

# AVIATION GROUND

Although there was logic and order apparent in initial actions, neither the aeronautical training plans, nor their implementation, could keep pace with requirements. In 1917, the greatest need was to find some way of assimilating the volunteers who, paradoxically, while making expansion possible, by their very numbers also made it difficult. With more men on board than could be accommodated within the existing structure and others coming in faster than facilities could be provided, it was all too clear that something had to be done—and quickly. And that is the way it was done.



ON JULY 23, 1917, 50 men, with beds and bedding, arrived in Cambridge on the campus of the Massachusetts Institute of Technology from the First Naval District headquarters in Boston. They were met by Ltjg. Edward H. McKitterick. These 50 men were the first increment of over 4,000 who would receive their introduction to the naval service at that school and go from there to carry out their duties in assignments at home and abroad. Many would go to flight training and become Naval Aviators, some would perform ground duties, but not one would forget his days at Tech and the men who set him on a proper course.

So far as the record is concerned, the idea of using the facilities of established civilian educational institutes for the initial stages of military training seems to have sprung full grown out of nowhere. Actually, the experience of the British, who had already been at war three years, established the precedent and appears to have planted the seed. An example of their program on this continent was the Royal Flying Corps School at Toronto.

The problem of training was discussed at a meeting of the National Advisory Committee for Aeronautics (NACA) in Washington on April 23, 1917. This discussion led directly, less than three weeks later, to the establishment of Army courses at six scientific schools across the country. Also involved was the Aircraft Production Board, the chairman of which informed the Secretary of the Navy of the

**PIONEER TASK** of organizing the school at MIT fell on Ltjg. Edward H. McKitterick.

# SCHOOLS AT MIT

possibilities. Whatever the influence—and reports from abroad seem to have been most influential—the Navy was fully aware of the possibility of using existing schools for training and, in fact, was contemplating such a program.

New plans for training student officers, formulated in the early months of the war, called for a program in three parts. The first was a ground school of roughly six weeks duration. This would be followed by preliminary flight training to bring the student through from five to ten hours of solo work. In the final stage, advanced flight training, the student would qualify as a Naval Aviator and receive his commission in the Naval Reserve Flying Corps.

Early in July, the Navy made the first move toward setting up the first part of this program at the Massachusetts Institute of Technology at Cambridge. This was a natural choice since the Navy had already established a working relationship with the school through the assignment of Commander Jerome C. Hunsaker to study, and later to teach, at its School of Aeronautical Engineering.

On July 3, 1917, the Secretary of the Navy wrote to MIT President R. C. MacLaurin regarding the pos-

sibility of setting up a course for the Navy along lines of that already in progress for the Army. The letter was delayed in delivery but the affirmative reply, which came by telegram, included an invitation to send a representative to discuss needs and make arrangements. On July 10, Lt. E. W. Spencer, commanding the air station at Squantum, was ordered to make the visit.

Spencer reported two days later the Institute could provide facilities and an instructional staff for groups of 50 men assigned every two weeks. It would be ready for the first group near the end of the month. On July 14, Lt. E. F. Johnson of the Aviation Training Section arrived from Washington to discuss further details and make final arrangements. On the same day, SecNav directed the Bureau of Navigation to draw up a contract.

The general terms called for facilities for 200 students admitted by classes of 50 every two weeks, an instructional course of two months duration covering aircraft engines, theory of flight, general flying, gunnery, signaling and wireless, and naval studies. The cost per student would be ten dollars per week for the first four weeks, five dollars for succeeding weeks. As its part of the program, the Navy would provide

one officer to supervise instruction and command the detachment and at least four men qualified to instruct in naval subjects. Quarters, exclusive of beds and bedding, were to be furnished by the school. This contract, with other standard contractual stipulations, was executed on July 23, 1917.

**T**HE FIRST COMMANDER of the new detachment, Ltjg. McKitterick, was a graduate of the Naval Academy Class of 1912 and a qualified Naval Aviator, then on duty at NAS PENSACOLA. With only a quick stop in Washington to be briefed on plans and arrangements, he arrived at the school on July 23, just in time to meet the first group.

