YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

Lisbon Remembrances--World War II

Personal Experience

O.H. 1247

ANN W. KENNEDY

Interviewed

by

Gene Krotky

on

July 18, 1989

ANN WHITE KENNEDY

Ann White Kennedy was born in 1921 in Alliance, Ohio. After graduating from high school in 1939, she entered Miami University in Oxford, Ohio, to major in Health and Physical Education. World War II broke out during her junior year in college. The remaining years were unique in that drastic changes in college life and activities were brought on by the war. These changes have never been duplicated.

Mrs. Kennedy spent her summers (1940-1943) working at the Taylorcraft Airplane Company in Alliance. She worked with blue prints and insuring that security measures surrounding them were maintained.

Graduating in 1943, Mrs. Kennedy began her teaching career in the Girard, Ohio, school system. She continued to teach at Columbus North High School after her marriage to Richard Kennedy in 1946. After Richard finished law school at Ohio State in 1950, the Kennedy's moved to Lisbon, where they've been active and respected members of the community. Mr. and Mrs. Kennedy have two daughters and four grand children.

Mrs. Kennedy's hobbies include reading, bridge, golf, and grand-parenting. She and her husband also enjoy traveling, and have visited several times with friends, Mr. and Mrs. Jean Pothion and Mr. and Mrs. Anthony Becker, in France. Mrs. Kennedy is also active in many civic and church groups. She is a member of the Monday Club, Wednesday Evening Discussion Group, the Board

of Directors of Sunrise Homes for the Handicapped, and [she is] one of the organizers/directors of the local H.E.L.P. group of Lisbon Church Women United. She is also a member and elder in the First Presbyterian Church in Lisbon. In 1986, she recently received the honor of being named Columbiana County's Citizen of the Year.

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INTERVIEWEE: ANN W. KENNEDY

INTERVIEWER: Gene Krotky

SUBJECT: Changes in education caused by the war, Taylorcraft Plant, shortage of men in school and social life in college after WW II

DATE: July 18, 1989

GK: This is an interview with Ann Kennedy for the Youngstown State University Oral History Program, on the Lisbon Remembrances project, the World War II segment, by Gene Krotky, in Lisbon, Ohio, on July 18, 1989, at 7:15 p.m.

Mrs. Kennedy, tell me a little bit about your family background and where you grew up.

AK: I was born and raised in Alliance, Ohio, at 908 Parkway Boulevard. [I] lived there all my life, until my marriage in 1946. My family lived there after all of their five children were grown. My mother died just five years ago, and then we sold the family home. My parents started [building] their home two days before World War I was declared. They ran into problems getting materials and building their home, because of that war. So, that was my home. I have two brothers and two sisters. There were five children in the family. My father was in the wallpaper and paint business. It always meant that all of the children had a job, but no more than sweeping up or trimming wallpaper, because at that time, wall paper had to be trimmed on machine or hand trimmed. We were kept very busy. I don't know what else to tell you about my family, except that both of my parents lived to the ripe old age of eighty-nine. So, I'm sure that hard work didn't affect their health.

GK: You graduated from high school when?

AK: I graduated from high school in January of 1939. On August 12th of this year, I'll be going to my 50th class reunion. I graduated in January, because at that time, we did have mid-year classes.

GK: Were you made aware in school of Hitler's movements in Europe? Were you aware that he was invading Poland and that war might be coming very quickly?

AK: Yes. We were made aware of the fact that there was this problem in Europe, and there was this man [called] "Hitler." I had a girl in my class all through school by the name of Rita Rinehardt. Her folks were from Germany. When she went over to Germany to see her grandparents, she came back and told us about this wonderful man that would really turned Europe around, by the name of Adolf Hitler. I can see her standing up in front of our class when I was in the eighth grade. She said that people were back to work [and] they were no longer carrying their money in bushel baskets. Their money was worthless then. That was the result of World War I. They never recovered from that, until this great man, Hitler, had come along. He was the savior of Germany. So, we had that in our minds.

