

THE BUSINESS OF WAR

THE PEIRCE SCHOOL IN WORLD WAR I

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ABSTRACT: Founded in 1865, The Peirce School of Business Administration taught a variety of business-related courses as well as teacher training classes. The school was well integrated into the Philadelphia business community, and when the United States entered World War I, it took a stance of unquestioned patriotism. Doing so allowed the school to demonstrate the value of its curriculum to the war effort. The alumni board and school administrators organized sendoffs for soldiers, the Comfort Kit Club, Liberty Bond drives, and other prowar rituals. The school marketed “war courses” aimed at training women for civilian jobs, and the alumni journal featured female graduates contributing to the war effort. Leonard Wood and Theodore Roosevelt were featured speakers at the 1917 and 1918 commencement ceremonies, respectively, solidifying the narrative that Peirce prepared students to make a contribution to the war effort.

KEYWORDS: World War I, Peirce School of Business Administration, Philadelphia, business education, higher education, women, homefront

By the early twentieth century, the Peirce School of Business Administration had successfully garnered a national presence among a plethora of for-profit business schools that opened in the second half of the nineteenth century. Founded in 1865 by Thomas May Peirce and a group of Philadelphia businessmen as Union Business College, the school initially enrolled returning war veterans, training them for clerical jobs in the city’s growing industrial sector.¹ Founder Peirce moved the school to the Record Building at 917 Chestnut Street in the 1870s, the heart of Philadelphia’s business district.² With the move, he worked to make connections with the owners and managers of Philadelphia companies and beyond, and Peirce School alumni soon filled secretarial, clerical, as well as managerial roles in the offices on

Chestnut Street.³ The school's alumni association was an instrumental part for increasing the school's reputation in the business world of the late nineteenth century. Peirce not only trained clerks and secretaries fresh from their secondary educations, but also served as a business "finishing school" for the sons and daughters of elite families.⁴

When World War I erupted, the Republican stronghold of Philadelphia stood in opposition to the early neutrality of the Wilson administration. In this manufacturing city, the business elite saw gains to be made from wartime production. Short of an actual war declaration, many championed the Preparedness Movement, led by Leonard Wood and former president Theodore Roosevelt, which called for not only trained soldiers, but also ships and artillery.⁵

With close ties to Philadelphia's manufacturing and financial sectors, the administration of the Peirce school embraced the Preparedness Movement, and used the preparedness concept to market its business training programs throughout the war years. When the United States entered the war in April 1918, the school mobilized and took a stance of unquestioning patriotism. Doing otherwise risked the close ties with the business community the school had worked six decades to develop, alumni donations, and possibly closure. It hosted ceremonial sendoffs for student soldiers and city-wide events in support of the war, raised money for comfort kits and Liberty Bonds, and provided news from the front in lectures, the alumni journal, and meetings (see fig. 1).

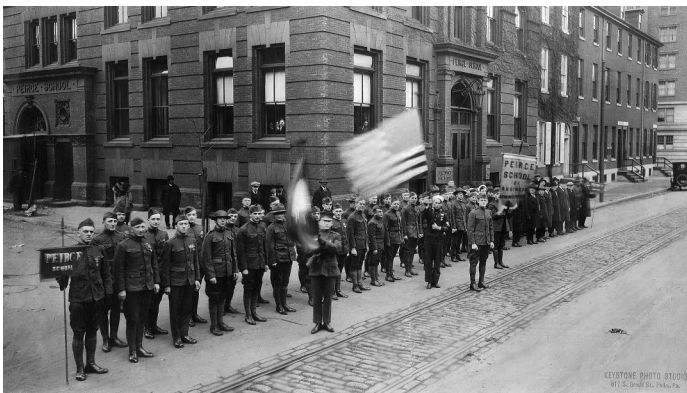


FIGURE 1 Soldiers assemble in front of the Peirce School of Business Administration in 1917. Courtesy of the Peirce College Archives.

