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ABSTRACT

This publication, the second installment of the Dwight D. Eisenhower series, spans nearly a quarter century of U.S. history and Eisenhower's life from age 20 to 45. The early military period of Eisenhower's life prepared him to assume leadership roles during World War II and his U.S. presidency. Eisenhower sometimes thought his career was going nowhere, but research reveals a different picture. From 1915 to 1935, his career was propelled steadily upward through a combination of factors: his intense ambition, his considerable abilities, and the friendship of a very special mentor, General Fox Conner. Following the events of his life through this period, students and readers see him tested, tempered, and strengthened by what he perceives as career shortcomings and disappointments, and by the death of his 3-year-old son. The use of primary sources for learning history allows students to discover that history can be a fascinating subject. Letters, diaries, photographs, oral histories, and artifacts are catalysts for igniting student curiosity about the past. This publication contains nine sections: (1) "Teacher's Guide"; (2) "A Chronology: Eisenhower's Military Career"; (3) Evaluate a Primary Source"; (4) "How Much Would It Cost Today?"; (5) "Transcontinental Motor Convoy"; (6) "Learning Activities"; (7) "The West Point Years" (five primary sources); (8) "The Great War Years" (five primary sources); (9) "The Watershed Years" (five primary sources); and (10) "The Washington Years" (six primary sources). Contains a resource list. (BT)

DWIGHT D. EISENHOWER

ED 469 557



SO 034 318

DUTY, HONOR, COUNTRY 1911--1935

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Teacher's Guide

INTRODUCTION:

The years between Dwight D. Eisenhower's boyhood in Abilene and World War II (1911 to 1935) are less well known, but every bit as fascinating as the more widely studied parts of his life. There is no doubt that the early military period laid a solid foundation for Eisenhower's exemplary leadership in World War II and the presidency. During these middle years, Eisenhower sometimes agonized that his career was going nowhere, but research reveals a much different picture. From 1915 to 1935, his career was propelled steadily upward through a combination of factors: his intense ambition, his considerable abilities, and the friendship of a very special mentor, General Fox Conner. Too, that Eisenhower ultimately prevails is due in no small part to his uncommon sense of resolve and ardent determination. Following the events of his life through this period, we see him tested, tempered, and strengthened by what he perceives as career shortcomings and disappointments. And, we agonize for him and Mamie when they must face the tragic death of their three-year-old son.

"Duty, Honor, Country: 1911–1935" finds Eisenhower performing a wide variety of military duties and serving in far-flung locales. As a young man from a small, isolated town in the Midwest, his world expanded in ways he never imagined beginning with his years at West Point. While World War I raged on in Europe, he was stationed in Texas, certain that he would be sent to serve on the Mexican border. When the United States entered World War I, he trained troops and experimented with tanks, all the while eagerly anticipating orders that would send him to Europe. His orders finally arrived, and, just as quickly, the war was over. Eight years after the Panama Canal was opened, he was stationed there, and, after distinguishing himself at Command and General Staff School, he was called to Washington by General John J. "Black Jack" Pershing. In the late 1920s, he served a year in Paris, the most sophisticated and cultured city of the era, and traveled the countryside of France. Upon his return to the United States, the stock market collapsed and the Great Depression settled in. Eisenhower was assigned to the War Department in Washington, D.C. through the first half of the 1930s with a ringside seat to observe the personalities, politics, and policies of the time.

THE DWIGHT D. EISENHOWER SERIES:

Funding for this project was provided by the Annenberg Foundation and the State of Kansas. The materials included are intended only as a starting point to learn more about the fascinating life and times of our 34th President, Dwight D. Eisenhower. "Dreams of a Barefoot Boy: 1890–1911" was the first in the series and focused on the boyhood years in Abilene, Kansas. "Duty, Honor, Country: 1911–1935" is the second and spans Eisenhower's life from West Point until he departs for the Philippines with Douglas MacArthur in 1935. Teachers and students alike will be fascinated, and possibly surprised, at just how closely the experiences of Eisenhower's life parallel the major events of United States and world history during this era. The Eisenhower Foundation is very interested to know about your teaching experiences using these materials. Contact information is in the Resources section.

TEACHING WITH PRIMARY SOURCES:

The use of primary sources as an extraordinary method for learning history is gaining converts with each year. For students, the inclusion of primary source materials in the curriculum is often their first opportunity to discover that history really is a fascinating subject! Experts insist that the introduction of primary source materials into the curriculum should begin early, in the elementary grades. Letters, diaries, photographs,

oral histories, and artifacts are powerful catalysts for igniting student curiosity about the past. At each step along the way, they can't help but begin to formulate the questions that propel them to search for answers which, in turn, lead to even more questions. Students themselves begin to piece together the puzzle of history. By actually "doing history," they are drawn naturally into the process of inquiry, searching, observation, analysis, and interpretation. Primary sources have the power to transport us back in time, to make the people and events live again.

TEACHER PREPARATION:

1. Read as much as you can about the life of Dwight D. Eisenhower and the period of American history from the Progressive era through the Great Depression.
2. Ask your school librarian and local historical society to help you put together a collection of resources for a "Learning Center" for this unit. Include historical fiction, nonfiction, reference materials, videos, slides, a vertical file, computer programs, posters, maps, documents, and artifacts.
3. Take the time to become familiar with the materials and try out the activities yourself before using the material with students. Consider introducing "Duty, Honor, Country: 1911–1935" by sharing your own experiences and discoveries with the materials.

LEARNING OBJECTIVES:

1. Identify and explain the influences on Dwight D. Eisenhower during the early military years.
2. Describe the most important challenges and opportunities Eisenhower faced from 1911–1935.
3. Compare your life today with life in the World War I period, the twenties, and the thirties.
4. Relate that "what is history" is an ongoing, ever-changing process.
5. Appreciate the significance of primary sources in the study of history.
6. Demonstrate analytic and interpretative skills by using primary source materials to more fully understand a particular period of history.

NATIONAL STANDARDS FOR HISTORY:

"Duty, Honor, Country: 1911–1935" addresses many of the National Standards for History and is linked to them. A copy may be obtained online at www.dwightdeisenhower.com or by calling or writing the Education Specialist for the Eisenhower Foundation. Kansas teachers may obtain a copy of the unit's links to The Kansas Curricular Standards for History through the same process.

THE EISENHOWER FOUNDATION:

The Eisenhower Foundation is a 501(c)3 public foundation established in 1946 to accept the Eisenhower family home on the death of Mrs. Ida Eisenhower. The Eisenhower Center, the family home and first museum, was founded in 1952 by the Foundation prior to the establishment of the presidential library system in 1954. The mission of the Eisenhower Foundation is to honor Dwight D. Eisenhower, perpetuate his important legacy, encourage and support educational activities relating to citizenship, and support the non-federally funded operation of the Eisenhower Center.

THE EISENHOWER CENTER:

The Dwight D. Eisenhower Library, Museum, Home, Place of Meditation, and Visitors Center make up the Eisenhower Center. The mission of the Eisenhower Center is to acquire, preserve, and disseminate the records and material culture relating to the history of Dwight D. Eisenhower and his times through research, exhibits, public programs, publications, and outreach.

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Acknowledgements

As I apply the finishing touches to “Duty, Honor, Country: 1911–1935,” the second installment of the Dwight D. Eisenhower series, the memory of long hours, deadlines, delays, and the occasional frustration of the past three month’s work literally melts away. And, in its place, is the pleasant satisfaction—and blissful relief—of a completed project. It is my sincere wish that the work I have done to relate the life of Dwight D. Eisenhower to others will influence them to consider the direction and purpose of their own lives.

At the conclusion of a project like this, it is time to remember and thank all those who contributed along the way. First of all, thank you to the Eisenhower Foundation. I never fail to wonder at my great fortune in being selected for this position. To have the opportunity to convey the inspiring story of Dwight D. Eisenhower to new generations is an honor and a privilege that I cherish.