With no staff to assist him, Lt. McKitterick moved his group into spaces provided by the school in Technology Building No. 2 and made plans to begin classes the next day. On the first day, he indoctrinated the recruits and acquainted them with the program. Extemporization was the order of the day. Quarters and classroom space had been assigned but neither an instructional staff nor training materials had arrived. But the experience of the MIT staff in setting up the Army program helped smooth the way.

FIRST NAVAL AVIATION DETACHMENT, FLIGHT A, AT THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY, 1917



The initial Ground School program called for a 40-hour week, the hours being allotted as follows: Navigation, 5; signals, 6; Navy regs, 5; seamanship, 6; calisthenics and boat drill, 5; drill, 5; study, 5, and examinations, 3. As the class progressed, new subjects were introduced. By eliminating some of those taken earlier and by reducing the hours of others, a 40-hour weekly schedule was maintained.

This program prevailed for the first six classes. In October 1917, as a result of a brief visit by the commanding officer to the Royal Flying Corps Ground School at the University of Toronto, the allotment of hours was readjusted, principally in gunnery. For this course, the time was more than doubled. There were lesser increases in signals and rigging. This expansion, and a greater emphasis on physical conditioning—the hours assigned to calisthenics and drill were doubled—combined to bring the total hours of instruction for eight weeks to 428, a load considerably over the earlier 40-hour week.

When Class 7 reported October 15, the strain of the extra hours was eased by extending the course from eight to ten weeks and adding 12 hours of liberty which had been cut to zero by the earlier expansion. The new 440-hour total over ten weeks still exceeded the 40-hour per week limit, but it was tolerable.

After the adjustment, hours assigned to certain subjects again began to creep upward but the increases were held within bounds. As the curriculum became stabilized, a reversion to the original plan was possible and on June 24, 1918, the length of the course was reduced to eight weeks.

In all, there were 12 different distributions of scheduled hours, the last five of which stipulated only minor variations. The changes followed the needs of the service. Special provisions for lighter-than-air men were made with Class 22 in May 1918 and required continual adjustment throughout the program. In October 1917, a special course was set up for Aerial Observers which continued until Jan-

uary 1918 when this training was transferred to NAS MIAMI.

**T**HE ORGANIZATIONAL relationship of the new school with MIT followed the pattern already established for the Army school. Supervision and responsibility for the program rested wholly with the commanding officer. Control of the academic work was vested in an academic board, made up of all professors and instructors serving the Ground School, headed by a president appointed by the President of the Institute. The departments, each under a head appointed by the President of the Academic Board, were (a) Electricity, Signals and Photography, (b) Seamanship and Navigation, (c) Gunnery, (d) Aeronautic Motors, and (e) Aeronautics, consisting of Theory of Flight and Aircraft Instruments. An examining board, consisting of the president of the academic board and three department heads, passed upon the qualifications of all students making unsatisfactory progress. The commanding officer exercised final authority in judging the fitness of student officers to graduate.

The organization of the student body followed that of a military unit under cadet and petty officers. The detachment was originally organized as one battalion of four companies. At its maximum strength, the detachment was organized as a brigade of two regiments and three battalions. These units, commanded entirely by cadet officers, were supervised by the drill and discipline officer.

For administrative purposes, students were assigned to Flights A, B, C, etc., each group progressing every two weeks to the next flight. The A flight was the senior, or graduating, class. Each group entering was also assigned a class number; there were 34 in all.

The assignment of a new class every two weeks meant four classes on board during eight-week sessions and five classes during ten-week sessions. The total number in attendance at one time ranged from approximately 200 for the first part



of the program to roughly 750 during ten-week sessions and some 800 in the final phase.

The first of 363 gunnery sergeants of the U.S. Marine Corps trained at the school was assigned in a group of 25 men on June 1, 1918. This Marine Detachment, which was within rather than separate from the Naval Detachment, was in charge of Capt. Robert J. Archibald, U.S. Marine Corps.

On September 21, 1918, 20 flight cadets of the Royal Canadian Naval Air Service reported for ground school instruction, their uniforms adding considerable color to the detachment. In all, 60 RCNAS cadets were assigned to the detachment.

As the detachment reached its greatest expansion, the Institute campus presented a most military appearance. All day long, groups of students could be seen going through calisthenics, exercises, gas mask and close order drill. All day long, the rattle of machine gun fire came from the gunnery shops while the roaring of aircraft engines running on test blocks echoed from the engine laboratories.