With the US participation in the war, the school faced a sharp decrease in enrollment of young men. To address this, it created a targeted advertising campaign aimed at women and other noncombatants emphasizing the value and need for workers on the homefront. Although the actual coursework differed little, many classes during the 1917 and 1918 school years were packaged as “war courses.” Peirce was co-educational from its founding yet women had been guided to enroll in secretarial and teacher training courses. The new war courses, however, encouraged women to learn management and accounting skills to fill both government and private-sector positions. Relegated to marriage and societal pages before the war, during the war years their stories were featured in the school’s alumni journal with news of their serving in the Red Cross and other service organizations. Acting quickly to sustain enrollment, the school placed great emphasis on the importance of the home front, and placed itself (for a fee) in the role of training non-combatants for nonmilitary service.

PREPARED

In January 1917, months before the United States formally declared war, General Leonard Wood, a veteran of the First Volunteer Cavalry “Rough Riders,” addressed the 1916 graduates. A leader in the Preparedness Movement, Wood pressed a theme of patriotic duty and 100 percent Americanism upon the graduates. Although he discussed the virtues of arbitration in war, his speech reflected the preparedness argument, stating, “we are believers in peace but . . . as intelligent beings we cannot fail to recognize that arbitration is not yet with us.” He urged men in the audience to attend military training camps and women to volunteer with the Red Cross.⁶

A year later another preparedness advocate, former president Theodore Roosevelt, stood at the academy’s lectern, and by this time over 500 students, alumni, and staff members of the school served overseas; at least one had lost his life.⁷ Nine months in, the war was at the forefront of nearly every meeting of the alumni board, student body, and faculty. If there had been voices of opposition to the war, they went unrecorded in the official minutes. In the words of the school president, Thomas May Peirce Jr. (son of the founder), the school was “imbibed with the proper spirit of war times.”⁸ In this spirit, it invited prowar speakers to address the student body and offered special “war courses.” School principal Mary B. Peirce (daughter of the founder)

organized a Comfort Kit Club that sent off over 200 “comfort kits” to American soldiers in Europe.

Most notable during the war years was the decrease in the male population of the school and the increase in female enrollment.⁹ The number of male day students decreased by nearly half between the 1914–15 and 1917–18 school years, while female enrollments increased by nearly a third, from 662 female students enrolled in 1914–15 to 1,564 enrolled during the 1917–18 year.¹⁰ Unlike larger traditional academic institutions, the Peirce School’s single urban building lacked both the grounds to lease to the government for military training and formal research-based academic departments to contribute the war effort. Thus, to maintain a steady revenue stream and remain relevant to the war effort, the school adjusted its schedules to accommodate more evening students, and created a marketing plan aimed at homefront training for women and men who were unable to serve overseas. Adjusting to the war years, the Peirce Alumni Board, working closely with faculty and campus staff, created a narrative that put patriotic duty at home and on the front as the central mission of the school.

THE ALUMNI BOARD

Formed in 1882, the Peirce School Alumni Association, through its alumni board, held annual meetings, published a monthly journal, and hosted an annual ball. Like many such associations, the board meetings discussed achievements, deaths, marriages, and other aspects of the lives of past graduates. They also addressed efforts to recruit new members in order to raise funds to maintain the journal and events. By the early twentieth century, the Peirce School Alumni Board served as the *de facto* board of directors. The board was responsible for choosing the speaker at the annual commencement, facilitating graduate recruitment to the Philadelphia business community, and overseeing promotional materials and communications about the school.¹¹

This board guided Peirce’s response to the war. Holding its first meeting after the US entry into the conflict, Thomas May Peirce Jr. set the tone of the school’s response, declaring “the correct patriotic spirit” must be instilled within the institution at the time of war. The board’s first war-related resolution involved suspending membership dues for actively serving alumni. After a small debate regarding the reinstatement of alumni soldiers who had failed to pay dues, the resolution passed unanimously.¹²

The monthly *Peirce School Alumni Journal* is the primary archival source for news on Peirce students in the Great War. The journal did not publish in summer; therefore, the September 1917 issue was the first to cover news from the front. The feature article was on Class of '17 alumna Anne Eaverson Hughes. Titled "A Peirce Girl at the Front: How Women May Help Win the War," the article describes the experience of Hughes, serving as the secretary to the Comité Américain pour les blessés Français. She encouraged Peirce women to join in the work of the Comité, and also urged the alumni association to organize a drive to send "comfort bags" to aid the French soldiers. She closed by complimenting the school, stating her pride in writing "Peirce Business School of Philadelphia" alongside her Vassar credentials when applying to the position in France. The alumni association featured several stories of female graduates serving in the war effort, corresponding to marketing aimed at women during the war (see fig. 2).¹³