Of course, during those years, when I was in elementary [school] and the first years in high school, there were great peace movements among the young people. When we would go to camp, we would learn songs like, "I don't want to march in the infantry. I don't want to ride in the cavalry. I don't want to shoot the artillery. I want to be friendly," and things like that. If I could sing, I would sing it to you. (laughter) We were all being indoctrinated into the peace thinking. It was a time they were trying to create the World Court and the League of Nations. Everything was going to be wonderful. Peace was what we were taught a great deal [of the time].

The day I arrived at Miami University in September of 1939, we got a newspaper that night at school. It was the day that Germany invaded Poland. Just as soon as I got to school, [that] began the war years, although we weren't in it then for quite a while. We started to become very conscious of this. It wasn't until months after that, that we even knew there was anything like the Holocaust. That went on for a long time before it was generally known. If our Government leaders knew it, they certainly did not make it public to the people. I think that my college years were really my war years, pretty much.

GK: How did college change? What changes did you notice in college after December 7, 1941?

AK: The first thing was, the change in the enrollment. When I entered Miami in that year, there were between six hundred and fifty or seven hundred full time freshman students. When we graduated four years later, there were only three hundred and twenty [students] left in our class. One reason why I selected Miami [University] was because the ratio was three times as many men as women. (laughter) But, in four years, it had turned completely around. We had around three hundred [students] graduate, not because they failed school, but they did not defer the boys in school at that time. Every week, we could see our classes becoming smaller and smaller. When we graduated, the class was three-fourths women and one-fourth men. If you were a man and you were still in school, there was a little bit of a stigma attached to it. You [wondered], "What's wrong with him?"

GK: It certainly cut into the social life and the activities, too, didn't it?

AK: Yes. It certainly did, because most [of] all the big events were canceled. We did continue to have football games and things like that, but it wasn't the quality of programming that we would normally have. Of course, Miami was one of the few schools--and, I think it still does, as far as freshmen are concerned--that has 100 percent dorm system. You had to actually be a resident of the town or live in a dormitory. They don't have that policy now, so in the evenings, it was pretty gloomy. There was not much dating going on. Of course, the first year was great. More or less, we began to feel it the second year.

In the evenings--you couldn't study all of the time--so the girls would be grouped together on war projects. They would bring in boxes, crates, of olive drab yarn. We all had a teacher to teach us how to make leg warmers, helmet liners, scarves, and sweaters. I never graduated to the sweater class. I learned to make the other three. Also, they didn't have machinery to roll bandages, like they do now. Since the companies that made bandages were supplying the war effort, the local hospitals were greatly in need of things like that. They would bring material, and we would tear it and cut it and roll bandages at night. Another thing that was required, was that we were all asked to take a non-credit war course, something that we could do toward the war effort. This was our second year, [and] we had to select a war course. You tried to get something that was given that would fit into your schedule. The one that I was in was Morse Code combined with typing. So, we would have the earphones on after we learned the code alphabet. We would hear the code, and then we

would have to type the translation as we listened to the Morse Code. Foreign language was never my strong point, anyway.(laughter) I don't know which was worse, the code or the typing. I knew I wasn't going to be graded in it. But, that's what I took. That little bit of typing was the only typing I ever had, and it turned out to be one of the most valuable things in my life.

GK: What were some of the other things that you could have selected other than that?

AK: They had a lot in first aid courses in driving large vehicles, working in hospitals, record keeping, and classes in learning to be a draftsman. I can't remember all of the things, but everybody had to take one non-credit course to prepare them if they were needed in the service. That was how we spent our time.

GK: See, that's something I've never heard of before. That's really interesting. That was at Miami, down in Oxford?

AK: Yes.

GK: Were all of the state schools doing that?

AK: No, not all of them were geared to that. One of the things that happened in Miami was, in 1941, most all of them had programs for college boys, reserve programs, that they could sign up for, either for the Army or [for] the Navy. The Navy was called B5 and B7. The Army was called ASTP. Anyway, the Navy came to Miami. There's no water around Miami, but that's the school they selected for some of the programs. Here are the programs that they had. Many colleges were used for training centers. Miami was assigned, by the U.S. Navy, several programs. One was The Civilian Pilot Training Program. Also, the Navy put in the Radio Training School there. In 1942, they made it a center for training W.A.V.E.S. Do you know what W.A.V.E.S. are? They were the women in the Navy, and they were trained there in their drill and their basic training. Then, the ones that were stationed at Miami, were kept there and given mostly secretarial [work], so they could go into office work with the Navy. Also, we had a group called the W.E.E.D.S. They were women in the engineering corp of the Navy that were taught drafting. It became a school for the Navy to teach drafting in the B5 program. Most of the people in that were women, which was unusual.