Three men successively commanded the detachment. The pioneer task of organizing the school and setting precedents fell on Lt. McKitterick. He served six months to December 21, 1917, then left to commission and take command of NAS CHATHAM, Mass. He was relieved on that date by LCdr. R. W. Cabaniss who served roughly seven months before going overseas.

With his arrival a series of orders



LCDR. R. W. Cabaniss as the second officer in charge, serving for some seven months.

was published in pamphlet form and furnished to each new arrival. This pamphlet as a guide to proper conduct could well be regarded as a model. The best part of it, however, was the fact that every rule and regulation laid down was enforced with the utmost rigor (as every man would agree).

Cabaniss was succeeded on July 9, 1918 by Lt. H. C. Van Valzah under whose command the development of esprit and appearance of the unit was continued. A band was organized and formal retreats were held at sundown, the entire detachment parading on the drill field between the Walker Memorial and Institute buildings. It was a performance enjoyed by hundreds of spectators from the community.

**C**HANGING requirements were met by the establishment of special schools which used the facilities of the Institute and the detachment organization, but were set up separately from the Ground School.

The Inspector's School—Establishment of this school was a direct result of wartime expansion. The need for more qualified inspectors of aviation material was met initially by assigning Naval Aviators. Although untrained in the techniques of inspection, they were well enough acquainted with aircraft structures, components and working parts to make a rapid adjustment to the job. But, with too few aviators to fill these and other billets where their skills were needed,

the Navy was soon forced to assign less experienced officers. The inefficiency of this practice, in a period when time was a factor in every action and in an industry which in itself lacked the experience of producing aircraft and aeronautical material in volume, was evident.

An intent to use the resources of the Ground School at MIT to develop qualified inspectors was first revealed to the detachment's commanding officer the morning of August 22, 1917, when a newly commissioned ensign reported to the school announcing he had come to take the inspector course. The commanding officer wrote a letter to Washington, expressing some surprise at the development but, at the same time, he agreed that such a course would be desirable and could be developed and handled "without much trouble." He proposed that Professor Alexander Klemin and his assistants be asked to work up a course of about six weeks of duration. A week later he reported progress with the remark, "You will have to hand it to the Institute for being on the job on this. They have gone to considerable trouble and I think no little expense in working out their share of the course."

The outline provided for two courses, one for Airplane and the other for Motor Inspectors, each of six weeks duration. The emphasis in both was on the practical matters involved in their specialized work. Both courses began on October 22, 1917, with seven students each. Prospective airplane and motor inspectors took several subjects together and were separated only for their specialties.

The first three classes omitted the regular Ground School subjects. All succeeding classes took the first four weeks of Ground School and devoted the remaining weeks to the specific requirements of their prospective assignments.

The first group of nine men completed the course in December; on January 26, 1918, 35 airplane inspectors were ready for assignment. Between the opening of this school and its closing one year later, on

October 22, 1918, 200 students reported for training. Of these, 167 completed the course successfully, 58 as motor inspectors and 114 as airplane inspectors.

Aerography School—Early in the history of Naval Aviation, aviators had expressed the need for special instruments to measure certain weather phenomena, but it took the experience of war to prove the need for officers specially trained in weather forecasting.

As a first step toward training in this field, the commanding officer of the detachment at MIT was asked to investigate the possibility of arranging for a training program at the Blue Hill Observatory of Harvard University. He made his preliminary report late in November and only a week later reported that one student was on board.

The Aerography School opened December 22 as a formal part of the detachment program at the Institute. It ran until the detachment was disestablished in January 1919. Considerable instruction was given at the Blue Hill Observatory but classes were also held in the Aerographic Laboratory at MIT. The six-week course stressed the use of aerographic instruments, the structure of the atmosphere and the methods of forecasting. Because information regarding the upper atmosphere was meager, the students did a considerable amount of research in order to improve the methods of making weather balloon observations.

The course differed radically from the regular Ground School but, with few exceptions, all student aerographers first completed the Ground School course. Since the classes were small, they required little formal organization and hours devoted to different aspects of aerology were flexible. Eight graduates of this school made up the first detachment of trained aerologists sent in April 1918 to organize and operate aerographic departments at naval air stations overseas. Of the 55 men assigned to the school, 54 graduated. One of them later headed the U.S. Weather Bureau.

