



Dwight D.
Eisenhower
Memorial

NATIONAL EISENHOWER MEMORIAL EDUCATIONAL MATERIALS

LESSON

West Point and Eisenhower's Education



Duration

One 45-minute period

Grades

7-12

Cross-curriculum Application

U.S. History, English



Historical Background

Dwight D. Eisenhower's dedication to serving his country, leadership skills, and successful military career were the result of both opportunities he received and his decisions to make the most of them. Eisenhower applied to West Point in 1911, was accepted, and graduated in 1915. His graduating class would later be known as the "class the stars fell on" for their collective and individual successes in the military, as many of these men rose to high ranking positions during the Army's expansion in World War II (Generals in the United States Army wear stars to signify their rank).

Objective

Students will examine primary sources from Dwight Eisenhower's early life, focusing on his time as a cadet at West Point and his early military career. Using these sources students will think critically about the role of resilience, Eisenhower's options, and how these options were shaped by the historical context. To investigate these questions, students will analyze primary sources and place them on a physical timeline using chronology and sequence to infer conclusions about Eisenhower's life and commitment to public service. Using what they have learned, students will write an excerpt from their own future autobiography that focuses on an important decision in their lives.

Essential Questions

1. What experiences in Eisenhower's early life shaped his character?
2. How do we determine our path through life? What opportunities are given to us? What opportunities do we create for ourselves? How do we understand these opportunities within a broader historical context?
3. What does it mean to be "resilient"? What role did it play in Eisenhower's life? What role does it play in your own life?

Sources

- » "West Point, 1911 - The Beginnings of a Life in Service." Eisenhower Memorial.

<https://www.youtube.com/watch?v=TdYFZEU0-S8>

Teacher Notes: This short video offers an overview of Eisenhower's boyhood, as well as his time at West Point.



Interesting details:

- *The video provides background on Eisenhower's early years as a boy, including hobbies, chores, and school.*
- *Describes the pact that Eisenhower and his brother, Edgar, made to raise money for each other's college educations.*
- *Describes the components of Eisenhower's West Point education, including the initial indoctrination called "Beast Barracks," as well as academics, athletics, teamwork and discipline.*

- » Excerpt from *At Ease: Stories I Tell to Friends*. Combined Arms Research Digital Library.
<https://cgsc.contentdm.oclc.org/digital/collection/p4013coll11/id/1173>

Teacher Notes: Memoir excerpts from Dwight D. Eisenhower, the Professional Soldier and the Study of History, commemorating the centennial of his birth.

Interesting details:

- *This excerpt from Eisenhower's memoir explains his early fascination with history.*
- *Eisenhower was especially interested in military leaders from Ancient Greece and Rome as well as in U.S. history.*

- » "1914 Howitzer." *Howitzer*. 1914. USMA Library.

<http://digital-library.usma.edu/cdm/ref/collection/howitzers/id/14397>

Teacher Notes: An introduction to the West Point cadet yearbook, Howitzer, from 1914.

Interesting details:

- *The text summarizes life at West Point from a cadet's ("Kaydet") point of view.*
- *The writer points out the many regulations and rules cadets must follow.*
- *The cartoon in the corner shows cadets riding a car with tires labeled "class rank." The car is about to run over tacks—a pun on "tacs" or tactical officers who often enforced rules on the cadets.*

- » "Review of the Season." *Howitzer*. 1913. USMA Library.

<http://digital-library.usma.edu/cdm/ref/collection/howitzers/id/10944>

Teacher Notes: This Howitzer article reviews the 1913 football season.

Interesting details:

- *Eisenhower injured his knee during the season and he never played football for West Point again. He even considered quitting school entirely. Have students consider what these experiences tell us about Eisenhower's resilience.*



- *This season featured a famous game between West Point and the Carlisle Indian School. The Carlisle School and their best player, Jim Thorpe, surprised West Point by beating the military academy 27-6, which Howitzer calls the “worst defeat we have had in years.”*

- » “A Skin List’ Friday, April 24, 1914.” Howitzer. 1914. USMA Library.
<http://digital-library.usma.edu/cdm/ref/collection/howitzers/id/14638>
Teacher Notes: The “Skin List” was a list of students who had broken various rules at West Point.
Interesting details:
 - *This Skin List seems to be a joke version created by students for the yearbook.*
 - *Eisenhower was charged with “Misspelling his own name on chapel permit” which seems to indicate that the list is a parody.*
 - *Have students compare the Skin List with the 1914 Howitzer introduction above— both emphasize the number of rules the cadets had to follow. Students should consider how forcing cadets to pay attention to details might prepare them for future careers as Army officers.*

- » “Marksmanship Qualification.” Howitzer. 1915. USMA Library.
<http://digital-library.usma.edu/cdm/ref/collection/howitzers/id/13878>
Teacher Notes: This list shows how West Point cadets scored on their rifle marksmanship test.
Interesting details:
 - *The designations were Expert Rifleman, Sharpshooter, and Marksman.*
 - *Eisenhower earned the middle designation, Sharpshooter.*

- » “Cadet Record of Dwight David Eisenhower.” Dwight D. Eisenhower Presidential Library.
Teacher Notes: Eisenhower’s cadet record from West Point contains a one-page summary of his academic achievements, sports participation, and military training as well as a transcript of courses he completed.
Interesting details:
 - *Eisenhower’s class rank was 61 out of 164.*
 - *His best classes were English, History, and Drill Regulations.*
 - *The summary mentions Eisenhower’s football career and his season-ending injury.*
 - *The transcript lists each course Eisenhower completed along with his rank in each course.*



- » Excerpt from *At Ease: Stories I Tell to Friends*. Combined Arms Research Digital Library. <https://cgsc.contentdm.oclc.org/digital/collection/p4013coll11/id/1173>

Teacher Notes: An excerpt from Eisenhower's memoir on how General Fox Conner encouraged him to read history and literature when Eisenhower worked under him in Panama.