GK: Where would they go with that, to aircraft plants and things like that?

AK: After they would finish their basic there, they would pull them out and assign them all over the world. Many of them went overseas and went on to Navy bases in different countries or stayed in this country. They did most of the office work. There was a lot of postal work involved and things like that. We always envied the W.A.V.E.S. They looked so chic in their outfits. (laughter) A great number of girls from Miami and several from my class, one with whom I still correspond, graduated and stayed at Miami in the course and took her training in the W.A.V.E.S. She was a commissioned officer from Miami, as well as a graduate of Miami. It became very popular for the women to do that.

GK: What were you majoring in?

AK: When I went to school, my dad said--there were so many of us children--we had to know what we were going to do when we started. We couldn't fool around and say, "Well, I'm going to feel my way."

GK: [You're] not going to have time to find yourself, huh? (laughter)

AK: One reason why I selected Miami was that it was well known in Health and Physical Education. I had a very fine physical education teacher in Alliance. Her name was Lucille Pettis. She encouraged me to go into something like that, so I went into the School of Education, secondary education. I was to major in Health and Physical Education, which I started in, and which I finished in. Along the way, since there were no men on campus and you had a lot of time to study, I did well in sciences. I also ended up with a major in Biological Sciences, a major in Health and Physical Education and a minor in History and Social Studies. I did practice teaching in all three of them.

GK: No wonder you substitute so much in Lisbon, because they can put you anywhere!

AK: Those were my three fields. That's what I took in school. But anyway, in the summer time, we'd come home. Kids didn't go to school in the summer then. We were on the semester system. When June came, everybody, and I mean everybody, [including] faculty, took off. It wasn't until the end of the war years, when the boys were coming back and they were trying to catch up in a hurry, they started the quarter system. They would go year round.

GK: What would you do in the summer, go home and work at the store?

AK: I would go home. My first summer, the United States wasn't really in the war. Because of what my major was, the college got me a job at a camp up on Lake Michigan. I worked at camp that first summer, because that was one of our requirements, to have a camp training experience. I got that over with early. I was glad, because the next year when I went home, I got a job at the Taylorcraft Airplane Factory in Alliance.

GK: Doing what?

AK: The Taylorcraft Factory built tandem trainers, a two seated cabin with dual controls--small airplanes to train pilots. It was used for basic training for becoming a pilot. My job was a newly created job. I was the blue print girl, and there was only one in the factory. The factory was here, and the office building was here. They built a glassed-in corridor between them. In the middle of that corridor, they built a cage. I was the girl in the cage, not the go-go type, but the girl in the cage.(laughter) During the war, every blue print for an Army order had to be under lock and key. They had to be secure. Everything was secret then. Everything had to be secret. I don't know why anybody would want any of those blue prints or could make a part.

GK: I think they were paranoid, don't you?

AK: Yes. It was Government regulation. If you had an Army contract, this was one of the requirements. I had every blue print in that cage for every part that was to be made that went into a Taylorcraft. In those days, they didn't sublet contracts. Everything for the plane was made right there, except for the engine, and they did bring those in.

I would have to be there an hour earlier than anybody else, because the foremen would come in early. They would have their work orders. They would show me their work order. I had to know each part that went into the airplane by number. I would sign out, like a librarian, each print to the foreman, and he would sign for it. Then, he would know what his department was going to cut or make that day, what part of the plane. Many of these foremen would get four or five prints. They would do their studying during their lunch hour. They would sometimes put them [the prints] in their lunch box. You know, they would go out and sit in the yard. When they would come in and make the part, the print would stay in the lunch box. They would go home at night, and I couldn't leave until every print was back in the cage. Then, I had to look up where they lived, get them on the phone, and stay there until they would bring the print back. I couldn't go home at night

until the prints were all back. So, I learned later to start out before closing time to collect the prints.