The Receiving Ship—Establishment of the Receiving Ship in March 1918 solved a problem that had plagued the program from the beginning. As early as September 1917, the commanding officer reported that half of a new Flight arrived two days before the orders re-assigning the graduates of Flight A were received. Since this put 225 men on board for the 200 bunks available, the only thing the C.O. could do was to send the men of Flight A on leave—a solution not entirely displeasing to them. Difficulty in transferring men after completing the course persisted because transportation was not available on Saturdays, the normal arrival day for a new Flight.

Although these difficulties were overcome by the ingenuity, and even persistence, of the commanding officer, they were aggravated by steady growth of the student body. In February 1918, the commanding officer recommended that students be sent to the school two weeks in advance of their scheduled assignment to Ground School and be quartered in a separate building. During these two weeks, he proposed that the students be vaccinated, outfitted with uniforms and receive instruction in Navy regulations, customs and drill. This system, he suggested, would isolate new students and thus diminish the chance of spreading contagious dis-

ease. It would also put the students in better physical condition and give them a proper indoctrination into school procedure. The plan was duly approved.

The new school, with accommodations for 300 men, went into operation on March 18, 1918, under the command of Ltjg. S. W. Sargent. As it developed, the men were on board from two to six weeks.

Men of the Receiving Ship were organized into companies, Company One being senior and containing those men farthest along in their training. Every two weeks the senior company was graduated, assigned a class number and transferred to the Ground School. The school remained in existence until November 19, 1918, when the last men on board were transferred.

**W**HILE THE WORK of the prospective Naval Aviators was intensive, it was not without its lighter moments. There was after-hours activity in spite of rigid rule enforcement and there were attempts to add glamour to a drab uniform by wearing Sam Browne belts while on liberty, but these are not recorded in official files. The detachment included a number of well known collegiate and professional athletes and contests between classes and with outside organizations were generally meets of high order. There were also competitions of a more naval character, including races of naval cutters, wall-scaling

contests and tugs of war which provided onlookers with good entertainment. The detachment also included men of some wealth and as a result took a prominent part in various Liberty Loan drives, notably the third and fourth, in which the men subscribed 529 and 687 thousand dollars respectively. These not only exceeded the assigned quotas several times but represented a pro rata subscription of better than 400 dollars.

Men on board at the Armistice were given a choice of completing their training or going on inactive duty at once. About 550 men chose to go home. Graduates of the last two classes were placed on inactive duty upon completion of the course and were not assigned to flight training. Class 34, the last to be assigned, was graduated on January 18, 1919. In all, 4,911 students were assigned to the detachment; of these, 3,622 were graduated.

Success is measured best by results. The school was the first of its kind established by the Navy and was the principal source from which a constant stream of trained men flowed out to give body and spirit to the force which carried Naval Aviation through its first test of strength. The strong support of the Massachusetts Institute of Technology and the willing cooperation of its staff contributed in no small measure to the growth and effectiveness of Naval Aviation in the first World War.

## FLIGHT SONG

*Flight "A", Flight "A", here at the Institute,  
Studying aeronautics under Mac, our corking Lieut.,  
And when we get to the Kiel Canal  
We'll do the job up neat-  
Oh, Hans, oh Fritz, there'll be no German Fleet.*

*-Ensign Donald McClellan, U.S.N.R.F.  
who died in an airplane accident at  
Brest, France, early in 1918.*

F. TRUBEE DAVISON  
Founder of the First Yale Unit



*The great aircraft force  
which was ultimately  
assembled in Europe  
had its beginnings with  
a small group of  
undergraduates*