Interesting details:

- *Eisenhower wrote that he had lost his interest in history before meeting General Conner.*
- *General Conner asked Eisenhower to read a wide range of history and literature and then they would discuss it together.*
- *Students should consider why General Conner thought it was important for Eisenhower to understand history.*

Materials

- » Source Discovery Handout

Preparation

- Cue video “West Point, 1911 - The Beginnings of a Life in Service.” <<https://www.youtube.com/watch?v=TdYFZEU0-S8>> to show students.
- Print out copies of sources—enough so that each student receives one.
- Print out copies of the Source Discovery Handout—one for each student.
- Prepare a blank wall or whiteboard space for students to create their timeline.

Procedure

1. Students will begin by watching a short video clip, “West Point: A Life in Service to his Country,” from the Dwight D. Eisenhower E-Memorial <<https://youtu.be/TdYFZEU0-S8>> about Eisenhower's boyhood and decision to apply to West Point. Focus question to write on board: What important decisions did Eisenhower face as a young person?
2. Each student receives one of seven different sources. (Teacher may decide to place students in groups or have students work individually). Students will investigate what the source says about Eisenhower and the choices he made in his life and career using the Source Discovery Handout. Students will record basic sourcing information (title, creator, date,



source type) and also use it to answer the following questions: What does this source depict? What can this source tell us about Eisenhower's choices? What can this source tell us about the time period?

3. As a class, students will share their findings by creating a timeline. Invite students to tape their sources in chronological order to the board or a blank wall. The timeline will begin with Eisenhower's birth in 1890 and end with the U.S. entry into World War II in 1941. For each source, ask students as a class to explain what the source says about Eisenhower. What choices did he make? What were the effects of his choices? What other options could Eisenhower have chosen?
4. Assignment: Students write a page from their own future autobiography that highlights a childhood passion or interest and how it impacted their life. (For example, Eisenhower's early interest in history as revealed in his memoir becomes important later in his development as an army officer working under General Fox Conner.)

Differentiation

Students at lower levels of reading ability may be assigned sources with less text. Also more text-heavy sources, such as the excerpts from the Eisenhower memoir can be further excerpted to highlight most relevant material.

Advanced students may be encouraged to explore the online archives of *Howitzer*, the West Point yearbook, to learn more about the academy in the years that Eisenhower attended. Students could also research Eisenhower's interest in history: What about the subject captured his interest? What kind of history was he not interested in?

Assessment

Students will be assessed on their writing assignment and their use of source material to understand Dwight Eisenhower's early life and the choices he made. To investigate these questions, students will analyze primary sources and place them on a physical timeline using chronology and sequence to infer conclusions. Students' critical thinking can also be assessed through their accurate interpretation of the primary sources using the Source Discovery handout.



Related Resources

Lesson Plans

- » *The Molding of a Leader*. National Park Service.

<https://www.nps.gov/teachers/classrooms/molding-of-a-leader-introduction.htm>

A program consisting of five lesson plans for 4th and 5th grade students focusing on Dwight D. Eisenhower's leadership ability. Lessons and primary sources focus on the character traits that helped mold Eisenhower into an effective leader. The lessons also ask students to consider how to develop and demonstrate those same character traits in their own lives.

Secondary Sources and Digital Resources

- » *West Point: A Life in Service to his Country*. Eisenhower E-Memorial.

http://eisenhowerfoundation.net/experience/#/west_point

In this pivotal moment, teachers and their students can learn about key events in Eisenhower's early life including sections titled *Abilene*, *Getting into West Point*, and *Life in the Army*. The documentary film includes an interview with General Robert L. Caslen, 59th Superintendent of West Point.

- » *West Point Center for Oral History*. West Point Center for Oral History.

<http://www.westpointcoh.org>

This collection is an excellent oral history archive dedicated to the story of the American soldier, in both war and peace. Interview subjects currently include veterans of World War I, World War II, Korea, Vietnam, Desert Storm, Bosnia, and the recent conflicts in Iraq and Afghanistan. Students can filter the interviews by location and select "West Point" for interviews on the topic of the academy itself—a great opportunity to compare West Point over the years.



Primary Sources

- » *USMA Library Digital Collections*. United States Military Academy Library.

<http://digital-library.usma.edu/cdm/>

The United States Military Academy library features a wide range of online sources related to West Point including the student yearbook, *Howitzer*, going back to 1897.

- » *ADRP 6-22: Army Leadership*. Department of the Army.

<https://caccapl.blob.core.usgovcloudapi.net/web/repository/doctrine/adp-6-22.pdf>

The Army leadership manual from 2012 summarizes the Army's philosophy of leadership. The manual emphasizes, in particular, the importance for leaders to demonstrate resilience in the face of hardship.

Excerpt from *At Ease: Stories I Tell to Friends*, p. 3. Combined Arms Research Digital Library.

CHAPTER III

The Key to the Closet

MY FIRST READING LOVE was ancient history. At an early age, I developed an interest in the human record and I became particularly fond of Greek and Roman accounts. These subjects were so engrossing that I frequently was guilty of neglecting all others. My mother's annoyance at this indifference to the mundane life of chores and assigned homework grew until, despite her reverence for books, she took my volumes of history away and locked them in a closet.

This had the desired effect for a while. I suppose I gave a little more attention to arithmetic, spelling, and geography. But one day I found the key to that closet. Whenever Mother went to town to shop or was out working in her flower garden I would sneak out the books.