GK: As soon as lunch was over, you started. (laughter)

AK: Yes. I started calling them in. But, the first month I was there, I'd be there until about midnight trying to get those prints back, because the workers lived in Canton and other places. They knew their job was gone if they didn't bring that back.

GK: This Taylorcraft Plant was in Alliance?

AK: Yes. It was on the north end of town. It was there a good many years after the war, too. That was my job the first year. The second year I came back, they had a full time girl in there, so they put me in the Production Control Department, which was under engineering. They knew that I knew all of the blue prints and the parts by numbers--they hadn't even made any changes in the plane in that time. I was there, and when the prints would come down from drafting, I would figure the amount of material needed for each part, for each day and get the work orders ready, send them to the foremen, and then they would take them to the supply room. It had on it how many square feet of what material. My worst mistake was, there was a tiny little part that was to be done. Supposedly, I was to figure it in square inches, and I figured it in square feet. When they went to get the material, there wasn't enough material in the whole factory to do it! (laughter) It stopped the whole production line for one day, until they figured out where the mistake came from.

GK: And, then you feel like a real dummy.

AK: I worked there the summer of 1941, 1942, and 1943. That was the first summer after I was out of college, because I hadn't started to teach yet. There was a great demand for teachers, because a lot of men teachers had been drafted, especially from the secondary schools where more men taught. So, you had your pick of schools. I narrowed mine down to three places: Bellevue, Ohio, Girard, Ohio, and Canton Timkin, which was just being built. If I would have gone to Bellevue, I would have started teaching biology. Girard needed help a physical education teacher, so I took Girard because I would get one hundred dollars a year more. My salary was $1,200.00 a year, $100.00 a month. We were paid on a twelve month basis. I would have only gotten $1,100.00 in Canton and $1,200.00 in Girard.

During those years, from 1943 to 1946, you couldn't find an apartment, so the teachers roomed with a family. You had to room with a family. I was very fortunate. I roomed on 800 N. Broadway, which was two blocks from the school, with a very nice elderly man and woman who had a son who had been a coach in Niles. They were very interesting and very nice to live with. I had kitchen privilege. I think my rent was $12.00 a month. Even though you didn't make more, you still can make ends meet. I taught there for three years. There was one other thing. While I was teaching, there were the shortages that really affected, not only us personally, but the school.

GK: How did that work in the school system? How did they survive?

AK: The shortage that affected the school the most, was the shortage of coal. Everything was heated by coal. Being in the Steel Valley, the industry needed all the coal they could get. Many times, there wouldn't be enough coal coming into the area to supply the schools with coal to heat the schools. We'd go as long as we could without heat. We all dressed for it, but it was kind of hard to put more on over the gym suits (laughter). When it was freezing weather, many times the schools would just have to be closed.

Well, where could you go? You were a teacher living with a family. You had no way to get to your hometown. Mine was Alliance, Ohio. There were four of us single teachers that lived pretty close, and we played bridge in one of our rooms. I didn't have a car. Three of us didn't have a car, but our home economics teacher had a car. Each teacher, whether she had a car or not, was given a ration coupon for two gallons of gas a week. So, the four of us would give our gas to the one teacher, and she would provide us with transportation when we needed it. On Saturday night we'd go out to eat some place. She would drive. There was a place called Club 422, and that wasn't far. So, we would eat almost every Saturday night out there. Besides taking us to some place to eat, if we needed transportation to a train station, she could take us there. Then, there was a Catholic priest, Father Kelly, at St. Rose School there, and he was unlimited on gas. When things got too bad, he was very good to the school teachers. He would say, "In an emergency, call me." He saw that we got where [we had to go.]

Another shortage was the housing shortage. I think I mentioned that. I told you about how we solved that as teachers. Even after Rich and I were married--in fact, we wouldn't be in Lisbon today if it wasn't that. Rich came to interview for a job, and Mr. Riddle said, "If

you come here, there's an apartment above the office that you can have until you find something you like." That was one of the big drawing attractions for us to settle in Lisbon, Ohio. The housing shortage went on a good deal after the war, because that was 1950 when we came here, and there was still this housing shortage that was caused by the war. When you stop building, a shortage is bound to pile up, so that was the big problem.

