WORLD WAR I

For information on the Sullivant Hall bronze panels which depict scenes from World War I: SEE: Sullivant Hall: Rotunda: Bronze Panels.
Memorial stone in front of Bricker Hall. Rock has '92 carved on it; this refers to the Class of 1892. The plaque honors the World War I OSU men who fought in that war. This is where the "Rock Ceremony" takes place. It was previously known as the "Taps Ceremony."
Brave Doughboy Stands His Ground

2 August 70

DONALD BORCHERT

Lantern Special Writer

When the Ohio State Historical Society begins its expected move later this week to new facilities on 17th Avenue, adjacent to the Ohio State Fairgrounds, it may run into a lot of trouble from someone who refuses to budge for the rest of the museum: the bronze Doughboy on the north side of the old building.

He hasn't moved for over 44 years.

"The Victorious Soldier," or the Doughboy, as most people refer to him, was dedicated on April 6, 1926 as part of a larger World War I memorial.

Stands on Pedestal

Nine feet tall and on a five-foot pedestal, the Doughboy was the creation of Bruce Wilder Saville, who also designed the four bronze bas-relief plaques of the First World War in the rotunda of the museum.

Saville was paid $50,000 for the creation of the tablets and the statue.

When the United Moving Storage Company of Columbus begins to pack all of the Indian relics, the antique model cars and the thousands of rare books and newspapers that are found in the building at 15th Avenue and High Street, Ohio State officials may ask the museum trustees to let the Doughboy remain.

It is a tradition.

Request May Bring Problem

If they do present a formal request to the museum trustees, there will be more of a problem.

After spending over $11.6 million on the new museum, which will be 50 per cent larger than the present museum and will include a pre-Civil War village complex just north of the Museum, museum officials made a point to assure the Doughboy of a prominent place in front of the building.

If they decide to accept an offer from Ohio State for the Doughboy, there will be nothing to put in its special place at the new museum, and the museum is not financially able to commission a new bronze statue.

The only other bronze memorial in front of the old museum is the heavy, cemented-down bronze bell, now in front of the Doughboy, that was a gift from France in 1947 in appreciation of the American efforts in France in World War II.

Every state in the Union received one of the bronze bells from France, and Ohio used its bell in a few parades and exhibits, until it was somehow "misplaced" and forgotten.

It was "found" again in 1962, in a little-used chicken coop and storage shed on the Ohio State Fairgrounds.

After its discovery, it was brought out and anchored down on the north side of the Historical Museum.

Officials of the museum plan to re-mount the bell for the new museum, but they have no intentions of placing it in the spot they have reserved for the controversial Doughboy.

GO OR STAY?—"The Victorious Soldier," or Doughboy, a World War I memorial, hasn't moved from his present 13th Avenue location in 44 years, but there is a place for him at the Ohio State Historical Society's new fairgrounds location.

Stood on the north side of Sullivan Hall.
Winds of war

THE WALLS OF THE SULLIVANT HALL lobby resound with a pictorial history of World War I. Bronze sculptures around the rotunda depict navy and army recruitment, training and battles, attesting to the building’s past as home to the Ohio Historical Society.
August 20, 2003

Dr. David Frantz
Secretary of the Board of Trustees
210 Bricker Hall
190 N. Oval Mall

Dear Professor Frantz:

Joe Branin showed me your donation of *Dear Bert: Am American Pilot Flying in World War I Italy* by Edward Davis Lewis. I found the book attractive in its illustrations and informative in its content.

Particularly interesting to me as University Archivist was the chapter concerning his training at OSU. It was refreshing to read the account as a personal diary. There are volumes in the OSU history series concerning World War I, including its participation in aviation training and in chemical warfare.

There will be a reference to the book at the OSU Archives; however, I think it is most appropriate to have the item in our History Library in the Main Library and am forwarding the book to the librarian, Professor David Lincke.

I did not that George Lewis did retain his interest in aviation but as an architect and a designer of airports. Another person who developed a life-long interest in aviation from World War I was the polar explorer Richard E. Byrd, whose papers are at OSU. During the War, Byrd commanded a base in Nova Scotia from which it was planned to transport airplanes to Europe; after the war, he became part of the Navy team that planned the first airplane, a sea plane, crossing of the Atlantic in 1919 (with many stops). His Polar flight in 1926 was partly to test the limits of airplanes, an interest that also inspired him to fly an airplane across the Atlantic in 1927 (after Lindbergh).

I appreciate your thoughtfulness and generosity in donating this volume.

Sincerely,

Raimund E. Goerler, Ph.D.
Assistant Director of OSU Libraries / University Archivist/ Professor
C: Joe Branin
   David Lincke
Dear Bert

An American Pilot
flying in World War I
Italy

The story of George M.D. Lewis
told through his PHOTOS,
JOURNAL and LETTERS.
Compiled and edited by
Edward Davis Lewis
Dedicated to my mother and father, Bert and George Lewis. Born when human flight was still a dream, their gallant generation lived thru the tumult and excitement of the 20th century as the development of aviation became one of man's greatest achievements.