By Captain Paul Jayson, USNR

# THE FIRST YALE UNIT

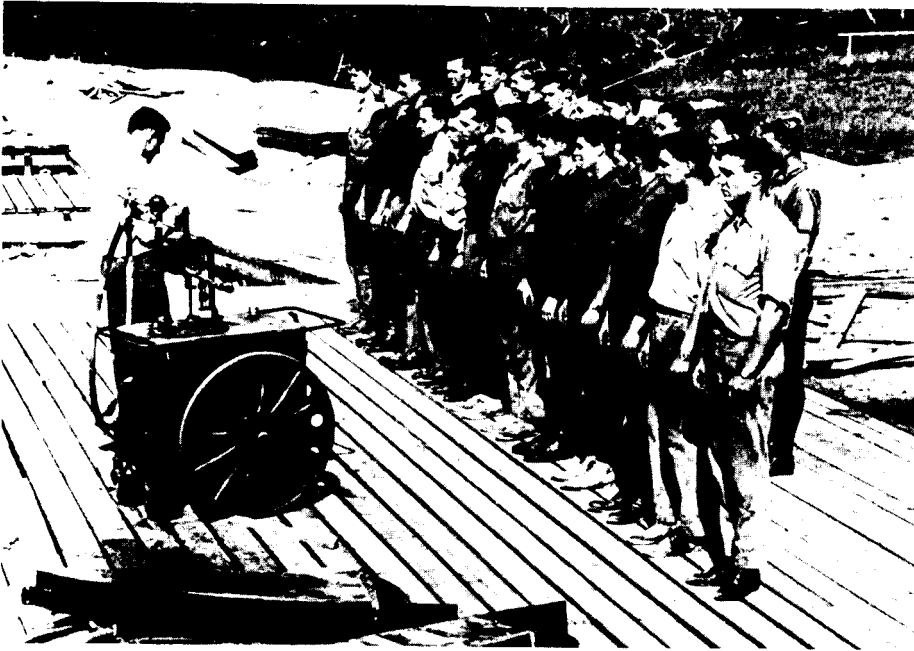
**T**he Yale Unit flyers of World War I were the first unit of reserve pilots in the Navy. In that conflict, they served with distinction. The young man most responsible for the formation of the unit was F. Trubee Davison whose patriotism and can-do spirit put the Yale outfit into commission.

In 1966 the U.S. Navy paid its respects to Mr. Davison while celebrating the 50th Anniversary of the Naval Air Reserve. Vice Admiral Paul Ramsey,

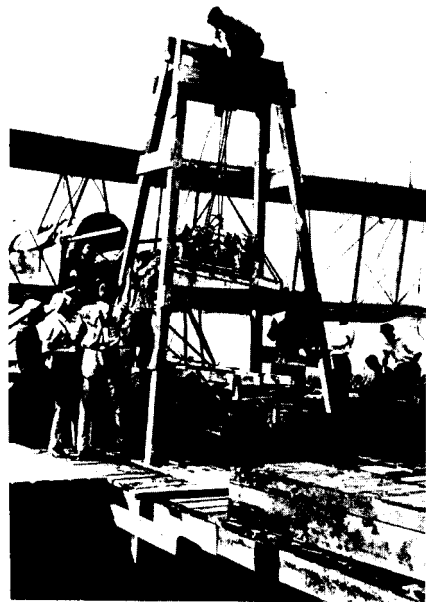
USN, then serving as Deputy Chief of Naval Operations (Air), presented him with a set of Navy Wings and designation as an honorary Naval Aviator. For Mr. Davison, retired since 1951 after 18 years as president of the Museum of Natural History in New York, the wings became part of his Locust Valley, Long Island, memorabilia along with five college diplomas, Army and Navy commissioning papers, a citation for the Navy Cross and his Yale "Y" letter for crew.

It was his crew membership in June 1916 that started Davison, then a sophomore, on the road to organizing the men who were to be the first re-

## THE FIRST YALE UNIT



**INSPECTION** of the first Yale Unit is conducted by Trubee Davison at its training station, Huntington Beach, Long Island, New York. At right, the unit's Curtiss R-type, one of several seaplanes acquired by the group, is hauled up the facility's beaching ramp.



**FIRST** Yale Unit members hoist a 200-hp Curtiss V-2 engine. The group was later split up, some pilots becoming instructors at various stations, others going into combat. The Huntington experience provided good training for wartime activities.

servists to become Naval Aviators. The Yale crew was in training on June 13, 1916, when President Woodrow Wilson ordered additional troops to the border to meet the threat of war with Mexico.

"It could never be said that the race with Harvard was forgotten," Davison recalled, "but it did lose magnitude as the prospect of war with Mexico loomed larger."

Several members of the crew had previously agreed that they would enter aviation, then a new Army and Navy service, if war came. The Navy had purchased its first airplane, the A-1, only five years earlier.