As a former U.S. history and American government teacher, I am both awed and thrilled to work, often on a daily basis, with the papers, photographs, and artifacts of a former President of the United States and the much loved and admired hero of World War II. Yet, without the guidance, expertise, and collegiality of the staff, directors, and volunteers of the Eisenhower Library and Museum, projects like this would not happen. I have nothing but profound and grateful appreciation for all the wonderful professionals I work with. Thank you for your encouragement, friendship, and the generosity with which you contributed your time and energy to my project. I know your days are full enough already!

Another note of appreciation goes to the Annenberg Foundation and the State of Kansas. Because of their continued financial support, the Eisenhower Foundation was able to develop and produce “Duty, Honor, Country: 1911–1935.” Printing and distributing nearly 5,000 parcels of posters and curriculum packages is an ambitious endeavor that demands a substantial investment of resources.

The study of the life of Dwight D. Eisenhower has the power to instruct and inspire students of every age. “Duty, Honor, Country: 1911–1935” spans nearly a quarter century of United States history and Eisenhower’s life from age 20 to 45. In so many ways, these were the “years of preparation,” and working through them would ready Eisenhower for his role in the monumental events in his future. Yet at the time, he often felt stymied, experienced acute disappointments, and occasionally questioned his career choice. On the other hand, the frustration of this period was balanced with unique challenges, lofty achievements, and professional satisfaction. Though Eisenhower often questioned when—and if—his time would come, he was resolved to do everything in his power to be ready when it did.

Kim E. Barbieri
Education Specialist
The Eisenhower Foundation

A CHRONOLOGY:
Eisenhower's Military Career

DATE	PLACE	POSITION	RANK
June 14, 1911— June 12, 1915	United States Military Academy West Point, NY	cadet	second lieutenant of Infantry, June 12, 1915
June 1915— September 1915	Abilene, KS	DDE was on extended leave	
September 13, 1915— May 28, 1917	Fort Sam Houston, TX	19 th Infantry	<ul style="list-style-type: none"> ◦ first lieutenant, July 1, 1916 ◦ captain, May, 15, 1917
May 28, 1917— September 22, 1917	Leon Springs, TX (part of Ft. Sam Houston)	57 th Infantry	
September 22, 1917— November 26, 1917	Fort Oglethorpe, GA	instructor, Reserve Officers' Training Corps (ROTC)	
December 1, 1917— February 28, 1918	Fort Leavenworth, KS	instructor, Army Service Schools	
March 1, 1918— March 18, 1918	Camp Meade, MD	65 th Engineers	
March 23, 1918— November 18, 1918	Camp Colt, Gettysburg, PA	commander, Tank Corps	<ul style="list-style-type: none"> ◦ major (temporary) July 18, 1918 ◦ lieutenant colonel (temporary) October 14, 1918
November 18, 1918— December 22, 1918	Fort Dix, NJ	troop commander, Tank Corps	
December 24, 1918— March 3, 1919	Fort Benning, GA	troop commander, Tank Corps	
March 17, 1919— January 7, 1922	Camp Meade, MD	Tank Corps	
January 26, 1922— September 19, 1924	Camp Gaillard, Panama Canal Zone	executive officer, 20 th Infantry Brigade	major (permanent) August 26, 1924

DATE	PLACE	POSITION	RANK
September 28, 1924— December 15, 1924	Camp Meade, MD	recreation officer, III Corps Area	
January 25, 1925— August 2, 1925	Fort Logan, CO	recruiting officer, 38 th Infantry	
August 25, 1925— June 18, 1926	Fort Leavenworth, KS Command and General Staff School	student	
June 21, 1926— August 17, 1926	Denver, CO	DDE was on extended leave	
August 18, 1926— January 15, 1927	Fort Benning, GA	<ul style="list-style-type: none"> • Assistant Post Executive Officer • commander, 2d Battalion, 24th Infantry 	
January 21, 1927— August 15, 1927	American Battle Monuments Commission, Washington, D.C.	guidebook compiler	
August 16, 1927— June 30, 1928	Army War College, Fort McNair, Washington, D.C.	student	
July 1, 1928— July 30, 1928	American Battle Monuments Commission, Washington, D.C.	guidebook compiler	
August 9, 1928— September 17, 1929	American Battle Monuments Commission, Paris, France	guidebook compiler	
September 24, 1929— November 8, 1929	American Battle Monuments Commission, Washington, D.C.	guidebook compiler	
November 8, 1929— February 20, 1933	Office of Assistant Secretary of War, Washington, D.C.	assistant executive to the assistant secretary of war	
February 20, 1933— September 24, 1935	Office of Army Chief of Staff, Washington, D.C.	special assistant to the Chief of Staff, War Department General Staff	

EVALUATE A PRIMARY SOURCE

1. Which selection from “Duty, Honor, Country” did you just read? _____

2. What are two things you learned about life in the United States during this period of history? _____

3. What are two things you learned about Dwight D. Eisenhower during this period of his life? _____

4. Look at the document you’ve been given. *What* type of primary source is it?

___ official record	___ photograph/film	___ cartoon
___ letter	___ map	___ poster
___ diary/journal	___ artwork	___ sound recording
___ reminiscence	___ advertisement	___ artifact
___ oral history	___ newspaper	___ book
5. Carefully examine the document and describe what you see (dates, stamps, names, notations, numbers, symbols, etc.). _____

6. *Who* created this document? _____
7. *Why* do you think this document was created? _____

8. For *whom* was this document intended? _____
9. List three things you learned about Dwight D. Eisenhower and this period of history by studying this document.
 - a. _____
 - b. _____
 - c. _____
10. Write three new questions that you now have about Dwight D. Eisenhower and this period of U.S. history.
 - a. _____
 - b. _____
 - c. _____

* This worksheet was modified from the original developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

HOW MUCH WOULD IT COST TODAY?

When you examine a document from the past that includes prices for products and services, it is impossible to know what that means in dollars today unless you first convert the prices with an index.

With the index below, it is possible to convert a price from 1911 to 1935 to an estimated price today. For example, when Dwight D. Eisenhower was a student at West Point, he spent his 1914 Christmas furlough in New York City. At a men's clothing store there, he selected two ties and, without asking the price, told the clerk he would take them. When he was charged \$24.00, he was shocked but too embarrassed to change his mind. The index for 1914 is .059. When you divide the price by the index for that year, you realize that the ties cost him \$406.77

at today's prices! Twenty-four dollars today seems reasonable, but when converted to 1914 prices, it is not hard to understand that after he paid for his ties, Ike had little money left for the rest of his furlough.

Throughout "Duty, Honor, Country: 1911–1935" there are references to prices within the text and in the historical documents. The recommended readings from Eisenhower's book, *At Ease: Stories I Tell to Friends*, also contain many prices from a particular year. Do some calculations yourself by selecting ten items that have prices. Write down the product or service and the year; then calculate the price in today's dollars by dividing the price by the proper index number.

1911 = .05	1919 = .101	1927 = .102
1912 = .06	1920 = .117	1928 = .100
1913 = .058	1921 = .105	1929 = .100
1914 = .059	1922 = .098	1930 = .098
1915 = .059	1923 = .100	1931 = .089
1916 = .064	1924 = .100	1932 = .080
1917 = .075	1925 = .102	1933 = .076
1918 = .088	1926 = .104	1934 = .078
		1935 = .080

The complete Consumer Price Index Conversion Factors, (c) Robert C. Sahr, beginning with the year 1800, may be found at the following web site: www.orst.edu/Dept/pol_sci/fac/sahr/sahr.htm. The index used on this page is reproduced by permission.

An online converter may be found at the following web site: www.cjr.org/resources/inflater.asp.