Acknowledgements: Maria Fede Caproni, has been the inspiration and “pusher engine” behind this project. Daughter of one of the great aviation pioneers, Engineer Gianni Caproni, she has a passion and boundless energy for collecting, preserving and promoting the early history of Aviation. She knew and stayed in touch with many of the Foggiani, including my father. In 1990, at the dedication of the restored Caproni 450 at the U.S. Air Force Museum, Dayton, Ohio she encouraged me to assemble and publish my father’s photographic and journal material. I am grateful for her continuing encouragement, research assistance and generosity in making this publication possible.

My sister Joanne Todd receives special credit for the enormous work of transcribing to the computer the hand written journal and letters, and for helping me to compile and edit the text material. I am particularly indebted to and thank, Jane Nemeth, who from the beginning, with her creativity and writing skills, encouraged and helped me organize the book. I also thank the following persons: Dick Jones for giving of his knowledge and experience in graphic design and book layout, Mary Lou Lukens and my sister Deeze Maning-Catron for their critiques, Col. Jack Hilliard and Gregory Alegi for helping to research material about the Foggiani; Contessa Avisani, Anna & Gianluigi Burlini, Prof. Giovanni Cecchin, Prof. Giuliano Lenci, Col. Luigi Luppi, Gen. Giuliano Micheli and Dr. Giacomo & Marzia Passerini, for their research assistance on my several visits to Padova and the War zone; and for their help in many varied ways; Antonio & Maggie Farquhar Adelfio, Laurie Stevenson Campbell, Bill Creighton, Josiah & Ann Rowe, Alta Mae Harris Stevens, Neil Olsen, Nick Gianopoulos, Ted Carter, Prof. Russell Weigley, Prof. James Davis, Ignazio Faranda, Bret Swartz, Wanda Williams, and Kimu. While the majority of the photographs were taken by my father or were in his collection, some additional photos have been used. I am grateful to Prof. Giovanni Cecchin and Prof. Giuliano Lenci and Vivian Weyerhaeuser Piasecki for granting me permission to use photographs from their collections. Other photo credits are noted in the book.

Finally and most importantly thanks to my wife Vivina, my true Italian connection, for her love, patience and understanding throughout the process and for being my polar star.

Dear Bert. Copyright © 2002 by Edward Davis Lewis. All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the author.

LoGisma editore
www.logisma.it - logisma@tin.it

ISBN 88-87621-20-9 Printed in Italy, February 2002
Eagle Cadets - Ohio State University - July 1917.
Responding to the call to “Be An American Eagle”, George Lewis, like thousands of college men, enlisted in the Air Service, then a subunit of the U.S. Army Signal Corp. He and classmates Steve Stevenson, Bill Creighton, and Norm Sweetser were sworn in on June 11, 1917 and almost immediately ordered to proceed to Columbus, Ohio for ground school training. Having to leave before graduation ceremonies, Lewis’ mother donned the cap and gown and stood in for him to receive his Master of Architecture diploma.

At Ohio State University, the flyer cadets were issued uniforms, given shots and introduced to the basic infantry drill and military discipline. In addition they received instruction in theory of flight, operation and maintenance of aircraft and engines, Morse code, meteorology, astronomy, navigation and operation of the machine gun. The eight week training was intense and competitive. Graduates were promised commissions and top honor men were to be selected for flight training in Europe.

The country was caught up in war fever. George wrote Bert about “A pageant given by the Women’s Just Movement for Suffrage ... across the campus comes the hip-hips of the Flying Squadron. Cheers, music and applause are ours. The marching in uniforms is of course attractive”. At a church service he and Steve heard a sermon on “Christian Aviation”. Bill Creighton discovered relatives living in nearby Warrington, Ohio, who did their patriotic duty by entertaining the Cadets for Sunday dinners and organizing outings to meet the local young ladies.

When the Third Squadron graduated on August 11, Lewis was among the ten honor men selected for European training and was ordered to Fort Wood, New York Harbor. There, at the base of the Statue of Liberty, the group was joined by other detachments awaiting transport. Passes were granted and Lewis went to Scranton for a farewell visit with family. Bert came to N.Y. to say goodbye.
University of Pennsylvania, the Quad.

George at Bodine dorm.

Classes out.

The drafting room.
June 1  Interviewed by Captain Goodier, Hydroplane school at Essington, Pa.
June 2  Examined physically at University Hospital by Dr. Issac Jones. Passed.
June 11 Enlisted in the Army Air Service at Essington with F. L. Stevenson, W. J. Creighton and Norman Sweetser all U. P. Architects. Finished work at College for Masters Degree, completed business at supply store. Had three days at home (Scranton, Pa.).
June 15 Received orders to go to Columbus, Ohio. Mother and I went to Philadelphia. Stayed at Narberth.
June 17 Left for Columbus from Broad St. Station. Mother stayed with Bert. Took my M.S. Degree at University exercises with Prof. Dawson. The train passed thru Scranton at Lacka. Station.
June 18 Reported to ground school Univ. of Ohio. Columbus. Capt. Stratemeyer.

