

World War I Exhibit Home

Overview

Welcome to **Oregon at War!** - an exhibit and learning resource exploring the experiences of Oregonians in World War I as seen through the records of the State Council of Defense for Oregon.

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Before the War — Explore Oregon life and military history before the war

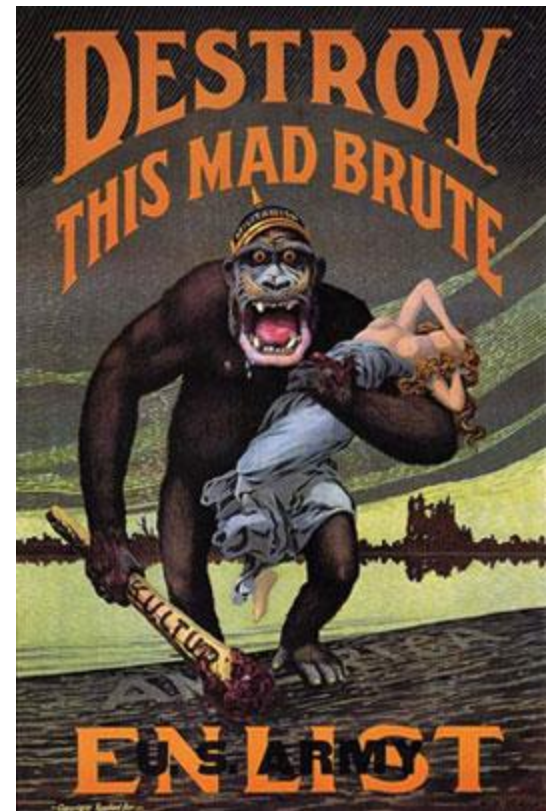
Defense Council — Examine the vital role of this unusual state entity

On Active Service — Experience the war with soldiers, sailors and marines on duty

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After the War — Follow Oregon's return to peacetime and the challenges of a postwar world

Learn More — Continue learning with related resources, teaching tools, web links and more



This World War I U.S. Army enlistment poster portrayed the German as a beast bent on laying waste to America.

Introduction: A Bird's Eye View

Overview

This exhibit consists of hundreds of images and documents describing Oregon and World War I. It focuses on the lives of ordinary Oregonians and how they responded to the challenges of world war. To set the stage, the exhibit examines aspects of Oregon life before the war. Then, it profiles the military service of Oregonians and looks at the incredible changes on the home front. Finally, it follows the veterans home as they coped with a tumultuous postwar period and the ominous signs of another world war.

Target Audience

While designed for a general audience, this exhibit includes extensive resources for students. Middle school students and older will find useful information. See the Appendix for more about learning resources.

Content Note

Please note that some of the subject matter and images deal with violent situations, injury, and death. Also, some materials portray certain groups in a negative light (e.g., Germans as Huns or beasts).

Records Used

This exhibit uses mostly primary records. These consist of original documents, publications, and other items created during the years surrounding World War I. The main focus is on the records of the State Council of Defense for Oregon. But other record groups are used as well. These are documented in the Appendix. The primary sources are augmented by secondary sources such as books and periodicals. Relevant sources are cited at the bottom of pages.

Images

Images in this exhibit have been edited for display purposes. Most are from the records of the State Council of Defense for Oregon. These are supplemented by images from other Oregon State Archives record groups as well as outside sources. All images with citations starting with "OSA" are available at the Oregon State Archives.



Lt. Claude B. Washburne of Junction City was one of thousands of Oregonians who service in World War I. (OSA, Oregon State Defense Council Records, World War I Personnel Photographs)

Official web site of

Oregon Secretary of State

Before the War

Most Oregonians led rural or small town lives on the eve of World War I, rarely leaving their farming, logging, fishing, or mining communities. In countless cases the stereotype of the naive farm boy going off to war rang true. But life changing experiences would not be limited to those destined to fight in far off lands. World war would touch all Oregonians.

To place the experience in context, this section examines some of the key aspects of life in Oregon before the "Great War." It also looks at America's reluctant path to war.

Living in Oregon Before 1917

Working: Oregon's Economy
Interacting: Oregon Social and Cultural Trends
Striving: Women and Minorities
Fighting: The Role of the Military in Oregon

Neutrality Collapses

America's Strained Neutrality
Mobilizing for Total War



Over 44,000 Oregonians traded civilian clothes for uniforms as they left fields, schools, and factories to fight in World War I. Clockwise from top left: Finley High of Ashland; Delta Criteser of Clackamas; Jerome Woodson of Eugene; Francis Lamberty of Springfield. (OSA, Oregon Defense Council Records, World War I Personnel Photographs)

Working: Oregon's Economy

The Fur Trade

The fur trade became the first major extraction industry of the Oregon Country. Coming on the heels of the Lewis and Clark Expedition, British companies established the first sustained presence by non-Native Americans in the area dating to the early decades of the 1800s.

In fact, by the 1820s, British concerns about American fur traders moving into the area

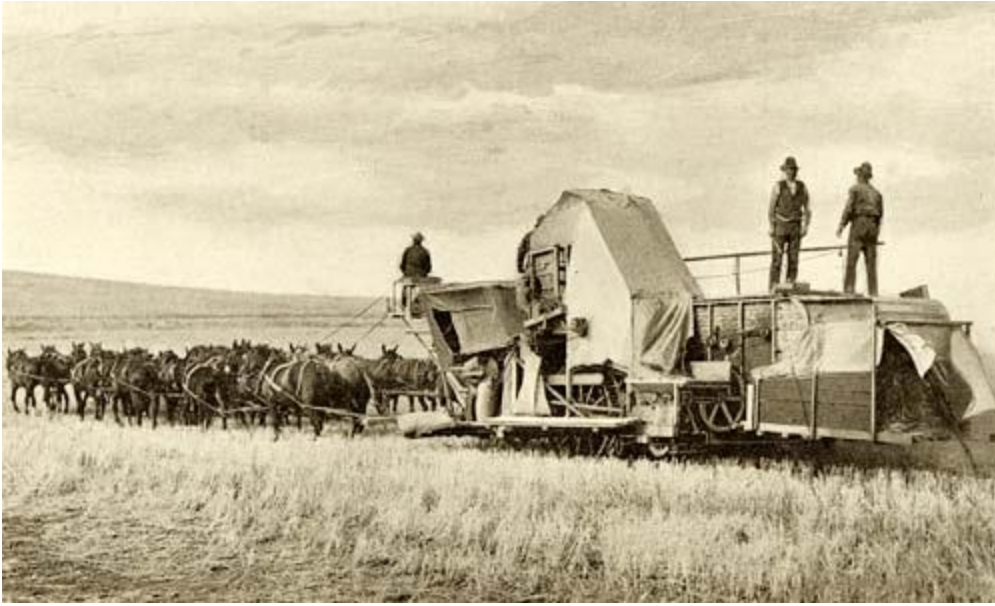
led to a plan to eradicate fur bearing animals in the Oregon Country. The British Hudson's Bay Company hoped that by discouraging Americans from coming it would thus maintain the British dominance of the area. But in the end, fur traders would not establish the sustained American presence in the region. Instead, it was the lure of souls to save and land to cultivate. Thus, the arrival of missionaries, coupled with American social and economic factors, would push the United States and Great Britain to settle the Oregon Question of sovereignty over the region in 1846.

Settling the Land

Beginning in the 1840s, the Oregon Trail brought thousands of white settlers to what they hoped would be a better life. These immigrants, and the diseases they carried, soon displaced the Native Americans, who had lived and died on the land for many centuries. The settlers nurtured a strong work ethic and a belief that they could improve the land. They quickly set about draining swamps and clearing trees for farmland. Sawmills buzzed and flour mills hummed as ever more settlers entered Oregon, drawn by the generous land grant provisions of the federal Donation Land Act of 1850.



Salmon canneries, and the gigantic fish wheels and seines (nets) that fed them, typified the extractive nature of Oregon's economy. (OSA, Oregon Trademark Labels, White Star Brand Salmon - #188, White Star Packing Company, Oregon, 1885)



Farmers cut, thresh, and sack wheat in early 1900s Oregon. (OSA, Accession 88A-057)

The Larger Extraction Economy

Prospectors discovered gold and other precious minerals in southern and eastern Oregon in the 1850s and 1860s. In the coming decades, they were joined by legions of loggers and salmon fishermen. Many worked on their own or for small local companies. But an increasing number toiled in mills, mines, and canneries for large corporations, often based in far off cities. New industrial techniques developed as Oregon's economy came to rely on extracting natural resources such as timber, minerals, and salmon for a growing nation. As a result, Oregonians rode the same boom and bust cycles that plagued the national economy in the late 1800s.

Farming remained a mainstay of the economy from the earliest pioneer days. Cattle and sheep ranching expanded as more people settled in the drier areas of central and eastern Oregon during the last decades of the 1800s. Portland grew into the only city of size in the state but smaller cities such as Pendleton, Astoria, Baker City, and Medford became hubs for local economies. Functioning as distribution centers, they furnished local loggers, farmers, and others with supplies and equipment. At the same time, a network of railroads began to link Oregon's major communities together.

Interacting: Oregon Social and Cultural Trends

Portland Dominates

Portland's population grew by leaps and bounds in the decades before World War I. Ambitious civic leaders saw few limits as new bridges spanned the Willamette River and neighborhoods sprang up for miles to the east of the river. Shipyards and docks along the river expanded quickly. Dozens of factories, hundreds of shops and restaurants, and thousands of jobs in corporate and regional offices seemed to assure growth would continue.

As it came to dominate the Oregon economy, a thriving social and cultural life developed, both high brow and low. Opera, symphony, ballet, visual art, and theater were among the higher cultural offerings. Working class Portlanders frequented vaudeville theaters, silent movies, pool halls, sports arenas, and other more "colorful" locales.

On the whole, arbiters of culture based in New York, Boston, or San Francisco would have no problem identifying Portland's "provincial" deficiencies. Nonetheless, relative to other Oregon communities, it culturally dominated the state. However, this was tempered by the fact that many of its inhabitants worked such long hours in factories, offices, or shops that they had limited time to enjoy the cultural fare.



The Oregonian Building, downtown Portland, circa 1906. The Oregonian newspaper heralded the success of Portland's economy as it covered the city's social and cultural events. (OSA, Accession 88A-057)

Challenges for Smaller Communities

Smaller communities made the most of their resources. Numerous local musical bands, orchestras, and theatrical groups performed for appreciative audiences. Places such as Baker City boasted remarkable offerings for their size. Even tiny Elgin in Union County had its own opera house. Small towns often stirred local political and social debates with multiple newspapers that practiced a feisty, opinionated journalistic tradition. Schools, churches, granges, and Chautauqua Societies brought some form of culture to the more isolated communities of the state. Fraternal organizations and ladies' societies further strengthened the social fabric.

Still, social and cultural life on the farm or in the small town could be frustratingly limited - especially for younger Oregonians. The question "how do you keep them down on the farm?" was not an academic one on the eve of World War I. Distance, geography, and weather conspired to keep most Oregon communities isolated. Roads were overwhelmingly made of dirt - producing sloppy troughs of mud in the winter and roiling clouds of dust in the summer. Year-round they were rutted. These realities naturally limited travel in a way modern Oregonians would scarcely recognize.



Muddy roads made travel very difficult, even for the minority of Oregonians who owned automobiles such as this Ford Model T, on the eve of World War I. (Photo courtesy Tickin' T's Archives)

Economic realities also conspired to socially limit rural Oregonians. Summers often demanded work from sunup to sundown to plant and harvest the crops and complete chores. Loggers, fishermen, and others also saw long hours of work in summer. The coming of fall brought increasing preparations for "wintering in." Essentially, large numbers of Oregonians stocked up on firewood, home canned fruits and vegetables, cured meats, and other necessities in anticipation of winter. The short, often rainy or snowy days of winter were largely spent "holed up" in and around farmhouses and cabins. Children would walk to small local schoolhouses and the family may travel to church or to the neighbor's farm, but the term "cabin fever" still had real meaning for many rural Oregonians.

It was from this context that the majority of young Oregon recruits left home for military service in World War I beginning in 1917. But they were not alone. Others flocked to larger towns and cities for opportunities provided by the wartime economy. Jobs in factories, shipyards, warehouses, and rail yards beckoned as an impending war would transform the nation.

Striving: Women and Minorities

A Woman's Role

Significant differences existed between the lives of typical Oregon women living in the city and those in rural areas. Yet, in general, they lived in a male dominated society. By today's standards, Oregon women had few legal rights. But while women exercised limited legal and political power, they held significant moral power in traditional society.

Developing out of the rise of the middle class a century earlier, the "cult of domesticity" saw women as the keepers of the home and the family's moral well being. This societal ideal saw the outside world where the husband worked as corrupt and full of temptations. In contrast, the wife oversaw a domestic world focused on piety, purity, and submissiveness. She was expected to maintain a cheerful and peaceful home that would keep her husband away from the evils of the larger world and provide her children with a sound moral upbringing. Homes and families across Oregon, particularly middle-class Portland homes, adhered to this ideal well into the 20th century.

But in the half century before World War I, pioneers such as Abigail Scott Duniway fought tirelessly for an expansion of women's rights. Women's suffrage, or the right to vote, formed the centerpiece of the effort, which finally passed a state vote in 1912. The new power at the ballot box began to empower women outside the home in other ways as well. And as the war effort began, many women moved into jobs that had been held exclusively by men. This created temporary opportunities during the war but, for women tired of traditional constraints, raised expectations even more about their evolving role in society.

Minorities Need Not Apply

Oregon's long history of racial and ethnic discrimination got its start with the treatment of Native Americans in the mid-1800s. Essentially, those who did not die as a result of diseases brought by the white settlers, were moved to the side so as not to impede the progress Manifest Destiny demanded. As a result, the great majority of Oregon's Native Americans were forced to live on reservations.

Chinese immigrants moved into the mining areas of southern Oregon in the 1850s and later to areas of northeast Oregon. They gained a reputation for hard work, often reworking mining claims that had been abandoned by white miners. Chinese workers also toiled long hours as cooks, housecleaners, and launderers in the busy mining towns.

But resentment grew in the white dominated communities, where many claimed the immigrants were taking jobs that belonged to white settlers. Because of their distinct language and social customs, the Chinese workers largely kept within their own tightly knit communities, often sending their earnings to their families in China. This only spurred more resentment in the white community. The discrimination made its way into the 1857 Oregon Constitution, which barred future Chinese immigrants from owning land or mining claims or from voting. Adding insult to injury, the territorial legislature passed a measure that levied a tax of \$2 a month on each Chinese miner.

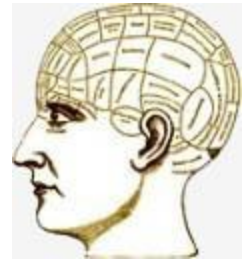
African Americans also were openly unwanted by the overwhelmingly white population of settlers to Oregon. Out of over 52,000 state residents in 1860, a mere 124 were blacks or mulattoes. Over the decades, those few African Americans and other minorities who managed to make a living in Oregon routinely lived as second class citizens, both in the eyes of the law and the minds of most Oregonians. Minorities commonly were refused housing as well as access to many businesses such as hotels and cafes.

In time, the dominant white society saw only certain jobs as acceptable for African Americans. These generally included menial labor such as cleaning stables and service work such as shining shoes. In spite of the hurdles, by the early 1900s small numbers of blacks were making inroads as doctors, lawyers, and businessmen. Others, particularly in Portland, opened restaurants, barber shops, and stores serving a growing, and culturally rich, inner city African American community.

A Suspect Theory

The largely white, Anglo-Saxon social power base of the community also kept ethnic minorities in a second-class status. Social Darwinism, the application of "survival of the fittest" logic to society, held sway in the decades before World War I. While various branches of related "pseudoscience" developed, many people, including noted scholars, believed in a sort of pyramid of natural selection that placed those of northern European descent at the top. Lower levels were occupied by eastern and southern Europeans, Jews, Gypsies, Latinos, and other "less advanced" ethnic minorities. Of course, racial minorities such as Asian Americans and African Americans were at the bottom of the pyramid.

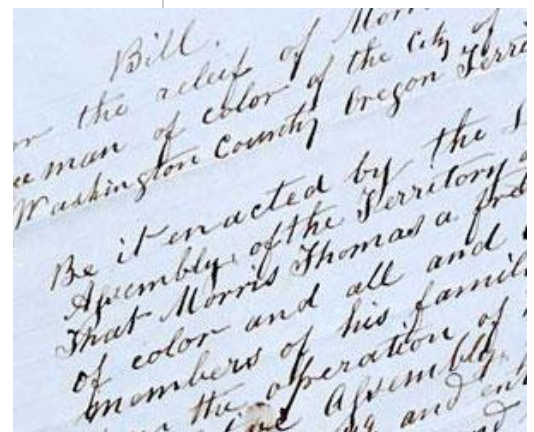
According to this theory, those at the top of the pyramid had the skills and the resulting duty to provide leadership and make decisions. Those at the lower levels were expected to work more with their backs, less with their minds and remember their "place" in the community. As immigrants flowed into the state in the late 1800s and early 1900s, Social Darwinism conveniently provided society with the means to justify and maintain the political, economic, and social status quo.



Phrenology, the popular 1800s study of the shape of the skull, was thought to offer insight into the relative intelligence and character of individuals as well as racial and ethnic groups. (Image, Library of Congress)

Oregon's Openly Unwanted

Because of the 1849 "Act to prevent Negros and Mullattos from coming to or residing in Oregon," free man Morris Thomas sought an exemption in 1854 to avoid being forced to leave. He was described as "an industrious, peacable, well disposed mulatto man." In the end he stayed because the Legislative Assembly accidentally repealed the exclusion act.



Oregon Secretary of State

Petition to Allow Thomas Family to Stay in Oregon 1854

Transcript of Original Document

To the Honorable Legislative Assembly of the Territory of Oregon: The undersigned citizens of the Territory of Oregon, do most respectfully pray for the passage of an Act of the proper character by your Honorable bodies to exempt Morris Thomas a free man of color, and all and singular the members of his family, from the operation of the Act of the Legislative Assembly passed September 26th, 1849, and Entitled "an Act to prevent Negros and Mullattos from coming to or residing in Oregon."

The said Morris Thomas now is and for several years past has been, a resident in the city of Portland in the Territory of Oregon. He is an industrious, peacable, well disposed mulatto man, and we do verily believe the passage of the Act prayed for will be of no detriment to the welfare of the Territory or the interests of any citizen (?) and as in duty bounden we will ever pray &C (128 signatures)

Background

American immigrants brought anti-black attitudes with them. These immigrants, mostly from the midwest, disliked both slaves and free blacks. The territorial legislature passed a law which prohibited free blacks from staying in Oregon. This petition requested the legislature to pass an act exempting Morris Thomas and his family, free blacks, from the provisions of the earlier law. Thomas, who lived in Portland, is described as a model citizen. The legislature discovered that the law excluding blacks had accidentally been repealed. Efforts to resurrect it failed.

Bill,

For the relief of Morris Thomas,
a free man of color of the City of Portland,
Washington County Oregon Territory.

Sec 1

Be it enacted by the Legislative
Assembly of the Territory of Oregon,
That Morris Thomas a free man
of color and all and singular the
members of his family, be exempted
from the operation of the act of the
Legislative Assembly, passed Sept-
ember 26th 1842, and entitled an act
to prevent Negroes and Mullattas from
coming to or residing in Oregon Territory.

Sec 2

This Act to take effect from
and after its passage

Proclamation
State of Oregon - Executive Department,
Salem, Oregon, November 30, 1912.

Whereas: The women of Oregon, after long and patient appeal, have persuaded the men of the State to place them upon a footing of potential equality by granting to them the right of suffrage through an amendment to Section 2 of Article 11 of the Constitution of the State; and, Whereas: Pursuant to the provisions of law, the Secretary of State of the State of Oregon in the presence of the Governor of the State of Oregon, did on the ^{24th day of November 1912} ~~the~~ official election returns for the general election held in the State of Oregon on Tuesday the fifth day of November, 1912; and, Whereas: It appears from the said official canvass that the following ^{measures} has been approved by a majority of the electors of the State of Oregon who voted thereon:

"Section 2 of Article 11 of the Constitution of the State of Oregon shall be and hereby is amended to read as follows:

"Section 2. In all elections and elections provided for by this Constitution, every citizen of the United States, of the age of twenty-one years and upwards, who shall ^{have} resided in the State during the six months immediately preceding such election, and every person of foreign birth of the age of twenty-one years and upwards, who shall have resided in this State during the six months immediately preceding such election, and shall have declared his or her intention to become a citizen of the United States ^{Sixty} one year preceding such election, conformably to the laws of the United States on the subject of naturalization, shall be entitled to vote at all elections authorized by law."

And Whereas: The above quoted amendment, at the mentioned election received 61,265 affirmative and 27,104 negative votes,

Now, therefore, I, Oswald West, Governor of the State of Oregon, by virtue of the authority in me vested, and in obedience to the provisions of Section 9 of Chapter 226 of the General Laws of Oregon for the year 1907, do hereby make and issue this proclamation to the people of the State of Oregon, ^{that the said amendment} ~~answering~~ to Section 2 of Article 11 of the Constitution of Oregon, is now, and hereafter shall be, in full force and effect as a part and portion of the Organic Law of the State of Oregon.

In Witness Whereof, I have hereunto set my hand and caused the Seal of the State of Oregon to be hereunto affixed, on this 30th day of November 1912.



Attest: *W. H. Olson*
Secretary of State.

Oswald West

Governor.

The above is countersigned by
Abigail C. Scott Drury
in her 70th year.

Fighting: The Role of the Military in Oregon

Oregonians have fought in wars at home or in the far corners of the globe for much of the history of the state. In fact, many battles and skirmishes marred the provisional and territorial government periods before statehood in 1859.

Indian Wars

Native and immigrant Oregonians began fighting in the 1840s. Oregon's provisional government passed the first militia law in 1843. But no organized militia formed until the 1847 Cayuse Indian attack on the Whitman Mission in what is now southeastern Washington. The attack killed missionary Marcus Whitman, his wife, and 12 other whites. For weeks, 53 women and children were held captive.

Tragically, the event illustrated the clash of cultures between Native Americans and early settlers to Oregon Country. The Native Americans were increasingly hostile, fearing they would lose their land and way of life to the ever-growing numbers of whites. Tensions mounted when in 1847 an outbreak of measles ravaged the Cayuse people who lived near the Whitman mission. Whitman, both a missionary and a practicing physician, treated the sick but while white people seemed to recover, the Indian deaths continued. Finally, some of the Cayuse, acting on the belief the doctor was "bad medicine," decided to kill him in an attempt to put an end to the sickness.



Gov. Joseph Lane

The Oregon Militia soon mounted a campaign against the Cayuse to rescue the captives and bring the perpetrators to justice. Desertions and indecisive leadership marred the effort but finally, 29 months after the murders, Governor Joseph Lane secured the surrender of five members of the Cayuse tribe. The men were brought to Oregon City where they were tried in U.S. District Court in 1850. The jury returned guilty verdicts for all five of the accused who were soon publicly hanged.

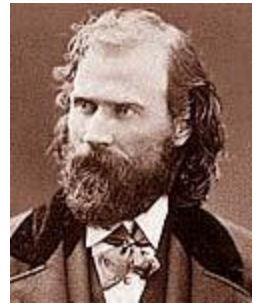
The news of the Whitman Massacre spurred the U.S. Congress to create the Oregon Territory in 1848. Territorial status brought Oregon arms for its arsenals and federal troops to assist in fighting future battles with Indians. Later, the state constitution of 1857 made the governor commander in chief of the state's military and naval forces. It also allowed the governor to appoint the adjutant general who oversaw the related administrative and logistical functions. Sadly, the Indian Wars continued sporadically until the late 1870s. Many skirmishes were punctuated by the Rogue River War in 1855-1856, the Modoc Campaign of 1872-1873, and the Bannock War of 1878. By that time, nearly all of the Native Americans in Oregon had been forced onto reservations.

Civil War

Because of its distance from battlefields largely located in the southeastern region of the U.S., Oregon was not strongly affected militarily by the Civil War. But the state did feel certain consequences. Early in

the war, most federal troops in Oregon were moved elsewhere for war service. By the spring of 1861, only about 700 remained in the entire Pacific Northwest. Nervousness prevailed since just months earlier the Salmon Falls massacre had left only 15 survivors out of a party of 44 immigrants.

President Abraham Lincoln issued an appeal for volunteers to fight in the war, but Oregon Governor John Whiteaker sympathized with the South and failed to respond. Instead, he urged a neutral stance focused on defense only since the state was so far from the battles. Whiteaker was not alone in sympathizing with the Confederacy and some Oregon communities saw minor clashes between northern and southern sympathizers.



Editor Joachin Miller was labeled as a pro-southern.



Oregon City (shown in 1867) and the Willamette Valley drew many immigrants. The military protected their travels during the Civil War in the Northwest. (Carleton Watkins, Oregon Steamship Navigation Company Album, Oregon State Library)

More typical was the experience of Joachin Miller, who would go on to be a famous poet and writer. Miller felt the tensions in one Willamette Valley community during the war. Following the Quaker beliefs of his father, Miller used his position as editor of the "Eugene City Democratic Register" newspaper in 1862 to plead for the end of the war. But his anti-war editorials were not well received and his paper was "promptly suppressed as pro-Southern in sympathy." After other similar results,

Miller sold his paper, packed up, and left the area in search of more like-minded citizens.

Hundreds of Oregonians volunteered for military service during the Civil War. Most were used to police Indian tribes and provide escort duty for the thousands of immigrants who continued to stream to Oregon. The men served in Oregon as well as neighboring Washington and Idaho territories. For many soldiers stationed locally, the Civil War in Oregon brought nothing but monotony. Officers reported desertions, suicides, and soldiers thrown in the brig because of drunkenness and misbehavior. "Nothing transpired of importance," recorded one soldier at Fort Yamhill. Some enlisted under less than ideal circumstances. German born laborer George Schaffer signed up in Salem as a private after he was convicted of forgery and sent to the penitentiary. Others, such as Private A.D. Larkin of "E" Company 1st Infantry, were "rejected and discharged by reason of unfitness for service." Overall, the contrast with the main theater of the Civil War could not have been more stark.

Other Service Before World War I

Later, many Oregonians served during the Spanish-American War, particularly in the Philippine Islands. After President William McKinley called for volunteers in April 1898, Oregon mustered a complete

regiment of infantry, designated the Second Oregon. The regiment mobilized at Irvington Park in Portland, which took the name Camp McKinley. There it trained under Colonel Owen Summers until it was ordered to San Francisco for departure to the Philippines on May 25, 1898. Oregon troops participated in several engagements, including the occupation of Manila. The soldiers stayed on after the Spanish surrender to serve during the prolonged Philippine insurrection, including the battle of Malabon in March 1899. Over 1,600 Oregonians served in the fighting. Of these, 13 were killed in action, four died of wounds, three were missing in action, and two died from accidents. Disease claimed the lives of 43 Oregonians and 84 suffered wounds in action.



Brevet Brigadier General Owen Summers commanded Oregon soldiers in the Philippines. (OSA, *Oregon in the Philippines*, compiled by C. U. Gantenbein, 1903)



Mexican border service medal. (OSA, Military Dept. Records)

In 1916 and 1917 Oregon National Guard soldiers saw service along the Mexican border as the United States mounted an armed expedition to Mexico to end raids into U.S. territory by Mexican leader Pancho Villa. An Oregon National Guard recruitment card extolled the service as an opportunity of a lifetime. Recruits could get military training under "real war conditions, with the minimum of personal danger." Oregon men from 18 to 45 years of age qualified for service. They would earn from \$15 to \$45 per month "with all the necessities of life furnished, including medical attention - the pay is for your luxuries...." The reader was encouraged to "look this card over, but don't over look it." After all, "you will get a free trip of nearly 2000 miles to Southern California." Who could resist?

General John J. "Blackjack" Pershing led American forces before drawing the assignment of building the American Expeditionary Force in preparation for the American entry into World War I the next year. The Mexican border duty consisted of constant patrols and drilling but led to no real action for the Oregon troops.

However, officials credited their service along the border as having "effectively restrained Mexican raiders from action against American ranches and settlements."

Notes

(Dictionary of Oregon History, Howard Corning, ed., 1956; Historical Annual National Guard State of Oregon, 1939; Oregon Soldiers During the Civil War, Genealogical Forum of Portland, Oregon, Inc., 1961; Oregon Blue Book, History section; Oregon in the Philippines, compiled by C.U. Gantenbein, 1903; Oregon Military Department Records, Ephemera, recruitment card; Photographs and Service Medals)

America's Strained Neutrality

Although Oregonians expressed diverse opinions, they generally followed the political mood of the nation. Isolationist or strict neutrality arguments held sway in national political debate during the early period of World War I. But these arguments would be weakened by cultural, economic, and military factors.

Isolationism Versus Imperialism

By the time of World War I, the U.S. had risen to become arguably the most powerful nation in the world. Many progressives believed much of its power derived from its ability to avoid costly entanglements in Europe and elsewhere. America, they argued, could serve the world best by concentrating on reforms at home and setting an example of peace and democracy.

But a countervailing opinion promoted the expansion of American power and influence to other continents. Many watched enviously as several European nations divided up Africa and other regions at an accelerating rate beginning in the 1880s. Certainly, the U.S. had flexed its muscles, particularly during the presidency of Theodore Roosevelt. But the nation mainly focused on economic expansion through efforts such as the building of the Panama Canal. Many people decried the fact that a democratic America held onto the Philippines long after taking it during the Spanish-American War. Critics claimed this "imperialism" was inconsistent with the founding principles of the United States.

Cultural and Economic Complications

While President Woodrow Wilson called on Americans to be "neutral in fact as well as in name" at the beginning of the war, most people couldn't help but identify with one side or the other. Millions of Americans were of German descent. Many others traced their heritage as Czechs, Slovaks, and related ethnic groups to Germany's Central Power ally Austria-Hungary. Most of the sizable population of Irish-Americans sympathized with the Central Powers, reasoning that an enemy of the hated British oppressors of Ireland would be a friend of theirs. Conversely, the nation as a whole carried widespread sympathy for the western Allies. The large population of British Americans played a part. But more important was the commonality of language and institutions with Britain. Certainly, President Wilson was known to admire British culture. But in spite of these sympathies, most Americans opposed entry into the war.



President Woodrow Wilson tried to keep the U.S. out of the killing fields in Europe. (Image courtesy whitehouse.gov)

The American economy boomed during the period of neutrality. The war created a tremendous demand for American industrial and agricultural products. Both sides placed orders with U.S. companies but British blockades of German ports and their confiscation of cargoes limited the amount that reached Germany. Wilson protested what he considered to be British interference with the right of a neutral nation to trade with either side.

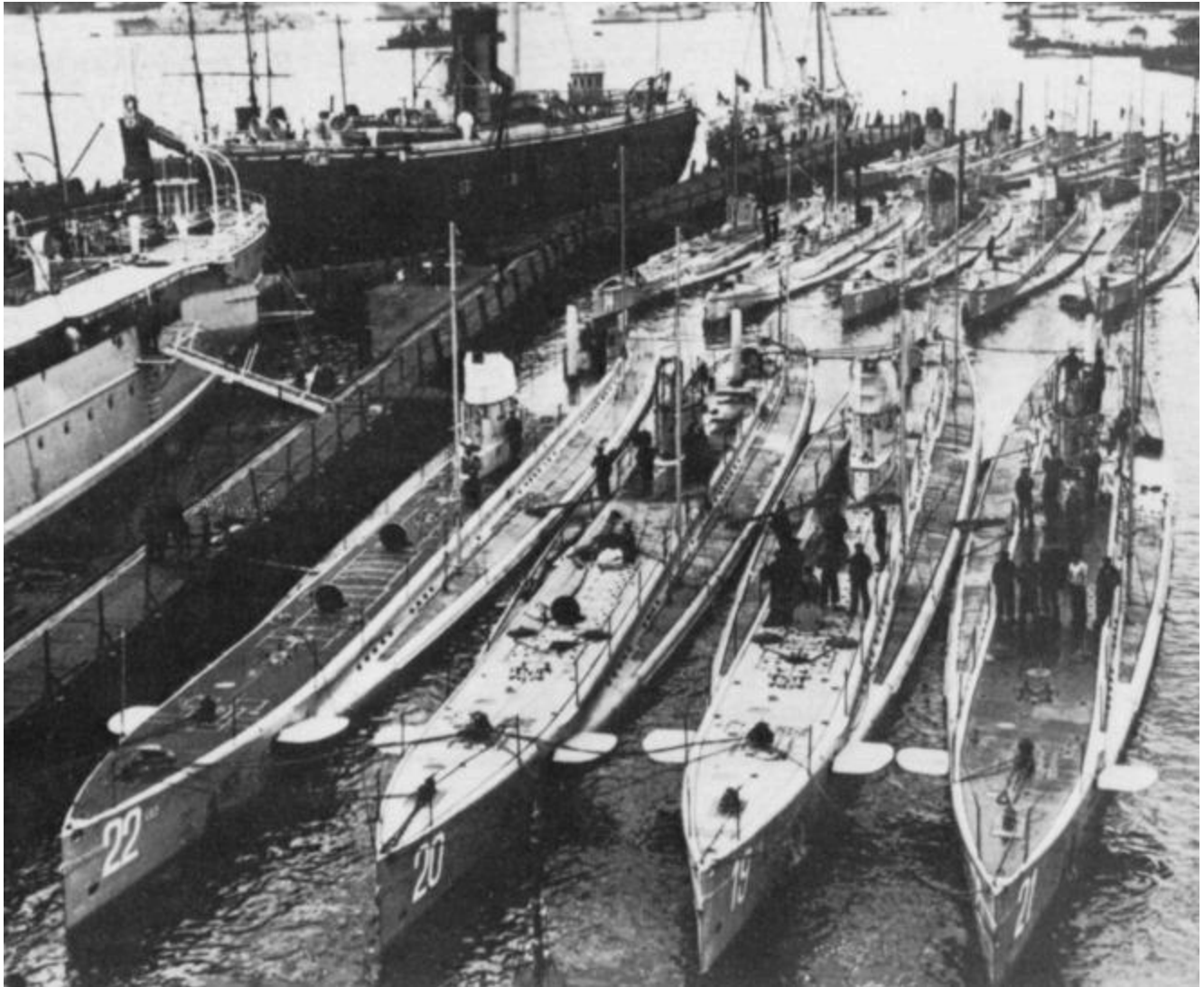
Nevertheless, by 1915, while still officially neutral, the U.S. began to provide cash-strapped Britain and France with enormous loans to pay for the materials they ordered. This made American industrialists and financiers rich but it also further compromised "the true spirit of neutrality." Consequently, the United States had a strong economic interest in preventing a German victory.

Strict Neutrality Collapses

This economic help to the Allies was accompanied by what were seen as German assaults on American neutrality. In 1915, a German submarine sank the British passenger liner *Lusitania*, resulting in 128 American deaths. America was outraged. Other incidents involving attacks on Americans also inflamed sentiment against Germany over time.

President Wilson's complicated diplomatic and economic dance of neutrality continued into 1916. On the eve of the American entry into World War I, philosophical arguments for avoiding outside entanglements were overlaid with the grisly reality of three years of trench warfare in Europe. After running for reelection in 1916 under the banner "He kept us out of war," a series of German provocations finally led Wilson to ask Congress for a declaration of war in April 1917. Chief among the American grievances was the earlier German resumption of unrestricted submarine warfare, which now targeted the merchant ships of neutral countries such as the United States. These ruthless naval attacks combined with German diplomatic intrigue in Mexico to make war inevitable.

Unrestricted submarine warfare by the German U-boats, like these shown in a German harbor, finally proved to be a key reason for the American entry into the war on the side of the Allies.
(Image courtesy uboat.net)



Mobilizing for Total War

Transforming a Society

The "total war" of World War I dwarfed the scope of the mobilization needed for previous foreign wars, such as the Mexican War and the Spanish-American War. While these conflicts elicited great interest in the general population, they did not require the sustained level of commitment or trigger the profound economic and societal changes of World War I. Whole industries such as shipbuilding and automobile manufacturing had to be transformed to produce the weapons of war. Military draft, rationing, civil rights infringements, and other sacrifices became the norm. Few Americans escaped the hardships required to defeat the enemy.

A Dormant Military

In the years before World War I, the U.S. military was small, underpaid, and poorly trained and equipped. Morale was generally low, as was esteem for the military in the general population. On the eve of war, military supplies and manpower had fallen to their lowest levels since the Civil War. The United States wasn't just a second-rate military power. Comparatively, it ranked 17th in the world. This was despite the passage of the National Defense Act of 1916, which provided for a gradual increase in the regular army and reserves. American military leaders such as General John J. "Blackjack" Pershing faced tremendous logistical and societal challenges in rapidly mobilizing the nation for war. In stark contrast, many of the European nations had been building their armies and navies for years before the outbreak of war in 1914. Germany, in particular, fell sway to the militaristic Prussian outlook that placed a premium on war as a way to strengthen a nation. Meanwhile, Great Britain, anxious to maintain its dominance of the seas, had poured enormous sums into its navy. Without the luxury of a deliberate buildup, by early summer of 1917, Pershing was in France coordinating the buildup and training of American forces.



Army General John J. "Blackjack" Pershing oversaw the creation of the American Expeditionary Force as the U.S. entered WWI. (Image courtesy United States Army)

The Inevitable Problems of Organization

To gear up for war, a system of district and local draft boards had to be set up throughout the country. Once volunteers and draftees were inducted into service, they had to be trained and equipped. Supplies needed to be in the right place at the right time. Shortages were common. Soldiers sometimes trained with wooden replicas of rifles because real ones were not available. Troop exercises and war game



The Portland Harbor in circa 1906. Shipyard production in the Portland area expanded rapidly during World War I to meet the demand for war and cargo ships. (OSA, Accession 88A-057)

maneuvers were often chaotic. Politicians asked sober and pointed questions about the ability of the government to prosecute a large scale war.

But in spite of the confusion, lessons were learned and adjustments were made. The federal War Industries Board, led by many of the nation's captains of industry, began to control the production of vital materials. The civilian workforce adapted to new demands, factories geared up to produce the needed supplies and weapons, and transportation systems became

more efficient. In the military, command structures stiffened, modern strategies and tactics developed, and the skills of the new soldiers, sailors, and marines grew to match their fighting spirit.

State defense councils across the U.S. were born from this organizational imperative as the nation entered World War I. While the work of the State Council of Defense for Oregon was in many ways unique, it shared fundamental goals and methods with councils in other states as Americans everywhere responded to the threats of war. Soon after the Council of National Defense issued instructions in April 1917, all 48 states had organized state councils of defense. Most of them had legislative authority with significant power and appropriations. Oregon's council formed in May 1917.

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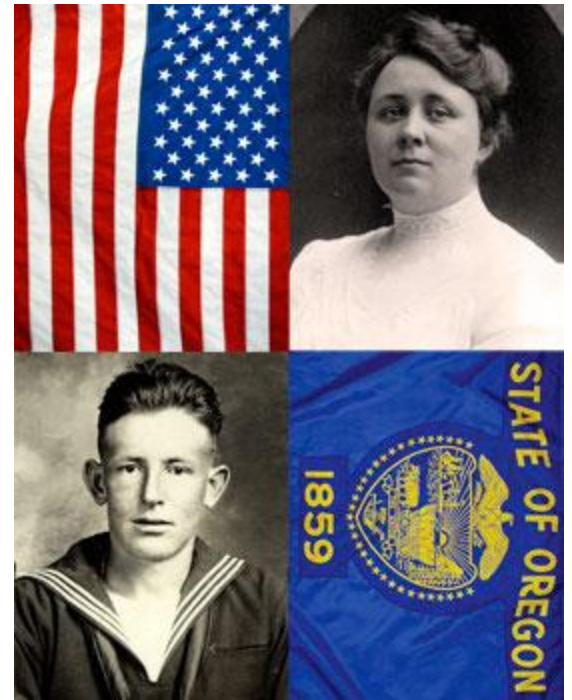
State Council of Defense for Oregon

World War I presented challenges state agencies were not well equipped to meet. Certainly, the Oregon National Guard played a central role in the state's response to war. But there were legal and practical limits to its powers. Oregon needed the ability to address home front issues with speed and flexibility, unencumbered by the status quo and engrained institutional barriers.

The defense council existed for only a short time during the war but took on the vital job of coordinating efforts on the home front. And it left a legacy of personal military service histories that provide an invaluable window into the experiences of nearly 36,000 Oregonians who went to war.

Rising to the Times

The Council in Context: An Overview
A Busy Agenda
Securing the Historical Record



Clockwise from top left: The U.S. flag was prominent in patriotic campaigns promoted by the council; State Historian Cornelia Marvin worked to save Oregon's war history; the Oregon flag represented the state's control of life on the home front during the war; Francis Coon of Corvallis (naval aviation) is one of tens of thousands documented in the Defense Council personal military service histories.

Historical Overview

The State Council in Overview

The State Council of Defense for Oregon was formed in April 1917 in response to instructions issued by the federal Council of National Defense. The state council took steps to make the economy more efficient, coordinated, and focused on the war effort. It promoted patriotism, war drives, the Oregon Military Police, home guard organizations, a youth labor program, and other related activities.

It also organized numerous conferences that brought together state and local agencies to achieve particular goals. These goals included using institutions of higher education in the war effort and attending to the legal, medical, and other needs of enlisted men.

In 1918 the council hired a state historian, who would appoint county historians and collect a permanent record of the war effort in Oregon. The primary duty of the state historian was collecting information about Oregon servicemen. The Oregon Department of Education was enlisted to gather information on servicemen through school districts. This resulted in detailed personal data on the majority of men serving from Oregon.

In December 1918 after the war ended, the council's executive secretary issued a statement to its county and community chairmen. He informed them that the council would "cease to operate as an unofficial department of the State Government" on Jan. 1, 1919. But he called on the local chairmen to maintain the organization on a voluntary basis to help where needed in the effort to return the state to its peacetime status. And the state council continued as an entity for some time, with no salaries paid, and with incidental expenses paid by its members. Especially vital for securing the record of Oregon's role in the war, the state historian continued to collect records and assist a state Medal Selection Committee until 1922.



These photographs of sailors were among the hundreds submitted to the State Council of Defense for Oregon. They became part of the personal military service records that document Oregon's World War I veterans. (OSA, Oregon Defense Council Records, World War I Personnel Photographs)

A Busy Agenda

State Council of Defense for Oregon

Defining the Purpose

The State Council of Defense for Oregon shared similarities with councils from other states in its main purposes for creation:

Cooperate with the federal government to organize and direct human, industrial, and material resources efficiently and effectively to win the war.

Promote a patriotic spirit and educate Oregonians about the magnitude of the war effort. Aid in recruiting for the Army and Navy, including the military draft.

Encourage increased production and decreased use of food and materials vital to the war effort.



The council used this letterhead when corresponding on subjects from patriotism to controlling the state's economy. (OSA, Oregon Defense Council Records, State Historian's Correspondence, Box 1, Folder 17)

Endless Organizing

The council began the task of organizing Oregon for war soon after Governor Withycombe authorized it in May 1917. It helped form defense councils in all 36 Oregon counties by early summer, making possible the coordination of war activities that were to follow. At the recommendation of the Council of National Defense, it pushed further to organize the creation of community councils. These councils formed in school districts and voting precincts across the state and worked under the coordination of county defense councils to further the goals of the state council.

Beginning to Make a Difference

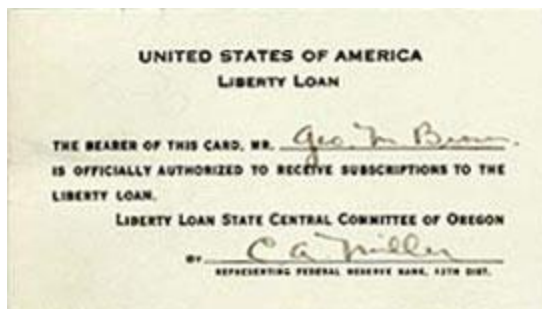
Many of the council's activities are described in the section of this exhibit on the home front. Here are a few examples of its wide ranging activities and connections:

The council convened 74 meetings as part of a patriotic campaign that brought "the message of the trenches" to nearly 100,000 Oregonians around the state. Three experienced British officers lectured to citizens who, for the most part, had not heard such stirring first hand accounts from the front lines of battle.

The council strictly controlled the solicitation of funds in Oregon. Only charities and drives approved by the council's coordination committee could legally solicit money. This was one way to limit the inevitable "flim flam" men who would attempt to collect money for phony charities, even while the country was at war. While the list of approved charities changed over time, mainstays included the Red Cross and United War Work Campaign. The council also assumed control of how money from various Oregon war collections would be apportioned or shared among counties.

The council coordinated activities with a impressive array of federal, state, and local governments; civic, religious, and cultural associations; and numerous other organizations. Major groups included the Young Men's Christian Association, the Young Women's Christian Association, Knights of Columbus, and the Salvation Army. But the council worked with other entities as well. Some associated women's groups included:

Collegiate Alumnae
Congress of Mothers
Consumer's League
Council of Jewish Women
Daughters of the American Revolution
Daughters of the Confederacy
Eastern Star
Equal Suffrage Association
Federation of Catholic Alumnae
Federation of Musical Clubs
Federation of Women's Clubs
Ladies Mutual Improvement Association
Oregon Home Missionary Society
Pythian Sisters
Rebekahs
Women of Woodcraft
Women's Christian Temperance Union
Women's Relief Corps



Fund drive workers carried authorization cards to lessen the opportunities for illegal solicitation. (OSA, Oregon

Defense Council Records, Publications and Ephemera,
Box 8, Folder 1).

Securing the Historical Record

A Network of War Historians

The State Council of Defense for Oregon appointed State Librarian Cornelia Marvin to the unpaid role of state historian in 1918. Her primary goal was to document the personal military service histories of the over 35,000 Oregonians in active service during World War I. She also sought to document a wide range of activities on the home front.

Marvin set about her work with unusual energy. She soon organized a network of county and local war historians. But progress was slower than Marvin had hoped and, feeling "very much distressed," she sent a letter to county historians: [capital letters] "IF YOU DO NOT INTEND TO SERVE AS HISTORIAN FOR YOUR COUNTY, AND CANNOT UNDERTAKE THIS WORK AT ONCE, WILL YOU NOT BE KIND ENOUGH TO LET ME HEAR FROM YOU...?"



Busy State Librarian Cornelia Marvin didn't hesitate to chastise those who weren't pulling their weight in the effort to gather the personal service histories of those who served in World War I. (Photo courtesy Oregon State Library)

School Districts Tapped

Realizing the effort was faltering, Marvin changed strategy in early 1919. The county and local historians were to continue gathering general information, but the job of collecting personal military service histories of Oregonians would shift to schoolteachers. This seemed logical since an extensive network of schools already existed throughout the state. As an added benefit, many school districts asked their students to write compositions describing "school war activities." Scattered complaints from school superintendents cropped up, but the new strategy worked reasonably well, if not as quickly as hoped.

"Records Desired"

Despite the spotty nature of the work of county and local historians, Marvin maintained the ambitious goal of gathering a comprehensive war history for the state. Among other records, she sought the following in a letter:

To the Oregon County War Historian:

RECORDS DESIRED.

1. Men in service in army (Adj. Gen has a record of men called under draft. We will ascertain just how kept and how best supplemented.) We need the names of all enlisted men who claimed Oregon as the home state, with biographies, on forms to be furnished, with records of enlistments, inductions, service, casualties, commissions, and special honors to date. This should be supplemented by letters, diaries, photographed relics, newspaper notices and accounts.

2. Personal service with other agencies (Y.M.C.A., K.C., etc.)

3. Local war activities, (1. Red Cross and Junior Red Cross. 2. Liberty loan, war saving stamp and thrift stamp drives. 3. Food administration. 4. Fuel administration. 5. State Council of Defense. 6. County Councils. 7. Home Guards. 8. War chest committees. 9. War community councils. 10. Farm labor committee. 11. Public service reserve. 12. Medical and dental aid. 13. Boy Scouts. 14. Soldiers welfare board (Y.M.C.A., Y.W.C.A., K.C., A.L.A., Salvation Army, Jewish Welfare Board, W.C.C.S.) 15. Rehabilitation of returned soldiers. 16. Public health. 17. County and local war legislation. 18. Repression of enemy plots, pacifism, and I.W.W. activities. 19. Public war meetings (leagues for welfare of local soldiers, fathers of soldiers, etc.) 20. Religious welfare. 21. patriotic leagues, etc. 22. Library aid and newspaper contributions. 23. Registration and exemption boards. 24. Belgian relief. 25. French relief-including work for fatherless children of France. 26. Other European relief work.

4. State agencies and federal agencies in the state. (Central office will collect) a. Proclamations of the Governor. b. Legislative acts. c. Military police. d. Oregon representatives in Congress. e. State non-governmental organizations for war service (Red Cross) f. State officers for governmental war service (Food and fuel administrations, liberty bonds, Council of Defense, War savings, Four minute men.) g. Records of Federal Department of Justice in Oregon.

5. Social and economic history. a. War sermons. b. Resolutions of local bodies and public meetings. c. War gardens. d. War labor conditions. e. Changes in agricultural production. f. Local price changes. g. War productions and industries. h. Food conditions.

6. Education history. a. School war work. b. Changes in curriculum in schools and colleges. c. Military training. d. Enlistment records of schools and colleges.

7. War literature. War books, magazine articles, plays, songs and stories written by Oregonians....

Very sincerely yours,
Cornelia Marvin
State Historian

The Historical Legacy

While Marvin hoped a rich array of records would flow in from schools and county historians, in the end she accepted much less. Submissions with descriptions of home front activities remained uneven at best. Still, the great effort put into collecting information on the personal histories of the soldiers, sailors, and marines paid off. Local schools forwarded completed information forms for nearly 36,000 out of the 44,000 Oregonians who actively served during World War I. While some of the forms contain only the barest of information, others were replete with attached photographs, letters, newspaper clippings, poetry, and related items.

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 14, Nov. 16, 1918 letter to county war historians from Cornelia Marvin, State Historian)

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On Active Service

This section does not present a comprehensive view of the politics, strategies, or battlefield tactics of World War I. Rather, it looks at the war on a human scale through the diverse military encounters of Oregonians serving in the "the war to end all wars."

Profiles of Service

Overview

[You're in the Army Now](#)

[Life at the Naval Training Station](#)

[The Harrowing Life of a Combat Engineer](#)

[Corporal Burns is Killed in Action](#)

[Defying the Danger at Sea](#)

[The Marine and the Chaplain](#)

["His Coolness and Skill as a Pilot"](#)

[A Prisoner in Germany](#)

[Oregon's Missing in Action](#)

[Influenza Claims Another Victim](#)

[In His Own Words: One Man's Diary](#)

[Other Voices of Service](#)

[The Faces of War: Oregon Galleries](#)



Clockwise from top left: Claude Beck of Portland (Army); Andrew Johnson of Phoenix (Air Corps); Ralph Gilliam of Wolf Creek (Navy); Revel Bower of Hopewell (Marines). All photographs of soldiers, sailors, and marines in this exhibit are from the following records unless otherwise noted: (OSA, Oregon Defense Council Records, World War I Personnel Photographs)

Overview: A Broad Perspective of World War I

Building Pressures

A number of circumstances involving European powers in the years leading up to 1914 contributed to the outbreak of World War I:

Domestic unrest caused some European leaders to look to foreign policy successes for relief.

Intense competition led to the spread of imperialism and resulting friction.

Nationalism and a rising militarism fed an arms race that spiraled upward.

France continued to resent its humiliating defeat by Germany in 1870.

Germany feared encirclement by an alliance of enemies.

Other nations coveted land they may have once held or that had an abundance of resources for growing industries and populations.

A complex system of secret alliances and commitments were ready for a trigger that would set off military mobilization. The trigger came when on June 28, 1914, the heir to the Austrian and Hungarian thrones was assassinated by a Serb. The event quickly escalated into a volley of ultimatums and then a series of military mobilizations by the major European powers. Although other nations eventually joined the war, the major Allied Powers consisted of France, Great Britain, and Russia. The Allies fought the major Central Powers, which were Germany, Austria-Hungary, and Turkey. Each side was euphoric with patriotism, convinced the war would be short and they would be victorious.

Deadly Stalemate

Fighting eventually broke out in Mesopotamia (Iraq), the Dardanelles (part of Turkey), northern Italy, and elsewhere. But the largest battles were in France and Russia. German forces had initial success, sweeping into Belgium and northern France to within 30 miles of Paris on the Western front and making sizable gains to the east into Poland.

Soon, particularly on the Western front, both sides settled into a defensive stalemate. A network of trenches ran from the English Channel to the Swiss border. Artillery pieces, some so large they had to be moved on railroads, fired enormous shells into enemy lines. Barbed wire and other entrapments made



The arms race between Great Britain and Germany in the decades before World War I saw a boom in the construction of state of the art battleships such as this British Dreadnought built in 1906. (Photo #63367, www.history.navy.mil)



American soldiers leave the trenches to attack German lines in France. The image is from film shot by a German officer who was later captured. Image colorized. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 1)

movement extremely slow and difficult. Machine guns were placed in fortified positions to cut down the enemy as it tried to pick its way through the shell craters and barbed wire. Poison gas drifted in deadly clouds over the lines. The trenches provided some protection from the dangers. But the trenches were also full of mud, disease, decomposing bodies, insects, and rats. Artillery bombardments sometimes continued around the clock for days, contributing to the debilitating "shell shock" suffered by many soldiers.

In the face of the stalemate, both sides

largely fought the war according to standard military doctrine- launch an offensive and overrun the enemy. Generals, often feeling pressure to act and without adequate communications or knowledge of battlefield conditions, ordered great offensives that were destroyed by the new technologies of war. Aircraft and tanks, potent offensive weapons in World War II, were still in their infancy and failed to play dominant roles in World War I.

Instead, tens and hundreds of thousands of men would climb out of their trenches and go "over the top" into the no man's land between the lines. Most were armed with only rifles, bayonets, and grenades. Many died within a few feet of climbing out of the trench, mowed down by machine gun fire or blown up by exploding shells. Typically, gains were measured in yards before the offensive lost momentum. The costs were staggering as millions of men were lost fighting over the same ground in places such as Verdun, the Marne, the Somme and Ypres. For example, on July 1, 1916, the British attacked the German trenches on the Somme River in France with 750,000 men. The first day of the battle, the British suffered 58,000 casualties. The battle ended when winter came. Britain had 420,000 casualties, Germany had 500,000 casualties, France had 200,000 casualties. The Allies gained 12 kilometers of ground at their point of deepest penetration.

Strained to the Breaking Point

Staggering War Losses



Killing on a New Scale

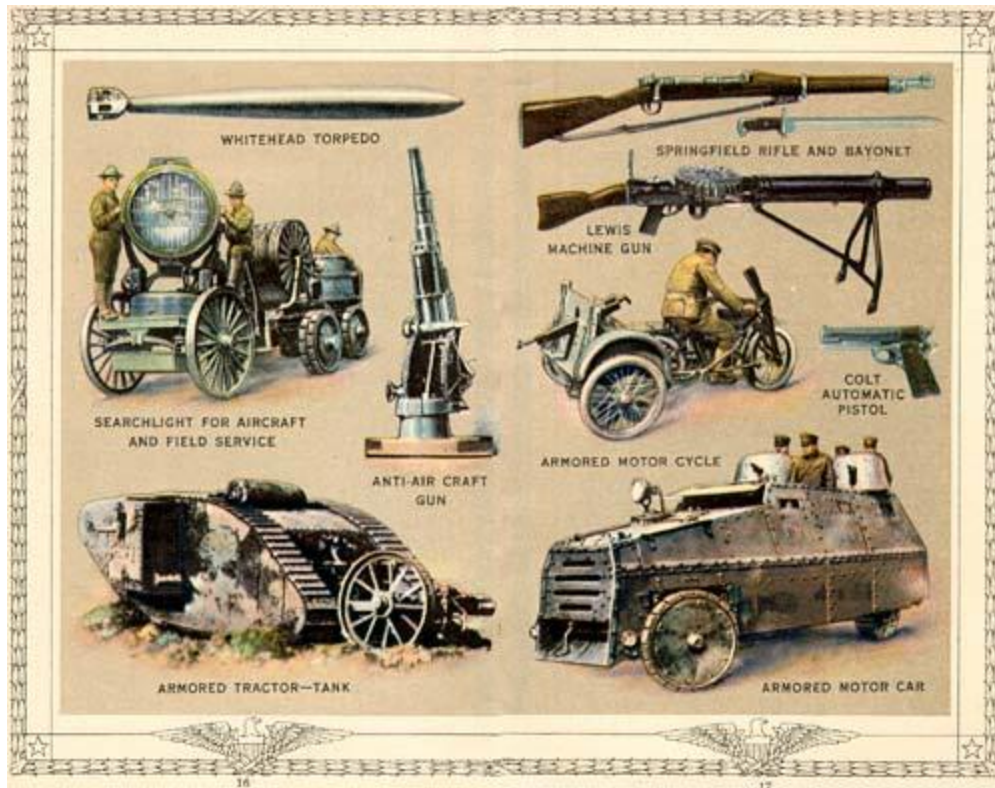
World War I killed between 10 and 13 million people, about one-third of them civilians. For every soldier who died, 2 to 3 suffered wounds. Millions were disabled for life. The following are estimates of military fatalities of major combatants. (Source: firstworldwar.com)

Nation	Fatalities
Russia	1,700,000
Germany	1,600,000
France	1,359,000
Austria-Hungary	922,000
Italy	689,000
Britain	658,700
Romania	335,706
Turkey	250,000
Bulgaria	87,500
United States	58,480
Australia	58,150
Canada	56,500

As a generation of young men died on the battle front, societies suffered the strains of total war on the home front. Governments instituted draconian restrictions and requirements to maintain the war effort. Civil and political rights often were curtailed. Women worked long hours in factories and munitions plants.

German submarines crippled the ability of Great Britain to import needed goods from the U.S. and elsewhere before the development of convoys stemmed the losses. Conversely, British naval blockades severely limited the movement of vital materials needed by the Central Powers. Food production declined and shortages of many essentials grew more acute. With brief exceptions, over the years of grinding warfare, morale was sinking in the trenches and on the home front. In 1917, mutinies swept the French army and a complete collapse was narrowly averted.

"Oh, the Yanks are Coming..."



This Prudential Army-Navy Booklet shows some weapons in America's 1917 arsenal.
(Image, freepages.military.rootsweb.com)

By 1917 both sides were exhausted. The failure of countless offensives had taken its toll. Finally, in April, after a series of naval and diplomatic provocations, the U.S. declared war on Germany. Still, it took several months for the American soldiers to begin to make a significant difference. Rankling impatient Allied leaders, U.S. General Pershing insisted his troops be adequately trained and that they fight under American command.

Although American entry into the war was a tremendous blow to the Central Powers, events in Russia encouraged Germany and its allies. The Bolshevik Revolution of 1917 led to a treaty in early 1918 that ended Russian hostilities and gave up valuable land and resources to Germany. The German army now had one less front to worry about and enjoyed access to large amounts of wheat and oil. Buoyed by this good fortune but worried by the ever increasing American military presence, the Germans gambled everything on a massive offensive on the Western front in March 1918. Improved strategy and tactics yielded their biggest advances in four years of trench warfare.

But the Allies, now fortified by growing numbers of Americans, counterattacked and forced a long German retreat. The "Yanks," as the American troops were called, proved instrumental during this period in battling the Germans at Chateau Thierry and driving them out of Belleau Wood. In July 85,000 Americans helped the French mount a successful counteroffensive on the Marne River between Rhiems and Soissons. And, the American First Army under Pershing took over a southern front and routed the Germans by September. Later that month Pershing attacked the German lines between Verdun and Sedan. This Meuse-Argonne engagement, while costly in terms of casualties, proved to be a crucial American victory.



American soldiers train with machine guns for duty in World War I. (OSA, Oregon State Defense Council Records, World War I Photographs)

It joined victories by British and French forces to turn the tide on the Western front. Coupled with the effective disintegration of the Austro-Hungarian Empire and Central Powers defeats elsewhere, these events signaled the beginning of the end. The German government sued for peace and the Armistice ending hostilities became effective on Nov. 11, 1918.

Oregon's Role in the War

After the war, the state compiled detailed statistics about Oregonians who served in the war. The categories include the following:

Army service	35,216
Navy	7,109
Marine Corps	1,511
Nurse Corps	243
Yeomanettes	87
Total in service	44,166

Volunteered	24,386
Drafted	19,780
Officers	2,690
Overseas service	15,605
U.S. service	28,561
Served in battle	1,768
Wounded	1,100
Killed in action	367
Died of other causes	663
Total deaths	1,030

Discharged as disabled	1,544
Cited or decorated	355
Deserted	191

Dishonorably discharged	100
Conscientious objectors	17

Notes

(Statistics: Oregon Blue Book, 1931-1932, page 65)

WORLD WAR STATISTICS—Classifying the Men in Service from the Various Oregon Counties

Nature of Service or Classification	Baker	Benton	Clackamas	Clatsop	Columbia	Coos	Crook	Curry	Deschutes	Douglas	Gilliam	Grant	Harney	Hood River	Jackson	Jefferson	Josephine	Klamath	Lake
Served in army	870	601	1,151	1,210	570	856	233	147	389	925	203	283	239	365	975	172	407	571	265
Served in navy	131	155	337	220	138	173	29	35	88	200	25	31	51	70	226	19	66	84	41
Served in marine corps	28	19	71	18	10	33	6	1	22	26	7	4	7	13	48	2	7	8	3
Served in nurse corps	2	-----	1	11	1	3	-----	-----	1	1	-----	-----	-----	2	4	1	2	-----	-----
Yeomanettes	2	-----	1	2	-----	-----	-----	-----	1	1	-----	-----	-----	-----	18	-----	2	1	1
Total in service	1,033	775	1,561	1,461	719	1,065	268	183	501	1,153	235	318	297	450	1,271	194	484	664	310
Volunteered	508	503	879	622	343	528	122	80	233	632	82	133	111	295	760	80	265	246	111
Drafted	525	272	682	839	376	537	146	103	268	521	153	185	186	155	511	114	219	418	199
Officers	31	108	64	65	20	41	8	7	19	46	3	6	11	28	74	6	17	19	13
Overseas service	364	231	522	465	223	332	82	68	174	387	87	115	105	171	424	74	170	271	118
U. S. service	669	544	1,039	996	496	733	186	115	327	766	148	203	192	279	847	120	314	393	192
Served in battle	36	31	72	43	30	38	7	11	21	36	16	9	16	11	35	8	16	27	12
Wounded	18	22	37	32	22	21	3	7	12	19	11	7	13	6	16	3	11	21	10
Killed in action	15	6	16	7	6	14	3	4	6	10	3	2	2	1	10	5	2	6	2
Died of other causes	24	13	26	25	10	19	5	3	11	28	3	7	5	7	25	6	14	11	7
Total deaths	39	19	42	32	16	33	8	7	17	38	6	9	7	8	35	11	16	17	9
Discharged as disabled	34	6	48	53	18	26	14	8	21	31	10	8	12	8	36	7	18	38	17
Cited or decorated	8	5	10	3	1	2	2	-----	3	4	-----	2	1	5	9	-----	1	4	2
Deserted	4	3	5	5	4	7	3	1	-----	4	1	-----	-----	-----	-----	-----	-----	-----	-----
Dishonorably discharged	1	2	-----	4	4	3	1	-----	1	2	3	-----	1	3	1	-----	1	1	2
Conscientious objectors	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Nature of Service or Classification	Lane	Lincoln	Linn	Malheur	Marion	Morrow	Multnomah	Polk	Sherman	Tillamook	Umatilla	Union	Wallowa	Wasco	Washington	Wheeler	Yamhill	Unclassified as to county	Total
Served in army	1,770	200	908	566	2,025	224	12,731	565	173	384	1,022	827	445	558	945	163	825	453	35,216
Served in navy	277	68	251	56	471	50	2,670	105	28	71	210	103	50	113	227	14	194	32	7,109
Served in marine corps	79	20	27	12	78	10	631	26	5	10	76	81	13	23	44	8	34	1	1,511
Served in nurse corps	7	-----	3	-----	13	1	167	3	2	-----	-----	8	-----	4	2	-----	4	-----	243
Yeomanettes	23	1	-----	-----	1	-----	25	1	-----	-----	5	-----	-----	-----	1	-----	1	-----	87
Total in service	2,156	287	1,189	634	2,588	285	16,224	700	208	465	1,313	1,019	508	608	1,219	185	1,058	486	44,166
Volunteered	1,340	138	640	205	1,495	104	9,842	432	66	229	680	407	198	377	591	72	617	324	24,386
Drafted	816	151	549	429	1,093	181	6,382	268	142	236	627	522	310	321	628	113	441	162	19,780
Officers	148	5	47	16	137	2	1,364	45	2	7	59	33	8	24	36	-----	52	119	2,690
Overseas service	815	72	360	211	924	99	5,881	314	85	146	362	393	195	243	407	71	393	251	15,605
U. S. service	1,341	217	829	423	1,664	186	10,343	386	123	319	951	626	313	455	812	114	665	235	28,561
Served in battle	71	15	35	32	127	15	649	47	16	12	53	43	19	26	51	5	51	26	1,768
Wounded	40	13	25	25	82	12	398	31	11	9	30	22	6	16	31	4	34	20	1,100
Killed in action	14	3	6	4	26	1	119	11	2	4	11	7	7	3	14	1	13	1	367
Died of other causes	39	9	13	8	46	2	186	8	5	5	15	11	12	9	22	2	22	-----	663
Total deaths	53	12	19	12	72	3	305	19	7	9	26	18	19	12	36	3	35	1	1,030
Discharged as disabled	66	8	34	26	94	12	644	19	12	13	10	33	19	28	51	5	31	26	1,544
Cited or decorated	24	2	3	-----	15	3	157	7	2	3	12	2	-----	3	8	-----	10	42	355
Deserted	8	-----	5	1	9	2	95	3	1	1	4	4	1	4	2	3	2	-----	191
Dishonorably discharged	2	-----	1	2	4	-----	55	-----	-----	2	4	-----	-----	4	2	-----	-----	-----	100
Conscientious objectors	-----	-----	2	-----	10	-----	4	-----	-----	-----	-----	-----	-----	-----	1	-----	-----	-----	17

You're in the Army Now

The Testing Begins

Once a person was inducted into the Army, testing inevitably followed. Officials wanted to determine how to effectively use each soldier's knowledge, skills, and abilities. One examination included 10 test sections covering shapes, number sequences, word order, arithmetic story problems, current events and general knowledge, opposite words, common sense, number patterns, logic, and numerical sizes. Many of the questions were appropriate for the war service. Examples:

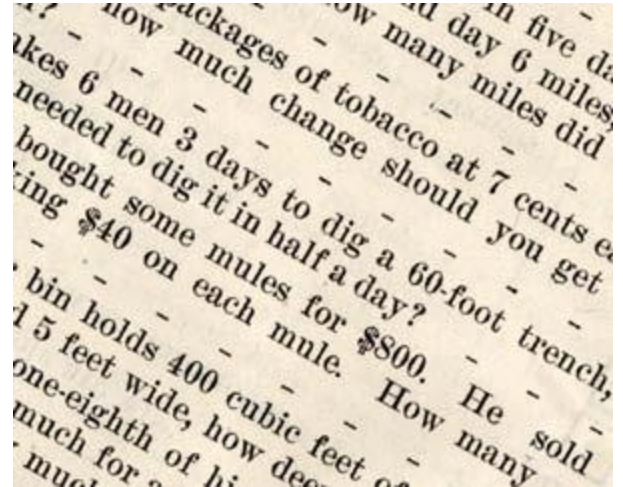
A certain division contains 3,000 artillery, 15,000 infantry, and 1,000 cavalry. If each branch is expanded proportionately until there are in all 20,900 men, how many will be added to the artillery? (Answer: 300)

A first class batter now averages around .300, .900, .600, .100 (Answer: In baseball good batters averaged around .300 or three hits in every 10 at bats.)

bushes trees roots have and their air the in (straighten out this sentence and tell if true or false. Answer: Trees and bushes have their roots in the air - False)

Innuendo - insinuation: Are these words the same or opposite? (Answer: Same).

Why is a telephone more useful than a telegraph? Because:
a.) it gets a quicker answer; b.) it uses more miles of wire;
c.) it is a more recent invention; d.) telephone wires can be put under ground. (Answer: a.) it gets a quicker answer.)



Inductees were given tests to determine their skills. Put yourself to the test. Nine of the ten tests include instructions. Test 1 does not. If you can figure it out, you deserve extra credit. Test 2 requires a partner. Answers are not provided.

The Stateside Daily Routine



Carl W. Jones of Brookings volunteered for the Army soon after the U.S. declared war in April 1917. He was assigned to Company B of the 4th U.S. Engineers based just across the Columbia River at the Vancouver Barracks in Washington State. Near the end of a summer of training, Jones described a typical day:

5:45 AM - Get up and dress.

6:00 AM - Reveille [or roll call]. Dismissed. Sweep and clean around cot, wash up, and ready for mess. ca.

Carl Jones trained
in Vancouver.
(OSA)

6:30 AM - Mess [breakfast]. Afterwards police [clean up] around quarters.

7:00 AM - Drill call. Some mornings have 30 minutes of exercises.

8:00-11:30 AM and 1-3 PM - Engineering school and drill, building trenches, barbed wire entanglements, obstacles, and all types of bridges. Also learn map reproducing, scouting, wig wag, and semaphore signals.

3 PM - Infantry drill. Certain days have practice hikes with increasing mileage and weight.

4 PM - Shower. Change clothes.

5 PM - Mess [dinner].

5:20 PM - Retreat [evening roll call]. After roll is called and all orders are repeated by the first sergeant, salute flag while "Star Spangled Banner" or "Colors" is played. ca.

6 PM - Dismissed.



Morning exercise was common in training camps.

(Image: freepages.military.rootsweb.com)

The Larger Routine

Jones went on to describe other routines at his Vancouver Barracks in a letter:

September 30, 1917

Dear Friends:

A few words from one of the Curry County boys, who enlisted on May 12.

...Saturday is weekly inspection. We line up in a battalion formation while the major looks us over. If we do not have our rifles and clothes clean and shoes polished we get extra Sunday kitchen police. After falling out we line up at the foot of our cots, all our articles are laid out on our cots, the major looking over all things to see if they are placed right.

If we are not on guard duty we have Saturday afternoon and Sunday to ourselves.

Each company of engineers has forty horses and eight pack mules for scouting and advance work. At present two soldiers and myself are detailed to shoe and take care of the horses' feet.

There are two barracks, mess house and a rear for each company, with enough room in between each cot to walk in and out.

When we do any reading, writing or studying we go to the Y.M.C.A. [Young Men's Christian Association], which has a course in French, which will be followed by other branches of education soon. Movies three times a week. Some evenings we have speakers from all over. Billy Sunday was here one day. The Home Guard girls of Portland have been giving us vocal and instrumental solos. Wednesday evenings we write home to mother, sweethearts and friends. Friday is stunt evening--sparring matches and anything else that will keep the boys in good humor. Sunday school at

nine o'clock, making a study of the life of Jesus. Evening meeting at 6:30, on the same plan as the Young People's Societies.

The "Y" [YMCA], furnishes us with the equipment to play all games that men and boys like. It is helping the soldiers to live cleaner and christian lives, so that when peace has come we will be citizens worthy of your trust.

May Curry County do her share toward the upbuilding of humanity. I was not born in Oregon, but my heart will be there always. I remain a volunteer for the country which stands for liberty and right.

Pvt. Carl W. Jones.
Of Spring Brook Farm, Brookings, Oregon

Notes

(Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 3; Personal Military Service Records, World War I, Box 2, Curry County, School District No. 11)

FORM A

GROUP EXAMINATIONS a AND b

GROUP NO. _____

Name _____ Age _____

Company _____ Battalion _____ Regiment _____ Division _____

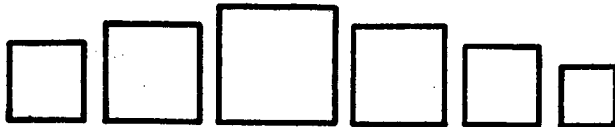
In what country born? _____ Years in U. S.? _____ Race _____

Occupation _____ Weekly Wages _____

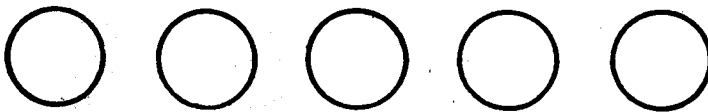
Schooling: Grades, 1. 2. 3. 4. 5. 6. 7. 8: _____ High or Prep. School, Year 1. 2. 3. 4: _____ College, Year 1. 2. 3. 4. _____

TEST 1

1.



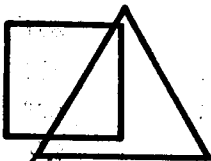
2.



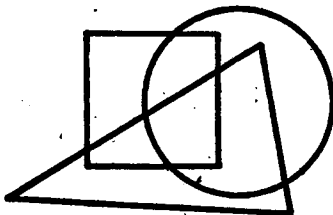
3.



4.



5.



6.

34-79-56-87-68-25-82-47-27-31-64-93-71-41-52-99

7.

MILITARY - GUN - CAMP

8.



9.

Yes No

10.

A B C D E F G H I J K L M N O P

TEST 2

This is a test to see how many figures you can remember and write down after they are spoken.

In the first row of empty squares write the first set of figures you hear, as shown in the samples; in the second row write the second set you hear, and so on.

Sample one - - - - - - - **475**

Sample two - - - - - - - **8 / 4**

Three figures: First set - - - -

--	--	--

“ “ Second set - - - -

--	--	--

Four figures: First Set - - -

--	--	--	--

“ “ Second set - - -

--	--	--	--

Five figures: **First set** - - -

--	--	--	--	--

“ “ Second set - -

--	--	--	--	--

Six figures: First set - -

--	--	--	--	--	--

“ “ Second set - -

--	--	--	--	--	--

Seven figures: First set - -

--	--	--	--	--	--	--

[illegible]

Eight figures: **First set** - -

--	--	--	--	--	--	--	--

[illegible]

Nine figures: **First set** -

--	--	--	--	--	--	--	--	--

[illegible]

TEST 3

The words

MORNING THE RISES EVERY SUN

in that order don't make a sentence; but they would make a sentence if put in the right order:

THE SUN RISES EVERY MORNING

and this statement is true.

Again, the words

ANIMAL A IS THE RARE DOG

would make a sentence if put in the order:

THE DOG IS A RARE ANIMAL

but this statement is false.

Below are twenty mixed-up sentences. Some of them are true and some are false. When I say "go," take these sentences one at a time. Decide what each sentence *would* say if the words were straightened out, but don't write them yourself. Then, if what it would say is true, draw a line under the word "true;" if what it would say is false, draw a line under the word "false." If you cannot be sure, guess. The two samples are already marked as they should be. Begin with No. 1 and work right down the page until time is called.

SAMPLES	morning the rises every sun	_____true_____false	
	animal a is the rare dog	_____true_____false	
1	wood guns of made are	_____true_____false	1
2	people are many candy of fond	_____true_____false	2
3	war in are useful airplanes the	_____true_____false	3
4	must die men all	_____true_____false	4
5	property floods life and destroy	_____true_____false	5
6	grow a climate oranges cold in	_____true_____false	6
7	days there in are week eight a	_____true_____false	7
8	months warmest are summer the	_____true_____false	8
9	are and apples long thin	_____true_____false	9
10	clothing valuable are for and wool cotton	_____true_____false	10
11	health necessary camp a is to clean	_____true_____false	11
12	Germany of Wilson king is England and	_____true_____false	12
13	work like men all	_____true_____false	13
14	water cork on float will not	_____true_____false	14
15	iron paper made of is filings	_____true_____false	15
16	tropics is in the produced rubber	_____true_____false	16
17	fish hunt and like boys to never	_____true_____false	17
18	size now of guns use are great in	_____true_____false	18
19	bushes trees roots have and their air the in	_____true_____false	19
20	not bees lazy and are ants called	_____true_____false	20

TEST 4

Get the answers to these examples as quickly as you can.
Use the side of this page to figure on if you need to.