Out of that closet and out of those books has come an odd result. Even to this day, there are many unrelated bits of information about Greece and Rome that stick in my memory. Some are dates. I have a sort of fixation that causes me to interrupt a conversation when the speaker is one year off, or a hundred, in dating an event like Arbela; and often I put aside a book, until then interesting enough, when the author is less than scrupulous about chronology.

In any case, the battles of Marathon, Zama, Salamis, and Cannae became as familiar to me as the games (and battles) I enjoyed with my brothers and friends in the school yard. In later years, the movies taught children that the bad guy was the one in the black hat. Such people as Hannibal, Caesar, Pericles, Socrates, Themistocles, Miltiades, and Leonidas were my white hats, my heroes. Xerxes, Darius, Alcibiades, Brutus, and Nero wore black ones. White or black, their names and those battles were fresh news as far as I was concerned for I could never seem to get it into my head that all these things had happened two thousand years earlier—or that possibly I would be better advised to pay at least a little attention to



Excerpt from *At Ease: Stories I Tell to Friends*, p. 4. Combined Arms Research Digital Library.

4

THE ABILENE YEARS

current, rather than ancient, affairs. Among all the figures of antiquity, Hannibal was my favorite.

This bias came about because I read one day that no account of Carthaginian history was ever written by a friendly hand. Everything we know about Carthage, about Hamilcar and his lion's brood—of which Hannibal was one—was written by an enemy. For a great man to come down through history with his only biographers in the opposite camp is a considerable achievement. Moreover, Hannibal always seemed to be an underdog, neglected by his government, and fighting during most of his active years in the territory of his deadly and powerful enemy. Though I later came to recognize that unless Rome had survived the Punic Wars, Western civilization might easily have disappeared from the earth, my initial championship of Hannibal continued throughout my youth.

In this I was, undoubtedly, much like the young people of all times. Lost causes arouse their sympathy more intensely than overwhelming success begets their admiration. Because they are soon the chief customers in the literary market, and sometimes the chief contributors to it, this youthful attitude, always for the underdog, may very well affect the writing of history both in quantity and in tone.

In the literature of our own Civil War, Lee, for example, bulks larger in the sympathy and even veneration accorded him than Grant, the ultimate victor. Jeb Stuart, who died in battle, outshines Phil Sheridan, who, just as daring, suffered no serious wound. And Lincoln, struck down when his hardest challenge was still before him, has always excited more study and more books than Washington, who could validly claim that all his public responsibilities had been met and fully discharged.

Since those early years, history of all kinds, and certainly political and military, has always intrigued me mightily. When a historical novel is well written and documented, I am apt to spend the whole evening in its reading. The campaigns of the more modern leaders—Frederick, Napoleon, Gustavus Adolphus, and all of our prominent American soldiers and statesmen—I found absorbing.

When I got around to the Americans, Washington was my hero. I never tired of reading about his exploits at Princeton, at Trenton, and particularly in Valley Forge. I conceived almost a violent hatred of Conway and his cabal and could not imagine anyone so stupid and so unpatriotic as to have wanted to remove Washington from command of the American Army. The qualities that excited my ad-

Excerpt from *At Ease: Stories I Tell to Friends*, p. 5. Combined Arms Research Digital Library.

THE KEY TO THE CLOSET

5

miration were Washington's stamina and patience in adversity, first, and then his indomitable courage, daring, and capacity for self-sacrifice.

The beauty of his character always impressed me. While the cherry tree story may be pure legend, his Farewell Address, his counsels to his countrymen, on the occasions such as his speech at Newburgh to the rebellious officers of his Army, exemplified the human qualities I frankly idolized.

If, in Abilene, I never became as involved in the Civil War, this was because it was relatively recent. After all, when Abilene's men and women, and boys for that matter, talked about "the war," they meant the struggle between North and South, that had ended only twenty-five years before I was born. There were hundreds in the town who remembered the war's beginning; its major campaigns and crises and figures; the ebb and flow of battle that had reached from the Atlantic into our state; the downfall of the Confederacy; the assassination of Lincoln. For them, these events were not yet history. In Abilene as in other American towns of that time, scores of men still in their fifties and early sixties who ran local businesses, worked nearby farms, or practiced the professions, were veterans of the war. Closeness to it in time made that war appear commonplace to me; in any event romance, adventure, and chivalry seemed characteristic of the conflicts of earlier centuries.

Looking back I realize that in reading about Egypt, Assyria, Persia, Greece, Rome, and, later, about the British and French, I was dealing largely with conquerors, battles, and dramatic events. Of course, I could read also about scholars and philosophers, but they seldom loomed so large in my mind as warriors and monarchs. Yet history is not made merely by big names or by startling actions, but also by the slow progress of millions and millions of people. They contribute to the creation of reputations and to the moments of history itself.

Hannibal and Caesar and Scipio would have been nothing except for loyal soldiers who marched and sweated and died to carry out the will of their masters. Plato and Aristotle would have spoken in futility to the breezes sweeping off the Aegean, had not their teachings slowly, almost imperceptibly, been incorporated into the texture of Western thought, and taken for granted (as it were) by people who never read them, possibly never heard of them.

Excerpt from *At Ease: Stories I Tell to Friends*, p. 6. Combined Arms Research Digital Library.

6

THE ABILENE YEARS

I know now that as a youngster I was concerned almost exclusively with the peaks and promontories—the dramatic features—of the historical terrain. Today, I am interested too in the great valleys within which people, by their work, their zeal, and their persistence, have transformed a savage and crude environment into an industrial complex so that in the 1960s one man in the field can provide the food and fiber for twenty others.