June 18, 1917, Monday evening

Dear Bert,

This is study hour and not having my books, I am free to write. I did, however, begin service. Had two roll calls and mess since reporting.

Ohio U. is wonderful, the campus is a dream garden. The officers so far are princes and some of the boys are old school chums, Creighton, L. Harding '14, and Tempest '15. I learned that Ed Law and Steve are still in Philadelphia. There are about 95 of us housed in the large arts building in the third floor drafting room, surrounded by plaster casts and T Squares...

Started to study telegraph tonight and know part of the code already. 0----0---0. There's a line. It's a secret. Here is a mail man so - Good Bye - Goodnight,

George

June 24 Sun. A full 1st week of indoctrination into Army life, issued uniforms, and given shots. Reveille at 5:30, roll call, calisthenics, classes all day, drill, study time after supper and taps at 9:30. Training will be eight weeks. We will be given 1st Lt. commissions.
The junior squad - First week.

Airing the blankets on the green.

Stevenson, Lewis, Creighton.

The junior squad.
July 4  Holiday outing with Bill Creighton to meet his relatives, the Higgins. Attended patriotic church service at St. James, Worthington.

July 8, 1917  Columbus, Ohio

My dear big Bert,

Sunday is my only time to... write... Wednesday morning July fourth, June Creighton said she had a phone call from a great aunt and that while he knew she existed he had never met her... He was to take a trolley to the outskirts of town, bring along a friend. I was the friend. (you were with me too). At our destination the aunt and her mother were waiting in their Peerless 8. Aunt Bell, at 84, changed her wrinkles to dimples as she hugged her new found relation and at the same moment adopted the other one. Even the chauffeur changed his countenance at the sight of two soldier cadet. With cousin Amy Higgins in command we explored the countrysid... Steve and Creighton send regards thru me.

Goodnight,

George

The Peerless 8 - “Bring 12 more aviators next sunday, William”

A Red Cross tableau.
July 8 Promoted to Senior Squadron. The training is becoming intense and competitive. Never did I set out for any accomplishment harder than this.

July 15 Tomorrow the squads will be divided as 18 new men arrived this week.

July 22 Twelve men completed senior wing and got 1st Lt. They go to France. One man was dismissed because he left campus during duty hours. So it goes.

July 29, 1917 Early Sunday A.M.
My dear girl,

I've been up since 5 o'clock. The nights have been warm, the days get hotter. After sitting up exercises we take a half mile run and then a swim, all before 7 o'clock breakfast. Things are tightening up now for the last two weeks. On the wireless exam, out of last week's class of 25, eleven failed.

After studying wireless... had an outing at the Higgins. This time there were 9 aviators along... and there were about (continues)

Cross country before breakfast. (Ohio St. Univ.)

Study hour.
Continued: Sunday Evening
a dozen young ladies... the belles of Columbus... One was Vassar, another Bryn Mawr and another Smith. I talked to a lady whose father is in Petrograd on government business. We came back in the Peerless for 6 o'clock roll call. Tonight I have guard duty again from 2 to 4 A.M. Wednesday is the buzzer exam. It's the only thing on my mind...
Lots of love for Bert,
George

Aug. 7 Yesterday we started work on a real biplane in the shop. It's one that was used on the border, now reassembled. Eleven men graduated and went to Dayton. I have second highest mark for speed on machine gun practice. This offsets my flunking wireless.
Aug. 11 Graduated from Ground School as Honor man, with 9 others; Amich, Beach, Barnes, Bensen, Bensinger, Dobbs, Espy, Ross and Snyder.

Aug. 15 Got orders by telephone to proceed to Fort Wood, N.Y. for embarkment to France.

Aug. 16 Left Columbus by train. Mrs. Higgins saw us off. Telegraphed Bert from Pittsburgh, asking her to meet me at Broad Street Station, Philadelphia at 4 A.M. She was there with my sister, Margaret.
Aug. 17 Reported to Fort Wood, N.Y. Harbor, at base of Statue of Liberty, an appropriate symbol for our mission.

Aug. 18-19 Had two days with Bert in Narberth and Philadelphia.

Aug. 20 Fort Wood, getting measured for clothing, overcoats, raincoats, gloves, more shoes, hats and all that makes a man look like a soldier. Orders still uncertain. P.M. went to N.Y. Had dinner at the Columbia Univ. Club with Mr. Van Pelt and talked architecture.

Aug. 21 Norman Sweetser and a group came in from Austin, Texas, where they did Ground School training.
Aug. 25-27 Had three days at home in Scranton. Mother had a big farewell party at Perry's old store, about 150 friends. Sunday after church I went to Waverly with Mr. Goodall. Saw Gertrude and Walter Parker and their baby Mary.

Aug. 28 Met Bert at the Hotel New Weston, had a most wonderful time with her in New York.

Sept. 1-2 No news of sailing. Went on pass to Stroudsburg to meet Mother and brother William. He's going into the Army. Went bathing and boating on the river. Mother came back to N.Y. with me.