In response to Hughes's appeal, the alumni association met informally in August of 1917 to discuss a school drive.¹⁴ The result was the "Christmas Comfort Bags for France," promoted through a letter from Hughes. Aimed primarily at women, the letter asked rhetorically, "Do you realize that the comfort bag is the most popular and economical gift you can give to the allied soldiers?" The association described three

different comfort bags to donate; the first would be sent to wounded French soldiers.¹⁵ In addition to size guidelines, it was recommended that the bags for French soldiers should be "brightly colored" and suggested sewing an American and French flag together, something wounded soldiers would find "irresistible."¹⁶ The article explained the bags would be received by the French *Poilu* (hairy), which commonly referred to their infantrymen, yet some of the article's language is tinged with racial overtones suggesting the wounded soldiers were Arab and African soldiers serving in the French army.¹⁷ The article also recommended including a return address, as "these grown up children are bitterly disappointed if they cannot thank the kind American."¹⁸



FIGURE 2 Page from the *Pierce School Alumni Journal*, September 1917. Courtesy of the Peirce College Archives.

The comfort bags aimed at American soldiers differed primarily in the inclusion of American consumer goods unavailable in France. "Our boys want chewing gum and American tobacco, the French tobacco is a strange weed," wrote Hughes.¹⁹ The final comfort bags would be directed at women refugees of the war and would consist of clothing, as well as items such as soap, common to all three. The Christmas Drive would evolve into the Comfort Kit Club, led by school principal Mary B. Peirce.²⁰

Principal Peirce was an integral part to the war effort at the school, particularly in organizing enrolled students to aid the war effort.²¹ She organized the initial Hughes drive, selecting female students to visit classrooms in order to promote the need for the kits. The Comfort Kit Club met every Thursday to assemble the bags throughout the war period. The initial drive focused on the wounded French soldier kits, followed in November by kits for American soldiers and women refugees. Solicitations directed at students and faculty to fund this initiative yielded over \$300 in the first month. After sending the first batch to France, the club expanded to provide various items needed on the war front, including a call for used gloves in order to make pant waists.²²

The September *Journal* also described how business skills taught at Peirce would be useful in civilian roles supporting the war effort. With a particular appeal to "young women," the journal repeated the call for stenographers made by Dr. Anna Howard Shaw of the Women's Committee of the Council of National Defense, urging alumni already armed with this skill to engage in civil service, and emphasizing the transferability of skills learned at Peirce to the war effort.²³

Historian David M. Kennedy wrote that the Wilson administration's efforts to galvanize support played out in an environment where many citizens remained "ignorant about their country's purposes and interests" as appeals to patriotism drowned out debate over the reasoning behind the war.²⁴ This idea is seen in the October 1917 issue of the *Alumni Journal*, focusing not on questions of motivation, but rather on questions regarding how to remain thankful in the wake of the fighting. Though it was issued in October, the lead article was titled "Thanksgiving Day, 1917." It began with the acknowledgment that "an entire nation offering thanks when engaged in a devastating world war involving its destiny may appear inconsistent." It ignored questions about the degree to which the war might actually involve American "destiny" and instead urged the reader to focus on being thankful for the level of sacrifice millions of Americans were willing to make "for a principle." It appealed to "patriotic manhood, a devoted

womanhood” and ultimately to “an Infinite God waiting to reward the nation that fights valiantly in a righteous cause.” The essay acknowledged the particular burden put on the men fighting in Europe, yet asserted they too should be thankful as a measure of their stature and the “truly noble American spirit.”²⁵


The essay marks the first printed assertion of the Peirce School’s unified voice in support of the war effort, a voice that would remain unyielding as subsequent journals noted the first casualties of the conflict of Peirce students and alumni. The October 1917 issue also introduced a section titled “The Roll of Honor: Peirce Boys in Active Service.” The section documented active-duty Peirce students and alumni by military division and the US base from which they departed. The list included the year they graduated or attended the school.²⁶ The Roll of Honor’s introduction requested any students or alumni missing from the list send their information to be included in the following month’s edition, and asked for letters from the front “as the authorities will permit to be published.”