In 1919, Dwight D. Eisenhower traveled, as an official observer for the Tank Corps, with the Army's Transcontinental Motor Convoy. For its time, the convoy was a remarkable feat as there were few paved roads west of the Mississippi River.

Bound for San Francisco, the convoy of 72 military vehicles and approximately 280 officers and enlisted men, began at "Zero Milestone" on the South Lawn of the White House. The Army's objectives for this ambitious project were fourfold. First, the trip would contribute to the "Good Roads" movement to support the building of transcontinental highways across the United States. Second, the Army hoped to attract young men to enlist in its Mechanical Training Schools. Third, it was a chance to showcase the use of motor vehicles for military purposes and, especially, their role in

winning World War I. Finally, the cross-country journey was a perfect opportunity for the Army to study the performance of military vehicles on a wide variety of physical terrain.

Map Activities: Below is a table of the itinerary of the trip. With state road maps or an atlas, follow the convoy's progress. Using an outline map of the United States, a regional outline map, or a series of state outline maps, locate and label towns and cities the motor convoy passed through. Compare the mileage between cities and towns in 1919 with the distance today. Also, compare the number of miles that a car can travel in one day today with the convoy's progress in 1919. Research the topography along the convoy's route and consider the summer weather conditions they may have experienced.

Date	Control Point	Mileage	Date	Control Point	Mileage	Date	Control Point	Mileage
7/07/19	Frederick, MD	46	7/27/19	Rest Period	0	8/16/19	Evanston, WY	35
7/08/19	Chambersburg, PA	62	7/28/19	Council Bluffs, IA	72	8/17/19	Echo, UT	41
7/09/19	Bedford, PA	57	7/29/19	Omaha, N	5	8/18/19	Ogden, UT	52
7/10/19	Greensburg, PA	63	7/30/19	Columbus, NE	83	8/19/19	Salt Lake City, UT	73
7/11/19	Sewickley, PA	48	7/31/19	Grand Island, NE	64	8/20/19	Orr's Ranch, UT	52
7/12/19	East Palestine, OH	35	8/01/19	Lexington, NE	82	8/21/19	Granite Rock, UT	15
7/13/19	Rest Period	0	8/02/19	Gothenburg, NE	30	8/22/19	Black Point, UT	36
7/14/19	Wooster, OH	83	8/03/19	North Platte, NE	34	8/23/19	Anderson's Ranch, UT	51
7/15/19	Bucyrus, OH	63	8/04/19	Rest Period	0	8/24/19	Ely, NV	77
7/16/19	Delphos, OH	70	8/05/19	Ogallala, NE	53	8/25/19	Pinto House, NV	46
7/17/19	Ft. Wayne, IN	51	8/06/19	Big Springs, NE	22	8/26/19	Willow Spring, NV	44
7/18/19	South Bend, IN	76	8/07/19	Kimball, NE	86	8/27/19	Austin, NV	60
7/19/19	Chicago Heights, IL	80	8/08/19	Cheyenne, WY	66	8/28/19	Eastgate, NV	80
7/20/19	Rest Period	0	8/09/19	Laramie, WY	57	8/29/19	Fallon, NV	66
7/21/19	De Kalb, IL	82	8/10/19	Rest Period	0	8/30/19	Carson City, NV	66
7/22/19	Clinton, IA	90	8/11/19	Medicine Bow, WY	59	8/31/19	Rest Period	0
7/23/19	Cedar Rapids, IA	87	8/12/19	Rawlins, WY	62	9/01/19	Meyers, CA	34
7/24/19	Marshalltown, IA	75	8/13/19	Tipton Station, WY	58	9/02/19	Placerville, CA	50
7/25/19	Jefferson, IA	81	8/14/19	Green River, WY	76	9/03/19	Sacramento, CA	52
7/26/19	Denison, IA	68	8/15/19	Fort Bridger, WY	63	9/04/19	Stockton, CA	48
						9/05/19	Oakland, CA	76
						9/06/19	San Francisco, CA	8

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Learning Activities

1. View photographs from the Great Depression at the Library of Congress' American Memory site at: <http://loc.gov/ammem/fsowhome.html>.
2. Dwight D. Eisenhower was often praised for his fine character. Identify examples of core character traits demonstrated by Dwight D. Eisenhower from "Duty, Honor, Country," *At Ease: Stories I Tell to Friends*, or some other resource.
3. To learn more about World War I, visit the following web sites:
www.u.arizona.edu/~rstaley/wwlettr1.htm.
www.yitm.com/yitm/ww1/index.html.
4. Record an interview with a person who grew up during the Great Depression. Use "The Washington Years" to help you write your questions. Compare the experiences of your interviewee's growing up years with your own.
5. Reread the section in "The Watershed Years" that discusses the many social and cultural changes in American life after World War I. Compare what you have learned to changes you have observed taking place in American culture today.
6. The Eisenhowers and their friends, the Grubers, traveled through France, Belgium, Germany, and Switzerland in the late summer of 1929. On a map of Northwestern Europe, trace their route beginning in Paris: Brussels, Belgium; Bonn, Koblenz, Heidelberg, and Neustadt, Germany; Zurich, Amervatt, Interlaken, Montreux, and Geneva, Switzerland; Besancon and Romagne France.
7. List all of the places Dwight D. Eisenhower lived from 1911 to 1935. On outline maps of the United States and the world, locate and label these places and add the dates.
8. Find out more about hobos and drifters who "rode the rails" during the Great Depression at this fascinating PBS web site:
www.pbs.org/whbh/amex/rails/.
9. Another PBS web site tells the story of the 1930s Dust Bowl. Check out:
www.pbs.org/wgbh/amex/dustbowl/.
10. Listen to some of the popular songs of the 1920s and 1930s on these web sites:
<http://bestwebs.com/roaring1920/index.shtml>.
<http://dismuke.simplenet.com/Electric/>.
<http://rs6.loc.gov/ammem/afcchtml/cowhome.html>.
11. Visit your local historical society to view vintage clothing from one of the periods presented in "Duty, Honor, Country." While you are there, research microfilmed newspapers of the same era. Record your observations and share what you have learned about American life at that time.
12. Locate common household items from the 1920s and 1930s. Flea markets, estate sales, garage sales, and attics or basements are good places to begin. For each, record the name, date, and purpose and find out how it worked.
13. In Panama, Ike Eisenhower rekindled his love for history by reading historical fiction recommended to him by Fox Conner. Ask your school librarian for suggestions for books of historical fiction set in the 1911-1935 time period.
14. General Fox Conner was Ike Eisenhower's "mentor." Conner taught his "protégé," Ike, what he would need to know to succeed and steered him towards opportunities. Is there someone who has helped you in this way? Write an essay explaining how this person has helped you and why mentoring is important.



The West Point Years: “By What Chance of Fate Did I Come by This Uniform?”

... when we raised our right hands and repeated the official oath, there was no confusion. A feeling came over me that the expression “The United States of America” would now and henceforth mean something different than it ever had before. From here on it would be the nation I would be serving, not myself. Suddenly the flag itself meant something.

—Dwight D. Eisenhower

Many Americans living in the second decade of the twentieth century were confident that they were living in the best of times. The economy was strong and growing, and more Americans were enjoying a higher standard of living than ever before. The United States was emerging as a world military power with colonies of its own. Americans were optimistic and looking to an even brighter future. Little did they suspect that world events, looming on the horizon and beyond their control, would alter their lives and the course of history.

In the years just prior to World War I (The Great War), the majority of Americans lived on farms or in small towns. Life for farm families had become easier with modern machinery and less isolated with automobiles and better roads. Farmers had been blessed with bumper harvests, and crop prices were good and rising. Small business owners, white collar workers, and professionals lived the “good life” as incomes rose faster than the cost of living. As the number of work days and hours was reduced, Americans had leisure time. Recreation and summer vacations became norms of American life. For many Americans this was their “golden age.”