Sept. 3-7 Still waiting for our ship. Checking out equipment and packing.
German U-boats were still a grave menace to North Atlantic shipping in September 1917. The brutality of submarine warfare had seriously disrupted supply lines to Britain and had triggered the events which led the U.S. Congress to declare war on Germany.

The S.S. Mongolia, with a detachment of aviator cadets aboard, slipped out of N.Y. harbor at 8:50 A.M. on September 11th and headed to an undisclosed destination. Two days later it arrived at Halifax, Nova Scotia where it waited for the formation of a convoy. By the 21st fourteen vessels assembled and started to cross the hazardous North Atlantic. The ships, in tight formation, followed a zigzag course. All portholes were blacked out and every man was required to stand watch and was assigned a job in case of submarine attack. There were lifeboat drills and regular calisthenics, and card games and crap games to relieve tension. Sunday services in the reading room were fully attended. To the accompaniment of piano and cornet the men sang “Onward Christian Soldiers” and “Throw out the Life Line”. Friendships were formed which would prove bonding for a lifetime. George discovered fellow Scrantonian Nat Robertson.

A British destroyer picked up the convoy off the coast of Ireland and ushered it safely to port at Liverpool on October 3rd. After docking and unloading baggage, the cadets took the night train to Southampton. Here in the morning they had their first sights and tastes of wartime Britain, “many wounded men in the streets and women doing men’s work in the R.R. station”. That same night the detachment made a rough channel crossing to Le Havre. Arriving in a drizzling rain, they were billeted in a British holding camp. On October 7th they transferred to Paris, where staying in hotels, they had the luxury of hot baths, dining out and the Folies Bergère. Capt. LaGuardia took charge of the detachment in Paris and organized the long slow train ride through France, across the mountains and down the Italian peninsula to the destination of Poggia.
### James Fullington Collection

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Fullington</td>
<td>ca. 1918</td>
<td>UA.22.2011</td>
<td>.25 cubic feet</td>
</tr>
</tbody>
</table>

**Description**
Collection consists primarily of artifacts relating to Fullington’s service as an ambulance driver in World War I. Notable items include medals, a Red Cross armband, identification tags and various jacket pins.

**Topics**
- Health, disease, medicine & rehabilitation;
- Commemoration & memory

**Formats**
- Artifacts & objects;
- Uniforms & equipment

### William Lloyd and Cora Evans Collection

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Evans Neilson</td>
<td>ca. 1918</td>
<td>UA.18.1999</td>
<td>2 boxes</td>
</tr>
</tbody>
</table>

**Description**
Articles and documents relating to Major William Lloyd Evans and chemical warfare.

**Topics**
- Battlefront & experiences of armed forces; Technology & Innovations

**Formats**
- Newspapers

### Thomas Ewing French Collection

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Ewing French</td>
<td>1917-1918</td>
<td>UA.92.2004</td>
<td>2 boxes</td>
</tr>
</tbody>
</table>

**Description**
Small amount of information pertaining to Thomas French working with the FDA during World War I, including a certificate for his contribution.

**Topics**
- Technology & Innovations;
- Health, disease, medicine & rehabilitation; Agriculture & food

**Formats**
- State & government records

### George L. Converse Collection

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>George L. Converse</td>
<td>1910-1919</td>
<td>RG.40.25</td>
<td>1 box</td>
</tr>
</tbody>
</table>

**Description**
Correspondence during the war years from a professor of Military Science at the Ohio State University, mainly relating to ROTC.

**Topics**
- Ohio military units; Mobilization, conscription, draft & training

**Formats**
- Correspondence
# Ralph Mershon Collection

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ralph Mershon</td>
<td>1868-</td>
<td>RG.40/71</td>
<td>17 boxes</td>
</tr>
</tbody>
</table>

**Description**: Correspondence and general papers about Civilian Military Training during both World Wars, including newspaper clippings. The collection also features some scrapbooks about military training.

**Topics**: Battlefront & experiences of armed forces; Mobilization, conscription, draft & training; Education

**Formats**: Correspondence; Photographs & postcards; Newspapers; Scrapbooks

# Edward Orton Jr. Collection

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1880-1937</td>
<td>RG.40/39</td>
<td>10 boxes</td>
</tr>
</tbody>
</table>

**Description**: Primarily contains correspondence and speeches both during and post-war. Also includes Orton's wife's collection which has correspondence during the war.

**Topics**: Home front; Mobilization, conscription, draft & training; Postwar experiences; Education

**Formats**: Correspondence; Newspapers

# William Oxley Thompson Collection

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Oxley Thompson</td>
<td>1900-1925</td>
<td>RG 3/e</td>
<td>50 boxes</td>
</tr>
</tbody>
</table>

**Description**: Boxes 48 and 49 have correspondence and clippings including lists of those serving from OSU and training, with some correspondence from the War Department.

**Topics**: Technology & innovations; Health, disease, medicine & rehabilitation; Mobilization, conscription, draft & training; Education

**Formats**: Correspondence; Newspapers

# Department of Chemistry Collection

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Chemistry</td>
<td>1910-1950</td>
<td>UA.133.2012</td>
<td>2 boxes</td>
</tr>
</tbody>
</table>

**Description**: Boxes 8 and 9 of this collection feature declassified research on chemical warfare. This includes correspondence, notes from research and official reports.