Even as late as our own Revolutionary time 95 per cent or so of our population was rural. It is a far cry from the days, still fairly recent, when the pioneer housewife, getting lye water from boiling wood ashes, and fat from the fall butchering of the hogs, combined the two to make a crude soap to keep her house, her children, and her dishes clean. At the moment, a thousand advertised products guarantee to make her work a pleasure rather than drudgery.

And the oldest problem of the human male, what to do about his beard, once a choice between its painful extraction hair by hair or a dangerous adventure with lethally sharp and unguarded steel (the common-sense nineteenth-century man just let it grow and made the beard into a status symbol), is now a minor task of a few minutes' duration. A man, confronting his morning face in his mirror, shaves either with an electrical contrivance or dabs on lather canned in a far-off factory and then removes it and beard with a device ingeniously designed to protect the face against the careless or shaky hand. A minor achievement, one might say; but not so minor to a man who avoids cutting his own throat.

People from age to age have brought all of this about by their dissatisfaction with the inadequate, a dissatisfaction that moved others to inventiveness, and by their acceptance of new and better ways to accelerate the spiral of change.

As to the future, any predictions of mine might be as wrong as Cecilia Curry's, who wrote the class prophecy about her fellow Abilene High School graduates of 1909. In the yearbook, *The Helianthus* (we might have used plain English and called it *The Sunflower*, but Latin added a touch of culture), my brother Edgar is described as ". . . the greatest football player of the class." I am described as "our best historian and mathematician." As Cecilia took crystal ball in hand to read the future of us all, she recorded her findings in the form of an undated future letter. It was as if written around 1940 or 1944 during a stop she has made in Cleveland on a dream trip to New York. There, according to her, in the library of a college

Excerpt from *At Ease: Stories I Tell to Friends*, p. 7. Combined Arms Research Digital Library.

THE KEY TO THE CLOSET

7

run by Bessie DeWolf and Winnie Williams of our class, she reads in the political section of a local newspaper that Edgar Eisenhower, finishing his second term as President of the United States, might be elected to a third term. "Then I sat wondering if Edgar really would take the chair the third time."

After a spell, Cecilia turns to Miss DeWolf and asks:

"Say, Bess, do you know what has become of Dwight?"

"Why, yes! I hear about all the great men of the world. He is professor of history at Yale. . . ."



In recalling Cecilia's cloudy reading of the Eisenhower boys' futures, I should learn better than to attempt forecasts of what will come to pass; certainly not in specific terms. In my early years at least, I was content to let well enough alone and read what others had recorded. As a boy, I never played the prophet.

For me, the reading of history was an end in itself, not a source of lessons to guide us in the present or to prepare me for the future. Nor did I become at all aware that the richness and variety of opportunity in this country would give me, like all of us, a chance to be joined, intimately and productively, with both the past and future of the Republic. I did not know what opportunities were there for the learning. I read history for history's sake, for myself alone. Sufficient unto the day was the evil thereof—and good, too—in my thinking.

Had one of our Civil War veterans, for instance, suggested that not many years later, I would visit Gettysburg to study the tactics of the great battlefield where he had fought, my reaction would have been—"Me?"

What would have been incredible to me in 1900 did come to pass in 1915. And then three years later I was to be back in Gettysburg again, as the commander of an Army camp. In 1950 I would buy property next to the fields where Pickett's men had assembled for the assault on Cemetery Ridge.

As I drive between farm and office, as I sit here at my desk overlooking the road where thousands of retreating and pursuing troops poured through on a July afternoon in 1863, all about me are physical reminders that the history made here was an accumulation of little incidents, small contributions, minor braveries, and forgotten



“1914 Howitzer.” *Howitzer*. 1914. USMA Library. For further detail, visit <http://digital-library.usma.edu/cdm/ref/collection/howitzers/id/14397>.

THE 1914 HOWITZER

Once every day, of many a page, and on a printed form,
The T. D. most successfully is blowing its own horn.



STRANGE as it may seem, Kaydets find this latest inside information of the most acute interest. To use a trite expression, we simply hang on the words of the Adjutant while he holds up to public gaze our disciplinary delinquencies.

Dr. Maguire, the famous English authority on military history, after his visit to West Point, in 1904, said: "The discipline is rigid and the penalties for offenses are inflexible." In our humble opinion the worthy Doctor grasped the situation very comprehensively. Rigid discipline has reached its zenith under the present régime, and we are privileged to know what discipline, in its entirety, can mean. We swim or drown, as the case may be, in a sea of regulations. A Cadet in his weekly letter home informs his unsuspecting parents that he can do anything he pleases up here, except what is forbidden by 527 regulations in the Black Book, 127 in the Orders for the Guard, and 1,590 in the U. S. Army Regulations. Which leaves us as you see a wide range of conduct, for taken as a whole these regulations compose the most comprehensive set of "Don'ts for Boys" ever edited.

We work by rule and we play by rule, incidentally by numbers. Eating, sleeping, walking, riding, standing, sitting, dancing, boxing and even resting, all have their prescribed manner of execution. Even when we are sick the additional Hospital Regulations stare us in the face and we await with joyous anticipation the cheery bon-jour of "Sir, when your military superior enters the ward you must assume the position of attention lying down." In barracks we keep open house and are every ready to greet our Tacs at any hour of the day or night. They habitually find fault with our housekeeping and the flashlight always reveals something wrong. From Beast Barracks to Graduation our existence is a series of broken rules and b-aches. One of these latter brought forth the endorsement "that it was impossible to put down in black and white all the things that cadets could be reported for. We believe it, but concede that they do pretty well. How long, Oh, Lord! how long!