Not all Americans experienced the good times of this era. African-American sharecroppers in the

South lived in poverty, and those who moved to the North were met with hostility. Native Americans lacked proper housing, education, and adequate health care. By 1911, the population of American cities was exploding due to a flood of immigrants, many from southern and eastern Europe. The “American Dream” was a powerful lure for people who had little hope for equality and opportunity in Europe.

Life for these new arrivals was harsh, even brutal. They had little choice but to accept the crowded and unsanitary conditions in deplorable housing called “tenements.” Often the whole family, even young children, had to go to work to earn enough money to survive. People desperate for work overlooked long hours, low wages, and unsafe working conditions. There was no health insurance, social security, workers’ compensation, or right to challenge factory owners.

A group of Americans who called themselves “progressives” was united in their belief that all that was wrong with American cities could be changed. With a “can do” spirit, they set out to do battle with poverty, exploitation of workers (especially child labor), abuses of big business, and government corruption. Progressives argued that it was the proper role of the national government to ensure a decent standard of living for all Americans.

To achieve their goals, the progressives relied on the most modern theory of the day, the “scientific method.” Wherever they found a problem, they set to work. First, they gathered all the information they could find; then they sought out experts who supported their case. Next, they put articles in newspapers and magazines and pressured politicians to pass reform laws. Factory owners were threatened with boycotts and blacklisting if they refused to treat their workers better.

The turn of the twentieth century had ushered in a new international role for the United States. Winning the Spanish American War and putting down the Philippine Insurrection left the United States flush with confidence and rich with new territories. Puerto Rico, Cuba, the Panama Canal Zone, Hawaii, Guam, and the Philippines all came under the influence and control of the United States. Americans looked to the completion of the Panama Canal in 1914 as a powerful symbol that, with American know-how and determination, all things were possible.

American businesses moved into foreign nations at this time, especially those of Latin America. Whenever and wherever there was a threat to American foreign investment, the United States government sent in its military forces. In some instances, vulnerable nations asked the United States to help protect them from the threats of stronger nations. But, whatever the reason for American intervention, citizens of foreign nations soon wearied of it, demanding that American soldiers leave.

At this time in United States history, many Americans saw nothing wrong with the nation flexing its economic, political, and military muscle around the world. Yet, others argued that American foreign intervention was either too expensive or hypocritical for a nation founded on democratic principles. For those who lived in nations dominated by the United States; however, there was little controversy. They were united in one demand: "Yankee, go home!"

The United States had a serious conflict with Mexico from 1911 to 1916. When reform-minded Francisco Madero carried out a successful revolution in Mexico in 1911, American investors who owned land, mines, and railroads there felt threatened. Behind the scenes, they encouraged Madero's downfall and were successful when a new leader, Victoriano Huerta, took power in early 1913.

President Wilson, in turn, refused to recognize the new government, instead supporting Huerta's enemy, Venustiano Carranza. But Carranza rejected Wilson's help because many Mexicans were,

understandably, unhappy with American interference. In mid-April 1914, when several American sailors were mistakenly arrested in Tampico, Mexico, President Wilson sent troops into the Mexican city of Veracruz.

Border skirmishes flared up between American and Mexican troops, and anti-American riots erupted throughout Latin America. The Huerta government was toppled and civil war broke out in Mexico. Pancho Villa, once a part of the Carranza forces, formed his own band of followers. When President Wilson offered support to Carranza in October of 1915, Villa was furious. In retaliation, he terrorized American cities along the border in January of 1916, murdering a number of civilians and soldiers. Finally, Wilson ordered General John J. "Black Jack" Pershing and 11,000 American troops into Mexico on the "Punitive Expedition" to capture Villa. The conflict was finally ended with a mediated agreement in 1916.

Amidst deteriorating American-Latin American relations, war came to Europe. The heir to the Austrian-Hungarian throne, Franz Ferdinand, and his wife were assassinated in Sarajevo, Bosnia, by a young Serb nationalist. Quickly the nations of Europe lined up on one side or the other, and a generation of their "best and brightest" young men marched off to war.

The United States declared its neutrality, and President Wilson promised to keep the nation out of war. On May 7, 1915, a German U-boat sank the *Lusitania*, a British ship, off the coast of Ireland. Americans were horrified when 128 Americans aboard died. United States-German relations continued to deteriorate. By late summer 1915, President Wilson had ordered the construction of military training camps. Americans were shocked by the brutality of the war, but most chose to turn their backs on a conflict that seemed so far away.

DWIGHT D. EISENHOWER: 1911—1915 THE WEST POINT YEARS

In the spring of 1909, Dwight D. Eisenhower graduated from Abilene High School. That summer he worked at a series of jobs to help put his older brother, Edgar, through college. On a local farm, Dwight further developed a natural talent for handling difficult horses. He moved on to the Rice-Johntz Lumber Company where he earned \$14.00 a week. In the autumn, Dwight took a job at the Belle Springs Creamery where he would work for nearly two years.

A friendship with Everett Edward "Swede" Hazlett was renewed when Swede returned to Abilene for the summer of 1910. He encouraged Dwight to apply for an appointment to the naval academy at Annapolis. On August 20, 1910, Dwight wrote a letter to a Kansas senator, Joseph W. Bristow, asking for an appointment, but received no reply. Then, when a notice for academy applications appeared in the local newspaper in early September, Dwight wrote again. This time the Senator wrote back with the information that Dwight needed to proceed.

In October, Dwight traveled to Topeka, Kansas, to take Senator Bristow's service academies exam. He placed first for Annapolis and second for West Point with an overall score of 87%. But, at age 20, Dwight was too old to be admitted to Annapolis. Although he had placed second for West Point, the letters of recommendation written for him were so impressive that Bristow awarded him the appointment anyway. In January 1911, Dwight would take the West Point entrance exams, both academic and physical.

From October 1910 until January 1911, Dwight returned to Abilene High School to study for the physics, math, and chemistry portions of the test. He even played football for his old school. At night, in between duties at the creamery, he and Swede studied, snacking on ice cream and chicken roasted on a shovel in the furnace. Dwight passed his exams and was ordered to report to the United

States Military Academy (U.S.M.A.) at West Point, New York, by June 14, 1911.

As Dwight said his good-byes, his father, David, said little, but his farewell to his mother, Ida, was filled with emotion. She embraced her third son, holding back her tears until after he had left. Along the way, Dwight stopped at Chicago to see his good friend, Ruby Norman, who was studying music at the Conservatory there. At Ann Arbor, Michigan, Dwight enjoyed several days with Edgar before the last leg of his journey to West Point, New York.

On June 14, 1911, Dwight Eisenhower, and 245 others, arrived at West Point on Initiation Day. For the newly arrived plebes, the experience was nothing short of bewilderment. Upperclassmen barked out orders to be obeyed, in double-time. Wide-eyed plebes raced in every direction to follow orders as best they could. At day's end, the new arrivals took the oath of allegiance, which made them official cadets of the U.S.M.A. For 20-year-old Dwight Eisenhower, the ceremony had an unexpected and profound impact. He knew that from this day forward, "Duty, Honor, Country" would guide his path through life.

Plebes must first survive three weeks of "Beast Barracks" before joining upper classmen at Summer Camp. Here they receive their first lessons in obeying orders immediately, without question. Some could not handle the pressure of constant "crawling" and went home. At nearly 21 years of age, Dwight Eisenhower did not take it too seriously and adapted quickly. But because he could not march in step when he arrived, he was assigned to the "Awkward Squad" for more practice. At West Point, he recorded his name as "Dwight David" rather than the "David Dwight" in the family Bible. He began to use his nickname "Ike" on a permanent basis.