**Topics**: Technology & innovations; Health, disease, medicine & rehabilitation

**Formats**: Correspondence; State & government records; Books & publications

---

World War I in Ohio Union Bibliography—updated August 2016
Current version available at [http://www.ohiohistoryhost.org/wwibib](http://www.ohiohistoryhost.org/wwibib)
## World War I Photographs

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1900-1950</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**
- Mobilization, conscription, draft & training; Education
- Photographs & postcards

**Topics**
- Photographs pertaining to World War I include military science including Lieutenants and Colonels, Armistice Day, group photos from classes, class instruction, Fort Ben and more.

## Sir George Hubert Wilkins Collection—Byrd Polar and Climate Research Center Archival Program

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1919-1930</td>
<td></td>
<td>2 folders</td>
</tr>
</tbody>
</table>

**Description**
- Battlefront & experiences of armed forces; Postwar experiences
- Diaries & journals

**Topics**
- Documents pertaining to Wilkins’ experience in the Australian Imperial Force.

## John Glenn Collection—Ohio Congressional Archives

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1918-1919</td>
<td></td>
<td>1 volume</td>
</tr>
</tbody>
</table>

**Description**
- Battlefront & experiences of armed forces
- Diaries & journals

**Topics**
- Within the John Glenn Collection is his father’s World War I diary, kept from 1918-1919.

## World War I Cartoons—Billy Ireland Cartoon Library & Museum

<table>
<thead>
<tr>
<th>Creator</th>
<th>Date created</th>
<th>Local ID</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>1917-1919</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**
- Home front; Notable Ohioans; Music, literature, art & propaganda; Politics & civil liberties
- Newspapers; Books & publications; Art, music, poetry & essays

**Topics**
- Original collections include many cartoons about World War I from a variety of collections, including the Billy Ireland collection, Nell Brinkley's serialized stories set in World War I that appeared in newspapers, and The Masses, an important anti-war publication with many fascinating and important cartoons. Online database available at [http://osu.pastperfect-online.com/37573cgi/mweb.exe?request=ks](http://osu.pastperfect-online.com/37573cgi/mweb.exe?request=ks). Ohio State University Libraries Catalog available at [http://library.ohio-state.edu/](http://library.ohio-state.edu/).
The University Goes to War

The Ohio State University Brings Its Students into World War One.

Essay by John Hooton
The United States entered the First World War on April 6, 2017 and it would remain until the war ended in November of 2018. Although the nation was only involved in the conflict for just over one year, the war nonetheless had a profound effect on the American universities, though likely to a lesser degree than those in Europe. The Ohio State University played an important part in the war effort for the United States. Often, the administration is remembered for its efforts to bring the United States the support it needed to fight the war effectively. What is not often discussed, however, is the efforts made by the administration of the Ohio State University to mobilize its student population to action. It was a top-down operation. Students looked up to their instructors, professors, and school administrators. As the war broke, the university president William Oxley Thompson and his faculty inspired the student body through rhetoric, personal example, university cooperation with the military organizations, as well as direct military training programs on the main campus of the Ohio State University. Students responded to this in a largely positive manner. Students joined the aforementioned military training programs in large numbers and further responded through student organizations and fundraising for the war-effort.

The Ohio State University’s president, William Oxley Thompson, addressed the university for the first time since the United States entered the First World War. In this September 20th Convocation Address, Thompson confronted the concerns of the student body about the uncertainty of the war while also inspiring his audience of students, faculty, and alumni. When Thompson spoke, the Ohio State University was facing unprecedented and unique circumstances, all to do with one fact: the United States was at war. Registration for the fall of the university was down by seven hundred and seventy-four, a decrease of almost twenty percent
from the registration the previous year\(^1\). There was a notable absence of a number of professors, instructors, and large numbers of upperclassmen on that year’s Registration day and many “khaki-clad aviators” and other military men in their place\(^2\). Student organizations were left without leadership and fraternity houses forced to allow freshman lodging in order to remain open\(^3\). Students, many fresh out of their sheltered, Midwestern lives, were fearful of their future. They were fearful, for, in the words of Thompson, “The war has interrupted education and all the usual processes of life.”\(^4\) Thompson stressed the significance of the war and the hardships it placed on everyone, notably the youth. He acknowledged to the students the supreme uncertainty of the entire situation. He admitted to the student body “all the theories and prognostics of men about the war have proved inadequate” and that the effect of the war on the lives of all those present could not be known at that moment\(^5\). Thompson painted the war as a turning point in the lives of not only individuals and the university, but also Ohio, the United States, and the entire civilization of the West. It was a call to arms, meant to inspire his students to action. “We shall not return to the old order. We must go on to the new world that is in the making and that will emerge when the fury contest is past,” he said\(^6\). Education, according to Thompson, would be the key to personal and national character in this new world\(^7\). Education is the “supreme duty” of young men to the nation, for an educated man can make school and daily life “so related that they shall be part of one continuous life- each day making its appropriate contribution to its successor.”\(^8\) Education, essential to one’s personal betterment, is tied to the broader community.

