've heard it claimed and I don't know if it's true that that was the largest V-12 training center in the country.

REED: I've heard that and I think that's correct but I don't have actual numbers.

DONIN: It may be in that *Navy at Dartmouth* book which we left in the other room I think.

REED: Did we leave it in there? OK. Well it probably is in there actually.

DONIN: Now speaking of Navy, I don't want to forget to ask you to bring us up to date on the Naval training that was taking place before V-12, the so-called 90-day wonders because I don't think anybody has actually addressed the beginning of when Navy was at Dartmouth.

REED: Well I think it's accurate to say that even before Pearl Harbor, there were small groups of people at Dartmouth who were agitating to get in and get involved and start helping. And there was clearly a dissatisfaction with college life: We can't be college boys anymore. There's too much important stuff going on in the world. And there were some groups, and there may have been some people that left. And I think there were some people, some students that left and joined the British or the Canadians.

DONIN: The British, yes.

REED: There were some groups that did that.

DONIN: Yes.

REED: And somewhere in the vicinity of—let's see, I want to get the dates right—in 1942, in the period 1942, '43, the Navy was a real presence at Dartmouth because there was a program which brought college graduates from all over the country to Dartmouth for a period of I think it was 90 days. The famous 90-day wonders. But it was approximately 90 days. They brought these college graduates and tried to make naval officers out of them in that very compressed, tight period.

DONIN: Mm-hmm.

REED: And I think that worked pretty well actually. As far as I know, it worked pretty well. But then they realized that they were not going to be able to produce enough naval officers that way. And that they had to develop a program in the colleges to be training officers and at the same time educating officers. And so I think it started in—yes, it started in the summer of '43, that they got into this V-5, V-12 program which we've already talked about. Which I think in that first year, even then they were bringing some high school students in, along with the veterans that they were sending back that the experienced people in the fleet had decided were officer potential. And they were sending them back. So actually the Navy was involved in the college really shortly after Pearl Harbor.

DONIN: Right. I think that's right.

REED: And then the involvement became more complex. And finally by the time I arrived, 80 to 90 percent of the college was in fact Navy and Marine.

DONIN: Right. So that program where they were training officers, they called them 90-day wonders but it went on for longer than ninety days because they were processing different groups in and out. This lasted longer...

REED: But any one officer candidate was only there for that relatively short time and they kept moving new groups in and moving groups out and commissioning them and moving them out. And by the way, it's interesting. You know I understand that a lot of those officers who had that experience at Dartmouth, even though it was only 90 days more or less, subsequently told the college that they would like to have an association—a continuing association with the college. I don't know much about that. I don't think my class—a lot of those people would've had to have attached—probably wanted

to and might have attached themselves as special, in some special way, to actual Dartmouth classes. And that's a whole situation I don't know about. I do know that there were a lot of them that wanted to have a continuing relationship during their lives....

DONIN: Interesting.

REED: And how they did it, I'm just not quite sure. I think the college tried to cooperate.

DONIN: I know there were certainly members of the V-5 and V-12 groups who were assigned to Dartmouth from another college, just like George who wanted to come back to Dartmouth and not go back to the school they had originated at.

REED: Yes, because as I said the Navy actually sent me to Dartmouth. Now I had a preference and I probably would have come to Dartmouth and there hadn't been a war and the Navy hadn't been there. But the Navy did the deciding so the Navy sent a lot of people to Dartmouth who had already had some sort of a commitment to other institutions.

DONIN: So you said you were at Deerfield?

REED: I graduated from Deerfield Academy.

DONIN: Now I've heard it said that Deerfield was considered a feeder school to Dartmouth in those days anyway.

REED: I believe that's the case. I know back in the 1920s and 1930s that there was a very close relationship between the headmaster at Deerfield...

DONIN: Frank Boyden?

REED: Frank Boyden, yes, who was a famous headmaster and he developed a relationship with President Hopkins. The story goes and I don't know whether it's 100 percent accurate but the story goes that Hoppy would call Frank Boyden every year at the appropriate time and say, "Frank, who have you got for us?"

DONIN: Right. [Laughter]

REED: And being admitted to Dartmouth in those days depended on Frank Boyden saying, yes, this boy would be good. And you were in if Frank Boyden said these guys in my graduating class would be good for Dartmouth. Then Dartmouth said fine.

DONIN: Amazing. Times have changed.

REED: Well, there were that kind of relationships... The preparatory schools, the old preparatory schools had those tight relationships with colleges. Frank Boyden at Deerfield used to send a lot of students to Amherst. He went to Amherst himself. And once again, if he said ok, Sam Jones and Bill Smith would be really good, the president of Amherst said, beautiful, send them over.

DONIN: No questions asked. Yes.