-
- SAMPLES { 1 How many are 5 men and 10 men? ----- Answer (15)
 2 If you walk 4 miles an hour for 3 hours, how far
 do you walk?----- Answer (12)
- 1 How many are 30 men and 7 men? _ _ _ _ _ Answer ()
 - 2 If you save \$7 a month for 4 months, how much will you
 save? _ _ _ _ _ Answer ()
 - 3 If 24 men are divided into squads of 8, how many squads will
 there be? _ _ _ _ _ Answer ()
 - 4 Mike had 12 cigars. He bought 3 more, and then smoked 6.
 How many cigars did he have left? _ _ _ _ _ Answer ()
 - 5 A company advanced 5 miles from their trenches and retreated
 3 miles. How far were they from their trenches then? _ Answer ()
 - 6 How many hours will it take a truck to go 66 miles at the
 rate of 6 miles an hour? _ _ _ _ _ Answer ()
 - 7 How many cigars can you buy for 50 cents at the rate of 2 for
 5 cents? _ _ _ _ _ Answer ()
 - 8 A regiment marched 40 miles in five days. The first day they
 marched 9 miles, the second day 6 miles, the third 10 miles,
 the fourth 8 miles. How many miles did they march the last
 day? _ _ _ _ _ Answer ()
 - 9 If you buy 2 packages of tobacco at 7 cents each and a pipe for
 65 cents, how much change should you get from a two-dol-
 lar bill? _ _ _ _ _ Answer ()
 - 10 If it takes 6 men 3 days to dig a 60-foot trench, how many
 men are needed to dig it in half a day? _ _ _ _ _ Answer ()
 - 11 A dealer bought some mules for \$800. He sold them for
 \$1000, making \$40 on each mule. How many mules were
 there? _ _ _ _ _ Answer ()
 - 12 A rectangular bin holds 400 cubic feet of lime. If the bin is
 10 feet long and 5 feet wide, how deep is it? _ _ _ Answer ()
 - 13 A recruit spent one-eighth of his spare change for post cards
 and four times as much for a box of letter paper, and then had
 90 cents left. How much money did he have at first? _ _ Answer ()
 - 14 If $3\frac{1}{2}$ tons of coal cost \$21, what will $5\frac{1}{2}$ tons cost? _ _ Answer ()
 - 15 A ship has provisions to last her crew of 500 men 6 months.
 How long would it last 1200 men? _ _ _ _ _ Answer ()
 - 16 If a man runs a hundred yards in 10 seconds, how many feet
 does he run in a fifth of a second? _ _ _ _ _ Answer ()
 - 17 A U-boat makes 8 miles an hour under water and 15 miles on
 the surface. How long will it take to cross a 100-mile chan-
 nel, if it has to go two-fifths of the way under water? _ _ Answer ()
 - 18 If 241 squads of men are to dig 4,097 yards of trench, how
 many yards must be dug by each squad? _ _ _ _ _ Answer ()
 - 19 A certain division contains 3,000 artillery, 15,000 infantry and
 1,000 cavalry. If each branch is expanded proportionately
 until there are in all 20,900 men, how many will be added to
 the artillery? _ _ _ _ _ Answer ()
 - 20 A commission house which had already supplied 1,897 barrels
 of apples to a cantonment delivered the rest of its stock to 29
 mess halls. Each mess hall received 54 barrels. What was the
 total number of barrels supplied? _ _ _ _ _ Answer ()

TEST 5

Notice the sample sentence:

People hear with the eyes ears nose mouth

The correct word is *ears*, because it makes the truest sentence.

In each of the sentences below, you have four choices for the last word. Only one of them is correct. In each sentence draw a line under the one of these four words which makes the truest sentence. If you cannot be sure, guess. The two samples are already marked as they should be.

SAMPLES { People hear with the eyes ears nose mouth
 France is in Europe Asia Africa Australia

- 1 The snow comes in winter fall summer spring
- 2 The lungs are for seeing breathing digestion hearing
- 3 Milk comes from oxen cows trees vines
- 4 Squirrels eat mostly grass mice nuts birds
- 5 The anvil is used in blacksmithing carpentry typewriting bookkeeping
- 6 The Panama Canal was built by Russia England Mexico United States
- 7 Eggs come from trees roosters hens dogs
- 8 A blue-jay is a bird flower stone vegetable
- 9 The oak is a tree flower bush vine
- 10 The terrier is a goat cat rabbit dog
- 11 Seven-up is played with rackets cards pins dice
- 12 Denver is in Ohio Georgia Colorado Michigan
- 13 The Leghorn is a kind of horse chicken fish cattle
- 14 Robert E. Lee was most famous in literature war religion science
- 15 The slaves were freed by Napoleon I George Washington Abraham Lincoln Metternich
- 16 The main factory of the Ford automobile is in Bridgeport Cleveland Detroit Youngstown
- 17 Silk comes from a kind of crab worm beetle plant
- 18 Rain-water is fresh salt acid sour
- 19 The Declaration of Independence was signed in Detroit Boston Philadelphia Lexington
- 20 The artichoke is a fish lizard vegetable snake
- 21 The airplane was invented in Italy United States Spain Austria
- 22 The forward pass is used in tennis hand-ball chess foot ball
- 23 Jess Willard is a fortune-teller labor-leader pugilist singer
- 24 Revolvers are made by Smith & Wesson Armour & Co. Ingersoll Anhaeuser-Busch
- 25 The currant grows on a vine sheep tree bush
- 26 General Lee surrendered at Appomattox in 1812 1886 1865 1832
- 27 A first class batter now averages around .300 .900 .600 .100
- 28 The Pittsburgh team is called Giants Cubs Pirates Tigers
- 29 The Union Commander at Mobile Bay was Dewey Sampson Schley Farragut
- 30 Among the allies of Germany is Norway Rumania Bulgaria Portugal
- 31 To set fire to a house is called larceny incest mayhem arson
- 32 The spark-plug of a gas engine belongs in the crank case manifold cylinder carburetor
- 33 The Percheron is a horse cow sheep goat
- 34 The unit of electro-motive force is the volt watt ampere ohm
- 35 Lincoln was President just after Buchanan Hayes Madison Polk
- 36 The author of the "Scarlet Letter" is Poe Hawthorne Cooper Holmes
- 37 Bile is made in the liver kidneys spleen stomach
- 38 John Sargent is a well known author scientist politician painter
- 39 Cheviot is a kind of silk cotton wool linen
- 40 The color of chlorine gas is red blue brown green

TEST 6

If the two words of a pair mean the same or nearly the same, draw a line under *same*. If they mean the opposite or nearly the opposite, draw a line under *opposite*. If you cannot be sure, guess. The two samples are already marked as they should be.

SAMPLES	good - bad	same	<u>opposite</u>	
	little - small	<u>same</u>	opposite	
1	empty - full	same	opposite	1
2	fall - rise	same	opposite	2
3	confess - admit	same	opposite	3
4	hill - valley	same	opposite	4
5	allow - permit	same	opposite	5
6	expand - contract	same	opposite	6
7	class - group	same	opposite	7
8	former - latter	same	opposite	8
9	shy - timid	same	opposite	9
10	delicate - tender	same	opposite	10
11	extinguish - quench	same	opposite	11
12	absurd - probable	same	opposite	12
13	violent - mild	same	opposite	13
14	definite - vague	same	opposite	14
15	concave - convex	same	opposite	15
16	champion - advocate	same	opposite	16
17	adapt - conform	same	opposite	17
18	confidence - suspicion	same	opposite	18
19	debase - exalt	same	opposite	19
20	hatred - malevolence	same	opposite	20
21	new - old	same	opposite	21
22	mental - physical	same	opposite	22
23	assert - maintain	same	opposite	23
24	lax - strict	same	opposite	24
25	repress - restrain	same	opposite	25
26	elated - dejected	same	opposite	26
27	amenable - tractable	same	opposite	27
28	avert - prevent	same	opposite	28
29	reverence - veneration	same	opposite	29
30	fallacy - verity	same	opposite	30
31	amateur - professional	same	opposite	31
32	pompous - ostentatious	same	opposite	32
33	amplify - condense	same	opposite	33
34	apathy - indifference	same	opposite	34
35	effeminate - virile	same	opposite	35
36	benign - genial	same	opposite	36
37	acme - climax	same	opposite	37
38	innuendo - insinuation	same	opposite	38
39	aphorism - maxim	same	opposite	39
40	vesper - matin	same	opposite	40

TEST 7

This is a test of common sense. Below are ten questions. Four answers are given to each question. You are to look at the answers carefully; then make a cross in the square before the best answer to each question, as in the sample:

SAMPLE { Why do we use stoves? Because

<input type="checkbox"/>	they look well
<input type="checkbox"/>	they are black
<input checked="" type="checkbox"/>	they keep us warm
<input type="checkbox"/>	they are made of iron

Here the third answer is the best one and is marked with a cross. Begin with No. 1 and keep on until time is called.

-
- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|------------------------|--------------------------|----------------------------|--------------------------|----------------|--------------------------|-------------------------------|--------------------------|-----------------|--------------------------|------------------------------|--------------------------|----------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|------------------|--------------------------|-----------------------|--------------------------|-----------------------|--------------------------|---------------|--------------------------|------------------|--------------------------|-------------------------|--------------------------|-----------------------------------|--------------------------|---------------------------|--------------------------|---|--------------------------|------------------------------|--------------------------|-------------------------------------|---|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|-------------------------------|--------------------------|---|--------------------------|---------------------------------|--------------------------|-----------------------------------|--------------------------|--------------------|--------------------------|-------------------------------|--------------------------|-----------------------------|--------------------------|---|--------------------------|---|--------------------------|--|--------------------------|----------------------|--------------------------|----------------------------------|--------------------------|-----------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------------|--------------------------|-----------------------|--------------------------|---------------------|--------------------------|--------------------------------|
| <p>1 Why ought every man to be educated? Because</p> <table><tbody><tr><td><input type="checkbox"/></td><td>Roosevelt was educated</td></tr><tr><td><input type="checkbox"/></td><td>it makes a man more useful</td></tr><tr><td><input type="checkbox"/></td><td>it costs money</td></tr><tr><td><input type="checkbox"/></td><td>some educated people are wise</td></tr></tbody></table> <p>2 Why ought a grocer to own an automobile? Because</p> <table><tbody><tr><td><input type="checkbox"/></td><td>it looks pretty</td></tr><tr><td><input type="checkbox"/></td><td>it is useful in his business</td></tr><tr><td><input type="checkbox"/></td><td>it uses rubber tires</td></tr><tr><td><input type="checkbox"/></td><td>it saves railroad fare</td></tr></tbody></table> <p>3 Why is beef better food than cabbage? Because</p> <table><tbody><tr><td><input type="checkbox"/></td><td>it is harder to obtain</td></tr><tr><td><input type="checkbox"/></td><td>it tastes better</td></tr><tr><td><input type="checkbox"/></td><td>it is more nourishing</td></tr><tr><td><input type="checkbox"/></td><td>it comes from animals</td></tr></tbody></table> <p>4 Why are doctors useful? Because they</p> <table><tbody><tr><td><input type="checkbox"/></td><td>heal the sick</td></tr><tr><td><input type="checkbox"/></td><td>know about herbs</td></tr><tr><td><input type="checkbox"/></td><td>understand human nature</td></tr><tr><td><input type="checkbox"/></td><td>always have pleasant dispositions</td></tr></tbody></table> <p>5 Why judge a man by what he does rather than by what he says? Because</p> <table><tbody><tr><td><input type="checkbox"/></td><td>it is wrong to tell a lie</td></tr><tr><td><input type="checkbox"/></td><td>what a man does shows what he really is</td></tr><tr><td><input type="checkbox"/></td><td>it is wrong to judge anybody</td></tr><tr><td><input type="checkbox"/></td><td>a deaf man cannot hear what is said</td></tr></tbody></table> | <input type="checkbox"/> | Roosevelt was educated | <input type="checkbox"/> | it makes a man more useful | <input type="checkbox"/> | it costs money | <input type="checkbox"/> | some educated people are wise | <input type="checkbox"/> | it looks pretty | <input type="checkbox"/> | it is useful in his business | <input type="checkbox"/> | it uses rubber tires | <input type="checkbox"/> | it saves railroad fare | <input type="checkbox"/> | it is harder to obtain | <input type="checkbox"/> | it tastes better | <input type="checkbox"/> | it is more nourishing | <input type="checkbox"/> | it comes from animals | <input type="checkbox"/> | heal the sick | <input type="checkbox"/> | know about herbs | <input type="checkbox"/> | understand human nature | <input type="checkbox"/> | always have pleasant dispositions | <input type="checkbox"/> | it is wrong to tell a lie | <input type="checkbox"/> | what a man does shows what he really is | <input type="checkbox"/> | it is wrong to judge anybody | <input type="checkbox"/> | a deaf man cannot hear what is said | <p>6 Why is the telephone more useful than the telegraph? Because</p> <table><tbody><tr><td><input type="checkbox"/></td><td>it gets a quicker answer</td></tr><tr><td><input type="checkbox"/></td><td>it uses more miles of wire</td></tr><tr><td><input type="checkbox"/></td><td>it is a more recent invention</td></tr><tr><td><input type="checkbox"/></td><td>telephone wires can be put under ground</td></tr></tbody></table> <p>7 Why are war-ships painted gray? Because gray paint</p> <table><tbody><tr><td><input type="checkbox"/></td><td>is cheaper than any other color</td></tr><tr><td><input type="checkbox"/></td><td>is more durable than other colors</td></tr><tr><td><input type="checkbox"/></td><td>does not show dirt</td></tr><tr><td><input type="checkbox"/></td><td>makes the ships harder to see</td></tr></tbody></table> <p>8 If you find a lost 2-year-old baby on a city street, what should you do?</p> <table><tbody><tr><td><input type="checkbox"/></td><td>take him to the post office</td></tr><tr><td><input type="checkbox"/></td><td>ask him where he lives and take him there</td></tr><tr><td><input type="checkbox"/></td><td>ask the police to help you or leave him with them</td></tr><tr><td><input type="checkbox"/></td><td>if he is a nice child take him to your home and keep him</td></tr></tbody></table> <p>9 Why is agriculture valuable? Because</p> <table><tbody><tr><td><input type="checkbox"/></td><td>it supplies luxuries</td></tr><tr><td><input type="checkbox"/></td><td>it makes work for the unemployed</td></tr><tr><td><input type="checkbox"/></td><td>the farmers feed the nation</td></tr><tr><td><input type="checkbox"/></td><td>the great men are raised on farms</td></tr></tbody></table> <p>10 Why is tennis good exercise? Because</p> <table><tbody><tr><td><input type="checkbox"/></td><td>it is played with rubber balls</td></tr><tr><td><input type="checkbox"/></td><td>it demands clear eyes</td></tr><tr><td><input type="checkbox"/></td><td>it is very exciting</td></tr><tr><td><input type="checkbox"/></td><td>it calls for vigorous movement</td></tr></tbody></table> | <input type="checkbox"/> | it gets a quicker answer | <input type="checkbox"/> | it uses more miles of wire | <input type="checkbox"/> | it is a more recent invention | <input type="checkbox"/> | telephone wires can be put under ground | <input type="checkbox"/> | is cheaper than any other color | <input type="checkbox"/> | is more durable than other colors | <input type="checkbox"/> | does not show dirt | <input type="checkbox"/> | makes the ships harder to see | <input type="checkbox"/> | take him to the post office | <input type="checkbox"/> | ask him where he lives and take him there | <input type="checkbox"/> | ask the police to help you or leave him with them | <input type="checkbox"/> | if he is a nice child take him to your home and keep him | <input type="checkbox"/> | it supplies luxuries | <input type="checkbox"/> | it makes work for the unemployed | <input type="checkbox"/> | the farmers feed the nation | <input type="checkbox"/> | the great men are raised on farms | <input type="checkbox"/> | it is played with rubber balls | <input type="checkbox"/> | it demands clear eyes | <input type="checkbox"/> | it is very exciting | <input type="checkbox"/> | it calls for vigorous movement |
| <input type="checkbox"/> | Roosevelt was educated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it makes a man more useful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it costs money | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | some educated people are wise | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it looks pretty | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it is useful in his business | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it uses rubber tires | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it saves railroad fare | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it is harder to obtain | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it tastes better | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it is more nourishing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it comes from animals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | heal the sick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | know about herbs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | understand human nature | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | always have pleasant dispositions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it is wrong to tell a lie | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | what a man does shows what he really is | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it is wrong to judge anybody | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | a deaf man cannot hear what is said | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it gets a quicker answer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it uses more miles of wire | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it is a more recent invention | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | telephone wires can be put under ground | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | is cheaper than any other color | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | is more durable than other colors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | does not show dirt | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | makes the ships harder to see | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | take him to the post office | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | ask him where he lives and take him there | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | ask the police to help you or leave him with them | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | if he is a nice child take him to your home and keep him | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it supplies luxuries | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it makes work for the unemployed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | the farmers feed the nation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | the great men are raised on farms | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it is played with rubber balls | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it demands clear eyes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it is very exciting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | it calls for vigorous movement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
- Go to No. 6 above

TEST 8

In the lines below, each number is gotten in a certain way from the numbers coming before it. Study out what this way is in each line, and then write in the space left for it the number that should come next. The first two lines are already filled in as they should be.

SAMPLES	{	2,	4,	6,	8,	10,	.. 12 ..
		11,	12,	14,	15,	17,	.. 18 ..
		5,	6,	7,	8,	9,	.....
		9,	11,	13,	15,	17,	.....
		12,	10,	8,	6,	4,	.....
		6,	9,	12,	15,	18,	.....
		2,	3,	5,	8,	12,	.....
		34,	36,	38,	40,	42,	.....
		24,	27,	28,	31,	32,	.....
		28,	31,	33,	36,	38,	.....
		34,	36,	39,	41,	44,	.....
		46,	44,	41,	39,	36,	.....
		42,	41,	37,	36,	32,	.....
		39,	34,	30,	25,	21,	.....
		52,	44,	36,	28,	20,	.....
		15,	18,	24,	33,	45,	.....
		74,	71,	65,	56,	44,	.....

TEST 9

SAMPLES { sky—blue : grass—(grow, green, cut, dead)
 fish—swims : man—(boy, woman, walks, girl)
 day—night : white—(red, black, clear, pure)

In each of the lines below, the first two words have a certain relation. Notice that relation and draw a line under the *one* word in the parenthesis which has that particular relation to the third word. Begin with No. 1 and mark as many sets as you can before time is called.

- 1 cradle—baby : stable—(horse, man, dog, cat) ----- 1
- 2 man—home : bird—(nest, fly, insect, tree) ----- 2
- 3 ear—hear : eye—(hair, blue, see, eyebrow) ----- 3
- 4 go—come : sell—(leave, buy, money, papers) ----- 4
- 5 dress—woman : feathers—(bird, neck, feet, bill) ----- 5
- 6 water—drink : bread—(cake, eat, coffee, pie) ----- 6
- 7 shoe—foot : hat—(coat, nose, head, collar) ----- 7
- 8 January—February : June—(July, May, month, year) ----- 8
- 9 hour—minute : minute—(man, week, second, short) ----- 9
- 10 handle—hammer : knob—(key, door, shut, room) ----- 10
- 11 abide—depart : stay—(over, home, play, leave) ----- 11
- 12 hope—despair : happiness—(frolic, fun, joy, sadness) ----- 12
- 13 success—joy : failure—(sadness, success, fail, work) ----- 13
- 14 bold—timid : advance—(proceed, retreat, campaign, soldier) ----- 14
- 15 tiger—carnivorous : horse—(cow, pony, herbivorous, buggy) ----- 15
- 16 above—below : top—(spin, bottom, surface, side) ----- 16
- 17 lion—animal : rose—(smell, leaf, plant, thorn) ----- 17
- 18 food—man : gasoline—(gas, oil, automobile, spark) ----- 18
- 19 pretty—ugly : attract—(fine, repel, nice, draw) ----- 19
- 20 peninsula—land : bay—(boats, pay, ocean, Massachusetts) ----- 20
- 21 eat—fat : starve—(thin, food, bread, thirsty) ----- 21
- 22 picture—see : sound—(noise, music, bark, hear) ----- 22
- 23 pupil—teacher : child—(parent, doll, youngster, obey) ----- 23
- 24 city—mayor : army—(navy, soldier, general, private) ----- 24
- 25 establish—begin : abolish—(slavery, wrong, abolition, end) ----- 25
- 26 December—January : last—(least, worst, month, first) ----- 26
- 27 giant—dwarf : large—(big, monster, queer, small) ----- 27
- 28 engine—caboose : beginning—(commence, cabin, end, train) ----- 28
- 29 wool—sheep : fur—(cat, birds, hat, coat) ----- 29
- 30 quarrel—enemy : agree—(friend, disagree, agreeable, foe) ----- 30
- 31 razor—sharp : hoe—(bury, dull, cuts, tree) ----- 31
- 32 winter—summer : cold—(freeze, warm, wet, January) ----- 32
- 33 sailor—navy : soldier—(gun, cap, hill, army) ----- 33
- 34 rudder—ship : tail—(bird, sail, dog, cat) ----- 34
- 35 granary—wheat : library—(desk, books, paper, librarian) ----- 35
- 36 tolerate—pain : welcome—(pleasure, unwelcome, friends, give) ----- 36
- 37 sand—glass : clay—(stone, hay, bricks, dirt) ----- 37
- 38 moon—earth : earth—(ground, Mars, sun, sky) ----- 38
- 39 tears—sorrow : laughter—(joy, smile, girls, grin) ----- 39
- 40 cold—ice : heat—(lightning, warm, steam, coat) ----- 40

TEST 10

Draw a line under the largest number and also under the smallest number in every column on the page.

Samples		Begin Here								
34	31	12	47	75	41	49	57	14	45	
79	48	64	56	11	91	54	53	50	77	
87	66	17	29	24	16	88	27	93	46	
68	26	23	61	55	12	42	15	84	73	
25	60	70	69	37	36	29	97	44	38	
82	98	33	20	39	75	22	58	90	54	
27	33	93	71	38	18	79	19	32	70	
30	23	45	68	49	60	43	85	74	89	
19	52	87	48	88	92	35	81	17	42	
24	78	28	26	15	96	47	57	91	31	

816	181	197	102	279	908
629	206	653	135	183	955
118	995	604	454	162	646
192	444	159	550	798	112
691	785	846	734	193	827
232	813	196	749	290	807
861	895	678	235	833	770
885	605	958	563	933	492
137	585	672	875	431	418
815	178	877	890	552	806

3049	1185	3491	4982	2968	2170
7367	4838	5421	4538	1456	7997
4751	2778	6522	7461	1275	7329
6319	3132	3887	6679	6920	7752
1855	2428	9786	8083	2513	2220
8180	9096	6426	2369	8959	8631
1216	3692	7170	4643	5776	6126
9330	9953	9572	3288	4477	9675
3594	1217	8441	9815	8792	3455
4412	8413	6937	5043	7522	7180

Life at the Naval Training Station

Robert Blumenstein grew up in Elgin and got a job as a car inspector for the railroad. By March 1917, his younger brother, David, had already left his post office job to join the Army. He was stationed at the Vancouver Barracks and soon sent letters back to the family. Perhaps one of these letters inspired Robert to enlist six months later. He could help his country win the war and see the world at the same time if he joined the Navy.

A Very Different Place

Blumenstein's naval career started at the bottom as an apprentice seaman. The Navy wasted no time in sending him to the Naval Training Station at San Francisco. More specifically, he was stationed at Goat Island, now known as Yerba Buena Island, in the San Francisco Bay. The scenic vista from the station was striking to a young man from a small eastern Oregon town:

"On nights when there is no fog the view from there [a hill on the island] is great. Frisco is about two miles across the bay to the west and Oakland about the same distance to the east of the island. Both cities are lit up by thousands of electric lights and large ferries are continually crossing the bay. In the daytime you can see ships coming in and others leaving, bound for all parts of the world. There are a couple of warships lying [sic] at anchor in the Frisco harbor [sic] now, I think one of them is the old Oregon [USS Oregon

Sports as Training for War



USS Alert baseball team circa 1918 (Image: San Diego Historical Society)

Drilling, studying, chores, sleeping, and eating consumed most of the time of men stationed at military training facilities. Yet, many weekend days were relatively free. Commanders encouraged a range of pursuits as long as they were "morally healthy."

Boxing and wrestling matches were a common way to blow off steam. Robert Blumenstein noted one such encounter: "Charley Weis had a fight with a fellow in our Company and gave him a good licking. They wore boxing gloves."

Baseball was a popular way to keep competitive juices flowing. Blumenstein's brother, David, serving in the Army couldn't help but crow about his exploits: "Well we finally won the championship of the regiment. Won ten straight games and have lost none. No team has

battleship that served as flagship of the Pacific Fleet]."

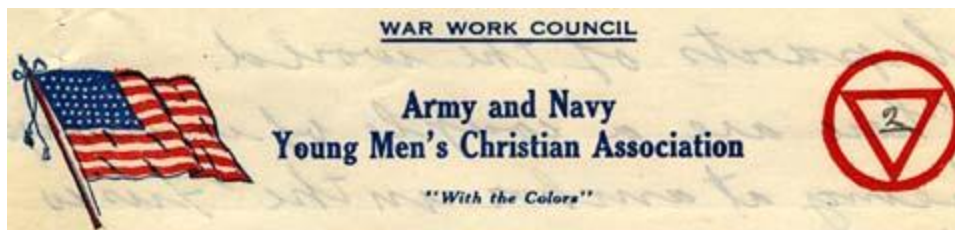
Blumenstein's appreciation of his station waned on foggy days, however. It was so thick at times and so difficult to see that it reminded him of winter snow storms in Elgin. When the fog would roll in off the ocean "two blankets hardly keep one warm enough."

scored more than two runs and we always got from five to ten. I got to pitch against the champs of the 2nd Battalion, F Co. and won nine to one.... Tell Ed Mason we have a team like the one the last year we played. There [They're] the hardest hitting bunch in the Regiment and any of them are liable to knock the old ball out of the lot."

Vaccinations Come Early

By World War I, vaccinations were becoming routine for those serving in the military. Certainly, the risks of death from disease rivaled those related directly to combat and military planners were keen to cut losses wherever they could. As a result, Blumenstein and many others endured a series of vaccinations, often including smallpox and typhoid.

Because the use of vaccines on such a large scale was relatively new and still inexact, negative reactions were not uncommon and deaths sometimes followed. Blumenstein described his experiences:



Oct.6.17

Dear Folks:

...I had my last T.P. [typhoid vaccination?] a week ago. I have been vaccinated three times but neither one has taken. When we got our second T.P. they injected the serum from a tube five inches long and one half inches in diameter into our right arms, the first and the last shot was only half as large. After each shot we would have a headache and fever for a day then we would feel all right except for a sore arm. A few of the fellows fell over before the doctors had time to use the needle but he gave it to them while they were on the floor just the same....

Truly yours, Rob

Guard Duty

Blumenstein had to stand guard duty periodically. The radio station on the top of the hill required particular attention since it was, he believed, the largest wireless station on the West Coast. It was a key naval communications asset and had to be protected. Four guards would watch over the radio station

during the day but 16 drew duty at night, slowly walking within sight of each other and allowing only those with passes near the radio station.

Heads Up



Army recruits train during World War I. Soldiers, sailors, and marines all drilled long hours. (Image, freepages.military.rootsweb.com)

Blumenstein and his company spent much of their days drilling and in spite of the sense of bewilderment that came with learning new drills, he was satisfied they were "pretty good and have the cleanest company up here." Blumenstein had an incentive to stay focused: "If any of the men don't pay attention to orders when we are having battalion drill they are made to ride their guns behind the band like kids used to ride stick horses." Blumenstein managed to avoid the fate but several others each day would "ride their guns."

Life After Drilling

The seemingly constant drilling led to healthy appetites. While the food may not have been remarkable, often consisting of potatoes, meat, and eggs, the quantities consumed reminded Blumenstein of what a ravenous saw mill crew would eat. Still, with all of the food, he craved more sweets such as fruit and jellies. That problem was solved by eating candy purchased at the canteen. Yet money was strictly limited. The sailors could not draw all of their pay until they completed training. In the meantime, they had just been issued their first pay of two dollars each.

Without much money to spend and infrequent shore leave, the men spent much of their free time reading and writing letters to family and friends. While the Navy experience was an adventure, homesickness still played a part for many who had never left their homes before enlisting: "Seems like mail time is the best part of the day when everyone is looking for letters from home." And, with limited drills on the weekends, writing became a very popular activity: "It is hard to find a pen and ink to write with on Sat and Sun as everyone is spending his spare time writing."



Soldiers sit down to eat in a camp mess hall. No branch of the service was known for the exceptional quality of its food, but at least there was a lot of it. (Image, freepages.military.rootsweb.com)

Steering the Ship

After he completed training in November, Blumenstein went on to successful service in the Navy. He was promoted to seaman second class and three months later became a seaman serving on the USS Dorothea that operated in the West Indies during the war. The ship patrolled in Mexican waters and along the southern coast of the U.S. until 1918. In December 1917 Blumenstein gained promotion to coxswain. His duty, among other tasks, involved steering the ship. Soon after, the Dorothea sailed from New Orleans for Havana, Cuba, where it was used for the remainder of the war to train Cuban naval officers. Months after the signing of the Armistice, Blumenstein was discharged at Puget Sound Washington, thus ending his wartime career.

Notes

The Harrowing Life of a Combat Engineer

Tough Assignment

After training at Vancouver Barracks in Washington and several months at Camp Greene, North Carolina, Carl W. Jones of Brookings finally made it to Europe in May 1918. As a combat engineer, his job was often one of the most dangerous around. It included clearing the way for infantry to advance. This could mean cutting through masses of barbed wire, installing pontoon bridges, or repairing roads. The engineers were often at the front lines of battle. Clyde Moore, a 23 year old combat engineer from Redmond, quoted one of his lieutenants: "When you look over what an Engineer has to know, you wonder what the H--- anybody else is supposed to know."

Marching alongside infantrymen, Jones carried a haversack that held two days rations, gun, ammunition, gas mask, hatchet, and a pair of quarter-inch bolt cutters (needed to cut the German barbed wire entanglements that were sometimes too strong for regular pliers to cut). A squad of engineers was often attached to each platoon of infantry to cut the ubiquitous barbed wire. Vital to the success of the mission, an engineer had to maintain calm under intense fire and show resourcefulness in the face of incredibly challenging situations.



American soldiers break through barbed wire to attack the enemy in this drawing. Combat engineers, such as Corporal Jones, often had responsibility to cut through barbed wire entanglements as the infantry advanced. (OSA, Historical Annual National Guard State of Oregon, 1939)



U.S. Army engineers use horses and trucks while building a road in France. Efficient transportation of troops and supplies was vital to the war effort. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 1)

"...My Division Went Over the Top"

On July 18 Jones's division advanced in the Chateau Thierry salient of France. As if a portent of the battle to come, the night before the advance "could not have been worse for the wind was awful and the rain terrible and everything as black as charcoal." Earlier he had passed a battlefield where thousands had died the year before and noted:

"...today the ground is covered with a mass of human skeletons."

In order for the division to advance far, it needed to cross the Vesle River. It fell to Jones and his fellow engineers to put a foot bridge across the river. But Jones could see the Germans in the woods on the other side of the river. When the enemy opened fire, his crew would drop as the bullets whizzed by their heads. When a light rocket would flare up, they would drop and lie perfectly still to avoid detection. Eventually, they completed the bridge and the division advanced.

Later, Jones had several more close encounters with German forces as he described in a letter to Curry County:

January 20, 1919

Judge John L. Childs:

My dear Sir:- Since fighting has ceased and peace will soon be signed I suppose you will want to know how one of the first bunch of volunteers came through the battles.

...At the zero hour we Engineers led the infantry, cutting a lane through the once unconquered mass, took several prisoners, also some snipers who held out till the very last. The snipers as a rule dropped where they were. We made seven kilometers that day. Here at the edge of the woods we met crack Prussian Regiments. We were out of range of our own artillery, so we held them with machine guns and one-pounders our infantry using the captured Hun machine guns as well as our own, giving them some of their own medicine. The next day our artillery was brought up and we went after them again. A couple of times I was ahead a half a mile of my outfit. Once three privates were picked off, leaving only the Sergeant and myself to get back safe. Another time several enemy machine guns were spitting lead around three of us but we got back without a scratch....

Corporal Carl W. Jones.
Of Spring Brook Farm, Brookings, Oregon

After the fifth day of the advance, Jones and his outfit were relieved by other soldiers and began to move

to the rear. Ironically, after tempting death so many times at the front, he was injured when a gas shell struck just ten feet in front of him. Jones suffered a thigh wound and was slightly gassed but later returned to his company. He attributed the injury to "troopers luck."

Notes

(Oregon State Defense Council Records, Personal Military Service Records, World War I, Box 2, Jones: Curry County, School District No. 11; Moore: Deschutes County School District No. 10)

Corporal Burns is Killed in Action

Not to Be Denied...

Frank Cassius Burns was a teenager when he moved from Ohio to the rolling hills of north-central Oregon with his family. But he quickly made friends and became part of the close-knit community of Condon in Gilliam County. After attending college at Mt. Angel, Burns returned to Condon to work as a clerk, and later treasurer, for a small local company.

Soon after the American declaration of war, Burns enlisted in the cavalry but was discharged because he was underweight. He returned to Condon resolved to gain the needed weight but once again was rejected. Undaunted, he kept trying and eventually was accepted, this time into the draft. Burns volunteered for active service with the infantry and within six weeks was under fire in France.

Observations of a Soldier

By early August 1918, his division was chasing the retreating Germans "so fast that it's hard to keep up with them." Burns lamented the destruction of the towns he passed through. Many of the towns were nothing but piles of rocks and rubbish. His ire for the enemy grew as he saw "beautiful homes with mirrors, carpets and pianos destroyed and churches with the alters hacked up and vestments and robes torn and destroyed." He was touched when marching through a village where just a few old people were left, who "...the minute they saw us came out crying and laughing for joy and they took hold of [us] to make sure they weren't dreaming."

He clearly enjoyed his good fortune in finally making it into battle: "...I went through a little bit of Hell and I stood the grind fine and dandy." Burns' patriotism rose during one advance when he was in the first wave of an attack:

"...I looked to both sides and behind me and all the boys were stepping forward with fixed bayonets and smiling faces just as far as I could see. It was great."

Still, with all of the bravado, he wasn't afraid to share his emotions with his brother: "You know, Jim, when a fellow gets into the big noise [battle], he isn't half as nervous as when he is on his way up, maybe fifty or sixty miles behind. I thought I'd be scared stiff when I got into it but I wasn't, in fact I didn't have time. The worst strain is when you are in the reserve waiting to go in."



Corporal Frank Burns, the first Gilliam County resident to die in World War I. (OSA)



Burns shows off the uniform he almost wasn't allowed to wear because of his light weight. (OSA)

"I Am Not Going to Live"

Taking advantage of his light weight, Burns served as a runner or message courier in an era when more technologically advanced battlefield communications were unreliable. He also volunteered to help with wounded soldiers.

Burns' last fight came on August 29 when his battalion was engaged in support of a battle at Chateau Thierry. The front line troops were retreating through his battalion as the Germans were counter attacking. The commanding officer sent Burns and another soldier to capture a German machine gun that five men had been operating from behind a railroad fill. But shells were falling dangerously close. One struck a direct hit on the machine gun, killing three men and wounding Burns who was just 25 feet away. Although he remained conscious, the highly explosive shell shattered his hips. Aware of his mortal wounds, Burns confided to his friends: "I am not going to live." After they tried to encourage him, he replied "I know what I am talking about." Burns died at a nearby dressing station early the next morning.

A Fallen Hero Remembered

In recognition of his bravery, Burns received the Distinguished Service Medal posthumously. He was eulogized by the Condon Globe newspaper as "Gilliam's first sacrifice in war for liberty and freedom of the entire world." The newspaper noted that his parents could at least have the consolation of knowing he was killed and not "taken to languish in a German prison camp." It added the question: "Killed in action...what more glorious epitaph can any man have?" Not long after his death, the local Condon chapter of the American Legion honored Burns by renaming itself "Frank Burns Post No. 25."



Letterhead reflects the renamed American Legion post in Condon. (OSA, Oregon Defense Council Records, Personal Military Service Records, World War I, Box 2, Gilliam County, School District No. 25)

Notes

(Oregon State Defense Council Records, Personal Military Service Records, World War I, Box 2, Gilliam County, School District No. 25)

Defying the Danger at Sea

Sailor Helps Mine the North Sea

In 1916 Ebert Philpott, a 21 year old from Bullards, just north of Bandon, traveled to the Portland recruiting station to enlist as an apprentice seaman in the Navy. Philpott trained for several months at the Naval Training Station on Goat Island in the San Francisco Bay. After a brief stint aboard the USS Alabama, he saw duty as a fireman second class on the minelayer USS Canonicus.

The naval mine became a primary Allied weapon against the German submarines during World War I. The cylindrical mines measured approximately 36 inches wide and were packed with 300 pounds of explosives.



Ebert Philpott in uniform.
(OSA)



Senior officers of Mine Squadron One in the North Sea in 1918. Philpott's commanding officer on the Canonicus, Captain Thomas L. Johnson, stands 2nd from left. (Photo #NH 52995, www.history.navy.mil)

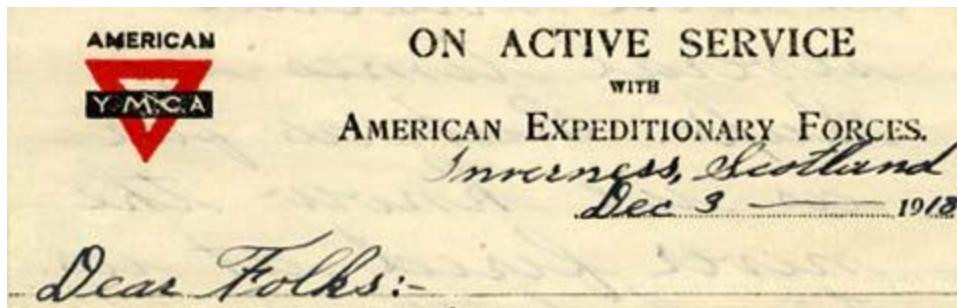
By late in the war, advances in the firing devices on the moored mines made it feasible to plan a bold countermeasure against the U-boats.

Over a five month period in 1918, American and British minelayers planted over 70,000 mines in the North Sea in a line extending 250 miles from Scotland to Norway. While not completed before the end of the war, the North Sea mine barrage lowered the effectiveness of the German submarines.

Resting Easy on 900 Explosive Mines

The Canonicus, with Philpott aboard, laid 11,000 mines in the North Sea area during the effort. With the end of the war, the ship saw duty transporting soldiers back to the U.S.

To Philpott's dismay, the Navy assigned him to a new duty away from the Canonicus. Philpott sent this letter to his parents soon after the Armistice was signed, as his now former ship sailed home:



Well I must tell you the sad news. My ship the *Canonicus* has sailed for America. But, I am left here in Scotland. I am in a nice little town called Inverness. I am drafted to a mine sweeper. And it is impossible for me to say when I ever will see the US now....

Now don't let the fact that I am on a mine sweeper worry you. The *Canonicus* planted more mines than any mine layer in history. And it is up to what few of her crew is left over here to keep up her record and sweep more mines than any other crew over here.

You don't have to worry about me getting torpedoed [sic] anymore, so that will be one lode [sic] off you mind. We were attacked [sic] several times by Subs [submarines]. But as far as we know the[y] never fired on us. We had them anyway. If they blew us up, we had a load of nine hundred mines on board. That was enough to blow everything out of the water for miles around. I have see[n] as many as fifteen of them [mines] blow up at once when we were planting. They would blow mountains of watter [sic] into the air. The Germans know this too, and I think that that is why they never tried to sink any of our mine layers....

Your loving son.

Ebert L. Philpott
U.S. Naval Forces Europe
U.S.N. Base No. 18
c/o Post Master
New York

Naval Blockade Theory

Despite Philpott's effort to reassure his parents about his relative safety on a mine laying ship, German submarines, or U-boats (short for undersea boat in German), caused great damage to merchant shipping during World War I. Before the start of war, experts thought submarines were poor weapons for naval blockades of enemy countries. Blockades often involved taking aboard the crew of a captured ship as prisoners. Also, sailors from the attacking ship often would man the enemy ship after it was captured. But submarines were incredibly cramped, having barely enough space to house a crew for its own operation. With no room for prisoners or additional crew to man captured vessels, they were deemed ineffective for blockades.

Unrestricted Submarine Warfare

However, in February 1915, the German government rejected the prevailing views on the use of submarines. In what became known as unrestricted submarine warfare, leaders decided rather than attempt to capture merchant ships, the U-boats would simply sink them. No attempt would be made to rescue merchant sailors. The German government declared a war zone around the British Isles and announced their intention to sink without warning any Allied merchant ship.

By September the U-boats had hit 50 ships. One of them, the ocean liner Lusitania caused particular outrage in America after it went down in May 1915. Nearly 1,200 lives were lost, including 128 Americans. Since President Woodrow Wilson earlier had declared the U.S. to be officially neutral in the war, the loss of American life caused many to call for war against Germany. Wilson sent a strong protest to the German government, which eventually suspended the attacks.



Unarmed submarine freighter Deutschland, described on a postcard as "largest in the world," arrives at a Connecticut harbor in 1916. The U.S. was still neutral at the time. Six months later the vessel was commissioned into the German Navy after the resumption of unrestricted submarine warfare. In the next months, it traveled over 9,000 miles, sank 19 ships, and shelled targets ashore on the Azores.

Oregon Boys Survive as Ship Sinks



Three Sheridan, Oregon sailors were among many Oregonians who survived the sinking of the 503 ft. cruiser USS San Diego in July 1918 off the coast of New York. It was believed to have struck a mine left by a German U-boat.

Ercel Yokum spent 3 frightening hours in the water before his rescue near Fire Island. The San Diego served as an armed escort for convoys in the North Atlantic. The convoys protected merchant ships from the



Ercel Yokum

attack of German submarines. (Oregon Defense Council Records, Personal Military Service Records, World War I, Box 6, Sherman County, School District No. 4)

U-boat Marauders Nearly Succeed

But by February 1917, the strategic equation had changed enough that the German government was willing to risk bringing the U.S. into the war. The goal was to starve Great Britain out before the Americans entered. The new policy was even more deadly than the first: all Allied and now neutral ships, including those flying the U.S. flag, would be sunk on sight.

The strategy nearly succeeded. By the time America declared war in April, the U-boats had sunk over 1,000 merchant ships and Great Britain was within six weeks of starvation. Ultimately, the new practice of deploying the merchant ships in convoys protected by armed escorts doomed the U-boat warfare strategy. Convoys made the ships much less easy to pick off and the escorts made the task much more dangerous for the U-boats. As a result, the merchant ship losses dropped quickly and a reliable supply route across the Atlantic helped to turn the tide against Germany. American troop ships also benefited from the use of convoys as the "doughboys" made their way to war.



Listen to speech by U.S. Naval Secretary Josephus Daniels

(http://www.firstworldwar.com/audio/Josephus_Daniels_-_The_Navy_Is_Ready.mp3) in 1918 entitled "The Navy Is Ready." (mp3, firstworldwar.com)

On to a Minesweeper

Hoping to return home as soon as possible, Philpott put in an application to be dismissed from the Navy in late 1918. But the Navy had other plans for him. The work of minesweepers continued long after the end of the war. They were needed to help clear mines from the harbors and coastal waters of Europe so that the nations of the continent could begin to rebuild their economies. Philpott would serve for two more years before his discharge in December 1920. Much of that time he spent on the minesweeper USS Woodcock working as a water tender.

Notes

(Oregon State Defense Council Records, Personal Military Service Records, World War I, Box 2, Coos County, School District No. 21; Oregon Military Department Records, World War I Service Cards)

The Marine and the Chaplain

The paths of two men crossed on a late spring morning in France. One man had shown great courage on the battlefield, the other would show great compassion in his care.

Narrow Escapes

Private Emery Augustus Bartlett wasted no time in enlisting in the Marines. The 21 year old Rickreall salesman volunteered in Portland less than three days after the U.S. declared war on April 6, 1917. After training in California and Virginia, Bartlett shipped off for duty in France. His first assignment, lasting over six months, was police duty in several French cities. But by May 1918 his regiment moved to the front for the battle of Belleau Wood at Chateau Thierry. Seeing continuous fighting from May 30 to June 7, he survived many "narrow escapes" while serving on a bombing squad.

"So Badly Wounded"

During the fighting on Friday, June 7, Bartlett suffered a bullet wound to his head. Medics initially treated him in the field and the next day sent him by ambulance to Base Hospital Number 2 behind the front lines. His clothes, pack, and personal belongings apparently were lost in the chaos of the battle and his subsequent evacuation. Bartlett's litter was placed on the floor by the hospital operating room door, where it remained until Sunday morning. He was unconscious the entire time.



Bartlett saw police duty in France before advancing to the front at Belleau Wood. (OSA)



Private Emery Bartlett was in a hurry to join the Marine Corps. (OSA, Oregon Defense Council Records, Personal Military Service Records, World War I, Box 6, Polk County, School District No. 26)

That morning the Reverend John Sheridan Zelig, who had just become the Red Cross chaplain for Base Hospital Number 2, walked through corridors crowded with men wounded at the front. He comforted those men who were awake and could respond. Doctor Blake, the chief surgeon, talked to Zelig about the man with the serious head wound, Private Bartlett. The doctor gently tried to arouse Bartlett but there was no response. He confided to the chaplain that there was nothing he could do for the marine.

Zelig removed the two tags from the string around the marine's neck and walked over to the light to read them: "Emery A. Bartlett, 20th Co. 5th Regt. U.S.M.C." The chaplain did his best to find Bartlett's home town and father's name but the record office didn't have the information and his other efforts to find it failed as well. He returned again and again to the marine's side that day, hoping to hear something of use, but to no avail.

The next morning he arrived at the hospital to good news. Bartlett had partially regained consciousness and, while he could barely be heard, he had responded to a question. The chaplain quickly returned to his side and asked for the name of his home town. Apparently drifting back to his boyhood days before he moved to Oregon, Bartlett responded by spelling out: G-R-I-N-N-E-L-L, Iowa and his father's first name. The chaplain "had never wanted so much to get any information in my life...." He regarded it as a miracle that the marine had regained consciousness to the extent he had. Zelig asked some questions but it was very difficult for Bartlett to speak:

"Shall I send your love to your father?"
"Yes, if you will."

The chaplain had an 18 year old son and knew he would want every bit of information about his son's condition if he were hurt in a far off land. With the information about the Bartlett's home town, Zelig sat down to compose a letter to the father of the mortally wounded marine.



Mr. Arthur Bartlett,
Grinnell, Iowa

My dear Mr. Bartlett:

I am the Rev. John Sheridan Zelig of Plainfield, New Jersey and have just come to be the Red Cross Chaplain at Base Hospital Number 2. Yesterday your son was brought from the front to this Hospital.

...He received at the front a very bad head wound which made operation impossible and he lies now a few feet from me in his bed, sleeping heavily and barely conscious at moments. I do not think it is possible that he can recover and the doctors and nurses regard the end as near. It would seem to me that the end might come at anytime. He lies there with his head heavily bandaged and I shall go to him again and speak to him as I can. My heart goes out to you and him for the great sacrifice you each have made for us all in his action....

...Sir, I want to send you these few lines, so little, about one so dear to you. I shall attend to him all the time and if there is more to write I shall do it....

Believe me
Very faithfully yours,

John Sheridan Zelig
Chaplain American Red Cross

Shortly after writing the letter to Bartlett's father, Zelig added the following note with the compassionate intention of making a physical connection between father and son:

June 10, 1918

Monday, 1:30 P.M.

Dear Mr. Bartlett:

I have just taken this letter and put it in your son's hand and put my face close down to his and told him that it was a letter to you and he closed his hand and held to it and said "That is right" and then I took it away from him and am now enclosing it in the envelope.

J.S.Z.

Bartlett's condition remained the same for the next two days. Nurses went to him at intervals and touched him to let him know someone was there. The chaplain hoped the severe injuries had paralyzed the marine, thus lessening his suffering. Bartlett died late Wednesday night in his sleep. His funeral followed the next day at a little chapel in the hospital, with Chaplain Zelig in attendance. The American Army and the French government both sent honor guards. That night Zelig received orders to go to the front where more American soldiers were fighting and dying.

Bartlett was later laid to rest in a military cemetery near Paris. The above letter eventually reached Grinnell, Iowa but the father, Arthur Bartlett, was not there. Instead it was delivered to a relative who immediately sent a telegram to the father in Oregon. A grieving friend later wrote a memorial in Bartlett's honor. He hailed the fallen marine as "a hero of Belleau Wood." In many ways, Chaplain Zelig was a hero too.

Notes

(Oregon State Defense Council Records, Personal Military Service Records, World War I, Box 6, Polk County, School District No. 26)

"His Coolness and Skill as a Pilot"

A Pilot in the Making

The year after Irishman Thomas Broomfield became a U.S. citizen in 1895, he saw the birth of his son, Hugh Dent Garvin Broomfield, in Illinois. The family soon moved to Minnesota, where Hugh graduated early from high school in 1912. After attending three other colleges and spending a brief time teaching school in North Dakota, he earned a degree in 1917 from Reed College in Portland.

The same day war was declared on April 6, 1917, Hugh Broomfield took the physical examination to enlist in the Army Reserve Corps. He entered the first officers' training camp at the Presidio in San Francisco, California in May. After three months he was asked to transfer to the aviation section of the Signal Reserve Corps. By October, Broomfield completed aviation school in nearby Berkeley, California and boarded a ship for duty in France as a second lieutenant.



Lieutenant Hugh Broomfield flew an observation plane in France. (OSA)

Over France

Over the next months, he served in several areas in France and earned a promotion to first lieutenant. By the summer of 1918, Broomfield joined the 90th Aero Squadron of the American Expeditionary Force, just before the St. Mihiel offensive in September. He controlled the field operations for the squadron. As such, he oversaw the prompt departure of all air missions during the offensive. On the field from dawn until dark, he helped the squadron fly an unusually high number of missions.

After the offensive, Broomfield began his service as a pilot in the squadron. He flew frequent missions over the next several weeks in bad weather and under enemy fire from the ground. His job was to enable his observer to bring back the most complete and accurate reconnaissance of the enemy's strengths and movements.

The corps commander sent a message to the squadron on October 21 during an offensive at Verdun, one of the bloodiest battlefields of the war. He urgently needed a plane to penetrate the German lines and bring back information about the enemy's ability to launch a counterattack. Lt. Broomfield and his observer, Lt. Cutter, immediately volunteered for the mission and, eager to go, left the squadron's aerodrome at 10 a.m. They flew into a very dangerous sky. The low-lying clouds gave the advantage of surprise attack to the enemy planes and ground machine guns since Broomfield was forced to fly at very low altitude. Dodging enemy fire, the two lieutenants made it over the German lines and began observations.

Meanwhile, back at squadron headquarters, flight commander Norris Pierson waited for the mission to return. They should have been back by noon. Pierson waited as the afternoon began. He called all of the balloon and ground units he could reach by telephone. They reported an American plane had been seen

falling at 11:15 a.m. behind the German lines. While anxious about the news, Pierson called off his investigation, hoping to hear the pair was safe, even if prisoners. But he heard nothing.

"There Is No Question About Their Identity"

About two weeks later, the Allied offensive moved forward into the territory that had been held by the Germans. Pierson distributed 500 circulars describing the plane and asking for help in locating it. He soon heard by telephone about a wrecked plane in the area Broomfield's had been thought to fall. The squadron surgeon volunteered to investigate. And, despite the continued danger from enemy artillery in the area, Broomfield's loyal chief mechanic begged to go. The next day they found the plane and identified the bodies.

Two days later Lt. Pierson attended the funeral and burial services. The only available chaplain was Catholic. Adapting to the situation, Pierson asked the "excellent and broad-minded" priest to read the Protestant service from Pierson's Episcopal prayer book. Before he left, Pierson also made sure Broomfield's headstone had the proper inscription and noted its location:

Behind the Scenes of Air War



While Lt. Broomfield flew airplanes over the front lines of battle in France, others worked behind the scenes. For example, Charles P. Hoffman (above) of The Dalles served as a hanger chief and master electrician in the Army's aviation branch. He, and others such as Lt. Broomfield's mechanic, embodied the increasingly technical and specialized nature of modern warfare.

Many Oregonians served in WWI but did not see battle. They worked behind the

lines or, in Hoffman's case, thousands of miles away in California. (OSA)

Urgently Needed

"The grave is 89, plot No. 2, section D, American cemetery at Souilly-sur-Meuse..."

The Honors Flow

Early the next year, the U.S. government posthumously awarded the Distinguished Service Cross to Broomfield in recognition of his "extraordinary heroism in action on the day he met his death."

In the fall of 1919, the Portland City Council passed an ordinance that gave Broomfield's name to the city's aviation field to honor "his work at the front as a daring and skillful pilot." Within two years, the Broomfield Aviation Field was slated to be abandoned. His parents, while disappointed with the planned closure, were still proud of their son. They wanted "the naming of the first field to be part of his history as recorded in his state." It was important to the mother who wrote: "We have had so much sickness and misfortune in the family since the boy went away...."



Distinguished
Service Cross

In the spring of 1920, the Bethany Baptist Church near his parents' house on Tacoma Avenue in southeast Portland dedicated a tablet, or memorial marker, to Hugh Broomfield. Mr. and Mrs. Broomfield may have taken some solace from the earlier remarks of Lieutenant Foster, a squadron friend, who remembered that "Hugh had spent some time reading his Testament the night before the loss."



French aerial ace Georges Guynemer flies off to engage the enemy. Out of 600 combat missions, he was shot down seven times and recorded 54 victories before he was killed in 1917. German pilot Manfred von Richtofen, also known as the "Red Baron," had 80 victories, the most in WWI, before he was killed in 1918. Top American ace, Eddie Rickenbacker had 26 victories. (OSA, Oregon Defense Council Records, Photos, Box 2)

War in the Sky

Broomfield's aviation career was not unlike those of many others during World War I. It was short, required great skill and courage, and ended in his death. When the war began in 1914, airplanes were still relatively primitive. Many airplanes were general use "pusher" models, similar in configuration to the plane first flown by the Wright Brothers just over a decade before. Some commanders were skeptical of their utility. But airplanes quickly proved themselves in battle. They combined with observation balloons to help determine the capabilities of the enemy.

By the time of the American involvement in the war, great strides had been made in aviation technology, strategy, and tactics. Specialized airplanes such as fighters and bombers evolved rapidly. In addition to the observation duties, by the end of the war airplanes engaged in strategic and tactical bombing, ground attack, and naval warfare.

A Growing Role for Air Power

However, despite the rapid improvements, the airplane did not play the decisive role in World War I that it was destined to play in World War II and subsequent wars. Still, by the end of the war, it was clear to many its time had come. One of these believers, U.S. Army Brigadier-General Billy Mitchell, tirelessly promoted the potential of air power to revolutionize war. As a major in the early stages of the American involvement in World War I, he argued that General Pershing should build a large air force within the American Expeditionary Force. Pershing agreed and put Mitchell in charge of organizing and training the American pilots.

The war ended before he could prove his theories about the importance of strategic bombing. In later years, the blunt and outspoken Mitchell alienated much of the leadership in the Army by pushing for an independent role for the air force. He won no friends in the Navy by his claims that surface naval fleets were effectively obsolete. Finally, after frequent clashes, Mitchell was demoted and later court martialed for insubordination. He resigned in 1926 and died ten years later during a period when his ideas were largely ignored and U.S. air power had withered.

Just a few years later, World War II proved Mitchell's theories and Congress soon vindicated him, posthumously awarding him the Special Congressional Medal of Honor in 1946. Moreover, by 1947, his dream of a separate air force branch of the military came to fruition with the creation of the United States Air Force.



Congress awarded this medal to Billy Mitchell in 1946. (National Air and Space Museum)

Notes

(Oregon State Defense Council Records, Personal Military Service Records, World War I, Broomfield: Box 2, Clackamas County, School District No. 115; Hoffman: Box 7, Wasco County, School District No. 12)

A Prisoner in Germany

Many Oregonians serving in World War I were captured and became prisoners of Germany. The following is the story of one prisoner of war (POW).

A 17 Year Old Enlists

Determined not to miss the fight, young Everett Gerald Miller left his home in Ruch in southern Oregon's Applegate Valley. He traveled south to Kermitt, California and enlisted in the Army as a private in a field artillery battery. The Army stationed Miller at two camps in California before sending him to Texas for a six month stint at sprawling Fort Bliss.

A long, hot, dry summer in Texas seemed interminable to this eager young soldier. His days were spent drilling and waiting to be "sent across." The length of the wait gave Miller plenty of time to feel homesick as the poem to his mother shown in the sidebar reveals. To Miller's chagrin, he took ill and was forced to delay sailing to Europe for a month. But eventually, in May 1918, he left for France.



Miller's parents allowed him to enlist at 17 (OSA)

To the Front

Everett Miller saw duty on the front lines soon after his arrival in Europe. Later, on the night of July 14 while fighting at Chateau Thierry, he helped move the artillery guns of his battery into position to fire on German positions. The large artillery pieces were pulled by sets of horses that had to be moved back to a "horse line" until they were needed to pull the artillery again. Miller went back with the horses but the group was under heavy fire from the Germans. They lost about seven or eight men and about 27 horses as a result of the bombardment. Miller suffered no injuries. The next morning he and the mess sergeant started back to the artillery guns with a tank of water. That was the last time Miller was seen by his battery.



While a prisoner in Germany, Miller sent cards to his family through the Red Cross. (OSA, Oregon Defense Council Records, Personal Military Service Records, World War I, Box 3, Jackson County, School District No. 40)

Prisoner

"A Soldier's Dream" by Everett Miller

As he marched away from his home that day,
He was gone with many a cheer,
He left his sweetheart and friends behind,
And one he loved more dear.

It was his dear old mother,
Who stood there all alone,
Wondering just how long t'would be,
Before her boy would be home.

For now he's down in Texas,
By the flowing Rio Grande,
And he makes his bed each evening,
On the lonely Texas sand.

But as he lies a dreaming,
Of his old home far away,
If you could only read his dream,
These words they-d seem to say.

Mother dear I'm dreaming of you,
And I long for you each day,
Though I'm a soldier on the border,
And you're many miles away.

But don't worry loving mother,
For I'll return some day,
And bring back that loving freedom,
They tried to steal away.

But no matter where I wander,
Always bear this in your mind,
I am fighting for you mother,
And Old Glory all the time.

Three weeks passed before an artillery friend of his heard news. Apparently, Miller had been gassed, captured by the Germans, and recuperated in a hospital. Later, he was sent to a prisoner of war camp in Langensalza, Germany.

The Red Cross located him, kept his family in Oregon posted, and carried letters and cards as much as possible. One card sent by Miller found him working on a farm, apparently with prisoners of other nationalities. Later, he was moved to another camp at Rastatt that at the time had only American prisoners. This suited Miller well since "we get along fine." Finally, in December, weeks after the signing of the Armistice ending hostilities, a Swiss Red Cross train arrived at Miller's camp. Apparently, he and the other prisoners had no other way to leave Germany.

Other Prisoners

Everett Miller did not reveal the specifics of his imprisonment. However, other soldiers reported that the hardships began immediately after they were captured. Just reaching the destination of the prison camp could be an ordeal. One prisoner, Reginald Morris, remembered the scene:

" A week of tramping about behind the lines followed. We moved like a herd of cattle about to be slaughtered, from one barbed-wire cage to another. Sometimes we were nearly bombed by our own airmen. We seemed to be on exhibition, and forced to march in fours and keep in step.

...Day by day, I became weaker until at last it got difficult for me to walk any distance. My feet began to blister; my socks were dirty and began to rot. In time the blisters became open sores and my socks fell off my feet. My slight wound complicated matters.

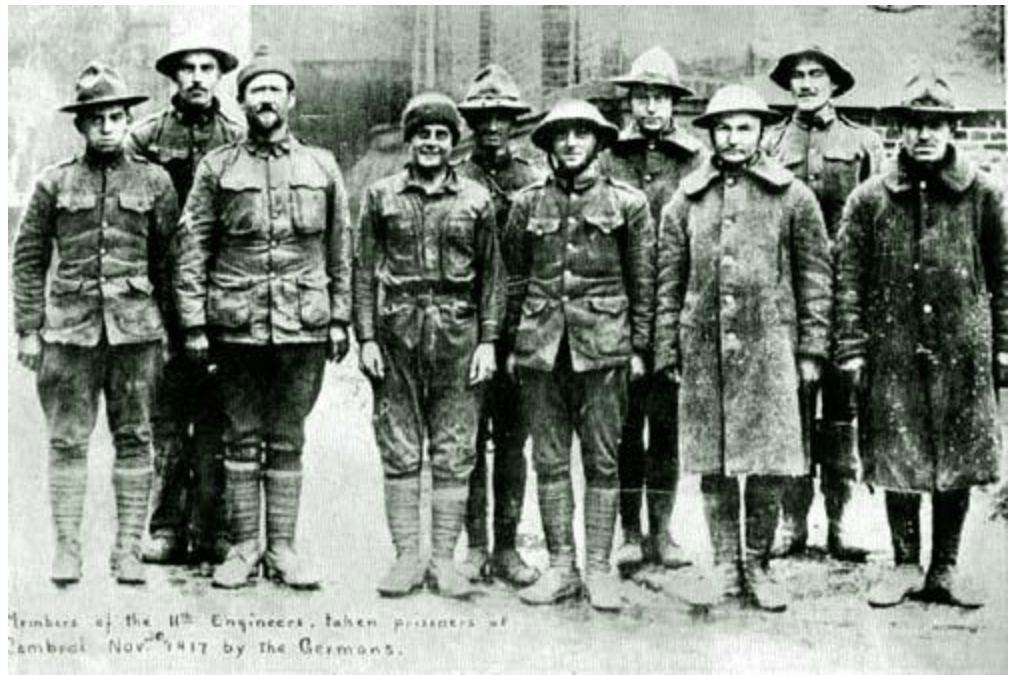
I just dragged myself from place to place. The guards paid no attention to my painful state. They just pushed me along or hit me with the butt-end of their rifles when my legs began to give way or the pain of walking became too great."

Once in camp, the experience didn't improve. The men often were separated out for work according to their skills. Still, most worked in back breaking manual labor in mines, farms, machine shops, loading docks, or similar settings. Military discipline among the prisoners sometimes was the first casualty in captivity. In some camps the changes were subtle at first but then escalated into an "every man for himself" mentality. In this scenario some men stole food from others and the weakest died first. Sickness could become a death sentence quickly.

Housing was often primitive. In one place, Morris had to sleep on a stone floor with only a bit of straw to limit the cold. But, "straw could only be kept by sitting on it; as soon as your back was turned, it was taken by your neighbouring bedmates." Another soldier, Victor Denham, reported equally poor conditions: "The sleeping quarters were of wood and so old that the beams and roofs were alive with wood lice and bugs, which dropped on our faces as we tried to sleep, and gave out a horrible smell when squashed. When we complained, our guards thought it a huge joke." Most of the men moved outside and slept on the ground to escape the lice and bugs.

The prison guards, of course, could make life miserable. Denham, believed the guards who had not been to the front tended to be sadistic, while those who had experienced the horrors of the trenches offered more compassion. For example, when Denham was put in a punishment cell by the guard in charge, one of the guard's subordinates waited awhile and then "came along to release me with a fatherly pat on the head."

Hunger was common in the prison camps. Denham typically received horse bean soup with a few small cubes of meat for lunch and a slice of black bread with the occasional small herring for dinner. Reginald Morris described another sort of problem:



American prisoners of war, 1917. (Legacy Preservation Library, Forward-March, Page 127a)

" Unfortunately, our prison was placed next to a field bakehouse. Hour after hour, fascinated, we would watch groups of Russian prisoners stack hundreds of freshly-baked loaves on wagons to be sent away. In our eagerness to smell the bread, our faces were pressed right up to the barbed wire.

It was a horrible torture to which we helplessly submitted ourselves. The temptation was irresistible. In this case pain itself became a pleasure. Every few minutes, a guard came along and slashed with his bayonet to keep us away from the wires."

Notes

(Oregon State Defense Council Records, Personal Military Service Records, World War I, Box 3, Jackson County, School District No. 40; firstworldwar.com: Memoirs of Reginald Morris, Victor Denham)

Reeves Helbert

O. N. G. *Co. 93rd Inf.*

Enlisted at Woodburn, Ore

Date March 29, 1977

by
Philip A. Lunsen,
of the 3rd Infantry
Recruiting Officer.

~~This recruit has been examined~~ and found to be

in Good Health

Wm. W. Smith
L. W. Smith

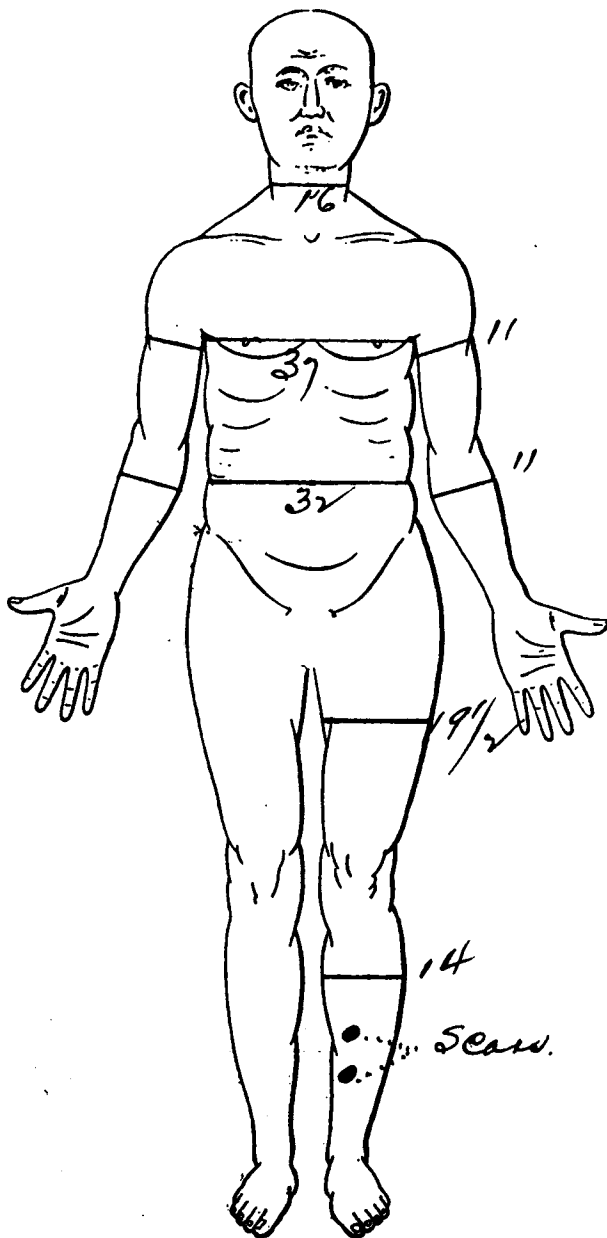
NOTES: (1) Marks for identification are to be made in ink upon the diagram, noting character of marks. (2) Details of defects noted physical record to be made under "Remarks" and also in "Remarks" are valves, state whether they are of a progressive nature and under what conditions of service they are likely to be serious. (3) This refers to modification of the extent of physical examination contemplated in General Orders No. 55, War Department, series 1908. (4) Examining Surgeons should read carefully General Orders No. 4, series 1904, Headquarters Oregon National Guard, before examining applicant. (5) State upon the diagram measurements of the body.

RECEIVED A. G. O. APR 2 - 1917

Name

Albert Jones
Co I 3rd Inf Oregon

Organization



Station

Woodburn Oregon

Date

March 29 1917

Figure and general appearance

Good

Weight 160; height 5 feet 11 1/2 inches

Where born Wenatchee, Wash.

Age 23 years 4 months; complexion medium

Hair dark brown eyes dark blue

Vision Good hearing Good

Teeth Good

Degree of robustness Good

Expiration 35 inspiration 39

Waist measure 32

Head and neck normal

Chest and contained organs normal

Abdomen and contained organs normal

Genito-urinary apparatus normal

Skin normal

Successfully vaccinated yes date of 1907

Are there any sequelae of injury or disease? no

Is applicant mentally qualified? yes

Marks for identification: (1) scars on

upper left leg as

indicated on chart.

Remarks: (2)

I certify that I have carefully examined the above-named man and that he has no mental or physical defects which, according to the official standard for the examination of recruits, as modified by orders from the War Department (3) and in conformity with the laws and military regulations of the Oregon National Guard, would disqualify him for military service in the active militia.

(4) William W. Scott

Examining Surgeon.

W. H. McC.

NATIONAL GUARD

State of Oregon

1917

13780

ENLISTMENT PAPER OF

Reeves *Welbert*
(Surname) (Christian name)

enlisted at *Woodburn Ore* on

the *29* day of *March*, 1917

by *Lt Philip A. Porealey*

for *Co. 23rd Infantry Oreg. N. G.*
(Organisation or arm of service. See instruction 2.)

PRIOR SERVICE

(See instruction 4.)

none

INSTRUCTIONS

1. An enlistment paper will be made in the case of each soldier enlisted or reenlisted for the National Guard and filed with the records of the organization to which the soldier is assigned. When an organization is called or drafted into the service of the United States the enlistment paper of every member thereof, whether present or absent, will be delivered to the United States mustering officer to be indexed by him as indicated on the last page of the form and forwarded to The Adjutant General of the Army. The enlistment paper of a soldier enlisting or reenlisting for an organization of the National Guard in the Federal service will be forwarded directly to The Adjutant General of the Army with the recruiting officer's tri-monthly report. A duplicate of each enlistment paper will be furnished to the adjutant general of the State, Territory, or District of Columbia by the recruiting officer.

2. The recruiting officer will enter in the appropriate space the organization or arm of service for which the soldier was enlisted, showing also whether white or colored, e. g., "Co. M, 87th Inf. (white), N. Y. N. G."; "1st Reg. Bn. Inf. (colored), D. C. N. G."; "Btry. C, 4th Field Art. (white), R. I. N. G."; "Quartermaster Corps (colored), N. Y. N. G."; "Signal Corps (white), Pa. N. G.," making the designation as definite as practicable in each case.

3. The correct name of the recruit will be ascertained. The Christian name will not be abbreviated, but if it consists of more than one name, only the first will be written and signed in full, the others being represented by their initials. Great care will be exercised that the name is correctly written and signed wherever it appears on the enlistment paper.

4. The recruiting officer will enter in the appropriate space all prior service of the soldier in the National Guard, Organized Militia, Regular Army, Volunteer Army, Navy or Marine Corps, as the case may be, giving dates and, except for Navy and Marine Corps, organization and arm of the service.

Form No. 22-1, U. S. DEPARTMENT OF THE INTERIOR
(For National Guard)

RECEIVED A. G. O. APR 2 - 1917

DECLARATION OF APPLICANT

I, Herbert Reeves
(See Instruction 2.)

desiring to be enlisted in the National Guard of the United States and of the State of Oregon for the period of three years in service and three years in the reserve, do declare that I am of legal age to enlist and believe myself to be physically qualified to perform the duties of an able-bodied soldier; that I am of good habits and character in all respects and have never been discharged from the United States service (Army, Navy, or Marine Corps), or from the Organized Militia or National Guard or any other service on account of disability or through sentence of either civil or military court, nor discharged from any service, except with good character and for reasons given by me to the recruiting officer prior to enlistment; (1) and that I am, or have made legal declaration of my intention to become, a citizen of the United States and of the State of Oregon. I do further declare that I am not (2) married; and that no one will claim dependence upon me for support in case I am called or drafted into the service of the United States.

Given at Woodburn, Ore

this 29th day of March, 1917

Herbert Reeves
(Signature of Applicant.)

Irving L. Pagoda
(Signature of Witness.)

- (1) To be lined out if a reenlistment.
 (2) In the case of married men line out the word "not."

OATH OF ENLISTMENT
 THE UNITED STATES OF AMERICA

State of Oregon,
 City, Town or } Woodburn } ss.
 Military Post.

I, Herbert Reeves, born in
(See Instruction 2.)

Washington, in the State of S. Dakota

hereby acknowledge to have voluntarily (1)enlisted

this 29 day of March, 1917,
 as a soldier in the National Guard of the United States
 and of the State of Oregon for the period of three years
 in service and three years in the reserve, under the con-
 ditions prescribed by law, unless sooner discharged by
 proper authority. And I do solemnly swear that I will
 bear true faith and allegiance to the United States of
 America and to the State of Oregon, and that I will
 serve them honestly and faithfully against all their
 enemies whomsoever, and that I will obey the orders of
 the President of the United States and of the Governor
 of the State of Oregon, and of the officers appointed
 over me according to law and the rules and articles of
 war.

Welfert Reeves [SEAL]
 (See Instruction 2.)

Subscribed and duly sworn to before me this 29
 day of March, A. D. 1917.

Philip A. Livesley
1st Lt. 3rd Inf. Ore. N. G.
 Recruiting Officer.

(1) If reenlisted, insert "re."

CERTIFICATE OF INSPECTION AND ENLISTMENT

I CERTIFY that this soldier, who was accepted for
 enlistment on the 29 day of March, 1917,
 by Lt. Philip A. Livesley
 at Woodburn, Ore., was
 minutely inspected by me previous to his enlist-
 ment; that he was entirely sober when enlisted;
 that to the best of my judgment and belief he fulfils all
 legal requirements; that I have enlisted him into the
 National Guard of the United States and of the State
 of Oregon under this enlistment contract, and, in doing
 so, have strictly observed the regulations which govern
 the recruiting service.

He has Blue eyes, dark hair,
dark complexion, and is 5 feet, 1 1/2 inches

(4)

in height. He gave his residence as Silverton
(Town or City.)

Oregon and the name and address of person
(State)
to be notified in case of emergency as

F. Peever Fisher
(Name and degree of relationship, if friend, no state)

none
(Address—street and house number, if none, no state)

Silverton, Oregon
(Town or City) (State)

Philip A. Linsley
1st Lt. 3rd Inf. O. R. N. G.
Recruiting Officer.

INDORSEMENT OF U. S. MUSTERING OFFICER
(See Instruction 1.)

This soldier, now a of { Company
(Rank.) { Troop
{ Battery
..... Regt., National Guard, State

of Oregon, reported at (1)

on, 191..., under the call (or draft)

of the President, dated, 191...

The essential information from this paper, including
date and place of reporting, has been entered on the
descriptive list of the soldier.

Remarks (2)

U. S. Mustering Officer.

(Place)

(Date)

(1) Insert the home station or place of company, troop or battery re-
sidence at which the soldier reported under the call (or draft) of the
President and preliminary to entering the service of the United States.

(2) Under "Remarks" insert any additional information deemed essential
by the mustering officer, such as change in name and address of person to
be notified in case of emergency, etc.

If the soldier failed to respond to the call (or draft) of the President or
is absent with or without leave or in desertion, appropriate entry with date
will be made under "Remarks." See Instruction 1.

(5)

Official web site of

Oregon Secretary of State

Oregon's Missing in Action

In the chaos and destruction of combat, many Oregonians simply were never seen again. The following is a story of one Oregon soldier missing in action (MIA).

An Oregon Guardsman

Silverton's Delbert Reeves never graduated from high school. He finished the eighth grade and went to work, which was not uncommon in the years before World War I. His job at a local sawmill certainly didn't require a high school diploma. But Reeves looked beyond his sawmill job and decided to enlist in the Oregon National Guard. On March 29, 1917, just days before America declared war, he went to nearby Woodburn and signed up for the infantry. Reeves would be a foot soldier. He signed his name under the terms of his enlistment:

He would be obligated to three years of service and three years in the reserve.

He was of legal age and able-bodied.

He was "of good habits and character in all respects."

He was a U.S. citizen of the state of Oregon or had declared his intention to be a citizen.

He was not married and had no dependents to support in case he were "called or drafted into the service of the United States."