With fighting in Mexico imminent, Davison gathered together certain Yale undergraduates: Allan Ames, class of '18; Henry P. Davison, Jr., his brother, '20; John Farwell III, '18; Artemus L. Gates, '18; Erl Gould, '18; Robert A. Lovett, '18, Albert Sturtevant, '16; John Vorys, '18; and Yale graduate C. D. Wiman, '15. Two non-Yale men, Wellesley Laud-Brown and Albert Ditman, rounded out the first dozen of the Yale Unit.

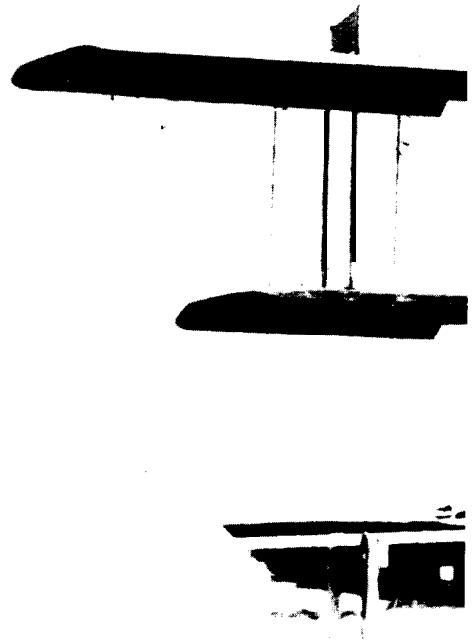
Immediately upon being organized,

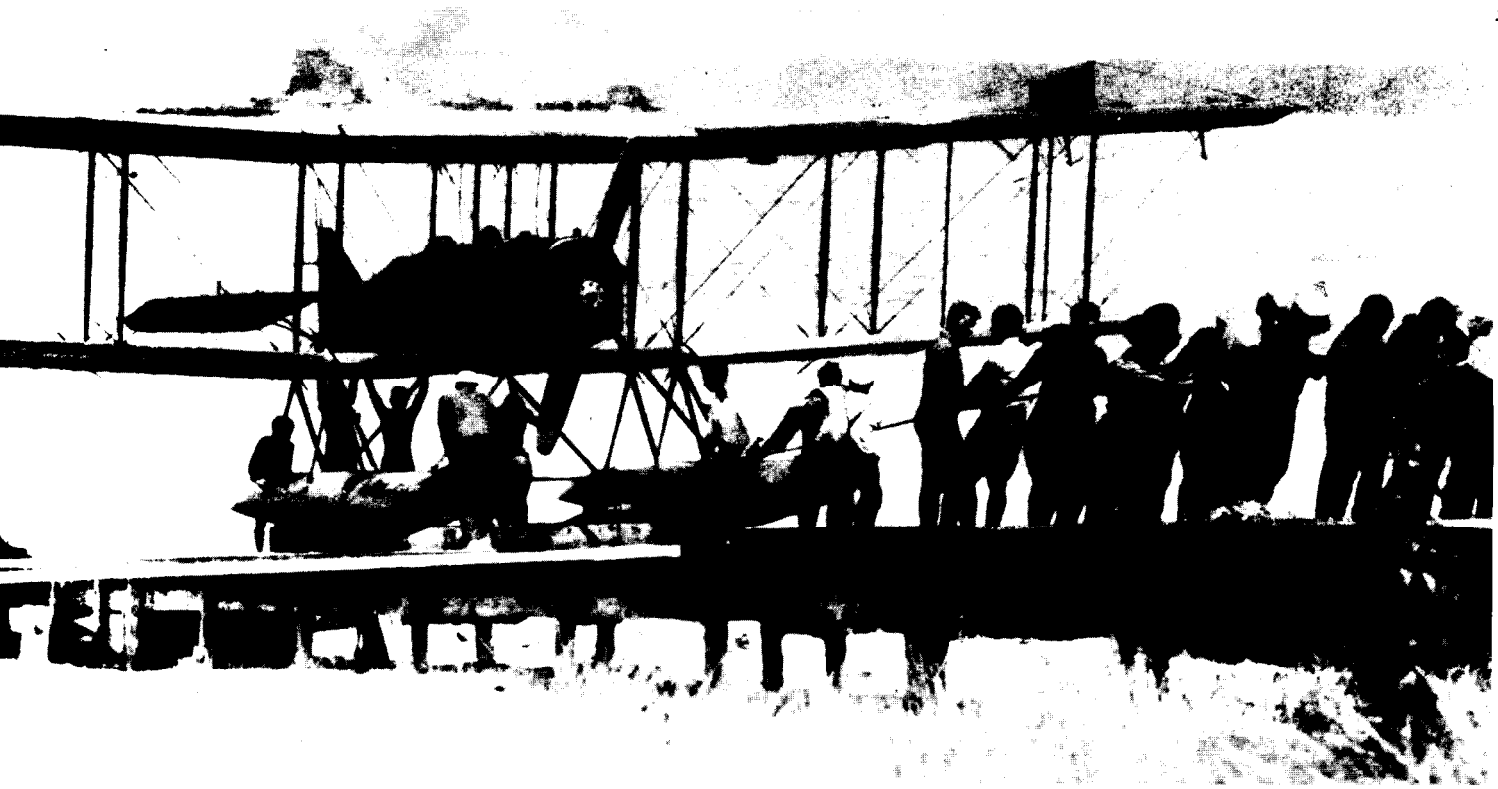
they faced the problem of how they might learn to fly. Among the men consulted was John Hayes Hammond, Jr., the wireless inventor who was then Governor of the Aero Club of America. He referred the youths to Henry Woodhouse, an Aero Club member who, with Admiral Robert Peary, had formulated plans for the use of aircraft in war.