---

1 “War Affects Registration,” The Ohio State University Monthly, October 1917.
2 “War Affects Registration,”
3 “War Affects Registration,”
5 William Oxley Thompson, 2.
6 William Oxley Thompson, 2.
7 William Oxley Thompson, 3.
8 William Oxley Thompson, 3.
The Ohio State University, tied to the federal government as a public institution, has an obligation to help that government in its time of need. Thompson argues that because the university was founded under a national mandate made in 1862, a time when the United States was embroiled in the American Civil War, it and its student body have a duty to protect the United States. Furthermore, Thompson ties the Ohio State University to the state of Ohio in a similar manner, claiming that Ohio has had an influence on the character of the university. Thompson lays "the supreme duty of aiding both state and nation in an hour of peril and or war. Thompson acknowledges the concerns about the future held by the students and uses said concerns to draw a line, declaring that the world cannot be the same as it was before the war. He claims that education will be essential to rebuilding the word in a better fashion after the war ends and reminds students that they as a university have an obligation to protect and fight for their nation and state, as well as for this new world. Thompson's words and perspective on the war, while surely inspiring those listening to his speech, are a reflection of the policies that his administration and his faculty held that promoted this utilitarian approach to education in terms of the war-effort.

Thompson was not alone in his determination to put the students of the Ohio State University to work for the furthering of war-goals. Faculty members worked to inspire their students and in many cases severed themselves as examples of patriotic behavior. The most obvious method of serving as an example was to do that which many students were encouraged to do: join up with the military service. One such professor was Professor Walter Peirce of the French Department, who sailed with a group of Ohio State men, including several graduates,

---

9 William Oxley Thompson, 3.
10 William Oxley Thompson, 3.
11 William Oxley Thompson, 3.
12 "War Affects Registration."
another professor, and even a first year to France in 1917. Peirce received a year of leave in order to serve in France as an orderly. Several months later in January of 1918, another professor left on leave to serve in the war, though in a different manner. Professor of metallurgy Dana J. Domorest joined a group of American scientists lead by the Ohio State University’s William McPherson engaged “in solving gas problems for the government in the American University in Washington.” This was not uncommon. Many university departments and professors of renown pledged themselves to the service of United States government. The College of Engineering offered its services to the United States government in April of 1917, the year the country entered the war. Even the Home Economics department switched from normal textile studies to bandage making for the war-effort. In fact, where the College of Engineering worked with the United States military, the Home Economics department worked extensively with the American Red Cross. Professor Edward Orton Jr., like Professor McPherson, served the United States military, in this case working to standardize motor trucks for use in the war.

In October of 1917, the Ohio State University had fifty professors or instructors on leave for war service and three deans of university colleges in some kind of government service. President Thompson himself served as part of at least three national and state councils, including the Committee on Engineering and Education, the Advisory Commission of the Council of National defense, and the Ohio branch of the Council of National Defense. Other faculty took a less

13 “To France,” The Ohio State University Monthly, June 1917.
14 “To France.”
15 “War News of the Campus,” The Ohio State University Monthly, January 1918.
16 “War News of the Campus” (January 1918).
17 “Ohio State and the War,” The Ohio State University Monthly, April 1917.
18 “War News of the Campus,” The Ohio State University Monthly, May 1917.
19 “War News of the Campus” (May 1917).
20 “Some War Data,” The Ohio State University Monthly, October 1917.
21 “Some War Data.”
22 Joseph S. Meyers, “Ohio State’s Part in the War,” The Ohio State University Monthly, June 1917.
demanding but arguably more effective direction to inspire the student body. Though great effort
was dedicated to engaging Ohio State University’s student body in the war effort, it did not
always have the desired effect. One criticism of the university’s focus on the war seems to be
that there were a number of students who, despite supporting the war, were not informed on
many aspects of the war\textsuperscript{23}. Several members of the faculty personally were quoted in the
university newspaper, \textit{the Lantern}. In the scathing quotes, two professors and a dean criticize
students for their lack of knowledge of world affairs\textsuperscript{24}. Though this criticism was made before
the United States officially entered the war, it does demonstrate one method of inspiring students
into action. Shame, after all, can be quite the motivator. An instructor of European history
published a piece in \textit{The Ohio State University Monthly}, the alumni magazine of the Ohio State
University, a response to the presence of anti-war sentiment on campus. Though the content of
the piece, written by John Knipfing in January of 1918, is not wholly relevant to the topic of
faculty encouragement of school war-participation (the article dismisses German peace
movements as a sign of imminent Allied victory), it does provide yet another example of how
professors and instructors engaged with their students and encouraged them to take part in the
war\textsuperscript{25}. The faculty of the Ohio State University, like President William Oxley Thompson,
personally encouraged their students and former students (alumni) to take part in the war effort
by methods more than just inside the classroom; be it by personal military service, by work for
the United States government, or by words in various outlets of print media.