Called to War

The U.S. Army called up much of the National Guard in the months after the declaration of war. In fact, Reeves was mustered into federal service two days before on April 4 and soon found himself in General Pershing's American Expeditionary Force. In July 1917, before he left for France, he married Inez Williams in Grants Pass. In the following months, he worked hard and was promoted to corporal in November.

By the next summer, Reeves was seeing plenty of action at the front "somewhere in France." Apparently, he wanted a change from his previous assignment behind the front lines: "I got tired of the old bunch and drilling, so [I] asked to go to the front...." For six weeks his superiors refused to let Reeves go until, finally, one officer interceded on his behalf: "...then old Capt. Todd told us if we wanted to go very bad he would turn us loose, so four of us left. The old man couldn't hold in when we left. A better man never lived than him. He sure was a dad to us all."



Delbert Reeves of Silverton enlisted in the Oregon National Guard just days before war was declared. He soon served in the Army. (OSA)



In the Thick of It

A German soldier lies dead in a devastated landscape in the aftermath of a battle near Verdun. Image colorized. (OSA, Oregon Defense Council Records, Photos, Box 2)

Once he made his way to the front, Reeves lost no time in getting into the thick of the battle. At one point, he was separated from his "bunch after we had gone over the top." He came upon twelve Germans and took them all prisoner, while later recalling "I sure had a devil of a time with them as they were scared to death and run around like a bunch of sheep."

Reeves also killed the enemy in his action at the front. In a letter home, Reeves displayed his battlefield bravado about killing the enemy: "Will you tell Dad Reeves and Dad Williams [father-in-law] that I got us a Dutchman [German] apiece as they wanted me to...."

But along with the brave words, Reeves revealed the fear many men felt in his situation: "The battle field is sure some sight. A fellow feels funny the first time he goes over the top. It didn't scare me after I got the signal to go over, but was kind of nervous the few minutes we were waiting before we got the signal to go. When a person gets the word to go over all the nervousness seems to leave and you want to get there so you can tie into a Dutchman." He also held a common loyalty that was forged in battle: "Our officers are all old timers at it and the boys would go 'til h--l froze over and then thirty minutes on the ice with them." Reeves gave his family further observations in a July 1918 letter:

Dear Folks:

Will drop you a few lines tonight. I am back in a rest camp. Just got back from the front lines. Had some time up there. I never got touched. Don't hardly think they have my name on any of those German shells.

...I don't think the war will last the winter through as it looks to me like the morale of the Germans is all shot to pieces. They sure fear the Americans like they do the Devil. I don't mind shooting a Prussian soldier, but some way I can't shoot some of the Germans. One came up to me with his hands up and crying and says in English: "Please don't kill me," But the sons-of-a-guns, they will shoot until you get on top of them, then they throw up their hands and holler "Kamerad." That makes the boys pretty sore. Some times it works and some times it don't.

Del Reeves

Soon after writing the letter, Reeves was back at the front where he once again was separated from his squad in battle. This time he would not return. The Army officially listed him as missing in action and eventually he was presumed dead. However, he was later determined to be killed in action and was buried in Plot B, Row 20, Grave 5 in the Oise-Aisne American Cemetery at Fere-en-Tardenois, France.

The Missing

In November 1918 Reeves was honored with the French Croix de Guerre with silver star. The General Headquarters of the French Armies of the East issued the following citation:

"He kept his squad well in hand, captured 12 prisoners and consolidated his positions under machine-gun fire. Thanks to his boldness and courage he was a great help to his platoon commander during the entire attack."

According to one estimate, over 14,000 Americans were listed as missing in action. While high, the figure pales in comparison with the nearly two million considered missing for the war as a whole. Statistics show that Austria-Hungary alone tallied over 850,000 missing during World War I.

Notes

(Oregon State Defense Council Records, Personal Military Service Records, World War I, Reeves: Box 4, Marion County, School District No. 4; Oregon Military Department Records, Enlistment and Service Records; Statistics: firstworldwar.com)

Influenza Claims Another Victim

One Family's Tragedy

Erick Bernard Anderson, 27 year old son of Swedish immigrants, was drafted into the military in July 1918. His background as a logger and railroad tie and pole cutter in the woods of Coos County made him a natural fit for assignment to the Spruce Production Division in the Pacific Northwest. The division provided the military with the strong, light spruce wood for use in the airplanes that were gaining increasing importance in the war.

A few months later, hostilities ended and most of those in military service looked forward to returning to civilian life. Anderson was sent to the Army barracks at Vancouver where he was to be mustered out of service and return to Coos County. But while awaiting his discharge papers, he contracted influenza. His father, John, received three telegrams telling him of his son's worsening condition. He was standing at a Coos County depot waiting to leave for Vancouver when the news of Erick's death arrived.

Erick died the day before his 28th birthday. His mother had died when he was an infant - an only child. Three days later, John and family friends mourned Erick's death and wrote these words:

**"He left his home in Perfect health
he looked so young and brave
We little thought how soon he'd be
laid in a soldier's grave"**

Now alone, John joined the thousands of Oregonians who grieved the loss of loved ones to influenza in 1918 and 1919, both at war and on the home front.

Oregon Suffers as Global Influenza Pandemic Hits

A deadly form of influenza swept around the world in 1918 and 1919. The virus was often called "Spanish Flu," partially because the uncensored press in neutral Spain helped publicize the deadly outbreak. While exact numbers are unknown, it eventually claimed over 50 million lives around the world before it ended in 1919 (16 million in India alone). Ironically, the virus took far more lives than World War I itself claimed.

The precise source and path of the pandemic continues to be a matter of some debate. A first wave spread around the globe beginning in March 1918. It died down in the summer but only weeks later a



Private Erick B. Anderson of the Coos Bay area died of influenza while awaiting a discharge from the Spruce Production Division. (OSA)



Private Anderson served in the Army's Spruce Production Division with these men posing around a log truck. (Image, swansongrp.com)

second wave, now much stronger, swept around the world. This outbreak included harsher symptoms such as bronchial pneumonia, heliotrope cyanosis, and septicemic blood poisoning. A growing number were dying from their symptoms.

Unlike most strains of influenza, it often struck strong, young individuals more severely than other demographic groups. It could strike incredibly quickly with symptoms of a brief fever followed abruptly by death. Pneumonia, the usual secondary cause of death related to influenza, often did not have a chance to develop because the virus killed so quickly. It caused an uncontrollable hemorrhaging that filled the lungs, leaving victims to drown in their own body

fluids.

While most casualties of the pandemic were civilian, influenza had an important effect on the war. By the fall of 1918, a typical troop ship sailing from America was reaching the port city of Brest, France with dozens of deaths from influenza. Convoys of ambulances would meet the ships to take away the dead and sick soldiers. The sickness swept through the front lines of Germany and its allies at a time when they were already weakened by the attrition of years of war and decreasing human and material resources. The terrible physical conditions and mental stresses of trench life lowered the natural immunity of troops on both sides and allowed the virus to spread even more.

The best estimates are that the U.S. suffered 450,000 civilian deaths, mostly otherwise healthy people under the age of 40. Death certificates held by the Oregon State Archives document thousands of influenza deaths from 1918 to 1919.



Influenza swept through the trenches of both sides in 1918 making the experience for soldiers, such as these Americans in France, much worse. The virus also struck the home front. Image colorized. (OSA, Oregon Defense Council Records, Photographs, Box 2)

In response to the crisis, the Red Cross took steps in communities throughout Oregon to provide supplies and services. In Klamath Falls, volunteers made masks, pneumonia jackets, and other articles. These were distributed to doctors for the influenza isolation hospital and for cases of influenza in private homes. The demand for supplies was so great the Red Cross kept its work rooms open seven days a week and several evenings in order to keep up. Red Cross nurses and helpers fanned out into homes throughout the area and worked at the city hospital. And, in Klamath Falls, the organization helped financially also. It reached an agreement with the city and county to pay for one third of the expenses related to the second wave of the epidemic.

Notes

(Oregon State Defense Council Records, Personal Military Service Records, World War I, Box 2, Coos County, School District No. 79; State Historian's Correspondence, Box 1, Folder 38)

In His Own Words: One Man's Diary, 1917

Russell Sage Planalp of Albany enlisted in the Navy as fireman 3rd class at the Portland Recruiting Center on June 6, 1917. The 23-year-old was immediately sent to the Puget Sound Navy Yard at Bremerton, Washington. Over the course of nearly two years, he recorded observations about training, camp life, traveling across the country, visits to Boston, New York City, and other cities, as well as life aboard several ships during 18 crossings of the Atlantic Ocean. The next two pages are in his own words:



1917

June 9th at the Navy yard, Bremerton, Wash.:

Women rivet heaters take a break at the Puget Sound Navy Yard in 1919. ([Image, National Archives, Women's Bureau Records, 86-G-11F-7 \(https://catalog.archives.gov/id/522877\)](https://catalog.archives.gov/id/522877))

Have not got my uniform yet, but think I will Monday. There are between 1400 and 1500 men here, and more coming every day. Bremerton is about 18 miles from Seattle. You can take at [sic] boat at Seattle and cross Puget Sound to get to Bremerton. We work very little so far. Weather here not very good, cloudy and rains a little nearly every afternoon. This is Sunday evening. Just got back from supper, menu, baked beans, belonia, [sic] beet pickles, bread, butter and cocoa. For dinner we had beef steak, mashed potatoes, gravy and coffee. The grub is all dished out on your plate when you go in, but you can have the second and third helping if you wish. There are two places in the yard where one can buy tobacco, candy and other things. There are also wash and bath houses, bowling alley, and club rooms, with a piano and reading room. There are men here from Utah, Colorado, Texas and all over. A man named Bracken came with us from Portland. He is enlisting for the second time. Seems to be a very nice fellow, and told me quite a few things about how to do. He is a gunner's mate. There was [sic] eight of us came from Portland. We were vaccinated the day we arrived here, but do not think it is going to take on me. This is Monday evening. Got my uniform today, and am now at Bremerton. There is quite a little town here outside the Navy Yard. We are not allowed to go outside the Navy yard until we get our uniform, then we can got out at 6 in the evening and stay until 8 the next morning. On Saturday we can be out from 6 o'clock until 8 Monday morning. There are rules posted up in one of the Navy yard buildings telling what you cannot write about. Some more posted up again today. Seem to be getting

pretty strict. We are only allowed to sign our given or first name. Are not allowed to tell where we are, or ship we may be in, our rank or duties, the no. or movement of men, ships or supplies, when or where we think we are going to be sent, the progress of repairs to a ship, or anything of a military nature. As we do not have any news of any other kind, there is very little we can write about.

June 15

It had been rather hot here, but is cooler and quite windy to-day [sic]. I have been vaccinated twice, but did not take either time. I am well and feel fine, except being a little sunburned.

June 20

Got shore leave this afternoon at 4:30. Do not have to be back until eight tomorrow morning. Had my picture taken, and will send them to you as soon as I get them. Saw R. Walworth in the restaurant where I ate supper. I have been vaccinated the third time. Do not know if it is going to take or not. They told me I would not be vaccinated again if this did not take, as three times is all they ever vaccinate anyone, but I will have to have a "shot" in the arm for typhoid. Have been moved to another camp up on the hill. There are three or four camps here beside the receiving ship, about 2400 men. One camp are [sic] apprentice seamen. Almost all of them are from Chicago. This is pay day, and it took nearly all day to pay them. We now belong to the 7th Co. We drill about 2 hrs. in the forenoon. Half or more of the people one meets here in Bremerton has on uniforms.

June 29

Have not seen Gildon yet. There is a Mr. Kirk here from Brownsville, who remembers seeing me at Irvins, but I did not remember him, altho [sic] he knew quite a lot of people that I am acquainted with.



Soldiers receive hospital orders at Camp Custer in Michigan. Planalp spent time in the Navy yard hospital in Bremerton with measles. He spent time in quarantine and endured a series of vaccinations. (Image, freepages.military.rootsweb.com)

July 10

Am in quarentine [sic] with a breaking out on my face. There is a small building up back of the camp called the sick bay. Two or three hospital apprentices stay there all the time. The Dr. is there an hour or two every morning. Anyone wishing to see him can go there. There are four or five tents just back of the sick bay, and I am staying in one of them. I have a whole tent to myself. I am out on the point of the hill where I can see around over the Navy yard and part of the town, so it is a pretty good place to say. I am

allowed to eat at the same place, but am expected to keep away from people as much as possible. I see Ralph nearly every day, and can send mail out by him.

July 14

Still in quarantine, but face almost well. Have nothing to do but lay around in the shade. Weather fine here now. Have washed up all my dirty clothes. I can go to the movies in the evening. One boy here has a violin, another a guitar, and they sometimes play for the pictures. They can play fine, too. My tent is close to the kitchen and mess hall. There is a little kitten stays around here. It caught a mouse this morning. Have had one shot in the arm. Will have to have two more. They give them about ten days apart. We are going to have raspberries for supper. Had muskmellon [sic] for breakfast one morning.

July 31

Am at the hospital now. Just getting over the measles. My face got well, and I got out of quarantine on Saturday, and on Monday evening I began to break out with the measles. Everything here at the hospital is fixed up fine. Good beds with springs and pillows. The Dr. comes to see us 3 times a day. He is a very pleasant Dr. Was not very sick, but they made us all go to bed and stay four or five days. The grub here is fine. Sunday for dinner we had mashed potatoes, bread, butter, fried chicken, cauliflower and ice cream. I am going out on the porch now to hear the band play. There is a marine in the bed next to mine. He is a German about 25 yrs. old who ran away from an army training camp and came to this country in 1910, and joined the marines in 1913. He has been all over the world and seems to be very well educated. He says the drill they get here is just play beside what they get in the German army. His brother and relatives are all in the German army now.

Aug. 7

We have one or two dogs in camp and a monkey for mascots. Have been out of the hospital three days and am breaking out with the other kind of measles, so will have to go to the hospital again. Ralph is in the hospital now, with the measles. The first meal we are at the hospital, they just you a glass of milk, the next 8 meals, two fried eggs, two pieces of bread and butter and a glass of milk. After that we can have as much as we want.

Sept. 16

I am mess cooking now, a very good job. Had a good dinner today. Roast pork, apple sauce and sweet potatoes. We do not help the cooks, do not go in the galley (kitchen) at all. The cooks dish up the grub in large dishes, and hand it out to us. We have to set the table, wait on the table, and wash the dishes. The dishes are left on the tables. Twenty men eat at each table. There are two mess cooks to a table. We have to scrub the floor twice a week. We have moving pictures at the Y. M. C. A. tent now, instead of out of doors. The Great Northern and Northern Pacific are both here now. They look just alike, and are sure fine boats.

Oct. 5

Saw them take the Prinz Waldemar out of the dry dock to-day [sic]. Was moved to-day [sic] to a different tent. This makes eight different tents I have lived in.



Soldiers wash dishes at training camp. Planalp enjoyed his stint of cooking and dish washing at the Bremerton Navy yard. (Image, freepages.military.rootsweb.com)

Oct. 17

I am now in the yard power plant. Will be here for one week. The men of 4th Co. put in together and bought a watch fob for our new Commissary Steward. He is a member of the Elks lodge, and the fob is a gold chain with an elks tooth.

Oct.26

Ralph and I both start for the east coast tomorrow. There are about 500 firemen being sent. Do not know just where we will be sent to, but we are both assigned to the U. S. S. Illinois. It is getting pretty cold here sleeping in a tent with only two blankets, but I have kept fairly warm by putting papers between my blankets.

Oct. 29

I am in Montana today, and it is snowing. Left Seattle Sunday evening.

Oct. 30

We just passed through McIntosh, South Dakota. It is quite cold and a little snow on the ground. Am having a good trip. We are at Mobridge now. West Virginia. Came through Chicago yesterday. Was in Cincinnati last night. Will get to Norfolk [sic] tomorrow. Am having a fine trip.

Nov. 15

Aboard the U. S. S. Illinois. Have been coaling ship today. We have two ant eaters [sic] aboard ship. They are a funny looking animal, with a long pointed nose and bushy tail.

Nov. 25

The country and people here in the east are sure quite different from the west coast. We get no liberty while we are on this ship. Will train for six weeks, then will probably be transfered [sic] to some other ship. Was out at sea five days last week. It was quite rough part of the time. We have moving pictures on board ship, also a band. A hammock is not a bad place to sleep, when you get used to it. I have not fallen out of mine yet.



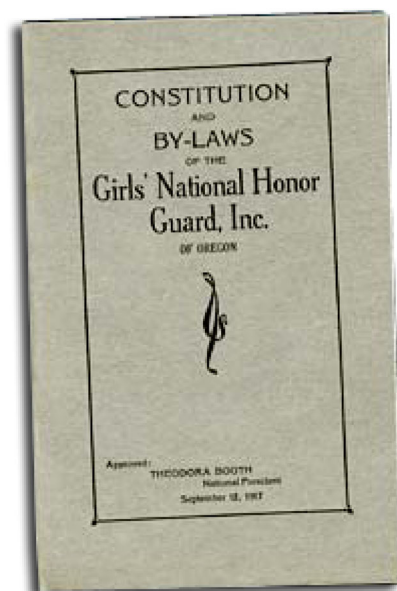
After a long trip across the country and travels on the east coast, Planalp reached Boston Harbor, shown here in circa 1918. He found Boston to be a "hard place to find your way around in." (Photo #45269, www.history.navy.mil)

Dec. 25 at Boston

Am on liberty tonight, the first liberty I have had since leaving Bremerton. Ralph and I both made 2nd class while on the Ill. When the Ill. was not at sea, she was at a little place called Yorktown, at the mouth of the York river, about a half days run from Norfolk [sic]. We were at Hampton Rhodes [sic] three times and coaled ship. These places are on the Chesapeake Bay, which is a very large bay. We made two, five day trips out to sea. We went south off the coast of Florida, somewhere, but were not in sight of land. The weather was quite warm. Had a rain storm, and it got pretty rough, the water going all over the upper deck, also came in on the gun deck under our hammocks, where we slept. A lot of the boys had cloths [sic] stolen while on the Ill. I washed my dress blues and hung them up to try [dry], and someone stole the trowsers [sic]. We wear the flat hats here on this coast when on liberty. Here in Boston we are at a place called Commonwealth Pier. It is a very large warehouse taken over by the government and fixed up for a place to keep the men. It is a nice place to stay. We are on the second floor. It is nice and warm and light. There are places fixed to swing our hammocks, and we sleep in them. There is a Y. M. C. A. in the back part, with a library, writing tables and a player piano, and a place for moving pictures. We go in a tug boat [sic] over to the Navy yard nearly every day and work. We came from Norfolk [sic] to Boston on the passenger steamship Ontario. Was two days and two nights coming. Boston is not as nice a town as I expected to see. The streets run a little way and then fork. They are narrow, crooked and very poor lights. It is certainly a hard place to find your way around in. We had a fine Christmas dinner today - Turkey, dressing, potatoes, peas, fruit salad, cranberries, cocoa, nuts, cake and ice cream.

Dec. 31

Went over to the Navy yard this morning to work but I guess they thought it was to [sic] cold, and they sent us all back. It was 14 below zero yesterday morning. The Bay is frozen over clear across, but not so thick but what the boats can manage to run. Received a Christmas card a few days ago from the Albany, Oreg. Chapter of the Girl's National Honor Guard. Will tell you a little more about our life aboard the ill. When we were out at sea, we were not allowed any lights on the upper decks, where it would show, so had to get around in the dark. We ate supper at 4 o'clock before it got dark. All of the fresh water used on ship is evaporated from the sea water [sic]. On our first trip out to sea, the drinking water got very warm and quite salty. The night it was the roughest the spray and water came down the ventilator funnels into the fireroom. One of the big search lights blew down and hit a seaman, but did not hurt him much. Every time we were at Hampton Rhodes [sic], the aroplanes [sic] were flying around over the Bay, thick. There is a station or school there. There was [sic] also ships of all kinds, and from all different countries. Hampton Rhodes [sic] is the largest coaling station in the U. S. I would much rather be a fireman than a seaman. I like the work quite well, but would like to try an oil burner, as I think they would be much cleaner and easier. The heat in the fireroom got to 145 once while we were aboard the Ill. They told us that last summer during the hot weather it got to 180 in the fireroom. The



Planalp received a Christmas card from the Albany chapter of the Girls' National Honor Guard. They aimed to create "a spirit of patriotism and duty" through acts such as sending cards to servicemen. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 1)

Georgia came in here at Boston harbor today, and went into dry dock. The waves had been going over the upper decks and the water had frozen. She was covered with ice from one end to the other, with chunks of ice as big as a man hanging on the end of the guns. The seamen were out with axes chopping it off.

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 40)

THE
GIRLS' NATIONAL HONOR GUARD
INCORPORATED

**Its Plan and Purpose
together with Extracts
from Pledge and
C o n s t i t u t i o n**



**NATIONAL HEADQUARTERS
34 W. 28TH STREET
NEW YORK CITY**

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Miss MAE M. LITTLE, *2d Vice-Pres.*
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Miss DOROTHY HOAR, *Secretary*

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THE GIRLS' NATIONAL HONOR GUARD, INC.

FOREWORD

When this Organization was first started, individual Guards had not been considered a part of the plans. During the first year it was hoped that five hundred members would be recruited, each member being registered at the National Headquarters ready to respond to any call of local or national disaster. It was later decided to establish in each State a Manager appointed by the President and approved by the Executive Officers. The duty of this Officer was to receive the local reports of State members of their progress in individual preparedness, the State Manager in turn reporting to Headquarters. The rush of recruits was almost unbelievable. So rapidly did the Guard grow that Organization and Incorporation became an absolute necessity.

* * *

How to Organize

An Honor Guard should consist of not less than seven members.

No persons may organize a Guard without permission from National Headquarters or their respective State Managers.

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No girl may start a Guard without giving evidence of a thorough knowledge of the Constitution, Pledge and workings of the Girls' National Honor Guard.

A State Manager is appointed by the President of the Girls' National Honor Guard, but such an appointment may be nullified by a three-fourths vote of the entire State Guard.

Local Guard Leaders are appointed by the State Managers or elected by the individual Guard members, but these appointments must be sanctioned by the State Managers or National President.

When the members wish to organize a local Guard, they must first secure a copy of the Constitution and Pledge, call a meeting of all girls and young married women under thirty interested in being of service to their country. A Leader should be elected, dues paid in to leader, and orders for pins taken. Lists should be taken of the way in which the girls wish to prepare. The order for Constitutions and Pledges should be sent into National Headquarters promptly and as soon as the Constitutions and pledges have been sent to the Leader a special meeting should be called and every girl should receive one of each, signing her full name in accordance with the rules of the Guard in the presence of her Officer. In addition each girl should sign her full name and address on the pledge slips which are sent with pledges.

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These slips must without fail be sent in to the National Headquarters. This is to safeguard girls from breaking their pledges to the Guard.

In forming classes for First Aid work, social service nursing, swimming, riding, telegraphy, farming, etc., all instruction should be given voluntary and without charge to members. Instructors should be chosen with care, and with due consideration of their ability for giving examinations. In almost every town there are doctors, district nurses, expert mechanics, Western Union offices, etc. With few exceptions, all instruction will be given free of charge in appreciation of the patriotic cause. No member of the Girls' National Honor Guard receives a salary from that organization. The work is carried on through love and loyalty to America, the annual dues financing the National Honor Guard's expenses. A few classes a week should prove sufficient when taking a course.

The duration of a course, or just what it contains is left to the decision of the instructor, the leader of each Guard overseeing the work as to efficiency, etc. Co-operation with the American Red Cross is urged, as a diploma from the Government is of great service. But girls proving themselves efficient in the Girls' National Honor Guard and signing certificate with the signatures of two witnesses (which witnesses must not be in any way related to the girl signing), receive a Certificate of

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Merit from the Headquarters of the Girls' National Honor Guard, proving that she is efficient in one or several stated ways of service should the occasion arise. Any girl completing an entire course, or proving herself efficient in six ways of preparedness (which can be selected from a larger list sent from headquarters), will receive a handsome diploma qualifying her for active service in the Guard.

Girls will not be required to leave home unless they are willing. The Honor Guard members are expected to respond instantly and cheerfully in times of local or National disaster and distress.

The principal line of emergency work is contained in a form, drawn up at the National Headquarters, and sent to the instructor in the form of an examination.

Regulations and Finance

At least one benefit a year should be given to keep the local treasury sufficiently replete for local expenses such as paper, stamps, etc. All printing and press notices, recruiting booths and banners should be donated.

Money raised in a certain State for needs and expenditures in that State shall not be spent or used outside of said State without a unanimous vote by the members of the State Honor Guard.

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A vote for the National Officers of the Girls' National Honor Guard shall be taken annually.

The State Manager of each State is considered an official member according to the regulation of The Constitution, and is therefore expected to vote for the National Officers, representing her State with unbiased opinion.

The State Managers are expected to use their own initiative to a great extent.

The Constitution and Pledges are National. The By-laws are made by the State Guards as separate units, being first approved and passed by the Executive Officers.

Each State Manager may have as many assistants as she requires.

The Local Guard leaders are known as local chairmen. They are elected by their individual guard members and appointed by the National President or their State Manager.

In some States there may not as yet be a State Manager, and local Guard Leaders should then report direct to the National Headquarters.

The State Manager is responsible for her own assistants.

The National Headquarters takes no responsibility as to the funds raised by individual Guards unless the

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Treasurer of said Guard has been personally appointed by the Executive Officers.

The State Manager is responsible for the activities of her Guard. She should show no partiality to members nor be governed by politics.

Each State Manager is required to have an assistant capable of undertaking her work should she be ill or find it necessary to resign.

No State Guard should be governed by Local Boards of any kind. It is absolutely unnecessary to have local Boards of Directors. The National Organization is advised by the Governor of each State and a National Board of Advisors. This saves a great amount of confusion and what one might term red tape.

The National Board of Advisors are men of the highest standing, representing Organizations of National recognition, the United States' Army and Navy, and authorities on international questions.

Each State is given remarkable freedom for individual work, and if well endorsed should find it unnecessary to be locally governed. Far too many organizations are bound, figuratively, hand and foot by Boards of Advisors and Directors, well-meaning people who hamper their growth and activities at every turn.

The instructors of classes who are volunteering their services have the authority to advise and lead their classes

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of instruction as they think best, provided it meets with the approval of the State Manager. But management of the Guard other than instruction is strictly in the hands of the State manager and local Guard leaders.

No one has the authority to *order* a State Manager to any activity save through the National President. Advice may be given by local backers or the Executive of a State, but the Manager is required to follow no advice unless she feels it wise, providing she receives no orders from the National Headquarters.

A girl who has filed her certificate with the National Headquarters certifying she knows at least one thing well, is not compelled to attend meetings, but she must report to the Guard when her address is changed, or in times of disaster. She is, of course, at liberty to attend all meetings of the Guard if she so desires.

On the 12th of every month, all girls are expected to report to their respective leaders, or National Headquarters, as to their personal activities in any form of service during the month. If they have had no opportunity for service, they should so state. This is of great assistance in compiling the semi-annual and annual reports.

At the first intimation of national or local disaster all members of the Guard should report promptly to their Guard leaders or direct to Headquarters, stating if

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ready for active service, if willing to leave State, and whether expenses can be met personally.

No girl is forced to leave her State.

No girl is forced to attend meetings after thoroughly preparing. Any girl may teach herself efficient preparedness in one way, providing she has reliable witnesses sign her certificate. This certificate is a form that must be filled out by each individual before she can receive her Diploma or Certificate of Merit.

Loyalty among Guard members is indispensable.

Local disputes arising among Guards not being amicably settled should receive ultimate decision by the State Manager.

Reports of all disputes and their settlement should be sent into National Headquarters.

No State Manager or Local Chairman should adopt any new plans or undertake any new phases of work without securing the approval of the President.

Reports of all Guards should be sent into National Headquarters twice a month until all courses in preparedness are completed. Once a month will be sufficient after the completion of this work for the State Managers to keep in touch with their Headquarters. It would be well for the State Managers to run their re-

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ports from the fifteenth of the month to the fifteenth of the following month, so that reports from Headquarters to the Board of Advisors and State Executives may be sent promptly on the first of each month.

State Guards wishing to organize camps will communicate with Headquarters. Any girl wishing to attend one of the National Honor Guard camps must pay her own expenses to and from camp. Her expenses while in camp will be very small. All instruction will be given free.

There are two uniforms adopted by the Girls' National Honor Guard. No girl may wear these uniforms unless she is a member of the organization and is on active duty. It is not compulsory to wear uniforms, unless orders to that effect have been issued by the State Manager or National Officers. Special rates will be made for girls buying their uniforms through the organization. Officers have the privilege of wearing their uniforms when they wish.

For any information not covered in this booklet or for points that are not entirely clear to you, write the National Secretary.

Dues

Each State Manager shall pay One Dollar a year; each member twenty-five cents a year.

The cost of the Organization pin is One Dollar, the

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price being lowered to seventy-five cents until January 1, 1917, when it resumes its former price.

No girl is required to buy a pin, but most of the girls wish to wear this emblem of service to their Country.

Questions asked by those interested in the Honor Guard

Q. When once a member how long may one remain such?

A. For life, providing the pledge and duties of membership have been faithfully observed.

Q. Are donations received?

A. They are appreciated but no especial appeal has yet been made for them.

Q. If a girl leaves America may she still remain a member?

A. Yes, providing she does not become naturalized in any foreign country.

Q. Has the Honor Guard a call or song?

A. Yes, it has a call which has not yet been printed.

Q. May any girl write in to the President on personal matters or will the letters be opened by others?

A. Every letter sent to the President marked personal is opened and read personally by her. All girls have the privilege of writing any one of their National Officers at any time.

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Q. How are you supported?

A. See article under heading finance.

Q. What do you do when you are in debt?

A. We are never in debt (see finance).

Q. How are the members notified when disaster comes?

A. State Managers are telegraphed, they in turn communicate with local Guards, individual members notified from Headquarters.

Q. What are the colors of the Girls' National Honor Guard?

A. Red, white and blue.

Q. Is the Girls' National Honor Guard for the Democrats or Republicans?

A. It is for the President of the United States and the Government, regardless of politics.

Q. May a young married woman who has no time to study, as she is a miner's wife with three little children, become a member of the Honor Guard, as she knows how to cook well and sew?

A. Certainly, any young American woman knowing at least one thing well may join the Honor Guard.

Q. Why may not older women belong to the Guard?

A. This organization was created for the girls of America. Ten years from now older women will belong to the Guard, the girls of to-day will be those

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women but they will be women with the Honor Guard ideals. The Guard, its constitution, pledge, and organization have been the thoughts and workings of young girls. An organization founded by an American girl, organized by young girls, governed by young girls, and successful through girls.

Q. Do you think you are going to succeed without having older women direct and govern your actions?

A. We have succeeded and found only the advice of our National advisers necessary.

Extracts from Constitution

ARTICLE 2.

The Girls' National Honor Guard shall be organized for the purpose of creating a spirit of patriotism and duty among the girls of America.

ARTICLE 3.

The duties of the Girls' National Honor Guard shall be to inculcate the spirit of unity and *learning to do one thing well*, which shall prove of helpfulness and value both in durations of peace as well as times of war. Hence it shall be the duty of each girl of the Girls' National Honor Guard to maintain the honor of the country; the

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principles of the government of The United States, and the respect and honor of its flag.

ARTICLE 4.

Any young woman between the ages of fourteen and thirty years, with a knowledge of the working of her government, and a recognition of the needs of her country and an appreciation of the sacredness of her obligations, is eligible for admission. Any young woman who has once affiliated herself with this Movement may remain as such while she maintains the principles of the Institution and is amenable to its rules and regulations.

ARTICLE 12.

It shall be distinctly understood that any girl whilst having full freedom to express her views respecting any policy, action or conduct on the part of those holding Executive Office in the United States, shall yet respect the position of the same and accord that position the sustained respect and deference due it. The same shall be in effect concerning any position in the Girls' National Honor Guard.

Extracts from Pledge of Membership

1. I do hereby solemnly covenant on my word of honor to faithfully and earnestly comply with the principles and

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regulations of The Constitution and By-laws of the Girls' National Honor Guard. To uphold our National honor from criticism, the American Flag from desecration, and the Government of the United States and those who represent it from personal disrespect.

2. I solemnly pledge loyalty and good fellowship toward all members of the Girls' National Honor Guard regardless of their creed or station, and I will faithfully stand by each member, giving whatever aid and encouragement within my power in times of need.

Guards Organizing for 1917

Iowa, Illinois, Indiana, New Jersey, Massachusetts, New York, Pennsylvania, California, Florida and West Virginia.

In His Own Words: One Man's Diary, 1918-1919

1918

Jan. 18

Boston is sure quite a city, but I would not care to live here. People here speak of the middle states as being out west. They think Chicago is away out west. I was talking to a man who enlisted here in Boston a short time ago. He said he had never been out of the State of Mass. in his life, and only out of the city of Boston, once. I do not think he really knew where Oregon is, he wanted to know if it "wasn't quite a ways out west." There is a place here in the city for Sailors called the Shore Leave Club, where we can get a nice light, clean room for .50¢ or two can get a room together with two beds in it for .35¢ each.

Feb. 1

No need to worry about my health. I am always the last one to leave the table. Went to see Bunker Hill monument the other day. I see the old ship Constitution nearly every day. It is at the Navy yard. It was built in 1797.

Feb. 6

Still cold. 11 below zero. The boat we go to work on got stuck this morning and could not get out until a large boat came and broke up the ice. Saw an English sub in here today. Have not been on liberty for a long time as there is not much pleasure in going out in such cold weather.

Feb. 13

I sure do not like the climate here now. Have had a very little sunshine since coming here. The Saxonia that was in dry dock at Bremerton nearly all summer, came in here today. She is now called the Sevana [sic]. It used to be a German ship.

Mch. 19

Had quite a fall a few nights ago. One of the beams which has the hooks in that we swing our hammocks to, broke about midnight. I and three or four others came down with it. We fell about 5 1/2 or 6 feet onto the hard cement floor. Most of them had the foot of their hammock to the beam that broke, and came down feet first. I had my head that way, and landed on my back and shoulders. Was quite sore and lame for several days. Lots of foreigners around Boston. Jews and Italians.



Planalp enjoyed seeing the USS Constitution in Boston Harbor. The ship, shown sailing here in 1997 during its 200th year celebration, is the world's oldest commissioned warship afloat. (Photo #45269, www.chinfo.navy.mil)

A Sailor's Life Shipboard



Carl Tomlinson, a 20 year old from The Dalles, served aboard the USS Saturn patrolling the waters of the Alaska Coast. Stormy seas were the norm. One trip took five days and nights with little sleep or rest. In fair weather it would have taken only two days. During ice storms, each crewman carried an axe to remove ice from frozen riggings. On normal days, sailors tended to assigned duties and pitched in on frequently needed cleaning, painting, or repairing.

Life at sea wasn't all work. Tomlinson described a friend (shown above) he and the crew made: "The bald headed eagle is the Ships [sic] Mascot and was allowed to fly at liberty over the vessel and [is] very much beloved by the boys. He finally became so spoiled that he was confined in the Golden Gate Park at San Francisco Cal." (OSA)

April 5

Have been transfered [sic] to the Torpedo boat destroyer Little, and will go aboard tomorrow. Think I will like it alright [sic]. It is an oil burner.

April 10

Well Ralph and I and several others have been transfered [sic] off the Little, and back to the Pier again. Do not know how long I will be here. After being in the Navy this long I am not surprised much at anything. You can not plan ahead much, as you are never quite sure one day where you will be the next. Someone got into my sea bag and stole my shaveing [sic] outfit, and my two fountain pens.

April 16

Had a 48 hour liberty last Sat. and Sunday. Had a fine time. I was at the Navy Service Club, and five or six men who live here in town brought their cars and took about 25 of us out for a ride. The one I went in was a new Ford limousine. We were gone about 3 _ hrs. and went about 35 or 40 miles. We went out in the country, passing through 5 or 6 little towns and went to the town of Lexington. Saw the place where the battle of Lexington was fought, saw the statue of Captain Parker and a marble slab with the words, "Do not fire until fired upon, but if there is going to be a war, let it start here," which is supposed to be what he told his men. Also saw the old house where the Soldiers or minute men as they were called, were quartered, and the house where Longfellow, the poet, used to live, and a number of other historical places. We came back a different way, coming in through the city of Cambridge, which is almost a part of Boston. The country around here is quite hilly, but the hills are quite low, and partly covered with scrubby looking timer. Did not see any good looking farming land, as the soil is very stony and gravelly. I sure enjoyed the trip if the old Ford did run on three cylinders all the way.

April 18

I have been transfered [sic] to the U. S. S. Kearsarge. It is a training ship. There are about 140 2nd class firemen going aboard her from here.

April 22

Well, I am back home again on the Pier. Ralph is here too. We were only on the Kearsarge three days. There was a mistake somewhere sending us, as they did not want 2nd class men at all, but wanted men who had never been aboard a training ship. Almost all of the 140 men were sent back here. I have been detailed to the U. S. S. Shawmut a mine layer.

April 25

Was only on the Shawmut detail one day. Ralph and I are both expecting to leave for New York this afternoon.

May 10

Aboard the U. S. S. Von Steuben, Ralph and I are both aboard this ship. We left Boston the afternoon of April 25. Took the train about 1:30 that afternoon, passed through the towns of Providence, New London, New Haven and Bridgeport, and arrived at the Grand Central Station in N. Y. about 8 o'clock. The C. P. O. (chief petty officer) in charge of the party ordered supper for all of us at a restaurant near the station. We had scrambled egg [sic], bacon, hot cakes, coffee and pie. After supper we took the subway to Brooklyn, and went to the Navy yard and stayed aboard the receiving ship all night. The next day about 50 of the Boston bunch were transfered [sic] to the U. S. S. Von Steuben. The Von Steuben was lying at Hoboken, N. J. New York City is between two rivers. Brooklyn is just across the river on one side, and Hoboken just across the other river on the other side. We went on a tug boat from the receiving ship down one river to where they flow together then back up the other one to Hoboken, so got a good view of the city from the harbor. We passed under the Brooklyn bridge [sic], and saw the large statue of liberty

that stands out in the harbor. The Von Steuben is a very large transport. It is the former German ship Crown Prince Wilhelm. We went aboard the ship at 4 o'clock. She was all loaded with soldiers, and we started for France at 6 o'clock. At 8 o'clock Ralph and I went on watch in the fireroom. We arrived at Brest, France 8 days later. The Northern Pacific went with us. There is a crew of 1200 and a band of 28 pieces. There are 8 firerooms, and 28 boilers. She is 663 ft. in length and 66 ft. beam. Have a moving picture machine, a goat called Bill, and a dog called Tomatoes.

May 19

Went to the top of the Woolworth building this afternoon. Had a fine view of the city, also Brooklyn, Hoboken and Jersey City. The building is 792 ft., 1 in., and 60 stories high. The tallest and most beautiful office building in the world.

June 21

Arrived back in the States again yesterday. There were 10 transports and 1 destroyer, with us this trip. Some of the ships were slow so it took us 13 days going over. We always have it quite warm for 1 or 2 days while we are in the Gulf stream. The Gulf stream is much bluer than any where else. It is a very dark blue and looks pretty when it is just rough enough to show a few white caps. We are some times in the Gulf stream as long as 4 days. Saw the wooden dummy battle ship which is used for a recruiting ship here in New York City.

June 25

Was out to Coney Island which is sure a big amusement park. Also went to Central Park. There are 879 acres in the park and it is certainly a beautiful place. Have also been through Battery Park.

June 28

Think we will leave Sunday evening. We always leave at night about 6 o'clock, and it is dark by the time we get out to sea. When we were going over the last trip we had target practice on [sic] day. One of the other ships towed a target for us, then we towed one for them. The Von Steuben has the most guns and is the best armed of any of the transports. When we are in the war zone we always have to wear our life preservers when we go on the upper deck, but do not have to wear them below deck.

July 21

Back in Hoboken again. We left here the 30th of June. We started with a bunch of other ships, 15 transports, 4 destroyers and one cruiser in all. On the second day out it was discovered one of the other transports, the Henderson was on fire. The fire started about 1:30 in the afternoon, down in the forward hold. By 8 o'clock that evening, it had got so bad they decided to transfer the troops, so the Henderson, the Von Steuben and two destroyers stopped, the rest of the ships going on. They transfered [sic] all of the troops about 1400 or 1500 of them, over onto the Von Steuben. We were there all night, getting started on again at about 5 o'clock the next morning, the Henderson going back to the States. We were sure awfully crowded. After leaving the Henderson we put on full speed, and went through to Brest, without joining the other ships.



Rising nearly 800 feet, the 1913 Woolworth Building in New York City was the tallest building in the world when Planalp saw it in 1918. (Image, Kirkland Community College, Iowa)

July 26

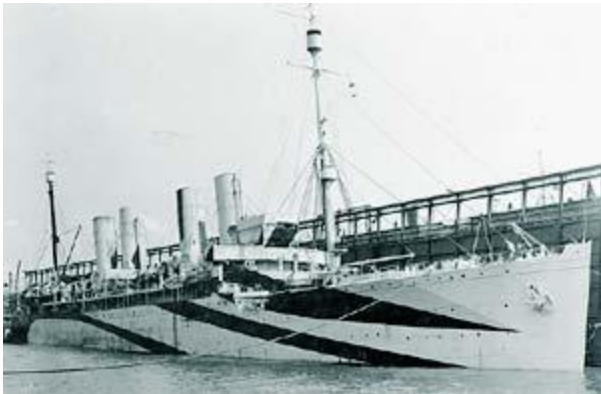
The Von Steuben can make 21 or 22 knots per hr. at full speed. A knot is 1 1/8 miles. We do not have very much fruit or vegetables. Once in a while we get 1 orange or 1 apple for breakfast. The oranges are mostly from Florida and not nearly as good as the Calif. orange, in fact I have not tasted a really good orange, apple or potatoe [sic] since coming east.

July 31

Was off on a 48 hour leave Saturday and Sunday. I went over to New York on the subway which goes under the Hudson river [sic], then walked across the Brooklyn bridge [sic] to Brooklyn, and spent the afternoon there. In the evening I went back to New York and took one of the sight seeing busses around the downtown part of the city. There was a man with the buss [sic] to explain things and point out the places of interest. We went around the main business part of the city, along the Bowery and through the Hebrew part of town, or Grotto. He told us that 45 per-cent [sic] of the population of the city were foreigners. He said there was a saying that New York was owned by the Jews, run by the Irish and what few Americans there were, paid the bills. We also went through the Chinatown. Chinatown only covers two or three blocks. He told us how many Chinese there were, I have forgotten just how many, but it is less than 100 so you see it does not amount to much compared to the Chinatowns in some of the western cities. In the Hebrew district the streets are so crowded with people you can hardly get through. The people are certainly crowded in the thickest of any place I ever saw. He told us in some places there are as many as 9000 inhabitants to the mile. We went through the Italian part or little Italy. While we were at the Navy yard I saw the two big battleships Pennsylvania [sic] and New Mexico. The New Mexico is the very latest and most modern battleship.

Aug. 7

Have been out to Palisade Park. It is an amusement park, not as large as Coney Island, but much prettier. It is on the New Jersey side, on a high rocky bluff, above the Hudson river [sic]. Am getting around quite a bit, and getting pretty well acquainted with the city. Begin to feel quite at home here. Am seeing a good many shows. As watermellon [sic] for dinner today, good and cold, right off the ice. Only a small piece for each man, but good what there was of it.



The USS Von Steuben in New York City in 1918. The paint scheme was designed to camouflage the ship.
(Photo #45269, www.history.navy.mil)

Sept. 7

Expect to get into Hoboken tonight. Had fine weather going over, but coming back has been a little rough nearly all the way, and yesterday we got into an awful bad storm. Navy men said it was one of the worst

storms ever witnessed on the Atlantic seaboard. The wind blowing was estimated to be more than 125 miles per-hour, and the waves ran over 100 ft. high. The navigator was forced to change his course to keep the ship's head with the storm, for if she had of gotten her head into the trough of the sea, it would of meant "good-bye Von Steuben." Three of our men seamen [sic], were washed overboard and lost. Four or five others were quite badly hurt. It was so rough they could not cook anything or set any tables. They stretched ropes around the mess hall, and we hung on with one hand, and ate a sandwich with the other. When it was the roughest they spray came down through the ventilators and through the grating into the fireroom and the firemen were soaking wet. We had a few wounded soldiers aboard and I was talking to him, and he said he was "scared to death." He said the trenches had nothing on this. Said when he got to New York if anyone would offer him \$1,000 to cross the ocean again he would not go. I did not mind it, as I was not a bit sick, and I never was afraid of the water. Have been working to day [sic] cleaning out the boilers. Day or night is just about the same with us, Sunday or any other day, as of course when under way the work has to go on at night the same as day and when in port they work day and night loading and coaling getting ready for another trip. We get most of our liberty at night. A full nights sleep is rather an uncommon thing, and beans are considered one of the best feeds [sic] we get, but most of the boys, so they have a saying in the Navy "All night in and beans for breakfast."

Sept. 10

Took an excursion boat this morning and went up the Hudson river [sic] 45 miles to a place called Bear Mountain. It is a national park. No town, but people go there from the city and camp out. It is a very pretty place. It is in the mountains, and is rocky and rough, and covered with timber, but not as nice timber or as large mountains as we have in the west. There is a lake there with rowboats and an Inn where one can gets [sic] meals "if you have the price." There are many beautiful residences up along the Hudson and several small towns. It makes a very nice trip, but does not begin to compare with a trip up the Columbia highway.

Oct. 3

Well we get liberty in Brest this time for the first time. Had six hours liberty so got to see quite a bit of the town. I saw the street named after President Wilson. You see quite a few people wearing wooden shoes. There are very few wooden buildings, they are mostly built of stone. I had some money changed for French money. We brought over a load of Marines this time. Some of them were sick when they came aboard, and a day or so later a lot of them were sick. They had the "Spanish Influenza." Before we got to Brest 33 of them died. There were two other ships with us, and about the same number died aboard one of them. We are bringing the bodies back with us. We saw a large ice berg [sic] on our way over. We burn on an average 7,000 tons of coal on a round trip. Have about 500 firemen on the Von Steuben.

Nov. 15

I am on a 10 day furlough and am at Washington, D. C. Stopped off at "Philly." Took in the city pretty well. Was out to Fairmont Park a very large park. Also saw the Betsy Ross house where the first American flag was made. Left Philadelphia and came through Wilmington, Delaware, and Baltimore, Maryland, to Washington, D. C. I have now been in 27 different states. Have seen the Capitol building [sic] and the White house [sic] and been all though the grounds. Could not go to the top of the Capitol as it has been closed to visitors ever since the war started. Went through the National Musieum [sic] and the Smithsonian Institution. Went to the top of the Washington Monument. The elevator was out of order so had to walk up. It is 550 ft. and was some climb, but had a fine view of the city from the top. Heard Secretary of the Navy Daniels speak [sic]. Washington is a very pretty place, the nicest city I have

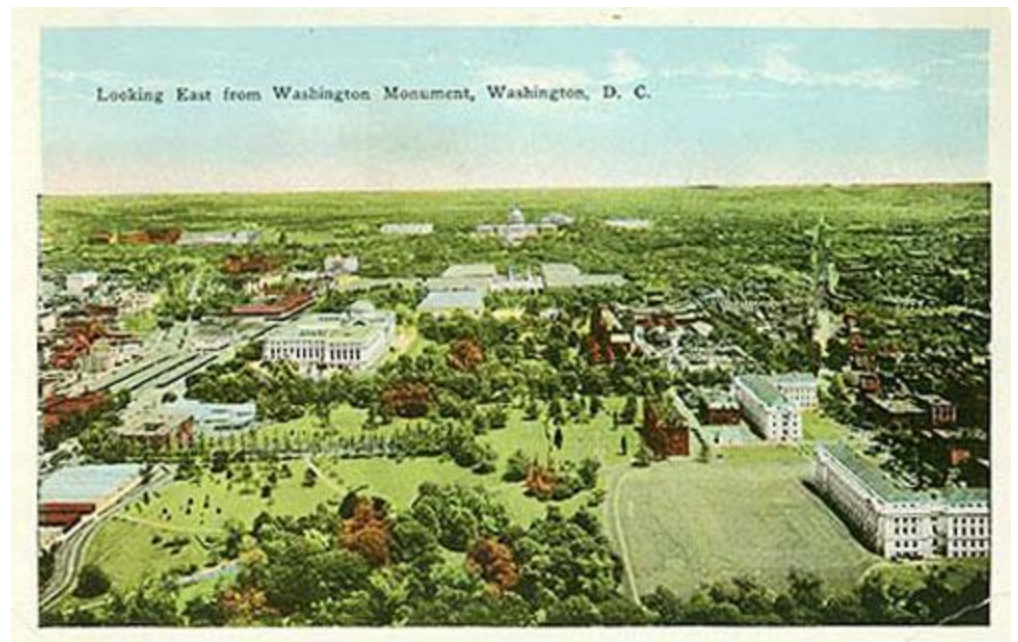
seen in the east. Saw Warren Hunter in New York a short time ago. He is on a sister ship to the one Gildon is on, and was built in Portland. He said "Whetstone was in New York City somewhere." Well it seems to [sic] good to be true, but I guess it was is all over. Last Monday morning about 5 o'clock I was awakened by all the whistles and bells in New York. The whistle on the ship blew and the band played. There was sure a great celebration in New York all day Monday and Monday night. The streets were so crowded you could hardly get around, and so much paper and confetti in the street it looked like a snow storm [sic] had struck the city.

Nov. 17

Am on board the steamer Commonwealth to-night [sic] on my way to Boston. The steamer goes to Fall River and you take the train from there to Boston.

Nov. 25

Wet out to Commonwealth Pier while at Boston. Everything looks just about the same there. Saw two or three sailors who I used to know there. There are more men there now, than when we left there. They are sure doing a lot of repair work on our ship now, and I think we will be in for a long time.



1918 postcard shows the view Planalp saw from the top of the Washington Monument looking east. The U.S. Capitol is in the distance. (Image, Smithsonian Institution)



Postcard of the train station at Bourges, France. Planalp saw liberty in France during his travels. (OSA, Oregon Defense Council Records, World War I Photographs)

Dec. 8

We have been chipping the painting the coal bunkers [sic] and chipping the inside of the boilers. Was on board ship Thanksgiving day. Had a fine dinner. I think the best meal I have had in the Navy.

Dec. 21

Will get three days off at Christmas. Will spend my time around New York City.

Dec. 27

Spent Christmas in New York City. Ate dinner at the Cardinal Farley soldiers and sailors club. It is maintained by the Catholic people. We sure had a fine dinner, and all free.

1919

Feb. 9

Was out to the Bronx Park this afternoon. There is a large zoo at the park. Saw Hunter this evening. He just got back from France.

Feb. 17

Attended the Automobile show here in New York City. It was sure quite some show.

Mch. 23

Back from France again. Have been sick with the grip for the last 4 days, and have been staying at the sick bay, but am alright now and am going to work again.

April 18

Back in Hoboken again. Had 7 hours liberty in France this trip.

May 12

Back to the good old U. S. A. once again. They are rushing the troops home as fast as possible. It sure makes hard work for the firemen. We are only supposed to stay in port 3 days on the other side, and 5 on this. Have been on the Von Steuben a little over a year now, and have made 9 trips over and back, or crossed the Atlantic 18 times.

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 40)

Other Voices of Service

Voices Less Heard

In addition to the men on active duty in the U.S. armed forces, many others directly supported the war effort. Among these were perhaps hundreds of Oregon residents who fought with British, Canadian, and other forces during the war. Women also served heroically, often in dangerous conditions. And while hundreds of Oregonians died in World War I, even more were wounded, some disabled for life. Their voices speak to the trials and sacrifices of war endured by those who may not have been as prominent in the headlines of the day.

The voices of minorities are virtually absent from the personal military service histories compiled by the State Council of Defense for Oregon. This likely is partially due to the relatively small numbers of Native Americans, African Americans, and other minorities who fought in the war from Oregon. But society also tended to overlook the contributions of minorities during the time. The state historian contacted entities such as the Chemawa Indian School near Salem to request information but had little success.

On Active Service With the Allies

Many Oregon residents, such as those who were citizens of Canada or Great Britain, served in the British Expeditionary Force during World War I. Many answered the call to fight in 1914 and 1915 after the outbreak of war. As with Oregonians serving in the U.S. forces, they risked their lives to serve their countries and protect democracy. However, many of them were exposed to the dangers and sacrifices of war for two or three years longer.



One of them, Charles Franklin Buchanan of Portland, enlisted in the Canadian Army in April 1915 as part of the "Loyal Legion Seaforth Highlanders of Canada." After a promotion to corporal he transferred to the "Duke of Connaught's Own Battalion Canadian Infantry" where he was promoted to sergeant-major. Eager to get to the front, Buchanan resigned his position and enlisted as a private to get into action quicker.

By the beginning of 1916 he got his wish and spent nearly two years at the front. After a fierce 1917 battle in Flanders in which practically his entire company was either killed or wounded, he was once again promoted. By July of 1918 Buchanan earned the commission of lieutenant in the 1st Canadian Reserve. He suffered wounds in September 1918 and again in early October but returned from the hospital to the front quickly both times.

On October 12 he was in the middle of a fight on the Sensee Canal in France. According to Canadian General Philpot, Buchanan "had destroyed a German machine gun nest and had killed several German officers and

Some veterans saw an advertising opportunity in their return home.

The Sutherlin newspaper wrote about David Scott, seated: "David Scott, familiarly known by many of our citizens as 'Scotty' arrived here Monday from Vancouver B.C., having recently been discharged from a Canadian regiment after doing service several months overseas. Mr. Scott has a bullet wound in his left arm as a result of a German machine gun, but he is in shape to do your painting, and guarantee a good job. He is now doing some painting on Ed. R. Paxton's residence." (OSA)

men single-handed and had dug in on the bank of the canal, awaiting the English artillery, when a sniper killed him."

Described by General Philpot as "a natural leader," Buchanan was posthumously awarded the British Military Cross for his bravery. In his last letter to his parents "he expressed a longing again to visit his parents and other relatives in Oregon. His determination, however, was not to give up the fight until the power of the Hun was broken forever."

Oregon Women Offer Care Here and Abroad

Oregon women served as nurses for the U.S. Army and Navy as well as for supporting organizations such as the Red Cross. Some worked in France and other war torn countries while others served at military camps in the U.S.

Farmer William McKern and his wife, Edna, saw their 20 year old daughter, Enid, off from home near Mt. Vernon in rugged Grant County to start her new life as a nurse. She heard about the government's call for nurses and dreamed about foreign service. On a fall day in 1918, after enlisting with a friend in Canyon City, she began her preparation in the United States Student Nurse Reserve. The reserve assigned her to St. Elizabeth's Hospital in Baker [now Baker City].

Once in Baker, Enid began her studies and training. But within a few days, while helping patients, she was stricken with Spanish Influenza. The hospital informed Enid's parents and her mother soon arrived from Mt. Vernon. But Enid developed pneumonia and, after a total of nine days, she died. Her father arrived at the hospital just after she passed away. The family returned her body to Mt. Vernon where she received a military funeral, another victim of the flu epidemic raging throughout the state. She was eulogized as a "big, strong, fine looking girl" who offered her life and died "while serving others that this world might be better."

Many Oregon women, such as Irish born Stasia Walsh of Pendleton, did go on to see extensive service in France. She joined the Army Nurse Corps through the Red Cross in 1918. Already a nurse in civilian life, she quickly became a member of Base Hospital 46 and in March was assigned to service at Camp Lee, Virginia. By the Fourth of July Stasia was shipping out with the hospital for duty in France. She served with Base Hospital 46 and later Base Hospital 81 for the duration of the war, tending to the injured and sick soldiers coming in from the front. Her hospital service in France continued into June of 1919 as the country tried to recover from four years of total war.



Enid McKern wanted to serve as a nurse in France during World War I. She trained at St. Elizabeth's Hospital in Baker. (OSA)

Other Oregon women served as doctors in Europe during and after the war. The American Women's Hospitals organization carried out work related to the war and relief efforts. In cooperation with other organizations such as the Red Cross, it operated hospitals and dispensaries in several parts of France. But many of the sick and injured in isolated villages could not travel to the hospitals because of the war-ravaged roads:

"For this reason a dispensary circuit was arranged and by means of ambulances (mobile dispensaries) our medical women and nurses, carrying supplies, bandages, medicines and everything necessary for infirmary work, visited these villages on a pre-arranged schedule and held clinics which were attended by thousands of villagers, mostly women and children who were sick and in distress. Those who were bedridden and in need of special care were taken to the central hospital."

The organization carried out similar work after the war in Serbia and the Near East as famine and disease ravaged those areas.

According to the chairman of the national organization, Dr. Esther Lovejoy, "Our Oregon medical women made exceptionally fine records in the American Women's Hospitals overseas service. We have a state of less than a million people and while I cannot say exactly the number, I believe there is only one state with a larger number of medical women in our service than Oregon, according to population." She especially cited two Oregon women, Dr. Mary MacLachlin and Dr. Mary Evans. They served in a hospital in Luzancy, in a devastated part of France, for almost a year. Because of their selfless service, they were decorated by the French government and "made citizens of that municipality [Luzancy]."

The Disabled Return Home



Allen Gribble of Portland was wounded seven times in the war. (OSA)

The wounded began arriving at the field and base hospitals soon after American soldiers first took to the trenches of France. Many were "fixed up" and returned to the battlefield. Others suffered injuries that would spell the end of their active service. Some were disabled for life.

Most men would live with partial disabilities. Allen T. Gribble of Clackamas worked as a letter carrier before signing up for duty on the Mexican border. He later enlisted in the Marine Corps and, after training, was sent to the front at St. Mihiel in August 1918. Soon in heavy action, Gribble was wounded seven times and lived to tell about it. His wounds included: "Shot through the nose; index finger of left hand shot off; shot through left thigh; shell wound, right knee; shell wound, above right ankle; little finger of the left hand shot off." He finally stopped fighting after the seventh wound when he was shot in the wrist.

The marine was taken to a base hospital where "I can eat three squares a day." Yet, Gribble grew impatient away from the battle: "[I] am anxious to get back at them. If I don't before the war ends I know there are plenty of other Yanks to finish the job." Gribble stayed in France until March 1919. Still, his wounds would leave him partially disabled for the rest of his life.

Ralph Boyer went to Corvallis to train for a new life. The 22 year old enlisted to serve in coast artillery for the Army. One day his company was planting mines. A rope slipped and one of Boyer's legs became entangled as he was dragged violently for some distance. His leg broke so badly that it needed to be amputated. According to a major in the coast artillery, "he remained conscious [conscious] throughout the ordeal which was three hours. The Dr. who operated spoke highly of his grit...."

Since the accident occurred while Boyer was on duty, he qualified for the help under a new federal disability program. Before World War I, most

wounded soldiers died. Eighty percent of those wounded in the Civil War died since an understanding of germs and sterile environments was not well developed. With increased attention to preventing infections, the survival rate improved greatly for American fighters during World War I.

The Soldiers' Rehabilitation Act of 1918 basically responded to the influx of disabled but otherwise healthy veterans returning from the war. Nationwide, approximately 10,000 men were eligible for the program. Many were assigned to business colleges, factories, automobile schools, and other industrial institutions across the country. The act proved so successful that two years later it was extended to civilians with disabilities. It is now seen as a key element in the path toward modern rehabilitation services. Disabled veterans also benefited from the services of the U.S. Veterans Bureau, which ran hospitals for injured and disabled veterans. The bureau consolidated with two other agencies to form the Veterans Administration in 1930.

Oregon Agricultural College played host to numerous disabled soldiers and sailors seeking vocational education since the act paid student expenses. Boyer apparently enrolled at OAC. His grade report for the first semester of 1919 shows him earning "B"s in both machine shop and tractor operation.

By May 1919 OAC saw 15 members in the campus group affectionately dubbed the "S. and S. Crip Club," short for the Soldiers' and Sailors' Cripple Club. The men ranged from 20 to 37 year old. One had a broken back, one had lost a leg, and another was blind in one eye. One member, Alexander Brander, a Heppner resident



Ralph Boyer, front row center, lost part of a leg in an accident while laying mines. He took advantage of the federal Soldiers' Rehabilitation Act of 1918 to learn new skills after the war in Corvallis. (OSA)



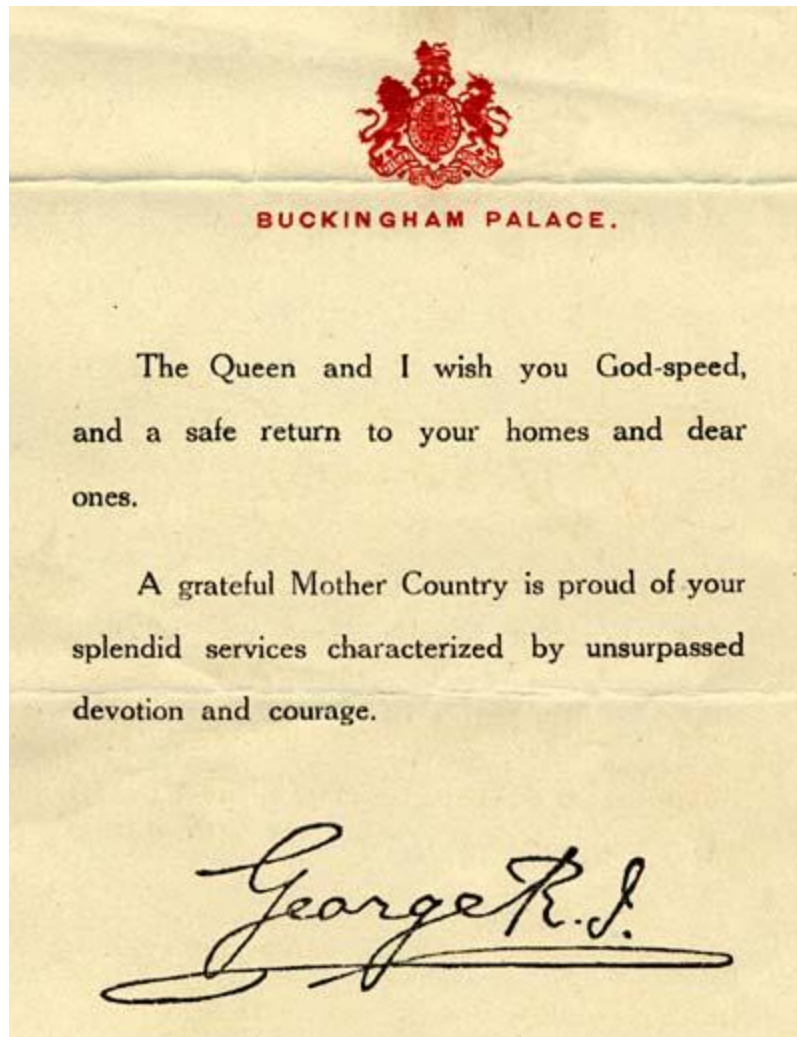
originally from Aberdeenshire, Scotland, carried a box with shrapnel with him as a conversation piece. The shrapnel was removed from his body after he was wounded on the Marne front the year before. The club's purpose at OAC was to direct and improve the "social, mental and moral opportunities" of its members. A faculty member of the OAC Department of Vocational Education served as an active member and advisor to the club.

Disabled soldier
Alexander Brander of
Scotland carried his
war wound shrapnel in
a box. (OSA)

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 15, 17; Personal Military Service Records, World War I, Scott: Box 2, Douglas County, School District No. 39; Gribble: Box 5, Multnomah County, School District 1; Boyer: Box 1, Benton County, School District 9; Brander: Box 5, Morrow County, School District No. 1)

This note of thanks from the British king was given to David Scott before his service in the British Expeditionary Force ended. (OSA, Oregon Defense Council Records, Personal Military Service Records, Box 2, Douglas County, School District No. 39)



The Faces of War: Oregon galleries

The faces of war are as varied as the experiences of war. They range from the optimism and pride of the young recruit to the blank stare of the war dead. Use these photo galleries to get a glimpse of what Oregonians experienced in World War I.



Army



Navy



Marines



Air Service



Civilian Attire



Military Equipment

Airplanes and Pilots

Artillery Equipment

Destruction of Cities and Villages

French Scenic Postcards

Hospital and Medical Workers

Observation Balloons

Prisoners of War

Soldiers On the Move

Tanks in Action

Trench Warfare

War Dead

Official web site of
Oregon Secretary of State

Army War Gallery



Fred Wilcox of Grass Valley (OSA)
Occupation: Miner, etc.
Service duty: Ambulance Co./Cook



Cpl. Frederic Roeber of Portland (OSA)
Occupation: Student
Service duty: Infantry



Pvt. George Carter (center) of The Dalles (OSA)



Sgt. Claude Beck of Portland (OSA)
Occupation: Bookkeeper
Service duty: Prisoner guard

Occupation: Not given.
Service duty: Coast artillery



Pvt. Reginald Vowles of Oregon City (OSA)
Occupation: Woolen mill worker
Service duty (Canadian): Medical Corps



Pvt. Elwood Potter of Heppner (OSA)
Occupation: Not given
Service duty: Ambulance Co./Cook

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Sherman; School District No. 23; City Grass Valley, Oregon.

I. PERSONAL HISTORY—Name in full Fred Wilcox

☐ Born in U. S. ☐ Foreign born. ☐ White. ☒ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.

Home (postoffice) address.....

Present address, No., Street....., City....., State.....

Place of birth (give state, county and city) Iowa. Emmet Co. Jefferson Date of birth Aug 12th

Married? yes When? Lead City Where? Lead City

Wife's maiden name..... Number of children none

Father's name H. B. Wilcox Born when Indiana Where Indiana

Mother's maiden name Jennie Allinson Born when Jan 19th Where Benton Wisconsin

Date came to U. S. Date naturalized..... Date came to Oregon.....

Former residences Lead City and Jefferson Iowa

Schools attended (give places and dates)—Elementary Lead City and Grass Valley

High school 9th or 10th grade College no

Occupation before war running engine in Black Hills. Homestake mine.

II. MILITARY OR NAVAL SERVICE—Date entered for this war....., 1917 Place.....

☒ U. S. ☐ By enlistment or ☐ Draft. ☐ Other (Service with allies)

enlisted at St Louis (I think)

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other.....

Organization entered, name and number of company, regiment or unit.....

Transfers.....

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps) ambulance Co 42

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify).....

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other.....

Name of ship or assignment.....

Students' army training corps. Name of school.....

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other.....

III. RANK AND PROMOTIONS—Give promotions and dates.....

Give rank and organization at close of war.....

Distinguished service. Medals and citations.....

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.)

IV. LOCATIONS—Officers training camp.....

Cantonments or other stations.....

Length of foreign service (give dates)..... Where?.....

Battles and engagements.....

Captured by the enemy.....

German prisons.....

Date discharged or mustered out of service..... Where?..... Landed U. S.

Casualties. Wounds.....

Death. Date..... Cause.....

Place..... Where buried.....

6. This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name mother & wife Address Grass Valley Oregon Relationship.....

Report made by mother Address Lead City S. Dak. Date May 6th 1919

mother is in France at this date, I don't know date of return.

Mark cross (X) in square ☐ in front of word to answer "yes" for each question. ☐ in square ☐ in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Bellevue; School District No. 43; City Oregon City, Oregon.I. PERSONAL HISTORY—Name in full Roginald Vowles☐ Born in U. S. ☒ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ OtherHome (postoffice) address General Delivery Oregon CityPresent address, No. _____, Street _____, City _____, State 3/31/91Place of birth (give state, county and city) Sunderland England Date of birth _____Married? no When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name Fredrich Vowles Born when 1854 Where Bristol EngMother's maiden name Agnes Hudson Born when 1860 Where Sunderland EngDate came to U. S. 1910 Date naturalized First Paper Date came to Oregon Nov 1918Former residences all over CanadaSchools attended (give places and dates)—Elementary Sunderland Eng '95-'05

High school _____ College _____

Occupation before war Woolen Mill Employee2. Woolen Mill OPERATIVEII. MILITARY OR NAVAL SERVICE—Date entered for this war July 30, 1917 Place Vancouver B.C.☐ U. S. ☒ By enlistment or ☐ Draft. ☒ Other (Service with allies) Canadian Army Medical CorpsCANADIAN ARMYBranch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit _____

Transfers Transferred overseas to 72nd Canadian Seaforth HighlandersBranch of army: ☒ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.☐ U. S. guard. ☐ Other (specify) _____Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other none

III. RANK AND PROMOTIONS—Give promotions and dates

Give rank and organization at close of war PrivateDistinguished service. Medals and citations None4 Pvc.

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.)

Oregon City Enterprise Date unknown

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations _____

5. CANADIAN EFLength of foreign service (give dates) 6/4/18-2/1/19 Where? England & FranceBattles and engagements Winding Stair Support on Desert-Dumont Road (Anas).Boulton Wood (Boudraif)Captured by the enemy noGerman prisons 4 F. 19. - - - WoundedDate discharged or mustered out of service Feb 19 1919 Where? Vancouver B.C. Landed U. S. SeattleCasualties. Wounds from shot Wound Right Leg at Boulton Wood

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name R. Vowles Address Forest Knolls Cal Relationship BroReport made by R. Vowles Address Gen Del. Ore City Date 12/3/19

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Morrow; School District No. 1; City Heppner, Oregon.

I. PERSONAL HISTORY—Name in full

Edward Lee Potter

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other

Home (postoffice) address Heppner, Morrow Co, Oregon

Present address; No. _____, Street _____, City _____, State _____

Place of birth (give state, county and city) _____ Date of birth _____

Married? _____ When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name Dan Potter Born when _____ Where _____

Mother's maiden name Annie French Born when _____ Where _____

Date came to U. S. _____ Date naturalized _____ Date came to Oregon _____

Former residences _____

Schools attended (give places and dates)—Elementary _____

High school _____ College _____

Occupation before war _____

II. MILITARY OR NAVAL SERVICE—Date entered for this war

January 8, 1918 Place Salt Lake City, Utah

☐ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) _____

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other _____

Organization entered, name and number of company, regiment or unit _____

Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps) _____

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport. _____

☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps. _____

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates

Give rank and organization at close of war Private

Distinguished service. Medals and citations _____

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp

Vancouver, Wash. Training Camp in France

Cantonments or other stations Sent overseas in May, 1918.

Length of foreign service (give dates) 3 months Where? Was at the front when peace tidings came.

Battles and engagements _____

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service _____ Where? _____ Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Mrs. Annie Potter Address Heppner, Ore Relationship Mother

Report made by Mrs. A. E. L. Bins Address Heppner, Oreg Date _____

Information furnished by mother

Ph

Mark cross (X) in square ☐ in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Multnomah; School District No. 17; City Portland, Oregon.

I. PERSONAL HISTORY—Name in full

Frederick Otto Weber
☒ Born in U. S. ☐ Foreign born. ☐ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.

Home (postoffice) address

Present address, No. 951, Street Front, City Portland, State Ore

Place of birth (give state, county and city) Portland, Multnomah, Ore; Date of birth March 6, 1911

Married? When? Where?

Wife's maiden name Number of children

Father's name Born when Where

Mother's maiden name Born when Where

Date came to U. S. Date naturalized Date came to Oregon

Former residences

Schools attended (give places and dates)—Elementary Lincoln

High school Lincoln College

Occupation before war Student

II. MILITARY OR NAVAL SERVICE—Date entered for this war

March 1, 1917 Place Portland Ore
☐ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)

Branch of service entered: ☐ Regular army. ☒ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit M. G. Co. 162 Inf.

Transfers

Branch of army: ☒ Infantry. ☐ Artillery. ☐ Field. ☐ Coast. ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify)

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment

Students' army training corps. Name of school

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates

Give rank and organization at close of war Corporal M. G. Co. 162 U. S. Inf.

Distinguished service. Medals and citations

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.)

IV. LOCATIONS—Officers' training camp

Cantonments or other stations

Length of foreign service (give dates) Dec. 14, 17—Feb. 19, 1919 Where? France

Battles and engagements

Captured by the enemy

German prisons 11/19/19

Date discharged or mustered out of service 3-11-19 Where? Camp Lewis Landed U. S. Feb. 19, 1919

Casualties. Wounds

Death. Date Cause

Place Where buried

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Edwin H. Roebuck Relationship Mother

Report made by 11/19/19 Address 11/19/19 Date 11/19/19

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Multnomah; School District No. 1; City Portland, Oregon.I. PERSONAL HISTORY—Name in full Claude Walter Beck☐ Born in U. S. ☒ Foreign born. ☐ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ OtherHome (postoffice) address Salem OregonPresent address, No. 532, Street Williams, City Portland, State OregonPlace of birth (give state, county and city) Spokane Washington Date of birth Nov 24 1894Married? no When? _____ Where? _____

Wife's maiden name _____

Number of children _____

Father's name Newton J. BeckBorn when 1860Where MuskegonMother's maiden name Flora L. BeckBorn when 1873Where Eagle Creek Oregon

Date came to U. S. _____ Date naturalized _____

Date came to Oregon _____

Former residences Salem OregonSchools attended (give places and dates)—Elementary Portland 1904, Washington CalHigh school finished high school woodland WashingtonOccupation before war Beck, PeepersII. MILITARY OR NAVAL SERVICE—Date entered for this war April 9, 1917Place Irish Oregon☐ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) fifteen monthsBranch of service entered: ☐ Regular army. ☒ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ OtherOrganization entered, name and number of company, regiment or unit National guard Co. 4th Division

Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.☐ U. S. guard. ☐ Other (specify) _____Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ OtherIII. RANK AND PROMOTIONS—Give promotions and dates Captain Nov 15 1917, Sergeant Oct 1 1918Give rank and organization at close of war Guard Sergeant Army Service CorpsDistinguished service. Medals and citations has had charges over GermanPrisoners for fifteen months.

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back)

4. Capt.

IV. LOCATIONS—Officers' training camp Camp Mills New York

Cantonments or other stations _____

5. AEF

Length of foreign service (give dates) 15 months Yeuvers France

Battles and engagements _____

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service X Where? _____ Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Flora L. BeckAddress 532 Williams Relationship motherReport made by Flora L. BeckAddress 532 Williams Date April 6, 1918Portland OregonPhoto

Official web site of
Oregon Secretary of State

Navy War Gallery



Andrew Freeman of Ashland (OSA)
Occupation: Postal clerk
Service duty: Musician



Brothers left to right: (OSA)
Orlando Romig of Willamette
Occupation: Chemist
Service duty: Wireless radio operator

Harry Romig of Willamette
Occupation: Student
Service duty: Wireless radio operator



Tracy Savery of Dallas (OSA)
Occupation: Pharmacist/commerce
Service duty: Pharmacist mate



Victor Massie of Merlin (OSA)
Occupation: Student
Service duty: Musician?



Ralph Edmunds of Willamette (OSA)
Occupation: Phone lineman/electrician
Service duty: Submarine radio/electrician



Lewis Keith of Hardman (OSA)
Occupation: Not given
Service duty: Seaman First Class

SOLDIER

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Jackson; School District No. 5 [SL]; City Ashland [SL], Oregon.

I. PERSONAL HISTORY—Name in full Andrew Bert Freeman

☒ Born in U. S. ☐ Foreign born. ☐ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.

Home (postoffice) address Ashland OregonPresent address, No. 145, Street Sanic Drive, City Ashland, State OregonPlace of birth (give state, county and city) Willapa, Pacific Co., Wash. Date of birth Dec. 12, 1890Married? Widower When? Sept. 7, 1912 Where? Jacksonville, OregonWife's maiden name Mattie Gibson Number of children 1Father's name Andrew Lee Freeman Born when 1860 Where MissouriMother's maiden name Mary Eoff Born when 1863 Where MissouriDate came to U. S. _____ Date naturalized _____ Date came to Oregon 1903 (2001)Former residences South Bend, Pacific Co., Wash.Schools attended (give places and dates)—Elementary South Bend Wn 1898-1902 Ashland 1903-19High school One year College _____Occupation before war Postal clerk2. Postal employee U.S.II. MILITARY OR NAVAL SERVICE—Date entered for this war Jan. 10, 1918 Place Bremerton, Wn

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other.Organization entered, name and number of company, regiment or unit Musician 2nd class, U.S.N.R.

Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.☐ U. S. guard. ☐ Other (specify) _____Branch of navy: ☐ Navy. ☒ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other.Name of ship or assignment U.S.S. Plummer, Ship Philadelphia, Navy Yard, West Point, Wn

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☒ National guard. ☐ Mexican border. ☐ Reserve corps.☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other.

III. RANK AND PROMOTIONS—Give promotions and dates.

Give rank and organization at close of war Musician 2nd class, U.S.N.R.

Distinguished service. Medals and citations _____

4. MUSICIAN 2nd class

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations _____

Length of foreign service (give dates) _____ Where? _____

Battles and engagements _____

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service X Where? _____ Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Andrew John Freeman Address Ashland, Ore. 145 Sanic Drive Relationship SonReport made by Albert Freeman Address as above Date Apr. 16, 1918

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Polk; School District No. 2; City Dallas, Oregon.

I. PERSONAL HISTORY—Name in full Tracy Savery Serial No. 190-55-78

☒ Born in U. S. ☐ Foreign born. ☐ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other

Home (postoffice) address

Present address, No. 511, Street Jefferson, City Dallas, State Oregon

Place of birth (give state, county and city) Dallas, Polk Co., Oregon Date of birth 1887

Married? No When? — Where? —

Wife's maiden name — Number of children —

Father's name Joseph Henry Savery Born when 10-23-1832 Where Indiana

Mother's maiden name Huldah Jane Kimsey Born when 12-14-1851 Where Dallas, Oregon

Date came to U. S. — Date naturalized — Date came to Oregon —

Former residences Portland, Oregon 1909-1917

Schools attended (give places and dates)—Elementary Salt Creek, 1895-1903

High school Dart Creek 1904-1905 College Dallas 1906-1909

Occupation before war Pharmacist, Commercial Traveller

II. MILITARY OR NAVAL SERVICE—Date entered for this war 11th April 1917 Place Portland, Oregon

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit Medical Dept., U.S. Navy

Transfers Dispensary, Puget Sound Navy Yard, U.S.S. Westford, Receiving Ship at New York, U.S.S. Champlin, U.S.S. Fulton, Submarine Base, New London, Conn.

Branch of army: ☐ Infantry. ☐ Artillery. ☐ Field. ☐ Coast. ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) —

Branch of navy: ☐ Navy. ☒ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment US Above Dispensary P.S. by U.S.S. Westford; U.S.S. Champlin; U.S.S. Fulton

Students' army training corps. Name of school —

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☒ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates HA-1; 12-17-17 PhM-3; 6-10-18 PhM-2; 12-13-18 PhM-1

Give rank and organization at close of war Chief Pharmacist mate U.S.N.R.

Distinguished service, medals and citations —

4 Chief Pharm. Mate

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) Salem Statesman, Special Supplement,

—

IV. LOCATIONS—Officers' training camp —

Cantonments or other stations —

5

Length of foreign service (give dates) Transport Where? New York to France & Holland

Battles and engagements Submarine attack, details not available

Captured by the enemy —

German prisons —

Date discharged or mustered out of service 10-14-19 Where? Puget Sound Navy Yard Landed U. S. —

Casualties. Wounds —

Death. Date — Cause —

Place — Where buried —

6

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Huldah Jane Savery Address Dallas, Oregon Relationship Mother

Report made by Tracy Savery Address Dallas Oregon Date 11-12-19

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Clackamas; School District No. _____; City Willamette Rural, Oregon.I. PERSONAL HISTORY—Name in full Ralph James Edmonds☒ Born in U. S. ☐ Foreign born ☒ White ☐ Negro ☐ Indian ☐ Japanese ☐ Chinese ☐ OtherHome (postoffice) address WillamettePresent address, No. _____, Street _____, City New London, State Conn.Place of birth (give state, county and city) Oregon City, Clackamas Co., Ore. Date of birth July 3, 1898

Married? _____ When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name J. C. Edmonds Born when Aug 16, 1866 Where IndianaMother's maiden name Emma Alderman Born when Feb 20, 1872 Where Iowa

Date came to U. S. _____ Date naturalized _____ Date came to Oregon _____

Former residences Oregon CitySchools attended (give places and dates)—Elementary Willamette, 1904 & 1905 McCoughlin 1906High school McCoughlin 1915 graduatedOccupation before war Telephone lineman and electricianII. MILITARY OR NAVAL SERVICE—Date entered for this war April 16, 1917 Place Portland, Ore.☐ U. S. ☒ By enlistment, or ☐ Draft ☐ Other (Service with allies) as Regular for four (4) yrs.Branch of service entered: ☐ Regular army ☐ National guard ☐ National army ☐ Army reserve corps ☒ Navy ☐ Other

Organization entered, name and number of company, regiment or unit _____

Transfers Training Station San Francisco U.S.S. Saratoga, U.S.S. Oregon,U.S.S. K-7, U.S.S. N-5, U.S.S. Chicago, U.S.S. E-2, U.S.S. N-3.Branch of army: ☐ Infantry ☐ Artillery ☐ Field ☐ Coast ☐ Anti-aircraft ☐ Engineer corps ☐ Medical department (specify corps)☐ Cavalry ☐ Quartermaster corps ☐ Ordnance department ☐ Signal corps ☐ Aviation ☐ Spruce production ☐ Motor transport☐ U. S. guard ☐ Other (specify) _____Branch of navy: ☒ Navy ☐ Naval reserve ☐ Marine corps ☐ Naval militia ☐ Coast guard ☐ OtherName of ship or assignment U.S.S. Submarine N-2

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army ☐ Navy ☐ Marine corps ☐ National guard ☐ Mexican border ☐ Reserve corps☐ Spanish-American war ☐ Philippine insurrection ☐ China relief expedition ☐ OtherIII. RANK AND PROMOTIONS—Give promotions and dates 1st Lt. (R) Oct 12, 1917, 2nd Lt. (R) Feb 2, 1919Give rank and organization at close of war 1st Lt. (Radio) on U.S.S. Submarine N-2Distinguished service. Medals and citations War Service Chevron Oct 28, 19184 ELECTRICIAN 2d

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations _____

Length of foreign service (give dates) Jan 8 - Nov 14, 1918 Where? Azores IslandsBattles and engagements Attacked by Chilean sub-chaser, Cubanand by U.S. boat off Azores Islands Oct. 25, 1918.

Captured by the enemy _____

German prisoners _____

Date discharged or mustered out of service 8-13, 1919 Where? New London Conn. Commanded U. S.Casualties—Wounds Re-enlisted 8-14, 1919, New London Conn.

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name J. C. & Emma Edmonds Address Willamette Relationship parentsReport made by Ralph J. Edmonds Address Willamette Oregon Date _____Mark cross (X) in square ☐ in square ☐ in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Josephine; School District No. 24; City Marlin Rural, Oregon.

I. PERSONAL HISTORY—Name in full Victor Jr. Vaughn Massie

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.

Home (postoffice) address Marlin Oregon

Present address, No. Naval Training Station, City San Diego, State California

Place of birth (give state, county and city) Marlin Josephine Date of birth July 12, 1901

Married? When? Where?

Wife's maiden name Number of children

Father's name Wm A. Massie Born when Dec. 16, 1850 Where Belmont Co. Ohio

Mother's maiden name Edith E. Calvert Born when Apr. 13, 1862 Where Meigs Co. Ohio

Date came to U. S. Date naturalized Date came to Oregon

Former residences Marlin Ore.

Schools attended (give places and dates)—Elementary Marlin Ore. 1911-1912 Landburg Cal. 1912-1914-15-16

High school Marlin Ore. College Marlin Ore.

Occupation before war High school student

2 Student

II. MILITARY OR NAVAL SERVICE—Date entered for this war April 11, 1917 Place Marford Oregon

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit

Transfers

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify)

Branch of navy: ☒ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment Minneapolis

Students' army training corps. Name of school

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates

Give rank and organization at close of war

Distinguished service. Medals and citations

4 X

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.)

IV. LOCATIONS—Officers' training camp

Cantonments or other stations

5 X

Length of foreign service (give dates) Where?

Battles and engagements

Captured by the enemy

German prisons

Date discharged or mustered out of service Where? Landed U. S.

Casualties. Wounds

Death. Date Cause

Place Where buried

6 On Service 2 Apr 19

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Mabel E. Ayer Address Marlin Oregon Relationship Sister

Report made by Mabel E. Ayer Address Marlin Oregon Date April 2, 1917

Shut

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Marion; School District No. 19; City HARDMAN-, Oregon.

I. PERSONAL HISTORY—Name in full Lewis Albert Keith
☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.
 Home (postoffice) address Hardman, Oregon
 Present address, No. _____, Street _____, City _____, State _____
 Place of birth (give state, county and city) Tonahawke, Lincoln County, Wis. Date of birth Jan. 8, 1894
 Married? _____ When? _____ Where? _____
 Wife's maiden name _____ Number of children _____
 Father's name Lewis Keith Born when Feb. 6, 1863 Where Wausau, Wis.
 Mother's maiden name Ella Kellys Born when April 2, 1874 Where Wausau, Wis.
 Date came to U. S. _____ Date naturalized _____ Date came to Oregon July 14, 1914
 Former residences Tonahawke, Wis. Wausau, Wis.
 Schools attended (give places and dates)—Elementary Tonahawke, Wis. 1900
 High school _____ College _____
 Occupation before war _____

II. MILITARY OR NAVAL SERVICE—Date entered for this war Aug. 8, 1918 Place Portland, Ore.
☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)
 Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other.
 Organization entered, name and number of company, regiment or unit U. S. Navy
 Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).
☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.
☐ U. S. guard. ☐ Other (specify) _____
 Branch of navy: ☒ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other.
 Name of ship or assignment Receiving Ship, U. S. Puget Sound, Wash.
 Students' army training corps. Name of school _____
 Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.
☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other.

III. RANK AND PROMOTIONS—Give promotions and dates
 Give rank and organization at close of war Seaman First Class, U. S. Navy
 Distinguished service. Medals and citations 4. SEAMAN - 1C
 In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet)

IV. LOCATIONS—Officers' training camp _____
 Campments or other stations Bremerton, Wash.
 Length of foreign service (give dates) _____ Where? _____
 Battles and engagements _____
 Captured by the enemy _____
 German prisons _____
 Date discharged or mustered out of service _____ Where? _____ Landed U. S. _____
 Casualties. Wounds _____
 Death. Date _____ Cause _____
 Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Mrs. Ella Bates, Address Portland, Ore., Relationship mother
 Report made by Lewis Albert Keith, Address Hardman, Ore. Date 4/22/19

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Clackamas; School District No. 195; City Willamette, Oregon.

I. PERSONAL HISTORY—Name in full

Harry Gutelius Romig

☒ Born in U. S. ☐ Foreign born. ☐ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.

Home (postoffice) address Willamette, Oregon

Present address U. S. S. "Mantahala", City New York, State New York

Place of birth (give state, county and city) Missouri, Ray Co., Dawson Date of birth Oct. 10, 1900

Married? No When? None Where? None

Wife's maiden name None Number of children None

Father's name Charles Fisher Romig Born when June 9, 1872 Where Mifflinburg, Pa.

Mother's maiden name Addie Augusta Elliott Born when Dec. 4, 1871 Where Fillmore, Kansas

Date came to U. S. None Date naturalized None Date came to Oregon Dec. 18, 1909

Former residences Lawson, Ind.; Springfield, Utah; Kimberly, Idaho; Rock Creek, Idaho; Canby, Ore.

Schools attended (give places and dates)—Elementary Springfield, Utah '06-'07; Kimberly, Idaho '07-'08; Rock Creek, Ida. '08

High school Canby, Ore. '12-'14; Oregon City, '14-'16 College Pacific University, Forest Grove, Ore. 1916-1917

Occupation before war Student at college

II. MILITARY OR NAVAL SERVICE—Date entered for this war

Dec. 18, 1917 Place enlisted Portland, Oregon

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) Ordered to Bremerton, Wash. June 13, 1918

Sailed from Seattle June 7, 1918 on U. S. S. West Bridge

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other.

Organization entered, name and number of company, regiment or unit 2nd Class Seaman U. S. A. R. F.

Transfers None

Branch of army: ☐ Infantry. ☐ Artillery. ☐ Field. ☐ Coast. ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) None

Branch of navy: ☐ Navy. ☒ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other Radio Operator

Name of ship or assignment U. S. S. West Bridge (torpedoed 7/16/18); U. S. S. Westward Ho; U. S. S. Mantahala

Students' army training corps. Name of school University of Washington, Seattle, Wash.

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other.

III. RANK AND PROMOTIONS—Give promotions and dates

2nd Class Seaman - 3rd Class Radio 7/18 - 2nd class Radio Jan.

Give rank and organization at close of war 3rd Class Radio but is 1st Class Radio now

Distinguished service. Medals and citations Torpedoed; over sea twice; more than one

year in service

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) (see back of sheet)

IV. LOCATIONS—Officers' training camp

Cantonments or other stations Bremerton, Wash. for about 2 weeks; Seattle, Wash. to June 7, 1918

Brest, France (for about 2 mos. after torpedoing of West Bridge); Danzig, Germany

Length of foreign service (give dates) June 7, 1918 to when? On U. S. S. West Bridge to Brest France

Battles and engagements none, except the torpedoing of the West Bridge at midnight on 8/16/18, when crew took to life boats, were picked up by ship & reached Brest, Fr.

Captured by the enemy None

German prisons None

Date discharged or mustered out of service None Where? None Landed U. S. None

Casualties. Wounds None

Death. Date None Cause None

Place None Where buried None

IN SERVICE - FOREIGN 3/4/18 - - TORPEDOED ON U. S. S. West bridge 16 Aug 18

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Mr. & Mrs. C. F. Romig Address Willamette, Ore. Relationship parents

Report made by Chas. F. Romig Address Willamette, Ore. Date Apr. 30, 1919

Man

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Clackamas; School District No. 105; City Willamette, rural, Oregon.

I. PERSONAL HISTORY—Name in full Harry Gutelius Romig

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.

Home (postoffice) address Willamette, Oregon

Present address, No. _____, Street _____, City Willamette, State Oregon

Place of birth (give state, county and city) Missouri, Ray, Lawton Date of birth Oct 10, 1900

Married? No When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name Charles Fisher Romig Born when 1872-6-9 Where Mifflinburg, Pennsylvania

Mother's maiden name Addie Augusta Elliott Born when 1871-12-4 Where Fallton, Kansas

Date came to U. S. _____ Date naturalized _____ Date came to Oregon Dec. 18, 1909

Former residences Lawton, Mo. Springfield, Utah. Bull Lake, Minn. Elk Lake, Wash. B. C. Ore. B. C. Ore. B. C. Ore.

Schools attended (give places and dates)—Elementary Springfield, Utah 1905-1907; Elk Lake, Wash. 1907-1908; Bull Lake, Minn. 1908-1909; B. C. Ore. 1909-1911

High school Early Ore. 1912-1914; Oregon City, Ore. 1914-1916 College Pacific University, Forest Grove, Ore. 1916-1918

Occupation before war Student

II. MILITARY OR NAVAL SERVICE—Date entered for this war December 18, 1917 Place Portland, Oregon

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit Seaman - 2d (R) - United States Naval Reserve

Transfers Receiving ship, Bremerton, Wash. Training camp, Seattle. U.S.S. Watbridge, U.S.S. Farnish, U.S.S. Manta-hala

U.S.S. Manta-hala (11 days) Receiving ship, New York, Bay Ridge, Brooklyn, N.Y. Receiving ship, Bremerton, Wash.

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☒ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment Radio school, Seattle. U.S.S. Watbridge, U.S.S. Farnish, U.S.S. Manta-hala, U.S.S. Manta-hala

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates EL-3-C(RO)-5/1/18; EL-2-C(RO)-2/1/19; EL-1-C(RO)-3/1/19

Give rank and organization at close of war EL-1-C(RO) U.S.N. R.F.

Distinguished service, Medals and citations _____

4. RADIO-EL-1-C(RO) 10

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) Portland Oregonian - 2/14/19. Page 5-C-3. Annual Index - June - 1918. P.U. Training Co.

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations _____

Length of foreign service (give dates) Aug. 1-18-Dec. 13-18 Where? Great Britain, St. Nazaire, France; Germany, Danzig, Germany

Battles and engagements U.S.S. Watbridge hit by 2 torpedoes August 16 at 12:10 A.M. ship sinking.

Captured by the enemy _____

German prisons 5 J P 19

Date discharged or mustered out of service 5/5/19 Where? Puget Sound, Washington Landed U. S. April 9, 1919

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon. photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Augusta Elliott Romig Address Willamette, Oregon Relationship Mother

Report made by Harry Gutelius Romig Address Willamette, Oregon Date June 30, 1919

over

Mark cross (X) in square ☐ in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Clackamas; School District No. 105; City Willamette, Oregon.

I. PERSONAL HISTORY—Name in full Orlando Elliott Romig ROMIG

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☒ Other.

Home (postoffice) address Willamette, Oregon

Present address, No. 90 W. S.S. Nantahala, City New York, State N.Y.

Place of birth (give state, county and city) Tenn. Washington Co. Washington College Date of birth Nov. 28, 1898

Married? N.D. When? — Where? —

Wife's maiden name — Number of children —

Father's name Charles F. Romig Born when 6/9/1872 Where Wilmington, Pa.

Mother's maiden name Ada Augusta Elliott Born when 12/4/1871 Where Edilton, Kansas

Date came to U. S. — Date naturalized — Date came to Oregon 12/18/1909

Former residences Washington College, Tenn. Dawson, Mo. Springville, Utah. Kimberly, Idaho. 1907-08

Schools attended (give places and dates) Elementary 1904-1907 Springville, Utah. Kimberly, Idaho 1907-08

High school Canby, Oregon 1908-1910 College Pacific University, Forest Grove, Ore. 1914-1916

Occupation before war Chemist for Salvation Army Co. (Would have attended college if he had not enlisted)

II. ~~MILITARY~~ OR NAVAL SERVICE—Date entered for this war Dec 19, 1917 Place Enlisted Portland, Oregon

3 ☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) (Enlisted 12/19/17) Ordered to Bremerton

Washington Jan 13, 1918 Sailed June 7, 1918 on U.S.S. Westbridge

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit 222(R) U.S.A.R.F.

Transfers —

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) —

Branch of navy: ☐ Navy. ☒ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment U.S.S. Westbridge (torpedoed) U.S.S. Westward Ho. + U.S.S. Nantahala.

Students' army training corps. Name of school Radio Dept. of University, Seattle, Wash.

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☒ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates 2nd Class Radio Jan 1919; 1st Class now

Give rank and organization at close of war 3rd Cl. E.L. U.S.A.R.F.

Distinguished service. Medals and citations for being over seas twice; for being torpedoed & for being in service more than one year

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) Daily Ore. City-Enterprise 2/4/19. Pictures in Oregonian 2/4/19. Articles in Daily Republic, Worthington, Ohio 3/24/19. Mifflinburg (Pa.) Telegraph 1/24/19

IV. LOCATIONS—Officers' training camp Hagerman (Idaho) Jan 1918

Cantonments or other stations Bremerton Wash. + Seattle, Wash. until

5 June 7, 1918

Length of foreign service (give dates) 1/3/18 - Where? on merchant marine to Brazil for 4 days

Battles and engagements Torpedoed by Submarine Aug. 16, 1918 on 1st trip over took to life boat & got to Brazil. Ship was afterwards towed to Brazil

Captured by the enemy —

German prisons —

Date discharged or mustered out of service — Where? — Landed U. S. —

Casualties. Wounds —

Death. Date — Cause —

Place — Where buried —

IN SERVICE FOREIGN SOAP 19. Torpedoed on U.S.S. West Bridge 16 Aug 18

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon.

Photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Augusta E. Romig Address Willamette, Ore. Relationship mother

Report made by Chas. F. Romig (father) Address Willamette, Ore. Date Apr 30, 1919.

17217

Marines War Gallery



Pvt. Milton Harper of Glendale (OSA)
Occupation: Homestead laborer
Service duty: Not given



Pvt. Florian Sauer of Grants Pass (OSA)
Occupation: Student
Service duty: Sharpshooter



Cpl. Revel Bower of Hopewell (OSA)
Occupation: Farmer
Service duty: Sharpshooter/rifleman



Pvt. Elbert Harvey of Grants Pass (OSA)
Occupation: Auto mechanic
Service duty: Sharpshooter



Pvt. Glen Hadley of Hardman (OSA)
Occupation: Farmer
Service duty: Heavy artillery



Brothers left to right: (OSA)
Pvt. Orion Cook of Estacada
Occupation: Farmer
Service duty: Supply Co.

Pvt. Ivar Cook of Estacada
Occupation: Textile worker
Service duty: Not given

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Douglas; School District No. 77; City Glendale, Oregon.

I. PERSONAL HISTORY—Name in full Milton James Harper

☒ Born in U. S. ☐ Foreign born. ☐ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other

Home (postoffice) address Glendale, Douglas County, Oregon

Present address, No. _____, Street _____, City _____, State _____

Place of birth (give state, county and city) Whitesburg, Cook County, Texas, Date of birth 6/18/90

Married? ☒ When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name Joel Davison Harper Born when June 19, 1861 Where Tyler, Texas

Mother's maiden name Dora Peters Born when 7/22/71 Where Henderson, Texas

Date came to U. S. _____ Date naturalized _____ Date came to Oregon 1901

Former residences Aelia, Washington

Schools attended (give places and dates)—Elementary Glendale, Oregon

High school none College none

Occupation before war laborer with a homestead

II. MILITARY OR NAVAL SERVICE—Date entered for this war 1/22/18, 1918 Place Mare Island

☐ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)

MARINES

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit Marines

Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval reserve. ☒ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates Private

Give rank and organization at close of war unknown

Distinguished service. Medals and citations unknown

4, P.V.C.

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations From Mare Island direct across.

Length of foreign service (give dates) _____ Where? France from 6/9/18 until killed.

Battles and engagements Unknown

Captured by the enemy ☒

German prisons ☒

Date discharged or mustered out of service _____ Where? _____ Landed U. S. _____

Casualties. Wounds Slightly in July in action 1918

Death. Date October 3d, 1918 Cause Killed in action

Place Unknown Where buried Unknown

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name J. D. Harper Address Glendale, Creg. Relationship Father

Report made by J. D. Harper Address Glendale, Creg Date _____

pl. 10 -

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Yamhill; School District No. 497; City McMinnville rural, Oregon.

I. PERSONAL HISTORY—Name in full Russel Quinton Bauer

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.

Home (postoffice) address Amity, Ore. R. 1

Present address, No. _____, Street _____, City Amity, State Ore.

Place of birth (give state, county and city) Ill. Oregon, Tillamook Co. Date of birth May 10, 1887

Married? No. When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name William F. Bauer Born when March 6, 1856 Where Minnesota, Bagdad Co.

Mother's maiden name Emma A. Pichers Born when Aug. 6, 1858 Where Minnesota, Lake County, Wis.

Date came to U. S. _____ Date naturalized _____ Date came to Oregon 1889, 7. 28. This is the date present card was given

Former residences Minnesota, Marquette, Todd Co.

Schools attended (give places and dates)—Elementary McMinnville, Ore. public & S. D. C. school

High school _____ College _____

Occupation before war farmer

II. MILITARY OR NAVAL SERVICE—Date entered for this war June 28, 1918 Place Marine Island, Calif.

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)

3 Marine

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other.

Organization entered, name and number of company, regiment or unit U.S.M.C. Russel Q. Bauer, 249331, 107th Co. 8th regt

Transfers from Portland to Mare Island then to Seaboard Texas

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval reserve. ☒ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other.

Name of ship or assignment _____

Students' army training corps. Name of school training at Mare Island

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other.

III. RANK AND PROMOTIONS—Give promotions and dates Corporal March near the last of April, 1919

Give rank and organization at close of war _____

Distinguished service. Medals and citations Sharp shooter, expert rifleman, pistol expert

4 Cpl. — Sharpshooter Expert rifleman pistol expert

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp Seaboard Texas

Cantonments or other stations _____

5 U.S. Length of foreign service (give dates) _____ Where? _____

Battles and engagements _____

Captured by the enemy _____

German prisons 1 Apr 19

Date discharged or mustered out of service April 19 Where? Seaboard, Texas Landed U. S. Portland, Ore.

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Emma R. Bauer Address Amity, Ore. R. 1 Relationship Mother

Report made by Emma R. Bauer Address Amity, Ore. R. 1 Date April 26, 1918

X

Over

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Mahon; School District No. 40; City Hardman rural, Oregon.

I. PERSONAL HISTORY—Name in full

Glen Roy Hadley
☒ Born in U. S. ☐ Foreign born. ☐ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.
Home (postoffice) address Hardman Oregon
Present address, No. _____, Street _____, City Hardman, State Oregon
Place of birth (give state, county and city) Oregon Hardman Date of birth 1895
Married? Yes When Feb 11, 1914 Where Oregon City
Wife's maiden name Johna Hadley Number of children 2
Father's name John Hadley Born when 1848 Where Oregon
Mother's maiden name Johna Hadley Born when 1848 Where Oregon
Date came to U. S. _____ Date naturalized _____ Date came to Oregon 1879
Former residences Craigford County Kansas
Schools attended (give places and dates)—Elementary _____
High school _____ College _____
Occupation before war farmer

II. MILITARY OR NAVAL SERVICE—Date entered for this war

Aug 8, 1917 Place Portland
☒ U. S. ☐ By enlistment or ☐ Draft. ☐ Other (Service with _____)
3rd U. S. Marine Corps
Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other.
Organization entered name and number of company, regiment or unit Co. 16 Regiment 3rd U. S. Marine Corps
Transfers Mar Island, Va. Indian Head Maryland
Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps) Artillery
☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.
☐ U. S. guard. ☐ Other (specify) Heavy Artillery U. S. Marine Corps
Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other.
Name of ship or assignment _____
Students' army training corps. Name of school _____
Previous military service: ☐ Regular army. ☐ Navy. ☒ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.
☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other.

III. RANK AND PROMOTIONS—Give promotions and dates

Give rank and organization at close of war private
Distinguished service. Medals and citations Medal of Honor
4. P.V.C. - - Sharpshooter
In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) Spokane Review, look on back

IV. LOCATIONS—Officers' training camp

Cantonments or other stations 5. U.S.
Length of foreign service (give dates) _____ Where? _____
Battles and engagements _____
Captured by the enemy 15 Feb 19
German prisons _____
Date discharged or mustered out of service Feb 16 1919 Where? Portland Landed U. S. _____
Casualties. Wounds _____
Death. Date _____ Cause _____
Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Johna Hadley, Address Hardman, Relationship Mother
Report made by Glen R. Hadley, Address Hardman, Date Feb 16, 1919

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Josephine; School District No. 57; City Grants Pass, Oregon.

I. PERSONAL HISTORY—Name in full

Elbert Robt. Harvey

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.

Home (postoffice) address 712 North 5th St Grants Pass, Oregon

Present address, No. Same Street Same, City Grants Pass, State Oregon

Place of birth (give state, county and city) Grants Pass, Oregon Date of birth March 15, 1898

Married? When? Where?

Wife's maiden name Orlando Peyton Harvey Number of children 2

Father's name Orlando Peyton Harvey Born when Sept 23, 1854 Where Beaver Co. Penna

Mother's maiden name Ruth Anne Standish Born when May 2, 1856 Where Beaver Co. Penna

Date came to U. S. Same Date naturalized Same Date came to Oregon Same

Former residences Same

Schools attended (give places and dates)—Elementary Grants Pass Ore

High school Grants Pass Oregon College

Occupation before war Auto Mechanic

II. MILITARY OR NAVAL SERVICE—Date entered for this war May 22, 1917 Place Mar Island Cal

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit Marine Corps

Transfers None

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) None

Branch of navy: ☐ Navy. ☐ Naval reserve. ☒ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment None

Students' army training corps. Name of school None

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates

Give rank and organization at close of war Private (First Class) - Sharpshooter

Distinguished service. Medals and citations Recommended for good conduct medal

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) None

IV. LOCATIONS—Officers' training camp

Cantonments or other stations Marine Island Cal. Quantico Va

Length of foreign service (give dates) Feb 6, 1918 to Aug 1919 Where American Exp Forces, then Army of

Battles and engagements Chateau Thierry, St. Mihiel, Meuse, Champagne, Front Meuse, Argonne

Captured by the enemy None

German prisoners None

Date discharged or mustered out of service Aug 13, 1919 Where Quantico, Va Landed U. S. Aug 2d, 1919

Casualties. Wounds None

Death. Date None Cause None

Place None Where buried None

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Mrs. Ruth Anne Harvey address Grants Pass Ore Relationship Mother

Report made by Same Address Same Date Aug 27, 1919

Over Photo

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Clackamas; School District No. 7; City New Estacada, Oregon.I. PERSONAL HISTORY—Name in full Arion Virgil Book☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ OtherHome (postoffice) address Estacada Oregon Route 1Present address, No. A & S, Street Chance, City Mountain View, Supply Co. 11th Regiment, State Idaho, 1728Place of birth (give state, county and city) Clackamas County, Oregon, Date of birth Sep. 10, 1896

Married? _____ When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name Reuben Chapman Book Born when 1861 Where Keokuk Co. IowaMother's maiden name Alma J. Wright Born when 1873 Where Lucas Co. IowaDate came to U. S. _____ Date naturalized _____ Date came to Oregon Nov. 28, 1911Former residences Clackamas Co. Oregon near EstacadaSchools attended (give places and dates)—Elementary Dist 107 on 7 and 108High school Estacada, Wis. 108 College _____Occupation before war farmingII. MILITARY OR NAVAL SERVICE—Date entered for this war June 18, 1918, Place Portland, Oregon3. ☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) _____Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other _____

Organization entered, name and number of company, regiment or unit _____

Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.☐ U. S. guard. ☐ Other (specify) U. S. Marine Corps 11th Regiment Supply Co.Branch of navy: ☐ Navy. ☐ Naval reserve. ☒ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____Name of ship or assignment More Island, training camp. More Island Calif.

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____III. RANK AND PROMOTIONS—Give promotions and dates Priv. Supply Co. 11th Regiment U.S. M.C. & T

Give rank and organization at close of war _____

Distinguished service. Medals and citations _____

A. P. & C.

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp More Island Calif. & Quantico Va.Cantonments or other stations now in France5. A.E.F.Length of foreign service (give dates) Oct. 12, Where? near Mountain View, FranceBattles and engagements not any6. In service A.E.F. 31 M 19

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service _____ Where? _____ Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Alma J. Book Address Estacada, Oregon Relationship motherReport made by A. J. Book Address _____ Date Mar. 31, 1918

COUNTY
Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Clackamas School District No. 7; City Estacada, Oregon.

I. PERSONAL HISTORY—Name in full Irvin Clarence Hoop

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other

Home (postoffice) address Estacada R. R. No. 1

Present address, No. do no, Street know abiding on way to Salem, State

Place of birth (give state, county and city) Clackamas (later Port.) Oregon Date of birth Mar 14, 1900

Married? _____ When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name Reuben S. Hoop Born when 1863 Where Keokuk Co Iowa

Mother's maiden name Alma S. Wright Born when 1873 Where Lucas Co Iowa

Date came to U. S. _____ Date naturalized _____ Date came to Oregon 1891

Former residences Clackamas Co Oregon near Estacada

Schools attended (give places and dates)—Elementary Dist No. 7, Burdetteville Oregon

High school Estacada Dist 108 College _____

Occupation before war on Jack factory Portland Oregon

II. MILITARY OR NAVAL SERVICE—Date entered for this war Nov 6th, 1918 Place Portland Oregon

☒ U. S. ☒ By enlistment or ☐ Draft, ☐ Other (Service with allies)

Marines

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit Co. H. 1st U.S.M.C.

Transfers To Island Guam Feb 5, 1919.

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval reserve. ☒ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment Marine Island Training Camp, Marine Island Calif.

Students' army training corps. Name of school U.S. C. 1st U.S.M.C. then enlisted in Marine Corps.

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates Pvt. Dec 2, Co. H. 1st U.S.M.C.

Give rank and organization at close of war _____

Distinguished service. Medals and citations _____

Pvt.

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations _____

Length of foreign service (give dates) _____ Where? _____

Battles and engagements _____

5. Foreign Service

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service _____ Where? _____ Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

6. In service

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Alma S. Hoop Address Estacada Oreg Relationship Mother

Report made by Alma S. Hoop Address _____ Date Mar 31, 1919

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Josephine; School District No. 7; City Grants Pass, Oregon.

I. PERSONAL HISTORY—Name in full Florian John Mayer
☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.
 Home (postoffice) address 809 "K" St. Grants Pass, Oregon.
 Present address, No. _____, Street _____, City _____, State _____
 Place of birth (give state, county and city) Minneapolis, Stearns County, Minn. Date of birth March 22, 1897.
 Married? no When? _____ Where? _____
 Wife's maiden name _____ Number of children _____
 Father's name John Mayer Born when 1868 Where Germany
 Mother's maiden name Castendorf Born when 1875 Where Minnesota
 Date came to U. S. _____ Date naturalized _____ Date came to Oregon _____
 Former residences _____
 Schools attended (give places and dates)—Elementary Grants Pass, Oregon 1904 to 1913.
 High school Grants Pass, 1913 to 1916. College _____
 Occupation before war Student

II. MILITARY OR NAVAL SERVICE—Date entered for this war October 16, 1916 Place St. Paul, Minn.

☐ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)

MARINES

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☒ Navy. ☐ Other _____

Organization entered, name and number of company, regiment or unit _____

Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval reserve. ☒ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates.

Give rank and organization at close of war. Private, U.S. Naval Headquarters, London.

Distinguished service. Medals and citations Sharpshooter

4 Prt. Sharpshooter

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) All letters and photographs published in Rogue River Courier, Grants Pass, Or.

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations Paris Island, South Carolina—Agua de Domingo.

Washington, D.C.—Quantico, Va.—Paris, France—London, England—Philad. Pa.

Length of foreign service (give dates) Dec. 15, 1917 to Feb. 12, 1918 Where? 9 months in Paris—5 months in London.

Battles and engagements _____

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service _____ Where? _____

Landed U. S. Feb. 16, 1919.

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

Service U.S. 15 4 19

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name John Mayer

Address 809 "K" St. Grants Pass, Ore. Relationship Father

Report made by Florian J. Mayer

Address Naval Hospital, Phila. Pa. Date April 8, 1919

File

Mark cross (X) in square ☐ in front of word to answer "yes" for each question.

Air Service War Gallery



Cpl. Homer Payne of Ashland (OSA)
Occupation: Mail clerk
Service duty: Aircraft acceptance



Pvt. Kenneth Morrison of Leland (OSA)
Occupation: Miner
Service duty: Aviation



Sgt. Ralph Gilliam of Wolf Creek (OSA)
Occupation: Farmer
Service duty: Aviation



Cpl. Archibald Hanseth of Dryden (OSA)
Occupation: Farmer
Service duty: Aviation



Charles Hoffman of The Dalles (OSA)
Occupation: Chauffeur
Service duty: Hanger chief/electrician



Lt. Wayne Coe of Stanfield (OSA)
Occupation: Farmer
Service duty: Aviation

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Jackson; School District No. 5 [SL]; City Ashland, Oregon.

I. PERSONAL HISTORY—Name in full

Homer Wells Payne☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ OtherHome (postoffice) address 1410 Boulevard Ashland OrePresent address, No. 1033 Street 44th Ave City Oakland State Calif.Place of birth (give state, county and city) Phoenix Jackson Co. Ore Date of birth 1/18/97Married? no When? — Where? —Wife's maiden name Champion T. Payne Number of children noneFather's name Champion T. Payne Born when — Where Walla Walla Wash.Mother's maiden name Estelle May Payne Born when — Where Ashland OreDate came to U. S. — Date naturalized — Date came to Oregon —Former residences —Schools attended (give places and dates) Elementary Wandy Point Phoenix AshlandHigh school Ashland College —Occupation before war mail clerk

2. Postal employee

II. MILITARY OR NAVAL SERVICE—Date entered for this war March 8, 1918 Place W. Vancouver, Wash.☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) noneBranch of service entered: ☒ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ OtherOrganization entered, name and number of company, regiment or unit Aircraft acceptance Park #1.Transfers —Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☒ Aviation. ☐ Spruce production. ☐ Motor transport.☐ U. S. guard. ☐ Other (specify) —Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ OtherName of ship or assignment —Students' army training corps. Name of school —Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates

Made Corporal Aug 11, 1918.Give rank and organization at close of war Corporal Aircraft acceptance Park #1.Distinguished service. Medals and citations —

4. Cpl.

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) Ashland Tidings. May, June, Dec. Jan

IV. LOCATIONS—Officers' training camp

Cantonments or other stations Vancouver B.C. Kelly Field Tex. Ellington Field Tex. Horden City N.Y. Winchester Eng. Manchester Eng. Camp Devens. Mass.Length of foreign service (give dates) Aug 17, 1918 to Dec 12, 1918 Where? England.Battles and engagements —

5. AEF

Captured by the enemy —German prisons —Date discharged or mustered out of service — Where? — Landed U. S. —Casualties. Wounds —Death. Date — Cause —Place — Where buried —

6X This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon. photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Mother Mrs. C. T. Payne Address Ashland Ore Relationship MotherReport made by Homer W. Payne Address 1033 44th Ave Oakland Calif Date 4/24/19 phot

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Josephine; School District No. 61; City Speaker Prine, Oregon.

I. PERSONAL HISTORY—Name in full

Ralph Edward Gilliam

☒ Born in U. S. ☐ Foreign born ☒ White ☐ Negro ☐ Indian ☐ Japanese ☐ Chinese ☐ Other

Home (postoffice) address Wolf Creek, Oregon

Present address, Highway 100, Street Love Field, City Dallas, State Texas

Place of birth (give state, county and city) Idaho, Satah, Viola Date of birth Feb. 4-1900

Married? M. When? Feb. 23-1912 Where? Idaho

Wife's maiden name Minnie Bear Number of children 1

Father's name Fred William Gilliam Born when April 29-1874 Where Blacomm, Blacomm Co., Idaho

Mother's maiden name Minnie Bear Born when Nov. 26-1880 Where Satah Co., Idaho, near Prine

Date came to U. S. Feb. 23-1912 Date naturalized Feb. 23-1912 Date came to Oregon Feb. 23-1912

Former residences Idaho, Oregon, and Washington

Schools attended (give places and dates)—Elementary Bozeman, Mont. Jan. 1907, Black Fork, Idaho, Sept. 1907

High school Speaker, Oregon and Josephine, Oregon College Idaho

Occupation before war Farmer boy

II. MILITARY OR NAVAL SERVICE—Date entered for this war Mar. 30, 1917 Place Portland, Oregon

☒ U. S. ☒ By enlistment or ☐ Draft ☐ Other (Service with allies)

Branch of service entered: ☐ Regular army ☐ National guard ☐ National army ☐ Army reserve corps ☐ Navy ☐ Other

Organization entered, name and number of company, regiment or unit 136 Aero Sqdn.

Transfers From Kelly Aviation Field, M., San Antonio, Texas, to Love Aviation Field, Dallas, Texas.

Branch of army: ☐ Infantry ☐ Artillery: ☐ Field ☐ Coast ☐ Anti-aircraft ☐ Engineer corps ☐ Medical department (specify corps)

☐ Cavalry ☐ Quartermaster corps ☐ Ordnance department ☐ Signal corps ☒ Aviation ☐ Spruce production ☐ Motor transport

☐ U. S. guard ☐ Other (specify)

Branch of navy: ☐ Navy ☐ Naval reserve ☐ Marine corps ☐ Naval militia ☐ Coast guard ☐ Other

Name of ship or assignment

Students' army training corps. Name of school

Previous military service: ☐ Regular army ☐ Navy ☐ Marine corps ☐ National guard ☐ Mexican border ☐ Reserve corps

☐ Spanish-American war ☐ Philippine insurrection ☐ China relief expedition ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates

Sergeant Oct. 1/2 1918

Give rank and organization at close of war

Distinguished service. Medals and citations

4. Sgt.

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.)

This photograph was published in The Spokesman-Review Aug. 20-1918

IV. LOCATIONS—Officers' training camp

Cantonments or other stations

5- U.S.

Length of foreign service (give dates) U.S. Where?

Battles and engagements

Captured by the enemy

German prisons

Date discharged or mustered out of service U.S. Where? U.S. Landed U. S.

Casualties. Wounds

Death. Date U.S. Cause U.S.

Place U.S. Where buried U.S.

6. IN SERVICE U.S. 5 APR 19

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon. Photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Fred W. Gilliam Address Wolf Creek, Oregon Relationship Father

Report made by Minnie Gilliam Address Wolf Creek, Oregon Date April 5-1919

Photo neg

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Josephine; School District No. 9; City Rural Dryden, Oregon.

I. PERSONAL HISTORY—Name in full Archibald Hanseth

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other

Home (postoffice) address Dryden

Present address, No. 10re, Street Dryden, City Arcadia, State Florida

Place of birth (give state, county and city) Dryden Date of birth 20 April 1899

Married? When? Where?

Wife's maiden name A. A. Hanseth Number of children 1

Father's name A. A. Hanseth Born when 1899 Where Norway

Mother's maiden name May Crooks Born when 1899 Where Dryden

Date came to U. S. 1884 Date naturalized Sep 18-1899 Date came to Oregon 1884

Former residences Norway

Schools attended (give places and dates)—Elementary Dryden School

High school Dryden College Dryden

Occupation before war Farmer

II. MILITARY OR NAVAL SERVICE—Date entered for this war April 1917 Place Vancouver Wash?

☐ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) Enlisted

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other

Organization entered, name and number of company, regiment or unit Kelly Field San Antonio Texas

Transfers Campston Field Arcadia Florida

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☒ Aviation. ☒ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) Aviation

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment Aviation School

Students' army training corps. Name of school Aviation School

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates Promoted Corporal 1917 Kelly Field

Give rank and organization at close of war Corporal Aviation Section Signal Corps

Distinguished service. Medals and citations 4 Cpl

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.)

IV. LOCATIONS—Officers' training camp

Cantonments or other stations U.S.

Length of foreign service (give dates) U.S. Where?

Battles and engagements

Captured by the enemy

German prisons

Date discharged or mustered out of service Where? Landed U. S.

Casualties. Wounds

Death. Date Where? Cause

Place Where buried

6th Service U.S. 1 Apr 19

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Mr & Mrs A. Hanseth Address Dryden Relationship Son

Report made by Mr & Mrs May Hanseth Address Dryden Date April 1st 1917

Mark cross (X) in square ☐ in front of word to answer "yes" for each question.

1917 Oregon State Library

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Josephine; School District No. 11; City Selma Rural, Oregon.

I. PERSONAL HISTORY—Name in full Kenneth Mamoni Glenn Morrison
☒ Born in U. S. ☐ Foreign born. ☐ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.
 Home (postoffice) address Selma Josephine Co Oregon
 Present address, No. _____, Street _____, City _____, State _____
 Place of birth (give state, county and city) Kearby Josephine Co Oregon Date of birth 1/4/1880
 Married? _____ When? _____ Where? _____
 Wife's maiden name _____ Number of children _____
 Father's name Mamoni Austin Morrison Born when 1830 Where Baton Rouge La
 Mother's maiden name Ada M. Self Born when 1859 Where Salem Oregon
 Date came to U. S. _____ Date naturalized _____ Date came to Oregon _____

Former residences _____
 Schools attended (give places and dates)—Elementary private instruction at home
 High school _____ College _____

Occupation before war mining
2 minor

II. MILITARY OR NAVAL SERVICE—Date entered for this war November, 1917 Place Grants Pass Oregon

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) _____

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other _____

Organization entered, name and number of company, regiment or unit 328 aero Sqdn

Transfers 302. aero Sqdn 471. aero Sqdn

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).
☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☒ Aviation. ☐ Spruce production. ☐ Motor transport.
☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates _____

Give rank and organization at close of war Private

Distinguished service. Medals and citations _____

4 Pst

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) Letters in Grants Pass Courier March 23, 1918

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations Kelly Field Texas. Morrison, Virginia, France

England. 36 Eaton Place London Dec 1918

Length of foreign service (give dates) Feb 5-1918 Where? in France and England

Battles and engagements _____

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service _____ Where? _____ Landed U. S. Dec 6 1918

Casualties. Wounds _____

Death. Date March 10 1919 Cause mastoid abscess

Place Mineral Spring Island NY Where buried Kearby Oregon, Josephine Co

Died of Disease U.S. 10 Apr 19

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Ada M. Morrison Address Selma Oregon Relationship Mother

Report made by Ada M. Morrison Address Selma Oregon Date 4-19-1919

Mark cross (X) in square ☐ in front of word to answer "yes" for each question.

21.1

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Wasco; School District No. 12; City The Dalles, Oregon.

I. PERSONAL HISTORY—Name in full Charles P. Hoffman.

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other
 Home (postoffice) address 101 E. 14th St.
 Present address, No. Mather Field, City Sacramento, State Calif.
 Place of birth (give state, county and city) North Dakota, Minot, Date of birth Jan. 19, 1895
 Married? Yes When? Nov. 26, 1917 Where? San Diego, California
 Wife's maiden name Cordelia Eldred Number of children None
 Father's name N. Hoffman Born when July 14, 1844 Where Brooklyn, N. Y.
 Mother's maiden name Elizabeth Blake Born when 1848 Where Township of Gray, Canada
 Date came to U. S. 1898 Date naturalized 1898 Date came to Oregon 1898
 Former residences Rembina, North Dakota
 Schools attended (give places and dates)—Elementary The Dalles, 1901-1909 —Orange, Ore. 1909-1910 —Over
 High school The Dalles 1 yr College None
 Occupation before war 2 Chauffeur

II. MILITARY OR NAVAL SERVICE—Date entered for this war Dec. 19, 1916 Place The Dalles, Oregon

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies)
 Branch of service entered: ☒ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other
 Organization entered, name and number of company, regiment, or unit 1st Aero Sqdn. Rockwell Field, San Diego
 Transfers 18th Sqdn. Rockwell Field, San Diego, Calif. 283d Sqdn. Rockwell Field, Calif.
San Diego, Calif. C. Sqdn. Mather Field, Sacramento, Calif. Sqdn. Detachment, Ditto
 Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).
☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☒ Aviation. ☐ Spruce production. ☐ Motor transport.
☐ U. S. guard. ☐ Other (specify)
 Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other
 Name of ship or assignment Hangar Chief, Rockwell Field, San Diego, Calif. Truckmaster, Mather Field
Sacramento, Calif.
 Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.
☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

III. RANK AND PROMOTIONS—Give promotions and dates.

Give rank and organization at close of war Master Electrician, C. Sqdn. Mather Field Sacramento, Calif.
 Distinguished service. Medals and citations
4 Master electrician
 In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) The Dalles Chronicle, Date Unknown. Letter.

IV. LOCATIONS—Officers' training camp

Cantonments or other stations Rockwell Field San Diego, Calif. Mather Field, Sacramento, Calif.
 Length of foreign service (give dates) _____ Where? _____
 Battles and engagements U. S.
 Captured by the enemy _____
 German prisons _____
 Date discharged or mustered out of service Over Where? _____ Landed U. S. _____
 Casualties. Wounds _____
 Death. Date _____ Cause _____
 Place _____ Where buried _____

Still in service 15 May 1919
 This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name N. Hoffman Address 101 E. 14th St. Relationship Father
 Report made by C. P. Hoffman Address Mather Field, Calif. Date May 15, 1919

not a list

Wasco Co.

MATHER FIELD
SACRAMENTO, CALIFORNIA.
MAY 6th, 1919.

File 12

To County School Superintendent:-

Dear Sir :-

I seen the piece in The Dalles Chrenicle about your compiling a record of the Wasco County boys that served with the Colors and not knowing whether you had any record of me or not as I joined the Army before war was declared. My name is Charles P. Hoffman, my rank is Master Electrician. My service Two years, four months and one half. I did not get to France but was kept in the States all the time. I served sixteen months at Rockwell Field, San Diego, California. in the Aviation Branch of the Signal Corps. I was then sent to Mather Field and have served here twelve and one half months having been transfered to the Air Service when it was made a separate branch of the Service. My home address is 101 E. 14th St., The Dalles, Oregon.

Respectfully,
C.P. Hoffman,
Master Electrician.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Umatilla; School District No. 61; City Stanfield, Oregon.

I. PERSONAL HISTORY—Name in full Wayne Walter Coe Serial No. _____

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Other _____

Home (postoffice) address 100 Royal Court, Portland, Oregon.

Present address, No. _____ Street _____ City Stanfield, State Oregon.

Place of birth (give state, county and city) Portland, Multnomah, Oregon. Date of birth Oct. 10, 1894

Married? no When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name Dr. Henry Coe Born when 1857 Where Wisconsin

Mother's maiden name Viola Boley Born when 1862 Where Indiana

Date came to U. S. _____ Date naturalized _____ Date came to Oregon _____

Former residences _____

Schools attended (give places and dates)—Elementary Portland Academy, Portland, Oregon

High school Portland Academy College Oregon Agricultural college, Cornell U

Occupation before the war farmer

II. MILITARY OR NAVAL SERVICE—Date entered for this war July 30th 1917 Place Portland.

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) _____

First enlisted with Base Hospital Unit #46

Branch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy.

☐ Other Organizations entered, name and number of company, regiment or unit _____

Transfer Jan. 5, 1918 to 3rd O.T.C. Camp Lewis. To 346 F.A. to Casual. To Artillery school. To 2nd. Aviation instruction centers. to 85th Aero Sqd.

Branch of army: ☐ Infantry. ☐ Artillery. ☐ Field. ☐ Coast. ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps. ☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport. ☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval Reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____

name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps. ☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates Sgt/ April 1918 to 2nd. Lt. July 12, 1918

Give rank and organization at close of war 2nd. Lt. on active firing duty 85th Aero Sqd.

Distinguished service. Medals and citations _____

H. 1 and 2nd

In what periodicals or newspapers have letters, photographs or notices been published. (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp 3rd. O.T.C. Camp Lewis, Washington.

Cantonments or other stations Camp Lewis, Wn. Camp Jackson, S. S. Sumar school

2nd. Aviation instruction center, Tours France

Length of foreign service (give dates) May 23, -18 July 10-19 Where? France

Battles and engagements Muese-Argonne offensive

5 Captured by the enemy _____

German prisons H. 1 and 2nd

Date discharged or mustered out of service Aug. 4, 19 Where? Camp Lewis. Landed U. S. July 10, 1919

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the state file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Dr. Henry W. Coe Address 100 Royal Court, Portland. father

Report made by Self Address 516 Sellig Bld. Portland Apr. 2, 1920

Photo.

Civilian Attire War Gallery



Toge Johnson of Hillsboro (OSA)
Occupation: Not given
Service duty: Not given



Earl Farmer of Ashland (OSA)
Occupation: Farmer
Service duty: Naval reserve



Pvt. Hugh Jones of Tangent (OSA)
Occupation: Laborer
Service duty: Army coast artillery



Gerald Pickett of Azalea (OSA)
Occupation: Steam and gas engineer
Service duty: Army recruit-not assigned



Pvt. George Albin of Philomath (OSA)
Occupation: Barber
Service duty: Army field signal



Sgt. George Hanner of Merlin (OSA)
Occupation: Storekeeper
Service duty: Army quartermaster

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Jefferson; School District No. 24; City Merlin Rural, Oregon.

I. PERSONAL HISTORY—Name in full

George Hanner
☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.
 Home (postoffice) address Merlin Oregon
 Present address, No. A.P.O. 783, Street City Lusenberg, State Germany
 Place of birth (give state, county and city) Beloit Wis Rock Co Date of birth 1890 July 5
 Married? No When? Where?
 Wife's maiden name Number of children
 Father's name Wm Hanner Born when Aug 17 1856 Where Marion Canada
 Mother's maiden name Hannah Bernhardt Born when Sept 1861 Where Beloit Wis
 Date came to U. S. Date naturalized Date came to Oregon Oct 29-1917
 Former residences Santa Monica California
 Schools attended (give places and dates)—Elementary Beloit Wis
 High school College
 Occupation before war Running store with his father
2 Store keeper

II. MILITARY OR NAVAL SERVICE—Date entered for this war

Dec 3rd, 1918 Place Grant's Pass Ore
☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) Don't know

Branch of service entered: ☒ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other.

Organization entered, name and number of company, regiment or unit 516 Laundry Co

Transfers Captain & Sergeant

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☒ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify)

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other.

Name of ship or assignment

Students' army training corps. Name of school

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other.

III. RANK AND PROMOTIONS—Give promotions and dates

Give rank and organization at close of war

Distinguished service. Medals and citations don't know

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) none

IV. LOCATIONS—Officers' training camp

Cantonments or other stations Jackson Hill Florida

A.E.F.

Length of foreign service (give dates) one year April 7 1918 Where? in France

Battles and engagements

Captured by the enemy no

German prisons no

Date discharged or mustered out of service Where? in service yet Landed U. S.

Casualties. Wounds

Death. Date Cause

Place Where buried

6 In Service HEF. 9 April 19

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon. photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Wm Hanner Address Merlin Ore Relationship Father

Report made by Address Date April 9 1919

Mark cross (X) in square ☐ in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Douglas; School District No. 110; City Asalea rural, Oregon.I. PERSONAL HISTORY—Name in full Gerald Armond Pickett☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ OtherHome (postoffice) address Asalea OregonPresent address, No. _____, Street _____, City Asalea, State OregonPlace of birth (give state, county and city) Canyonville Douglas County Oregon Date of birth Mar 28 1897Married? No When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name James Riley Pickett Born when July 13 1866 Where Lincoln IllinoisMother's maiden name Meggie Wiley Born when Oct 28 1870 Where Lincoln IllDate came to U. S. _____ Date naturalized _____ Date came to Oregon born in theFormer residences Canyonville OregonSchools attended (give places and dates)—Elementary Canyonville 1903 to 1907 Asalea 1907 to 1912 grammar school

High school _____ College _____

Occupation before war 2 Engineer, Steam & gasolineII. MILITARY OR NAVAL SERVICE—Date entered for this war Nov 11 1918 Place Roseburg Oregon☐ U. S. ☐ By enlistment or ☒ Draft ☐ Other (Service with allies)Branch of service entered: ☐ Regular army. ☐ National guard. ☒ National army. ☐ Army reserves corps. ☐ Navy. ☐ OtherOrganization entered, name and number of company, regiment or unit Amherst Signal before war, not assigned?

Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery. ☐ Field. ☐ Coast. ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.☐ U. S. guard. ☐ Other (specify) _____Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other

RANK AND PROMOTIONS—Give promotions and dates _____

Rank and organization at close of war _____

Service. Medals and citations _____

4. RECRUIT

Periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If none)

Officers' training camp _____

Stations or other stations Camp Lewis American lake Washington5. U. S.

Length of foreign service (give dates) _____ Where? _____

Battles and engagements _____

Captured by the enemy _____

German prisons 11/18Date discharged or mustered out of service Nov 11 1918 Where? Camp Lewis Wash. Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name James Riley Pickett Address Asalea Ore Relationship Father

Report made by _____ Address _____ Date _____

Photo
mem

1. If you want to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Benton; School District No. 17; City Philomath, Oregon.

I. PERSONAL HISTORY—Name in full George Leslie Albin

☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.

Home (postoffice) address Philomath Oregon

Present address, No. Base, Street Hospital, City Camp Lewis Ward 3, State Washington

Place of birth (give state, county and city) Norton County, Kansas Date of birth May 23, 1894

Married? When? Where?

Wife's maiden name Number of children

Father's name H. E. Albin Born when 1866 Where Benton Co Iowa

Mother's maiden name Anna M. Haines Born when 1864 Where Monard Co Ill

Date came to U. S. Date naturalized Date came to Oregon 1913

Former residences Schools attended (give places and dates)—Elementary

Eighth grade only

High school College

Occupation before war 2 Barber

II. MILITARY OR NAVAL SERVICE—Date entered for this war 191 Place 3

☐ U. S. ☐ By enlistment or ☒ Draft. ☐ Other (Service with allies)

Branch of service entered: ☐ Regular army. ☐ National guard. ☒ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other.

Organization entered, name and number of company, regiment or unit Co C June Replacement Co

Transfers To Co C 103 Field Signal Battalion 28 Division

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry ☐ Quartermaster corps. ☐ Ordnance department. ☒ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify)

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other.

Name of ship or assignment

Students' army training corps. Name of school

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other.

III. RANK AND PROMOTIONS—Give promotions and dates

Give rank and organization at close of war Private Co C 103 Field Signal Battalion

Distinguished service. Medals and citations 4 R.T.

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.)

IV. LOCATIONS—Officers' training camp

Cantonments or other stations 5. AEF

Length of foreign service (give dates) June 21/1915 to Mar 3/1919 Where? France

Battles and engagements Chateau Thierry & Vesle sector

Captured by the enemy

German prisons

Date discharged or mustered out of service still in service Where? Camp Lewis Landed U. S. Mar 3 1919

Casualties. Wounds Yes By Gas

Death. Date Cause

Place Where buried 6. IN SERVICE U.S. 3 MR 19 - Gassed

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name H. E. Albin Address Philomath Relationship Father & Mother

Report made by H. E. Albin Address Philomath Date April 3

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Linn; School District No. 26; City Tangent P. 1-2-3, Oregon.

I. PERSONAL HISTORY—Name in full Hugh Jones
☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.
 Home (postoffice) address Tangent Linn Co. Ore.
 Present address, No. _____, Street _____, City Condon, State Ore.
 Place of birth (give state, county and city) Tangent Linn Co. Ore. Date of birth March 14-1898
 Married? no When? _____ Where? _____
 Wife's maiden name _____ Number of children _____
 Father's name Richard Jones Born when 1853 Where Linn Co. Mo.
 Mother's maiden name Berlin S. Stickey Born when 1862 Where Claytonville Clay Co. Mo.
 Date came to U. S. _____ Date naturalized _____ Date came to Oregon _____
 Former residences _____
 Schools attended (give places and dates)—Elementary Tangent Linn Co. Ore
 High school _____ College _____
 Occupation before war laborer

II. MILITARY OR NAVAL SERVICE—Date entered for this war June 5 1916, 1916 Place Albany Ore.
☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) _____
 Branch of service entered: ☒ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other _____
 Organization entered, name and number of company, regiment or unit _____
 Transfers _____
 Branch of army: ☐ Infantry. ☒ Artillery: ☐ Field, ☒ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps) _____
☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.
☐ U. S. guard. ☐ Other (specify) _____
 Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____
 Name of ship or assignment _____
 Students' army training corps. Name of school _____
 Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.
☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates Pvt.
 Give rank and organization at close of war _____
 Distinguished service. Medals and citations 4 P. 1
 In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp _____
 Cantonments or other stations Fort Stevens N. M.
5 N. S.
 Length of foreign service (give dates) _____ Where? _____
 Battles and engagements _____
 Captured by the enemy _____
 German prisons _____
 Date discharged or mustered out of service Aug 17 Where? Fort Stevens N. M. Landed U. S. _____
 Casualties. Wounds _____
 Death. Date _____ Cause _____
 Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Richard Jones Address Tangent Relationship father
 Report made by do Address _____ Date Apr. 29
Photo

Mark cross (X) in square in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Wash; School District No. 55; City Hillsboro, Oregon.I. PERSONAL HISTORY—Name in full George Johnson☐ Born in U. S. ☐ Foreign born. ☐ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other

Home (postoffice) address

Present address, No. _____, Street _____, City _____, State _____

Place of birth (give state, county and city) IX Date of birth _____

Married? _____ When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name _____ Born when _____ Where _____

Mother's maiden name _____ Born when _____ Where _____

Date came to U. S. _____ Date naturalized _____ Date came to Oregon _____

Former residences _____

Schools attended (give places and dates)—Elementary _____

High school _____ College _____

Occupation before war 2 X

II. MILITARY OR NAVAL SERVICE—Date entered for this war _____, 191____ Place _____

☐ U. S. ☐ By enlistment or ☐ Draft. ☐ Other (Service with allies) _____3 XBranch of service entered: ☐ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other _____

Organization entered, name and number of company, regiment or unit _____

Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.☐ U. S. guard. ☐ Other (specify) _____Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates _____

Give rank and organization at close of war _____

Distinguished service. Medals and citations _____

4 X
In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp _____

Garrisons or other stations _____

Length of foreign service (give dates) _____ Where? _____

Battles and engagements _____

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service _____ Where? _____ Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

6 X
This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name _____ Address _____ Relationship _____

Report made by _____ Address _____ Date _____

This soldier enlisted in Oregon
but I could get only the following
data from a card written to me.

Alfred Pieren.
Heading of Card:
Verschbach, Germany
Dec. 29, 1918

Signature:
Toge 18 Johnson

American E. J.
L. Black

Report made by - (Mrs) Marie Wray

Report made by
Nearest relative name
Place
Date
Cause
Wounds
Date discharged or mustered out of service
German prison
Captured by the enemy
Battles and engagements
Length of foreign service (give dates)
Where?
Conditions of other stations
Officers' training camp
This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon. Do not hold blank in the name. Give the information you have about any man in any military or naval service, and put question mark (?) after answers if you are not sure. Write other items of interest on back of card, numbered by section.

Official web site of

Oregon Secretary of State

Military Equipment War Gallery



Pvt. Franklin Lingelback of Estacada (OSA)

Occupation: Farmer/wood cutter

Service duty: Army machine gunner



Unidentified American aviator and airplane at the 3rd Aviation Instruction Center, American Expeditionary Force, France. (Oregon State Defense Council Records, 3rd Aviation Instruction Center, AEF France)



Left: Sgt. Arthur Dahl of Silverton (OSA)
Occupation: Farmer
Service duty: Army infantry

Pvt. Bryce Lemons of Mt. Vernon (OSA)
Occupation: Stockraising/farming
Service duty: Army infantry



Sgt. Earnest Swayze of Portland (OSA)
Occupation: Truck driver
Service duty: Army truck driver



American tanks pass by ruined buildings as they go on the attack at Nampcel, France.
(Oregon State Defense Council Records, WWI Photographs)

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Lackamas; School District No. 108; City Estacada Oregon. LIVG 1 5 2

I. PERSONAL HISTORY—Name in full

Franklin J. Lingelbach

☐ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other

Home (postoffice) address Estacada Ore.

Present address, No. _____, Street _____, City Do, State _____

Place of birth (give state, county and city) Do 1, Ore. Date of birth _____

Married? _____ When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name Valentine Lingelbach Born when 9/27/61 Where Buerstall Germany

Mother's maiden name Elizabeth Kendall Born when 6/7/69 Where Franklin, Wisconsin

Date came to U. S. 6/5/1879 Date naturalized 7/5/1891 Date came to Oregon 10/30/1892

Former residences Racine Wis.

Schools attended (give places and dates)—Elementary 1900-1908

High school 1 mo College _____

Occupation before war Farmer and wood cutter

II. MILITARY OR NAVAL SERVICE—Date entered for this war

2 Apr. 1918 May 30, 1918 Place Oregon City

☐ U. S. ☐ By enlistment or ☒ Draft. ☐ Other (Service with allies) _____

Branch of service entered: ☒ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other _____

Organization entered, name and number of company, regiment or unit May 30 - June 15 in 3rd Recruit Co.

Transfers To Machine gun Co of 63rd Inf. - until discharge

Branch of army: ☒ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps) _____

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) Machine gun Co of 63rd -

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates

Aug 10, 1918 - to first class private

Give rank and organization at close of war First Class private Machine Gun Co 63rd Inf.

Distinguished service. Medals and citations _____

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp

Cantonments or other stations Presidio S. F., Camp Meade,

5. N. S. E. Colonial Park, Wash. D.C.

Length of foreign service (give dates) _____ Where? _____

Battles and engagements _____

Captured by the enemy _____

German prisons 6 F 19

Date discharged or mustered out of service 7/6/19 Where? E. Pot. Park Wash. DC Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name J. Lingelbach Address Estacada Ore Relationship Father

Report made by F. J. Lingelbach Address 11 Date 7/25/19

Mark cross (X) in square ☐ in front of word to answer "yes" for each question.

MAIL
Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Grady; School District No. 6; City Mt Vernon ^{RURAL}, Oregon.

I. PERSONAL HISTORY—Name in full Brice Edison Lemons

☐ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other

Home (postoffice) address Mt Vernon

Present address, No. _____, Street _____, City Mt Vernon, State Oregon

Place of birth (give state, county and city) Frank County, Oregon Date of birth Dec 21, 1895

Married? No When? _____ Where? _____

Wife's maiden name _____ Number of children _____

Father's name John Wesley Lemons Born when Sept 4, 1829 Where Kansas City Mo.

Mother's maiden name Laura Angle Born when Oct 8, 1862 Where Peoria Ill.

Date came to U. S. _____ Date naturalized _____ Date came to Oregon 1875; 1865-

Former residences Kansas City Mo. Peoria, Ill.

Schools attended (give places and dates)—Elementary _____

High school _____ College _____

Occupation before war Farming, Stockraising

2. AGR. II. MILITARY OR NAVAL SERVICE—Date entered for this war June 28, 1918 Place Camp Lewis Wash.

3 ☐ U. S. ☐ By enlistment or ☒ Draft. ☐ Other (Service with allies) _____

Branch of service entered: ☒ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other _____

Organization entered, name and number of company, regiment or unit 32nd Co, 166 D. T.

Transfers Co. C, 158 Inf, 41st Div. Camp Kearney Calif. to Co. D 32 Inf, 16th Div. Camp Kearney, California.

Branch of army: ☒ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).

☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.

☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates.

Give rank and organization at close of war Private, 32nd Inf, 16th Div

Distinguished service. Medals and citations 4 RT

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations U.S.

Length of foreign service (give dates) _____ Where? _____

Battles and engagements _____

Captured by the enemy _____

German prisons 6 F 19

Date discharged or mustered out of service Feb 6, 1919 Where? Camp Lewis Wash Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name _____ Address _____ Relationship _____

Report made by _____ Address _____ Date _____

Photo

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Multnomah; School District No. 1; City Portland, Oregon.

I. PERSONAL HISTORY—Name in full Ernest Harold Swagge
☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other.
 Home (postoffice) address 327 Sixth St Portland Oregon
 Present address, No. _____, Street _____, City St. Louis Missouri, State Missouri
 Place of birth (give state, county and city) Colorado New Grand Monte Vista Date of birth _____
 Married? No When? _____ Where? _____
 Wife's maiden name _____ Number of children _____
 Father's name Joseph Bridges Born when 1867 Where Marion, Kan.
 Mother's maiden name Eda L. Clayton Born when 1871 Where Solomon, Kansas
 Date came to U. S. _____ Date naturalized _____ Date came to Oregon Oct 1911
 Former residences _____
 Schools attended (give places and dates)—Elementary Pueblo Colorado
 High school _____ College _____
 Occupation before war Truck Driver

II. MILITARY OR NAVAL SERVICE—Date entered for this war December 2, 1917 Place Portland Ore
3 ☒ U. S. ☐ By enlistment or ☐ Draft. ☐ Other (Service with allies) _____

Branch of service entered: ☒ Regular army. ☐ National guard. ☐ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other.
 Organization entered, name and number of company, regiment or unit Motor Truck Co No 205
 Transfers _____

Branch of army: ☐ Infantry. ☐ Artillery: ☐ Field, ☐ Coast, ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).
☐ Cavalry. ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☒ Motor transport.
☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☐ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates Sergeant November 1918

Give rank and organization at close of war _____

Distinguished service. Medals and citations 4 Sgt.

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp _____

Cantonments or other stations _____

Length of foreign service (give dates) _____ Where? _____

Battles and engagements _____

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service _____ Where? _____ Landed U. S. _____

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Eda L. Bridges Address 327 Sixth St Relationship Mother

Report made by Eda L. Bridges Address 327 Sixth St Date 2/24/19

Mark cross (X) in square ☐ in front of word to answer "yes" for each question.

Oregon War Records—Personal Military Service

Cornelia Marvin, State Historian, State Library, Salem

County Madison; School District No. 86; City Silverton, Oregon.

I. PERSONAL HISTORY—Name in full Arthur Engeman Dahl
☒ Born in U. S. ☐ Foreign born. ☒ White. ☐ Negro. ☐ Indian. ☐ Japanese. ☐ Chinese. ☐ Other
 Home (postoffice) address Silverton, Oreg. R. F. D. #3
 Present address, No. 8th Street Inf. Rpl. Unit 1st Rpl. Depot A. T. D. 727 American E. S.
 Place of birth (give state, county and city) Carnot, D. Co. Wisconsin Date of birth Jan 24, 1895
 Married? No When? _____ Where? _____

Wife's maiden name _____ Number of children _____
 Father's name Halvor O. Dahl Born when Dec. 3, 1857 Where Norway
 Mother's maiden name Engberg Anderson Born when Mar. 2, 1860 Where Norway
 Date came to U. S. _____ Date naturalized _____ Date came to Oregon Dec. 23, 1906

Former residences Dorr County, Wis.
 Schools attended (give places and dates)—Elementary Carnot, Wis.
 High school Silverton, Oreg. College _____
 Occupation before war Farmer

II. MILITARY OR NAVAL SERVICE—Date entered for this war Apr. 7, 1917 Place From Silverton

☒ U. S. ☒ By enlistment or ☐ Draft. ☐ Other (Service with allies) _____
 Branch of service entered: ☐ Regular army. ☐ National guard. ☒ National army. ☐ Army reserve corps. ☐ Navy. ☐ Other _____
 Organization entered, name and number of company, regiment or unit Co. F 162nd Inf. 41st Div. Sumner
 Transfers to present address

Branch of army: ☒ Infantry. ☐ Artillery: ☐ Field. ☐ Coast. ☐ Anti-aircraft. ☐ Engineer corps. ☐ Medical department (specify corps).
☐ Cavalry ☐ Quartermaster corps. ☐ Ordnance department. ☐ Signal corps. ☐ Aviation. ☐ Spruce production. ☐ Motor transport.
☐ U. S. guard. ☐ Other (specify) _____

Branch of navy: ☐ Navy. ☐ Naval reserve. ☐ Marine corps. ☐ Naval militia. ☐ Coast guard. ☐ Other _____

Name of ship or assignment _____

Students' army training corps. Name of school _____

Previous military service: ☐ Regular army. ☐ Navy. ☐ Marine corps. ☐ National guard. ☒ Mexican border. ☐ Reserve corps.

☐ Spanish-American war. ☐ Philippine insurrection. ☐ China relief expedition. ☐ Other _____

III. RANK AND PROMOTIONS—Give promotions and dates Corp. 1917 - Sgt. 1917 - Rated Officer 1918

Give rank and organization at close of war Sgt. 1st Rpl. Unit 1st Rpl. Depot

Distinguished service. Medals and citations 4 Sgt

In what periodicals or newspapers have letters, photographs or notices been published? (Give exact date of each. If several, list on back of sheet.) _____

IV. LOCATIONS—Officers' training camp France

Cantonments or other stations 5 AEF

Length of foreign service (give dates) Dec. 1917 - Where? England - France

Battles and engagements _____

Captured by the enemy _____

German prisons _____

Date discharged or mustered out of service X Where? X Landed U. S. X

Casualties. Wounds _____

Death. Date _____ Cause _____

Place _____ Where buried _____

6. IN Service AEF 28 MAR 19

This report will be preserved by the State of Oregon. Write with ink. Send to the State Historian, care of the State Library, Salem, Oregon, photographs and clippings about the soldier or sailor. These also will be put in the State file. Do not hold blank to fill later. Give all the information you have about any man in any military or naval service, and put question mark (?) after answers if not sure they are correct. Write other items of interest on back of sheet, numbered by section.