In addition to the honor roll, the October *Journal* featured biographical sketches of two alumni in the military, Brigadier-General Charles W. Wilson, Class of 1882, stationed at Camp McClellan in Alabama, and Captain Charles F. Risler, Class of 1905, stationed at Camp Hancock in Georgia, as well as Caleb C. Peirce (son of the founder), stationed at Camp Meade.²⁷

WAR COURSES

The earliest external representation of the alumni board–led war effort came in May 1917 with advertisements for war courses. Aimed primarily at women, the advertisements emphasized the importance of home front occupations; one compares “the fighting army and the working army” (see fig. 3). The advertisements emphasized the need for women to fill both roles in business that had been previously held by men and new positions in government created by the war. Though advertised as a unique program, course offerings in 1917 differed little from those offered the previous year.²⁸ Courses were divided into three concentrations: one was for “minor clerical work,” one for clerical work requiring bookkeeping, and a third in stenography intended to prepare students for work “in the Government service or the business world.”²⁹ As the alumni board constructed a school narrative

**Peirce
School
of
Business
Administration**



**War courses for women at
Peirce School**

Peirce School is one of the first educational institutions to recognize the importance of women's work during the war.

Special courses have been arranged to fit them to fill men's positions. Enlistment and conscription are leaving many responsible positions open. There is real and immediate opportunity for properly trained young ladies.

Students are placed in small classes where they may receive individual attention and thus learn more rapidly.

Equip yourself to take some man's place while he is away, or learn to be an active, capable worker in some branch of the service during the national emergency.

DAY school opens September 10; night school, September 17. Office open daily for inspection of School.

Peirce School
of
Business Administration
AMERICA'S FOREMOST BUSINESS SCHOOL
Pine Street, West of Broad, Philadelphia
(Send for 53d Year Book)

FIGURE 3 1917 advertisement for Peirce School of Business Administration. Courtesy of the Peirce College Archives.

around the war, and marketing materials were released to promote the corresponding war courses, the board-driven directives were then presented to the faculty.³⁰

FACULTY

The first faculty meeting after the declaration of war was held July 6 in the library. School director L. B. Moffett discussed the war's impact on enrollments.³¹ He explained that the quantity of male students was down, but more women enrolled for September courses than the previous year, creating an uptick in the student population. When the faculty met again in September, John Luman, the school's vice president, discussed the unique conditions the war would likely present in the new year. He acknowledged some students may need "special arrangements" and advised the faculty to accommodate those needs. There was a noticeable increase in enrollment in shorthand courses advertised as "war courses," and Moffett advised faculty members to consider the time constraints students registering for the war courses may experience.³²

Meeting the following month, Moffett implored teachers to make the necessary accommodations for students who may not be able to complete all their course work due to the war. He stated that since the "government could close any business that is not directly or indirectly doing something" in the war effort, "the Peirce School must be vigilant and ensure student availability as soon as possible for war-related positions."³³ Unlike traditional institutions that might emphasize faculty and student research related to the war effort, Peirce limited its programs to business and a few basic humanities courses. It was therefore incumbent on the administration to demonstrate the school was preparing students for the war through its business training. Peirce's abbreviated course work meant civilians could train for government jobs in the span of a few months rather than years, a fact that allowed the school to show the value of its programs to the war.³⁴

In November of 1917, the *Alumni Journal's* lead article covered Lewis E. Pierson's address to the War Convention of the Philadelphia Chamber of Commerce. Pierson, chairman of the Irving National Bank in New York, discussed the importance of credit to the war, and more generally how private industry could aid it. This was followed by an article recalling General Wood's preparedness speech, contrasting "Fourth of July patriotism,"

“inspired by the achievements of the past” with “war-winning patriotism,” concerned with the “possibilities of the future.” After a discussion of the need to prepare soldiers, the essay transitioned to the homefront and specific ways in which the Peirce School would prepare those who were not participating in active service. Though unattributed, the article reflects Moffett’s stance that the school must be active participants in the war effort. It ended with a reflection on the Morrill Act that created land-grant colleges during the Civil War and the Smith-Hughes Act, which provided funds to the states for vocational education.³⁵

Peirce held its biggest war-related event in November 1917, with a night of entertainment for sailors stationed at the Philadelphia Naval Yard and the Vine Street Wharf. The alumni board organized the event, and Thomas May Peirce, Jr. appointed eleven men from the alumni association to organize the gala. The board chartered special trolleys to escort the military men to the Peirce School building on Pine Street.³⁶