In addition to a curriculum heavy in engineering and math, cadets took English, history, literature, poetry, and political science courses. In the area of physical education, West Point excelled. Cadets practiced riding, fencing, boxing, wrestling, gymnastics, swimming, and

calisthenics. They played football, baseball, basketball, hockey, and polo. First Classmen (seniors) took field trips to important military sites such as Civil War battlefields and forts. In March 1913, West Point cadets traveled to Washington, D.C. to march at the inauguration of President Woodrow Wilson.

The "Goats," those with lesser academic standing, called cadets with high grade point averages "Tenth-boners" or "Engineers." Each month, a cadet's parents received a report with a specific academic and discipline ranking.

For Ike, a free college education was important, but to play football was everything. As a plebe, he was about 5' 9" and weighed only 152 pounds. With the goal of making varsity his second year, he stuffed himself at meals, worked long hours in the gym, and ran sprints ceaselessly. It worked.

By the fall of 1912, Ike had made varsity and led his Army team to victory against Stevens Institute and Rutgers. He had known no greater glory. The *New York Times* proclaimed him "one of the most promising backs in Eastern Football." In the next game, against Tufts, Ike's knee was badly injured when he was tackled. Later the same week, during riding class, his right knee collapsed. Weeks later, when the cast was removed, it was clear he would never play football or baseball again.

Ike was despondent. Had his friends not intervened, he would have quit school and returned home. He smoked, accumulated demerits, and let his grades slide. As the football season began in 1913, he was once again depressed. When asked to help coach the junior varsity team, he discovered an alternative way to express his passion for football. Ike had a natural talent for bringing out the best in those under his leadership. When he was selected for a coveted position on the Honor Guard, he carried the American flag with pride. Ike Eisenhower had found his way again.

Ike enjoyed bending the rules at West Point, but, when caught, he was willing to accept the consequences. He received demerits for smoking in

his room, saluting improperly, having a messy room, being tardy to class, and not doing his homework.

The rigor and discipline of life at West Point made furloughs all the better. Every cadet longed for the ten-week furlough at the end of the second year. When that time arrived in June 1913, Ike, and the rest of the class of 1915, spent some time in New York City, then he traveled home to Abilene for the rest of the summer. Occasionally, he would show off by parading around town in his tropical dress white uniform, starched and pressed to perfection. And, to make a little extra cash, he umpired local baseball games for \$15.00. At Christmas time in 1913, Ike spent the eight-day holiday in Buffalo, New York, with a classmate. In 1914, he went back to New York City for his Christmas furlough, staying at the Hotel Astor.

On June 11, 1915*, Dwight D. Eisenhower graduated from West Point, ranking 64th out of 164 academically and 125th in discipline. His damaged knee threatened an early end to his military career, especially when he stubbornly insisted on an assignment to the infantry. In the end, however, his determination won out.

Following graduation, Ike returned home to Abilene for the summer. He and Gladys Harding went to the "picture show" and to band concerts in the park; they spent lazy summer afternoons with friends. Ike fell in love with her and spoke to her of marriage, but Gladys was not ready to give up her piano career with the Chautauqua just yet. When September 1915 arrived, Gladys resumed her musical tour and Ike reported to Fort Sam Houston. In less than a year, each would be married to another.

Recommended Readings from *At Ease: Stories I Tell to Friends*: 3-26, 103-108, 111-112.

*The West Point graduates of 1915 would later be known as the "Class the Stars Fell On" because so many rose to the rank of general in World War II.

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Letter from Dwight D. Eisenhower, 1910

To Senator Joseph W. Bristow

Abilene, Kansas,
Aug. 20, 1910.

Sen. Bristow,
Salina, Kans.

Dear Sir:

I would very much like to enter either the school at Annapolis, or the one at West Point. In order to do this, I must have an appointment to one of these places and so I am writing to you in order to secure the same.

I have graduated from high school and will be

nineteen years of age this fall.

If you find it possible to appoint me to one of these schools, your kindness will certainly be appreciated by me.

Trusting to hear from you, concerning this matter, at your earliest convenience, I am,

Respectfully yours,
Dwight Eisenhower

Document courtesy Eisenhower Library

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West Point Football Program, 1912

FOOTBALL

WEST POINT, N. Y., October 12, 1912

ARMY	POSITIONS	RUTGERS
Gillespie Markoe	Left End	Todd
Devore Larkin	Left Tackle	Tolman
Herrick Kerr	Left Guard	Van Winkle
Purnell Waddell	Centre	Juln
Jones, W. G. O'Hare	Right Guard	McCallum
Larabee Rowley	Right Tackle	Toohy
Hoge Rosevear	Right End	Baer
Prichard Cramer	Quarter-Back	Elmendorf
Hobbs Coffin	Left Half-Back	Johnson
Eisenhower Hodgson, J. F.	Right Half-Back	Gay
Benedict Wynne	Full-Back	Rockafeller

OFFICIALS

Referee, Mr. Thompson (Georgetown)

Umpire, Mr. Morice (Pennsylvania)

Linesman, Lieut. Hodges

Time of halves, 20 minutes

Document courtesy Eisenhower Library

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West Point Schedule of Activities, 1912

EVENTS

A new list of events will be furnished whenever there is a change. No other notices will be sent of any event on this list, but will be noted well ahead of time on Bulletin Board in the Officers' Information Bureau. Additional copies may be secured at the Adjutant's Office.

Busses will start from both ends of the Post at 8:20 p. m. for officers' hops, and at 7:40 p. m. for the Hundredth Night and make usual return trips from Memorial Hall afterwards.

When the hockey game as scheduled is not played, the basketball game of that date will take place at 3:00 p. m. If hockey is played, the basketball game will be at 3:30 p. m.

January	24	Officers' Hop	8:30 to 10:30 p. m.
January	25	Hockey (Seventh Regt., N.G., N.Y.)	2:30 p. m.
January	25	Basketball (Swarthmore College)	
January	25	Cadet Hop	8:15 to 10:25 p. m.
January	29	Hockey (New York Mil'y Acad'y)	4:00 p. m.
January	31	Hockey (Syracuse University)	4:00 p. m.
February	1	Hockey (New York University)	2:30 p. m.
February	1	Basketball (Colgate University)	
February	1	Moving Pictures (Memorial Hall)	8:00 p. m.
February	4	Hockey (Bronx Lacrosse Club)	4:00 p. m.
February	8	Hockey (Mass. Inst. of Technology)	2:30 p. m.
February	8	Basketball (Fordham University)	
February	8	Cadet Hop	8:15 to 10:25 p. m.
February	9	Ninth Public Organ Recital	
February	14	Hockey (Amherst College)	4:00 p. m.
February	15	Hockey (Trinity College)	2:30 p. m.
February	15	Basketball (Rochester University)	
February	15	Moving Pictures (Memorial Hall)	8:00 p. m.
February	16	Concert (Memorial Hall)	
February	20	Hockey (Norwich University)	4:00 p. m.
February	20	Officers' Hop (Masquerade)	8:30 to 11:00 p. m.
February	21	Hockey (Williams College)	4:00 p. m.
February	21	Cadet Hop	8:15 to 12:00 p. m.
February	22	Basketball (Union University)	3:00 p. m.
February	22	Hundredth Night Entertainment	8:00 p. m.
March	1	Basketball (New York University)	3:00 p. m.
March	1	Moving Pictures (Memorial Hall)	8:00 p. m.
March	7	Officers' Hop	8:30 to 10:30 p. m.
March	8	Cadet Hop	8:15 to 10:25 p. m.
March	9	Tenth Public Organ Recital	
March	15	Moving Pictures (Memorial Hall)	8:00 p. m.
March	21	Officers' Hop	8:30 to 11:00 p. m.
March	22	Cadet Hop (Easter)	8:15 to 12:00 p. m.
March	26	Baseball (Colgate University)	4:00 p. m.
March	29	Baseball (New York University)	3:00 p. m.
March	29	Moving Pictures (Memorial Hall)	8:00 p. m.
March	30	Concert (Memorial Hall)	
April	2	Baseball (Stevens Inst. of Tech.)	4:00 p. m.
April	5	Baseball (Dickinson College)	3:00 p. m.
April	5	Cadet Hop	8:15 to 10:25 p. m.
April	9	Baseball (Lafayette College)	4:00 p. m.
April	12	Baseball (Norwich University)	3:00 p. m.
April	16	Baseball (Dartmouth College)	4:00 p. m.
April	19	Baseball (Harvard University)	3:00 p. m.
April	19	Cadet Hop	8:15 to 10:25 p. m.
April	23	Baseball (Swarthmore College)	4:00 p. m.
April	26	Baseball (Penn. State College)	3:00 p. m.
April	30	Baseball (Holy Cross College)	4:00 p. m.
May	3	Baseball (University of Virginia)	3:00 p. m.
May	3	Cadet Hop	8:15 to 10:25 p. m.
May	7	Baseball (Williams College)	4:00 p. m.
May	10	Baseball (Catholic University)	3:00 p. m.
May	14	Baseball (Lehigh University)	4:00 p. m.
May	17	Baseball (Fordham University)	3:00 p. m.
May	17	Cadet Hop	8:15 to 10:25 p. m.
May	21	Baseball (Union University)	4:00 p. m.
May	24	Baseball (Univ. of Notre Dame)	3:00 p. m.
May	28	Baseball (Bucknell University)	4:00 p. m.
May	30	Baseball (7th Regiment, N.G., N.Y.)	3:00 p. m.
May	31	Baseball (Navy)	3:00 p. m.
May	31	Cadet Hop	8:15 to 10:25 p. m.
June	4	Baseball (Ursinus College)	4:00 p. m.
June	7	Baseball (Syracuse University)	3:00 p. m.