University efforts to promote student and alumni participation in the war-effort did not
stop at individual or even department statements or direct involvement the effort. Policy

\textsuperscript{23} "Lack of Student Interest in War Draws Criticism," \textit{The Lantern} (Columbus, OH), March 27, 1917.
\textsuperscript{24} "Lack of Student Interest in War Draws Criticism".
\textsuperscript{25} John R. Knipfing, "The Case Against the Peace Discussers," \textit{The Ohio State Monthly}, January 1918.
encouraged student participation in the war. Perhaps the most overt program designed to promote student involvement was the addition of military training programs on campus. The School of Military Aviation, the Student Army Training Corps, and the Reserve Officers Corp (R.O.C.), with the Reserve Officer Training Corps (R.O.T.C.) to supply it, were all created during the war. The War Department of the United States chose the Ohio State University to be one of six schools in the nation to “maintain aviation schools” for the purpose of supporting the Aviation school. The program was small when compared to the number of students who applied to the program: twenty-five students enrolled while at least one hundred students applied in total. The Student Army Training Corps was created in 1918 with purpose to “utilize the executive and teaching personnel and the physical equipment of the colleges to assist in the training of our new armies.” Effectively, the War Department was given control over a segment of the Ohio State University for the purpose of training new units of soldiers. The department had the “authority to specify and control the courses of instruction to be given by the institution.” One entering into the program could follow one of five programs, each devoted to the training in one particular group of military specialists. Some of these would include infantry, field artillery, and heavy artillery or air service, for example. When the program was demobilized in December of 1918, at least one thousand and seven hundred youths had been inducted into the corps, one hundred of whom went on to officer training camps. The R.O.C. program, however, was responsible for the instruction of officers rather than general soldiers for the Armed Forces.

---

26 "Ohio State's Part in the War."
27 "Ohio State's Part in the War."
28 Joseph S. Myers, "Student Army Training Corps at Ohio State," *The Ohio State University Monthly*, October 1918.
29 "Student Army Training Corps at Ohio State."
30 "Student Army Training Corps at Ohio State."
31 "S.A.T.C. Will be Demobilized", *The Ohio State University Monthly*, December 1918.
32 Warner Pomerene, "The Ohio State University Regiment," *The Ohio State University Monthly*, March 1917.
student could enter into this program if he met the required training and would then enter into training with the R.O.T.C. at the expense of the government. Upon completion of the program, the student would enter into Reserve Officer’s Corps and would be required to work in the R.O.T.C. for a time during periods of peace and would be subject to call at any time during war time. Naturally, the presence of these programs took up space on the university’s campus. In March of 1918 there were about one thousand and nine hundred cadets and officers in the R.O.C. and R.O.T.C. programs at the Ohio State University. Many buildings on campus had been converted into barracks for those involved in these military programs. These military programs were the most obvious and overt methods by which students were brought into the war.

If military training programs on campus were the most overt policies taken by the Ohio State University to promote the war, perhaps its most popular program was its policies regarding academic leave for students. Students were able to leave the university and receive academic credit provided they worked on agriculture or in military service. Later the governor of Ohio would not only extend that allowance to the other public schools in Ohio. At the onset of the war, the College of Agriculture would excuse near one thousand students from classes and final exams because of said students’ desires to work toward the production of food for the United States. This was one of the large causes for the decline in registered students noted in a previous paragraph. Between men leaving for military service and students returning to farms to work, relatively few, especially in the upper classes, were left on campus.

33 Pomerene.
34 Pomerene.
35 “S.A.T.C. Will be Demobilized.”
36 “Ohio State’s Part in the War.”
37 “Ohio State’s Part in the War.”
38 “War News of the Campus” (May 1917).
Indeed, as referenced in President William Oxley Thompson’s address to the university in September of 1917, campus population was devastated. The College of Agriculture suffered the most amount of withdrawals, followed by the College of Arts, and then by the College of Engineering. The Law College was closed during the spring of 1918. Some subjects benefited from the war, however. Aside from the new programs created for the expressed purpose of fighting the war, the subjects of French, mathematics, and history proved very popular with the lower classmen. The French courses, for example, swelled to such a degree that professors of German were moved into the department of Romance Languages for the purpose of teaching the language (Spanish classes had been postponed to a later semester) in order to deal with the almost one thousand and five hundred students flocking to learn the language of France. The mass exodus of students, especially from the upper classes, left many student organizations extremely thinned and, in many cases, leaderless. The debate teams, for example, were virtually disbanded during the war. As mentioned before, fraternities turned to incoming freshmen for new members to live in fraternity housing in order to keep said housing open.

Student organizations served as an important outlet for students wishing to do their part for their country, though a few organizations suffered throughout the war. Further detracting from ‘business as usual’ for many student organizations, it was decided by many student groups to cancel social events that they traditionally held. Most fraternities, already devastated by the war, gave up all events and donated the money that would have been spent to war relief.