November also brought news of the school’s first casualties. Price McQuillen, a night-school attendee in 1913 and 1914, lost his right leg serving in the American Ambulance Corps in France. The *Alumni Journal* featured McQuillen’s photograph, along with fellow soldier Wayne A. Vetterlein (not a Peirce School alum). The November personals section described the achievements and employment of Peirce graduates, including Florence Bailey (who took a shorthand course in 1907), who obtained a position with the War Trade Board in Washington, DC.³⁷

ROOSEVELT ADDRESSES THE GRADUATES

For the remainder of the year the school focused on the upcoming graduation where former president Theodore Roosevelt would address the graduates in his second commencement speech at Peirce.³⁸ In his address, Roosevelt connected the role of business with the “business of war.” He began by recalling his previous Peirce School commencement, when he was police commissioner of New York City, and also referenced a graduate who had lost his life. The speech echoed the theme of the previous year’s address: preparedness. The former President used business operations as a metaphor for national military preparedness. Discussing the business training the graduates received, Roosevelt stated even if one had been “foolish as not to prepare in advance, this offers no excuse for quitting,”

a less than subtle reference to his criticism of the Wilson administration's hesitancy to militarize. His assessment continued: "As a nation we have been gravely remiss in not acting in time, in all together failing to prepare in advance. . . . It is blameworthy and unpatriotic for any man to fail to recognize these facts." He used this observation to advocate for a policy of universal military training for men such as that at Plattsburg, New York, Leonard Wood's civilian training camp.³⁹

Roosevelt argued that current military training camps were woefully inadequate to prepare soldiers for modern warfare, stating baseball players were more thoroughly trained in their sport than many soldiers were for war. He then noted the duties of civilians, including cutting "extravagance," paying taxes, and subscribing to Liberty Loans. He also called on graduates to support organizations such as the Red Cross, YMCA, "Hebrew aid associations," and other groups. Roosevelt criticized businesses who made "excessive profits" from the war effort, reflecting his progressive roots, but emphasized businesses must continue to make "regular" profits, stating "if any reformer . . . screams that there should be no profit at all for industry, try to find out what his connections with the Germans are; they exist all right in some shape."⁴⁰

Roosevelt expounded on other areas of the domestic front (including the suspension of trade union rules that could impede the war effort) stating, "every man is either for America or against America, and no half and half policy is possible." He criticized earlier diplomatic efforts and unleashed vitriol on conscientious objectors, joking he thought "most of them had never previously acted in any way to make you believe they had any conscience at all," a line that received applause and laughter. Roosevelt concluded to great applause stating, "If I will not do my duty by the country, I shall not profit from the privileges enjoyed only because better men are willing to risk everything, life itself, in order to serve the nation."⁴¹

Responses to the speech from the Peirce community and beyond were universally laudatory, as expected. From the first faculty meeting after the declaration of war, it was made clear that the school would speak with one voice, and dissent would not be tolerated. Thus, the *Alumni Journal* noted the graduates' unquestioning enthusiasm. Florence A. Simpler (Class of 1913) attended the commencement and declared, "I never enjoyed anything better and think Teddy was great"; she sent \$5 to become a lifetime member of the alumni association.⁴² The speech made headlines in several Philadelphia area newspapers, with a largely popular response.⁴³

ANOTHER YEAR OF WAR

With the new year, the Peirce administration continued to fundraise for the war effort, and maintained a marketing scheme aimed at non-combatants to maintain enrollment figures.⁴⁴ In a May 20 faculty meeting, Director Moffett declared, "This is a war chest meeting." He had been appointed "captain" to head fundraising efforts of a number of business schools and other institutions. His goal was to have each institution under his guidance pledge a certain amount of money each month to the war effort for a year beginning in July. The pledger would be given a button to show he or she had donated. Moffett wanted Peirce to achieve 100 percent participation, which might encourage other institutions to do likewise.⁴⁵

The faculty hosted several fundraising drives, encouraging students to buy Liberty Loans and to contribute to organizations such as the Red Cross. At the annual alumni association board meeting in May, J. K. Williams and S. L. Gabel encouraged the association to secure as many Liberty Loan subscriptions as there were members of the service.⁴⁶ The efforts resulted in 100 percent participation designation by the War Welfare Council and listed Peirce on its honor roll of Philadelphia contributors.⁴⁷