Totals - B. 23. B. 6. C. 4. H. 10. Q. 8. G. 2. X. 5. L. -

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West Point Honor Guard, circa 1914

Photography #67-419

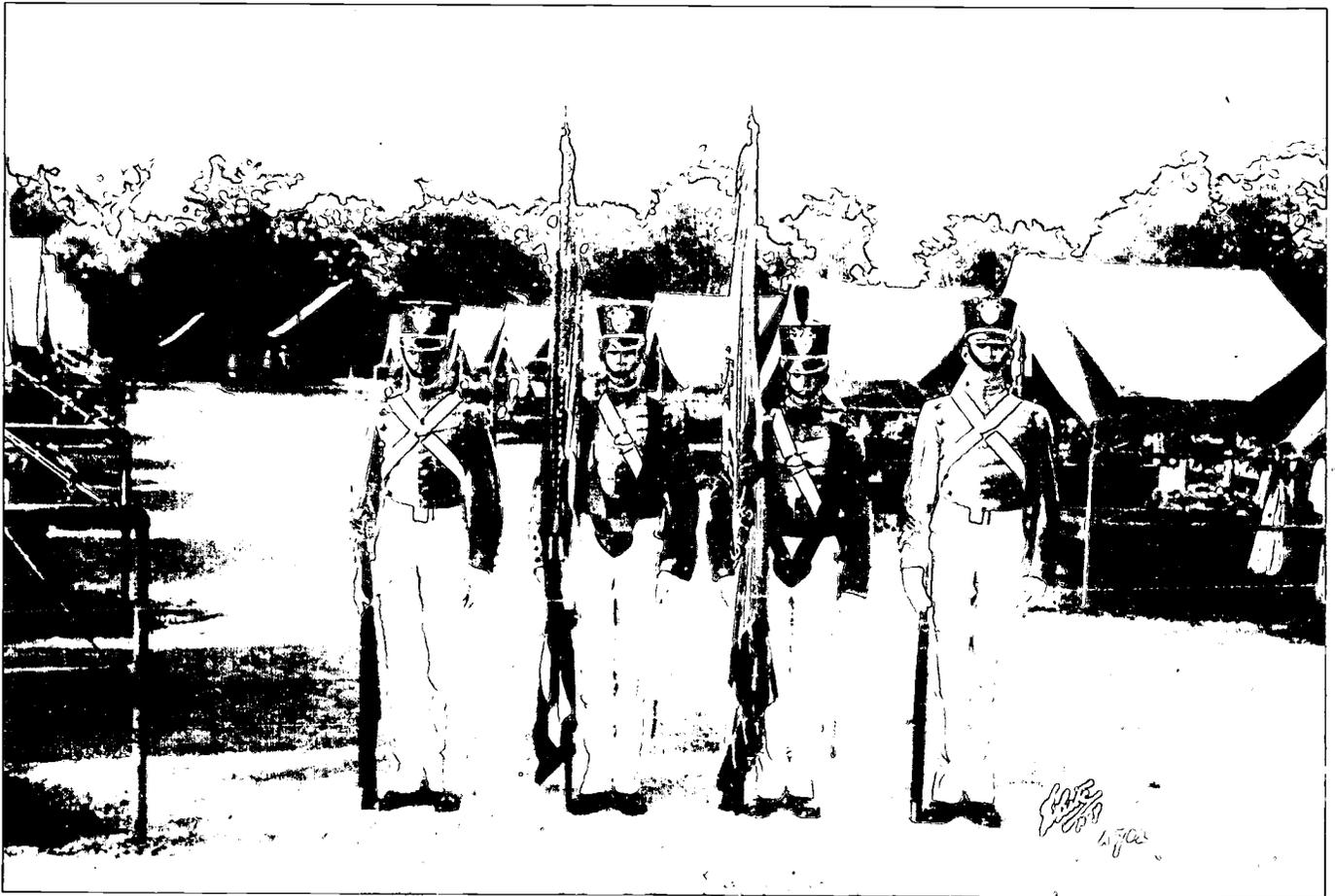


Photo courtesy Eisenhower Library

Ike, second from right

General John W. Leonard Oral History, 1972

Pages 1-5:

BURG: Now, General Leonard, let me ask you this in the first place, since you are a classmate of General Eisenhower's: how close were you during the West Point phase of your army service?

LEONARD: With Ike?

BURG: Yes.

LEONARD: Pretty darned close.

BURG: You were in the same company with him?

LEONARD: We were in the same company for four years and were in the same division at least one of those years. And if I remember right, P.A. [Paul A. Hodgson] and Ike lived across the hall from us, but I'm not sure of that. . . .

LEONARD: . . . P.A. was on the football squad and he had awful rheumatism. And I can see him yet crawling up—hanging on those steps—crawling up to his room. He might have been on the second, but I thought he was on the third floor. I don't know. But I'm not sure they lived across the hall from us. I wouldn't swear to that. But we were there in that same company. The companies then were small. And our classes were small—I guess about 10, 12 students to a classroom. The Corps was a closely-knit unit in those days, you know.

BURG: Now, in light of the fact that it seems to be later—in the 1920s—that he [Ike] began to take fire as a serious kind of student of military affairs, what is your recollection of his performance in the West Point classes?

LEONARD: Well, Ike was not trying to be number one. A lot of people think he could have been if he wanted to, but Ike was—I wouldn't say "devil may care" or anything like that—he was happy, almost—you might say—"happy go lucky." He wasn't a serious student, although I would say he probably was a good student 'cause he came out well.

BURG: Yes.

LEONARD: He probably would have come out higher if he'd—now P.A. was a student—his roommate. He came out in the engineers see.

BURG: Right.

LEONARD: But Ike was a fine, a good fellow—good mixer. You know, he's friendly, outgoing. Very friendly. And nobody could step on his toes.

BURG: He was a little feisty? —as the Irish would say?

LEONARD: No, no, he wasn't. He had no chip on his shoulder. But you couldn't push him around. And another thing I've always thought about him—he was blessed with a good physique.

BURG: Yes.

LEONARD: Ike was very well built, strong individual; and I think that gives one confidence.