"Review of the Season." *Howitzer*, p. 166. 1913. USMA Library. For further detail, visit <http://digital-library.usma.edu/cdm/ref/collection/howitzers/id/10944>.



Review of the Season

WITH the realization of the main object of an Army football season, the natural inference would be that the past one was a failure. Although unsuccessful in a sense it must be remembered that both teams cannot win, and that a defeated team is still successful if it can accept that reverse quietly and fairly, and can feel that they have put their hardest efforts into the development of the best team possible. In this way they have contributed their share towards more fully establishing the great game of football as a clean and manly sport. It is indeed hard for anyone other than those closely connected with football at the Academy to understand the difficulties encountered in maintaining a football team which will successfully compete with the largest universities in the country. Although all the physical exertion necessary in modern football is easily met, still the mental concentration and attention, which is just as necessary a factor, is here prevented to a degree because of our other more important considerations, and certainly too great credit cannot be given the football men of the past year for the earnest efforts for the advancement of our success in that game.



The graduation of 1912 left the center, one guard, one tackle, and three backfield positions open. Practice began in earnest on the first Saturday in September and an exceedingly large squad turned out. The usual division into the main and Cullum Hall squads soon followed. The first game of the season with Stevens on October 5th, resulted in an easy victory by a score of 27-0. The outcome pointed to a strong backfield and plenty of competition for the vacant positions. Prichard's steady and effective work reassured us in regard to the quarterback position. Many substitutions were made throughout the game. Neither Keyes nor Hoge were in shape to play on account of injuries.

On October 12th Rutgers gave us a better game than was expected. Both teams used the forward pass successfully a number of times. The team was still without the services of Keyes, while Eisenhower was rapidly developing into a strong back. Our goal line was endangered twice, once during the second and again during the fourth period, when Rutgers had the ball on our ten-yard line. In both cases we obtained the ball on forward passes and soon rushed it out of danger. The ends worked well during the game and both Hobbs and Prichard showed much ability carrying the ball. Rowley played a steady, consistent game and was definitely decided upon as Devore's running mate.



The next Saturday Yale made our next big game of the season. The field was wet and a little soft because of a drizzling rain all morning. Devore was injured during the week and his inability to take part in the game was an irreparable loss. Keyes had gotten back into the game by this time, however, and played his usual spectacular game. Yale's powerful offense was mainly built about Flynn, who was



“Review of the Season.” *Howitzer*, p. 167. 1913. USMA Library. For further detail, visit <http://digital-library.usma.edu/cdm/ref/collection/howitzers/id/10945>.

1913 HOWITZER 13



the strongest and most consistent ground-gainer on the field. The first period was fairly even, ending with the ball on our ten-yard line. However, at the opening of the second period, three gains by Spaulding, Flynn and Pirkin carried the ball over for their one and only touchdown. Here especially was Captain Devore's loss felt. The remaining part of the period was characterized by spectacular runs by Kayas and Flynn. In the third period with the ball in our possession on Yale's 20-yard line, we seemed to be on the way to a touchdown, but our hopes were killed by an unsuccessful forward pass. Towards the close of the fourth period our team seemed to fall into its stride, carrying the ball down the field for fifty yards by straight line plunging, only to lose the ball after a fifteen-yard penalty. The game ended with the ball in our possession in Yale's territory.

The game with Colgate, October 24th, proved a good, fast, spectacular contest. The freshmen of the visitors in the first period were almost invincible and their team, discouraged by a gain of thirty-five yards on a forward pass, crossed our goal line after less than six minutes of play. But in the second period we got together and carried the ball the length of the field in twenty-two plays, Kayas doing most of the ground-gaining. At no time after the first period was the outcome of the game in doubt. Finckhoyer, in the fourth period, could not be stopped. Peckard was showing wonderful form, while our ends worked perfectly. Huntington, of Colgate, played a fast, pretty game.

The game November 2nd, with Holy Cross, was cancelled because of the death of Vice-President Sherman.

The Carlisle Indians on November 29th gave us the worst defeat we have had in years. Although we were first to score, our score coming early in the second period, it was soon



“Review of the Season.” *Howitzer*, p. 168. 1913. USMA Library. For further detail, visit <http://digital-library.usma.edu/cdm/ref/collection/howitzers/id/10946>.



evident that the visitors, with the most powerful offense imaginable and an invulnerable defense, were sure to defeat us. Their interference was perfect and the running of Thorpe was by far the most wonderful and spectacular ever seen on our field. The game finally ended with a score of 27-6 against us.

In the Tufts game on November 18th the team did not seem to have recovered from the Indian defeat and the game was a disappointment. Tufts scored first on a fumbled punt by Prichard. They used successfully a shift play which was puzzling. Keyes and Hobbs were the mainstays of our offense. Our two touchdowns and a field goal by Keyes resulted in a final score of 15-6. In this game Eisenhower was hurt and was unable to get back into shape the rest of the season. Rowley's loss was also greatly felt.

Our last game of the season here with Syracuse on November 23rd ended with a victory of 23-7 for us. The team's general work was almost faultless, the plays being executed with great speed and precision. Their only score resulted from a fumble by Lampster of a punt. Keyes was the particular star, scoring the first seventeen points, his toe gaining five of them.



Saturday, November 30th, the season culminated in the game on Franklin Field. We were beaten by two goals from placement and beaten fairly. We have no excuses to offer, for our team was in perfect condition and the day was ideal. To us victory seemed certain until the last period. Football experts are of the opinion that the game was too conservative on the part of both teams, but this invariably is the case, due to the intense feeling of both Academies and their adherents over the outcome of the game.

As to how evenly matched the two teams were, there follows an exact account of the game in detail.