Nearest relative, name Mr. & Mrs. H. O. Dahl Address Silverton, Oreg. Relationship Father - Mother

Report made by Kreta Dahl Address Silverton, Oreg. Date Mar. 28, 1919

Photo

Airplanes and Pilots



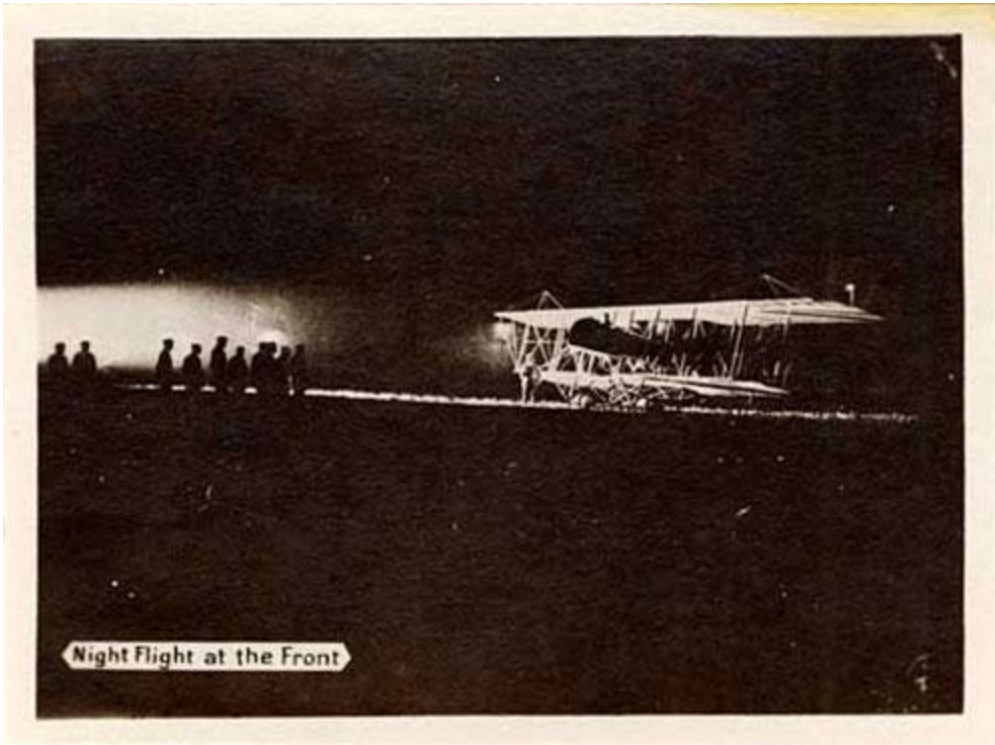
A crashed American plane, probably at or near the 3rd Aviation Instruction Center, American Expeditionary Force, France. (OSA, Oregon State Defense Council Records, World War I Photographs)



French pilots load ammunition for the airplane mounted machine gun. (OSA, Oregon State Defense Council Records, World War I Photographs)



An aviator prepares for take-off. A machine gun is mounted above him. (OSA, Oregon State Defense Council Records, World War I Photographs)



Airplanes also flew during the night on the front. (OSA, Oregon State Defense Council Records, World War I Photographs)

Artillery Equipment



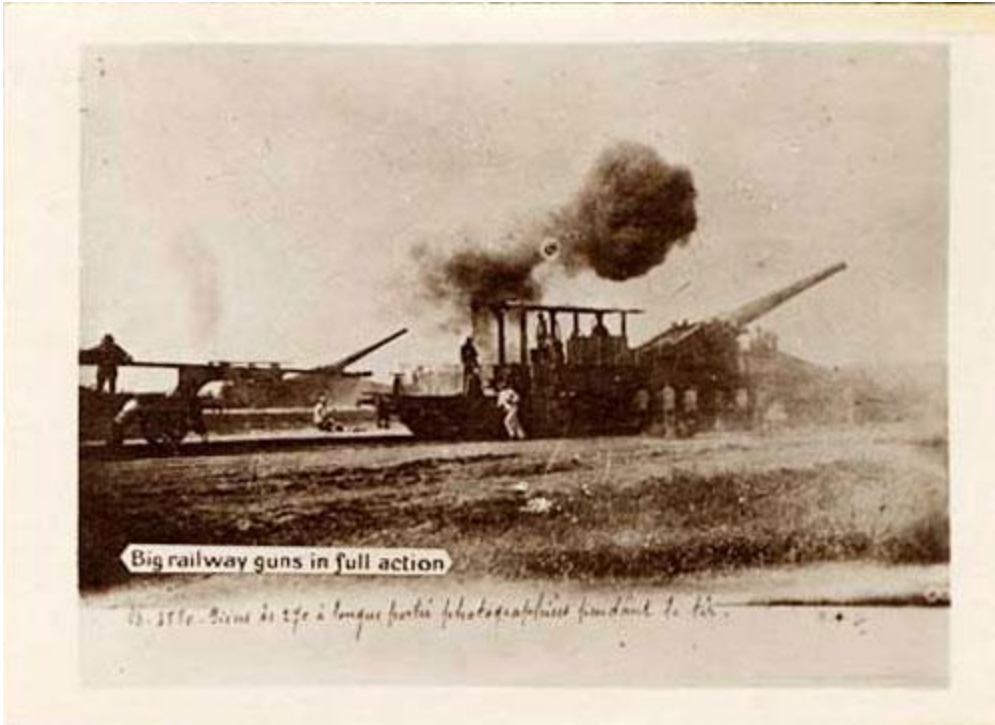
A truck pulls an artillery gun closer to the front. (OSA, Oregon State Defense Council Records, World War I Photographs)



Soldiers pose on and next to a massive long range artillery gun moved on railroad lines. (OSA, Oregon State Defense Council Records, World War I Photographs)



French soldiers operate a mortar piece with shells ready to fire on the right. (OSA, Oregon State Defense Council Records, World War I Photographs)



Large artillery guns fire toward German positions. (OSA, Oregon State Defense Council Records, World War I Photographs)

World War I Destruction Photographs



The city of Reims, France lies in ruins from artillery shells. (OSA, Oregon State Defense Council Records, World War I Photographs)



The French village of Roye devastated by the war. (OSA, Oregon State Defense Council Records, World War I Photographs)



A church destroyed by German shells. (OSA, Oregon State Defense Council Records, World War I Photographs)

French Scenic Postcards



The commercial street in Bourges, France. (OSA, Oregon State Defense Council Records, World War I Photographs)



The cathedral at Bourges, France. (OSA, Oregon State Defense Council Records, World War I Photographs)

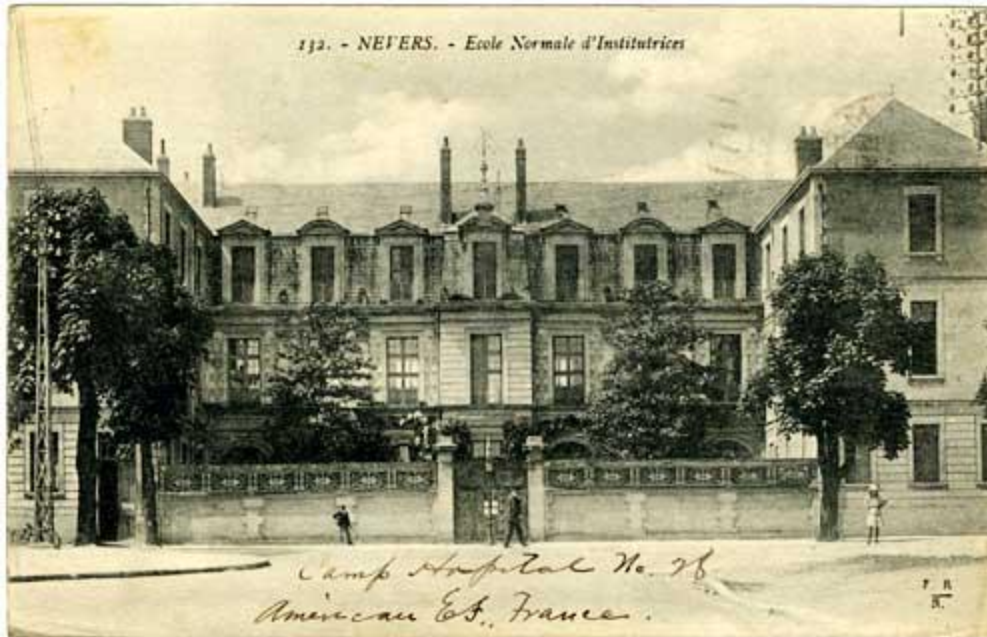


A panoramic view of Nevers, France. (OSA, Oregon State Defense Council Records, World War I Photographs)



American soldiers pose for a photo in France. (OSA, Oregon State Defense Council Records, World War I Photographs)

Hospital Photographs

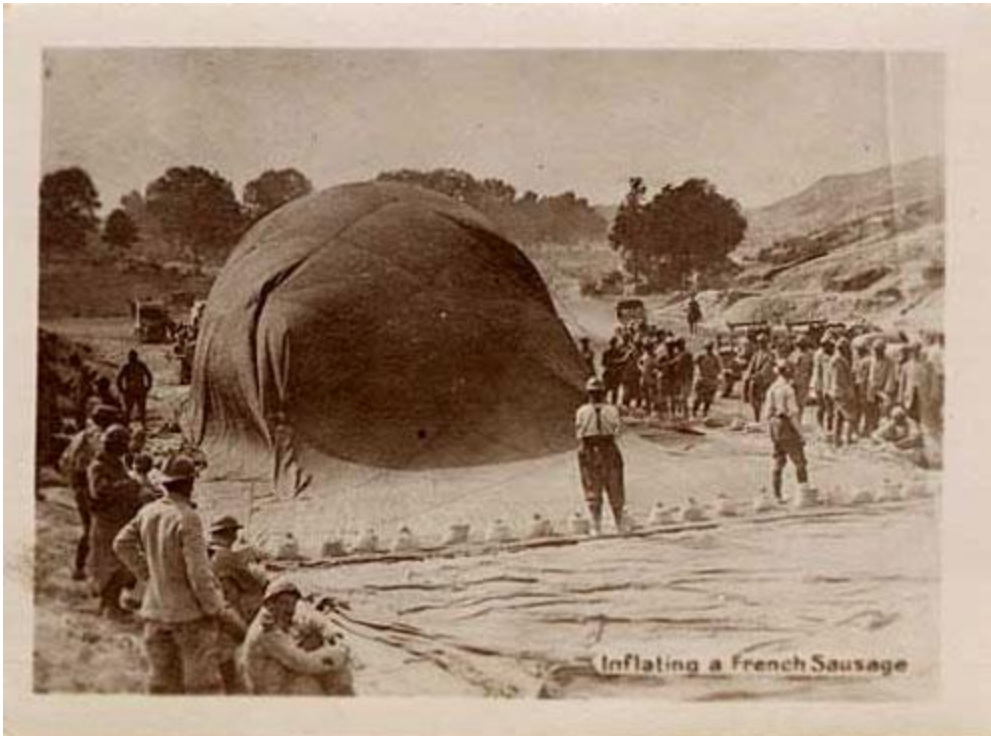


Camp Hospital No. 28, American Expeditionary Force at Nevers, France. (OSA, Oregon State Defense Council Records, World War I Photographs)



American medical workers help a wounded German soldier at a field hospital in France. (OSA, Oregon State Defense Council Records, World War I Photographs)

Observation Balloons



Inflating a "French Sausage" observation balloon. (OSA, Oregon State Defense Council Records, World War I Photographs)(OSA, Oregon State Defense Council Records, World War I Photographs)



Moving an observation balloon using tether lines. (OSA, Oregon State Defense Council Records, World War I Photographs)



An observation balloon ascends on a mission to assess enemy strengths and movements. Notice the grave markers in the foreground. (OSA, Oregon State Defense Council Records, World War I Photographs)

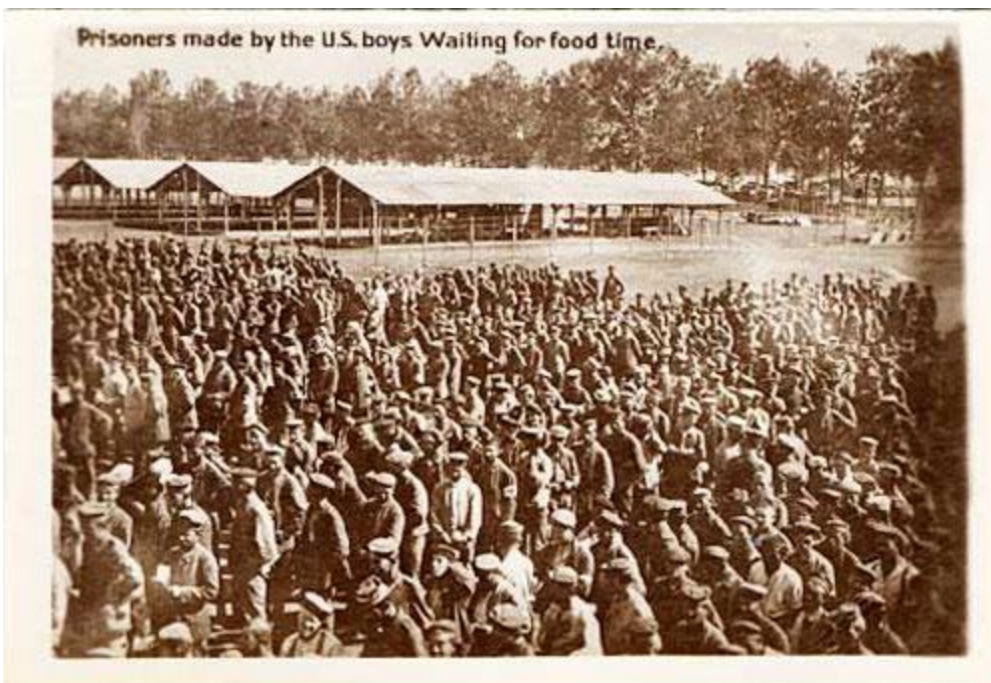
Prisoners of War (POW)



Allied prisoners of war at a German work camp in 1914 enjoy an hour of rest in the afternoon. (OSA, Oregon State Defense Council Records, World War I Photographs)



German prisoners of war are interrogated at Chateau Thierry. (OSA, Oregon State Defense Council Records, World War I Photographs)



German prisoners at a camp wait in line for food. (OSA, Oregon State Defense Council Records, World War I Photographs)

Soldiers On the Move



American soldiers move toward the front on horseback and in wagons. (OSA, Oregon State Defense Council Records, World War I Photographs)



American soldiers march down a road near Verdun. (OSA, Oregon State Defense Council Records, World War I Photographs)



American troops and equipment on the move in the French town of Chateau Thierry. (OSA, Oregon State Defense Council Records, World War I Photographs)

Tanks in Action



Tanks move through a village chasing the retreating German forces. (OSA, Oregon State Defense council Records, World War I Photographs)



A tank in battle on the Somme. (OSA, Oregon State Defense Council Records, World War I Photographs)



Tanks take the offensive near Montdidier. (OSA, Oregon State Defense Council Records, World War I Photographs)



War Overview: Trench Warfare Photos



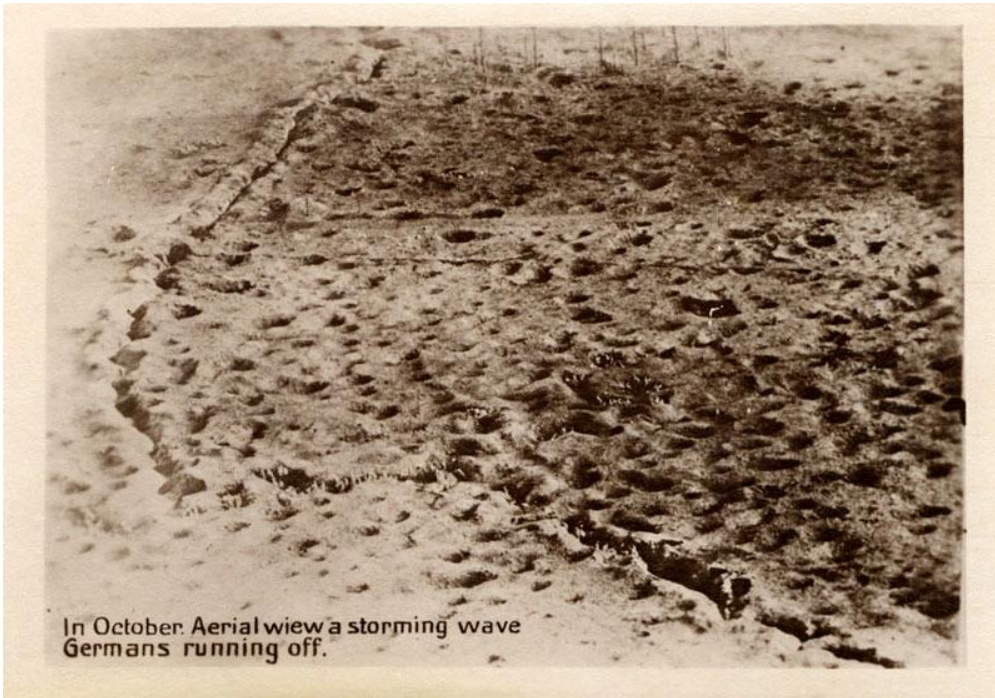
Hand to hand combat along a trench at Ypres in 1914. (OSA, Oregon State Defense Council Records, World War I Photographs)



American soldiers use picks and shovels to work on a trench near St. Mihiel. (OSA, Oregon State Defense Council Records, World War I Photographs)



French soldiers move along one of a network of trenches on their way to fight at the front lines. (OSA, Oregon State Defense Council Records, World War I Photographs)



An aerial view of a battlefield shows a German trench line being overrun late in the war. The pock marks are huge craters left by artillery shells. (OSA, Oregon State Defense Council Records, World War I Photographs)

War Dead



A German soldier lies dead in a battlefield near Montdidier. (OSA, Oregon State Defense Council Records, World War I Photographs)



German soldiers lie dead in a tangle of debris after a battle at Belleau Wood. (OSA, Oregon State Defense Council Records, World War I Photographs)

Official web site of
Oregon Secretary of State

On the Home Front

Most Oregonians have never experienced the home front challenges and sacrifices associated with a world war. Those who lived during World War I were the first in the history of the state to respond to "total war." Their stories are at once familiar and foreign. This section shows some of the changes that war brought to Oregon's homes, schools, and communities.

Oregon Mobilizes

The Draft Board Wants to See You

To Be an American

Protecting the Homeland

Oregon's New Police Force

Fighting the "Venereal Menace"

Shortages and Inflation Hit Hard

Conservation Becomes Second Nature

Controlling Oregon's War Economy

The Red Cross at the Center of It

War Drives and Campaigns Tap the State

"Libraries for Our Soldiers and Sailors"

Boys and Girls Pitch in Too

College Campuses Mobilize for War

War Triggers Social and Cultural Change



Clockwise from top left: this 83-year-old woman participated in a library book drive; a female home defense volunteer shown in a poster; the little boy Vartan was the poster child for a relief fund campaign; "Mad Brute" German in an American propaganda poster.

Official web site of Oregon Secretary of State

The Draft Board Wants to See You

Settling on a Draft

With the declaration of war in April 1917, American leaders had to make decisions about how to mobilize millions of men for military service. Many people, such as former president Teddy Roosevelt, held a romantic attachment to voluntary military service. And certainly, America's experience with a system of conscription or compulsory military service during the Union draft of the Civil War was seen as an example of how not to raise an army. That draft resulted in gross unfairness through the hiring of substitutes and other dubious actions, spawning protests and riots.

In the end, President Wilson and his advisors settled on the draft as the only efficient and democratic way to raise a large army. In contrast to the Civil War draft, Wilson sought to spread the obligation for duty among all qualified men, regardless of their social or economic standing. The Selective Service Act required all males from 21 to 30 go to their election precinct polling place to register in early June 1917. Subsequently, men were expected to appear when they turned 21 years old. In 1918 draft ages were expanded to include those aged 18 to 45. By the end of the war, more than 24 million men registered for the draft with almost three million being inducted into the Army.



Men who failed to register for the draft risked spending a year in jail. Nine million American men registered in early June.

No Excuse for Failure to Register



Draft registration cards. During a time of strict Jim Crow segregation laws in the southern U.S, the military separated racial minorities. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 9, Folder 1)

The Selective Service Department set up district boards in Portland, Eugene, and La Grande. Each of these had jurisdiction over a number of local draft boards. Because of Portland's size, it included 10 local board divisions. Marion County had two. Otherwise, the boards were located in each of Oregon's county seats.

Registering for the draft was a long and bureaucratic exercise. Numerous forms and cards waited for completion. A 16 page questionnaire walked through nearly every aspect of a registrant's life. Failure to fill it out within seven days could result in a "fine or imprisonment for one year and may result in the loss of valuable rights and immediate induction into military service."

The first, and probably most important, question confronting the registrant was that of making a claim for exemption or deferred classification from the

draft. The law held that "the names of all men liable to selection for military service shall be arranged in five classes in the order in which they can best be spared from the civic, family, industrial, and agricultural institutions of the Nation." In simplified form, the system included:

Class I: Every man in this class was "presently liable for military service." These included most single men, unskilled laborers, and certain married men.

Class II: These men were "temporarily deferred" from service until Class I was exhausted. They generally included certain married men with dependents and "necessary" skilled labor.

Class III: These men were "temporarily deferred" from service until Class II was exhausted. They generally included certain men with dependent infirm or "helpless" relatives as well as certain types of government workers and other "necessary" workers.

Class IV: These men were "temporarily deferred" from service until Class III was exhausted. They generally included men with families that were "mainly dependent on his labor for support" as well as merchant mariners and managers of "necessary enterprises."

Class V: These men were "exempted or discharged" from service. They generally included legislative, executive, or judicial officers of government, ministers, aliens, the "totally and permanently physically or mentally unfit" as well as the "morally unfit."

A separate line allowed for a claim of exemption based on religious convictions against participating in war - the conscientious objector.

The rest of the questionnaire asked detailed questions, 32 on dependents alone, related to supporting claims made for exemption or deferred classification and required affidavits in support. Legal advisory boards, consisting of "disinterested lawyers and laymen" were available at draft board offices throughout Oregon to advise registrants on the "true meaning and intent" of the law.

Your Local Draft Board

Once the forms and questionnaires were completed, the local draft board would begin processing the registration and a folder would fill with the resulting paperwork, noting each step of the process. If the registration progressed to the point at which the registrant were ordered to report for a physical examination, the report of the examining physician would be included, as would the report of the medical advisory board. Twenty-five of these boards scattered throughout Oregon examined records and determined the physical qualifications of the registrants. They had four choices: qualified; qualified but deferred; qualified for limited service; and disqualified. The medical board's decision was forwarded to the local draft board, which ruled on the same criteria. If the individual appealed the action, the district draft board would rule.

Registrants who passed the physical examination would be ordered to report for service. If they failed to report, they first would be listed as delinquent and later as deserters who were to be "apprehended."



Local draft boards issued cards to men once they had been officially classified for deferment or exemption. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 9, Folder 1)



Various boards related to administering the draft sprang up throughout Oregon in the spring of 1917. The Adjutant General's Office published this roster. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 9, Folder 1)

Those who reported as ordered eventually would find themselves at mobilization camp where they would be either accepted, rejected, or discharged.

For those not immediately inducted into the military, there were continuing responsibilities related to the draft. If any change occurred that could affect their deferred or exempt status, they were to report it to the local draft board within five days. They were also required to examine "from time to time" notices posted by the local draft board in case changes to the system affected their status.

Results May Vary

The public voiced little opposition to the draft over the course of the war. Some of this could be attributed to fear of criticizing a government that was beginning to crack down on "disloyal" rhetoric. But most Americans saw the need for the draft and believed that, while not perfect, the classification system generally was fair. As with any system of its size and complexity, favoritism, bribery, intimidation, and other forms of corruption occurred at local draft boards. But the system held up even as it lowered the draft age from 21 to 18, thereby edging closer to the sight of "taking boys from their mothers' arms."

Opinions differed on the quality of the soldier produced by the draft. Overall, consensus holds the drafted soldiers fought just as heroically as the two million men who enlisted in the various armed services. But at least one Oregon man, Martin Luther Kimmel, who had enlisted in the Army held a different attitude:

"These conscripts are generally of an inferior class, largely Greeks, Italians & men of low mentality and little schooling. I should judge from the 60 or more who have been assigned to Bat [Battery] A that the selective Draft had been carried out so as to take the poorest stuff they could find. I would very much like to know the truth about the draft. I know that some good men were selected under it but I am afraid that it was not carried out impartially & uniformly in a truly fair manner. The selection of men & the exemptions gave a large field for preferment & partiality on the part of the Boards and all the evidence I have seen points to the fact that they exercised both."

Notes

(Oregon State Defense Council Records, Publications and Ephemera, Box 9, Folder 1; State Historian's Correspondence, Box 1, Folder 15; Oregon Historical Quarterly, vol. 75, page 265)

QUESTIONNAIRE.

(Stamp of Local Board.)	Registration No.	Name of Registrant:		Telephone No.
	Serial No.	(First name.)	(Middle name.)	(Last name.)
	Order No.	Address: (No.) (Street or R. F. D. No.)		
		(City or town.)	(County.)	(State.)

NOTICE TO REGISTRANT.—You are required by law to return this Questionnaire filled out in accordance with instructions contained herein within seven days from date of this notice. Failure to do so is a misdemeanor punishable by fine or imprisonment for one year and may result in the loss of valuable rights and in immediate induction into military service.

(Date)

Member of Local Board.

CLAIM FOR EXEMPTION OR DEFERRED CLASSIFICATION.

NOTE TO CLAIMANTS.—This form is to be used for claiming exemption or deferred classification by or in respect of any registrant and for stating the grounds of claim. Place a cross (x) in Column A opposite the division that states the ground of claim. Boards are required to consider only grounds thus indicated by the claimant in Column A.

Column A.	Division.	CLASS I.	Column A.	Division.	CLASS III—Continued.
.....	A	Single man without dependent relatives.	.....	F	Necessary customhouse clerk.
.....	B	Married man, with or without children, or father of motherless children, who has habitually failed to support his family.	.....	G	Necessary employee of United States in transmission of the mails.
.....	C	Married man dependent on wife for support.	.....	H	Necessary artificer or workman in United States armory or arsenal.
.....	D	Married man, with or without children, or father of motherless children; man not usefully engaged, family supported by income independent of his labor.	.....	I	Necessary employee in service of United States.
.....	E	Unskilled or not a necessary farm laborer.	.....	J	Necessary assistant, associate, or hired manager of necessary agricultural enterprise.
.....	F	Unskilled or not a necessary industrial laborer.	.....	K	Necessary highly specialized technical or mechanical expert of necessary industrial enterprise.
.....	G	Registrant by or in respect of whom no deferred classification is claimed.	.....	L	Necessary assistant or associate manager of necessary industrial enterprise.
.....	H	Registrant who fails to submit Questionnaire and in respect of whom no deferred classification is claimed.	CLASS IV.		
.....	I	Registrant not deferred and not included in any of above divisions.	.....	A	Man whose wife or children are mainly dependent on his labor for support.
.....	X		.....	B	Mariner actually employed in sea service of citizen or merchant in the United States.
DEFERRED CLASSES.			.....	C	Necessary sole managing, controlling, or directing head of necessary agricultural enterprise.
CLASS II.			.....	D	Necessary sole managing, controlling, or directing head of necessary industrial enterprise.
.....	A	Married man with children, or father of motherless children, where such wife or children or such motherless children are not mainly dependent upon his labor for support for reason that there are other reasonably certain sources of adequate support (excluding earnings or possible earnings from labor of wife) available, and that the removal of registrant will not deprive such dependents of support.	CLASS V.		
.....	B	Married man, without children, whose wife, although registrant is engaged in a useful occupation, is not mainly dependent upon his labor for support, for the reason that the wife is skilled in some special class of work which she is physically able to perform and in which she is employed, or in which there is an immediate opening for her under conditions that will enable her to support herself decently and without suffering or hardship.	.....	A	Officer—legislative, executive, or judicial of the United States or of State, Territory, or District of Columbia.
.....	C	Necessary skilled farm laborer in necessary agricultural enterprise.	.....	B	Regularly or duly ordained minister of religion.
.....	D	Necessary skilled industrial laborer in necessary industrial enterprise.	.....	C	Student who on May 18, 1917, or on May 20, 1918, or since May 20, 1918, was preparing for ministry in recognized theological or divinity school, or who on May 20, 1918, or since May 20, 1918, was preparing for practice of medicine and surgery in recognized medical school.
.....	X		.....	D	Person in military or naval service of United States.
CLASS III.			.....	E	Alien enemy.
.....	A	Man with dependent children (not his own), but toward whom he stands in relation of parent.	.....	F	Resident alien (not an enemy) who claims exemption.
.....	B	Man with dependent aged or infirm parents.	.....	G	Person totally and permanently physically or mentally unfit for military service.
.....	C	Man with dependent helpless brothers or sisters.	.....	H	Person morally unfit to be a soldier of the United States.
.....	D	County or municipal officer.	.....	I	Licensed pilot actually employed in the pursuit of his vocation.
.....	E	Highly trained fireman or policeman in service of municipality.	.....	J	Person discharged from the Army on the ground of alienage or upon diplomatic request.
.....			.....	K	Subject or citizen of belligerent country who has enlisted or enrolled in the forces of such country under the terms of a treaty between such country and the United States providing for reciprocal military service of their respective citizens and subjects.
.....			.....	L	Subject or citizen of neutral country who has declared his intention to become a citizen of the United States and has withdrawn such intention under the provisions of act of Congress approved July 9, 1918, and Selective Service Regulations.

..... Member of well-recognized religious sect or organization, organized and existing on May 18, 1917, whose then existing creed or principles forbid its members to participate in war in any form and whose religious convictions are against war or participation therein.

REGISTRANT OR OTHER INTERESTED PERSON MUST ANSWER THE FOLLOWING QUESTION.

Q. Do you claim exemption or deferred classification in respect of the registrant named above? If so, state the divisions of each class and each class in which you claim that he should be classified.

A.; in Division of Class, and Division of Class, and Division of Class (Date)
(Yes or no.)
(Address) (Sign here)

WAIVER OF CLAIM FOR EXEMPTION OR DEFERRED CLASSIFICATION.

(To be signed by registrant or other interested person whenever a waiver is used.)

I hereby waive all claim of exemption or deferred classification of the registrant named above.

(Date of signing) (Sign here)

IMPORTANT NOTICE TO REGISTRANTS AND OTHER INTERESTED PERSONS.

TO BE READ BEFORE PROCEEDING FURTHER.

Every registrant shall immediately upon receipt of a Questionnaire proceed as follows: He shall first carefully read, or have read to him, the instructions printed on this page, and the instructions printed with each series of questions. He shall then take up each series of questions, and answer all questions which he is required to answer and sign his name where required by the instructions. He shall make no mark nor answer upon page No. 1 until he has answered the 12 series of questions; but after having done so and before he executes his affidavit on page No. 15, he shall answer the question near the bottom of page No. 1 and sign his name thereto. If he wishes to waive all claim of exemption or deferred classification, he shall sign the waiver at the bottom of page No. 1. He shall then upon the first page place a cross mark (X) in the space opposite the division which describes his ground or basis for deferred classification. The registrant is not limited to making one cross mark (X), but may make a sufficient number of marks to indicate his status in relation to every ground for discharge or exemption which exists in his case. He shall then swear or affirm to the truth of his answers by executing the "Registrant's Affidavit" on page 15.

A registrant making any claim which must be supported by an affidavit must procure the execution of the supporting affidavit by the person or persons indicated in the instructions relating to the particular series which states the claim. Unless he procures such affidavit, the claim will not be considered either by the Local Board or by the District Board.

Additional affidavits may be filed with the Questionnaire when deemed necessary by the registrant or person making claim in his behalf. (Sec. 95 (f) S. S. R.)

The Questionnaire, answered and sworn to in strict accordance with these instructions, must be filed with the Local Board on or before the seventh day (excluding Sundays and legal holidays) after the date appearing upon the first page of the Questionnaire under the words "Notice to Registrant."

Note.—The initials S. S. R. refer to the regulations prescribed by the President and known as the Selective Service Regulations.

Reasons for and Effect of Classification.

The names of all men liable to selection for military service shall be arranged in five classes in the order in which they can best be spared from the civic, family, industrial, and agricultural institutions of the Nation. The term "deferred classification" includes the second, third, fourth, and fifth classes of the five classes in which registrants shall be placed. All registrants placed in Class V have been exempted or discharged, and all registrants placed in Classes II, III, and IV have been temporarily discharged. The effect of classification in Class I is to render every man so classified presently liable to military service in the order determined by the national drawings. The effect of classification in Class II is to grant a temporary discharge from draft, effective until Class I is exhausted; and similarly Classes III and IV become liable only when Classes II and III, respectively, are exhausted. All classifications are conditioned upon the continuing existence of the status of the registrant which is the basis of his classification. (See Secs. 1 (j) and (k) and 70 S. S. R.)

Every registrant shall, within five days after the happening thereof, report to his Local Board any fact which may change or affect his classification. Failure to report change of status as herein required or making a false report thereof is a misdemeanor, punishable by one year's imprisonment. (Sec. 116 S. S. R.)

Notice to Registrants and to all Interested Persons, and Effect of such Notice.

(a) The process of examination and selection shall begin by the posting of notice in the offices of the Local Boards and by mailing a Questionnaire to every registrant included in such posted notice (Sec. 92 S. S. R.), and notice of every subsequent action taken by either the Local or District Board in respect of each registrant shall be given by entering a minute or date of such action on the Classification List in the office of the Local Board and in addition to such entries by mailing to the registrant (and in some cases to other claimants) a notice of such action.

(b) Whenever a duty is to be performed or a period of time begins to run within which any duty is to be performed by any such registrant, or within which any right or privilege may be claimed or exercised by or in respect of any such registrant, a notice of the day upon which such duty is to be performed or such time begins to run shall be mailed to the registrant, and the date of such mailing of notice shall be entered opposite the name of such registrant on the Classification List, which is always open to inspection by the public at the office of the Local Board.

(c) In addition to the mailing of such notice to registrants, notice of the disposition of claims of other persons in respect of registrants shall be mailed to such other persons. Either the mailing of such notice or the entry of such date in the Classification List shall constitute the giving of notice to the registrant and to all concerned, and shall charge the registrant and all concerned with notice of the day upon which such duty is to be performed or the beginning of the time within which such duty must be performed or such right or privilege may be claimed, regardless of whether or not a mailed notice or Questionnaire is actually received by the registrant or other person.

(d) Failure by any registrant to perform any duty prescribed by the President under the authority of the act approved May 18, 1917, or subsequent act or acts of Congress at or within the time required, is a misdemeanor punishable by imprisonment for one year, and may result in loss of valuable rights and immediate induction of such registrant into military service.

(e) Failure of the registrant or any other person concerned to claim and exercise any right or privilege on the day or within the time allowed shall be considered a waiver of such right or privilege, subject only to the privilege to apply for an extension of time.

(f) All registrants and other persons are required to examine from time to time said notice so posted by the Local Board and the Classification List upon which said dates are to be entered; and it is the duty of every registrant concerning whom any notice is posted, but who has not received the Questionnaire or notice, as the case may be, to apply to his Local Board for a copy thereof. Failure to receive notice or Questionnaire will not excuse the registrant from performing any duty within the time limit, nor shall it be in itself ground for extension of time. (Sec. 7, S. S. R.)

(g) Any registrant, except an alien enemy, who fails to return the Questionnaire on the date required shall be deemed to have waived all claim for deferred classification, and shall stand classified in Class I subject, however, to the rights and privileges of other persons to apply to the Local Board for deferred classification of the registrant, and to the right of the registrant or any other person to apply for an extension of time, as provided in Section 99 S. S. R. (Sec. 129, S. S. R.)

By Whom Oaths May Be Administered.

Any oath required by these Rules and Regulations (except oaths to persons called before Local or District Boards to give oral testimony) may be administered—

- (1) By any Federal or State officer authorized by law to administer oaths generally;
- (2) By any member or chief clerk of any Local or District Board having jurisdiction of the registrant;
- (3) By any Government Appeal Agent in regard to any case pending before any Local or District Board with which he is connected;
- (4) By any person designated to act in the capacity of legal aid or advisor to registrants; and
- (5) By any postmaster within the same local jurisdiction as the registrant.

When the oath or oaths are administered by any of the persons named in Classes 2, 3, 4, and 5 hereof, there shall be no fee or charge for the same. (Sec. 10, S. S. R.)

Aid and Advice to Registrants by Legal Advisory Boards.

Legal Advisory Boards, composed of disinterested lawyers and laymen, will be present at all times during which Local Boards are open for the transaction of business, either at the headquarters of Local Boards or at some other convenient place, for the purpose of advising registrants of the true meaning and intent of the Selective Service Law and Regulations and of assisting registrants to make full and truthful answers to the Questionnaire.

Members of Legal Advisory Boards shall enter upon the left-hand margin of front page of Questionnaire the following: "Aid given by me," and sign the name of the member of such board, stating whether "permanent" or "associate" member. (Sec. 45, S. S. R.)

QUESTIONS:

SERIES I. GENERAL QUESTIONS:

INSTRUCTIONS. Every registrant must answer ALL the following questions, and sign his name at the bottom.

- Q. 1. State (a) your full name, birthplace, and your present age and residence; and (b) the name, address, and relationship of your nearest relative (wife may be designated as nearest relative).

A. 1.	(a)			
		(Name of registrant.)	(Age.)	(Place of birth.)
				(Post-office address.)

(b) -----

(Name of relative.)	(Address of relative.)	(Relationship.)
---------------------	------------------------	-----------------

- Q. 2. What is your race? Are you white, Negro, or Oriental? A. 2. _____

- Q. 3. State (a) whether you are single, married, widowed or divorced and (b) date of marriage.

A. 3. (a) _____; (b) _____

- Q. 4. If you have a child or children, state the name, age and present residence of each child. A. 4.

LOOK AT KEY LIST OF OCCUPATIONS WITH QUESTIONNAIRE BEFORE ANSWERING NEXT QUESTION.

Q. 5.	Occupation.	Special work or job.	Key number and letter on list.	Number of years pursued.	Monthly salary or wages.
(a) What is your present occupation?.....
(b) What other work are you qualified to do?

- Q. 6. If you are employed, state (a) the name of your employer and (b) the place at which you are employed.

A. 6. (a) _____
(Name of employer.)

(b) -----
(No. (Street or R. F. D. No.) (City or town.) (County.) (State.)

- Q. 7. Mention any previous military experience you have had, giving organization, rank, and length of service.

A. 7. _____

- Q. 8. Underline branch of Army in which you prefer to serve if selected: Artillery—Aviation—Engineer Corps—Infantry—Medical Department—Ordnance Department—Quartermaster Corps—Signal Corps.

- Q. 9. Schooling: Grade reached in school Years in high school Years in college

Name of college and subjects of specialization.....

Years in technical school..... Name of school and course pursued.....

Underline the languages you speak well: English—French—German.

State any other languages you speak _____

- Q. 10. Have you ever been convicted of a crime? A. 10. _____
(Yes or no.)

- Q. 11. If your preceding answer is "yes," state (a) the name of the crime; (b) the approximate date of conviction; (c) the name and location of the court; (d) sentence imposed. A. 11. (a) _____

(b) _____ (c) _____ (d) _____

- Q. 12. Are you now confined in prison, either (a) serving sentence or (b) awaiting trial, or (c) are you confined in a reformatory or correctional institution? A. 12. _____

Q. 13. Are you at large on bail under any criminal process? If so, state full details. A. 13. _____

(Signature of registrant.)

IMPORTANT NOTE.—If the registrant is an inmate of an institution mentioned in question 12 and is unable to answer the foregoing questions, the executive head of the institution is requested to communicate the information immediately to the Local Board.

SERIES II. PHYSICAL FITNESS.

INSTRUCTIONS.—Every registrant must answer the first two questions. If he answers the second question "yes," he need not answer the remaining questions. If he answers the second question "no," he must answer ALL the questions. He must sign his name at the end of this series of questions.

Q. 1. State your height and weight stripped. A. 1. Height, _____; Weight, _____
(Inches.) (Pounds.)

Q. 2. Are you in sound health mentally and physically? A. 2. _____
(Yes or no.)

Q. 3. Draw a line under any of the words below that describes any ailment or physical deficiency you may have.

A. 3. 1. Blind.	4. Loss of limb.	7. Insane.
2. Deaf.	5. Epileptic.	8. Withered or deformed limb.
3. Dumb.	6. Paralytic.	9. _____

Q. 4. State in detail the names and addresses of the physicians by whom and the institutions in which you are being treated or have been treated within the last twelve months, with the dates of the treatments.

A. 4. _____

Q. 5. Are you an inmate of an asylum, hospital, or other institution on account of any physical, mental, or nervous disease, disorder, or injury? A. 5. _____
(Yes or no.)

Q. 6. If you answer "yes," state (a) the nature of the ailment, and (b) name and location of institution.

A. 6. (a) _____ (b) _____

(Signature of registrant.)

IMPORTANT NOTE.—If the registrant is an inmate of an institution mentioned in question 6 and is unable to answer the foregoing questions, the executive head of the institution is requested to communicate the information immediately to the Local Board.

SERIES III. LEGISLATIVE, EXECUTIVE, AND JUDICIAL OFFICERS.

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "no," he need not answer the remaining questions or sign his name. If he answers "yes," he must answer ALL the questions and sign his name.

Q. 1. Are you a legislative, executive, or judicial officer of the United States or of a State or Territory or of the District of Columbia? A. 1. _____
(Yes or no.)

If your answer is "no," do not answer any other questions and do not sign your name.

Q. 2. State exact designation of your office. A. 2. _____

Q. 3. State (a) when you entered upon the duties of said office and (b) when your term of office will expire.
A. 3. (a) _____; (b) _____

NOTE.—See Sec. 79, S. S. R. and Part XIII.

(Signature of registrant.)

SERIES IV. MINISTERS OF RELIGION.

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "no," he need not answer the remaining questions nor sign his name. If he answers "yes," he must answer ALL the questions, and must sign his name.

Q. 1. Are you a regular or a duly ordained minister of religion; and if so, of what sect or organization?
A. 1. _____
(Yes or no, and if "yes" add name of sect.)

If your answer is "no," do not answer any other questions and do not sign your name.

Q. 2. State (a) the manner by which, (b) the date when, and (c) the place where you became such minister.

A. 2. (a) _____ (b) _____ (c) _____

Q. 3. State place and nature of your religious labors: (a) On January 1, 1918; (b) Now.

A. 3. (a) _____ (b) _____

Q. 4. Have you any additional occupation? If so, what? A. 4. _____

NOTE.—See sec. 79, S. S. R.

(Signature of registrant.)

SERIES V. DIVINITY AND MEDICAL STUDENTS.

INSTRUCTIONS.—Every registrant must answer the first three questions. If he answers "no" to all of these questions, he need not answer the remaining questions nor sign his name. If he answers "yes" to question No. 1, No. 2, or No. 3, he must answer all the remaining questions and sign his name, and must also secure the following supporting affidavit of the president, dean, or other executive head of the theological, divinity, or medical school. If such executive head be not available, the executive nearest in rank may make the affidavit, but must state therein why the superior officer is not available.

Q. 1. Were you on May 18, 1917, a student preparing for the ministry in a recognized theological or divinity school? A. 1. _____
(Yes or no.)

Q. 2. Were you on May 20, 1918, a student preparing for the ministry in a recognized theological or divinity school, or were you on May 20, 1918, a student preparing for the practice of medicine and surgery in a recognized medical school? A. 2. _____
(Yes or no, and state which.)

Q. 3. Have you been at any time since May 20, 1918, a student preparing for the ministry in a recognized theological or divinity school, or a student preparing for the practice of medicine and surgery in a recognized medical school? A. 3. _____
(Yes or no, and state which.)

If your answer to all the questions No. 1, No. 2, and No. 3 is "no," do not answer any other questions and do not sign your name.

- Q. 4. If your answer to question No. 3 is "yes," state the period (naming the dates) during which you were such a student? A. 4. _____
- Q. 5. State whether the school in which you were a student on the date or dates indicated by your answer to question No. 1, No. 2, or No. 3 was a recognized theological or divinity or medical school. A. 5. _____ (Specify which.)
- Q. 6. State the name and location of such school in which you were a student on the date or dates you have thus indicated. A. 6. _____
- Q. 7. Is the school you have described wholly or partially a correspondence school? A. 7. _____
- Q. 8. Have you ceased to be a student preparing for the ministry or a student preparing for the practice of medicine and surgery; and if so, what is your present occupation? A. 8. _____

NOTE.—See Sec. 79, S. S. R., and Public Resolution approved May 20, 1918.

SUPPORTING AFFIDAVIT.

(Signature of registrant.)

STATE OF _____, County of _____, ss:

I, _____, do solemnly swear—affirm—that I was on the date or
(Name of affiant.) (Strike out one.)

dates mentioned in the foregoing answers _____ of the school mentioned
(Designation of affiant's office in school.)

in the foregoing answer No. 6; that such school was on said date a recognized _____
(Divinity, theological, medical.)

school; and that I know of my own personal knowledge that the answers to the foregoing questions Nos. 1 to
7, inclusive, are true. I further state that _____ who was
(Unavailable superior officer.) (Designation of superior officer.)

of said school on the date or dates mentioned in the foregoing answers is now _____
(State reason why superior officer is not available, if that be the fact.)

Subscribed and sworn to before me this _____

(Signature of supporting affiant.)

day of _____, 191_____

(Address.)

(Signature of officer.)

(Designation of officer.)

SERIES VI. MILITARY OR NAVAL SERVICE.

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "no," he need not answer the other questions nor sign his name. If he answers "yes," he must answer ALL the other questions FULLY and must sign his name.

Q. 1. Are you in any branch of the military or naval service of the United States? A. 1. _____ (Yes or no.)

If your answer is "no," do not answer any other questions and do not sign your name.

Q. 2. Give your (a) rank, (b) organization or corps, (c) branch of the service, and (d) mail address.

A. 2. (a) _____ (b) _____ (c) _____ (d) _____

Q. 3. State the (a) date, (b) place, and (c) manner in which you entered the service. A. 3. (a) _____ (b) _____ (c) _____

NOTE.—See Sec. 79, S. S. R.

(Signature of registrant.)

SERIES VII. CITIZENSHIP.

INSTRUCTIONS.—Every registrant must answer all the following questions, except as stated in the underlined instructions, or unless his status makes an answer to any question impossible, and must sign his name at the end of this series of questions.

Q. 1. Are you a citizen of the United States? A. 1. _____

(Yes or no.)

Q. 2. Where and on what date were you born? A. 2. _____

(Place and country.)

(Date.)

Q. 3. If you were not born in the United States, state (a) at what place; and (b) on what date you arrived in this country, and (c) whether you came with your father or mother or either of them.
A. 3. (a) _____; (b) _____; (c) _____

Q. 4. If you are a citizen of the United States, naturalized upon application by you, state when and where you were so naturalized. A. 4. _____

Q. 5. If you are not a citizen of the United States, either native born or fully naturalized, answer the following:
(a) Of what country are you a citizen or subject? (b) In what place and country did you ordinarily reside before proceeding to the United States? (c) Have you ever taken out first papers (that is, declared your intention to become a citizen of the United States)? (d) If so, when and where did you take out your first papers?

A. 5. (a) _____; (b) _____

(c) _____; (d) _____

(Yes or no.)

Q. 6. If you are not a citizen of the United States and have not declared your intention to become a citizen, do you claim exemption from service in the Army of the United States on that ground? A. 6. _____

(Yes or no.)

If you are an Indian, born in the United States, do not answer questions Nos. 7 to 13, but answer questions Nos. 14 to 16.

Q. 7. If you are not a citizen of the United States and have not declared your intention to become a citizen, are you willing to return to your native country and enter its military service? A. 7. _____
(Yes or no.)

Q. 8. Give the birthplace and present residence of both of your parents. A. 8. _____

Q. 9. If your parents or either of them live in the United States, state how long each has resided in this country. A. 9. _____

Q. 10. If either of your parents has been naturalized in the United States, state (a) which parent; (b) when and where naturalized. A. 10. (a) _____; (b) _____

Q. 11. Have you ever voted or registered for voting anywhere in the United States; if so, when and where? A. 11. _____

Questions Nos. 12 and 13 are to be answered only by a citizen or subject of a country neutral in the present war who has declared his intention to become a citizen of the United States.

Q. 12. If you are a citizen or subject of a country neutral in the present war and have declared your intention to become a citizen of the United States, name the neutral country of which you are a citizen or subject. A. 12. _____

NOTE.—Congress has enacted a law providing that a citizen or subject of a country neutral in the present war, who has declared his intention to become a citizen of the United States, shall be relieved from liability to military service upon his making a declaration, in accordance with such regulations as the President may prescribe, withdrawing his intention to become a citizen of the United States, which shall operate and be held to cancel his declaration of intention to become an American citizen and shall forever debar him from becoming a citizen of the United States.

Q. 13. Do you wish to be relieved from liability to military service by withdrawing your intention to become a citizen of the United States upon the conditions named in the foregoing note to Question No. 12? A. 13. _____
(Yes or no.)

NOTE.—If you answer "yes," your Local Board will send you the necessary blank forms and directions for making such claim for relief from liability to military service and renouncing your right to become a citizen of the United States. Before your claim can be passed upon, you must fill in and return such forms to your Local Board. (See sec. 117½ S. S. R.)

If you are an Indian born in the United States and claim you are not a citizen, answer the following questions:

Q. 14. State (a) when you were allotted; (b) when your father was allotted; (c) when your mother was allotted. A. 14. (a) _____; (b) _____; (c) _____

Q. 15. Have you received a patent in fee to your land? A. 15. _____

Q. 16. State (a) whether you live separate and apart from any tribe; (b) if so, when you intend to return to tribal life; and (c) how long you have lived away from tribal life A. 16. (a) _____
(b) _____; (c) _____

NOTE.—See sec. 79 S. S. R.

(Signature of registrant.)

SERIES VIII, PART A. COUNTY AND MUNICIPAL OFFICIALS AND FEDERAL EMPLOYEES.

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "no," he need not answer the remaining questions nor sign his name. If he answers "yes," he must answer ALL the questions and sign his name. If he claims deferred classification on the ground that he is employed by the United States as a customhouse clerk, or in any of the capacities mentioned in question 1, he must also secure and file with the Local Board an affidavit of the official having direct supervision and control of the branch of the Government service in which the registrant is engaged, stating that he is necessary to the adequate and effective operation of such service, and can not be replaced by another person without substantial material loss and detriment to the adequate and effective operation thereof. In the case of a registrant in departmental service stationed outside of the District of Columbia, the affidavit must be made by the official having direct supervision of the applicant. In all cases such affidavit must be indorsed "approved" by the Secretary of the Department or other certifying official specified in Part XIV, S. S. R. The affidavit to be filed by a necessary agricultural expert, employed by a State Agricultural College receiving Federal funds, is described in Section 77, Note 1, S. S. R.

Q. 1. Are you a county or municipal official, or a customhouse clerk, or are you employed by the United States in the transmission of the mails, or are you an artificer or workman employed in an armory or arsenal of the United States, or are you an employee of the United States designated by the President as eligible for discharge? A. 1. _____
(Yes or no, and state which.)

If you are not in any of the above classes, do not answer any other questions and do not sign your name.

Q. 2. State the designation of your office, position, or occupation. A. 2. _____

Q. 3. If you are a county or municipal official, were you elected by popular vote or appointed? State which. A. 3. _____

Q. 4. If you are a county or municipal official, state (a) whether a vacancy in the office which you hold can be filled by appointment and (b) when your term of office expires. A. 4. (a) _____ (b) _____
(Yes or no.)

Q. 5. State the exact place of the performance of your duties. A. 5. _____

Q. 6. State how long you have held such office or position, or how long you have been so employed. A. 6. _____

Q. 7. State the character and duration of your education, training, and experience for your office, position, or employment. A. 7. _____

Q. 8. Describe the nature of your work. A. 8. _____

NOTE.—See Sec. 77, and Part XIV, S. S. R.

(Signature of registrant.)

SERIES VIII, PART B. PILOTS AND MARINERS.

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "no," he need not answer the remaining questions nor sign his name. If he answers "yes," he must answer ALL the questions and sign his name. If he claims deferred classification as a licensed pilot, he must secure and file with the Local Board an affidavit signed by the Collector or Deputy Collector of the port from which the registrant regularly sails, stating that he is a licensed pilot regularly employed in the pursuit of his vocation. If he claims deferred classification as a mariner, he must submit evidence in support of his claim sufficient to satisfy the Local Board that he is entitled to such classification.

- Q. 1. Are you a licensed pilot actually employed in the pursuit of your vocation, or are you a mariner actually employed in the sea service (including service on the Great Lakes) of a citizen or merchant within the United States? A. 1. _____

(Yes or no, and state which.)

If your answer to question 1 is "no," do not answer any other questions and do not sign your name.

- Q. 2. State your training and experience as a pilot or mariner (as the case may be) and how long you have been so engaged. A. 2. _____

- Q. 3. If you are engaged in any other occupation, describe it, and state what part of your working time you give to such other occupation. A. 3. _____

- Q. 4. If you are a pilot, state (a) how long you have been licensed and (b) from what port you regularly sail. A. 4. (a) _____ (b) _____

- Q. 5. If you are a mariner actually employed in the sea service (including service on the Great Lakes), state (a) the name and address of your employer, (b) how long you have worked as a mariner for such employer and (c) describe your particular work. A. 5. (a) _____ (b) _____ (c) _____

NOTE.—See Secs. 78 and 79 S. S. R.

(Signature of registrant.)

SERIES VIII, PART C. FIREMEN AND POLICEMEN.

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "no," he need not answer the remaining questions nor sign his name. If he answers "yes," he must answer ALL the questions and sign his name. If he claims deferred classification as a highly trained fireman or policeman, he must secure and file with the Local Board an affidavit signed by the official head of the Department of the Municipality by which he is employed, stating that the registrant is highly trained, the length of time he has been continuously employed and compensated by the Municipality he is now serving, and that he can not be replaced without substantial and material detriment to the public safety in the Municipality in which he is serving.

- Q. 1. Are you a highly trained fireman or policeman? A. 1. _____

(Yes or no, and state which.)

If your answer to question 1 is "no," do not answer any other questions and do not sign your name.

- Q. 2. Give the name of the Municipality which you are now serving. A. 2. _____

- Q. 3. How long have you been continuously employed and compensated by the said Municipality as a fireman or policeman, as the case may be? A. 3. _____

- Q. 4. What position do you hold or what special duties do you perform in your department? A. 4. _____

- Q. 5. If you claim you can not be replaced without substantial and material detriment to the public safety in the Municipality in which you are serving, state the reason for your claim. A. 5. _____

NOTE.—See Sec. 77 (e) S. S. R.

(Signature of registrant.)

SERIES IX. RELIGIOUS CONVICTION AGAINST WAR.

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "no," he need not answer the other questions nor sign his name. If he answers "yes," he must answer ALL the questions and sign his name.

- Q. 1. Are you a member of a well-recognized religious sect or organization organized and existing May 18, 1917, whose then existing creed or principles forbid its members to participate in war in any form? If so, state the name of the sect or organization and the location of its governing body or head. A. 1. _____

If your answer is "no," do not answer any other questions and do not sign your name.

- Q. 2. By reason of your membership in such sect or organization, do you claim exemption from military service, except in some capacity declared by the President to be noncombatant? A. 2. _____

(Yes or no.)

- Q. 3. State number of adherents of such religious sect or organization in the United States. A. 3. _____

- Q. 4. When did said religious sect or organization adopt opposition to war as a part of its creed or principles? A. 4. _____

- Q. 5. When, where, and how did you become a member of such religious sect or organization? A. 5. _____

- Q. 6. Are your religious convictions against war or participation therein in accordance with the creed or principles of such religious sect or organization? A. 6. _____

- Q. 7. Give the name, location, and date of organization of the particular local church or congregation of which you are a member. A. 7. _____

NOTE.—See Secs. 79 and 280, S. S. R.

(Signature of registrant.)

SERIES X: DEPENDENCY:

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "no" and does not claim deferred classification on the ground of dependency or family, he need not answer the remaining questions or sign his name. If he answers "yes," or claims deferred classification on the ground of dependency or family, he must answer all the questions and sign his name. If he intends to claim deferred classification on the ground of dependency or family, or if he expects any person to claim deferred classification for him on such ground, he must secure the supporting affidavits annexed hereto of every person over 16 years of age named as dependents or members of his family. He or any other person may also (and if the Local Board requires it, he or they must) file with the Local Board additional affidavits, which must be legibly written or typewritten on one side of white paper of the approximate size and shape of this sheet.

Q. 1. Have you a wife, or child, or aged, infirm, or invalid parent or grandparent, or brother under 16 or sister under 18 years of age, or a helpless brother or sister of whatever age, mainly dependent on your physical or mental labor for support? A. 1. _____
(Yes or no.)

If your answer is "no" and you do not claim deferred classification on account of dependency or family, do not answer any other question and do not sign your name.

Q. 2. State whether you are single, married, widowed, or divorced. A. 2. _____
(Use one of the four terms in answering.)

Q. 3. If you are married, state (a) the place, (b) date, and (c) the person by whom the ceremony was performed.

A. 3. (a) _____ (b) _____ (c) _____

Q. 4. Give the following information as to each person now mainly dependent upon your labor for support.

A. 4.

Name.	Age.	Relationship.	Address.	When your support began.	Whether wholly dependent on your labor.
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Q. 5. State (a) with which of your dependents you live and (b) how long you have lived with such dependent or dependents. A. 5. (a) _____; (b) _____

Q. 6. If any persons named in your answers do not live with you, state which of them have lived with you at any time during the past 12 months and for how long a period. A. 6. _____

Q. 7. If any such dependent is a stepchild, an adopted child, or a foster child, state as to each when such relationship to you began. A. 7. _____

Q. 8. State both (a) the approximate total and (b) the average monthly amount of your support of your wife and children, exclusive of your own expenses, during the last 12 months. A. 8. (a) \$ _____
(b) \$ _____

Q. 9. How much have you contributed to the support of each other dependent during said 12 months? A. 9. _____

Q. 10. State amount per month you consider necessary for support of all your dependents. A. 10. \$ _____

Q. 11. State (a) whether the amount you have contributed during the last 12 months to any dependent other than your wife and children includes any payment for board or lodging for yourself or others. (b) If you answer "yes," how much did you pay in this manner for board or lodging and for what persons? A. 11. (a) _____; (b) _____
(Yes or no.)

Q. 12. If any person on whose account you claim deferred classification (other than your wife or child) has a brother, sister, father, mother, husband, wife, or child, state as to each such relative of such person. A. 12.

Name.	Age.	Address.	Occupation.	To which dependent related.	Relationship to such dependent.
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Q. 13. What was your total income from all sources during the last 12 months, whether (a) in cash or (b) in other thing of value? A. 13. (a) Cash \$ _____ (b) Other thing of value \$ _____

Q. 14. How much of this was the fruit of your labor, mental or physical? A. 14. \$ _____

Q. 15. Give a full statement of all property owned by or held in trust for you, whether income-producing or not; and your net income from same during last 12 months. A. 15. Character of property: Real estate—Principal, \$ _____; income, \$ _____ Personal property—Principal, \$ _____ income, \$ _____

Q. 16. Do you own the house you live in? A. 16. _____
(Yes or no.)

Q. 17. (a) Does any of your family or dependents own it? (b) If so, state owner's name. A. 17. (a) _____
(b) _____
(Yes or no.)

Q. 18. If any of the dependents owns the house he or she lives in, state name of owner. A. 18. _____

Q. 19. Do you rent your house? If so, state the monthly rent and name and address of landlord.

A. 19. _____

Q. 20. Have you paid any taxes during the last year? If so, state separately the amount paid on real estate; on personal property; and income tax; and name the officer to whom paid.

A. 20. Real estate, \$ _____; paid to _____ (Official designation.)

Personal property, \$ _____; paid to _____ (Official designation.)

Income tax, \$ _____; paid to _____ (Official designation.)

Q. 21. If there is any encumbrance on any property you own, state its nature and amount. A. 21. _____

Q. 22. State the value of all property owned by or held in trust for any person named as dependent, and his or her income therefrom.

A. 22. _____ Principal, \$ _____ Income, \$ _____
(Name of dependent.)

_____ Principal, \$ _____ Income, \$ _____
(Name of dependent.)

_____ Principal, \$ _____ Income, \$ _____
(Name of dependent.)

Q. 23. If there is any encumbrance on any property owned by or held in trust for any person named as dependent, state its nature and amount. A. 23. _____

Q. 24. State earnings of each named dependent during preceding 12 months.

Name of dependent.	Period employed.	Earnings.
A. 24. _____	_____	_____
_____	_____	_____
_____	_____	_____

Q. 25. State amount of contributions to each dependent during said 12 months by person other than you, naming such dependents, contributors, and amounts. A. 25. _____

Q. 26. Has your wife been employed during any portion of the past 12 months? If so, state period of employment, with dates, nature of her work, and amount of her earnings. A. 26. _____

Q. 27. Has your wife ever been employed? If so, in what calling and when? A. 27. _____

Q. 28. Is your wife trained or skilled in any calling? If so, in what? A. 28. _____

Q. 29. State the condition of health of your wife. A. 29. _____

Q. 30. Do you or your wife live with her parents? A. 30. _____

Q. 31. Do you or your wife live with your parents? A. 31. _____

Q. 32. State any other facts which you consider necessary to present fairly your claim for deferred classification on the ground of having dependents. A. 32. _____

NOTE.—See Sections 71 to 76, inclusive, S. S. R.

(Signature of registrant.)

SUPPORTING AFFIDAVITS.

STATE OF _____, County of _____, ss:

We, the undersigned, do solemnly swear—affirm, each for himself and herself individually, that we have read or had read to us the foregoing questions and answers under the heading “Dependency,” by _____, registrant; that we understand the same; that we are the persons named in said answers; and that the statements contained therein as to the name, age, residence, relationship, and dependency of each of us toward said registrant, and the statement of his contributions to the support of each of us, and the statements of the financial and material condition of each of us, and of the income of each of us from all sources, are true.

(Signature of affiant.)

(Signature of affiant.)

(Signature of affiant.)

(Signature of affiant.)

Subscribed and sworn to before me this _____ day of _____, 191____.

(Signature of officer.)

(Designation of officer.)

SERIES XI. INDUSTRIAL OCCUPATION.

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "yes," he must answer all the remaining questions, except as stated in the interlined instructions, and must sign his name at the end. If the registrant claims deferred classification on account of engagement in industry, he must secure the two supporting affidavits annexed at the end of Series XII, in conformity with the following rules:

1. If the registrant is an employee, affidavit No. 1 must be made by his immediate superior and affidavit No. 2 by the executive head of the enterprise. If the business extends into more than one State, affidavit No. 2 may be made by the head of the division or plant in which the registrant is actually employed. If the registrant's superior is also executive head of the enterprise, affidavit No. 1 shall be made by such executive, and affidavit No. 2 need not be executed.

2. (a) If the registrant is part owner of the enterprise as a stockholder or partner, affidavit No. 1 must be made by a stockholder or copartner, and affidavit No. 2 by a near neighbor. (b) If he is the sole owner, both affidavits must be made by near neighbors.

ALL AFFIDAVITS AND OTHER PROOF in support of claims for deferred classification on industrial grounds **MUST BE FILED WITH THE LOCAL BOARD**, except such proof as the District Board may directly require, and all additional affidavits and other written proof must be legibly written or typewritten on one side only of white paper of the approximate size of this sheet.

Q. 1. Are you engaged in an industrial enterprise necessary (a) to the maintenance of the Military Establishment, or (b) to the effective operation of the military forces, or (c) to the maintenance of national interest during the emergency? A. 1. _____
(Yes or no.)

If your answer is "no," do not answer any other questions and do not sign your name.

Q. 2. Do you claim deferred classification on the ground that you are so engaged? A. 2. _____
(Yes or no.)

GROUP A.—DESCRIPTION OF THE ENTERPRISE.

Q. 3. State the name under which the enterprise is conducted, and its exact location (post-office address).
A. 3. _____

Q. 4. When was the enterprise established? A. 4. _____

Q. 5. What is produced or what service is performed by the enterprise? A. 5. _____

Q. 6. In what respect do you claim the enterprise is necessary (a) to the maintenance of the Military Establishment, or (b) to the effective operation of the military forces, or (c) to the maintenance of national interest during the emergency? A. 6. _____

Q. 7. State (a) whether the enterprise is now engaged as contractor or subcontractor on work for the United States or a cobelligerent. (b) If so engaged, state which Government and the nature and extent of such work. A. 7. (a) _____; (b) _____
(Yes or no.)

Q. 8. If so engaged as subcontractor, state name and address of principal contractor. A. 8. _____

GROUP B.—RELATION OF REGISTRANT TO THE ENTERPRISE.

Q. 9. Are you (a) an employee, (b) sole owner, (c) part owner, as a stockholder or as a partner? A. 9. _____

Q. 10. What part of your working time do you give to this enterprise? A. 10. _____

Q. 11. If engaged in other work or business, describe it. A. 11. _____

Q. 12. State your education, training, and experience for the work you are now doing. A. 12. _____

Q. 13. When did your connection with the enterprise you have described begin? A. 13. _____

Q. 14. Describe the specific work you perform. A. 14. _____

Q. 15. How long have you been engaged in this particular line of work? A. 15. _____

Q. 16. What pay do you receive by the day, week, or month? A. 16. _____

Q. 17. State (a) whether you have charge or supervision of other workers; (b) If so, how many?

A. 17. (a) _____ (b) _____
(Yes or no.)

- Q. 18. How many persons are employed in the entire plant or other division of the enterprise in which you work?
A. 18. _____
- Q. 19. How many other persons in such plant or division are engaged in the same kind of work you do?
A. 19. _____
- Q. 20. Are any of your relatives engaged in the enterprise as executives or owners (for example, as manager, superintendent, treasurer, director, partner, sole owner, or controlling stockholder)? A. 20. _____ (Yes or no.)
- Q. 21. If so, state the name, age, relationship to you, and relation to the enterprise of each of such persons.
A. 21. _____

- Q. 22. State the reasons why you can not be easily replaced by another person. A. 22. _____

GROUP C.—TO BE ANSWERED ONLY BY A REGISTRANT WHO IS THE SOLE OWNER, A STOCKHOLDER, OR A PARTNER IN THE ABOVE-DESCRIBED ENTERPRISE.

- Q. 23. State whether the business is conducted as a corporation, joint-stock company, or partnership.
A. 23. _____
- Q. 24. When did you acquire your interest in the enterprise? A. 24. _____
- Q. 25. Did you originate or assist in originating the enterprise? A. 25. _____
- Q. 26. How many persons are employed in the business? A. 26. _____
- Q. 27. What is the total capital invested in it? A. 27. _____
- Q. 28. What is the amount of your present investment therein? A. 28. _____
- Q. 29. What were the net earnings of the business for the last 12 months? A. 29. _____
- Q. 30. Did you acquire your interest from a relative or relatives? A. 30. _____ (Yes or no.)
- Q. 31. If so, state the name, age, relationship to you, residence, and present occupation of each of such persons.
A. 31. _____

- Q. 32. State the name, age, residence, relationship to you, and occupation of each of your partners; or if not in partnership, give such information as to each of your relatives who is a stockholder.
A. 32. _____

- Q. 33. If you have any relatives not already mentioned, who have heretofore been engaged in this enterprise in any capacity, state the name, age, residence, relationship to you, and present occupation of each of such persons and the nature of the interest that they had in the business.
A. 33. _____

- Q. 34. If you claim that none of the relatives or other persons mentioned in your replies to the foregoing questions can take your place during your absence, state the reasons.
A. 34. _____
- Q. 35. State any other facts which you consider necessary to present fairly the industrial enterprise you have described, or your connection with it, as a ground for deferred classification.
A. 35. _____

(Signature of registrant.)

SERIES XII. AGRICULTURAL OCCUPATION:

INSTRUCTIONS.—Every registrant must answer the first question. If he answers "yes," he must answer ALL the remaining questions, except as stated in the interlined instructions, and must sign his name. If the registrant claims deferred classification on the ground of engagement in agriculture, he must secure the two affidavits at the end of this series of questions, of two persons, in conformity with the following rules:

1. If the registrant is an employee, affidavit No. 1 must be made by his employer and affidavit No. 2 by a near neighbor.
2. If the registrant is the sole owner of the land, both supporting affidavits shall be made by near neighbors.
3. If the registrant is the owner of the land with another, affidavit No. 1 shall be made by the co-owner and affidavit No. 2 shall be made by a near neighbor.
4. If the registrant is a tenant of the land or a tenant with another, affidavit No. 1 must be made by the owner of the land or the latter's agent, and affidavit No. 2 by a near neighbor.

ALL AFFIDAVITS AND OTHER PROOF in support of claims for deferred classification on agricultural grounds **MUST BE FILED WITH THE LOCAL BOARD**, except such proof as the District Board may directly require; and all additional affidavits and other written proof must be legibly written or typewritten on one side only of white paper of the approximate size of this sheet.

Q. 1. Are you engaged in an agricultural enterprise? A. 1. _____
(Yes or no.)

If your answer is "no," do not answer any other questions and do not sign your name.

Q. 2. Do you claim deferred classification on the ground that you are so engaged? A. 2. _____
(Yes or no.)

GROUP A—GENERAL INFORMATION AS TO REGISTRANT.

Q. 3. How long have you worked at farming and what special training have you had?

A. 3. _____

Q. 4. State the nature of your present enterprise (such as general farming, fruit raising, cattle ranch).

A. 4. _____

Q. 5. Are you the directing and managing head of this enterprise? A. 5. _____
(Yes or no.)

Q. 6. State whether you are a laborer, overseer, hired manager, share cropper, lessee, or owner of the farm, and if none of these terms indicate your connection with the farm, state what it is. A. 6. _____

Q. 7. (a) Do you live on the farm where you work? (b) If not, how far away? A. 7. (a) _____ (b) _____
(Yes or no.)

Q. 8. What part of your working time do you give to the farm? A. 8. _____

Q. 9. If engaged in other work or business, describe it. A. 9. _____

GROUP B—DESCRIPTION OF ENTERPRISE. (If you are a tenant, describe only the land you rent.)

Q. 10. State (a) the total area of farm; (b) acres under cultivation. A. 10. (a) _____; (b) _____

Q. 11. What is the character of the land not cultivated (such as pasture, timber, swamp)? A. 11. _____

Q. 12. What kind of crops are grown and what is the acreage of each?

A. 12. _____

Q. 13. State (a) number and kind of live stock usually kept on the farm. (b) Who owns it?

A. 13. (a) _____ (b) _____

Q. 14. State the amount of each crop and the total value of dairy products produced on the farm during the last 12 months. A. 14. _____

Q. 15. State gross receipts from all live stock actually sold off the farm during the last 12 months. A. 15. _____

Q. 16. State value of the buildings on the land. A. 16. _____

Q. 17. State the value of the farm, including all improvements. A. 17. _____

Q. 18. State (a) the value of all farming equipment (including live stock kept for work) used on the farm; (b) Who owns it? A. 18. (a) _____ (b) _____

Q. 19. (a) How many male persons work on the farm? (b) In what capacity do they work (such as laborer, manager, share cropper), and how many of each? A. 19. (a) -----; (b) -----

Q. 20. (a) Are any of these workers sons or sons-in-law of the head of the enterprise? (b) If so, how many and age of each. A. 20. (a) -----; (b) -----
(Yes or no.)

GROUP C—CONCERNING REGISTRANT'S FAMILY.

Q. 21. Give the following information as to each of your relatives residing on the farm where you work.

	Name.	Age.	Relationship.	Occupation.	Classification under S. S. R.
A. 21.	-----	-----	-----	-----	-----
	-----	-----	-----	-----	-----
	-----	-----	-----	-----	-----
	-----	-----	-----	-----	-----

Q. 22. If you have a father, brothers, sisters, half brothers, half sisters, or brothers-in-law not living with you on the farm where you work, state as to each:

	Name.	Age.	Married or single.	Relationship.	Occupation.	Whether owning or leasing a farm.	Living—miles from me.	Classification under S. S. R.
A. 22	-----	-----	-----	-----	-----	-----	-----	-----
	-----	-----	-----	-----	-----	-----	-----	-----
	-----	-----	-----	-----	-----	-----	-----	-----
	-----	-----	-----	-----	-----	-----	-----	-----

Q. 23. Why can not your father or one or more other relatives mentioned in your replies to questions Nos. 21 and 22 continue the enterprise successfully without you? A. 23. -----

Q. 24. If your father is in poor health, describe his condition and give name and address of his regular physician. A. 24. -----

NOTE.—If you claim that your father or other relative interested with you in the enterprise is incapacitated to manage the farm, attach to your questionnaire an affidavit of a reputable physician stating that he personally knows such relative's physical condition and what that condition is.

GROUP D—TO BE ANSWERED ONLY BY A REGISTRANT WHO IS A LABORER, OVERSEER, OR HIRED MANAGER.

Q. 25. State name, age, relationship to you, and occupation of your employer.

A. 25. -----

Q. 26. Is your employer the owner or tenant of the land? A. 26. -----

Q. 27. How long has he owned or leased it? A. 27. -----

Q. 28. (a) Does your employer live on the land? (b) If not, how far away? A. 28. (a) -----; (b) -----
(Yes or no.)

Q. 29. How long have you worked on the farm for your present employer? A. 29. -----

Q. 30. What pay do you receive in cash or in produce and do you receive board and lodging?

A. 30. -----

GROUP E—TO BE ANSWERED ONLY BY REGISTRANT WHO IS A LESSEE OR SHARE CROPPER.

Q. 31. State the name, age, relationship to you and occupation of the owner.

A. 31. _____

Q. 32. State (a) when you first rented this land and (b) when your lease or agreement will end?

A. 32. (a) _____ (b) _____

Q. 33. What rent do you pay? A. 33. _____

Q. 34. (a) Does the owner live on the land you rent? (b) If not, how far away? A. 34. (a) _____; (b) _____
(Yes or no.)

Q. 35. If any other person or persons are interested in the renting of the land with you, state the name, age, relationship to you, residence, occupation, and extent of the interest of such person or persons.

A. 35. _____

Q. 36. (a) Do you sublet any part of the land you rent. (b) If so, how much and to whom?

A. 36. (a) _____; (b) _____
(Yes or no.)

GROUP F—TO BE ANSWERED ONLY BY REGISTRANT WHO IS OWNER OR OWNER WITH ANOTHER.

Q. 37. State when and from whom you acquired the land or interest therein. A. 37. _____

Q. 38. Did you acquire it by deed, will, or inheritance? A. 38. _____

Q. 39. If acquired from a living relative, state his name, age, relationship, residence, and occupation.

A. 39. _____

Q. 40. (a) What was the purchase price? (b) How much have you paid on the purchase price?

A. 40. (a) _____ (b) _____

Q. 41. If any part of the purchase price was furnished by a relative, state his name, relationship to you, and amount so furnished. A. 41. _____

Q. 42. If you are not the sole owner, state your interest and the name, age, relationship to you, residence, occupation, and nature of the interest of each co-owner.

A. 42. _____

Q. 43. State fully how you operate your farm (for example, personally, with your father or brother, by tenants, or by a hired manager). A. 43. _____

Q. 44. State any other facts which you consider necessary to present fairly the agricultural enterprise you have described, or your connection with it, as a ground for deferred classification.

A. 44. _____

AFFIDAVITS TO BE USED IN SUPPORT OF EITHER INDUSTRIAL OR AGRICULTURAL CLAIMS.

SUPPORTING AFFIDAVIT No. 1.

STATE OF _____, County of _____, ss:

I, _____, do solemnly swear—affirm—that I reside _____
(Name of affiant.) (Strike out one.) (State distance.)
 from _____, the registrant herein named; that my occupation is _____;
(Name of registrant.)
 that I have read the foregoing questions Nos. _____ to _____, inclusive; that I occupy the following position in the enterprise mentioned in said answers, namely, _____
(Insert here either affiant's position in said enterprise or the word "none," as the case may be.)
 that I occupy the following relationship toward said registrant in said enterprise, namely, _____
(Here state in what respect affiant is registrant's superior, or the word "none," as the case may be.)
 that I know of my own knowledge that the answers to questions Nos. _____
(Insert here question numbers in figures.)
 are true; that I am reliably and fully informed and believe that the answers to questions Nos. _____
(Insert here question numbers in figures.)
 are true; and that my relationship by blood or marriage to said registrant is _____
(Insert here either relationship or "none," as the case may be.)

Subscribed and sworn to before me this _____ day of _____, 191 .

(Signature of officer.)

(Signature of affiant.)

(Designation of officer.)

SUPPORTING AFFIDAVIT No. 2.

STATE OF _____, County of _____, ss:

I, _____, do solemnly swear—affirm—that I reside _____
(Name of affiant.) (Strike out one.) (State distance.)
 from _____, the registrant herein named; that my occupation is _____
(Name of registrant.)
 that I have read the foregoing questions Nos. _____ to _____, inclusive; that I occupy the following position in the enterprise mentioned in said answers, namely, _____
(Insert here either affiant's position in said enterprise, or the word "none," as the case may be.)
 that I occupy the following relationship toward said registrant in said enterprise, namely, _____
(Here state in what respect affiant is registrant's superior, or the word "none," as the case may be.)
 that I know of my own knowledge that the answers to questions Nos. _____ are true; that I am reliably and fully informed and believe that the answers to questions Nos. _____ are true;
(Insert here question numbers in figures.) (Insert here question numbers in figures.)
 and that my relationship by blood or marriage to said registrant is _____
(Insert here either relationship, or "none," as the case may be.)

Subscribed and sworn to before me this _____ day of _____, 191 .

(Signature of officer.)

(Signature of affiant.)

(Designation of officer.)

NOTE.—See Sections 10 and 95, S. S. R.

REGISTRANT'S AFFIDAVIT.

IMPORTANT INSTRUCTIONS.—1. If the registrant can not read, the questions and his answers must be read to him by the officer who administers the oath, and if the registrant can not write, his cross-mark signatures must all be witnessed by the same officer.

2. None of the printed matter of the affidavit may be added to, erased, or stricken out, except the word "swear" or "affirm" as the case may be.

OATH.

STATE OF _____, County of _____, ss:

I, _____, do solemnly swear—affirm—that I am the
(Strike out one.)
 registrant named and described in the foregoing questions and answers; that I have signed my name to my answers, and that I know the contents of my said answers, and that all and singular the statements of fact in my said answers to said questions, respectively, are true, and that my beliefs and opinions therein stated are my true beliefs and opinions.

Subscribed and sworn to before me this _____ day of _____, 191 .

(Signature of officer.)

(Signature of registrant.)

(Designation of officer.)

NOTE.—See Sections 10 and 95 S. S. R.

1. MINUTE OF ACTION BY LOCAL BOARD ON CLAIM FOR DEFERRED CLASSIFICATION.

The Local Board classifies the registrant as shown on the Cover Sheet hereof because it finds that.....

(Date.)

(Member.)

2. RECOMMENDATION BY LOCAL TO DISTRICT BOARD ON INDUSTRIAL OR AGRICULTURAL CLAIM.

(Date.)

(Member.)

3. CLAIM OF APPEAL TO DISTRICT BOARD.

I hereby claim appeal from classification by the Local Board in Class in Division and
Class in Division and Class in Division and

(Date.)

(Signature of claimant.)

**4. MINUTE OF ACTION BY DISTRICT BOARD ON {1. Appeal from Local Board.
2. Classification by District Board.**

The District Board { reclassifies
classifies } the registrant as shown on the Cover Sheet hereof because it finds
that

(Date.)

(Member.)

**5. MINUTE OF REASONS OF {District
Local} BOARD FOR {1. Extending time.
2. Refusing to extend time.**

The application of the registrant to have the time for filing claim and proof extended is { granted
refused } for the
reason that

(Date.)

(Member.)

6. CLAIM OF APPEAL TO PRESIDENT.

I hereby claim appeal to the President from classification by the District Board in Class in Division
..... and Class in Division Certificates and recommendations required by section one-
hundred eleven, S. S. R., are attached.

(Date.)