BURG: Yes.

LEONARD: He knew he could take care of himself. A lot of people say they knew he was going to go places. Well I suppose you could say that he was. He was smart enough. And the personality is what he had then, see, that was cropping up. I don't suppose he had his aim set like he did later on, you know, as you develop.

BURG: Yes.

LEONARD: But he had it! Let's put it that way.

BURG: I'm not sure whether—

LEONARD: There's time and age you know.

BURG: —young men that age really think much about the future and—

LEONARD: Oh, I doubt it. You get too busy—too many other things going on. You got your friends there and all the athletic programs and what have you, you know. The life daily led! And your time was taken up at West Point in those days.

BURG: Yes.

LEONARD: Wasn't much time and no place to go either.



The Great War Years:

“I Had Missed...the War We Had Been Told Would End All Wars”

... Some of my class were already in France. Others were ready to depart. I seemed embedded in the monotony and unsought safety of the Zone of the Interior. I could see myself, years later, silent at class reunions while others reminisced of battle. For a man who likes to talk as much as I, that would have been intolerable punishment. It looked to me as if anyone who was denied the opportunity to fight might as well get out of the Army at the end of the war.

—Dwight D. Eisenhower

By late summer 1915, the war in Europe was a year old with no signs of ending. President Woodrow Wilson still promised to keep the United States out of war, and, in fact, he would run for reelection on that slogan in 1916. In reality, Wilson was convinced by this time that America must prepare for war. Most Americans followed the events in Europe with detached fascination and horror, and they wanted no part in the conflict.

Officially, the United States was a neutral nation and, as such, continued trading with both the Allies and the Central Powers. But the neutrality policy was seriously flawed, and, largely due to British propaganda, the United States began to show favor to the Allies. American banks, corporations, and private citizens made huge loans to the Allies. The American economy boomed as food, raw materials, and arms were shipped to Europe.

Since September of 1914, the war on the Western Front had settled into the misery of trench warfare. Morale was low, and desperation set in. Soldiers on both sides lived and fought in slippery trenches knee-deep in mud and infested with lice and rats. Separating the trenches was a “no man’s land” laced with barbed wire and peppered with mines. A continuous bombardment of heavy artillery shells leveled everything in its path. Terrible new weapons of war such as machine guns,

grenades, and poison gases (chlorine and mustard), exacted a deadly toll. Infantry troops, ordered out of the trenches to advance, were mowed down en masse. By 1916, the war had settled into a bloody stalemate. An entire generation of Europe’s young men was in the process of being slaughtered for insignificant gains on the battlefield.

At sea, a British blockade of the North Sea successfully cut Germany off from war supplies and, eventually, all trade. The German people were slowly starving to death. To break the blockade and keep arms from reaching the Allies, the Germans employed U-boats, short for *Unterseeboot*. Passenger ships suspected of carrying war matériel were considered legitimate targets. The German government even posted warnings to travelers in American newspapers next to shipping schedules.

By early spring 1917, Russia had suffered unimaginable casualties due to poor leadership, inadequate training, and lack of equipment. Starving Russian soldiers were barefoot and clothed in rags. On March 15, Czar Nicholas II gave up his throne in favor of a group that promised to establish a constitutional government. By November, there was a second revolution that would place the Bolsheviks, or communists, led by Lenin, in power. Within four months, Lenin would negotiate a separate peace with Germany.

From 1915 to 1917, the growing tensions between the United States and Germany intensified American calls for war. Germany decided that it had to end the war as quickly as possible and resumed submarine warfare, gambling that the United States would not have enough time to affect the war. When German U-boats sank three American ships between March 16 and 18, 1917, there appeared to be little recourse except war. On April 2, President Wilson asked Congress for a declaration of war. On April 6, 1917, the United

States officially entered the war. It would be fully one year before a sizeable American force arrived in France. Many Americans were idealistic about going to war, feeling that the United States was on the brink of greatness among the world's nations. The war would "make the world safe for democracy."

At first, President Wilson hoped that the United States could avoid actually sending troops, but the Allied forces were exhausted, barely holding on. Nearly 15,000 soldiers of the American Expeditionary Force (AEF) arrived in France in June 1917 under the leadership of General John J. "Black Jack" Pershing. General Pershing insisted that American troops be trained on American soil before leaving for France. And, once there, they would fight together rather than be integrated into Allied armies.

In May, Congress authorized a draft, by November, 24 million men had registered. A lottery system picked 3 million, of which 2 million would eventually be shipped to France. More than 300,000 African-American soldiers served in segregated units. Thousands of women volunteered for service, and thousands more worked as civilians in the Red Cross, YWCA, and other service organizations.

On the homefront, Americans embraced the war effort with patriotic exuberance. They displayed Liberty Buttons on their lapels to show they had bought Liberty Bonds. Celebrities made passionate speeches at Bond rallies, and every American felt pressure from neighbors and friends to buy bonds. Those who did not were ridiculed.

Believing that "Food will win the war," citizens planted victory gardens and designated meatless days and wheatless meals. Children planted their own vegetable gardens. Selling the vegetables, they bought "thrift stamps" for 25 cents each. A card filled with thrift stamps earned one war-savings stamp worth \$5.00, and a filled war-savings card bought a \$50.00 Liberty Bond. Families proudly hung a red and white service flag at the front door

with a blue star to represent each son fighting in the war. A gold star signified that a son had died at the Front.

The government established special Boards to ensure that every aspect of the nation's economy was directed at the war effort. Industries were converted to the production of war goods, and women, Mexican-Americans, and African-Americans were hired for jobs that before the war would have been unavailable to them.

The American government launched a propagandea campaign to influence public opinion in favor of the war effort and to blame Germany for the war. Americans of German descent were targets of hostility, blacklisting, and attacks. Even German words such as *sauerkraut* were replaced with expressions like "liberty cabbage." The fear of spies and espionage approached a national hysteria, and immigrant groups and socialists were suspect. Vigilante groups sprang up, horsewhipping and lynching their unfortunate victims.

By the time the Armistice was signed on November 11, 1918, more than 100,000 American soldiers were dead, more than half from disease. European losses were staggering. An estimated 8 million soldiers and 20 million civilians had died from injury, disease, or starvation.

The United States faced a difficult period after the war. President Wilson suffered a disabling stroke while barnstorming across the nation in an effort to build public support for a League of Nations. The idea failed in two votes in the United States Senate. European nations owed the United States billions of dollars, and had few prospects for paying it back. Jobs for war veterans returning to civilian life were scarce. But, worst of all, America's confidence and idealism before the war had been replaced by a profound national disillusionment and cynicism. Within a few years, most Americans agreed that entering the war had been a terrible mistake that they would never again repeat.

DWIGHT D. EISENHOWER: 1915—1919 THE GREAT WAR YEARS

It was mid-September 1915, when Second Lieutenant Dwight D. Eisenhower left Abilene to join the 19th Infantry at Fort Sam Houston, Texas. In the next three and one-half years, he would serve at eight different military posts, marry, become a father, and experience the Great War from stateside.

For troops stationed at “Ft. Sam” in 1915, there was far more concern about conflict with Mexico than the war that consumed Europe. President Wilson proclaimed that he would keep the United States out of war, and most Americans supported that policy. But, by the winter of 1915–16, criticism of President Wilson became more vocal. Some citizens were becoming impatient with his cautious reaction to Germany’s submarine warfare and Pancho Villa’s guerrilla warfare along the border.

With the entry of the United States into World War I, Ike was ordered to Leon Springs, Texas, to set up a training camp. From there he was assigned to train officers at Fort Oglethorpe, Georgia, and Fort Leavenworth, Kansas. Next, he helped to create the first tank training school at Camp Meade, Maryland. Finally, he assisted in organizing the first official tank corps at Camp Colt, near Gettysburg, Pennsylvania. After the armistice, he accompanied his troops first to Camp Dix, New Jersey, and then on to Fort Benning, Georgia, before returning to duty at Camp Meade in March 1919.