To go any distance was almost impossible. You couldn't get a flight any place, unless you were in the Army or had some connection. If you wanted to go any place, the transportation shortage was also a problem. Rich's father was a conductor on the Pennsylvania Central Railroad. Rich and I had gone together in high school and through college. Richard was stationed at Fort Riley, Kansas. The Christmas that he was out there--I think it was the Christmas of 1943--his father called me one day in Girard and said what they would like to do for Rich for Christmas, was to send me out to visit him. He got me a ticket to go--a Pullman ticket--out to Manhattan, Kansas, to visit Rich for Christmas. I remember he took me to the train to get on the train down at the train station in Alliance, and I went out to North Lima, Ohio. Then, I had to wait about six hours to change trains for Chicago. Then, I was to catch the Pullman in Chicago. When I got there, the train was late and the Pullman had gone. So, I had to go by coach the rest of the way. They did get me on a later train.

GK: You never saw your Pullman.

AK: I never saw my Pullman, but I made it! I remember, I carried a big canvas shopping bag full of his Christmas presents with me that his folks sent. To send anything in the mail was very difficult, too, although things got delivered to Army posts better than any place else. Little did I know that I was carrying my engagement ring with me.

GK: Is that right?

AK: Yes.

GK: You didn't snoop at all?

AK: No. I didn't know. (laughter) I hadn't been proposed to yet.

GK: At the end of the war, what happened to all of these women teachers? Did you find yourselves out of a job again, or maybe you weren't interested in a job at that point?

AK: No. There was still a demand, because the training had been cut down so much by people going into the service. Also, there was the increase, the baby boom came along. There has always been a demand in health and physical education, even when there was a surplus of teachers in the late 1970's. There were teachers every place! There was still, always, openings in that field, more so than any other. I wanted to mention, too, what happened in the school the day the war ended.

GK: Before you get to the end, where were you on December 7, 1941?

AK: December the seventh . . . do you mean when the Japanese attacked Pearl Harbor?

GK: The Japanese attack on Pearl Harbor.

AK: 1941, December the 7th. Being in health and physical education, I was enrolled in a required course in dance--modern, square, and folk dance. The Ballet Russe de Monte Carlo--that was a Russian ballet--was giving their Christmas concert in Cincinnati, Ohio, which wasn't far from Miami. I had an opportunity to go down for a Saturday night performance to--I think it was called--the Palace Theater in Cincinnati, to see the ballet. I couldn't get back to school in time, because we had dormitory hours, so my mother had written permission for me to go and stay with a friend, Florence Peters, who was also going. Her home was in Hamilton, Ohio, which was nearby. Sunday morning, when we were coming down the stair steps--we had slept in--it was about ten or eleven o'clock. In those days, people only had one radio in the house--their steps were in the center of the house. At the foot of the steps, was their radio, so people could hear it in the kitchen or whatever room. They had the radio on. We were about half way down the steps when we heard that Pearl Harbor had been bombed. So, that's where I was on December 7th.

GK: What was your immediate reaction?

AK: We, of course, had to know, since we had been living with the news of the war in Europe. We hadn't sent anybody over there, yet, but we knew we were about ready to, regardless. I guess we just thought this was another facet of the war at the time. We knew we were really in it then.

The other dates that I remember were May 7, 1945. That was V.E. Day, and school was still on. At that time, they kept reminding the students that the war wasn't over yet, because of the war in the Pacific.

GK: Did high schools collect for war bonds?

AK: Yes.

GK: How did that work?

AK: The children would buy stamps, and they had a stamp book. Maybe, they would bring a quarter and buy one stamp, and put it in their stamp book. Then, after they filled their book, then they could get money for it, with interest, at any of the banks.

GK: Did you have a home room that you dealt with those kids and took their money?

AK: Yes, each teacher had her own home room and took care of any sales for cafeteria, or game tickets, and war bond stamp movies.

GK: Today, if teachers touch money in the school system, heaven forbid, everyone's hysterical, because of all the legal ramifications.