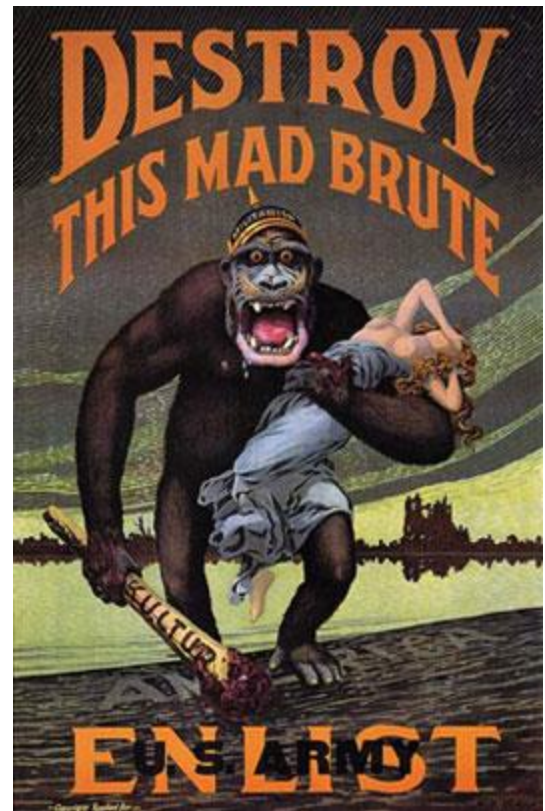
(Signature of claimant.)

To Be an American

War intensified existing social pressures, including some that had been heating up and boiling over for decades. Issues such as immigration and organized labor fueled intense debates about what it meant to be an "American." At the heart of the debates was the question of conformity to the goals of the status quo. Would groups that had "stirred up trouble" in the past unite behind the government and help win the war or would they be slackers, shirkers, and disloyalists, or worse yet, subversives or German agents bent on destroying America from the inside out?

The Committee on Public Information

By 1917 President Woodrow Wilson, the progressive Democratic, concluded he could not escape entry into the war. He saw it as his moral duty to save democracy in Europe. But Wilson bemoaned the "illiberalism at home" that war would bring. Then almost as an act of fulfillment, within a week of the declaration of war, he created the Committee on Public Information to control public opinion. The chairman, George Creel, oversaw the actions of up to 150,000 workers nationally. He secured the cooperation of newspapers to voluntarily censor stories so the public would be informed but sensitive information would be safeguarded. And, he hired hundreds of artists and writers to launch an unprecedented propaganda campaign.



The Committee on Public Information produced American propaganda posters that commonly portrayed Germans as bloodthirsty animals in an effort to spur enlistment or other goals. Subsequently, German Americans suffered as the public associated them with the enemy.

It was this propaganda that fueled the passions of Americans, both good and bad. To be sure, the committee reminded the nation it was fighting for democracy and freedom. And its propaganda helped sell war bonds and promote positive actions such as reducing absenteeism in factories. But its releases also raised hysteria by portraying Germans as Huns, evil creatures perpetrating atrocities as part of their greedy aim to conquer the world. The committee hinted that German spies were hiding around every corner; that any work stoppages were tantamount to treason; any dissent was unpatriotic; and socialists and pacifists were secretly sympathizing with the enemy.

War Madness Slams German Americans

Following the tone of the committee's posters and releases, Americans engaged in bouts of "war madness." Vigilante groups such as the National Protective Association thrived in a culture of fear and distrust. Rumors, spy scares, and courts imposing sentences of tar and feathers followed around the country, usually aimed at German Americans.



"Liberty sandwiches"
avoided reference to the
German city of Hamburg.

Many people tried to remove reminders of German culture in the country. Some Americans stopped listening to German music. They called sauerkraut "liberty cabbage," while hamburgers were reborn as "liberty sandwiches" and German pretzels were removed from lunch counters. German measles became "liberty measles." And, some towns in America became Liberty instead of Berlin. In fear, many German businesses and shops changed their names to remove reference to their heritage.

The German language was also targeted. The federal Trading-with-the-Enemy Act of 1917 gave the government sweeping authority to censor the foreign language press. Many of the hundreds of German language newspapers that existed at the beginning of the war were forced out of business. The State Council of Defense for Oregon took no formal action against newspapers or the speaking or teaching German, but it did issue restrictions related to church services:

"That the sermon shall be preached in English; all songs shall be sung in English; all Sunday school classes [sic] shall be conducted in English except a Bible class for old people who can not speak or understand English, may be conducted in the German language."

The defense council acted against the perceived German threat in other ways too. After a complaint from Linn County that a geography book "contained matter which should not be included in the school curriculum under present conditions," the council printed 15,000 inserts that it distributed to public and private schools in the state to correct the apparently favorable depiction of the German Empire.

And, the council, "as part of its regular daily routine, has taken care of reports of disloyalty and pro-Germanism arising in several counties...." It sometimes received reports from unlikely places. The Junior Red Cross in Josephine County displayed extreme vigilance when it asked parents to give written approval for their child signing a pledge to "render the best service to my country." The chapter reported that "whenever the parent or guardian refused to approve the signing of this pledge, he or she was interviewed and the reason required. In this way, the Junior Red Cross was able to help the Council of Defense to discover cases of disloyalty."

Newspapers jumped on the bandwagon against German Americans as well. Editor and future governor of Oregon, Charles Sprague, wrote in April 1918:

"How long is this thing going to keep up? Is America going forever to be a tolerant grandma to traitors and enemies?... When the death rolls come in the passions are going to rise. Then he who sneers at the flag and the cause will do so at his peril. We want no resort to violence or mob law. That would be a reversion to rank Prussianism, which we are fighting. But we do want loyalty and we do want action, in orderly ways, against pro-Germanism and anti-Americanism."

Listen to a speech by former U.S. Ambassador to Germany James W. Gerard

(https://www.firstworldwar.com/audio/James_Gerard_Watson_-_Loyalty.mp3) in 1917 entitled "Loyalty and German-Americans." (.mp3, firstworldwar.com)

Immigrants Suffer

German Americans were not alone in suffering suspicion and pressure to conform. Other groups, particularly unnaturalized residents and conscientious objectors, drew considerable attention from the government as well as from employers and neighbors. The defense council maintained a list of citizens of neutral countries who cancelled their naturalization declaration of intention papers "to escape the draft." Federal selective service regulations allowed such surrender but also provided that the person would then be "forever barred from United States citizenship."

The list included citizens of Sweden, Norway, Denmark, Spain, Switzerland, and other neutral countries. It noted the name, address, draft board, nationality, and workplace of those being tracked. The list also contained "remarks" about individuals that betrayed the tenor of the times. Two Swedish citizens, Gustav Kringsman and Axel M. Johnson, living in Bend lost their jobs after "each of these men were told the Local [Draft] Board would be glad to hand them passports and the fact was reported to employers who promptly 'fired them.'" Charles Strickwerda, a citizen of the Netherlands living in Arlington, had his final citizenship papers rejected after he "stated at [a] hearing that he would refuse to enter the U.S. Army in case of war with Germany or any other foreign power." He was listed as a conscientious objector.

To reduce the threat posed by immigrants being swayed into pro-German actions, the defense council started the "Americanization department." However, as of its November 1918 newsletter, it had yet to begin educating individuals: "Professor F.J. Young, University of Oregon, Eugene, has been appointed chief of the Americanization department, and is perfecting plans for the Americanization and education of all immigrants in the State." Americanization efforts would pick up steam in the 1920s.

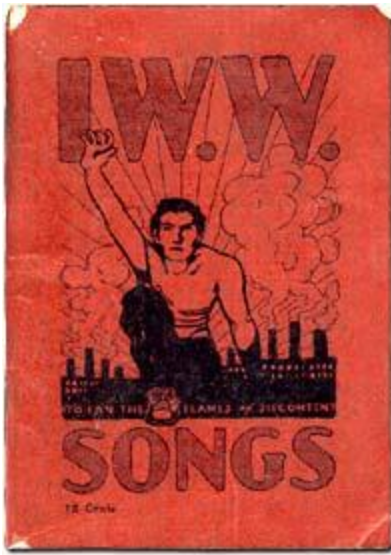


Swedish citizen and Newberg resident Oscar Johnson filed his declaration of intention to become a U.S. citizen in McMinnville. Many Swedish citizens in Oregon were tracked during World War I after they cancelled their papers. (OSA, Yamhill County Records, Declarations of Intention)

Destroying the Wobblies

Organized labor, particularly the strident Industrial Workers of the World (IWW, also known as the Wobblies), suffered in Oregon as well. The west coast of the U.S. became a hotbed of labor radicalism in the years leading up to World War I, but the federal government lacked effective tools to counter it. The war, however, provided a good excuse for federal legislation in the form of the Sabotage Act and the Sedition Act of 1918, which provided the means to persecute the IWW. The legislation allowed the government to punish any expression of opinion that was "disloyal, profane, scurrilous, or abusive" of the American government, flag, or uniform, regardless of whether or not it led to action.

The federal legislation was patterned after "criminal syndicalism" laws in many states, including Oregon, that led to numerous trials and convictions. But it was the wholesale arrests of IWW members by the federal and state governments that effectively disorganized and disabled the Wobblies. Still, in characteristic fashion, the IWW went down with "its old dash and bravado," as in a 1918 Portland trial



when one Wobbly "firebrand" harangued the court and proclaimed himself to be a "man without a country," shouting "to hell with the United States!" And, in an action showing the effectiveness of the new laws, the outspoken national leader of the IWW, Eugene V. Debs, was sentenced to prison after he expressed his revulsion against the war.

The IWW used songs and heroic imagery to promote its cause.
(Image, hunterbear.org)

Notes

(Oregon State Defense Council Records, Publications and Ephemera, Box 9, Folder 3; State Historian's Correspondence, Box 1, Folder 5, 37; McKay, Floyd J., *An Editor for Oregon*. Oregon State University Press, Corvallis, 1998; Oregon Historical Quarterly, vol. 55, pages 26-27)

Protecting the Homeland

A Gathering of Men

About 60 men gathered at the Athletic Hall in Madras one late summer day in 1917. They had heard and read about German atrocities and about the enemies lurking in the shadows of American society. They saw many of their friends and relatives enlist or be drafted in the military in the months since the United States declared war on Germany and its allies. With so many young men leaving Madras and other Oregon communities, many citizens felt vulnerable to "sabotage" or other illegal activity.

Some of the remaining men intended to enlist in the weeks or months ahead and wanted to get a jump on training. Others were unable to serve in the military because of a range of obligations or limitations, but they nonetheless wanted to do their part for the cause.

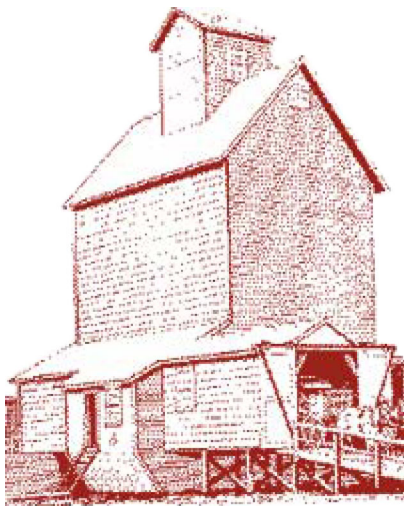
The volunteer organization resolved to call itself the Jefferson County Home Guard and it went on to define its two primary purposes:

To train in military tactics in order to be prepared for later military service.

To provide an organized body of men under definite leadership to assist local or state officials in any emergency that could arise as an outgrowth of war.

All of the members signed an agreement to subject themselves to the call of the Oregon governor or the Jefferson County sheriff for service in any part of the state. They then elected a captain, first lieutenant, and second lieutenant to serve as the command structure for the organization.

Outfitting, Drilling, and Duty



With the call up of the Oregon National Guard to federal service, authorities saw insufficient troops to guard bridges, warehouses, grain elevators and other valuable community assets. According to the U.S. War Department secretary, "It is up to the states to furnish their own protection." Because of this, the state and county governments saw the value of the home guard and encouraged the organization. The state Adjutant General's Office furnished Model '84 Springfield type rifles in the fall of 1917. And the next summer the Jefferson County Court supplied the home guard with uniforms.

The captain organized weekly drills focused on honing basic military skills. Over time, its members gained proficiency in such duties as



While the government encouraged women to help with home defense, Jefferson County was guarded by men. (Portion of poster at Oregon State Archives, original at National Archives)

The guard protected grain warehouses from "the danger of disloyal prowlers." (Image, Johnstone Centre of Parks, Recreation & Heritage)

marching in formation, handling weapons, and elementary tactics. By June 1918 a platoon of the home guards was formed in Opal City and weekly drills began there. Some members of the organization were sworn in as deputy sheriffs. As home guard efforts elsewhere in Oregon developed, the Jefferson County Home Guard became part of the larger statewide Oregon Volunteer Guard in June 1918.

The Jefferson County sheriff asked the home guards for help in August 1918. At his request, the organization placed a night guard on four grain warehouses in Jefferson County. The sheriff apparently was concerned with "the danger of disloyal prowlers." The men rotated duty and guarded the warehouses until the signing of the Armistice ending hostilities with Germany in November.

The End of the Home Guards

With the Armistice signed and with the relentless march of the Spanish Flu in Oregon, the home guards active service ended. Because public gatherings risked spreading influenza, the weekly drills were discontinued.

The organization remained popular throughout its existence in Jefferson County. By the end of the war, its ranks had swelled to 161 men. This represented a significant portion of the adult men in the county. Moreover, numerous members resigned from the home guard over the months to enlist in the military where many saw service overseas. For example, its founding captain, Walter M. Eaton, enlisted in the Ordnance Department of the Army in May 1918. He died later in the year while still in the military. His legacy included the organization of the Jefferson County Home Guard, which played a role in keeping the homeland safe during World War I.

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 23; Publications and Ephemera, Box 9, Folder 3)

Grass Valley Does Its Bit

The small community of Grass Valley, set in the rolling wheat fields of Sherman County, also organized a home guard. Men and boys from age 17 to 70 drilled twice a week. According to a report, "their duty was to look out for German spies and I.W.W.s [labor union operatives] who were liable to set homes or wheat fields afire, or commit other atrocities." (Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 38)

Oregon's New Police Force

Organizing the Force

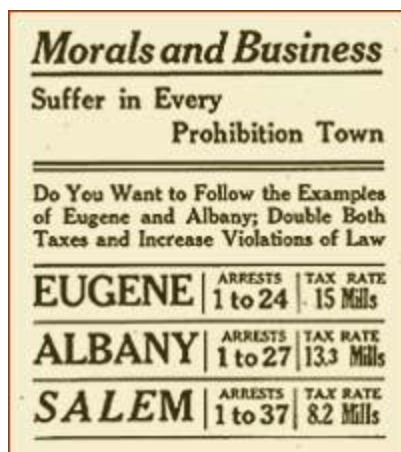
While the Jefferson County Home Guard and other local efforts to protect the home front grew throughout Oregon, officials saw a need for a more organized, statewide presence. By early 1918 they worried about inadequate protection of docks, shipping plants, food warehouses, and other assets from espionage or sabotage by enemy operatives or sympathizers.

The State Council of Defense for Oregon responded by drafting a plan for organizing a state police force. The council modeled the plan after the famed Texas Rangers and other similar forces. At the request of the defense council chairman, the Oregon Legislative Emergency Board met and adopted the plan. The board also provided \$250,000 for operating the force through the end of 1918.



The legendary Texas Rangers were inspiration to Oregon defense council planners as they developed a new state military police force.
(Photo, houstonpbs.org)

The majority of the new guard had seen military duty before, many in the Spanish-American War. The men, mostly between 18 and 45 years old, were issued uniforms from the national guard with campaign hats and leather leggings. They also received Springfield or Winchester rifles. And, the force ordered five automobiles and 12 motorcycles, some with side-cars. Officers were paid according to corresponding military salary while the privates earned \$90 per month. Once at strength, the military police numbered about 11 officers and 180 enlisted men.



The debate over prohibition of liquor raged for decades in Oregon and the nation. This Salem Welfare League flyer urged a "NO" vote on prohibition in a 1913 Salem

election. Several cities enacted prohibition before it took effect in the entire state in 1916. (Oregon State Library document)

The Task at Hand

Many of the men were stationed in the Portland area since it had the most potential targets of sabotage or mischief. Officials saw the protection of shipbuilding as vital to the war effort. By November, police had guarded the construction of 61 wooden ships and 20 steel ships in Oregon. Work continued "without the least interruption or interference..." thereby confirming the value of the force to many. As an added value, the defense council reported that the Oregon Military Police discovered and extinguished "three serious fires" on newly built ships, which as a result suffered no substantial damage. Police were also stationed at important mills and other industries deemed essential to the war effort.

A significant portion of the police force, two officers and 50 enlisted men, covered the grain belt of central and eastern Oregon in the summer and fall months. Their goal was to prevent serious damage to crops from fire or "other destruction at the hands of lawless men." Substantial details of the force were stationed in Athena, Condon, Helix, Heppner, La Grande, Maupin, Moro, Pendleton, Pilot Rock, and Umatilla - all communities growing grain needed to feed the American soldiers fighting in Europe. Officials estimated that the police visited and safeguarded nearly 1,500 farms during this duty. Along similar lines, large detachments saw duty fighting 38 forest fires.

Making Arrests

The military police, at the request of local authorities, also nabbed Oregonians who violated the state's prohibition laws related to alcoholic beverages. While Prohibition on a national scale was just around the corner, Oregon began the the experiment in 1916. By November, officers had arrested and secured convictions in 87 liquor law cases. Leaders saw the enforcement of prohibition as part of their role to protect the "public morals" of the state, which, by extension, was important to winning the war. In other actions, the Oregon Military Police also assisted federal authorities in arresting and helping to convict violators in federal courts. The charges included food hoarding, violations of espionage laws, and "other seditious and disloyal acts."

Controversy Follows

The action by the police force against bootleggers fueled criticism by opponents of Governor James Withycombe and the Oregon Military Police. The Oregon Journal newspaper said that while the police had been formed because of military need, they since had been used for "all sorts of activities." Suspicions even arose in some quarters that military police had "engaged in bootlegging themselves." To make matters worse, a police private's pay of \$90 per month was three times the pay of a soldier. Supporters countered that, unlike soldiers, military policemen had to pay for their own "full sustenance."



The Oregon Military Police disbanded in 1919. Two years later the State Traffic Division police (shown

The end of the war brought an end to both the controversy and the Oregon Military Police. Within three weeks all but 15 men were mustered out of service. The governor sought to continue the military police as an ongoing presence. In January 1919 he recommended that the Oregon Legislature establish "a state constabulary of ten or fifteen men as a small mobile force for state police-duty." Withycombe envisioned the organization helping with the enforcement of prohibition and game laws as well as helping to prevent forest fires.

above) formed and quickly expanded with the explosive growth of automobiles in the 1920s. Many of its members joined the new Oregon State Police in 1931. (OSA, Department of Oregon State Police Sixtieth Anniversary Edition, 1991)



A state Prohibition agent's badge from the 1920s. (OSA, History of the Oregon State Police, Dept. of State Police, 1981)

He defended the military police, saying "despite the vicious criticism leveled against this organization by the lawless element, whose habits were rather rudely interrupted by the activities of the state police, and by many well-meaning citizens who were not informed truthfully, the Oregon military police performed an excellent service." But in the end, his opponents won the day.

The organization came to an end March 30, 1919. Law enforcement in Oregon reverted to a fragmented system with separate groups enforcing prohibition, criminal, arson, forestry, fish, game, and other laws. While the State Traffic Division police developed by 1921, it wasn't until 1931 that the Oregon State Police Department was created. In many ways, that force followed in the footsteps of the Oregon Military Police.

Notes

(Oregon State Defense Council Records, Publications and Ephemera, Box 8, Folder 4, Oregon State Council of Defense News Letter, November 1918; Oregon Historical Quarterly, vol. 45, page 124; Governor's Messages to the Legislature, 1919, page 14; History of the Oregon State Police, Department of State Police, 1981)

Fighting the "Venereal Menace"

An Unspeakable Problem

While the Oregon Military Police arrested violators of the state's liquor prohibition laws, others were fighting another social problem. Venereal disease was a very delicate subject in the first decades of the 1900s. In many ways society did not want to acknowledge that promiscuity, prostitution, and other related vices existed. Yet, the results were undeniable. High profile discussion of the problem was more avoidable before the war, but venereal disease was limiting the effectiveness of the armed forces and needed to be addressed head on. As a result the military instituted an education program.

The Oregon Social Hygiene Society

The Oregon Social Hygiene Society, based in Portland, played a significant role in the effort both in Oregon and nationally. The society and the military had reason to be concerned about the "social hygiene" problem. Statistics indicated one out of every 36 men reported for duty at Fort Lewis in Washington already infected with venereal disease. From some localities, the figure reached one in 14 men. Overall, five out of every six soldiers with venereal disease, or "VD," contracted it before entering the service.

Just after war was declared, the society took steps to reach all of the Oregon National Guard units as they were mobilized. The men were provided circulars on the subject and received lectures on the wisdom of avoiding infection.

Helping Develop an Education Plan

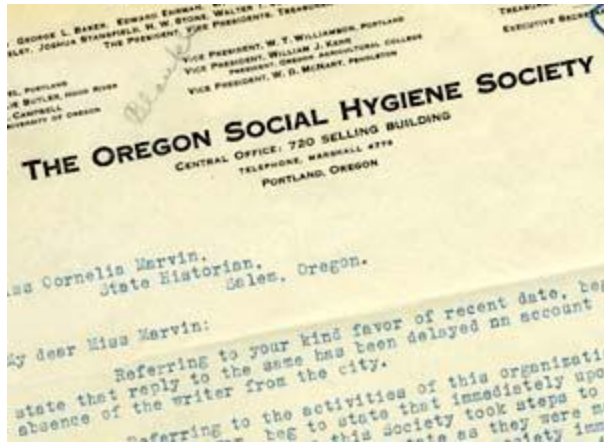
The society also offered its assistance to the federal military. Its executive secretary was dispatched to Washington D.C. for about six months to cooperate in the planning "along social hygiene lines" with the armed forces. Fort Lewis, temporary home to many Oregon soldiers, also benefited from its work. The society sent a field representative and one of its lecturers, who managed to reach "approximately the entire group at Camp Lewis...."

As a result of the work at Fort Lewis, the Army planned an education campaign in which a medical officer was dispatched to speak to every group of men inducted into the service. The campaign distributed circulars to "practically every man" as well as posting warning placards on every



The military was frustrated with efforts of civil authorities to control venereal disease during the war, as the text below this flyer image reveals: "Each of these six soldiers has a venereal disease. Five of them brought their disease into the army from civil life. Only one contracted his disease after arriving at camp; and he probably got it in a community near camp over which civil authorities have control." (OSA, Defense Council Records, Publications and Ephemera, Box 9, Folder 3)

latrine. The effort was rounded out by the display of the society's "KEEPING FIT" exhibit and the showing of the film "HOW LIFE BEGINS."



Back in Oregon, education continued with a cooperative arrangement between the society and the Army. The Army detailed a medical officer from Fort Lewis to lecture all conscripted men in the state while the society made the arrangements and picked up the tab. Meetings were held in every county seat except for Gold Beach with attendance reaching a robust 40,890.

The Oregon Social Hygiene Society took an active role in developing education and laws to reduce incidences of venereal disease in Oregon and the nation. (OSA, Oregon Defense Council Records, State Historian's Correspondence, Box 1, Folder 16)

Attacking the Civilian Problem

Aiming at the issue of law enforcement in the civilian community, the society hired an attorney to work with the state and cities to propose and pass effective laws and ordinances. It targeted health laws with particular focus on the "better control of prostitution and its ramifications." The results included the passage of a number of ordinances by Portland and smaller cities in the state.

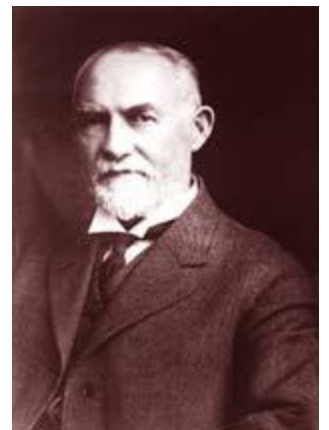
As an outgrowth of the stepped up enforcement, a "V.D. hospital" was installed "where cases could be observed and treated." The city of Portland also planned and equipped a "detention hospital" that handled the city's cases as well as some from around the state. Women and girls who were detained at the hospital could work to improve themselves. The society "employed a young lady especially qualified for this kind of work and she has devoted her entire time to rehabilitation work since March 1918."

According to the military, even with the law enforcement efforts of the society and local police, the problem persisted with the civilian world. The armed services had instituted effective education that significantly reduced the problem of contracting VD after entry into the service. It continued to blame civilian communities that "had been afraid to attack the problems of venereal disease...."

The Governor Employs Shock Power

Taking up the challenge and using his bully pulpit, Oregon Governor James Withycombe was willing to try anything to make his point about venereal disease in his message "To Oregon Men Called to Arms." In a starkly direct presentation, he employed treason, hatred, shame, and fear of ostracism to wake up his youthful intended audience.

The governor first argued that it was treasonous to contract venereal disease during war. Since the country was mobilizing with "both blood and treasure" to



fight the "war-maddened imperialists," everyone needed to contribute. Citing the definition of treason in the U.S. Constitution as giving aid and comfort to the enemy, Withycombe contended that "if a soldier wilfully [sic] injures himself and thereby renders himself unfit for military service, he delivers a blow against this country. If he permits himself to become infected with a dangerous and contagious disease, he deprives the government of his own services and puts in jeopardy the health of all men in the service with whom he may come in contact," thereby giving aid to the enemy and committing treason.

Governor Withycombe had stern words for young men in Oregon: There is "a nobler purpose than promiscuous indulgence with immoral women."

Unafraid to stir up a little hatred for the cause, he deplored the "fiendish devices of war" that Germany had adopted to weaken its enemies: "No act of cruelty seems too horrible if she thinks it will accomplish her purpose. We hear tales that are almost unbelievable in their depravity." Withycombe referred to one report of the enemy sending women and girls infected with syphilis and gonorrhea into cities housing the Allies' soldiers to have sex and render the soldiers unfit for combat.

The governor championed education since "too many of our boys exposed themselves to infection because of ignorance...." Withycombe wanted to use the information taught by the military to reach boys before they went into the service. He wanted to dispel the popular myth that sexual intercourse was "necessary to preserve good health," and to remind boys that there is "a nobler purpose than promiscuous indulgence with immoral women." Praising the military training on the subject, Withycombe noted the need to overcome a common double standard among young men:

"With the quick reasoning power of the American boy they understood...and established the same rules of conduct for themselves that they expected of their sisters and demanded to find in their future wives."

He appealed to the boys' sense of shame, reminding them of the grief to parents and loved ones that could follow from the wrong decision. The records of the Army and Navy described conditions, including venereal disease of the soldiers and sailors. What boy would want his parents to know he had been "checked up as a noneffective because of having syphilis or gonorrhea?"

The governor warned those who may have contemplated purposefully contracting the disease to avoid service, saying it would not exempt them. The draftee would report to camp where his condition would "be known immediately." Moreover, "instead of being welcomed by comrades in arms, you will be isolated in a hospital and given treatment until you are no longer a menace to other human beings." Adding ostracism to his list, Withycombe described how men in the service "look with contempt" at an infected man: "Today nothing is so unpopular as venereal disease--the boys won't eat with you and they won't bunk with you."

Venereal Diseases and the War

According to the statement of the Surgeon General of the War Department, venereal disease constituted the greatest cause of disability in the army. For this condition, civilian communities have been responsible. Most cases of venereal disease in the army were brought in upon the induction of registered men. Virtually all cases were contracted within communities over which civil authorities have control.

The Army has done more than its part in combating venereal disease. Civil communities must continue the fight with vigor.

Reports from your state and city will be closely watched by Government officers and by the nation at large.

1. Oregon	0.59%	——
2. Idaho	0.76	——
3. Utah	0.79	——
4. Washington	0.86	——
5. Montana	0.89	——
6. South Dakota.....	0.95	——
7. California	1.15	——
8. Wisconsin	1.21	——
9. Wyoming	1.22	——
10. New Hampshire...	1.22	——

Oregon enjoyed the lowest incidence of VD of all states in the 1st million draftees during the war. The state fell to 10th place for the 2nd million men drafted. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 9, Folder 1)

The Oregon Record

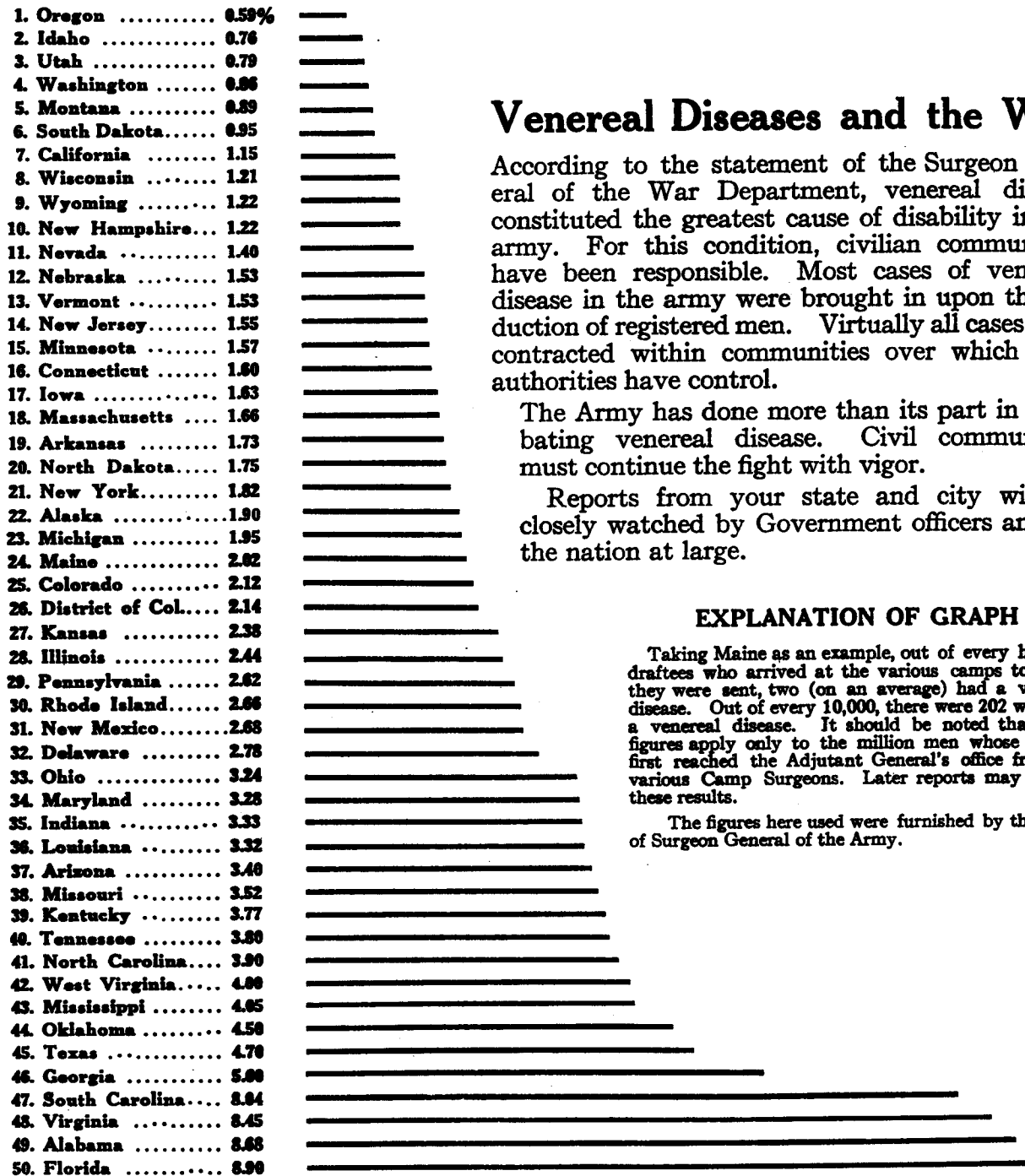
According to statistics released by the U.S. Public Health Service, Oregon's record in relation to venereal disease went from stellar to just good. The numbers showed that for the first million draftees, Oregon ranked first nationally with the lowest incidence of VD at 0.59%. In the second million men drafted, the state fell to tenth with an incidence rate of 2.19%. Still, comparatively, the governor must have been cheered by the fact that he didn't sit in the Florida statehouse. It had an incidence rate of 15.63%.

Notes

(Oregon State Defense Council Records, Publications and Ephemera, Box 9, Folder 1, 3)

Three per cent of the million draftees whose examination blanks first reached the Adjutant General's office in Washington had a **venereal disease** when they reported at camp.

The record for each state follows:



Venereal Diseases and the War

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The Army has done more than its part in combating venereal disease. Civil communities must continue the fight with vigor.

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EXPLANATION OF GRAPH

Taking Maine as an example, out of every hundred draftees who arrived at the various camps to which they were sent, two (on an average) had a venereal disease. Out of every 10,000, there were 202 who had a venereal disease. It should be noted that these figures apply only to the million men whose reports first reached the Adjutant General's office from the various Camp Surgeons. Later reports may change these results.

The figures here used were furnished by the office of Surgeon General of the Army.

The Percentage of Venereal Diseases Among Approximately the Second Million Drafted Men—By States.

Examinations at Mobilization Camps showed that 5.4 per cent of these men had a venereal disease at the time of examination upon arrival in camp. This percentage includes only obvious cases of syphilis and gonorrhea and chancroid. Wassermann examinations were not given. Furthermore, this percentage does not include those who had been previously cured or who may have become infected later. The record for each state follows:

1. Vermont.....	1.30%
2. South Dakota.....	1.53
3. Porto Rico.....	1.67
4. Utah.....	1.83
5. North Dakota.....	1.85
6. New Hampshire.....	1.85
7. Hawaii.....	1.96
8. Wisconsin.....	2.01
9. Alaska.....	2.13
10. Oregon.....	2.19
11. Idaho.....	2.21
12. Wyoming.....	2.25
13. Massachusetts.....	2.31
14. Minnesota.....	2.31
15. Maine.....	2.35
16. Colorado.....	2.39
17. Connecticut.....	2.59
18. Rhode Island.....	2.67
19. California.....	2.67
20. Washington.....	2.82
21. Iowa.....	2.88
22. New York.....	2.91
23. Kansas.....	2.92
24. Nebraska.....	3.00
25. Nevada.....	3.09
26. Montana.....	3.31
27. New Jersey.....	3.41
28. Pennsylvania.....	3.58
29. Kentucky.....	3.81
30. Ohio.....	4.01
31. Michigan.....	4.34
32. Indiana.....	4.53
33. Arizona.....	4.59
34. Illinois.....	4.96
35. West Virginia.....	5.15
36. Missouri.....	6.10
37. Maryland.....	6.23
38. Tennessee.....	6.26
39. New Mexico.....	6.71
40. North Carolina.....	6.75
41. Virginia.....	6.91
42. Delaware.....	7.24
43. District of Columbia.....	7.53
44. Oklahoma.....	7.79
45. Arkansas.....	9.93
46. Alabama.....	10.32
47. Texas.....	11.02
48. Louisiana.....	11.21
49. Mississippi.....	12.48
50. South Carolina.....	12.66
51. Georgia.....	13.03
52. Florida.....	15.63

This record can not be changed, but soon your state will be graded again. The average of the grades which are given to the various cities of your state on the basis of the 1000 point schedule (see page 7) will determine the grade for your state.

How will your state stand then?

Shortages and Inflation Hit Hard

War and Inflation

The war demanded greatly increased production of a wide range of goods, both agricultural and industrial. But at the same time, it moved significant numbers of workers into the military and away from production. The inevitable results included shortages of both labor and products, leading to significant inflation in the economy.

Agricultural Labor Shortages

Agricultural work, strenuous and low paying, felt the sting of inflation especially acutely. According to one report from Klamath Falls, "Before the war good farm hands could be had from about two to three dollars [per day] and their board. Now one must pay about the same as the factories, mills, etc pay and do not get as good a hands." The going rate rose to about \$75 per month plus board.

In many cases, women and girls responded to the agricultural need by taking the place of men in the fields despite the fact that much of the work "was rather heavy for them." Apparently, the labor shortage was exacerbated by "the fact that the men that were to be had would not work and could not always be trusted as the I.W.W.s [labor union operatives blamed by many for subversive activities] and others harmful to the farms and government were allowed to run at large entirely too much."

Shortages in the Factories

Factories and mills in the area held a competitive advantage over farms since the hours were shorter and the work usually was closer to town and its housing, services, and diversions. But factories were not immune from the inflationary pressures. Wages soon increased by 30% to 50% in many cases and "most of the laborers are less skilled than the ones formerly employed [sic]."

Women stepped in to fill positions in factories and mills too. One student witnessed the profound social change the war economy brought to the local community:

"Before the War, who could dare to dream of ever seeing a woman working in a box factory in overalls, and worse, going down the Main Street of a town in overalls!!! Carrying a dinner bucket just like the laboring man! But they didn't hesitate to break the wall of convention and habit when it was necessary.

August 27th, 1917 saw Klamath Falls' first woman box factory workers start off to work in the morning and be initiated into a life which they had known nothing about before.



Labor shortages and inflation followed after American men moved from fields and factories into military camps. (Image, Hoover Institution)

There were just three the first morning, the next week there were double that number and since that time women and girls have been employed continually, with great satisfaction to themselves and as much to their employers."

Inflation Hits the Price of Goods



The U.S. Food Administration took steps to conserve food in August 1917 as shortages in Oregon and across the nation worsened. (Image, National Archives)

Rising labor costs soon led to considerable increases in the price of most goods, including farm crops and animal products. In Klamath County, beef steers that had sold for about 6¢ per pound on the hoof before the war rose to about 10¢ per pound, an increase of 67% in a very short time. Pork prices doubled from about 9¢ per pound to 18-20¢. Butter, milk, and cheese, staples of the diet, rose as well. Before the war a consumer could purchase a quart of milk a day for a month for about \$2.50. That price shot up to \$4 during the war.

The cost of some products rose considerably before the government stepped in to hold prices down. Herbert Hoover, in charge of the federal Food Administration, used a variety of means, including price controls, rationing, and the bully pulpit, in an attempt to slow inflation and reduce demand for products desperately needed to fight the war. In Klamath County, wool had jumped from 35¢ per pound to 60¢ and climbing before the government took action, paying 50¢ per pound. Wheat, meat, and sugar received a great deal of attention since they were considered necessary for the war effort. The price of wheat had more than doubled from 1.5¢ to 3.25¢ per bushel locally before government restrictions took hold.

"You Bear It With a Grin"

Despite extensive efforts to lessen the impact of inflationary pressures, the economy was dogged by rising prices throughout the war. But as one Sherman County observer noted: "Wartime works quite a hardship on a person's pocketbook as well as his table, for leaving a restaurant you get a bill for about double what it would have cost you befor [sic] the war, but you bear it with a grin."

Along with rising prices, 14 year old Orvyl T. Howard of Grass Valley saw another inevitable result of war - higher taxes:

"If you go to the movies you are taxed about five cents extra and on the streetcar about one or two cents. For luxuries such as candy [and] smoking tobacco a special tax has to be paid. The income tax has cost wealthy men much money, while motorists have to pay a tax for their gas. Postage stamps cost one cent more, also rates for insurance and registered mail have increased."

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 38)

Conservation Becomes Second Nature

United States Food Administration

In August 1917, the federal Food Administration began taking measures designed to conserve food for the war effort. Americans were asked to reduce their consumption of wheat, meat, sugar, and fats in particular. The administration set up a nationwide structure that reached down to the county chairman level to oversee compliance on the local level. Generally, the system relied on the patriotic good will of the population to meet the goals of conservation. But strict rules backed up the effort and kept people honest.

Restrictions on Wheat

Restrictions on the use of wheat were felt by households across Oregon. The government standardized the size of loaves of bread made by bakeries. Only bread baked with the exact percentage of substitute ingredients as required by the food laws could be called "victory bread."

Substitution became a familiar part of the home front experience as necessity became the mother of invention. Corn, barley, rice, oat, rye, potato, and other flours appeared in breads. In order to get a small sack of white wheat flour, a shopper had to buy an equal amount of non-wheat flour. Recipes for bread and other typically wheat-based products recommended no more than 50% white flour. Some Oregon families saved their "pure white bread" for once a week meals. Others observed "Wheatless Wednesdays." In Grass Valley conservation was reinforced when "Hoover cards and pamphlets were distributed among the housewives for use in the kitchen."

These "victory breads" and similar recipes proved to be a mixed blessing as one observer noted: "Many people got indigestion and numerous other ailments from this way of living, it is not so much what they ate as the way it was put together. And then there is the other side, many people regained their health from the course foods and declare that never again will they eat bread made entirely of whole wheat flour."

"People wondered if they could live eating the bread that many of them had to eat. They thot [sic] that they might as well go over in the fields of France and be killed in an honorable and heroic way..."

Limiting the Use of Sugar



Americans were encouraged to change their eating habits to help the war effort. (Image, National Archives)

The Food Administration also limited the use of sugar. It originally allowed two pounds per month per person but the restriction was later moderated, allowing families more sugar as the government adjusted its war needs. Moreover, additional sugar could be used for canning fruit, as officials recognized the overall conservation value of preserves. In order to purchase sugar, shoppers had to present the merchant with a card issued by the county food administrator. Retailers and wholesalers were required to sign certificates stating they would follow the food laws related to the sale of sugar.



The U.S. Food Administration saw the conservation of wheat as a top priority. Immigrants to America were asked to help preserve their much valued freedom. (Image, National Archives)

Substitutions filled the sweetener gap as honey and various kinds of syrups made their way into recipes formerly calling for sugar. Sugarless gum was developed during World War I. To underscore the value of conserving sugar, one estimate claimed that "the cost of the yearly consumption of candy in the United States per year is double the amount needed to supply Belgium with food for one year."

Uncle Sam's Kanning Kitchen

Many Portland residents volunteered to work for Uncle Sam's Kanning Kitchen, a department of the National League for Women's Service. The kitchen was organized in June 1918 to assist the federal Food Administration in the conservation of fruits and vegetables. Under the direction of general manager Miss Ruth Guppy, the organization preserved 15,000 quarts of fruit that otherwise would have been wasted.

The kitchen had help from 52 clubs and sororities during its four month run. In the cherry season, up to 100 women and children were taken by Army trucks and its own motor pool to orchards where they picked over a ton of fruit a day. Cherries were sorted and "turned over to an experienced corps of lieutenants who canned and made jam, jelly, butter, and preserves."

In addition to picking fruit, the kitchen benefited from donations from the city markets and commission houses. Tons of this fruit were sent fresh to the Vancouver Barracks Hospital, Benson Polytechnic Hospital, and local charities for children.

Among the statistics recorded by the group: the largest donation was 11.5 tons of pears; the largest amount canned in one day was 815 quarts of cherries; and on two occasions the group picked and canned

2.5 tons of cherries.

Other Conservation Adjustments

While wheat and sugar took center stage in the conservation effort, Oregonians adjusted in other ways as well. They ate more fish and poultry instead of meat as "Meatless Mondays" entered the routine of many in the state. They used various types of vegetable oil instead of lard. Since woolen clothes were in high demand for the war, "it was deemed more patriotic to do without" them. Oregonians also made do without or with less of certain drugs, chemicals, and fuels that were in short supply because of the war.

Hood River schools were among many in the state that worked to secure food savings pledges from local residents. Their effort yielded pledges from 99% of the county's families. In the process, the schools sent out over 2,000 letters, educating residents on the need for savings and methods to conserve food. Conferences held by teachers and food dealers rounded out the efforts.

Oregonians also tried to produce more food locally during the war. The government had taken over the railroads and given preference to shipping war necessities. This left many communities with fewer fruits and vegetables than they received before the war. In response, many people grew "war gardens." One Klamath Falls observer noted that "since the war, everyone who has had a plot of ground has had some sort of a garden and altho [sic] this seemed small in itself it saved a great deal as a whole."

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 38, 52; Publications and Ephemera, Box 8, Folder 1)



Eating more fish would conserve meat for the troops and allies. (Poster at Oregon State Archives, original at National Archives)

Controlling Oregon's War Economy

While conservation of food and other war necessities helped, national and state leaders saw the need to institute additional controls on the economy to further the war effort. The State Council of Defense for Oregon responded with both legal requirements and public appeals to make the economy more efficient and focused. Two of its departments illustrate the thrust of the efforts.

Department of Commercial Economy

The defense council sought to improve the efficiency of businesses so more manpower and money could be directed to essential war industries. Yet, it realized strangling the economy could be disastrous. So, the council chose what it considered a middle course.

During the peacetime economy, commercial businesses had developed a liberal system for deliveries and exchanges of goods for consumers. Often, businesses would send deliveries out several times a day on multiple routes. Special deliveries were frequently free. And lenient return and exchange policies meant some consumers would abuse the system by ordering and trying out products or clothing without the intention of purchasing them. While not causing problems before the war, officials saw it as a drain on labor resources that could be better used elsewhere. Thus, the department started a campaign to encourage businesses and consumers to limit their practices. Businesses were asked to adopt the following economies:

One delivery per day per route

Elimination of free special delivery

Limitation of return and exchange privilege to three days from date of purchase.

In a way modern businesses and consumers would find intrusive, the defense council took a serious stance on implementing efficiencies in the economy. It backed its resolve with the following policy on merchandise exchanges.

"A permit waiving the three day limitation on exchange must be secured from the Department of Commercial Economy before articles held over the three days can be accepted by the merchants. These permits are only granted to correct error in size, error on the part of the store in filling order, illness, or defective merchandise."



Delivery trucks such as this 1912 Ford Model T plied the streets of Oregon's cities and towns much less frequently during World War I. Defense council planners wanted businesses to curtail wasteful practices to help the war effort. (Image courtesy wasanonline.com)

Yet Oregonians responded and stores reported substantial savings. Large department stores were able to eliminate the need for a credit and exchange desk. And many businesses actually exceeded the defense council's expectations. For example, merchants in Eugene stopped making deliveries entirely. And, merchants in Falls City and Albany planned to follow suit.

The department sought other limits on commercial businesses. Citing a lack of 12,000 skilled and unskilled laborers, they noted: "We are moved, therefore, to ask in all seriousness for a readjustment in all nonessential industries and vocations as will release...the maximum man-power of our State." The goal was twofold:

Merchandisers generally should close at 6 p.m.

Women should be substituted for men in merchandising and "all other callings of service" whenever such a substitution would "not injuriously affect their well being."



The second goal echoed the prevailing opinion of society: "Men are needed for productive labor. They must be reserved for such work and not drawn therefrom to do nonessentials." The success of the endeavor, reminded the department, rested "entirely upon the patriotism and cooperation of the citizens of the state to carry out in letter and in spirit the purpose sought."

Along with regulating portions of the economy, the government appealed to the public to take voluntary steps to make the economy more productive and efficient. (Image courtesy National Archives)

Building Permit Department

At the request of the federal War Industries Board, the defense council took action in another significant area of the state economy. To save labor, material, and transportation resources for the war effort, the council limited new construction projects in Oregon to those deemed "essential" to the war effort.

Repairs or extensions of no more than \$2,500 to existing buildings if no other government permit were required.

Repairs or extensions of no more than \$1,000 to farm buildings if no other government permit were required.

All other non-governmental construction projects were required to apply to the Building Permit Department for a permit to proceed. Oregonians wishing to build needed to file an application and swear to its accuracy. It then fell to each county chairman of the State Council of Defense for Oregon to decide on individual permits. Among other things, he was to reject the application "if the labor and materials are such as could be utilized in some other way to help toward winning the war, and there is no real necessity for the work going ahead at this time...." Approved applications required the county chairman to write a report giving reasons for the approval. All the paperwork was forwarded to the state defense council and, if approved there, was sent to Washington D.C. where a permit would be issued. Wartime did, indeed, breed bureaucracy in the building industry.

Other Controls

Along with the economic controls managed by the defense council, the federal government instituted numerous other actions in the name of war production. Concerned with the growth of labor unions and the Socialist Party, the government took over all spruce production in western Oregon and Washington. The newly formed U.S. Army Spruce Production Division began logging, milling, and shipping spruce, which was seen as essential for manufacturing airplanes for the war effort. Beginning in 1917, the army constructed mills at Coquille and Toledo as well as two mills in Washington. Eventually the division produced a total of 54 million board feet of airplane wing beams in Oregon. By the time the mills later converted to private ownership, the Spruce Division left an extensive railroad network in Lincoln County that fed its modern Toledo sawmill.

Also partially based on the potential for disruptive action by labor unions such as the IWW, the federal government created the Loyal Legion of Loggers and Lumbermen. Billed as an employer-employee union, it put thousands of men to work. Members were required to pledge to help the nation to produce war materials and, most importantly, to pledge not to strike. Meanwhile, the government set up the Emergency Fleet Corporation to contract with shipyards in Portland, Astoria, Tillamook, and Marshfield to produce both steel and wooden hull ships for the war.

Notes

(Oregon State Defense Council Records, Publications and Ephemera, Box 8, Folder 4, Oregon State Council of Defense News Letter, November 1918; Oregon Blue Book history section)



The monthly bulletin of the Spruce Production Division and the Loyal Legion of Loggers and Lumbermen exhorted the men to work hard to help "drive the frenzied kaiser from his throne."

The Red Cross at the Center of It

Patriotism and Obligation

Oregonians often worked extra hours on their farms or jobs to meet the added production demands of war. And they sacrificed in their homes by conserving wheat, sugar, and other war necessities. Yet, that was not enough in the eyes of 15 year old Harriet Rolfe of Sherman County: "A person who does not take any interest in the war or help carry it on, is just as much a slacker as the person who tries to shirk military duty." Thus it was that genuine patriotism mixed with obligation, conformity, and competition to power a remarkable range of activities in large and small communities across Oregon. While many groups and organizations participated and contributed to the war effort, none was more prominent than the Red Cross.

Organizing Red Cross Chapters

A large number of Red Cross chapters, branches, and auxiliaries formed in Oregon in the days and weeks after the declaration of war in April 1917. The Ontario chapter began then after members of the Ontario Woman's Club "decided to pigeon-hole their studies of South America and devote their energies to the making of surgical dressings." They contacted a Red Cross field representative for help in organizing and within a month the new chapter had over 360 members, including "three Japanese, one of whom pays annually \$20.00 to the Japanese Red Cross Society."

Similarly, an April 16, 1917 meeting in Grants Pass yielded the organization of the Josephine County chapter of the Red Cross. Soon, numerous branches and school auxiliaries formed throughout the county. However, the largely mountainous terrain of the southern Oregon county made for a particularly challenging organizational situation:

"[There were] extremely difficult conditions under which the Chapter outside of Grants Pass operated. Only three of the ten branches are on the railroad, the others being situated at points from eight to forty miles by stage. Much of the County is in the Forest Reserve. There are no factories, and hence practically no payrolls. In spite of these conditions, much work was done by our branches, some of it showing patience and perseverance."

Local Fund Raising Activities

Chapter members showed no lack of imagination in devising ways to raise money. Breakfasts, luncheons, dinners, bake sales, ice cream socials, plays, operas, dances, bazaars, raffles, rummage sales, carnivals, Vaudeville performances, lectures, recitals, and readings were among the ways that organizers collected money. Often the venue, food, and other considerations were donated by local businesses. Sometimes, several events were planned in conjunction to appeal to the broadest audience possible. This occurred in Grants Pass when "a two-day Bazaar was held by the ladies of the Red Cross...in the basement of the

Court House, while in the evening, in the street in front of the Court House, a Carnival was held by the men.... At the same time, A Vaudeville performance was put on in the Court House building by Mrs. A.H. Gunnell. The net receipts of the two days were over fifteen hundred dollars."

Spinning Yarn for the Doughboys



At the Williams Branch of the Red Cross, yarn for knitting was hard to come by so, beginning in the fall of 1917, they decided to make their own. The group pulled down three old spinning wheels from attics and decided to raise funds while they worked.

The women dressed in "old time gowns" and for five cents showed the younger generation how to pick, card, and spin wool. Their take: \$23. The donated wool from the spinning party made its way into a sweater, which was sent to France to "Sgt. Eugene Morrison, the only boy from Williams who had no Mother." (OSA, Oregon Defense Council Records, Oversize Photographs, Box 2)

Across the state in Nyssa, Red Cross volunteers held an auction with a particularly red, white, and blue flair. The patriotic event featured a coop of snow white chickens sporting red combs and blue wings. According to one chronicler, "most surprising of all, a couple of eggs were found in the coop striped with the national colors." The auction netted \$1,500.

"Chapter Production"

Red Cross volunteers set up work rooms in many of the chapters, often in space donated by local businesses, churches, and schools. The bread and butter work was sewing an array of articles for both civilian and military use. These often fell into categories for statistical purposes. Descriptions such as hospital garments, surgical dressings, hospital supplies, soldiers supplies, knitted articles, and refugee garments headed the production lists submitted by chapters. Output was high by any standards. The Ontario chapter alone claimed delivery of 90,000 finished articles.

The Josephine County chapter, which included several men who worked as volunteer knitters, reserved "special mention" for one member. "'Grandma' Williams, eighty-four years of age, has knit 103 most beautiful sweaters. Her sweaters brought to the Chapter high praise from headquarters, and gave pleasure to the men who received them. One of our own boys had one on when wounded, and prized it so highly that it was a real grief when it had to [be] cut from him; so when this was known, another knit by her was sent to him." Grandma Williams received a medal for 2,400 hours of service to the Red Cross.

Meanwhile, in far off Malheur County along Oregon's border with Idaho, one reporter described the work in heroic terms:

"...the women arose with the sun, cooked for hay hands, walked over dusty roads, one, two, three miles to sew on pajamas or layettes, could one doubt the outcome of the war?"

In addition to the standard sewing and knitting work, some chapters were "particularly adapted" to more specialized contributions. For example, rainy Clatsop County excelled in the collection of sphagnum moss used in surgical dressings for the war. The Astoria chapter set aside a special room for the moss work. This included picking, cleaning, sorting, and drying the moss and then placing it between two sterilized gauze coverings. Every day about 15 women worked in the room producing thousands of dressing pads.

Sometimes the numbers of volunteers in the work rooms needed to be augmented, either because of fatigue and drop outs or because of expanded production goals. The Clatsop County chapter went door to door attempting to enlist more needleworkers for the work rooms. While the results "were not commensurate with the amount of work devoted to this campaign," planners were at least satisfied "that the opportunity had been presented in person to every household in the city to enlist in the work of the Red Cross."

Canteens and Home Service

Red Cross chapters served, often on short notice, groups of soldiers and sailors passing through the area. Typically, the appropriate committee would spring into action as was the case when the Astoria chapter found out it was to provide lunch for 500 men on two hours notice. The volunteers quickly set up tables and chairs in the depot, drafted 50 high school girls to serve the men, and "requisitioned" food and supplies from local restaurants and bakeries. The lunch went off without a hitch. In Grants Pass, the local Red Cross chapter also learned on short notice that a large number of soldiers was passing through by train and that the chapter "was responsible for seeing that they were properly fed." The experience caused the chapter to form a "breakfast committee" that was ready to respond to similar needs in the future.

"Home service" work by the Red Cross took many forms in Oregon. As more veterans returned home in later stages of the war and the postwar period, readjustment assistance became important. Many returning men went back to their old jobs, but for those without work, the Red Cross often served as an employment bureau. The Astoria chapter formed a "committee of After Care" for returning



Drying racks hold sphagnum moss ready for use in surgical dressing pads. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 9, Folder 1)

PORTLAND CHAPTER AMERICAN RED CROSS
HOME SERVICE DIVISION

NAME *Ansama, William Edward* CASE NO.
HOME ADDRESS *Reedsport, Ore.*
ORGANIZATION *U.S. Navy.* RANK *7. 3rd.*
FORMER OCCUPATION
MARRIED-YES ☒ NO. CHILDREN IF ANY
RELATIONS OR DEPENDENTS *wife*
Sigge Ansama *Reedsport Ore.*
REMARKS: *relieved Dec 11, 1917*
2703-910

Red Cross home service offices often kept records of the returning veterans they served. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 9, Folder 1)

disabled soldiers and sailors. To better serve the veterans, one chapter member completed a six-week course on home service work at a Seattle institute.

Mrs. E.L. Tuttle, the executive secretary of the home service section of the Astoria chapter, also tried to reconnect local families with relatives overseas who had lost touch. The work was bittersweet as she found: " Some of these have been found alive and well, one son of an Astoria mother, however, was traced to his death-bed in a French Hospital after a mysterious silence of six months." Mrs. Tuttle's efforts were prodigious. She gave information to over 2,000 individuals. She cared for 25 disabled soldiers and sailors. And, she helped 199 men find work in the area.

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 37)

THE American Red Cross is the largest and most efficient organization for the relief of suffering that the world has ever seen.

It is made up almost entirely of volunteer workers, the higher executives being, without exception, men accustomed to large affairs, who are giving their services without pay.

It is supported entirely by its membership fees and by voluntary contributions.

It is today bringing relief to suffering humanity, both military and civil, in every War-torn allied country.

It plans tomorrow to help in the work of restoration throughout the world.

It feeds and clothes entire populations in times of great calamity.

It is there to help your soldier boy in his time of need.

In its thousands of workers, its tremendous stores and smooth-running transportation facilities, it is a perfect example of America's genius for organization, of America's generosity, and of America's will to Win the War.

Congress authorizes it.

President Wilson heads it.

The War Department audits its accounts.

Your Army, your Navy and your Allies enthusiastically endorse it.

Twenty-two million Americans have joined it.

*Every Cent of Every Dollar Received
for the Red Cross War Fund
goes for War Relief*

The interest which accrues from the banking of funds has made actually available for War Relief, one dollar and two cents out of every dollar contributed.

FORM C. H. 2—SECOND WAR FUND



*"A Great Net of Mercy Drawn Through
an Ocean of Unspeakable Pain"*

**While Some One
Gives His Life—
What are
YOU Giving?**

**War Fund Week, May 20-27
One Hundred Million Dollars**



I AM a little French girl from Rheims. My father gave his life for France and liberty. My mother and I lived in a cellar two years under bombardment until she was killed by a shell. I am only six. The Red Cross is taking care of me and thousands like me.



I AM an American prisoner in Bavaria where I have been for two months. Because of the Red Cross work through Switzerland real food, soap and other necessities are sent to me. Continue to help the Red Cross and I will continue to be helped while I remain a prisoner.



I AM an old French woman with two grand-children. For three fearful years we have been behind the German lines. The Hindenburg retreat left us back under the blessed tri-color. Our village is gone. Our field is spoiled. The good men of the Red Cross have fixed up a home and a school for the boys and have found a new field for me to cultivate. Such help is saving France for a better day.

I AM a soldier of France, blinded in the battle of Verdun. The wonderful Red Cross women are teaching me to see with my fingers and to work. I have yet much to learn, but with their help I will still be of some use to France and to my family.



I AM an American boy in public school. My father died when I was little and my two big brothers supported Mother and me. Then one brother was drafted and now the other brother is sick and won't be well enough to work for a long time. But the Red Cross Home Service will see us through and I shall stay in school.



I AM a French soldier, detached from my company, and on short leave from the trenches. Covered with mud, broken in spirit, my family lost, my home a ruin. I would have had no heart to "carry on" had not the Red Cross given me new life and courage. Good food, warm beds, a chance to rest, wash off the dirt and take a new grip on life—that's what the Red Cross can—teens, scattered through France, are giving to your weary fighters.



War Drives and Campaigns Tap the State

A Home Front Battle Mentality

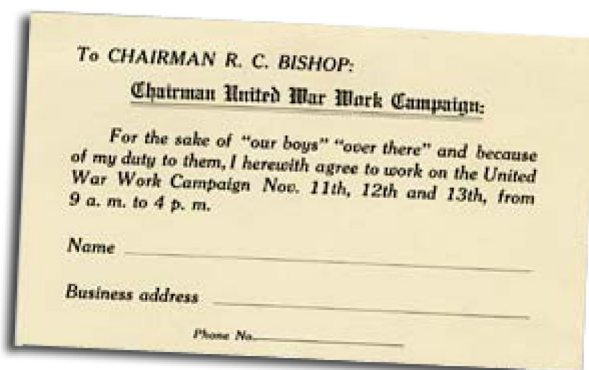
Just as Red Cross volunteers dreamed up countless fund raising ideas, so did they participate in a wide range of drives. Examples included used clothing, linen for France, fruit pits, platinum, tin, and others. The drives took on the naming convention of the great battles of the war. Instead of the Second Battle of the Marne, on the home front it was the Second Christmas Roll Call and the Third Used Clothing Drive as waves of war drives rippled through the community.

Once again, citizens rose to the call. Despite its tiny population, residents of Union County contributed five tons of used clothing in the second drive. Local chapters were expected to meet quotas set by division staff. Most exceeded the quotas as was the case during the Second War Fund when in Clatsop County "the plan worked and Astoria was 'over the top' with the sum of \$50,800.00 subscribed, our quota being \$20,000.00."

Other drives and campaigns, both local and national, also competed for the attention of contributors as Oregonians were solicited countless times for fund drives and campaigns over the course of the war.

United War Work Campaign

The United War Work Campaign represented several prominent organizations active in providing services to those in the military. The group, consisting of the YMCA, YWCA, National Catholic War Council, Knights of Columbus, Jewish Welfare Board, War Camp Community Service, American Library Association, and Salvation Army, sought to raise over 170 million dollars for the campaign.



The United War Work Campaign enlisted large numbers of volunteers to canvass Oregon for support. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 9, Folder 1)



Campaigns to encourage the purchase of War Savings Stamps were among several government fund raising programs. (Poster at Oregon State Archives, original at National Archives)

The campaign went to great pains to point out that the houses and huts of each of the seven component organizations were "opened freely to men of all faiths" since "differences in creed and dogma do not divide men who are fighting and dying together."

The organizations touted their range of services in camps from basketball to motion pictures to various classes. The YWCA even maintained "hostess houses...where mother and sister and sweetheart may make their headquarters when they visit." Beyond the military camps, the organizations provided clubs and morale boosting services in cities for visiting soldier and sailors. The help even

extended to the trenches of France where "down the trench he [the campaign worker] comes with chocolate and cigarettes and doughnuts and hot coffee or cocoa."

More than 15,000 uniformed workers engaged in a range of duties, acting as secretaries, athletic directors, librarians, lecturers, entertainers, truck drivers, motion picture operators, and more. The organizations shipped more than 500 tons of supplies weekly for the war effort. From July 1917 to August 1918, just one of the group's organizations shipped a staggering 848 million cigarettes, 32 million cigars, 14 million packages of chewing gum, and 10 million pounds of sugar.

The campaign also shipped American culture in the form of hundreds of actors and actresses performing in the "Over There Theatre League, " under the direction of George M. Cohen. Motion pictures, starring Mary Pickford, Charlie Chaplin, and Douglas Fairbanks, were enjoyed by 2.5 million a week, including "the boys all the way to the front line."

At the end of the war, the Oregon state director of collections for the United War Work Campaign was proud of the state's accomplishment. According to the campaign's national treasurer, Oregon's "record of cash on hand in excess of her entire original quota was not exceeded by any other state...."



Listen to speech by industrialist and philanthropist John D. Rockefeller (http://www.firstworldwar.com/audio/John_D_Rockefeller_-_Fundraising.mp3) in 1917 entitled "Fundraising." (mp3, [firstworldwar.com](http://www.firstworldwar.com))

Liberty Loan Campaign

Overall, national campaigns brought in billions of dollars to finance the war and related services. The largest were the four liberty loan campaigns sponsored by the U.S. Treasury. At intervals during the war, the government invited the purchase of gold bonds. For example, the Fourth Liberty Loan Campaign offered six billion dollars worth of bonds through subscriptions available from Sept. 28 to Oct. 19, 1918.

Each state and county had quotas to meet for subscriptions and in Oregon these typically were exceeded, sometimes in spectacular fashion: Lincoln County took in 640% of its quota. To accomplish this level of subscriptions, organizers sent out armies of workers loaded with prospect cards, window placards, and application forms. The prospect cards included rating codes showing the amount of subscription expected from the person: "O=\$50, M=\$1000, A=\$100, AO=\$150, 2A=\$200, Etc." Workers were instructed to work in pairs, stay in their district and "solicit everyone who receives any income of any kind."

The Oregon Highway Department, formed just a few years earlier, reported an enthusiastic response to the Liberty Loan Campaign in April 1918. At a road construction camp, a local committee of the campaign was invited to accompany a road contractor on visits to the workers. The contractor let the men know:



The Statue of Liberty under attack in an glimpse at an alternate future designed to motivate the purchase of bonds. Four liberty loan campaigns raised billions of dollars to fund the war. (Poster at Oregon State Archives, original at National Archives)

"...subscriptions were not in any wise compulsory but to purchase Liberty Bonds was the proper thing to do and that every man owed it to himself as an American citizen to buy a bond and assist the Government that far at least in the winning of the war."

As luck would have it, the contractor had "his check book with him and his fountain pen in working order" so any man who wanted an advance on wages could step right up to buy a bond.

Once again, the combination of patriotism and public obligation worked to great effect. According to one highway engineer's report, just one work camp purchased more than \$5,000 of bonds. And as an added benefit, "this entirely gratuitous assistance given by the men had such an enlivening effect upon them that I am pleased to report a distinct drop in unit costs due clearly to greater performances within the eight hour period since that date."

"Shall We Feast While Others Starve?"

Oregonians were also asked to give generously to a variety of relief funds. In addition to "adopting" or funding the support of French orphans, calls were made to help those in Belgium, Russia, and elsewhere. One such relief effort aimed to help the starving women and children in the Near East.



These contribution envelopes were part of an effort to raise relief funds for starving women and children in the Near East. The little boy Vartan helped put a face on the problem. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 9, Folder 1)

As the war wound down and the post war period began, reports of desperate conditions followed: "Conditions too appalling to contemplate. Children turned from orphanages, left to fight alone for life-inevitably to perish." Reports followed describing 150,000 refugees in the hills of Baghdad with hundreds dying daily and "women and children, naked and destitute in Mosul."

The state treasurer asked all Oregon students to contribute "nickels, dimes, and thrift stamps" to the effort. Small contributions would add up to real help: "Twenty children giving the value of a thrift stamp each would care for one child for a month." The alternative? Showing a picture of several orphans, the question reads: "Which ones would you pick out to die?"

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 16, 37; Publications and Ephemera, Box 8, Folder 3; Box 9, Folder 1; Oregon Department of Transportation Records, General Correspondence, Box 16, Liberty Loans, Folder 61)

What Your Money Is Doing for Your Boys

A Bird's-eye View
of the Work of the

Young Men's Christian Association
Young Women's Christian Association
National Catholic War Council—
K. of C.—Jewish Welfare Board
War Camp Community Service
American Library Association
Salvation Army



United War Work Campaign
November, 11-18
\$170,500,000

Helping the Home to Follow the Flag

In other wars the influence of the American home has had to stop at the soldier's own front gate. All that made life comfortable and happy for him deserted him there when he kissed his family good-bye.

In this war the home follows the flag clear up to the front line trenches. That, in one word, is the story of these seven great co-operating war work agencies.

Let us follow one single soldier on the long road that leads from his front door to far-away France, and see how these seven organizations join hands to form a great chain of helpfulness all the way.

He steps aboard a troop train that is to carry him to the cantonment. A long, lonesome ride, full of homesick thoughts, but, perhaps, there is a band furnished by the Jewish Welfare League or the War Camp Community Service to speed him on his way, and on the train are friends whom he had not expected—a Y. M. C. A. or a K. of C. secretary—a big friendly fellow, who has traveled for months with other boys just like him, and knows how to help.

At the cantonment the evidence that the folks back home are thinking of him lies thick on every side. Here are the 750 great homey huts of the K. of C., the Jewish Welfare Board, the Salvation Army, and the Y—as the soldiers speak of it. Places where he can write letters home, play games at night, witness motion picture shows, hear helpful lectures, attend church service, and keep up with his studies under the direction of the best college professors and teachers in the country. Here also are the 85 Hostess Houses of the Y. W. C. A., where mother and sister and sweetheart may make their headquarters when they visit.

In all these buildings are branch libraries provided by the American Library Association, and filled with books and magazines. In 43 of the large camps and several hundred smaller ones are library buildings besides, with trained librarians and comfortable reading-rooms.

No Duplication Anywhere.

In the larger camps and cantonments the soldier will find houses of all five of the camp agencies—the Y. M. C. A., K. of C., Y. W. C. A., Jewish Welfare Board and Salvation Army—and all full at every hour of the day and evening. In the smaller camps and naval stations, the organizations have working agreements which prevent duplication. In such a camp there will frequently be only one hut, its doors open to all the boys alike.

To it come on Saturdays and Sundays the prominent preachers, priests and rabbis to conduct worship; for the hut is the soldier's church and synagogue. There he may have one of the more than three million copies of the Scriptures that have been supplied by these agencies; or a half dozen helpful, inspiring booklets on a variety of subjects.

Basket-ball and indoor baseball are played in the hut, under the direction of one of the 2,000 trained physical directors; for the hut is the soldier's gymnasium.

Two motion picture shows a week are furnished on the average; and prom-

inent actors and actresses, as well as lecturers, cartoonists, and readers are brought out from the neighboring cities, their expenses paid by the organization in charge.

Classes in French, Mathematics, History and Business Practice are held regularly; for the hut is the soldier's college also; and hundreds of thousands of boys who are eager that these warfare years shall be years of progress are keeping in touch with their studies at night.

In short, the soldier finds that all the agencies that made life most pleasant and worth while in peace times are represented under the friendly roof of the hut—the church, the school, the gymnasium, the club, the theatre, the lecture hall, and the motion picture theatre.

Perhaps the camp is near a large city, most of them are, in that case he will naturally want to spend some furlough hours in town. If you have read the history of other wars; if you have read even about the conditions around our camps on the Mexican Border, in the first days of our boys' arrival there, you know that the soldier's leisure can be—and too often has been—almost as dangerous to him as the enemy. The people of America determined very early that this war should have a different history. Under the direction of the Commission on Training Camp Activities, the cities near the camps were compelled to put their houses in order, and make their streets fit for the reception of America's best young men.

When He Visits the City.

Scores of organizations opened their doors to the boys, or sprang into being to undertake special responsibilities. It was necessary for efficiency to have some general body which should co-ordinate all these various activities; and so the War Camp Community Service undertook that task.

Suppose the boy wanders into the city a stranger, with a day or two of leisure on his hands. What shall he see? Where can he eat? Where can he find a decent, inexpensive place to sleep? He lands at the depot with all these questions in his mind, and there, awaiting him, is an Information Booth conducted by the War Camp Community Service. A woman, with a friendly smile, tells him what he wants to know.

She gives him a list of the clubs affiliated with the W. C. C. S. (A recent report from 124 of the 532 communities which the W. C. C. S. has organized showed 403 such clubs.) She tells him of certain churches, and Y. M. C. A.'s, K. of C., and Jewish Welfare buildings where he will be welcome, and gives him the address of a hotel maintained by the W. C. C. S. that provides a clean bed for a few cents a night. The museums are open to him free, she informs him, and the library and other places of interest and value.

In a word, the city, through the W. C. C. S., extends its greeting and places at the boy's disposal food, lodging and entertainment; he is its honored guest so long as he is allowed to stay.

The day comes when his company is ordered onto a troop train for the long trip to one of those "unnamed ports of debarkation." And on this train also is a Y. M. C. A. or a K. of C. secretary—probably the man who has had most con-

tact with the company in camp, and has become a favorite with the men. When the train stops, he hurries up to the local Y building and arranges a bath for the men. He takes charge of their last letters and requests.

At the port of embarkation are other huts. (The Y recently expended \$40,000 to erect the largest single hut in this country at one of these unnamed ports.) The boys' last night in their native land is spent in friendly surroundings; to the very edge of the ocean goes the evidence that someone cares.

On the transport are other secretaries who have been specially trained for this work, and make trip after trip, with only a day or two on shore at the end of each. They have writing paper for the boys, and motion picture machines with a supply of new film. They organize deck games, and contests of various sorts; and amateur theatricals, and concerts by the band. The trip across is long enough and lonesome enough at best, but it would be a homesick experience indeed were it not for these faithful workers.

Landing on the other side, where the language is strange and the customs bewildering, the boy finds that the Y, the K. of C., the Jewish Welfare Board, and the Salvation Army have preceded him. The first hand stretched out to him in greeting is the hand of a secretary. Perhaps his regiment is held at the port of debarkation for a few days. He will find restaurants, where American girls and women serve home cooking; and hotels clean and inexpensive. In London is the great Eagle Hut, conducted by the Y—the centre of soldier life for that great city. The King and Queen visited it one day and ate buckwheat cakes with the boys. In Paris are half a dozen big hotels, and at every other point where large numbers of the boys are gathered.

In Those Little French Villages.

As he moves up into his training camp he finds that his friendly helpers are there already. A map of the section where the boys are held for final drill is spotted thick with dots indicating huts, restaurants and hotels. And the dots extend clear up to the little towns behind the front lines where the boys are billeted.

The work of these great agencies in this country could be conducted far more cheaply than is possible over there. Here the soldiers are gathered into great cantonments; there they are spread over hundreds of muddy, chilly little towns. Moreover, they are constantly moving, and the huts must move with them.

And everything—coal, lumber, gasoline, and every kind of supply—costs far more on the other side. Coal, for instance, from \$60 to \$80 a ton last winter.

The boy finds himself located finally in a little French village that before the war sheltered 500 people and now must accommodate as many soldiers besides. His sleeping place is a barn, which he must share with forty other boys. There is no store in the town, no theatre, no library, no place to write a letter or be warm and dry—until the hut comes.

With it come books and writing paper and baseballs and bats and gloves and chocolate and cigarettes and motion pictures and lectures and theatrical entertainments. *Homs* comes with the hut, bringing all the love and care and cheer of the folks who have stayed behind.

No man who has heard from his boy in one of those French villages, and who knows what the hut means to him, will ever regret one penny of the money given to these great organizations. His message will be: "Do more for my boy; no matter what it costs, whatever else you must forego, you must not let *his* village go without its hut."

The boy is called into the front line trenches. He is there through the long, cold night, his feet wet, his whole body chilled to the bone. As the first rays of the sun announce the new day, a shout of welcome runs through the trench. He looks to see a secretary—Y, or K. of C., or Jewish Welfare Board or Salvation Army—it matters not. Down the trench he comes with chocolate and cigarettes and doughnuts and hot coffee or cocoa—the reminder that even here, in front, the love and care of the folks back home still follows him.

Is he wounded? Aiding the stretcher bearers, the secretaries work side by side, taking the wounded back to the dressing stations. Already fifteen of these brave workers have given up their lives, and scores have been gassed and sent to the hospitals.

Even If He Is Taken Prisoner.

Is he taken prisoner? Even in the prison camp the long arm of these friendly organizations reaches out to aid him. In Switzerland both the Y and the K. of C. have established headquarters and through such neutral agencies as the Danish Red Cross they carry on their program of helpfulness even in the prison camps of Germany and Austria.

Does he wish to send money back to the folks at home? The Y and the K. of C., the Jewish Welfare Board and the Salvation Army transmit hundreds of thousands of dollars a month from the front to mothers and sisters and wives over here.

Is he given a furlough? At Aix les Bains, one of the most famous resorts in the world, the Y has taken over six great hotels, as well as the great casino, and here he may swim, ride in the mountains, play golf and tennis, and listen to the best preachers, lecturers and entertainers America can provide. The resort at Aix is only one of six which are operated by these agencies as a haven for the boys on furlough.

Has he a girl friend or relative over there in the service or with one of the war work agencies? He will discover that she too is cared for by the Y. W. C. A., just as this great mothering organization cares for the girls in war industry on this side.

It is the business of the Y. W. C. A. to back up the women who are backing up the men. In France are sixteen huts for American nurses and fifteen for French women workers in munition plants. Thousands of American girls, working as telephone operators under the Signal Corps, are looked after in Y. W. hotels in Paris and Tours; and the Hotel Petrograd has become a center for American girl life in that city. All this in addition to the immense work for girls in war industry in this country.

(Continued on page 8)

Helping the Home to Follow the Flag

(Continued from page 5)

Co-operating with the Y. W. women are the Salvation Army lassies who toil among the men, sewing, mending, cooking savory pies and the doughnuts that have made them famous, and standing out in the night to serve piping hot coffee and home-made sandwiches to the troops as they shift locations and bring up their ammunition.