In 1918 the alumni association also began publishing "Letters from Our Boys" in the *Journal*, where alumni soldiers provided anecdotes from the front. Examples of these letters include Harry Hostetter, who found French cuisine akin to "eating in the Bellevue," the renowned hotel on Broad Street. Ormond Bry wrote that the major he served under "knew Mr. Peirce," and specifically requested to "send his regards to Professor Evans." Battlefield anecdotes were absent from the published letters.⁴⁸

For students and alumni still in Philadelphia, the Peirce School offered a series of free lectures from area military and academic figures devoted to topics related to the war. In March, Henry Poor discussed "Photographing the Great War," while H. C. Ostrander examined "War-Stricken Europe," and at the end of the month Arthur Riggs addressed "Heroic Belgium." On Saturdays, University of Pennsylvania students came to the school to learn typewriting skills, which Peirce offered free in participation with the government. April brought the sad news of the second-known death of a former Peirce student. Henry F. Mitchell attended Peirce from 1911 to 1912 and was a member of the Railway Engineers Corps. The *Alumni Journal* reported Mitchell's instructors recalled him as a "young man of fine character, full of life and energy."⁴⁹

Throughout 1918, the main thrust of the *Journal* was to report the experiences of Peirce alumni serving abroad. There was a particular focus on ambulance drivers and women serving in war-related organizations in Europe. Louis B. Moffett Jr. (Class of 1917 and son of the school director) wrote a two-part essay on his experiences as an ambulance driver in Italy, while Anne Hughes, initiator of the Comfort Kit Club, described life in Paris and on the French front.⁵⁰ Another Peirce alumnus, Corporal John Steed, sent back a German helmet to the school for display in the reception room.⁵¹

The school was afflicted by another tragedy in the waning months of 1918. The October–November edition of the *Alumni Journal* reported the deaths of three alumni and two current students due to influenza. The flu pandemic of 1918 caused the school to shut down for much of October, reopening on the 28th.⁵² The faculty held a meeting that afternoon to discuss the impact of the closure. Over 100 of the new students enrolled in September had not returned to their courses; and faculty members were urged to inquire about them to see if they might return to classes.⁵³

RETURNING TO PEACE

Following the November armistice, Director Moffett attended a conference in Washington, DC, representing Peirce in a group of business-school leaders. They discussed enrollment of former soldiers permanently wounded in the war. Peirce responded to the Vocational Rehabilitation Act by committing to offer classes to wounded veterans.⁵⁴

For the January 1919 commencement speaker, the alumni board chose one friendly to the Wilson administration, Vice President Thomas Marshall. Marshall's speech concentrated on the victory, praised the efforts at Peirce and the importance of education in general, and stated students need not fear "Bolshevism" succeeding in the United States, but that we should remain concerned about Russia.⁵⁵

Following the war, male enrollment returned to and then exceeded pre-war levels. The number of female students only decreased slightly, with the 1920–21 school year showing the highest enrollment numbers in the school's fifty-five-year history.⁵⁶

The Pierce School's response to the war was to present a unified voice from alumni, students, faculty, and the administration, with no platform given to voices of dissent. Doing so ensured continued enrollment and left

the school on solid financial footing. The war experience changed the culture of the school. Female enrollment would continue to increase over the next decades, and the war effort would be recalled in later events and publications. A photo of student-soldiers taken at the school's Pine Street entrance in late 1917 still hangs in the library of Peirce College. The war provided the school with a clear narrative, expanded opportunity for women, and ensured the continued financial viability of its business model.