REED: And I'm sure the relationship between Andover, Phillips Academy at Andover and Hotchkiss and those schools had relationships with Harvard. That was not an uncommon thing. It clearly was a real help. It wouldn't be nowadays. Nowadays those things don't happen. You don't get into Dartmouth by some headmaster saying...

DONIN: Times has definitely changed.

REED: Yes, times have changed.

DONIN: What dormitory were you in?

REED: Oh, I'm not sure I can remember. I was in South Fayerweather first, I think. And I ended up in—I remember I ended up in one of the dormitories on what is called the Gold Coast, which is—

DONIN: Oh, yes. Down there.

REED: —that strip of dormitories down Tuck Drive on the left-hand side, that end up at the end—at the end you end up dropping down into the cemetery, and then you hit the Thayer School down there.

DONIN: Yes.

REED: And I was in that last one that was adjacent to the... The last one in the row, and I can't even remember.

DONIN: Is it true they named them—I mean somebody said, you know, he'd lived in Streeter Hall. But they called it the SS Streeter, like it was a boat.

REED: Actually, the Navy had some sort of a—they tried to use as much of the Navy lingo and so forth as they could because they wanted to get all of us accustomed to do that. And they—it was probably called a ship.

DONIN: Amazing.

REED: Something like that. I've kind of forgotten how they did that. And then we—oh, I remember we had to get up early in the morning and do calisthenics outside. And then we marched to the dining hall.

DONIN: They called it the mess hall?

REED: Yes, the mess hall, exactly. Not the dining hall, the mess hall. And they tried to make the place as.... Well, as close to what the naval academy would be doing as they could.

DONIN: And I assume the admiral, or whoever the high-ranking person was that was there, was on the same level as President Hopkins. I mean in terms of authority.

REED: Well, that's an interesting subject. I think that.... By the way, the top officer in the Naval contingent was a four-striper, a Navy captain. Not an admiral. And the relationship between the Naval structure and the college structure was more parallel than anything else. I think that in any matter that had anything to do with the military in any way, the captain—I think his name was Cummings when I was there—he would have the final say. And then anything that had to do with instruction and all the things that had to do with the college, you know, that Hoppy would have been—he would have deferred to Hoppy. And I think they just together in a very parallel kind of a way ran the establishment and worked out the problems. And I'm sure there were a lot of problems in trying to integrate a military structure in what had been a purely academic. And then a lot of things that I never heard about, I'm sure, problems that had to be sorted out.

DONIN: Well, you wonder what the reaction of the faculty was to the idea that they were going to be teaching, you know, courses that had...some courses which had been altered in a way to make them suitable as part of the Naval training process.

REED: Yes, I think the faculty were very pleased, well, in the very basic sense they were pleased to have a job.

DONIN: Yes.

REED: During that, you know, and to be gainfully employed as teachers. I think that, my recollection is, that the Navy students were smart comparable—were comparably smart to the Dartmouth students. They were not as well prepared, a lot of them, in their high schools. Their preparatory work wasn't as good. So when they first got to Dartmouth, they struggled more. And I think that the record shows that their grades were not as good as the regular students. But then they came together. And as they got acclimated and learned how to deal with the thing, they got better. So I think the faculty didn't have to compromise very much their standards—

DONIN: Right.

REED: —when they were dealing with mostly sailors and marines. I think that they kept their standards up. And the sailors and marines just had arise to the occasion.

DONIN: Of course, some of the faculty, I assume, they themselves were serving as well.

REED: I never heard much about that. The ones that were there were clearly civilians. And anybody who was serving was gone and I wasn't even aware that they were alive. So I can't vouch for any of that. Well, the very young faculty, in any young college you have the very young faculty that could be in their '20s and '30s and certainly some of them would have been... Yes, they would have been in the service. Sure. Absolutely.

DONIN: Have you got any thoughts you want to share that we haven't covered?

REED: As I look back on the whole Dartmouth experience, I feel...well, I have a mixed feeling. First of all, it was my education was given to me. My college education was paid for by the taxpayers.

DONIN: Right.

REED: And for that, you know, I will always be very grateful.

DONIN: Uh huh.

REED: And that's the upside. But the downside is that I missed a college experience. And the friends I have that had normal college experiences, whether at Dartmouth or at other places, have for the most part been given something that's a really strong, positive part of the rest of their lives. For me that's, at Dartmouth, that's compromised. I mean I respect the place and I keep track of what's going on. And I go to athletic events occasionally, and I go to the Hopkins Center; I'm going in fact this coming Saturday night to the symphony. But I know down inside that way down in my gut, that my relationship with the college will never be what it could have been, and what it is for a great many Dartmouth alumni, who had a normal college life. So there's that unfortunate downside to the thing. But it can't be helped.

[End of Interview]