If the boy is allowed to visit the armies of our Allies he will find that they too have asked for the hut, and received it. More than a thousand Y huts under the name of "Foyers du Soldat" are helping to maintain morale in the French army—erected at the special request of the French Ministry of War. The King of Italy made a personal request for the extension of the "Y" work to his armies. The men who are charged with the task of winning this war believe that America can do nothing better to hasten victory than to extend the influence of these great creators and conservers of morale to the brave soldiers of our Allies.

Every Dollar Made to Do Its Utmost.

There is no room for figures in so brief a statement as this. It should be remembered, however, that these organizations are not private agencies. Every one of them is operating under an Executive Order of President Wilson. The budget of each one is scrutinized and passed upon by the War Department. In addition the work of each organization is governed by a War Work Council of nationally known men and women of whom these twelve members of the National Campaign Committee are representative:

Raymond B. Fosdick, Chairman Commission on Training Camp Activities.

John R. Mott

Mrs. Henry P. Davison

James F. Phelan

Honorable Myron T. Herrick

George Gordon Battle

George W. Perkins

John G. Agar

Mortimer L. Schiff

Frank A. Vanderlip

John D. Rockefeller, Jr.

Cleveland H. Dodge

Every king, premier and prominent general of the Allies has written to urge the necessity of the work which is represented by these united agencies—not merely as a fine service to the soldiers, but as an actual military necessity, responsible to large degree for the maintenance of morale.

The whole argument was summed up in a letter received in May from Lieut. Col. E. S. Wheeler, who, in commenting on the work of one of these agencies, said in a report to General Pershing: "Give me nine men who have a hut and I will have a more effective fighting force than as though I had ten men without it."

Nine men who are kept happy and contented can outfight ten men who are lonesome and homesick. Every military man certifies to the importance of that truth. If it is worth \$24,000,000,000 to America to keep its men under arms next year, surely it is worth \$170,500,000 to make them fight 10 per cent. more efficiently—to contribute that factor which, as Napoleon said, is "as other factors in war as three to one"—that indefinable, indispensable factor, *Morale*.

HOW WE ARE BAC

At a Glance. A hundred and seventy million dollars is a lot of money; but it means less than a dollar a week for each of the boys of our Army and Navy. And certainly no man in America will say that a dollar a week is too much for their cheer and entertainment—at least not if one of the boys is *his* boy.

Workers. The field army of these seven great agencies comprises more than fifteen thousand uniformed workers on both sides of the water, and General Pershing is asking that additional workers be sent at the rate of at least a thousand a month.

They represent every type of activity—secretaries, athletic directors, librarians, preachers, lecturers, entertainers, motion picture operators, truck drivers, hotel and restaurant workers, etc. Many are bearing all their own expenses; those who cannot are paid their actual living expenses, if single, and are given an allowance approximately equal to the pay of a second lieutenant to cover their own and their families' expenses, if they have families.

Huts, Clubs, Hotels, Restaurants and Hostess Houses. More than 3600 separate buildings have been either erected or rented to make possible this huge work. They are of every sort, varying from the great resorts at Aix les Bains, where American soldiers may spend their furloughs, to the huts and hostess houses made familiar by the cantonments on this side.

In addition there are scores of warehouses and garages; and hundreds of "huts" which consist of nothing but ruined cellars or dug-outs.

Nor do these figures include, of course, the hundreds of buildings operated in peace times by these organizations, all of which have been placed at the disposal of the soldiers and sailors, and are doing a magnificent work supported by their regular funds and special contributions entirely apart from this war work fund.

Character Influence. The spirit of each of these seven organizations is uplifting in the biggest and broadest sense of the word. They depend upon people of ideals for their support, and their purpose is to surround each boy, so far as possible, with the influences that were best in his life at home. The huts of each organization are opened freely to men of all faiths. The Scriptures and booklets sent abroad would, if piled one upon the other, make a pile more than twenty miles high. Differences of creed and dogma do not divide men who are fighting and dying together. They stand shoulder to shoulder there in a great common faith in the Fatherhood of God, whose creed is Service in the spirit of brotherhood toward all men.

Libraries. In camps and cantonments on this side, and on the other, there are 842 libraries and 1,547 branches containing more than 3,600,000 books and 5,000,000 copies of periodicals. There are 250 additional libraries on the ships of our fighting fleets and merchant marine; and the number should be vastly increased.

Letter Paper. Almost every home in America flying a service flag has received a letter on the paper furnished by one of these organizations. Together they supply more than 125,000,000 sheets of stationery a month; and probably half a million dollars is kept tied up all the time in postage stamps.

KING UP YOUR BOYS

Shipments. More than 500 tons of supplies for the boys leave our ports every week under the direction of these agencies. Individual items on the shipping lists run into figures that are astonishing; as for example, these figures taken from the shipping lists of one organization, for the period between July, 1917, and August, 1918: Canned fruit 1,959,156 cans; chewing gum 14,510,000 pkgs; cigarettes 848,785,802; cigars 32,358,700; tobacco 2,557,481 packages; cocoa 463,824 pounds; condensed milk 1,665,120 cans; flour 31,279,020 pounds; sugar 10,227,735 pounds; tooth paste 551,520 tubes. In France and Switzerland two cracker factories and a chocolate factory have been entirely taken over so that the boys may have something good in their pockets between meals.

Theatrical Entertainments. An average of a hundred of the best actors and actresses in America are touring the huts in France all the time. These are sent under the direction of the "Over There Theatre League" of which George M. Cohan is president; and they are managed by such well-known leaders as Winthrop Ames and E. H. Sothorn.

Among the stars who have appeared on the "hut circuit" over there are Elsie Janis, Walter Damrosch and Margaret Mayo.

Athletics. Leisure has been the foe of every army that ever marched to war. These seven great agencies are turning our boys' leisure from a liability into an asset. More than a thousand athletic directors in France and an equal number on this side help the soldiers to forget their troubles with football, baseball and other wholesome outdoor games.

The athletic orders placed on this side for shipment abroad are the largest single orders of their kind in the history of athletics.

Motion Pictures. Literally thousands of feet of film have been purchased by these agencies for exhibition here and over there. Mary Pickford and Charlie Chaplin and Douglas Fairbanks follow the boys clear to the front line. The average shipment of film per week to France is more than fifteen miles; and the attendance at motion picture shows (all free) averages 2,500,000 a week.

In General. The long arm of these great agencies extends all the way from the 500 clubs operated by the War Camp Community Service on this side, to the front line trenches where the Y. M. C. A. and Knights of Columbus and Jewish Welfare Board distribute chocolate and cigarettes to the tired fighters; the American Library Association furnishes books; and the Salvation Army passes out pies and doughnuts, sews and mends for our fighters, and mans ambulances. It reaches into the factories through the Y. W. C. A. to protect the girls who are making munitions for the fighters, and into the shipyards and munition plants.

In short, wherever you find a soldier or sailor, you find also the evidence of the loving care of the folks back home, expressed through the medium of one of these seven affiliated and co-operating organizations.

They go with the boy "every step of the way."

AMERICAN COMMITTEE FOR RELIEF IN THE NEAR EAST

(FORMERLY ARMENIAN-SYRIAN RELIEF)

OREGON HEADQUARTERS

613 STOCK EXCHANGE BLDG.

PHONE MAIN 2178

PORTLAND

GOVERNOR JAMES WITHYCOMBE, HONORARY CHAIRMAN

BEN SELLING, STATE TREASURER

J. J. HANDSAKER, STATE DIRECTOR

MRS. W. P. STRANDBORG, PUBLICITY DIRECTOR



"I AM VARTAN,

ONE OF THE 400,000 ORPHANS"

Portland, Oregon, Feb. 27, 1919.

TO ALL THE PUPILS IN THE OREGON PUBLIC SCHOOLS:

This week, your parents have been asked to give liberally to save the lives of starving children and women in Armenia and Syria. If they understood that little children and mothers are actually starving, they would give generously.

Last year, many school children sent us nickels, dimes and thrift stamps, and because the need is so much greater this year than last, I believe that every one of you will want to help. I know, if there were one hungry child in your school, any one of you would be glad to share your food with him. These children are not hungry--they are starving, and there are more than twice as many of them as there are in all the grade and high schools in the state of Oregon. I repeat, these children are not only hungry--they are starving; many so hungry that they cannot eat, others so hungry they have gone blind, others cannot speak. They never laugh nor play. Every one is a homeless orphan, and there are 400,000 of them.

While I write this letter to you, three ships loaded with food and clothing are hurrying across the ocean, but we must load many ships or these children must die. Tell your parents, tonight, that these starving children are at our doors. Then bring the little envelope back to your teacher, tomorrow, with just as large an offering as possible. Twenty children giving the value of a thrift stamp each would care for one child for a month.

I am,

Your friend,

Ben Selling,

State Treasurer.

WHICH ONES WOULD YOU PICK OUT TO DIE?



These orphans trudged over miles and miles of desert until they found their way to an orphanage and we took them in. The end of the war gave us four million refugees which reduced our appropriations to this orphanage to save other children. Our relief workers cable: "Conditions too appalling to contemplate. Children turned from orphanages, left to fight alone for life—inevitably to perish."

Cabled messages received since Christmas report:

"150,000 refugees on the hills of Bagdad, dying by hundreds daily."

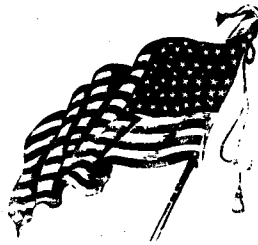
"Over 6,000 destitute children in immediate region Beirut."

"Famine conditions prevailing in Teheran with hundreds dying daily."

"10,000 refugees, women and children, naked and destitute at Mosul."

FIVE DOLLARS A MONTH SAVES A LIFE.

SHALL WE FEAST WHILE OTHERS STARVE?



UNITED STATES
THIRD LIBERTY LOAN CAMPAIGN
INSTRUCTIONS TO WORKERS
READ THEM CAREFULLY

EQUIPMENT: You will need a supply of the following:

Filled out prospect cards; blank prospect cards; window pla-cards; carbon paper; white application forms; yellow application forms; identification cards; blank bank checks.

METHOD OF SOLICITATION:

Work in pairs. Stay in your district. Work deliberately. Thoroughness is *essential* in this work. Prospect cards are only intended as "tips", and are not complete or accurate in many cases. Solicit *everyone* who receives an income of any kind. If you have no filled out prospect card for anyone in your district, *make one out*, whether they subscribe or not. Show rating.

Do this *thoroughly* and to the best of your ability. These prospect cards after being checked, corrected and filled out by you are to constitute a card index census of your territory and will be very valuable for future use. *This is just as important as taking orders for bonds.*

The rating code is as follows: O=\$50. M=\$1000. A=\$100. AO=\$150. 2A=\$200, Etc. The rating indicates the amount of subscription expected from prospect.

If rating as shown on card does not seem right to you, write what you consider the proper rating above the one shown. These ratings only indicate, of course, ones *ideas* in the matter, and are not considered by anyone as being authentic, but are of considerable value. "Half a loaf is better than no bread"

Enquire at each house the name of the tenant in the next house and if you have no card for such party make it out before you call. Always address prospect by name, if possible.

If prospect must be seen outside of your district, indicate so and *where* under "remarks".

If prospect refuses to subscribe, be sure to state his reasons plainly. Use back of card if necessary.

If no one is at home when you call and you have no prospect card for that address make one out showing address only, and get name and other data necessary from neighbors, and call again.

In working business establishments, get the proprietor or some employee to go through with you to introduce you to each employee.

The U. S. Government terms referred to on the white application forms are: Cash, or 5% with order, plus

20% May 28, 1918, plus

35% July 28, 1918, plus

40% August 15, 1918.

Under this method of purchase the bonds will bear $4\frac{1}{4}\%$ interest per annum from May 9, 1918, and will be paid to the purchaser, who will be charged with the interest due on deferred payments at $4\frac{1}{4}\%$.

If prospect cannot make initial payment before April 15, take his application and turn it in anyway. If he can do so, hold his application until you can collect initial payment and turn it in with application.

No application will be counted or credited as a sale until the initial payment has been made.

Receipts for initial payments are to be made out on the "temporary receipt" forms attached to the lower end of application blanks.

A carbon copy of receipt thus given must be made upon the back of the application blank by folding the former back upon the latter at the perforations.

REPORTS:

At noon each day luncheon will be served in the basement of the First Methodist Church. Workers must be there to turn in reports, orders and prospect cards, Rural route solicitors expected.

Write everything plainly and in intelligent detail. Take *plenty* of time. This is very important. Be sure to *sign* all cards and applications, showing:

Your name. Captain's name. Team number.

Turn in direct to Auditor all applications for bonds and cash, in envelopes prepared for that purpose. Be sure to fill in all data called for on printed form on envelope.

Turn in direct to Card Supervisor all prospect cards that you have no further use for, including cards of persons who have subscribed. It is up to you to indicate on such cards how much the subscription amounted to.

(Signed), R. E. LEE STEINER,
General in Charge.

"Libraries for our Soldiers and Sailors"

"Keener, Better Soldiers"

Drives for both books and the money to buy them began just after the American entry into World War I. The government recognized the boost to morale books could provide and asked the American Library Association for help. Once again a national and state structure followed, headed by the national War Library Council.

Among the aims was the initial goal of raising one million dollars to provide libraries and books for cantonments, training camps, posts, forts, naval stations, ships and overseas facilities. The money would buy about 350,000 books that could be rushed to various camps to make the men "more efficient, keener, better soldiers." The reverse side of the argument was that the establishment of the libraries "will reduce drinking, gambling, and kindred vices to a minimum...."

Portland in the Forefront

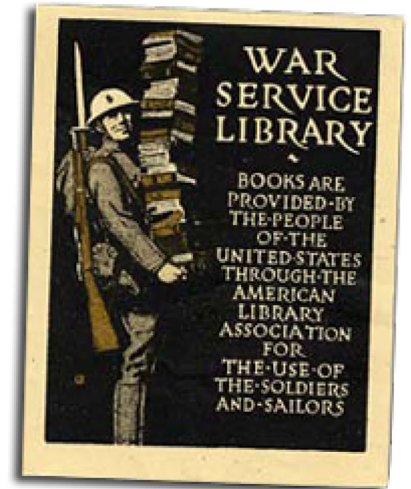
The Portland Public Library figured prominently in the effort as Northwest headquarters for distribution. The process started modestly with small collections sent to men serving as guards at bridges, tunnels, and docks throughout the state. The library built wooden cases with shelves that served double duty as shipping crates and, once in the camp, served as book cases. Each case held about 60 books. By July the library had sent 1,000 books to the Vancouver Barracks and another site. Over time, many of the books distributed by the library would make their way to the thousands of men toiling in the forests and mills of the Northwest as part of the Army's Spruce Production Division.

Canvassing for Dollars

The work picked up steam in September as the first big War Library Fund drive kicked off. The Portland library took part in the national campaign and set about collecting subscriptions toward the one million dollar national goal. Branch librarians were responsible for their territory within the city and approached the challenge in different ways. Some canvassed door to door while others gathered subscriptions at motion picture shows and similar entertainment venues. One had a "jitney" dance in a school house.

The range of attitudes reported by canvassers varied widely and many people needed to be convinced of the importance of providing books for those in service:

"More than one worker met the old veteran of the Civil War who said that 'such things were not provided for him when he was a soldier, why did these boys need them,' or the person who knew that 'the boys would be so excited that they would not want books



The American Library Association mobilized during the war to help create, stock, and staff war service libraries. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 2)

and, if they did, would have no time to read them,' or, stranger still, the old army officer who dreaded the 'softening' effect of books and such pleasures upon boys who were to be fitted for the stern business of war."

As with the other forms of canvassing, workers for the library fund got their "marching orders" with instructions such as:

"Avoid pledges. Get payment by cash or check." and "Keep after prospect till you 'land' him."

Of Quotas and Competition

Playing the quota game figured into the library drives from the national offices on down to the district workers. The national headquarters of the War Library Campaign originally set the Oregon quota at \$40,000. State leaders reacted that "this amount was of course far too high," and negotiated a reduction to \$8,000. The state headquarters then set quotas for each county and district and, to keep the pressure on the district captains and workers, upped the ante: "Endeavor, if possible to double your quota." In spite of the challenges, the campaign proved to be a rousing success. Oregon workers did, indeed, double their quota by bringing in over \$19,000. And, by one account, the national goal was exceeded by \$700,000.



An 83-year-old woman stands next to stacks of books to be donated to the book drive. Books about war were particularly popular with the men in the service. (OSA, Oregon Defense Council Records, World War I Photographs, Box 2)

While patriotism and "doing your bit" for the cause were foremost in the minds of volunteers, competition also figured into the library book drives. In fact, competition played a role in just about every form of war service from the Red Cross sewing work rooms to the liberty loan campaigns. It thrived between states, between counties, between neighboring towns, and between the two women sewing next to each other. This "healthy" competition found eager participants in schools where, Portland for example, saw "Lincoln high school leading with a total of 5,566 [donated] books, and Jefferson second with a total of 3,651 books." And, in the library fund

drive, the small community of Antelope in Wasco County "saw it as a matter of local pride" that it gave a larger proportion per capita than "any other town in the United States."

"Have You a Book to Donate?"

As in the Portland schools, solicitations were made throughout Oregon for donated books and magazines. Books that fit the war library circulation needs were distributed to camps. Unwanted materials were sold to second hand dealers or as scrap paper with the proceeds then used to buy more books. According to one appeal for donated books, "the boys" wanted novels, tales of adventure, detective stories and other fiction books. Other popular books focused on engineering, the trades, business, military subjects, foreign languages, travel, history, and biography. However, some books were not appreciated:

"Do not send girls' stories, the boys will not read them; do not send books in fine print, we must save our soldiers' eyes..."

Generally, the potential donor was admonished to "not send the books that you would like to get rid of, but those that you would like to keep." As the end of the war drew near, the requests from the military camps for books changed: "Already the boys are coming to the various Y.M.C.A. centers and asking for books on farming, and other things which will help to reestablish them in the world to which they are returning."

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 4)

Boys and Girls Pitch in Too

One young wag in Klamath Falls offered the following observation: "The 'grown ups' of Klamath County have been congratulated many times on the manner in which they contributed to every drive, benefit and entertainment but it is the boys and girls who urge them on. The young people come home to preach the gospel of patriotism and the older ones carry it out. However, the young ones do not stop at preaching but also practice."

Throughout Oregon, children proved these words to be true as a number of organizations formed, or adapted, to include them in the war effort. Some of these targeted a specific gender, such as the United States Boys' Working Reserve. Others, such as the Junior Red Cross, engaged both boys and girls in productive work.



Left: Boys who worked 300 hours in farming for the U.S. Boys' Working Reserve earned this bronze service badge; Right: All boys enrolled in the reserve received this button; Bottom: Boys who worked full time all summer earned this service bar. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 9, Folder 2)

"Making Boy Power Count"

War brought chronic food shortages to the U.S. America's demand, coupled with the need to double exports to desperate European allies, led to calls for greatly increased production. But at the same time, the U.S. suffered an ongoing labor shortage. In an attempt to solve both problems at once, the U.S. Department of Labor organized the United States Boys' Working Reserve in May 1917. The goal was to enroll hundreds of thousands of 16 to 20 year old boys to work primarily on farms during summer vacation, thus boosting production and easing the labor shortage. Much of the remainder of 1917 was spent building an organization in each of the states in cooperation with the state councils of defense.

Enrolling Members

Local libraries and high schools were targeted as conduits for enrolling members. The National Program of Library Cooperation asked local libraries to distribute literature and applications to "all boy patrons" and compile a list of all reserve age boys. The librarian was asked to be on the lookout for boys who did

not attend school so they could be recruited into the reserve. Likewise, high school principals were asked to steer boys into the program. In some states, school holiday and spring vacations were shortened in order to add weeks to the summer working season. And schools made provisions in the fall to help boys catch up with studies in the event that farm duties ran past the beginning of the school year.



All physically fit boys were eligible. The reserve noted that participation was entirely voluntary. But, as with other war work, obligation played a role: "It is the duty of every boy to file for membership immediately; it is the sterner duty of every parent to see that his boy is enrolled." Pressure was put on county directors and enrolling officers to get every boy signed up: "MAKE YOUR DISTRICT 100%." In Oregon enrollment began on April 1, 1918 and it fell short of expectations. The Oregon defense council cited a lack of time to enroll students before the end of the school year. Because of this, "there was not much effort made to organize and place boys residing outside the City of Portland...." Still, over 13,000 boys were enrolled in Portland.

Upon enrollment, each boy was required to pass a physical examination and provide an oath of service. He would then receive his enrollment button and certificate. Moreover, he was "then privileged to put on the military National Reserve uniform, with the arm chevron." The reserve "hoped" each boy would buy a uniform. But it recognized that the cost of up to \$10 could be too much for some families, and therefore made it optional. Boys who met certain criteria were eligible later to receive and wear special service badges.

Uniform of the U.S.
Boys' Working
Reserve. (OSA, Oregon
Defense Council
Records, State
Historian's
Correspondence, Box 1,
Folder 45)

Training for Farm Life

City boys often found themselves at a disadvantage when working on farms. Because of this, the reserve asked boys to study "Farm-Craft" lessons at their local school or library in the winter months to learn the "elements of farm practice." In the spring, the reserve organized a training camp at the Multnomah County Farm to provide basic hands-on instruction. About 150 boys attended the training provided by Oregon Agricultural College instructors.

Similar camps across the country used a system of drill and calisthenics so that the boys were "hardened and strengthened" for the work ahead. Another training method for city boys was described in "Boy Power" the monthly bulletin of the reserve: "They may be taken to the livery stables or a near-by farm and given lessons in harnessing and feeding horses, and the language of horse driving and care given to them."

Thirty Dollars and Board

Once enrolled and trained, the boys were assigned to farm camps or to live with a farm family. The reserve promoted the value of the new workers to employers: "...even though inexperienced, the strong, healthy boy, inspired by patriotism, is a capable and adaptable helper in the field or factory." But officials also were sensitive to concerns about child abuse and child labor laws. The reserve reminded employers that it "has been firm in upholding child labor laws and contending for reasonable hours of toil." While it recognized that farm hours were long and varied, 12 hours of work in a day seemed to mark the upper limits. Generally, boys were expected to work the equivalent of eight hours a day six days a week. Reserve officials were charged with actively supervising the working conditions as well as the "health and moral welfare" of the boys on farms and in the farm camps, backed, of course, by the full authority of the Department of Labor.

Many Portland boys were sent to one of 14 YMCA camps in the vicinity of berry fields and cherry orchards. They were to earn a minimum of about \$30 per month plus board. For this sum, the boys together harvested over \$21,000 worth of strawberries, loganberries, and cherries that season. The program was popular with farmers and fruit growers who were happy for any relief from the labor shortage.

A Continuing Need for the Reserve

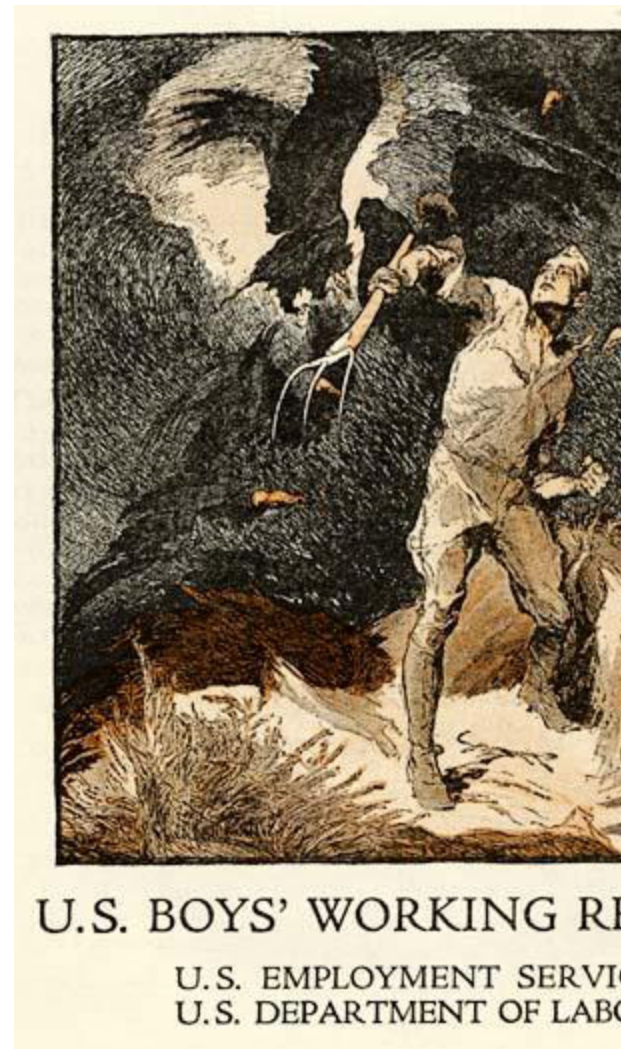
With the signing of the Armistice in November 1918, the hostilities ended but food shortages in Europe were projected by Herbert Hoover to rise steeply as the former Central Powers nations of Germany, Austria, Bulgaria, and Turkey urgently needed help. Thus, reserve officials planned an even bigger effort for the U.S. in the next year: "Its production in 1919 must far surpass all previous records in every state in the Union if the world is truly to be 'made safe for democracy.'" Once again, "boy power" would be called on to fill the breach.

Boys Scouts

In addition to the U.S. Boys' Working Reserve, Oregon boys also had the option of helping the Boy Scouts of America in its war work. The scouts were busy according to the Portland Council's scout director: "We wish to say that the Portland Council, Boy Scouts of America, have been in every drive, every piece of patriotic work, and every piece of public service...in Portland." Over 1,200 boys helped with the work in Portland, sometimes forming over 100 groups per month. They ran errands, solicited funds, and participated in numerous drives. Scouts in Portland also distributed over 30,000 pamphlets on war information and spoke at various events.

The Junior Red Cross

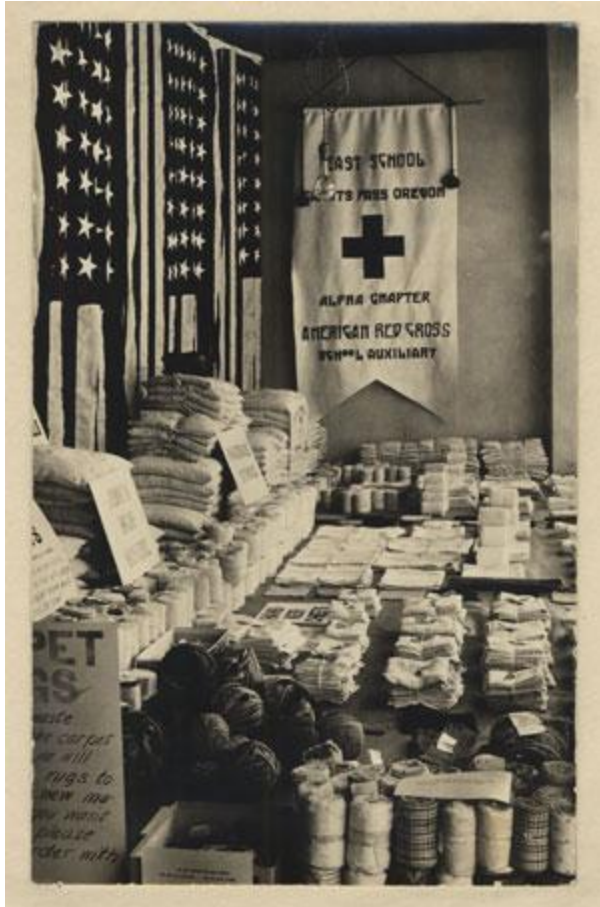
The Red Cross was very active in Oregon schools where children could help produce needed items and be educated at the same time. Schools were enthusiastic about the partnership as the director of junior



This booklet cover shows a heroic view of the work of the U.S. Boys' Working Reserve. (OSA, Oregon Defense Council Records, State Historian's Correspondence, Box 1, Folder 45)

membership for the Northwestern Division of the Red Cross reported to the Oregon superintendent of public instruction in August 1918: " Almost universally I find that both teachers and pupils are eager for work- so eager, in fact, that it has been quite a difficult task at times to find things for them to make which are both useful and educational at the same time."

Indeed the children did stay active in a variety of ways for the cause. A report documenting the work of the Junior Red Cross in Oregon for the year ending June 1, 1918 noted just some of the typical accomplishments:



The Grants Pass Red Cross school auxiliaries showed off some of the war work of students in this display. (OSA, Oregon Defense Council Records, World War I Photographs)

ASTORIA: Have gathered 2500 pounds of digitalis [medication made from the foxglove plant]. They are beginning to gather sphagnum moss [used as a surgical dressing]. The Juniors made 6000 surgical dressings. HARNEY: Made 1000 Red Cross badges for Seniors. JOSEPHINE: Helped the Seniors at sales. Sent in Red Cross song.

LA GRANDE: Made filing card boxes, paper holders, and sock stretchers for Chapter.

MORROW: Juniors took care of small children while Mothers went to Red Cross meetings. One shoulder shawl made of old woolen stockings by a teacher in Morrow County aroused a great deal of comment at the exhibit at Pittsburgh.

PORTLAND: Portland Juniors made and sent 144 pints of marmalade to Vancouver Barracks.

THE DALLES: Juniors distributed cards for Food Administration, ran errands, et cetera.

Participation was remarkable. Clatsop County alone accounted for 28 school auxiliaries with a total membership of 2718. By the end of the war, the county's Junior Red Cross had produced a large number of items designed to make life a little easier and more enjoyable for the men in military training camps and in combat. These included 1000 joke books, 100 bedside tables, 150 bedside bags, 460

property bags, 400 handkerchiefs, and 46 pillows. The chapter's children also had the distinction of gathering 80% of the foxglove used by the United States in the war. The children were active in other ways as well, buying large amounts of liberty bonds and war savings bonds, gathering used clothing for drives, running errands, carrying packages, designing posters, and "adopting" several French orphans.

Josephine County children divided the work according to grades. High school boys made bedside tables while the girls made bags, layettes, and similar items. The grade school students made wash cloths, tray cloths, and napkins. Children also competed for prizes to collect the most magazines and first class paper. The Red Cross then sold the items to fund programs.

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 16, 37, 38, 45)

UNITED STATES BOYS' WORKING RESERVE ENROLLMENT CARD

1. Name	2. Address	(Street and No.)	(City.)	(State.)
3. Place and date of birth	4. Weight	5. Height		
6. Name of parent or guardian	7. Do you attend school?			
8. Name of school	9. When does your summer vacation begin?			
10. When end?	11. Will you return to school in autumn?			
12. Are you willing to leave State?	13. Are you willing to leave County?			
14. For how long a period will you agree to work?	15. Nature and extent of farming experience			
16. Have you had experience in driving horses?	17. Automobiles?	18. Milking cows?		
19. Would you prefer other than agricultural work?	20. What work?			
21. What experience, if any, have you had in it?				
22. Are you employed?	23. If so, name of employer			
24. Nature of employment	25. Will your employer grant you a vacation for reserve work, and if so, how long?			
26. Have you ever camped out for a period of a week or more?				
Dated	(Signed)	<i>Applicant.</i>		

I, _____, PARENT (or guardian) of the applicant herein, have read the statements he has made and know them to be true, and I HEREBY consent to his enrollment in the BOYS' WORKING RESERVE, U. S. A.

WITNESS: _____ (Signed) _____
(Parent (or Guardian) of Applicant.)

Dated _____

I have personally examined the within applicant and find him physically qualified.

_____ (Signed) _____, M. D.
Dated _____

I do solemnly swear (or affirm) that I will loyally and faithfully perform any work that I may undertake as a member of the United States Boys' Working Reserve.

_____ (Signed) _____
Applicant.

I have administered the OATH OF ALLEGIANCE to the applicant and approve his enrollment.

_____ (Signed) _____
Enrolling Officer.

United States Boys Working Reserve

*organized by the U. S. Government
under direction of the Department
of Labor*

Uniforms

OFFICIAL OUTFITTER
SIGMUND EISNER CO.

SALES ROOMS
105 Fifth Ave., N. Y.

GENERAL OFFICES
Red Bank, N. J.



Copyrighted 1918

United States Boys' Working Reserve

THIS is an organization, nation-wide, embracing in its membership youth and elders for the purpose of better training along *industrial* and *agricultural* lines.

Boys from 16 to 20 are eligible for membership in this organization which has for its sole patriotic purpose the conservation of growing adolescent man-power.

In every city, town and hamlet in the United States there will be representation of local units; a definite working plan has been carefully thought out by the Department of Labor; boys will be given every advantage of improving themselves mentally, morally, and physically. The movement is non-sectarian and non-political.

It is the duty of every boy to file an application for membership immediately; it is the sterner duty of every parent to see that his boy is enrolled.

Momentous events are coming as the aftermath of this tremendous worlds' war; the golden chance of opportunity awaits those who are prepared to enter the duties and responsibilities of manhood — get your boy started right. *Now is the time* — and the **United States Boys Working Reserve** organized by the United States Government offers a willing helping hand.

And to you leaders — those who have boys or who have not — those of you who for any reason cannot do your bit "over there" you can do it right here — in a big-hearted way that will earn you the appreciative affection of a new coming citizenry — join the **United States Boys Working Reserve** as a leader. Many are needed — *you are needed*. Men of highest character with ambitions desire to serve the Government will find a worthy field for their efforts in the **United States Boys Working Reserve**.

Mail Your Application To-Day—Now !

HOW AND WHERE TO ORDER UNIFORM AND EQUIPMENT

SIGMUND EISNER COMPANY of Red Bank, New Jersey, with sales rooms at 105 Fifth Avenue, New York City, has been selected as the National Outfitter for the **United States Boys Working Reserve**, and through this Company distributing agencies will be placed in every part of the United States, in order that the official uniform and equipment can be obtained in every locality at the same price.

Responsible dealers are invited to open correspondence with the National Outfitter toward a view of securing appointment as the Local Distributor of the **United States Boys Working Reserve** uniform and equipment. If the outfit cannot be supplied by your local dealer, order direct from Sigmund Eisner Co.

In ordering uniforms study the tables of measurement selecting the nearest size corresponding to age as given in the schedule of sizes. *Order by the age that corresponds to the measurements.*

Be sure to mention when ordering whether the unit is in the Agricultural or Industrial division. For the Agricultural, the color scheme for hat cord and chevron is *bottle green*, and for the Industrial, *dark maroon*.

The official outfit consists of: hat, coat, shirt, breeches, leggings, and belt.

NOTE: For winter wear, woolen uniforms can be furnished, if desired but the Standard O. D. Cotton garments are recommended for general service.

Style numbers are placed beneath each article; in ordering please use these numbers as well as describing the articles desired.

UNIFORM AND EQUIPMENT

THESE garments are made of **United States Boys Working Reserve** olive drab drill, which have been submitted to the 30-day sun, acid and strength tests, and are guaranteed to be of fast color and durable. All the garments are of this quality and are backed with the EISNER guarantee.



Style 3040

HAT

Color; army o. d.; 3 1/2-inch brim; enameled ventilating eyelets in crown; one inch silk band with bow, bottle green for the Agricultural units, dark maroon for the Industrial; order by size.



Style No. 2000.

COAT

Regulation U. S. Army standard o. d. cotton cloth, 2:15 weight, special design United States Boys Working Reserve buttons "B. W. R." over spread eagle; coat of special model as per cut. Lapel collar, two large bellows pockets with flap buttoned down. Shoulder straps; Norfolk pleat in back; "U.S.B.W.R." chevron on left sleeve; order by age according to following table:

Age	Breast	Waist	Length	Sleeve	Collar
16	32	30 1/2	24 1/2	29 1/2	15
17	33	31	25	30 1/2	15
18	34	32	26	31	16
19	35	32	27	32	16 1/4
20	36	33	27 1/2	32	16 1/2



Official Uniform of the
United States Boys'
Working Reserve.

National Outfitter
SIGMUND EISNER CO.

General Offices:
Red Bank, N. J.

Salesrooms:
105 Fifth Ave., New York



**BREECHES**

U. S. Army standard o.d. cotton cloth; 2:15 weight matching coat style No. 2000. Belt loops; three pockets; legs laced; made entirely U. S. Army regulation in quality and workmanship.

Style No. 2040.

Age	Waist	Seat	Inseam	Calf	Ankle
16	30	35	25 $\frac{1}{4}$	13	9
17	31	36 $\frac{1}{2}$	25 $\frac{1}{4}$	13 $\frac{1}{4}$	9
18	32	37	26	13 $\frac{1}{2}$	9 $\frac{1}{2}$
19	32	38	27	13 $\frac{1}{2}$	9 $\frac{1}{2}$
20	33	39	27	13 $\frac{3}{4}$	9 $\frac{3}{4}$

SHIRT

Standard 3:09 three-leaf twill; o.d. U. S. Army pattern; two outside patch pockets; flaps button down; order by age as per following table:

**Style No. 3020**

Age	Size collar
15	13 $\frac{1}{8}$
16	14
17	14 $\frac{1}{8}$
18	14 $\frac{1}{2}$

LEGGINGS

Color, o.d.; double stitched heavy Army duck front lacing and eyelets; order as per this schedule:

**Style No. 3080**

Age	Size	Height	Calf	Ankle
16	1	11	14	10
17	2	11 $\frac{1}{4}$	15	10 $\frac{1}{2}$
18	3	11 $\frac{1}{2}$	15 $\frac{1}{2}$	11

Note—Leggings for larger sizes give measurements of calf of leg and ankle.

BELT

Made of o.d. webbing 1 $\frac{1}{4}$ inches wide; patent buckle with special design "U.S.B.W.R." All lengths Style 3060.

SPECIAL EQUIPMENT FOR OFFICIALS

OFFICIALS of the United States Boys Working Reserve are authorized to wear the same style of uniform, with officers' cap and leather puttees or long trousers. In ordering give style number, also be guided by the following tables for size.

COAT

Breast	Waist	Length	Sleeve Length	Collar finish
36	33	27 $\frac{1}{2}$	32	16 $\frac{1}{2}$
37	34	28	32 $\frac{1}{2}$	16 $\frac{3}{4}$
38	35	28 $\frac{1}{2}$	32 $\frac{1}{2}$	17 $\frac{1}{4}$
39	36	29	33	17 $\frac{1}{4}$
40	37	29 $\frac{1}{2}$	33	18
42	38	30	33 $\frac{1}{2}$	18 $\frac{1}{2}$

BREECHES

Waist	Seat	Inseam	Calf	Ankle
33	39	27	13 $\frac{3}{4}$	9 $\frac{3}{4}$
34	40	28	14	9 $\frac{3}{4}$
35	41	27	14 $\frac{1}{2}$	9 $\frac{3}{4}$
36	42	28	15	10
37	43	27	15 $\frac{1}{4}$	10 $\frac{1}{4}$
38	44	28	15 $\frac{1}{2}$	10 $\frac{1}{4}$

TROUSERS

With your order for long trousers give waist measure and leg inseam. Style No. 2060

OFFICIALS' PUTTEES

Latest model, made of strong leather, durable and handsome; buckles at top with spring clasp; all sizes.

**Style No. 3090****OFFICIALS' CAP**

Made of U. S. A. standard o.d. cotton cloth; leather visor; chin strap; with "U.S.B.W.R." insignia in metal; order by size.

**Style No. 3045**

Note—If woolen cloth is desired in place of cotton order as follows:— Coat—Style No. 2020 Breeches—Style No. 2080 Trousers—Style No. 3000. Any size as listed. Cap to match garments—Style No. 3050.

**INSTRUCTIONS FOR WASHING COTTON
O.D. UNIFORMS**

Material

The material used in the official uniform of the United States Boys' Working Reserve has been selected after most careful investigation, including thirty days' sun test, and the acid and strength tests.

Guarantee

It is guaranteed by the manufacturers as well as by National Headquarters.

Washing

The cloth should be washed in luke warm water, with a soap similar to Ivory or any other which does not contain alkaline matter. Lay the garment on a board, scrub thoroughly with a coarse brush. Do not under any circumstances rub the soap directly on the khaki, as this is injurious. Rinse, first in warm water, and then in cold water, to which at least 2 cups of coffee grounds have been added, which will help to maintain the original appearance of the khaki cloth.

Garments should be wrung out with the hand and rough dried.

Iron by using a piece of ordinary white drill, as an ironing cloth to cover the garment.

When rinsing it is not advisable to leave the garment an excessive time in water.

SPECIAL PRECAUTION should be taken:

- 1.—Not to use strong alkaline soaps.
- 2.—Not to use so-called Quick Dirt Remover.
- 3.—Not to let water come to an excessive heat.

Experience shows that shrinking and fading is usually due to the improper methods of washing.

SUNDRIES

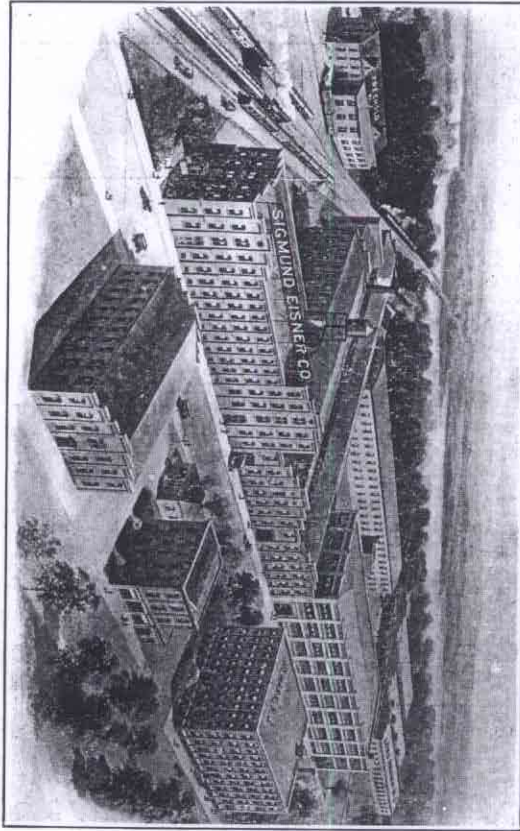
Style No. 3100 — Black four-in-hand tie.

Style No. 3120 — Cotton Sleeve chevron. (State whether wanted with green for Agricultural or Maroon for Industrial; woven letters.)

Style No. 3140 — Wool sleeve chevron. (State whether wanted with green for Agricultural or maroon for Industrial; woven letters.)



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College Campuses Mobilize for War

The Corps Comes to Oregon

With the rapid expansion of the American Expeditionary Force in Europe, the U.S. War Department needed large numbers of officers and technical experts. To meet this need, it turned to college campuses across the nation with the Students Army Training Corps (SATC) program. The colleges possessed the settings, equipment, and organization to train large numbers of students for military service. In Oregon, both the University of Oregon in Eugene and the Oregon Agricultural College (OAC - the precursor to Oregon State University) in Corvallis met the requirements of the War Department for participation.

Young men who had not been drafted could apply to one of two tracks of study if they met the following requirements:

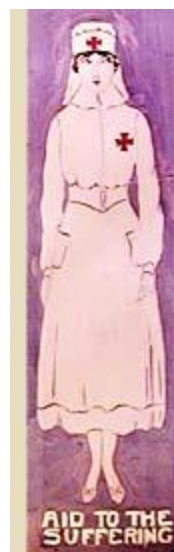
Section A: Men at least 18 years old who had completed a grammar school education. These men studied trade and technical subjects analogous to college vocational courses.

Section B: Men at least 18 years old who had completed a standard high school course of study. They could study either standard college courses or special war courses in engineering, mining, chemistry, physics, bacteriology, sanitation, and others.

At the Corvallis campus the new SATC military unit started in October 1917. To boost the coordination and efficiency of the effort, the SATC absorbed several existing programs, including the Cadet Regiment, Reserve Officers' Training Corps, Quartermaster's Enlisted Reserve Corps, and the Engineers' Enlisted Reserve Corps.

Accommodating the Corps

Campus Women Heed the Call



While vast numbers of male students enrolled in college military programs seemed to turn the state's campuses into camps, female students also prepared for war service. About 20% of University of Oregon women enrolled in special war courses. The curriculum was designed for definite war service or for replacing professionals who left for military service. The following were some offerings:

a special nurses' aide training course. Upon completion the students were to see service both in the United States and overseas.

a five month course in intensive civil service training. The university added faculty in its School of Commerce to accommodate the additional students.

a course to train laboratory assistants to aid physicians and chemists in the service. The course was taught by the science department.

Once students were inducted into the corps, they were outfitted with uniforms consisting of one overcoat, one service hat, two cotton coats, two pairs of cotton breeches, one pair of leggings, one pair of shoes, one waist belt, and one collar ornament. While students had to pay for their own books, they did receive the usual soldier's pay of \$30 per month as well as free tuition. And, they were entitled to free room and board.

The colleges had to scramble to meet the housing and "mess" needs of students. Oregon Agricultural College anticipated an enrollment of 2,000 corps students in the fall of 1918 and the University of Oregon saw 800 inductees drilling on campus. OAC hurried to erect a large barrack hall as well as a YMCA hall. Officials prepared to take further steps as needed, including requisitioning other college buildings, club houses, or private buildings:

"...there is no objection, for example, to the taking over by the College of fraternity houses or private dormitories, or the conversion of other buildings for housing and subsistence purposes. The kind of building is not important provided that conditions are sanitary and healthful."

Similarly, at the University of Oregon all fraternity houses on campus, the men's residence hall, Friendly Hall, and both the men's and women's gymnasiums were taken over by the government as temporary barracks for the SATC students as well as those in the related Officers Training Corps (OTC). At the same time, a company, which included Eugene businessmen as primary stockholders, was busy building barracks nearby for the students. These would free up some fraternities and both gymnasiums for their normal use.

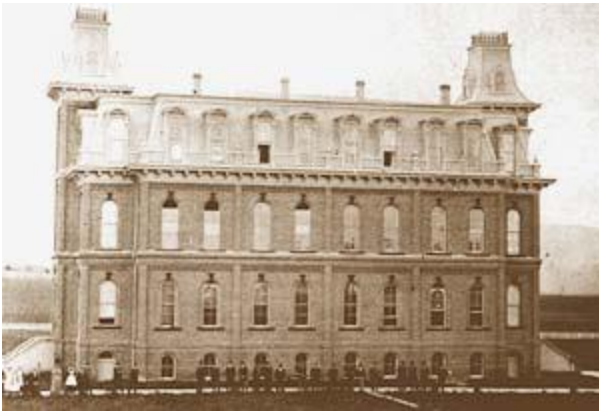
From Reveille to Taps

The sound of bugles became a regular part of campus life with the introduction of the SATC to the universities. They sounded for both the SATC and the Officers Training Corps on the University of Oregon campus. Regular drills and other military training mixed with class work for the students. Uniforms were optional for the SATC students but those in the Officers Training Corps were required to wear their regulation khakis.

Besides the sounds of bugles and drill calls, the previously quiet campus was jolted by other noises since it served double duty as training ground for battlefield tactics. The OTC students would light up the sky during "the occasional all night battle in the trenches with plenty of rockets and exploding of blank



Oregon Agricultural College encouraged women to train for standard clerical, stenographic, and accounting positions, as well as food conservation and dietetics. But the school also suggested women "extend" to non-traditional fields such as engineering, mining, forestry, pharmacy, and factory supervision. Still, the college refused to stray too far from tradition. It noted that "young women who are alert to their responsibilities" would rise to the challenge created by war and "nothing so completely fits a young woman for these duties as a thorough course in home economics." (Image from poster at Oregon State Archives, original at National Archives)



cartridges and 'bombs' and constantly playing searchlights picking out the scouting parties of either side, to make the battle realistic."

Deady Hall, University of Oregon campus, continued to house classrooms during World War I. However, other buildings on campus saw duty as barracks for the military program students. (Photo courtesy Salem Public Library)

The Watchful Eye

Military regulations trumped university rules on the Eugene campus. SATC students could not leave their "cantonment" or temporary military quarters without a pass issued by an officer. Routine endeavors such as a trip to the library took on a military flavor as a University of Oregon news bulletin entitled "Oregon Overseas" wryly observed: "Even the studying of the men in the library in the evenings is under the watchful eye of a corporal or sergeant. The men are marched to the library from their barracks in companies, eyes front, and do their studying during specific study hours."

Other university rules felt the effect of the military presence and socially active students bore the brunt of the restrictions. "Oregon Overseas" described that "among the changes are the limiting of week night 'dates' of sophomore, junior and senior women living in the houses of residence on the campus to one only. No more may upper class women have as many 'dates' as they wish on week nights." The new rules also did away with house dances at sorority houses and women's residence halls.

"When Summoned to Service..."

While the course of the war looked promising to American military planners in the summer of 1918, they nonetheless had to prepare for the long haul. Therefore, they intended to increase the army by two million men by July 1919, which probably would necessitate the mobilization of all able bodied registrants under the age of 21 by that time. As a result, Oregon Agricultural College officials cautioned students that "it cannot now be definitely stated how long a particular student will remain at college." The life of the student was very much in the hands of the military. Except for those engaged in technical studies of military value such as medicine, engineering, and chemistry, SATC students were not "in any sense a deferred or favored class."



OAC issued bulletins to help students navigate available government programs during and after the war. Subjects included SATC and classes for women in the college. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 4)



Austin Case of Klamath Falls joined the SATC in Corvallis. He was discharged before seeing service in Europe. (OSA)

Periodically the men in the Section B college track program were to be sorted and reassigned as military needs demanded according to their preferences and qualifications. This process must have had a "clarifying" and motivating effect on the intensity of their studies. Most fell into one of the following assignments:

transfer to central officers training camp

transfer to non-commissioned officers training school

continued study at school for a limited time in a specified discipline

assignment to vocational training school for technical training of military value

transfer to cantonment for duty with troops as a private

Men in the Section A vocational program also had incentives. They were to be "rated and tested by the standard Army methods and those who are found to possess the requisite qualifications may be assigned for further training in the collegiate section."

Notes

(Oregon State Defense Council Records, Publications and Ephemera, Box 8, Folder 4, Oregon Agricultural College Bulletin, Nos. 276, 289, 295; State Historian's Correspondence, Box 1, Folder 16; Box 8, Folder 4, "Oregon Overseas" News Bulletin, vol. 9, no. 4)

EDUCATIONAL ACTIVITIES IN WAR WORK (Oregon)

Before America entered the World War as an active participant it had been discovered that that war was largely a war of mechanics.

Soon after the declaration of war by America a commission from England, and possibly France, visited the United States and presented to the Chief of Staff, Secretary of War and others interested, the advisability of training men in the industries for a double purpose, (a) to meet the needs of the army, (b) to prevent the dissolution of the industrial pursuits in America.

There was at that time an organization in the United States known as the Federal Board for Vocational Education. This board was organized and in direct touch with industrial conditions and also with the educational conditions and facilities in the United States. There was already a very liberal appropriation for carrying on vocational training. The attention of the Chief of Staff and Secretary of War was directed to this organization and an arrangement was entered into whereby the Federal Board for Vocational Education, through its existing organization, should cooperate with the War Department in arranging and working out a plan for training needed men in the industries for the war service. In the year 1917 the Federal Board for Vocational Education called their regional agents into Washington, D. C. and completed their organization for handling this work.

Under this plan Hon. J. A. Churchill, Superintendent of Public Instruction, Salem, Oregon was appointed by Charles A. Prosser, Director Vocational Education to take charge of such work as might be carried on in the state of Oregon under this arrangement.

Under this organization there was very little done in the state of Oregon. Officially the only work offered was in radio operation. The

Oregon State Agricultural College, Corvallis, Oregon, immediately organized a class in radio and signal service work. As Acting State Director for Vocational Education, Frank H. Shepherd, of the Oregon Agricultural College was given direct charge of this work by W. J. Kerr, President of the institution. A number of instructors were engaged and classes for conscripted men formed. The class meeting at 8 A.M. and continuing without break until 10 P.M. This work was carried on until March 1918. About four hundred men were given training in this work.

In addition to this the Y. M. C. A. of Portland established a class in radio operation but as they were charging a fee for their services they were not officially known as meeting the requirements of the Federal Board.

Early in the 1918, the War Department decided that this organization, The Federal Board for Vocational Education was not putting the job across. So under the act of Congress, May 18, 1917, which authorized the President to build up a large army by selective process, it was found necessary to broaden the scope of the work and to have the training more systematic. With this end in view, general staff order number 15 creating the committee on education and special training was issued. This committee consisted of Colonel Hugh S. Johnson, Lieut.-Col. Robert S. Reese, Major Grenville Clark. This committee were given the right to appoint assistants, commissioned and civilian and they chose as an advisory committee a number of well known educators who were familiar with the industrial and vocational conditions in the United States. This committee immediately organized and divided the United States into certain districts. C. R. Dooley, then with the Westinghouse Electrical people as Welfare Supervisor, was chosen as educational director and as director given full charge of the vocational training of men. In the latter part of March 1918, Frank H. Shepherd, Head of the Department of Industrial Education, Oregon State Agricultural College, Corvallis, Oregon, was called to Washington D. C. by the

following telegram which says in part:

" The Committee on Education and Special Training is organizing the United States into several districts. Each district requires a manager to develop and supervise the work and otherwise, to represent the War Department in all educational matters. Pay not to exceed that of Major. Plan involves mobilization of educational facilities of the nation to meet army demand for technicians which now exceeds one hundred thousand and is increasing.* * * * *

Mr. Shepherd immediately reported to Washington, D.C. and in conformity with the above telegram was given charge of the district composed of Oregon, Washington, Idaho, Montana, and Wyoming, with his home station located at Corvallis, Oregon. On his return from Washington, D. C. he began at once to organize the educational facilities of the state of Oregon and made contracts with different institutions in the state for the training of the enlisted man.

It had been found that the army, as organized, required for every 100,000 men 82,000 specialists. Of every 100,000 men used by the infantry, 40,000 needed to be specialists. Every combatant division composed of 36,000 men required the following:

691 Chauffeurs (auto and truck)	128 Machinists
360 Telephone repairmen	122 Truck masters
167 Mechanics	78 Auto mechanics
163 Telegraphers	67 Blacksmiths
156 Radio operators	64 Mechanical draftsman
151 Carpenters	63 Electricians
142 Linemen	52 Leather and canvas workers
128 Tractor operators	29 Switchboard operators

To train these men with the idea that the war might continue for ten years and with the intention of staying in the war until the finish and at the same time keeping the wheels of commerce and industry revolving was the Herculean task that was given to the War Department Committee on Education and Special Training.

The plan of the War Department Committee on Education and Special Training was absolute decentralization. Lieut.-Col. Rees, acting as Chairman of the Committee representing the general staff stated to each of the district directors:

"This job must be done. It is up to you to meet the situation and to know the conditions in your district. You are the responsible party. Refer nothing to this committee that you can handle. While this committee is a court of last resort, we frankly state to you that unless there is a good and sufficient reason, the War Departments Committee on Education and Special Training will never reverse one of your decisions."

With this understanding, Mr. Shepherd immediately began to organize the schools of the north-west for the purpose of training the required men. As in other war activities, the state of Oregon nobly responded to the call. A number of schools responded without any base, in fact, for such a response. The Benson Polytechnic School, Portland, Oregon, by the action of the school board, turned over their entire plant and equipment to meet the requirements for training these men. The general plan was to send men direct from the local boards to induct them into the service when they reported at the school and in other words the schools were mobilization camps. These men were given six hours a day vocational training under the direction of competent technical teachers and from two to three hours military training. They were kept in this training for a period of eight weeks and were then ordered to different camps, cantonements, or to France, where they were placed in the corps where their particular services were needed. As evidence that Oregon did her part in this wonderful work, the number of men in training in the different states of the north-west district when the armistice was signed shows as follows:

Idaho	2, 300
Montana	1,900
Oregon	4,085
Washington	4,800
Wyoming	none

The Benson Polytechnic School began this work with the first contingent of two hundred men, but as the emergency continued and increased to meet the situation, the school board authorized the building of additional shops, lecture rooms, etc., and increased the facilities for training until they were ready to successfully carry on the work with six

hundred men in class work. In passing, it is only fair to give credit not to the state of Oregon alone but to individuals who so efficiently gave their services to meet this insistent demand for training men.

L. Alderman, who was at that time city superintendent of schools in Portland, was active organizing and administering this work. C. E. Cleveland, Principal of the Benson Polytechnic School, gave up all thought or hope of the vacation period and devoted his time literally ~~ly~~ night and day to this work. The school board for Portland gave all the resources in the way of time, support of teachers, school houses, and equipment, so far as was necessary to carry on this work. During this training it developed that no school that is a part of a public school system west of Kansas City so efficiently met the crisis as did the Benson Polytechnic School in the way of teachers, equipment, enthusiasm, and number of men trained.

The Oregon State Agricultural College, Corvallis, Oregon was the only other school in the state of Oregon that was found able in instructors, equipment, and ability to handle the men. The first contract with this school called for training two hundred men. This two hundred was received and the number increased from time to time until the Oregon State Agricultural College had eight hundred and forty men in training for needed vocations. In addition to these they had a contract to train two hundred bands-men and were contemplating the training of two hundred army cooks. To meet this condition it was necessary for barracks to be built, cafeteria established and many physical changes made about the campus, W. J. Kerr, President of the Oregon Agricultural College did all that any man could do to not only meet the situation with the existing facilities of the college, but interested different commercial and economic and industrial organizations over the state in the great problem that confronted them and through his efforts succeeded in caring for many more men than could possibly have been trained in the state of Oregon had it

6.

not been for his work.

As a historical fact it is pleasing to remember that the state of Oregon met the situation and at no time from the beginning of the work until the job was completed was there an adverse report of the vocational work that was done in this state. As the training periods ended and the men were sent to places where they were needed, evidence shows that more than 50% of these men made good in the occupation or industry for which they had been specifically trained.

As a further means of preparation, the War Department, Committee on Education and Special Training, acting for the General Staff, late in the summer of 1918, organized what was known as the Student Army Training Corps, Collegiate Section, which afterward became known as Section One. The intention of this work was to mobilize an army in the colleges and universities of America and to procure through this mobilization trained specialists who were so much needed in the world war.

A great many difficulties were encountered in organization and in the colleges and universities readjusting their curricula to meet the requirements. The armistice was signed before these difficulties and readjustments were overcome and thus ended probably the greatest educational experiment ever undertaken in this or any other country.

Through it all the state of Oregon and the schools of Oregon were whole heartedly devoted to this work and their entire resources given over to the Committee on Education and Special Training.

War Triggers Social and Cultural Change

Nearly all Oregonians personally knew someone serving in the military during World War I. Father, son, brother, coworker, classmate, fellow church or fraternal organization member, or the boy from the next farm over; the connections motivated those on the home front to work hard to support the boys "over there." Obviously, society punished those who, for one reason or another, failed to conform. But for the majority of Oregonians, there was a sincere unity of purpose, a common cause that transcended complaints about food shortages or the management of local war efforts.

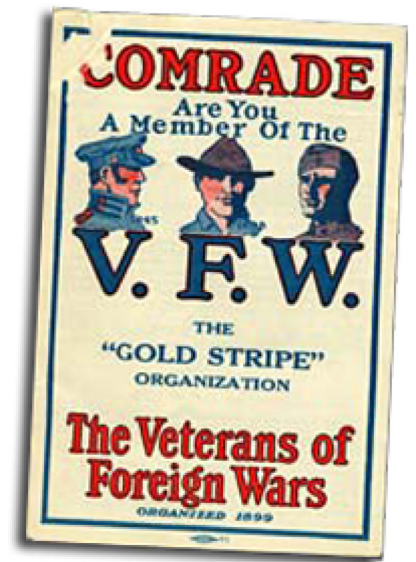
These people came together in communities across the state to organize, cooperate, share, and enjoy comradery during extraordinary times. They recognized they were living through an important chapter of history - "through the greatest crisis the world has ever known." Despite the daunting amount of work, they resolved to make it as enjoyable as possible. For many, "the work was far more joyous than laborious..." as "every heart was filled with true patriotism." The following organizations and places represent a few of the countless numbers working to keep spirits of Americans high during World War I.

The Four Minute Men Take to Theaters

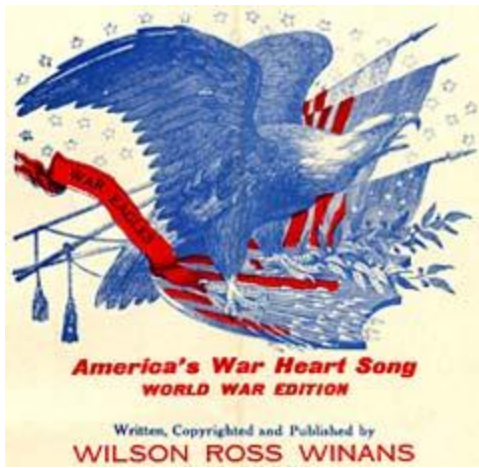
In an age before television and widespread radio, live oration such as lectures, speeches, and readings provided a welcome and lively form of entertainment. Capitalizing on this, the federal Committee on Public Information quickly organized a vast network of "Four Minute Men" to provide an endless supply of speakers on patriotic subjects. The name Four Minute Men was derived from a combination of references to the Minute Men from the Revolutionary War and to the approximate time it took to change a reel of film at a motion picture theatre. While the reel was being changed, the volunteer would stand and speak for four minutes on a subject of national importance. By October 1917, the organization had grown to number 15,000 speakers nationwide.

Songs and Poetry Honor Patriots

Generally, local people with standing in the community gave talks. The goal was to "preserve individuality and forcefulness of expression" within four minutes and by all means within the policy limits and "character of the original message formulated in Washington...." Local chairmen were advised to choose young lawyers and businessmen who could adhere to the four minute limit "rather than originate speeches." There was concern about "well known speakers [who] are too accustomed to longer speeches, with room for anecdotes and introduction...."



The VFW was active helping veterans and survivors as well as promoting Americanization. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 1)



The war inspired Oregon songwriters and poets to express feelings in verse. Wilson Ross Winans published at least two songs with sheet music in 1918 and 1919 including one entitled "Mother of a Soldier." Following are four stanzas:

A poor old mother weeping,
At a railway station stood,
While wintry winds were creeping,
'Neath her faded shawl and hood,

Aloof from all the others,
In a chilling wintry rain,
Awaiting sons and brothers,
Homing on a special train.

The sacrifice supreme he made,
And on Flanders Field lies dead,
The idol of a mother's dream,
God bless her silver head,

For she raised him for a soldier,
Neath the Stars and Stripes to stand,
With a rifle on his shoulder,
For his God and native land

Sheet Music and Poetry

"Mother of a Soldier" sheet music

Throughout, the focus remained on effectively communicating the message: "Every speaker is expected to have his subject in hand before speaking. He should arrange with the local chairman not to appear until he has confidence in his ability to properly present his message. If a speaker discovers by trial that he is not suited to the work and that he is not winning his audience, he should either resign or request the chairman to assign him to some other work...."

As the program progressed, it branched into variations including churches, women, colleges, and "Junior Four Minute Men." Even music followed as specially prepared songs were published with song leaders on hand "to encourage the audiences of motion-picture theaters in community singing." Speaking topics included: Why are We Fighting?, the Liberty Loan, the Red Cross, Food Conservation, What Our Enemy Really Is, Unmasking German Propaganda, and The Nation at Arms.

Oregon's Four Minute Men organization began in June 1917 and grew quickly. During the three weeks of the Fourth Liberty Loan Campaign in the fall of 1918, the Oregon Four Minute Men sent out 800 speakers and reached 400,000 people. The organization also distributed publications released by the Committee on Public Information. As an example of one effort, it sent more than 150,000 pamphlets to the Loyal Legion of Loggers and Lumbermen in Oregon.

"The U.S. Volunteer" sheet music

"Smith of the Third Oregon" poem

"My Brother Did" poem



Listen to audio clips of wartime songs.

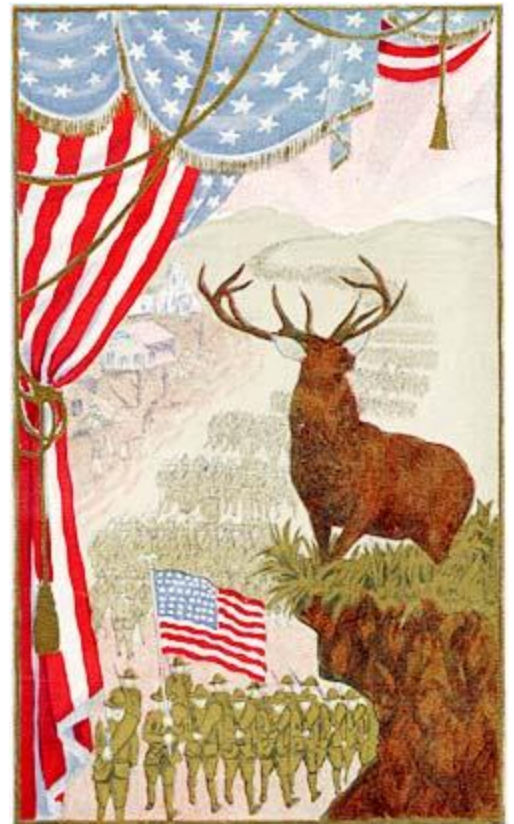
Klamath County Rallies to the Cause

In Klamath County, the effort began the morning after the declaration of war on April 6, 1917. The Grand Army of the Republic, "our noble veterans of '61," called a patriotic rally with numerous "inspiring" speeches and music by the high school chorus. Three days later, there was a big send off for the first volunteers as 16 young men, nearly half high school students, left for Portland. A few days later, another parade was given to honor the Fort Klamath recruits.

While the Four Minute Men strictly limited the length of their talks, other orators spoke at events without time limits. Memorial Day, the Fourth of July, and other patriotic celebrations provided ample opportunity to expound on patriotism and the war effort. In between major celebrations, Oregonians held countless rallies and flag raisings, generally with numerous addresses by local dignitaries or special guests from outside the community. One "mass meeting" included professors from the University of Oregon and Columbia University who "gave splendid talks and made a stirring appeal for more help in the Red Cross work rooms." Another featured Sergeant Wells, a Canadian soldier and "hero of Ypres" who gave a "stirring tale of his experiences."

Klamath Falls saw numerous flag raisings such as one put on by the Elk's fraternal organization on June 14, 1918 with "Frank Irvine, the blind orator and editor of the Oregon Journal, as chief speaker." Just a few weeks later, the "Fourth of July was a huge success, with a beautiful parade and an exceptionally good oration delivered by Rev. Lowdher. A flag raising at the Elk's Temple was also part of the program." Another big celebration followed that September but was a washout: "...the evening was to have been a parade for the mothers, sisters and wives of the enlisted men, and unusual pains had been taken to construct attractive floats, but on account of it raining, the parade could hardly be called a success."

Music played an important role in boosting the spirits of community. The State Council of Defense for Oregon encouraged



Elk's Lodges and other fraternal organizations were involved in social ceremonies such as flag raisings on the home front. This image is from a June 1918 Flag Day program for The Dalles Lodge. The ceremony included an orchestra, a singing quartette, two soloists, a prayer and altar service, and an address. (OSA, Oregon

the formation of "liberty choruses" in each county "to conduct all singing during the duration of the war, especially during drives...."

Defense Council Records, Publications and Ephemera, Box 8, Folder 1)

Most counties honored the request and in Klamath County, Miss Evelyn Applegate kept busy leading the local liberty chorus as chairwoman and director. The chorus performed often in Klamath Falls but also made trips to Fort Klamath, Merrill, Swan Lake, and Keno. In addition to the liberty chorus, music for local events consisted of other choruses, various bands, orchestras, soloists, and other performers, some from outside of the community.

National League of Women's Service

The Portland headquarters of the National League of Women's Service cooperated with the Red Cross and other organizations to organize the work of women "along lines of constructive patriotism" for the war effort. Through the league, Portland women helped with a wide range of liberty loan, war stamp, and relief drives. They assisted draft boards, worked in hospitals, and volunteered for Uncle Sam's Kanning Kitchen. But some of the most useful service was social in nature.

The women organized Portland headquarters into an impressively detailed structure to accomplish their goals. The Welfare Committee managed draft dinners; ran the women's division of the city's Fourth of July Parade; sold 5,000 dinner tickets for Red Cross Day at Oaks Amusement Park; ran a profitable canteen; and sold tickets to the "Army vs. Shipbuilders" football game, the league's photo play "Crashing Thru to Berlin; and the "Shipyard Minstrel Show," among other activities.



An invitation to a "Shirtwaist" dance put on by the War Camp Community Service. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 3)

The Social Committee was even more intricately organized with executive and general committees as well as a dance detachment, gymnasium girls' social auxiliary, college sorority detachment, and three divisions of the comrades club, to name a few. These, and other, subsets of the league entertained thousands of soldiers and sailors at dances and other events. The Auditorium, Multnomah Club, Benson Hotel, Laurelhurst Club, and Yacht Club played host to league dances put on by detachments, each numbering 100 "girls" led by a commandant, majors, and captains. Eventually, additional detachments from Portland department stores were formed.

Dozens of dances, sometimes in conjunction with the War Camp Community Service, gave enlisted men stationed nearby, such as at the Vancouver Barracks, a regular social outlet throughout the year. In fact, "the plan was to have a dance every night at the B'Nai Brith Hall." The committee also coordinated "splendid local talent" to perform at the dances, dinners and related events. Orchestras, bands, soldiers' choruses, organists, and speakers filled the bill.

When the league wasn't organizing dances and providing hundreds of dance partners to lonesome soldiers and sailors, it was operating transportation and related services. Its "Soldiers' and Sailors' Rides" division provided the servicemen with transportation "on the highway or about the city." It also supplied over 200 automobiles for YMCA entertainers who were taken to the Vancouver Barracks several times a week. Many of the league's cars showed up festooned with decorations in frequent parades as well. The cars also proved handy to transport members of the "Cheer-Up Committee" to the hospital at

Vancouver Barracks. Every day groups would go from 1:30 to 3:30 p.m. "when convalescent soldiers were taken out for airing." The committee would furnish the soldiers with "phonographs and records, stereopticon views and glasses, entertainers, music, flowers and vases." The league's motor pool drove other women to meetings and events to give public speeches throughout the area on patriotic subjects. **View governor's proclamation related to "Smileage Books."**

War Changes Traditional Gender Roles

The organizing, celebrating, performing, and other work Oregon women took on with incredible energy resulted in some unintended consequences, both on a family and social level. World War I acted as a powerful catalyst for social change since it required people to break from their traditional roles and be creative to meet the common goals. One young and keen observer, Inez Bell of Klamath Falls, marveled at the changes:

"The home differences are great. Before the War, everyone just went along, easy going and everything seemed so calm, smooth and undisturbable but to day [sic] everything is hurry, hurry, hurry. Many people don't know wht [what] their homes look like now, except as a place to sleep and keep their clothes. The women are not home as much as before. Many of them are working, not so much from their actual need to work to support themselves but from the necessity of the country to have people work. The Red Cross and all the different drives and War Relief work have brot [brought] the women out of their homes and incontact [sic] more with the public.

It has made them forget their needle work clubs that they had to pass the time with and to get out and see each other. It has made them see a woman's possibility in the future. This is carried to extremes as in so many other things. Women that have small children have left them more to their own resources than to maternal guidance. Their mother probably leaves for work before they start to school and they get home before their mother does, she is too tired in the evening to talk over their terrible troubles with them and she loses her hold and influence over them if she is not careful. There are also mothers that have children a year or two too young to attend school and the mother leaves these small children by themselves all day to act as their own untrained will dictates.

...The greatest home difference is- the taking of the woman, more or less from the home. This has made women more of a real companion and pardner [partner] to her husband and in every case has given her a different outlook on life.

...Unless things take a quieter turn, and it doesn't seem as tho [sic] they would for some time, everyone will be wearing himself out."

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 4, 38; Publications and Ephemera, Box 8, Folder 2, 4)

P R O C L A M A T I O N .

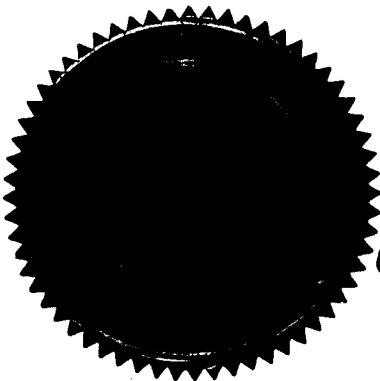
STATE OF OREGON

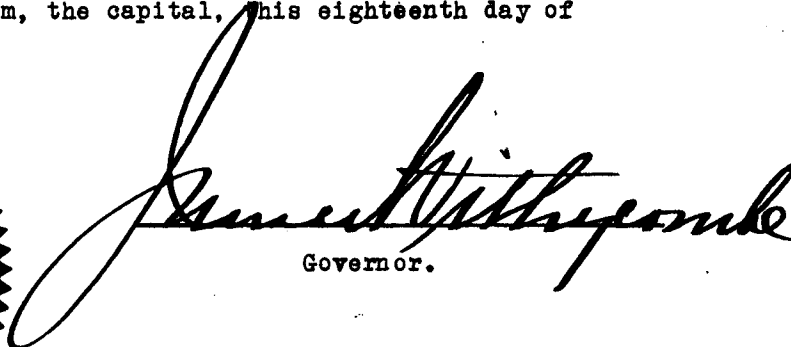
EXECUTIVE DEPARTMENT,
Salem, February 18, 1918.

Wholesome amusement and recreation for the soldiers are now two things absolutely essential in maintaining the morale of the army. The Commission on Training Camp Activities is providing facilities for recreation and amusement at the army camps and in the field. The Military Entertainment Committee appointed by the Secretary of War has undertaken to raise funds to purchase admission tickets complimentary to the soldiers for the various entertainments given under the direction of this Commission. These tickets are in the form of "Smileage Books" and will admit the holders to any amusement places furnished by the Government. This gives to the friends of the man in the service a fine opportunity to compliment him with a book of these tickets. I am sure the people of Oregon will give generously to the support of this patriotic movement.

Therefore, I, James Withycombe, Governor of the State of Oregon, do hereby designate the four days beginning February 18th to 21st as Smileage Book Week in Oregon and urge our people to respond with true Oregon liberality to this appeal for the welfare of our soldier boys.

In testimony whereof, I have hereunto subscribed my name and caused to be affixed the great seal of the State of Oregon. Done at Salem, the capital, this eighteenth day of February, 1918.



A large, flowing handwritten signature in dark ink, reading "James Withycombe". The signature is written over a horizontal line that serves as a baseline for the text.

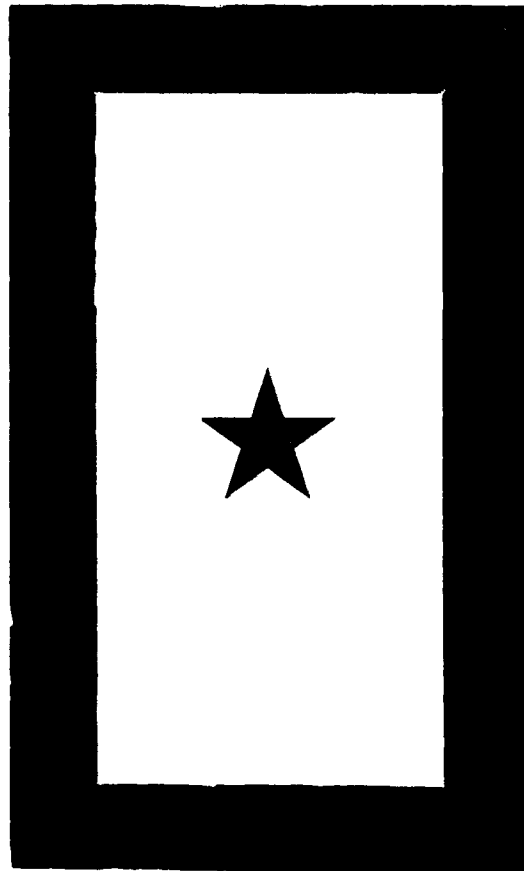
Governor.

By the Governor:

A handwritten signature in dark ink, likely belonging to the Secretary of State, written over a horizontal line.
Secretary of State.