AK: I liked the system they had in Girard. You had a home room that had so many freshmen, sophomores, juniors, and seniors. Each year, you would lose a few and you would gain a few. They didn't have guidance counselors, but a student had the same home room teacher for four years, who was his or her guidance counselor. Once a year, we had to visit each family. They would have us for Christmas dinners and things like that. If the "kid" got in trouble, we were the one--their teacher would have us call the parents, because we knew them. Most of our student's parents were first generation immigrants in Girard: Italians, Slovakians or Finnish. Many of the parents couldn't speak English. You couldn't make them understand. They could say basic things, so you had to take the child with you and have them translate.

GK: Some how, in translation, I don't think the story probably got back exactly the way it should have. But, that is a neat system.

AK: It worked very well, you knew those kids. When we got married, they all came to our wedding, my home room kids.

Anyway, on May 7th, when we heard in school that there had been victory in Europe--you know, how we see the movies of the crowds in the street. We kept the kids in school, although it was hard. We let them snake dance all over the school and out on the football field

and things like that. Then, we let them go home early. There wasn't any great celebration, because so many of them had family in the Pacific.

Then, on August 6th--now, this will be of interest in this area--when the atomic bomb was dropped on Hiroshima, we knew the end was near. We sensed that this was the end, however we didn't realize the horror that it had caused. As a result of that, it wasn't more than over . . . the next year in school, we noticed the philosophy of the students had changed. We had lost control. Up until that time, we had very few disciplinary problems. Their philosophy through their homes had gotten [to be], "Eat, drink, be merry, for tomorrow, we die," and, "Nobody is going to tell us what to do." We had seen it. If you go back and study disciplinary problems in the school up until that time, they would stand up to recite, you were "Miss So-and-so." I saw a drastic change in the attitude of the students, and I always have blamed it somewhat on the dropping of the atom bomb.

GK: Were the families in Girard openly opposed to Truman dropping the bomb?

AK: I don't think it was that. I think we were all convinced that it was the thing that had to be done at the time, but within a years time, we saw the devastation and how fragile life was, and that you might be here today and gone tomorrow. Then, we went through these years of having these watch towers and building these bomb shelters.

GK: Tell me about that. That's something nobody has touched on that I've talked to--the watch towers and the bomb shelters.

AK: Rich and I were scheduled to go to the stadium press box [from] six o'clock to nine o'clock every Tuesday night. We would take a book or something and go down and sit there. You would have a radio on, because it was to tell you--and, there was a siren there. They had a certain station on, and if you would get anything on the radio, you were to ring the siren, and everybody was to go to their basements or go to their bomb shelters, and we watched the sky.

GK: What year was this?

AK: We came in 1950, but this was about two years after that. It was in the early 1950's. It was after we were in Lisbon.

AK: In Girard during the war, did they have any kind of civilian air patrol, people who went out and watched for various sorts of planes?

AK: No, we really didn't think much about that at the time, until after the war was over.

GK: Is that right?

AK: We were thinking more of them retaliating. That was when Russia, instead of being an ally, became an enemy. That was really when we got into watching the skies. It wasn't during the war.

GK: There was no fear in Youngstown of the Japanese possibly making the steel mills--you have all the steel mills in Pittsburgh, Sharon, Youngstown, all right down that quarter. Nobody was ever concerned that they would be bombed?

AK: Yes, during the war. In Girard, we had our shelters that we knew where we were to go. If we lived in a certain block, we knew that we reported to the basement of St. Rose School. That was the closest school. They always had it in a basement of a school or a church. Since we were within two blocks, we could get there on foot in a hurry. When Mary was in second grade, they would have practices. Every family was to have a plan. You were probably away at school at this time.

GK: I'm two years older than Mary, and maybe more than that.

AK: But, do you remember when you had drills for what you would do in some kind of disaster?

GK: No.

AK: You don't remember that?

GK: Not for that kind of disaster. I can remember fire drills, but I don't remember any of the kinds of. . . .

AK: Each family was to have a plan, if you would get separated, where you would meet or go for your children. You were to go some place, preferably if they had their own well. It was during what we called the Cold War.

GK: I can vaguely remember civil defense becoming a big thing here in Lisbon, and they were talking about people building bomb shelters under ground with a year supply of water.