Woodhouse and Admiral Peary had proposed, among other things, that a series of air stations be established along the East Coast, each station having a certain territory to patrol, thus forming the coastal defense line. To form the nucleus for one of these stations, it was suggested that the Yale Unit men be trained as pilots of the first Aerial Coastal Patrol Unit.

Davison admits that the coastal defense idea was remote from the troubles with Mexico. "But the plan was essentially sound and during the World War I period was adopted by the Navy Department."

**W**ith willing students ready to fly, Davison still had problems finding airplanes and teachers for them. He





turned to Rodman Wanamaker, the New York and Philadelphia merchant, who was then operating a flying school at Port Washington, Long Island.

Wanamaker obliged by offering one Curtiss flying boat. With the airplane came one instructor, David McCulloch, who later served the Navy as copilot of the NC-3 on the famous trans-Atlantic seaplane flight. Thus equipped the Yale unit formed at Locust Valley that summer and began to learn to fly.

"If it had not been for the interest and enthusiasm of the pupils and their desire to labor in any way that could facilitate instruction, it would have been impossible to accomplish what we did that summer," Davison says.

Student pilots worked on engines, scrubbed down hulls and clambered over the airplane to keep it flying. At summer's end, four students had flown solo and the rest were ready for solo.

During the early fall, the students, still civilians but serving as members of the Aerial Coastal Patrol, took part in maneuvers off Sandy Hook with a fleet of battleships, destroyers and coastal patrol boats.

Davison points out that the use of

airplanes was demonstrated in many ways: "First of all, it demonstrated the value of the airplane in locating hostile ships; secondly, it proved that mines could be located far more efficiently with seaplanes than by surface craft, and thirdly, it showed the Navy that civilians were not only interested in developing the aviation branch of naval warfare, but were devoting their time and energy to that end."

Still operating as a volunteer civilian group, the young men received that fall the donation of two seaplanes from friends and neighbors. One of the donors was Davison's father, H. P. Davison, then a partner in the J. P. Morgan financial firm.

To be nearer Yale during the fall semester, the unit moved its aircraft to the New London submarine base and flew from the Thames River until snow and ice forced a halt.

Additional members joined as 1917 arrived and conflict with Germany appeared inevitable. They included Yale men Charles Beach, '18; Graham Brush, '17; Reginald Coombe, '18; David Ingalls, '20; Robert Ireland, '18; Francis Lynch, '18; Kenneth Mac-

Leish, '19; Archibald McIlwaine, '18; Curtis Read, '18; Russell Read, '20; William A. Rockefeller, '18; Kenneth Smith, '18; W. P. Thompson, '18; C. M. Stewart, '17; Samuel Walker, '17.

**I**n March 1917, the unit transferred en masse to West Palm Beach, Fla., to take advantage of better weather. The transfer was made with a Navy lieutenant in charge, E. O. McDonnell, and all the members were enrolled in the Navy.