---

39 “War News of the Campus” (May 1917).
40 “Law College to Reopen,” The Ohio State University Monthly 10, no. 3: 6.
41 “Courses of War Use Are Proving Popular,” The Lantern (Columbus, OH), September 23, 1918.
42 “Courses of War Use Are Proving Popular”.
43 “War Notes of the Campus,” The Ohio State University Monthly, November 1917.
44 “War Notes of the Campus” (November 1917).
45 “War Affects Registration.”
channels. Women's organizations especially played a large role in campus life in the new, war-focused Ohio State culture. In 1918, the women's organizations on campus pledged three thousand dollars to the Young Men's and Young Women's Christian Associations. Most of this money came from sororities, as can be seen in an account from the Y.M.C.A. office as printed in the April 1918 issue of *The Ohio State University Monthly*. The Y.M.C.A. and Y.W.C.A. played an important role in working with student organizations. Student involvement in the Y.M. and Y.W. mostly took the form of fundraisers dedicated to aiding the war-effort. Women played a crucial role in all such events for the benefit of the war. Twenty-one thousand dollars were raised at the university and then turned over to the Y.M.C.A. Women worked and used every excuse to fund raise to help the cause. Football games featured women selling special copies of *The Lantern*, the Ohio State University's student newspaper, and "hoarse cries of sandwich vendors." "Subscription dances, Christmas bazaars, concerts, knitting sales" all served two purposes, according to then senior Elouise Converse: "holding together the social life of the school and at the same time rapidly filling the coffers of war relief." Individuals gave generously to these fundraisers. At one event, where War Saving Stamps were sold when students paid their fees in February of 1918, one student bought an amount costing a lofty eighty-two dollars and fifty cents. When individuals could not afford to make large donations, they might group together to make a larger contribution. In several cases, classes would raise funds among themselves in order to purchase war bonds in groups. The Patriotic League, also a

---

46 "War Notes of the Campus" (November 1917).
47 Elouise Converse, "War Activities of Ohio State Girls," *The Ohio State University Monthly*, April 1918.
48 Converse.
49 Converse, 25.
50 Converse, 25.
51 Converse, 25.
52 "Sale of War Stamps Now On," *The Lantern* (Columbus, OH), February 21, 1918.
53 "Girls Organize War Work Unit in Chapel Today," *The Lantern* (Columbus, OH), October 9, 1918.
popular option among female students, devoted themselves to things other than monetary service. For example, just after the war, the Patriotic League still worked, sewing clothes for soldiers and refugee children in Belgium.\textsuperscript{54} Student organizations became the primary outlet for students wishing to do their part in the war. Even though many were left empty as a result of the exodus of students into military or agricultural service, organizations still acted as channels promoting the war effort, stirring up popular sentiment for the war, as well as funds for war-relief.

World War One led the Ohio State University president, William Oxley Thompson, and his faculty to feel the need to motivate the student body of their university. Through speeches, written word, department cooperation with government agencies, and individual examples, they accomplished this. Departments worked with the United States military on projects meant to coordinate research efforts and give the nation an edge in the war. Professors fought with students in France while on leave from the university. Professors and instructors wrote pieces in both student papers and alumni papers meant to inspire the reader in some fashion to take part in the war. Students were also given the opportunity to take part in military training programs created in the university campus. The student body responded well to these efforts, with many joining in the new military training programs, such as the R.O.T.C. and R.O.C., and many more leaving to serve in the military or for the purpose of food production. Student organizations, though many left diminished as a result of the war, strived to do all they could for the war, be it taking part in fund raisers or abstaining from usual events to give money to the war-effort.

\textsuperscript{54} "Organized War Work," \textit{The Lantern} (Columbus, OH), December 2, 1918.
Works Cited


“Courses of War Use Are Proving Popular.” *The Lantern* (Columbus, OH), September 23, 1918.

“Girls Organize War Work Unit in Chapel Today.” *The Lantern* (Columbus, OH), October 9, 1918.

Knipfing, John R. “The Case Against the Peace Discussers.” *The Ohio State Monthly*, January 1918.

“Lack of Student Interest in War Draws Criticism.” *The Lantern* (Columbus, OH), March 27, 1917.

Meyers, Joseph S. “Ohio State’s Part in the War.” *The Ohio State University Monthly*, June 1917.

Myers, Joseph S. “Student Army Training Corps at Ohio State.” *The Ohio State University Monthly*, October 1918.

“Ohio State and the War.” *The Ohio State University Monthly*, April 1917.

“Organized War Work.” *The Lantern* (Columbus, OH), December 2, 1918.


“Sale of War Stamps Now On.” *The Lantern* (Columbus, OH), February 21, 1918.
“S.A.T.C. Will be Demobilized.” *The Ohio State University Monthly*, December 1918.

“Some War Data.” *The Ohio State University Monthly*, October 1917.

“To France.” *The Ohio State University Monthly*, June 1917.

“War Affects Registration.” *The Ohio State University Monthly*, October 1917.

“War News of the Campus.” *The Ohio State University Monthly*, May 1917.

“War Notes of the Campus.” *The Ohio State University Monthly*, November 1917.

“War News of the Campus.” *The Ohio State University Monthly*, January 1918.