“A Skin List’ Friday, April 24, 1914.” *Howitzer*, p. 254. 1914. USMA Library.

“A Skin List”

Friday, April 24, 1914

1st Class.

#Allison	Officer of the Guard not remaining in south area as directed.	Cap.
Anderson, G. P.	Strong odor of perfume in room at a. m. inspection.	Lt.
Burr, J. G.	Late at reveille.	Lo
#Cowgill	Failing to ride his horse over hurdle after having been directed to do so by riding instructor.	Ca
#Cowgill	Displaying indifference at riding.	Ca
Gullion	Dust on mantel, dusty clothes press, shoes not properly shined, and dust on full dress hat at a. m. inspection.	Lt. W
Gullion	Floor not properly swept at a. m. inspection.	Lt. W
Huston	Talking while at attention, marching to dinner.	Lt.
#Lindh	Senior Officer of the Guard, asleep on duty.	Cap.
#Treat	Not assuming proper position while dancing after having been previously reported four times for the same offense.	Lt.
#Wheeler	Creating disturbance in sub-division by rolling an iron dumb-bell down the iron stairs.	Lt. Col.

2nd Class.

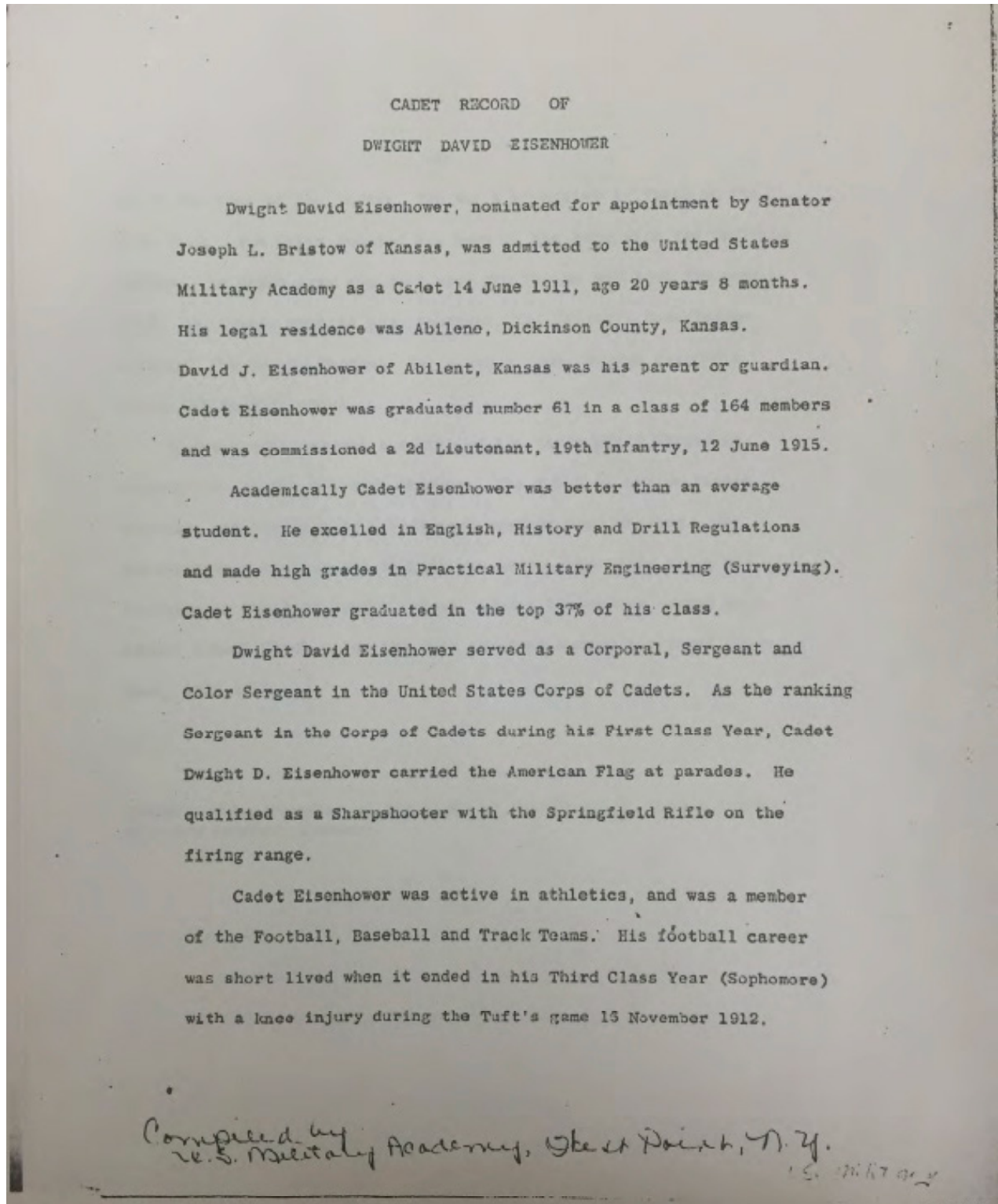
#Boye	Not executing “Squads right” properly at drill after having been corrected for same.	Ca
#Covell	Failing to properly prepare lesson in Philosophy.	Lt.
Eisenhower	Misspelling his own name in chapel permit.	Lt. B
Gillette	Holding lady’s arm on road in front of barracks about 4:30 p. m.	Lt. C



"Marksmanship Qualification." *Howitzer*. 1915. USMA Library.



“Cadet Record of Dwight David Eisenhower,” p. 1. Dwight D. Eisenhower Presidential Library.



"Cadet Record of Dwight David Eisenhower," p. 2. Dwight D. Eisenhower Presidential Library.