After returning to Long Island with Navy equipment added, the unit accelerated the business of training for war. As each trainee passed his flight tests, he became part of the rapidly growing Naval Aviation establishment.

After the United States declared war on Germany April 6, 1917, some went overseas to command air stations and some went to fight. Sturtevant was the first Naval Aviator to be brought down in combat. Ingalls became the Navy's first Ace. Many gave distinguished service as qualified instructors and administrators of the rapidly growing program at home and overseas.



## THE FIRST YALE UNIT

It was ironic that Davison was one of the few of the Yale unit who never earned his wings. He was injured in a crash on his final examination flight. He did, however, serve with distinction as a commissioned officer in the Navy.

In later years, various members distinguished themselves. Davison, for six years (late in the '20's and early '30's), served in Washington, D. C., as Assistant Secretary of War for Air, and another Yale Unit officer, David Ingalls, served in a parallel capacity in the Navy as Assistant Secretary of the Navy for Air (1929-32). In WW II, the Yale Unit alumni were again in the forefront of aviation: Robert Lovett as Assistant Secretary of War for Air and Artemus Gates in the same capacity for Navy (September 1941 to July 1945). Later, from 1951 to 1953, Lovett was Secretary of Defense. Another member entered the political arena, John Vorys, and served four terms as a Congressman from Ohio.



# *“Send for the Yale Gang!”*

In describing our sub-chasers, I have already paid tribute to the splendid qualities of reserve officers; and our indebtedness to this type of citizen was equally great in the aviation service. I can pay no finer tribute to American youth than to say that the great aircraft force which was ultimately assembled in Europe had its beginnings in a small group of undergraduates at Yale University. In recommending Mr. Trubee Davison for a Distinguished Service Medal, the commander of our aviation forces wrote: “This officer was responsible for the organization for the first Yale aviation unit of twenty-nine aviators who were later enrolled in the Naval Reserve Flying Corps. This group of aviators formed the nucleus of the first Naval Reserve Flying Corps, and, in fact, may be considered as the nucleus from which the U.S. Aviation Forces, Foreign Service, later grew.”

This group of college boys acted entirely on their own initiative. While the United States was still at peace, encouraged only by their own parents and a few friends, they took up the study of aviation. It was their conviction that the United States would certainly get



**SOME OF THE** first Yale Unit, from left to right, back row: John M. Vorys, Artemus L. Gates, Albert J. Ditman, Allan W. Ames, David H. McCulloch, F. Trubee Davison, Robert A. Lovett and Erl C. B. Gould; front row: Wellesby Laud-Brown, "Ella" and Henry P. Davison.

into the war, and they selected this branch as the one in which they could render greatest service to their country. These young men worked all through the summer of 1916 at Port Washington, Long Island, learning how to fly; at this time they were an entirely unofficial body, paying their own expenses. Ultimately the unit comprised about twenty men; they kept constantly at work, even after college opened up in the fall of 1916, and when war broke out they were prepared – for they had actually learned to fly. When the submarine scares disturbed the Atlantic seaboard in the early months of the war, these Yale undergraduates were sent by the department scouting over Long Island Sound and other places looking for the imaginary Germans.

In February 1917, Secretary Daniels recognized their work by making Davison a member of the Committee on Aeronautics; in March practically every member of the unit was enrolled in the aviation service; and their names appear among the first one hundred aviators enrolled in the Navy – a list that ultimately

included several thousand. So proficient had these undergraduates become that they were used as a nucleus to train our aircraft forces; they were impressed as instructors at Buffalo, Bayshore, Hampton Roads, the Massachusetts Institute of Technology, Key West and Morehead. They began to go abroad in the summer of 1917, and they were employed as instructors in schools in France and England. These young men not only rendered great material service, but they manifested an enthusiasm, an earnestness, and a tireless vigilance which exerted a wonderful influence in strengthening the morale of the whole aviation department. "I knew that whenever we had a member of that Yale unit," says Lieutenant-Commander Edwards, who was aide for aviation at the London headquarters in the latter part of the war, "everything was all right. Whenever the French and English asked us to send a couple of our crack men to reinforce a squadron, I would say, 'Let's get some of the Yale gang.' We never made a mistake when we did this."

—*The Victory at Sea* by Rear Admiral William S. Sims