AK: Over here on North Market [Street], the Cosma house on the corner of Prospect and North Market, has one in their back yard yet, to this day. Of course, it isn't used. The people by the name of Cosma lived there, and they built one.

GK: I was in school with the boy.

AK: Yes. That was the nearest one around here. For months, Doctor Liggett would give us these big distilled water jars. Every week I would dump them and put fresh water in, and keep them down in the basement. This was long after the war. This was the Cold War. This would be in the late 1950's and early 1960's.

GK: What kind of a celebration did they have in Girard for V.J. Day?

AK: That is interesting, because we knew by the first part of September, when school started the war was nearly over. We had a committee. The teachers and the principal got together. [We thought,] "How are we going to contain the children when this word gets out if they are in school?" We prayed it would be on a Saturday or Sunday, when they would be in the hands of their parents.

GK: I can relate to that.

AK: If it happened during school hours, we had a program ready. First, the band director would be notified. They would call the band in and they would go in the auditorium and say that they were having a special assembly. I was the one that was in charge of calling the minister. The minister that we had arranged to have, was a dynamic speaker. He was a preacher in Hubbard, Ohio. His name was Paul Gerrard. I had contacted him, at some time before, with our plan, and he consented that as soon as we heard. . . . I would call him. I had several alternate numbers where to reach him. He would get in his car and come from Hubbard, which was about fifteen minutes away, to speak to the group.

It happened during school hours. It was just right after lunch time. The band went to the auditorium and were playing when Reverend Gerrard came in, about fifteen minutes later. He had a prayer time, and he got them all calmed down. Then, they made the announcement that V.J. Day had arrived. At that time, they turned on a certain Youngstown radio station, and we had our PA systems hooked up. They had reporters

telling what was going on all over the world. We tried to make it interesting. That way, they got over the initial shock, so they didn't race out into the streets and start yelling. So, that's what happened in school. That was on September 12.

GK: Were you married at this time, yet?

AK: No. Rich will tell you about that, because he arrived home on Easter Sunday. That was April of 1946. Then, we went on to school. I'll let him [tell that]. But, that's pretty much how I spent the war.

GK: Let me ask you one other thing. You alluded to before that you saw a difference in behavior of the students. You think [it was] partly because of the dropping of the bomb. What other changes do you think it caused in society, the whole war, not just the dropping of the bomb? What other changes? You were at an ideal time in your life to pick up subtle changes in society and culture.

AK: People became more paranoid and fearful about nuclear energy in general. They didn't want any nuclear plants built near them. We still have this same feeling. The Europeans--we have been in Europe five times since the war--they depend almost 100 percent on nuclear power. They wouldn't have lights, heat, anything, if it wasn't [for nuclear power]. In the Scandinavian countries--France, Germany--all of them that you drive through, you see the power stations. They're all nuclear. But here--I don't know if it was because of a lack of education, a lack of need, and the fact that we had other sources, natural resources, to supply our power--but, I think we all became a little paranoid. Like, building these bomb shelters and things like that. As I say, we lost a lot of our faith in survival, that God will take care of us, because we saw so many innocent people destroyed. I think a lot of people lost their faith at that time.

GK: Did you see people get closer to the churches during the war?

AK: Oh, yes! That was evident.

GK: Especially, in a Catholic community like you were living in, I would imagine that everybody went to mass everyday.

AK: Yes. It was very evident that religion was a part of their life. Their social life, all of a sudden, became revolved around the Church.

GK: I know what I wanted to ask you. Girard is basically, as you said, an ethnic community. Did you see a lot of the young men there who were first generation Americans--they don't really have the patriotism yet, in many ways, that we do--volunteering to go to the service, too?

AK: That was before the years of volunteers, pretty much. That was when I was in college that I saw all of this going on. In Girard, when I got there, most of the men in the community were in the steel mills or in war industries.

GK: And, they got deferred for that, didn't they?

AK: Yes. That was one thing that did keep a lot of people out.

GK: I know [that] my husband's brother volunteered, and his parents were very upset. They couldn't understand why he was volunteering because, to them, in many respects, this wasn't their country. Czechoslovakia was still their country. Well, thank you.

AK: You're welcome.

END OF INTERVIEW