-2-

Up to the time of his injury, Ike was a promising halfback on the Army Team. Ike first twisted his knee in the game with the Carlisle Indians, in which Army couldn't stop Jim Thorpe and lost the game 27-6. No longer able to play football, Ike became a Cheerleader. Although Ike played football for a short time, he was awarded a Major "A" in that sport.

Cadet Eisenhower was a member of the Young Men's Christian Association at the Military Academy. The Y.M.C.A. met on Sunday evenings and listened to a different speaker each meeting. The Association's work at the Academy was devoted to Bible study and teaching in the Post Sunday School. Cadet Eisenhower served as a Sunday School Teacher for the Post children during his First Class Year, 1914-1915.

(Submitted by a member of the Staff of the Archives, United States Military Academy Library).



“Cadet Record of Dwight David Eisenhower,” p. 3. Dwight D. Eisenhower Presidential Library.

ACADEMIC RECORD OF DWIGHT DAVID EISENHOWER
WHILE A CADET AT THE UNITED STATES MILITARY ACADEMY
ADMITTED 14 JUNE 1911.

FOURTH CLASS YEAR
Ending June 1912.
Class of 212 Members

<u>SUBJECT</u>	<u>CLASS STANDING</u>
Mathematics	112
English	10
History	39
Drill Regulations & Service of Security & Information	82
Surveying (Practical Military Engineering)	30
Conduct	39
Demerits for year ending May 31, 1912	43
Order of General Merit	57

THIRD CLASS YEAR
Ending June 1911
Class of 177 Members

Mathematics	97
French	79
Drawing	73
Military Hygiene	70
Drill Regulations - Infantry	16
Practical Military Engineering (Surveying)	25
Conduct	63
Order of General Merit	81

*Compiled by
U.S. Military Academy,
West Point, N. Y.*



“Cadet Record of Dwight David Eisenhower,” p. 4. Dwight D. Eisenhower Presidential Library.

SECOND CLASS YEAR
Ending June 1914.
Class of 171 Members

<u>SUBJECT</u>	<u>CLASS STANDING</u>
Natural & Experimental Philosophy	63
Chemistry, Mineralogy, Geology	43
Drawing	63
Spanish	89
Drill Regulations, Cavalry & Artillery	51
Conduct	105
Order of General Merit	62

FIRST CLASS YEAR
Ending June 1915
Class of 168 Members

Civil & Military Engineering	59
Ordnance & Science of Gunnery	32
Law	45
Spanish	72
Drill Regulations - Hippology	27
Practical Military Engineering	57
Conduct	125
Order of General Merit	66

Graduated No. 61 in a class of 164 members, 12 June 1915.

(Extracted from Official Registers of the Officers and Cadets, United States Military Academy, 1912-1915.)



Excerpt from *At Ease: Stories I Tell to Friends*, p. 15. Combined Arms Research Digital Library.

CHAPTER XIII

The Tragic Road to Panama



The first necessity was to walk hundreds of yards in the tropical heat across the Canal on one of the lock gates.

For Mamie that walk was the worst possible avenue of entry to a foreign station. Crossing it, she probably thought that nothing in the United States was ever like this. An authentic American, and like many native Iowans, she considered the whole world a wonderful place especially when she was living neatly between New York and San Francisco. She thoroughly believed in the broadening influences of foreign travel—if she knew she could get back home soon.

Panama was not the best introduction to life beyond our borders. The houses at our new station were old, flimsy survivals of Canal construction days. To keep vermin out was difficult. They were infested with bats; and Mamie hated bats with a passion. Frequent thundershowers penetrated roofs and walls and windows and made living there too damp for comfort—except for those black, winged unwelcome visitors who seemed to thrive in the Turkish bath our house became after every storm.

Although Mamie did a little horseback riding, she never has and never will consider outdoor sports a worthwhile way to spend her time. During our Canal Zone tour, there was little to find in the way of entertainment, except a dance on Friday night and a club bridge party on Wednesdays.

The only easy way to get back and forth across the isthmus was by rail. Indeed, it was rumored that the railway company, owned by the government, of course, would not allow any trans-isthmian roads to be built because their use would reduce revenues from necessary travel back and forth. This gave us material of an evening for gripe sessions about bureaucrats and their ways.

We could, by advance arrangement, get an automobile across the isthmus by driving on top of the Canal gates. But this caused the

Excerpt from *At Ease: Stories I Tell to Friends*, p. 16. Combined Arms Research Digital Library.

16

THE PEACETIME ARMY

lockmen a great deal of trouble and our contact with the outside world, consequently, was not close.

Although our families occasionally went shopping in the city, in the main we lived out of the commissaries and post exchange at Gaillard. Monotony was relieved for most of us by the unstable nature of the land. We lived on the edge of the Culebra Cut, where we were constantly bothered by mud slides that went into the Canal, blocking it to traffic. Gigantic dredges would tackle the task of moving the slide back into the hinterland for a few days, weeks, or months before the next mammoth movement. We didn't consider the slides a hazard; they were a foil to the daily routine.

It wasn't until I visited Panama after World War II, when I flew back and forth across the area, that I saw to my horror that the entire post where we had once lived had slid into the Canal and had to be laboriously dredged out of the main channel.

Except for such dubious entertainments, *my* tour of duty was one of the most interesting and constructive of my life. The main reason was the presence of one man, General Fox Conner.

The commander of our brigade was a practical officer, down to earth, equally at home in the company of the most important people in the region and with any of the men in any regiment. General Conner was a tall, easygoing Mississippian, he never put on airs of any kind, and he was as open and honest as any man I have known. One change in my attitude he accomplished quickly—with profound and endless results.