"MOTHER OF A SOLDIER"

SONG



WORDS BY
WILSON ROSS WINANS

COPYRIGHTED 1919
BY
WILSON ROSS WINANS
HOOD RIVER, OREGON

MUSIC BY
BERNARD HENRY

MOTHER OF A SOLDIER

WORDS BY
WILSON ROSS WINANS

MUSIC BY
BERNARD HENRY

Moderato

Voice

A poor old mother weeping, At a railway station stood, While win—try winds were
So man—y gladsome greetings And many an answered prayer, She missed that longed for
The sac—ri—fice su—preme he made And on Flanders Field lies dead, The i—dol of a

creep—ing 'Neath her faded shawl and hood. A loof from all the others In a
meet—ing With her soldier boy, so fair Not for her those loving glances Nor that
mother's dream. God bless her silvered head, For she raised him for a soldier, 'Neath the

chilling wintry rain A waiting sons and brothers, Homing on a special train.
man—ly step to cheer For a sleep in distant France is The boy to her most dear.
Stars and Stripes to stand. With a rif—le on his shoulder, For his God and na—tive land.

COPYRIGHTED 1919 BY WILSON ROSS WINANS

CHORUS

CHORUS

She's the Moth—er of a Soldier Who has proved himself a man With a

rif — le on his — shoulder, For his God and native land. All the

hon—or is yours dear. Mother To know that he proved true, On.

Ar — gon — nes' red bat — tle . field, With our own Red, White, and Blue.

Watch and Wait
For
Winan's Heart Songs



Songs that thrill young hearts, or old,
Songs with silver threads or gold;
Songs of love, of war and truth,
Songs of age and songs of youth.

By WILSON ROSS WINANS---Author
Winans City, Oregon, U. S. A.

THE U. S. VOLUNTEER

Dedicated to the Army and Navy of the U. S. A.

Who bear our emblem of the Free to foreign lands beyond the sea,
And give their lives for liberty,
Fond hopes and aspirations true, for our old flag, Red, White and Blue;
War Eagles with the sword and gun, they smite the dastard despot Hun.



America's War Heart Song
WORLD WAR EDITION

Written, Copyrighted and Published by
WILSON ROSS WINANS

At Hood River, Oregon, U. S. A., 1918

MUSIC BY ALEX F. REILLY

AUTHOR'S FOREWORD—In writing "The U. S. Volunteer" the author has endeavored to produce a war heart song for the United States of America, combining sense with sentiment and rhyme with reason, hoping that it may find a kind welcome in every American heart, at home and "over there," with all who are fighting against despotism, for peace and liberty for the world and native land. We have tried to make it an abstract history of the mightiest conflict of ages, and have tried to put a significant meaning into every line and verse, so that it may never die, but live forever in the hearts of our defenders, our Allies, and our homes.

With "Faith, Hope and Charity for all," for world-wide Peace and Liberty.—WILSON ROSS WINANS.

THE U. S. VOLUNTEER

Words—WILSON ROSS WINANS

Music—ALEX F. REILLY

To Arms!

8va

The piano introduction is in 2/4 time, featuring a melody in the right hand and a supporting bass line in the left hand. The melody begins with a half note G4, followed by quarter notes A4, B4, and C5, then a half note D5. The bass line consists of a steady eighth-note pattern: G3, A3, B3, C4, D4, E4, F4, G4.

A might-ty con-flict rag-es in a fet-ter'd for-eign land, The might-i-est of
Then good-bye, tho' tears are start-ing, we see our du-ty clear; Re-liev-ing pain of

The first system of the song features the vocal melody in the right hand and piano accompaniment in the left hand. The melody is in 2/4 time and includes triplet markings over the notes G4, A4, and B4 in the first measure.

a-ges, men are fight-ing hand to hand; They're call-ing for the U. S. A. to
part-ing for the U. S. Vol-un-teer, Know-ing he fights for lib-er-ty, for

The second system continues the vocal melody and piano accompaniment. The melody includes a triplet of eighth notes (G4, A4, B4) in the first measure.

quell the com-mon foe; They're call-ing us to join the fray, say, broth-ers, will you go? There's a
world and na-tive land, And for our flag that keeps us free, a re-u-ni-ted band. Yes, good

The third system continues the vocal melody and piano accompaniment. The melody includes a triplet of eighth notes (G4, A4, B4) in the first measure.

migh-ty call for jus-tice and for mer-cy full and free, To God, in whom our trust is, and our
bye to dear old mo-thers, and fa-thers by the gate; Good-bye to sis-ters, broth-ers, and

The fourth system concludes the vocal melody and piano accompaniment. The melody includes a triplet of eighth notes (G4, A4, B4) in the first measure.

land of li - ber - ty. To turn the tide of bat - tle and make a world-wide peace. That
prom-is'd ones who wait; Good - bye to wives and chil - dren, God keep and cher - ish you; Put all

Chorus

Ger-man kul-tur prat - tle for ev - er - more shall cease. They are call - ing, call - ing,
your hope and trust in Him, and our flag, Red, White and Blue.

call - ing, are call - ing me and you ——— To the bat - tle fields ap - pall - ing, and our

flag, Red, White and Blue. ——— They are call - ing, call - ing, call - ing, are call - ing

you and me, ——— To the war where men are fall - ing for our flag and li - ber - ty. ———

The U. S. Volunteer

A mighty conflict rages in a fettered foreign land,
The mightiest of the ages, men are fighting hand to hand.
They're calling for the U. S. A. to quell the common foe,
They're calling us to join the fray, say, brothers, will you go?
There's a mighty call for justice and for mercy, full and free,
To God, in whom our trust is, and our land of liberty.
To turn the tide of battle and make a world-wide peace,
That German "kultur" prattle forevermore shall cease.

Chorus:—They are calling, calling, calling, are calling me and you
To the battle fields appalling, and our flag, Red, White and Blue.
They're calling, calling, calling, are calling you and me
To the war where men are falling for our flag and Liberty.

Then good-bye, though tears are starting, we see our duty clear;
Relieving pain of parting for the U. S. Volunteer,
Knowing he fights for liberty, for world and native land,
And for our flag that keeps us free, a reunited band.
Yes, good-bye to dear old mothers, and fathers by the gate;
Good-bye to sisters, brothers, and promised ones who wait;
Good-bye to wives and children, God keep and cherish you;
Put all your hope and trust in Him, and our flag, Red, White and Blue.

Our Armies and our Navies go forth at war's alarms,
Volunteering from our cities, our forests and our farms.
Our Red Cross and Y. M. C. A., with hands and hearts divine,
First aid those stricken in the fray upon the firing line.
Our meek Salvation Army, ever loyal, tried and true,
On every bloody battlefield with our flag, Red, White and Blue
Kind help and sympathy for all, and interceding prayer,
Upon the final bugle call for our heroes "over there."

Cruel war was made in Germany, iniquity and sin;
Our Allies all in harmony came marching on Berlin.
We slew the Hohenzollerns, the Hapsburgs, one and all,
And showed their despot Kaiser "the handwriting on the wall."
We sailed the mad Atlantic and drove the Huns from France,
And drove the Germans frantic with America's war dance.
We joined the hosts from England and from France and Italy;
We won the fight because 'twas right, for peace and liberty.

Wreathe in smiles thy saddened faces, ye faithful ones at home,
Nor reveal those telltale traces of unbidden tears that come,
Lest sad hearts reveal a story of a longing hard to bear,
For the brave who bear "Old Glory" on to victory "over there."
When this cruel war is over our victors will return,
Full many a trusted lover, to where love's fires still burn;
Full many conquering heroes, to wives and children come,
Full many brothers will return to "Home, Sweet Home."
many

HOOD RIVER, OREGON, OVER THE TOP

There's a song of the conflict that rages afar,
America's heart song, the song of the war;
And here's to the men who stood by our guns
That the whole world might sing it and vanquish the Huns.
Heart song of our nation, for Liberty true,
That bears to Creation our Red, White and Blue,
May it ring out in battle, nor falter nor stop,
While Hood River, Oregon, goes over the top.

Dedicated to the editors, publishers and other kind friends for their
substantial support and approval of The U. S. Volunteer.
By the author, Wilson Ross Wiggins, Hood River, Oregon, U. S. A.

Smith of the Third Oregon.

Autumn in Oregon is wet as Spring,
And green with little singings in the grass.
And pheasants flying,
Gold, green and red,
Great, narrow, lovely things,
As if an orchid had snatched wings.
There are strange birds like blots against a sky
Where a sun is dying.
Beyond the river where the hills are blurred
A cloud, like the one word
Of the too-silent sky, stirs, and there stand
Black trees on either hand.

Autumn in Oregon is wet and new as Spring.
And puts a fever like Spring's in the cheek
That once has touched her dew--
And it puts longing too,
In eyes that once have seen
Her season-flouting green,
And ears that listened to her strange birds sing.

Autumn in Oregon. I'll never see
Those hills again, a blur of blue and rain
Across the old Willamette. I'll not stir
A pheasant as I walk, and hear it whir
Above my head, an indolent trusting thing.
When all this silly dream is finished here
The fellows will go home, to where there fall
Rose-petals over every street, and all
The year is like a friendly festival.
But I shall never watch those hedges drip
Color, nor see the tall spar of a ship
In our old harbor -- They say that I am dying.
Perhaps that's why it all comes back again;
Autumn in Oregon, and pheasants flying -----.

Mary Carolyn Davis.

*Isn't this an exquisite appreciation of Oregon? an
immensely pathetic. I can well believe that before
the eyes of dying Oregon had would pass a picture
such as this.*

 * MY BROTHER DID *
 * By Gertrude Robinson *
 * of Dallas, Oregon. *

 * My Brother's gone away to war *
 * I never thought him grave before; *
 * He never used to quarrel much *
 * Or scrap or play football or such. *
 * But he came walking in one day *
 * And said—in just my brother's way— *
 * "Well, folks, I guess I'll go. You see *
 * It looks like it was up to me *
 * To sign up with the other boys." *
 * And left without a bit of noise, *
 * My brother did.

My mother's got a lot of grit,
 She only cried a little bit
 When he said that he must be gone,
 And for us not to worry none.
 That he'd be back, so not to mind;
 The cause was just and God was kind.
 And told me not to dare to cry,
 And kissed us both along good-by,
 And went out to the gate and then
 Kissed both his hands and waved
 again,
 My brother did.

We watched them all the livelong day,
 The soldier boys that went away.
 A-trampin' down the dusty street,
 All khaki-clad, from head to feet,
 Their smiles so brave, their heads so
 high,
 A-marching by, a-marching by.
 And there were flags—we had one, too,
 With just one single star of blue.
 I waved mine hard and hollered loud.
 He looked the best in all the crowd,
 My brother did.

Our service star ain't blue no more,
 The way it used to be before;
 They've put a gold one in its place.
 Sometimes I think my mother's face
 Is getting thin and that her eyes
 Are tired like, and awful wise,
 Like she knows something she won't
 tell

To no one—even me—oh, well!
 I ain't a goin' to worry none,
 Like he has, since my brother's gone.
 He said for us to never mind,
 The cause was just, and God was kind.
 And he'll be comin' back, I know,
 Because, you see, he told us so—
 My brother did.

Official web site of

Oregon Secretary of State

Audio Clips of Wartime Songs

Selected audio clips are in .mp3 format from www.firstworldwar.com.



"Over There" (https://www.firstworldwar.com/audio/Enrico_Caruso_-_Over_There.mp3) written by George M. Cohen and sung by Enrico Caruso.



"When I Get Back to the U.S.A."
(https://www.firstworldwar.com/audio/Billy_Murray_-_When_I_Get_Back_To_The_U.S.A.mp3) written by Irving Berlin and sung by Billy Murray.



"Never Mind the Food Controller"
(https://www.firstworldwar.com/audio/Florrie_Forde_-_Never_Mind_The_Food_Controller.mp3) by Florrie Forde.



"Don't Take My Darling Boy Away"
(https://www.firstworldwar.com/audio/J_Phillips_and_Helen_Clark_-_Don%27t_Take_My_Darling_Boy_Away.mp3) written by Albert von Tilzer and Will Dillon and sung by J. Phillips and Helen Clark.



"A Bachelor Gay" (https://www.firstworldwar.com/audio/Peter_Dawson_-_A_Bachelor_Gay.mp3) by Peter Dawson.



"You're A Grand Old Flag" (https://www.firstworldwar.com/audio/American_Quartet_-_You%27re_A_Grand_Old_Flag.mp3) written by George M. Cohen and the American Quartet.



"There's A Long, Long Trail A-Winding" (https://www.firstworldwar.com/audio/John_McCormack_-_There%27s_A_Long%2c_Long_Trail_A-Winding.mp3) written by Stoddard King and Alonzo "Zo" Elliott and sung by John McCormack.



"It's a Long Way to Tipperary"
(https://www.firstworldwar.com/audio/American_Quartet_%26_Billy_Murray_-_It%27s_A_Long_Long_Way.mp3) written by Jack Judge and Harry Williams and sung by the American Quartet with Billy Murray.



Famed opera tenor Enrico Caruso sang the popular song "Over There" in 1918. (Image courtesy classical.net)

After the War

Oregonians emerged from World War I both empowered and chastened. Veterans had traveled the globe, seeing new and exotic places many had only dreamed about or seen in picture books. The economy had boomed during the war providing food, ships and other needed supplies for the war. Yet, many had witnessed the senseless killing on the battlefields of Europe and were repulsed. And the economy soon flagged as war demand dropped in 1919. This section examines life in Oregon after the war and looks at some of the precursors to the next world war.

Between World Wars: Oregon's Cloudy Future

Welcoming the Returning Heroes

The Honors Flow

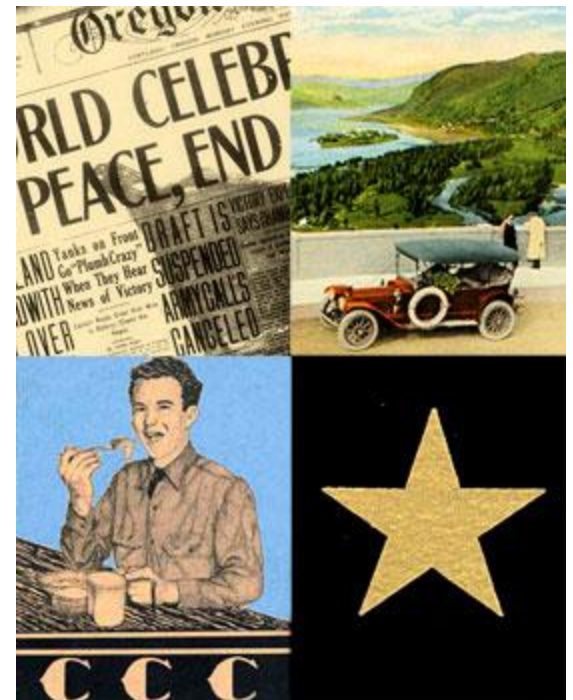
Find Work for the Veterans, and Quickly!

Easing the Shift to Civilian Life

Another Try at Isolation

Oregon in the Roaring Twenties

Oregon in the Great Depression



Clockwise from top left: Newspapers around the state heralded the news of peace Nov. 11, 1918; The 1920s saw the cult of the automobile in full flourish; Communities across Oregon held gold star services to honor the war dead; The Civilian Conservation Corps played a key role in attempting to pull Oregon out of the Great Depression in the 1930s.

Welcoming the Returning Heroes

Peace at Last

Events in Europe made clear during the fall of 1918 that the Allies would win the war. The questions became how and when. Negotiations finally produced the Armistice that took effect Nov. 11, 1918. In the following months, spontaneous and planned events throughout the state celebrated the victory and honored the sacrifices of those who served. The Oregon Legislature responded by passing a bill calling for a commission to welcome the returning Oregon veterans as they arrived in New York City.

Oregon Celebrates the Victory

After a year and a half of austerity, hard work, and worry on the home front, Oregonians could feel the pressure rise in anticipation of victory as they followed news reports of the war and negotiations. In some cases, they jumped the gun, as in Klamath Falls where rumors circulated about a truce and enthusiasm grew to a fever pitch:

"During the second week in November the uncertainty of the armistice kept the people in suspense, and when on November 9th came the premature report of the signing of the armistice terms, the whole town went wild. The streets were filled with wildly cheering throngs all afternoon, and in the evening several huge bonfires were made on the courthouse hill, and all the left-over fireworks were shot off where everyone could see them. On the whole this was, of course, the most spontaneous and hilarious celebration of the war."

As November 11 was just beginning in Portland, the Oregonian newspaper published a midnight edition heralding the news of the peace. Skeptics, remembering the false reports of a few days earlier, demanded to know if it was official. Once reassured, the news spread "like wildfire." People started trickling into the streets before dawn. By noon the crowds had coalesced into dense masses. Governor Withycombe declared the day a state holiday. Workers left their factories and offices to join in the celebration. Department stores closed in recognition that "bigger things than business were afoot."



Newspapers trumpeted the good news as spontaneous celebrations broke out throughout Oregon after the Armistice took effect Nov. 11, 1918. (Oregon Journal, Nov. 11, 1918)

People grabbed anything that would make noise to add to the din as cow bells, tin cans and pans, whistles, buckets, sirens, saw blades, and 5-cent horns were drafted into service for impromptu bands. One woman was seen holding up an alarm clock and repeatedly turning the alarm key to do her part for the noise. Traffic reached a standstill in many places as police worked in vain to keep up. Cars and trucks, overloaded with human cargo, crawled along as the passengers yelled and waved flags.

Oregonians released pent up hatred of German Kaiser Wilhelm with a vengeance during the spontaneous parades through the streets of Portland. Several effigies of the Kaiser paraded through the throngs of celebrants. One was dangling at the end of swaying rope. Coffins carried other effigies that bore epitaphs such as:

"All boxed up and no place to go!" and "Ashes to ashes, and dust to dust, if heaven won't have him the devil must!"

Other Oregon cities carried on the theme. In Salem the Kaiser's effigy was hanged, dragged behind cars, and made the target of a "fast-firing gun" that left bits of the Kaiser "strewn about the streets." From the state capitol, the governor said "...American arms and American virile manhood have been potent factors in this great victory." In Marshfield, those who stopped dancing in the streets were "brushed aside." The police chief considered stepping in after seeing "numerous bottles of stimulants waving promiscuously in the patriotic air." Discretion prevailed as he "beat a hasty retreat when he saw that he might have to arrest the majority of the citizenship." Albany held a "monster parade" in which, true to form, the "Kaiser was shot, hanged, burned at the stake and dealt justice otherwise in the various floats." Umatilla County residents celebrated with an "auto cavalcade" of over 100 cars decorated with flags and colors and carrying bells and horns for noise. Parades, bands, and bonfires carried on "to a late hour."

As the joyous "living riot of people" finally ran out of energy in the wee hours of the night, Oregonians wandered back to their homes to fall into their beds in exhaustion. Officials planned more organized and formal parades and events in the following days and weeks but nothing would match the sheer energy and emotional release of the frenetic celebrations of November 11.

A Welcome Face

Responding to public sentiment to "get the boys home," the War Department quickly began to demobilize the American armed forces after hostilities ended. The Oregon Legislature recognized the ragged nature of the process and passed a bill to create the "Oregon overseas welcome commission for returning soldiers, sailors, and marines." in early 1919. The goal of the commission was to welcome and "look after" Oregon men as they arrived in New York City. By early March the work was in full swing as one supporter noted how the "Oregon boys" were welcomed by the committee: "Why, just last night bunch after bunch of them came in here and were tickled to death just to sit and chat with us."



Portland took to the streets to celebrate on November 11, 1918. (Oregon Journal image)



Soldiers parade through New York in 1919.

The volunteers made up for a lack of money with enthusiasm until late last night, after working nearly all day, and is this r

The chairman of the commission, O.C. Leiter, gave a glowing assessment of the services in a letter to Governor Olcott in late March: "The boys are drifting in now 25 and 30 a day, and we are doing all we can to cheer them up and make them realize that the people of Oregon are still with them and back of them." Moreover, he reported female volunteers were calling on wounded Oregon men in hospitals. The commission also helped Oregon servicemen get their military discharges or even advanced men money if they were out of funds. After opening a "modest headquarters," Leiter claimed:

"the boys seem delighted to meet Oregon people and to have a little place of their own to go."

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 38; Oregonian, November 12, 1918, pages 1, 8; Oregon Journal, November 11, 1918, page 1; Oregonian, March 9, 1919, page 16, March 21, 1919, page 16; Oregon Laws, 1919, Ch. 177)

The Honors Flow

Solemn Honors Across Oregon

Oregonians honored the service and sacrifice of those in the armed forces with honor roll ceremonies, medals, and monuments in the years following the war. Churches, businesses, fraternal organizations, cities, and other entities had maintained honor rolls during the war with the names of their own who were fighting and sometimes dying for their country. During the war, homes that sent men into service proudly displayed a blue star in the window. But society reserved the gold star recognition for those who died in service during the war. Once the war ended, planning began for elaborate memorial services.

Oregon Agricultural College held a "Gold Star Memorial Service" on June 9, 1919. The college recorded 1931 of its people in service with 49 students and two members of the faculty honored for paying "the last full measure of devotion." Two service flags, made by the college's Home Economics Club, carried the names of all who served. The service included an invocation, music, speakers, and a cadet regiment before college president William Jasper Kerr read the names of those who died, followed by the playing of "Taps." Across the state similar services honored those who served and those "who made the supreme sacrifice in the World War."



Services around the state praised the sacrifices of those who served in the military. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 1)

By 1922 information from personal military service histories compiled by state historian Cornelia Marvin helped the Oregon Adjutant General's Office publish "**Oregon's Honor Roll**" (<https://www.loc.gov/item/22027231/>), listing Oregonians who died in military service during World War I. While the roll suffered from omissions, it did represent the most complete record available at the time.

"In Grateful Recognition of Faithful Service"

The Oregon Legislature appointed a committee to decide on the design of a medal to award to Oregon veterans "to express the state's appreciation and gratitude for sacrifices made by her participants in the world war." The committee consisted of the governor, secretary of state, state treasurer, state librarian, and adjutant general.

The committee talked to artists both in Oregon and nationally about the design of the bronze medal. And, its secretary, the hard working Cornelia Marvin, collected literature and sample medals from several manufacturing companies. Recognizing the aesthetic limitations of a committee comprised mostly of politicians, they resolved to create an advisory art committee to help with the selection. The advisory committee was instructed to "select as beautiful and as artistic a design as it is possible to secure, and that the medal should be large enough to be distinct and plain at a distance."



World War Service Medal. (OSA, Oregon Military Department Records, Photos and Service Medals)

The advisory committee soon balked at the amount of money appropriated for the medals, claiming that, at less than 23 cents per medal, the amount "would only permit the purchased of a commercial design that is in no way expressive of the feelings of the people of this state and would make no appeal to the men as a thing to be preserved and cherished." The committee recommended going to the next legislature for more money. Marvin also lobbied the governor to press for more money: "I was told the other day that the American Legion has paid 20c [cents] each for its buttons. The state ought to give something better than this little American Legion button." But the governor wanted to attempt to stay on schedule for presenting the medals in county ceremonies on Nov. 11, 1919.

Another aspect of the process, however, made this impossible. Cornelia Marvin's work as state historian collecting military service histories was far from complete and it was needed to determine the recipients of the medals. Still, after receiving bids from

several Oregon and national companies, the state pressed ahead, awarding the contract to the Whitehead and Hoag Company of New Jersey. They were to produce 32,000 medals, 800 of which were to have gold stars to honor those who died. Although many more Oregon men and women served during the war, the committee believed only 32,000 would claim medals. The final design of the medal read "World War Service" and included an eagle and the state seal. The back of the medal read "Presented by the State of Oregon in grateful recognition of faithful service during the World War 1917-1918."

Instead of the earlier planned county run ceremonies for distributing the medals, the adjutant general decided to give the duty to the local American Legion posts. While this ruffled some feathers of non-members and other organizations, most of the medals were distributed in this manner.

Monuments to Bravery

In addition to medals awarded for individual service, the Oregon Legislature wanted to encourage more collective expressions of appreciation and honor. In 1919 it authorized counties to spend county funds to erect "a proper and suitable memorial arch or monument of permanent material to the memory of the soldiers and sailors of said county who served in the late world war...." Mothers of many of those who died in the war, as well as other interested parties, also collected money to pay for the monuments. County courts supervised the construction of the monuments that were placed on county property in the county seat. Some consisted of a statue of a soldier in action with the names of those from the county who died in the war engraved in a bronze plaque on the base. Many continue to grace courthouse grounds throughout Oregon. Some, such as the Marion County monument, moved to other locations.



The Yamhill County Courthouse grounds includes this "Doughboy" statue, given the nickname of American infantrymen. The statue is one of many World War I monuments in Oregon. (Oregon State Archives scenic photograph No. 118)

Notes

(Oregon State Defense Council Records, State Historian's Correspondence, Box 1, Folder 32, 33; Publications and Ephemera, Box 8, Folder 1, 3; Oregon Laws, 1919, Ch. 382, Ch. 99, 1921, Ch. 369)

Find Work for the Veterans, and Quickly!

A Dangerous Mix

While numerous celebrations and honors greeted the returning veterans, there was also a troubling aspect to the situation. Thousands of workers had flocked to Portland during the war to work in the booming shipyards and factories. With the end of the war, many of these employers either closed or curtailed their operations, causing a spike in unemployment. At the same time, veterans were streaming home, in need of jobs and with high expectations. The result was a dangerous social mix.

A committee of Portland leaders "became cognizant of the serious spirit of unrest and lack of employment prevalent among exservice [sic] men during the Christmas period of 1918 and 1919. This situation naturally had not yet been experienced in the more remote parts of the state but was being acutely felt in Portland, due no doubt to the intermingling of a large number of industrial workers thrown out of employment by the closing of the shipyards with exservice [sic] people who were being very rapidly discharged from various services practically without funds."



The Communist Party headquarters in San Francisco lie in ruins after a vigilante rampage. Tensions ran high in the years after the war as radical groups were targeted throughout the West. (Legacy Preservation Library, Forward-March, Page 465)

Veterans Face Tough Conditions



Therapists sometimes used hypnosis to help shell shock victims. (Legacy Preservation Library, Forward-March, Page 118b)

Officials had good cause to be worried. Many of the returning men had been processed stateside through large military training camps, some of which were suffering more than 100 deaths a day from the influenza epidemic. Moreover, in the first months after the end of the war, the Army had a practice of releasing men furnished with the "oldest and poorest outfits possible."

Discharged in winter, their shoes were in bad condition and many were not given overcoats. Some units were sent off "with but a few dollars per man" leaving many men without enough money to pay for a week of room and board. While on the eve of the signing of the Armistice, the sight of a uniform "had excited the wildest of demonstrations," later "these manifestations on the part of the public had cooled and many of the men, half sick, finding themselves thrown in on this rather apathetic public, were in the

frame of mind where the weird and unreasonable teachings of the I.W.W. [Industrial Workers of the World] found ready lodgement."

The situation was complicated by the fact that many returning soldiers had been psychologically and emotionally traumatized by the horrors of trench warfare. The worst, those with "shell shock" and other debilitating conditions, were sent to hospitals for treatment. But other veterans with less severe symptoms returned to a civilian community that didn't understand their suffering. Often, veterans would put on a brave face in an attempt to mask the pain. But over time the results for many included emotional dislocation, violent outbursts, and estrangement from families and the community, leading to more drifting, unemployed men.

Government Leaders Respond

The Federal Employment Service tried to respond to the crisis by setting up a department for placing veterans, but the closing of shipyards and war industries hit harder than expected. City leaders saw "a great number of disabled exservice [sic] people congregating in Portland without means and without work." The increasingly disillusioned men were sometimes greeted by "a gret [great] number of I.W.W.s and other radical elements who were openly and viciously preaching the overthrow of the U.S. Government." One report claimed the I.W.W started to win over the broke and out of work veterans by offering them food and clothing: "'Well come along with us. Our organization will be very glad to give you a meal or two until you get back on your feet and we will buy you a suit of clothes.'"

"Owing to the existing serious condition arising from demobilization," the Oregon Legislature passed House Bill 43, which took effect in mid-January 1919. It created the Soldiers' and Sailors' Commission to provide care and financial assistance to veterans and allocated \$100,000 to fund it. The goal was to keep those returning from the armed forces out of trouble until they could find a job, at which time they would presumably become stable citizens less susceptible to radicalism.

The commission cooperated with the federal Department of Labor, American Legion, and other organizations to operate employment bureaus, often partially funded by the commission. One bureau, the Liberty Temple in Portland, found 28,721 jobs for veterans during its 16 month run. The commission also funded employment bureaus in Astoria, Eugene, Marshfield, La Grande, Medford, Pendleton, and Salem.

Drumming Up More Jobs

Having employment bureaus wasn't enough if there were no jobs. So, the commission resolved to drum up more jobs for the veterans too. In cooperation with the Portland Chamber of Commerce, it launched a publicity campaign "to reach every employer who might be induced to add to his payroll...." Employers, especially in the timber industry, responded. Many others signed a pledge to hire 10% additional workers to help the unemployed veterans.

The commission cast a wide net in searching for jobs, sometimes placing veterans in far off and unfamiliar environments. One enterprise that cooperated with the Soldiers' and Sailors' Commission was



The Soldiers' and Sailors' Commission worked with numerous groups to find veterans jobs after the war. (OSA, Soldiers and Sailors Commission Records, Case Files)

the Cornucopia Mines Company in the remote Wallowa Mountains near the Idaho border. Its representative sent the following letter to the commission:

October 3, 1919

Soldiers' and Sailors' Commission
of the State of Oregon.
Portland, Oregon.

Gentlemen:

As we are very badly in need of common labor at our mines, situated in Baker County, Oregon, we desire to place the following information at your disposal, in hope that it may help you in sending us men:

We have two gold mines and the class of labor we need is unskilled, the work to be performed is shoveling and tramping underground. The wages are \$4.00 per day for eight hours, we charge \$1.00 per day for board and room, but the men are supposed to furnish their own blankets. There is opportunity for advancement to better positions, such as mining and timbering, which pays \$4.50 and \$5.00 and there is also an opportunity to contract the work which pays from \$4.50 to \$6.00 per day with the minimum [minimum] of \$4.00 guaranteed [.] In some places the mines are wet but in such places rubber coats are furnished by the company, to protect the men from the drip.

Fares will be advanced to the men and deducted from their pay checks after they have gone to work.

Very truly yours,

CORNUCOPIA MINES COMPANY

P.S. Keep on sending men until notified to stop.

Less than a month later, the company, which recruited veterans from as far away as New York City, had a change of heart. In a letter to the commission, it cited an improved labor situation but also hinted at problems with the Portland men it recruited, saying that since "...a number of men who have come from Portland object to being so far from the cities and do not care to stay any length of time it would seem advisable to discontinue the sending of men here...."

"She also said she did not believe Mr. Snyder would ever repay the loan the commission had made him."

(Soldiers and Sailors Commission Records, Earl Snyder loan payment case file, 1925. **See excerpt of commission tracking report** detailing Snyder's lack of progress.)

A Frugal Commission

Overall, the commission was satisfied with the results of its employment efforts for veterans and "felt itself justified in closing all labor agencies on April 24, 1920...." But its work in other areas of support for returning veterans continued for several years. Much of that work focused on financial aid, mostly in the form of loans for living expenses and education. The commission carefully tracked the use of the money it lent to veterans. And, it was stringent about the qualifications of those who applied. Merle Saxe, a senior at Oregon Agricultural College, found this out when he applied for \$200 to finish his college studies. The commission questioned his claimed earnings of \$40 per month as too low and it wondered why he didn't sell his Ford automobile to help pay for his expenses. In the end, it rejected his application.

View part of his application case file.

The commission spent considerable effort attempting to collect on overdue loans. Many of the veterans wrote back with excuses and tales of woe. But after initial assurances of payment "in the near future," others, such as Frank Crawford of McMinnville, simply failed to respond to the increasingly urgent requests for payment of the \$50 he owed for nearly five years. In his case, the commission was reduced to asking the question: "How about being patriotic and sending a small remittance to apply on the above [balance due]?" The commission continued on as a legal entity until 1936 when Governor Charles Martin abolished it.

Notes

(Soldiers and Sailors Commission Records, Department Correspondence, Box 2, American Red Cross Folder; Cornucopia Mines file; Saxe: 75A-115, Case Files; Crawford: 75A-115, Case Files; Oregon Laws 1919, Ch. 3)

Mrs. Pennock, Mr. Snyder's landlady called up March 4th 1925 and advised that Snyder was still out of work and had left his shoes to be half soled but did not have the money to go and pay for them. Never pay any room rent and was behind.

Mr Tilton of Employment Bureau stated that whenever they tried to place Snyder in a job he never was on hand to answer to his name and had not been there for three days and asked that he be notified to come and stay until placed in a job; So he was notified accordingly and stayed at the Employment Bureau all day March 5th but did not get a job.

Welfare Bureau called up and said that Mrs. Snyder, who is 52 years old, is better able to work than Mrs. Pennock and they had advised her to get rid of Mrs. Snyder and send her to the county farm along with the boy and the Welfare Bureau would be willing to pay \$3.00 a week for Snyder's room. Have been giving him \$2.50 per week for his groceries and one day when they gave him the \$2.50-order he said that before he used to spend that much on a single meal and they told him that maybe that was why he was as hard up as he was now. Also Miss Brown of the Welfare Bureau said that she had written to the little town in Washington where Mr Snyder had had his operation on his head and the doctor seemed to think that on account of the bad injury on his head Snyder was a mental case.

Miss Brown also said they had been getting relief from the Welfare Bureau for years and were of the type that as long as they saw relief ahead they would not try to help themselves and had been very impudent to Mrs. Pennock. She also said she DID NOT BELIEVE MR SNYDER WOULD EVER REPAY THE LOAN THE COMMISSION HAD MADE HIM.

March 9 1925 Employment Bureau advised that when Mr Snyder called there today they gave him a job to put in wood and the other day they told him to stay around and the next job that came in they would give it to him and he said "Oh! I just happened to think of it, I have to go down town" and left the employment bureau as fast as he could and five minutes afterward a job came in that would have given him permanent work and he was no place to be found. They were very much disgusted with him and said he did not want to work at all.

Corvallis, OREGON, February 6, 1925.

NAME Merle K. Saxe. ADDRESS 1102 A St. Corvallis. AGE 28

AMOUNT DESIRED AND FOR HOW LONG? 200 Dollars for two years.

GIVE IN DETAIL WHAT LOAN IS TO COVER? Registration fees, graduation fees, clothing, living, etc.

ARMY SERIAL NO. 36547 WHERE WAS YOUR RESIDENCE AT THE TIME OF YOUR ENLISTMENT? Lexington, Oreg. IF A RESIDENT OF OREGON AND ENLISTED OUTSIDE OF THE STATE EXPLAIN CIRCUMSTANCES. Recruited in Portland and taken to Vancouver Barracks for enlistment.

WHEN & WHERE DID YOU ENLIST? Vancouver Barracks, Aug. 22, 1917.

WHERE DISCHARGED & DATE? Camp Lewis, Wn., April 3, 1919.

IN WHAT ORGANIZATION DID YOU SERVE? Air Service. (See Remarks on back of Educational Discharge)

ARE YOU RECEIVING ANY STATE/AID and amount per month? Yes, \$25.

DID YOU RECEIVE BONUS OR LOAN FROM WORLD WAR VETERANS STATE AID COMMISSION & AMOUNT? No.

ARE YOU EMPLOYED & SALARY? Some small jobs. \$10 ABOUT HOW MUCH DO YOUR EXPENSES

TOTAL EACH MONTH? About \$70 HOW MANY ARE DEPENDENT UPON YOU AND GIVE

RELATIONSHIP? Two. Wife and infant child.

IF YOU WERE DISABLED IN THE SERVICE, WHAT WAS THE DISABILITY & ARE YOU RECEIVING ANY COMPENSATION FROM THE GOVERNMENT? No disability.

WHAT SECURITY CAN YOU GIVE TO COVER THIS LOAN? None. If I could give security I could get loans elsewhere. *My furniture would cover part of it.*
GIVE NAME AND ADDRESS OF ANY UNDERWRITER YOU CAN SUPPLY ON YOUR NOTE. James H. Saxe, Corvallis, Oregon.

ARE YOU RECEIVING ANY AID FROM THE AMERICAN RED CROSS? No.

Merle K. Saxe
(PHONE)

(THE ABOVE INFORMATION IS NECESSARY IN DETERMINING THE NECESSITY FOR THIS LOAN & WILL BE HELD STRICTLY CONFIDENTIAL.)

February 19, 1925.

Mr. E. D. Lemon,
Registrar,
Oregon Agricultural College,
Corvallis, O r e g o n.

Dear Sir:

At a meeting of this Commission yesterday I was asked to submit following names of applicants for loans from two students attending the Oregon Agricultural College:

WILLIAM BELDEN CLEMMENS,.....205 North 11th street,
wishes \$50 to \$75 with which to
finish term ending in June, 1925:

MERLE K. SAXE.....1102 A Street, Corvallis,
wishes \$200 with which to finish
term ending in June, 1925:

In order that the Commission may be able to act upon these applications at its next meeting, the Commission is calling upon you for information desired.

Could you give us the present status of the above named, their financial condition, expenses, the urgency for the need for this money and the ability to pay it back.

Also, as Mr. Saxe owns an auto, the Commission is anxious to have him explain why he has an auto and what use he can make of it while attending College.

Thanking you for this and any other information you may be able to impart, remain

Yours very truly,

SOLDIERS' & SAILORS' COMMISSION
OF THE STATE OF OREGON.

BY

ETP:P

SECRETARY

1102 A St. Corvallis, Ore.

Soldiers' and Sailors' Commission,
201 Failing Bldg., Portland, Oreg.

Gentlemen:

In your inquiry to the Student Loan Committee of Oregon Agricultural College you ask about my Ford car, and what use I expected to make of it while going to school. I will say that it was a neccessity until about November 25 of last year, when high water forced me to move from the farm of my brother-in-law to town. It is of no use to me at present, as it has no license and is not in running condition. But, as I have the car, and it would be impossible for me to get enough out of it to keep me in school anyhow, I am going to keep it, as it will be a neccessity for me to have a car of some kind in the summer.

I would like to know within a very few days whether I can get the loan or not, as I have been running on rather short funds since I first started negotiations with you, and my credit will not last much longer. If I must, I will try other sources, but any other that I know of is likely to run me short before the year is up.

Yours respectfully,

Wm. H. Sayl.

NEW. MERLE K. SAXE \$200 for 3 years
O.A.C.

NO.....

STUDENT LOAN FUND

OREGON STATE AGRICULTURAL COLLEGE

Name..... { Male
Female

Amount

Time

Due
(Not for student to fill in)

Application granted

Loan Fund Committee.

Check No.....on Student Loan Fund for \$.....
issued.....

(Student will fill in below)

1. Name in full Saxe, Merle K.
2. School in which registered (Ag, Com, etc.)
3. Present classification (Fr, Soph, etc.) Senior
4. Year you plan to graduate 1925 Month June
5. Nationality American Age 28
6. Church affiliation None
7. Birthplace Friendship, Wis.
8. Local College address 1102 A St.
(Street and Number)
9. Permanent address.....
(Street and No.) (Town) (State)
10. Amount of loan applied for \$ 200.00
11. Amount of present indebtedness 2.00

To individuals.....
(Name) (Amount) (Terms of Payment)

Dr. Francis \$100 no rate
To OAC Student Loan 100 due in Dec - 1925
(Name of Fund or Funds) (Amt.) (Terms of Payment)

To banks.....
(Name) (Amount) (Terms of Payment)

12. If not at present indebted have you ever given your note to a bank or person? ~~Yes~~

What was amount and period of loan? ~~to~~

Did you pay when due? ~~No~~ ~~Answered~~

From whom was loan received? ~~Family~~

13. Fill out carefully the year's budget below: (Budget to be filled out for the entire year.)

(This is an estimate of your year's budget during the school year. It is not an account of your expenses and receipts to date.)

Budget for Family

RECEIPTS	School Year	EXPENSES	Present School Year
Savings from vacation work	100	Tuition and fees	113
Earnings during school year	80	Board <i>Living</i>	163
Advances from parents	370	Room <i>Rent</i>	180
Advances from guard'n		Books	40
Advances from friends		Clothing	50
Advances from college (Scholarships, free tuition, etc.)		Recreation and health	150 *
Other sources other than Student Loan assistance	200 <i>200</i>	Organizations	25
	750	Carfare	
		Incidentals	35

14. Is there some source other than the loan fund from which you can receive financial assistance at this time? *Probably.*

15. What amount of money do you now receive each month from sources other than personal labor? *\$25*

16. What amount do you now receive by personal labor per month? *About \$10* Kind of work? *odd jobs*

17. How and where were you employed last summer vacation? *As Carpenter in Corvallis (Heckman & Son)*

How much did you earn? *About \$50.00*

18. Name of father *James H. Sale*

19. Address of father *Corvallis, Oreg.*

Number of years in this place

20. Name of mother

21. Address of mother

Number of years in this place

(If parents are not living give name and address of guardian or nearest relative)

* because health item due to birth of child.

22. Father's occupation Carpenter for No. 40 years
Mother's occupation _____ for No. _____ years
23. How many brothers have you? 1 How many sisters? 2
24. How many persons are dependent on you? 2
25. Do you expect to get married soon? Married now.
26. Of what lodges, fraternities, societies or national organizations are you a member? Masons.
Highway 67 A.F. & A.M.
27. In what preparatory schools did you prepare for college?
Lincoln Oregon.
28. For what calling or profession are you preparing yourself?
Teaching.
29. What extent of study in preparation for this profession do you propose? _____
30. If you propose to enter on postgraduate work when do you plan for same? _____
31. If you have any property either in your own possession or held in trust for you, state definitely its amount, form, availability and income per annum. None.
32. Give your college grades last term. 85% for an average.
33. Give as references the names of two persons knowing you and your finances: (Not parents or student friends)
- | (Name) | (Street and No.) | (Town) | (State) |
|--------|------------------|--------|---------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
- Name of Home Bank Benton County State Bank.
34. Give a brief resume of your college activities—in athletics, student organizations, college offices—or any real effort you have made in furthering the interests of the college community _____
35. How have your previous college years been financed? Partly by myself partly by help from my father.

36. State your reasons for seeking assistance (Your expenditures increased, or income decreased?) Expenditures heavier than I expected.
37. What immediate use will be made of this money if the loan is granted? Immediate use to help me living and in school.
38. How do you expect to earn money to take up the note if loan is granted? (Employment coming vacation?) By employment in a teaching position.
39. Indicate accurately the courses for which you are registered and the name of the instructor in each. If this application is being filed before the mid-term examination period give this information for the preceding term.

SUBJECT	COURSE AND NO.	INSTRUCTOR

I certify to the correctness of the foregoing answers, and promise to use the loan granted me toward no other than the necessary expenses of continuing my education.

I have read carefully the rules for administration of the Student Loan Fund of O. A. C. and agree to abide by the same.

If the loan is made to me, I further promise:

To answer promptly letters relating thereto.

To keep the college informed of my address as long as any part of my indebtedness to the Student Loan Fund remains unpaid.

Signed Therly H. Sapp

Date

Statement of Expenditures of Merle K. Saxe, for Soldiers' and Sailors Commission of the State of Oregon. Period of February 10, to June 10, 1925.

Expenditures.

Rent-----\$ 66
 Water, Lights & Wood---\$ 30
 Groceries, Meat & Milk-144
 Ins. premium (U.S. Govt) 16
 Fees, Registration &
 graduation (estimated)- 54
 Clothing----- 25
 Recreation----- 5
 Total Expenditures--- \$340.

Expenses----- \$340.00

Income.

State Educational Aid-\$100
 Earnings (estimated)---- 40
 Total income-----\$140.

Income----- \$140.00
 Loan needed----- \$200.00

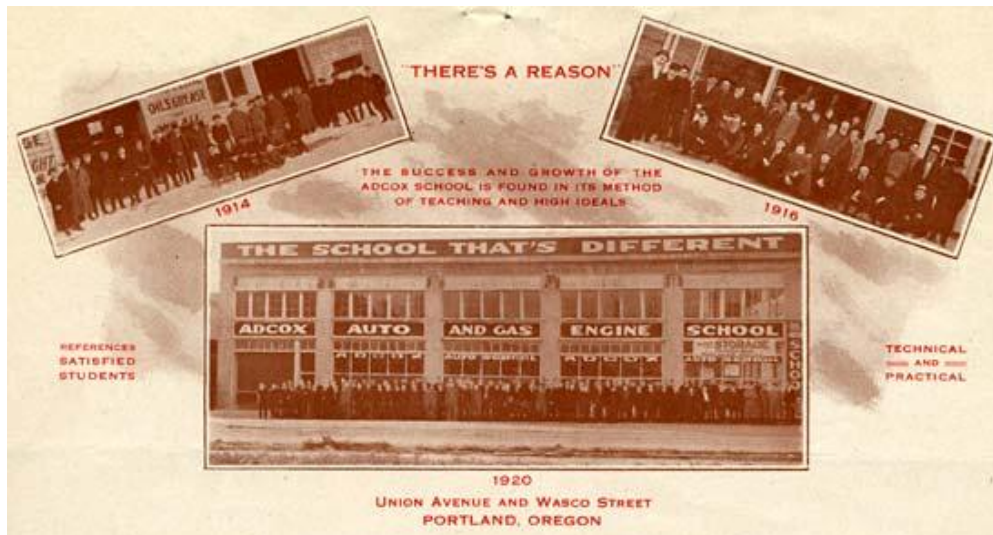
Merle K. Saxe.

Assets -

Furniture about ----- \$78-
→ 1917 Ford car (no license) about ----- \$50
Total Mortgageable assets, about --- \$125.

Easing the Shift to Civilian Life

The Soldiers' and Sailor's Commission played a key role in aiding those returning to civilian life from the armed forces in the wake of World War I, but other state programs also contributed. Two significant examples resulted from bills passed by the Oregon Legislature, which provided educational financial aid as well as bonuses or loans to an increasingly vocal constituency.



This letterhead shows the growth in class size of Adcox Auto and Gas Engine School in Portland from 1916 to 1920. Much of the growth resulted from a new state law to help veterans. The school enrolled 311 students who received state financial aid for returning soldiers, sailors, and marines. (OSA, Oregon Defense Council Records, State Historian's Correspondence, Box 1, Folder 46)

Schools Demobilize

With the end of the war, college campuses quickly made plans for returning to normal life. Just days after the signing of the Armistice, officials proclaimed, "by Christmas the Oregon Agricultural College will be back on an independent basis...." While military training would continue, it would be "of the usual type prevailing in land-grant colleges before the war."

Certainly, college officials must have been happy to reclaim their campuses after the military camp experience. But Oregonians returning from service in World War I would soon invade college campuses in another way. Early in 1919 the Oregon Legislature passed a measure "to provide state financial aid to honorably discharged soldiers, sailors, and marines enlisted or inducted into the service from the state of Oregon, who desire to pursue a course of study in any institution of learning in the state of Oregon, whether public or private." Many veterans applied the funds to enrollment in high school.

The law provided up to \$200 per year and \$800 total for four years. It could be used for "lodging, board, and other necessities." In order to prevent any unauthorized expenditures, students did not receive the money directly in a lump sum. Instead, it went to the college, which used the "usual forms and restrictions for paying out State funds." The money generally was delivered at \$25 per month for eight

months of the year. Unfortunately for many Oregon students, the measure also denied financial aid to members of Student Army Training Corps (SATC) who were still in college when the war ended.

By wide margins, Oregon voters twice approved revenue bills to fund the program. And, by January 1920 veterans had filed about 3,000 applications with more expected. According to Governor Ben Olcott, "our financial education aid act has brought inquiries to us from every state in the Union, from those who would re-enact it into law elsewhere."

The Cash Bonus Debate

As the soldiers began to return in late 1918, debate accelerated nationally about providing cash bonuses for veterans of the war. But by January 1921, as another session of the Oregon Legislature was beginning, Governor Olcott had seen enough: "Congress has delayed and haggled over this measure until the light of hope is fast fading." He argued, "Oregon should come forward" to "do something for these men."

At the same time, veterans organized into an effective voice in Oregon to demand the bonus. On Jan. 13, 1921, about 1,500 veterans gathered at the Portland Armory after the American Legion called a meeting. The boisterous crowd roared its approval for a resolution calling on the Oregon Legislature to allow veterans the choice of \$25 for each month of military service or a \$3,000 home or farm loan. While the loan portion also won approval, the crowd saved its most "vociferous" applause for the cash bonus.

At the event, the decidedly unpopular "committee of ten," a group of veterans opposed to the bonus, countered that "the disabled veteran is the man that needs the help. It is neither you nor I. He is the man." But "torrents of disapproval drowned all arguments against the cash bonus plan." Supporters of the plan said "that ex-service men are out of work, and their families in want, and that neither monuments nor memorials are so badly needed as financial aid and employment."

Over 90 other American Legion posts in Oregon also supported the bonuses and demonstrations followed to put pressure on the Legislature. The Portland meeting ended with a "bonus parade" marching through the downtown streets of the city. Organizers called on all veterans, Red Cross nurses, and members of the War Camp Community Service to join the demonstration, "in uniform if possible."

The State Responds



SATC students still in the program at the end of the war did not qualify for the state education aid. (OSA, Oregon Defense Council Records, Publications and Ephemera, Box 8, Folder 4, OAC Bulletin 296)



In addition to the American Legion, several organizations developed to advocate for veterans after World War I. (OSA, Soldiers' and Sailors' Commission Records, Case Files, Box 1)



Governor Ben Olcott promoted the work of commission.

The governor couched the debate in terms more palatable to fiscal conservatives: "I would not call it a 'bonus.' It would not be a bonus. It would be a very small share of their rightful due, particularly when compared with some of the wages paid to men who worked at home while these men were fighting abroad." Olcott agreed with the American Legion in favoring a payment of \$25 for each month of service. He placed his faith in the voters of the state, recommending that the Legislature refer the measure to a special election.

After some tinkering, including dropping the amount to \$15 per month of service, the Legislature passed a bill that was put to a statewide vote in June 1921. The governor predicted, "the people of the state are sufficiently appreciative of these great services to respond with an enormous majority in favor of such a measure." His powers of prediction held true as the voters approved the referral by a landslide: 88,219 to 37,866.

The measure approved by the voters acknowledged the difficulties facing veterans. It recognized the "heroic sacrifices," the "difficult problem of readjustment," and the "handicaps they face by reason of unequal losses." The new law created the World War Veterans' State Aid Commission to manage the program. Under the terms of the measure, veterans or the relatives of deceased veterans qualified for the aid. They could choose the bonus or the loan but not both. Veterans who already received money under the educational aid plan would be required to repay it in order to receive the bonus. The commission was required to carefully oversee the program to make sure fraud and abuse did not arise.

Managing the Expensive Program

With millions of taxpayer dollars in play, management of the aid fund drew considerable attention. Governor Olcott admitted the state must be "fully protected by adequately safeguarding the stupendous sums involved." His replacement in the state capitol, Governor Walter Pierce, was blunt in his support of cutting the taxes required to pay for the program, saying in 1923 the "commission should be abolished when money now on hand is expended." But the commission carried on and by 1925 had paid nearly five million dollars in bonuses to veterans. Two years later officials estimated the total amount loaned to veterans for the purchase of homes or farms would total 30 million dollars.

While critics complained about the millions of dollars spent and the higher taxes that resulted, in the end, the Legislature reflected the sentiments of most Oregonians when it stated that "equity, justice and a simple duty" should be recognized for those who "brought us victory and peace."



Governor Walter Pierce didn't like the extra taxes levied to run the commission.

Notes

(Education: Oregon State Defense Council Records, Publications and Ephemera, Box 8, Folder 4, Oregon Agricultural College Bulletin, Nos. 295, 311; State Historian's Correspondence, Box 1, Folder 16; Oregon Laws, 1919 Ch. 428; Governor's Messages to the Legislature, 1920, page 6; Bonuses: Governor's Messages to the Legislature, 1921-1927; Soldiers' and Sailors' Commission Records, 74 A-3, Correspondence, Box 2, Oregon Journal newspaper clipping; Oregon Blue Book)

Another Try at Isolation

Entangling Alliances

During the war, President Wilson and others tried to find some way to bring about peace based on four principles: the substitution of an international organization for the old alliance system; the substitution of arbitration for armaments; the institution of self government; and the avoidance of seizures of territories and of reparation demands. In 1916 he advocated the idea of a "league of nations" and the next year he called for a "peace without victory." In fact, Wilson spurned the idea of entangling alliances when the United States entered the war not as one of the "Allies" but rather as an "associated" belligerent.



A newspaper political cartoon lampoons the Senate's resistance to ratifying the Treaty of Versailles. ("Seein' Things" - Brooklyn Eagle, 1919, Image courtesy authenticichistory.com)

The Fourteen Points

By January 1918, Wilson announced his Fourteen Points, with the hope of bringing a lasting peace. Generally, these points reflected his belief in the interconnections between free trade, democratic institutions, and human liberty. While the Allied leaders disliked the Fourteen Points, sufficient pressure was applied to make them the basis of the Armistice. But Wilson later confronted powerful geopolitical forces in Europe that forced numerous concessions in the Fourteen Points. Compromises were made related to rights of self-determination and harsh reparations were imposed on Germany. Still, the Treaty of Versailles, signed in June 1919, may have been the best deal he could make considering the politics and attitudes of those involved.

Wilson hoped a key provision of his Fourteen Points and the Treaty of Versailles would provide a mechanism to rectify with some of the treaty's shortcomings. The treaty included the covenant of the League of Nations. In the aftermath of the greatest carnage ever seen, the league sought to promote international cooperation and to achieve international peace and security. Among other provisions, members agreed to seek arbitration through the league before going to war.

Seeking Senate Ratification

The president then turned his attention to gaining the necessary ratification of the treaty by the U.S. Senate to allow American participation. Popular opinion in the nation was generally favorable. But the Senate was full of cross currents of opinion and two-thirds of the body was needed for ratification. Many senators believed that rather than get involved in international affairs, the United States should create a model society for other nations to emulate. Other senators wanted to make adoption of the treaty based on various reservations, many related to the League of Nations.



[Listen to a speech by U.S. Secretary of War Newton Baker in 1919 entitled "On the League](#)



U.S. Senate Majority Leader Henry Cabot Lodge. (Image courtesy Library of Congress)

of Nations." (http://www.firstworldwar.com/audio/Newton_Baker_-_The_League_Of_Nations.mp3) (.mp3, firstworldwar.com)

In the end, the Senate failed to ratify the treaty. Politics, personal animus, and Wilson's refusal to compromise doomed the effort. Throughout the negotiations, Wilson had to contend with Senate Majority Leader Henry Cabot Lodge. The two men hated each other and Lodge was well positioned to cause problems for the president. Lodge was not an isolationist, but he believed the League of Nations threatened national sovereignty. He and others demanded changes that Wilson refused to make on moral and other grounds.

As the negotiations dragged on, public opinion lost interest, with focus shifting to the rising problems of inflation,

unemployment, and fear of radicalism. And with the election of Warren G. Harding in 1920, America turned inward as it embraced his call for a return to "normalcy." The League of Nations limped on without American participation.



Listen to a speech by Warren G. Harding in 1919 (http://www.firstworldwar.com/audio/Warren_G_Harding_-_Acceptance_Speech.mp3). (.mp3, firstworldwar.com)

Fascism Rises

Over the years, important provisions of the Treaty of Versailles, such as the "war guilt" clause and heavy war reparations imposed on Germany, contributed to the rise of resentment and radicalism in German society. Out of this context, Adolf Hitler and his fascist Nazi Party rose to control Germany by 1933. Once again, events in Europe reinforced American isolationism. Moreover, the stock market crash of 1929 and the rise of the Great Depression in the 1930s focused the nation further inward on the recovery of its own economy. As the shadow of fascism fell over more of Europe and a militant Japan rose in the east, a troubled America steadfastly refused involvement. Finally, the dramatic attack on Pearl Harbor in December 1941 collapsed isolationist resistance to the American entry into World War II.



The USS Arizona sinks Dec. 7, 1941 in Hawaii. The attack on Pearl Harbor ended any question of the U.S. entering World War II. (Image, USS Arizona Memorial)

Oregon and the Roaring Twenties

Economic Challenges

While the 1920s "roared" in much of the American economy, in many ways they only whimpered in Oregon. World War I heated up Oregon's economy with demand for the production of ships, lumber, grain, and other materials. But in its wake, the state's economy faltered as farming slumped and orders to shipyards and lumber mills declined precipitously. Housing starts dropped, stock market speculation increased, banks grew unsteady. Looking for brighter horizons, 50,000 Oregonians left the state after World War I.



Tourists take in the panoramic view looking east from Crown Point in the Columbia River Gorge. The success of the Columbia River Highway inspired Oregon leaders to improve other state and local roads in the 1920s. (OSA, Accession 88A-057, Postcards)

Oregon's Good Roads Movement

One of the impediments to economic prosperity was the state's transportation system. Certainly, Oregon had a network of railroad, stage, and steamboat routes, but its road system could only be described as primitive. A spectacular exception was the just completed Columbia River Highway, which provided both inspiration and impetus to push modern road building forward on a statewide basis. After passing the nation's first gas tax to pay for roads in 1919, Oregon moved at full speed to construct a network of modern paved and concrete roads. The campaign to "Get Oregon Out of the Mud" began to pay dividends as highway projects such as the Pacific Highway and later the Oregon Coast Highway captured the imaginations of wandering Oregonians and Americans. Meanwhile, great efforts went into enhancing a network of farm to market roads linking agricultural communities with railroads and other shipping resources.

Social Freedoms and an Advertising Age

As it struggled economically in the 1920s, Oregon also experienced the excitement and fears of a tumultuous social and cultural decade. Changes hastened by World War I expressed themselves in American culture as old traditions waned. Many women, newly empowered by the right to vote on a national level, broke social constraints on dress and behavior. They "bobbed" their hair, discarded their corsets, wore flapper dresses, listened to jazz music, danced the Charleston, and openly smoked cigarettes. Many demanded easier and more equitable divorces along with access to birth control.



Actor and filmmaker
Charlie Chaplin.

Movie idols such as Rudolph Valentino, Clara Bow, Mary Pickford, Douglas Fairbanks, and Charlie Chaplin captivated film audiences. The film plots often followed classic themes that reflected ideals of society: farm boy conquers city while remaining pure; poor boy struggles and saves to achieve wealth and happiness; nice boy meets and marries rich girl. Sports combined with the booming advertising profession to create heroes such as Babe Ruth in baseball and Jack Dempsey in boxing. Radio broadcasts and ownership grew rapidly. Automobiles, made much more useful by the improving roads, provided Oregonians with a level of physical independence they had never known. The world was in many ways a very exciting place.

Darker Currents

Yet troubling aspects of the society dampened the exuberance for many. The great social experiment of Prohibition led to underground economies, increased organized crime, and an erosion of respect for government. Labor strife boiled over at regular intervals, sometimes leading to violence. Fear and distrust of American radicals as well as foreigners grew while Bolsheviks were seen in the shadows of society.

The Twenties also saw growth in the application of Social Darwinism principles to state institutions. The eugenics movement blossomed in Oregon, leading to the violation of the rights of many disabled and incarcerated citizens. Specifically, a 1923 state law provided for "the sterilization of all feeble-minded, insane, epileptics, habitual criminals, moral degenerates and sexual perverts who are a menace to society...."

The Oregon Eugenics Board regularly made decisions to sterilize residents of the Oregon State Hospital, Oregon State Penitentiary, Eastern Oregon State Hospital, and the State Institution for Feeble-Minded [later Fairview Hospital and Training Center]. Officials initially used the law to punish people for having homosexual sex. And, for years they also favored castration over vasectomies as a means of sterilization. The board reasoned that the gene pool would be stronger if "defective" individuals were not allowed to breed. Sterilization was also thought to have a "calming" effect on individuals. Until reforms in 1967, sterilization often was used as a condition of release from state institutions or to punish people who acted out. The board was finally abolished in 1983.



Eastern Oregon State Hospital, opened in 1913, was one of several state institutions in which residents were sterilized. (OSA, Board of Control Records, Photographs, Box 1)

The rise of the Klan

Perhaps the most menacing trend during the decade was the rise of anti-Catholic bigotry and racist vigilante movements, which established a firm foothold in the state. The Ku Klux Klan formed chapters in Portland, Eugene, Medford, Roseburg, and other Oregon communities. Its members donned robes and paraded through streets igniting crosses and intimidating Catholics and minorities. In 1921 Medford Klan organizers perpetrated "necktie-parties" (near lynchings) against two African Americans who they suspected of bootlegging as well as against a piano dealer who had filed a lawsuit against a Klan member. Deploring the incidents, Governor Ben Olcott declared:

"Oregon needs no masked night riders, no invisible empire, to control her affairs.... The true spirit of Americanism resents bigotry, abhors secret machinations and terrorism, and demands that those who speak for and in her cause speak openly, with their faces to the sun."

But the Klan's rise in the early 1920s carried considerable political clout. In 1923, the Klan-dominated Oregon Legislature passed an Alien Land Law barring Japanese land ownership. The new law came on the heels of a U.S. Supreme Court ruling that Japanese people could not be naturalized citizens. And, the law passed despite the fact that Japanese Americans held less than one percent of Oregon land in 1920. Similar laws passed in Washington, California, and other states.



The Ku Klux Klan enjoyed a warm reception from many Oregon communities in the 1920s as Catholics and minorities suffered both blatant and subtle bigotry.

The organization also endorsed an initiative measure to require children of ages 8 to 16 to go to public schools. While other reasons were given, a primary impetus of the measure was to wipe out Catholic schools in the state. Approximately seven percent of Oregon students attended private schools, many of which were Catholic. Most of the state's newspaper editors either supported the measure or remained neutral.

Turning the Progressive tool of direct legislation into a reactionary weapon, supporters convinced Oregon voters to pass the compulsory school measure by a vote of 115,506 to 103,685 in the November 1922 election. They also managed to get Walter Pierce, who supported the measure, elected governor, replacing Ben Olcott, a staunch opponent.

The Oregon Legislature decided not to enforce the measure until the courts ruled on it. Finally, the U.S. Supreme Court in "Pierce vs. Society of Sisters" unanimously ruled in 1925 that the bill was an unconstitutional violation of parents' rights to send their children to

schools of their own choice. By the time of the ruling, the Klan largely had faded from prominence, a victim of internal conflicts, corruption rumors, and the second thoughts of Oregonians.

The tired end of the frenetic decade saw the event that precipitated the next major era of American history, the Great Depression. The stock market crash of 1929 was more of a symptom of the underlying excesses and weaknesses of the economy than it was a cause. But it served as a wake up call for the

despairing times ahead.

Notes

(Eugenics Board: Oregon Laws, 1923, Ch. 194; Klan: "An Oregon Century" Web Exhibit by the Oregonian; Compulsory school measure: Dodds, Gordon B., Oregon: A Bicentennial History, 1977; Oregon Blue Book)

Oregon in the Great Depression

The Downward Spiral

The chain of events that followed the crash of the stock market in 1929 seemed unending and unstoppable. Those who owned stock certificates now found themselves holding worthless pieces of paper. Prestigious banks nationwide went bankrupt leaving their depositors' savings wiped out. Failing banks also led to foreclosures on businesses, homes, and farms, further eroding both the national and local economies. As money dried up, so did factory orders. Fewer factory orders meant more layoffs. More layoffs meant less money to spend in local merchandise shops and cafes as the downward spiral continued.

Despondent Americans looked for help to stop the spiral. But President Herbert Hoover, who grew up in Newberg, held the belief that government was not the solution. While he took some measures to attempt to stem the bleeding, he shared a strong philosophy with his Republican Party stalwarts that prevented a large scale government response.

The New Deal

Franklin Delano Roosevelt, the Democratic Party rival for the 1932 presidential election, was not so encumbered. And desperate Americans voted him in under the hope that at least some action would be better than none. Seizing the mandate, Roosevelt unleashed a whirlwind of federal government action dubbed the "New Deal." Many of his initiatives were aimed at restoring the battered confidence of Americans. Soon after taking office, he declared a "bank holiday" in which he closed financial institutions across the country until federal auditors could examine their books and decide on their solvency. Thousands of banks were closed down, but those that reopened could be trusted, assured Roosevelt.

Civilian Conservation Corps

The president then began cooking a pot of "alphabet soup" programs for economic recovery. Roosevelt recognized that he needed to get the millions of unemployed Americans back to work, as much for psychological reasons as for economic ones. While he met substantial political and legal resistance to his plans for unprecedented expansion of the federal government, most Americans supported him. The creation of the Civilian Conservation Corps (CCC) yielded far reaching consequences for Oregon. Not only did it provide employment for thousands of young Oregonians without jobs, but it left a myriad of functional and attractive improvements to the state's infrastructure. Bridges, roads, campgrounds, buildings, ranger stations, guard stations, fire lookouts, reservoirs, and other projects numbered among the achievements of the CCC in every part of Oregon.



The Civilian Conservation Corps (CCC) gave jobs to thousands of young Oregonians and left a legacy of public works improvements. (OSA, Parks and Recreation Department Records, Boardman Collection, Box 2)

Bonneville Dam



The Bonneville Dam exemplified the willingness of President Roosevelt and New Deal planners to think big in an effort to break the grip of the Depression. The dam, and others like it, transformed the economy of the region in later decades as the Bonneville Power Administration managed the vast potential of the Columbia River. (OSA, Oregon Highway Division Records, Tourism Photographs, Photo No. 5618)

Works Projects Administration

Meanwhile, the Works Projects Administration (WPA) employed many more Oregonians who worked as writers, teachers, lawyers, historians, painters, architects, masons, and in other arts, professions, and trades. Their work resulted in numerous books such as the fascinating tour of Oregon entitled "Oregon: End of the Trail." They also left monuments to the artists and craftsmen of the day with works such as the magnificent Timberline Lodge on the flanks of Mount Hood. The WPA, along with other federal agencies such as the Public Works Administration (PWA), built post offices, libraries, and federal buildings across Oregon. The agencies also commissioned numerous projects resulting in the creation of murals, furniture, decorative iron work, and other enduring pieces of art.

Reshaping the Landscape

But the New Deal reshaped the landscape and the future of the state in other ways as well. Most notably, the federal government began an ambitious plan to build dams on the Columbia River. Soon, construction started on the massive Bonneville Dam, one of the striking engineering achievements of the period. The project employed 4,000 laborers directly and created thousands of other jobs in support industries and services. It would provide irrigation water for the surrounding arid land, electricity to

power factories and homes, a navigation route for barges carrying grain, and most of all hope for a brighter future.

These and many other public programs kept Oregon and the rest of the nation moving forward through the 1930s even as the Depression stubbornly persisted. While they may not have brought about the end of the economic problems, they did succeed in providing Americans with jobs and hope. As the clouds of war gathered in Europe and Asia in the latter years of the decade, the national economy gradually transitioned to supplying materials for another far off war. On Dec. 7, 1941 a reluctant America saw no choice but to turn the pages of history from the hardships of the Depression to the horrors of the next world war.

Official web site of

Oregon Secretary of State

Learn More

The following resources provide more opportunities for learning. "Related Record Groups" offer descriptions of the records of the Oregon Military Department, Soldiers' and Sailors' Commission, and more. "Related Resources" connect viewers with broader perspectives of World War I. And the "Research and Use Options" include information about the Defense Council record group and how to conduct research and order copies of records and photographs.

[Related Record Groups](#)

[Related Resources](#)

[Research and Use Options](#)

Credits

Exhibit by Gary Halvorson, Senior Archivist

Additional Assistance

Planalp diary transcription: Rhonda Lester; Reviewers: Layne Sawyer, Roy Turnbaugh - Oregon State Archives. Technical Assistance: Emma Snodgrass, Kevin Courtney - Oregon Secretary of State's Office.



Clockwise from top left: Howard Pettengill of Newberg (Merchant Marine); William Anderson of Eastside (Navy); Milton Pugh of Albany (Army-Spruce Production); William B. Davis of Ashland (Army) (OSA, Oregon State Defense Council Records, World War I Personnel Photographs)

Official web site of

Oregon Secretary of State

Related Record Groups

The records of the Oregon State Defense Council provide a unique perspective on the state and its citizens during World War I. The following Oregon State Archives record groups also relate to World War I or its aftermath:

Oregon Military Department

The records of the Oregon Military Department cover actions from 1847 to 1986. The records consist of over 300 cubic feet of correspondence, reports, maps, photographs, and related items. For more information, see the [searchable records guide \(/archives/Pages/records.aspx\)](/archives/Pages/records.aspx).

Oregon Secretary of State

This record group includes additional "Soldiers' and Sailors' Commission Records." The records consist of .40 cubic foot of minutes, reports, correspondence, financial documents, and related items from 1920 to 1936.

Oregon Department of State Lands

This record group includes World War Veterans State Aid Commission Blanket Release of Mortgages," 1938, .25 cubic foot. The records document the release of mortgages on deeds taken in lieu of foreclosure. The series consists of one volume of lists of released mortgages. Included is name of mortgage, mortgage date, location of mortgage record, and county. Subjects include government lending, loan requests and land ownership.

Oregon State Board of Control

This record group includes "Ex-Servicemen in State Employment Survey," 1938, .10 cubic foot. The records document a Board of Control survey used to determine the number of veterans working for the state. The survey includes agency breakdown by war, widows and orphans. The records include correspondence, questionnaires, and individual service records.

World War Veterans' State Aid Commission



The Marion County: The World War I Doughboy statue by John Paulding on the Capitol Mall in Salem.

([Oregon Scenic Images collection](https://www.northwestdigitalheritage.org/s/oregon-state-archives/item/10733#lg=1&slide=0)
(<https://www.northwestdigitalheritage.org/s/oregon-state-archives/item/10733#lg=1&slide=0>))

The records of this commission document the management of loans and bonuses paid to World War I and Spanish-American War veterans. The commission was abolished in 1943 when its duties were transferred to the State Land Board. The records consist of about 40 cubic feet of minutes, correspondence, indexes, registers, reports, photographs, and related items from 1921 to 1951.

World War Veterans' State Aid Commission Records List

These records are available at the Oregon State Archives.

Series Title	Dates	Quantity
Biennial Reports	1923-1940	.1 cubic foot
Bond Issue Reports	1921-1951	.1 cubic foot
Commission Correspondence	1921-1943	1.5 cubic feet
Commission Minutes	1921-1943	11 volumes
Commission Reports	1926-1940	.5 cubic foot
Financial Status Reports	1924-1943	2 cubic feet
General Journals	1921-1933	2 volumes
General Ledger trial balances	1922-1923	.1 cubic foot
Initial Application Index	1921-1938	13.5 cubic feet
Loan and Bonus Application Register	1921-1938	1 cubic foot
Loan Application Index	1921-1938	12 cubic feet
Mortgage Loan Inspector's Reports	1923-1929	.25 cubic foot
Mortgage Release Registers (includes index)	1922-1943	5.5 cubic feet
Photographs (Klamath Irrigation/Tule Lake)	1927 & n.d.	.25 cubic foot
Property Analysis Ledger	1930-1940	.1 cubic foot

Oregon Soldiers' and Sailors' Commission

The records of this commission document efforts to provide jobs and financial assistance to veterans of World War I. The commission was abolished in 1936. The records consist of 10 cubic feet of correspondence, applications, case files, and claims from 1919 to 1925.

Oregon Soldiers' and Sailors' Commission Records List

These records are available at the Oregon State Archives.

Series title	Dates	Quantity
Case Files	1920-1923	1 cubic foot
Claims on General Fund	1919-1921	1 cubic foot

Correspondence	1919-1925	1.25 cubic feet
Department Correspondence	1919-1921	2 cubic feet
Soldiers' Application Cards	1919-1925	4.75 cubic feet

County Records

These record groups include "Veterans' Property Tax Exemption Oath Records" (documenting World War I and other service). The records document a state law that provided for a \$1,000 exemption to qualified veterans. The information often includes name of veteran; war, service branch and unit of service; property description; address; and date.

County Records List

These records are available at the Oregon State Archives.

Series Title	Dates	Quantity
Clackamas County	1938-1952	2 cubic feet
Jackson County	1923-1944	2 cubic feet
Yamhill County	1927-1936	.75 cubic foot

Related Resources

Oregon Historical Records Index

The Oregon Historical Records index

(<https://secure.sos.state.or.us/ohri/search.action>) includes World War I personal service histories gathered by the Oregon State Defense Council.

Selected Websites

These sites include descriptions, documents, and media related to World War I:

firstworldwar.com (<https://www.firstworldwar.com/index.htm>)

World War I Document Archive

(https://www.lib.byu.edu/index.php/Main_Page)

World War I: Trenches on the Web (<http://www.worldwar1.com/>)

The Great War

(<https://www.pbs.org/wgbh/americanexperience/films/great-war/>) (PBS)

Selected Television Documentary

World War I: The Complete Story (<https://ihffilm.com/dvd325.html>) (CBS, 1963). Over 10 hours with extensive archival footage.

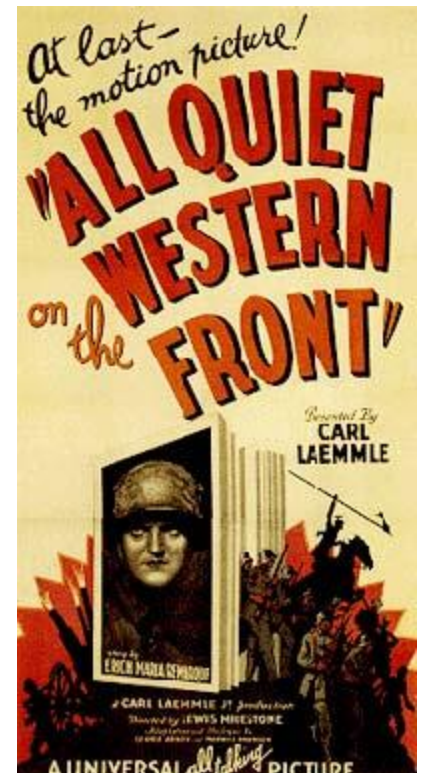
Selected Films

"All Quiet on the Western Front" (https://en.wikipedia.org/wiki/All_Quiet_on_the_Western_Front) (Lewis Milestone, director, 1930) Several German schoolboys are followed through the horrors of the trenches. This anti-war film is based on the best-selling 1929 novel by Erich Maria Remarque.

"Paths of Glory" (https://en.wikipedia.org/wiki/Paths_of_Glory) (Stanley Kubrick, director, 1957) Fictional doomed French assault leads to scapegoating and court martials as this film looks at patriotism and ambition during war.

"Gallipoli" (https://en.wikipedia.org/wiki/Gallipoli_%281981_film%29) (Peter Weir, director, 1981) Two Australian message runners face the brutal realities of war when they are sent to fight in the Gallipoli campaign in Turkey during World War I.

Selected Books



Poster advertising the 1930 Academy Award winning film.
(Image, filmsite.org)

Gilbert, Martin, *First World War: A Complete History* (1996).

Howard, Michael, *First World War* (2003).

Keegan, John, *The First World War* (2000).

Kennedy, David, *Over Here: The First World War and American Society* (1990).

Strachan, H (ed.), *The Oxford Illustrated History of the First World War* (1998).

Tuchman, Barbara, *The Guns of August* (1994).

Research and Use Options

Defense Council Records

Most defense council records at the Oregon State Archives document civil defense activities after the council was recreated during World War II. However, the following records specifically document the World War I experience:

Personal Military Service History Index (in Reference Room), 1918-1922.

Personal Military Service History Records, 1918-1922, 7 cu.ft.

Publications and Ephemera (World War I), 1917-1920, .50 cu.ft.

State Historian's Correspondence, 1918-1922, 1 cu.ft.

World War I Personnel Photographs (includes other war photographs), ca. 1915-1919 .50 cu.ft.

Ordering Images

Images in the exhibit with a citation beginning with "OSA" are available for purchase from the Oregon State Archives. Images are offered unedited, as scanned 300 dpi TIFF format. Some of the images were scanned from original publications with less than ideal photographic or graphic characteristics. **Contact us to get photographic negatives or prints (<mailto:reference.archives@sos.oregon.gov>).**

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[A drawing shows vigilant American soldiers in the trenches. \(OSA, Historical Annual National Guard State of Oregon, 1939\)](#)