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NOTES

1. Jerome P. Bjelopera, *City of Clerks: Office and Sales Workers in Philadelphia, 1870–1920* (Urbana: University of Illinois Press, 2005), 59.
2. The school moved to 1420 Pine Street in 1915, purchasing a seven-story modern school building from the former Delancy School.
3. Bjelopera, *City of Clerks*, 60–61.
4. Carl Fassl, *Peirce Means Business: A History of Peirce Junior College 1865–1989* (Philadelphia: Peirce Junior College, 1989). Peirce alumni include Simon and Benjamin Guggenheim, and former Nicaraguan president Anastasio Somoza.
5. Lloyd M. Abernethy, “Progressivism: 1905–1919,” in *Philadelphia: A 300-Year History*, ed. Russell F. Weigley (New York: W. W. Norton, 1982), 558.
6. Peirce School of Business Administration Catalog, 1917–18, Box 10, Peirce Catalogs 1885–2014, Peirce College Archives, Peirce College Library, Philadelphia (hereafter PCA).
7. Peirce School of Business Administration Catalog, 1918–19, Box 10, Peirce Catalogs 1885–2014, PCA.
8. Peirce Alumni Association Minutes, May 1918, Series VI, Box 5, Folder 2, Alumni Association 1892–, PCA.
9. *Peirce School of Business Alumni Journal* (hereafter *PSBAJ*), September 1917, Series VI, Box 3, PCA.
10. “Statistics of Peirce School, 1889–1921,” Series IV, Oversized, Box 2, PCA. Records for the 1916–17 school year have been lost.
11. Peirce Alumni Association Minutes, May 1918, Series VI, Box 1, PCA.
12. *Ibid.*
13. *PSBAJ*, September 1917, PCA.
14. *Ibid.*
15. The comfort bags contained items such as cigarettes, candy, and toiletries.
16. *PSBAJ*, September 1917, PCA.

17. The article contains several instances of infantilizing nonwhite soldiers, including an anecdote that an Arab soldier believed it was edible, and stereotyping a colonial soldier as a “wild African.”
18. *PSBAJ*, September 1917, PCA.
19. Ibid.
20. Fassl, *Peirce Means Business*, 73.
21. Members of the Peirce family would head the Peirce School (later called Peirce Junior College) until 1981, when Thomas May Peirce III retired as president of the school.
22. *PSBAJ*, October 1917, Series VI, Box 2, PCA.
23. *PSBAJ*, September 1917, PCA.
24. David M. Kennedy, *Over Here: The First World War and American Society* (Oxford: Oxford University Press, 2004), 62.
25. *PSBAJ*, October 1917, PCA.
26. Many school attendees took classes but did not enter into a formal program leading to a diploma.
27. *PSBAJ*, October 1917, PCA.
28. Peirce School catalogs, 1916–1917 and 1917–1918, PCA.
29. Peirce Scrapbook, Printed Matter, 1914–1918, PCA.
30. Peirce Faculty Meeting Minutes, n.d. 1917, Series I, Box 2, PCA.
31. Moffett, a Peirce alumnus, was hired by Mary B. Peirce to head the faculty and administration, as she served as principal.
32. Peirce Faculty Meeting Minutes, n.d. 1917, Series I, Box 2, PCA.
33. Faculty minutes, November 3, 1917, PCA.
34. Carol S. Gruber, *Mars and Minerva: World War I and the Uses of Higher Learning in America* (Baton Rouge: Louisiana State University, 1975), 256–57.
35. *PSBAJ*, November 1917, Series VI, Box 2, PCA.
36. *PSBAJ*, December 1917, Series VI, Box 2, PCA.
37. *PSBAJ*, November 1917, Series VI, Box 2, PCA.
38. Fassl, *Peirce Means Business*, 89.
39. *PSBAJ*, January 1918, Series VI, Box 2, PCA.
40. Ibid.
41. Ibid.
42. Ibid.
43. Scrapbook 1918, Series I:G, Box 6, PCA.
44. *Statistics of Peirce School, 1889–1921*, PCA.
45. Peirce School Faculty Minutes, May 20, 1918, PCA.
46. Peirce Alumni Association Minutes, May 1918, Series VI, Box 1, PCA.
47. “Honor Roll—Who’s Who in Giving,” *Evening Public Ledger* (Philadelphia), May 29, 1918.
48. *PSBAJ*, April 1918. Series VI, Box 2, PCA.
49. *PSBAJ*, May 1918, Series VI, Box 2, PCA.

50. *PSBAJ*, December 1918, Series VI, Box 2, PCA.
51. *PSBAJ*, October–November 1918, Series VI, Box 2, PCA.
52. *Ibid.*
53. Peirce School Faculty Minutes, October 28, 1918, PCA.
54. *PSBAJ*, December 1918, Series VI, Box 2, PCA.
55. *PSBAJ*, February 1919, Series VI, Box 2, PCA.
56. *Statistics of Peirce School, 1889–1921*, PCA.