In asking me a casual question, General Conner discovered that I had little or no interest left in military history. My aversion was a result of its treatment at West Point as an out-and-out memory course. In the case of the Battle of Gettysburg, for instance, each student was instructed to memorize the names of every brigadier in the opposing armies and to know exactly where his unit was stationed at every hour during the three days of the battle. Little attempt was made to explain the meaning of the battle, why it came about, what the commanders hoped to accomplish, and the real reason why Lee invaded the North the second time. If this was military history, I wanted no part of it.

General Conner made no comment. I found myself invited to his quarters in the evening and I saw that he had an extraordinary library, especially in military affairs. We talked for a time and he went through the library and picked out two or three historical



Excerpt from *At Ease: Stories I Tell to Friends*, p. 17. Combined Arms Research Digital Library.

THE TRAGIC ROAD TO PANAMA

17

novels. "You might be interested in these," he said quietly. I remember that one of them was *The Long Roll* by Mary Johnston, and another *The Exploits of Brigadier Gerard* in the Napoleonic Wars. A third was *The Crisis* by the American Winston Churchill.

They were stirring stories and I liked them. When I returned the books, the General asked me what I thought. As we talked about them, he said, "Wouldn't you like to know something of what the armies were actually doing during the period of the novels you've just read?"

Well, that seemed logical enough and I expressed an interest. He took down a few books on the military history of those periods.

The upshot was that I found myself becoming fascinated with the subject. But fascination wasn't enough. After I read the first of these books, General Conner questioned me closely about the decisions made—why they were made and under what conditions. "What do you think would have been the outcome if this decision had been just the opposite?" "What were the alternatives?" And so I read Grant's and Sheridan's memoirs, and a good deal of John Codman Ropes on the Civil War. I read Clausewitz's *On War* three times and a volume that was the Comte de Paris' Army of the Potomac narrative. The General did not urge me to read the Comte de Paris in its entirety but only certain chapters that bore upon campaigns we were discussing. He had me read Fremantle's account of the Battle of Gettysburg, as well as that of Haskell. The best outline or summarized history of the Civil War, he thought, was *Steele's Campaigns*. As I began to absorb the material of these books, I became even more interested in our Civil War and we spent many hours in analyzing its campaigns.

The best chance for such conversations was when we were out on reconnaissance. In the tropics, the terrain, or rather the usable features of the terrain, change rapidly. A trail made one year through the jungle can be completely overgrown by the time the dry season makes travel over it possible once more; or a landslide may wipe out all traces of it. Because we were constantly laying out routes and charting them on maps for the rapid movement of troops and their supply trains (which were mostly pack animals), so that we might be able to meet with considerable force any enemy landing on our sector of the Canal, we spent a good deal of time during the dry season in this kind of work.



Excerpt from *At Ease: Stories I Tell to Friends*, p. 18. Combined Arms Research Digital Library.

18

THE PEACETIME ARMY

Usually, we were on horse eight hours a day, most of it at a walk. We would make camp before dark. Close to the equator, the sun sets early and during the long hours before bedtime, between 6:30 and 10:00, we sat around a small campfire and talked about the Civil War or Napoleon's operations.

Our talks went further afield. General Conner was a natural leader and something of a philosopher, both as a student and as a storehouse of axiomatic advice. He was the man who first remarked to me, "Always take your job seriously, never yourself." He was the man who taught me that splendid line from the French, "All generalities are false, including this one." The range and curiosity of his mind was not limited to military affairs. (It's a pleasure to give credit here for two quotations that I used later in life on hundreds, if not thousands, of occasions.) He often quoted Shakespeare at length and he could relate his works to wars under discussion.

"Now when Shakespeare wrote his plays," General Conner might say, "he frequently portrayed soldiers, and not entirely fictional ones—historical figures such as Prince Hal and Richard. In describing these soldiers, their actions, and giving them speech, Shakespeare undoubtedly was describing soldiers he *knew* at first hand, identifying them, making them part of his own characters. Even when he was writing of Julius Caesar, the dramatist must have endowed him with an education, characteristics, mannerisms that Shakespeare knew in some of the leaders of his own time."

With this kind of lead into a discussion, sometimes hardly more than a rambling bull session, we would broaden it into a general conversation about the long history of man, his ideas, and works. Excited by these talks and thoughts, I read in the works of authors strange to me: Plato, and Tacitus of the Roman nation, and in historical and philosophical writers among the moderns, including Nietzsche. No matter what time of day or evening I would walk across to General Conner's house to ask for another book from his library, he seemed delighted that I was there. And when he got the book of my choice, he would usually volunteer a second. As I read each one, I tried to digest its main themes and important points—I could be sure that sooner or later the General would be asking me about them.



Excerpt from *At Ease: Stories I Tell to Friends*, p. 19. Combined Arms Research Digital Library.

THE TRAGIC ROAD TO PANAMA

19

Our conversations continued throughout the three years I served with him in the isolated post of Camp Gaillard. It is clear now that life with General Conner was a sort of graduate school in military affairs and the humanities, leavened by the comments and discourses of a man who was experienced in his knowledge of men and their conduct. I can never adequately express my gratitude to this one gentleman, for it took years before I fully realized the value of what he had led me through. And then General Conner was gone. But in a lifetime of association with great and good men, he is the one more or less invisible figure to whom I owe an incalculable debt.

☆ ☆ ☆ ☆ ☆



Source Discovery Handout

Title of Source:

Type (*document, image, map*):

Who created this source?:

Date or time period (*If there is no date explain when you think the source was created and why*):

Summary (*What does this source say or depict? Be specific.*)

What can this source tell us about Eisenhower's choices?

What can this source tell us about the time period?