Through this period, Ike’s superiors recognized his genius for managing big projects with painstaking attention to detail. In turn, he was placed in positions of leadership and given much responsibility. He learned about effective training methods, army administration, and organization and planning on a large scale. Working under a variety of commanding officers exposed him to various personality types and leadership styles. Because Ike worked very hard to do his very best whether he liked the job or not, he was building an enviable reputation among his superior officers. In fact, his performance at Camp Colt so impressed his

commanding officer that Ike was recommended for the Distinguished Service Medal, which he later received.

Soldiers and officers who trained under Ike respected and admired him.

Although a demanding and strict disciplinarian, he was scrupulously fair. His overriding objective was to prepare his troops for what they would meet in the trenches of France. Often he was frustrated in his efforts to get proper equipment and supplies for his men. From these experiences, he learned how to improvise and find creative ways to get what he needed. He was conscientious to a fault and applied such intensity to his job that he often worked far beyond the point of exhaustion. When he delivered his men to the ships that would transport them across the Atlantic, not one was turned back for any reason. He had done his job well, perhaps too well, because the top brass of the army now knew that it could not afford to lose this officer to the bloodbath of the Western Front.

Ike ached to receive orders for active duty. Leadership in battle was all that he had trained for, and he found it impossible to wait patiently. To his extreme frustration, many of his West Point classmates were already in France. Time and again his superior officer promised him that he would accompany his men overseas, only to rescind the order at the last minute. Another promotion did little to lessen the disappointment. Despite his nearly constant frustration, however, Ike continued to carry out his duties to the best of his ability.

When orders came through that he would ship out with his men on November 18, 1918, he was euphoric! But, when word came of the Armistice on November 11, 1918, it seemed that all the earth had conspired to thwart his dreams. He had missed his war, and he could scarcely bear the bitterness of it.

When Ike was commissioned into the small, peacetime Army of 1915, promotions were based on

“I am inclined by nature to be optimistic about the capacity of a person to rise higher than he or she thought possible once interest and ambition are aroused.”

—Dwight D. Eisenhower

Commenting on the potential of effective training

seniority and were few and far between. The great mobilization for World War I had changed that temporarily. As a result, Ike had risen in rank from a second lieutenant in mid-1915 to a temporary lieutenant colonel on his 28th birthday in 1918—one of the youngest in the history of the U.S. Army. With the end of the war, the standing army shrank back to its pre-war size. Wartime Lieutenant Colonel Dwight D. Eisenhower reverted to a peacetime permanent rank of major in 1924. Here he would remain for another sixteen years.

Though often frustrated during the Great War years, Ike's personal life had been, on the whole, happy and fulfilling. On a sunny October 3rd afternoon, in 1915, he met Miss Mamie and her family, the Douds of Denver. There was an instant spark of attraction between 18-year-old Mamie and soon-to-be-25-year-old Ike. Mamie was a popular young woman who had lived a sheltered and privileged life. When Ike asked her on a date, he had to wait four weeks for her schedule of suitors to clear. In the meantime, he was a constant fixture in the Doud's winter San Antonio home. When Mamie's dates arrived, Ike greeted them, and when they brought her home, he met them at the door. Ike spent his time getting to know John and Elvira Carlson Doud and Mamie's three sisters. By the time he and Mamie had their first date, Ike had already won over the rest of the Doud family.

Ike and Mamie quickly became a pair. On dates, they often went to a Mexican restaurant called "The Original," where dinner for two was just \$1.00. When Ike could afford it, they took in movies and vaudeville acts at the Orpheum Theater. On Valentine's Day 1916, Ike and Mamie became engaged, promising the Douds they would wait to marry until after Mamie's 20th birthday. But tensions with Mexico escalated, and, fearing that Ike would be sent to the border, they moved up the wedding. On July 1, 1916, Ike and Mamie were married in the Doud's Denver home. Friends of the Douds whispered among themselves that, at nineteen, Mamie was too young to marry and that First Lieutenant Dwight D. Eisenhower had married above himself.

For most of the first three years of their marriage, Mamie lived with her parents because there was no family housing available on post. When they could live together, their popular quarters was nicknamed "Club Eisenhower"—a place to play cards, listen to music, and generally have fun. Mamie was a perfect Army wife. She loved to entertain and did it well, despite the fact that she could cook little except fudge and mayonnaise. Elvira Doud had not allowed her daughters to learn to cook—that way they would never have to. Ike cooked as often as he could, and they dined frequently at restaurants.

On September 24, 1917, while Ike was living in the trenches with his men at Fort Oglethorpe, Doud Dwight Eisenhower was born in San Antonio at his grandparents' home. John Doud was so taken with his new grandson, that he gave Mamie an allowance of \$100 a month thereafter. Little "Ikky" quickly became the centerpiece of Ike and Mamie's life. Ike's great disappointment in being stationed stateside was tempered with the happiness he felt as a husband and father.

Ike administered the demobilization process conscientiously. He demonstrated the same care and responsibility for the men in his charge as he had when preparing them for war. Although he did not realize it yet, his performance in carrying out his duty had been noted in high places. For his part, he felt only overwhelming regret at having missed his war. As he recommitted himself to a military career, he vowed to make up for lost opportunities. He would "cut a wide swath" through the post-war, peacetime Army that would be impossible to ignore.

Recommended Readings from *At Ease: Stories I Tell to Friends*: 112-156.

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Peacock Military Academy, 1915

Photograph #62-307



Photo courtesy Eisenhower Library

“Coach” Ike Eisenhower, bottom left

Camp Wilson, Texas, 1916

Photograph #65-859



Photo courtesy Eisenhower Library

Inspecting trenches dug by troops of the Illinois National Guard

"Our Flag"

by Dwight D. Eisenhower, 1918

TREAT 'EM ROUGH

Page 21

Our Flag

By Major Eisenhower

(On August 22d, the ceremony attendant upon the presentation of an American flag to the 330th Bn. was held. The flag was the gift of the parents of the Battalion Commander, Capt. Roderick Stephens. Major Eisenhower, Camp Colt Commander, made the speech of presentation which is printed herewith.)

To the men and officers of the 330th Battalion Tank Corps, has been presented by the parents of the Battalion Commander an American Flag. To me has been accorded the great honor of making the formal presentation.

On such an occasion, it is entirely unnecessary and unfitting that I attempt to tell you of the ideals and principles for which this flag has unflinching stood. For over one hundred and forty years those ideals and those principles have been so gloriously symbolized by this flag that today in the uttermost parts of the earth, it stands for justice, freedom and the right.

But it is fitting that we should here remind ourselves of the responsibilities devolving upon us, as we assume our American privilege of taking our stand under it as its defenders.

As members of the American Army we are soon to set foot on foreign soil. It behooves us to watch ourselves that no act of ours, however small, shall ever disgrace the unsullied reputation of this flag. Let us, therefore, resolve that at all times and places in whatsoever conditions we may be, we bear ourselves proudly and courageously, conscious of our duties and responsibilities, and of the great honor that fell to us when we were chosen to fight for our country.

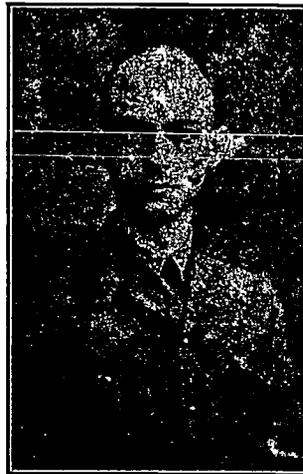
Today the greatest war machine that lust, selfishness and sinful conceit could develop is striving to trample the flag in the dust.

Together with millions of others of America's Best, you have arisen to defiantly shout IT SHALL NOT BE DONE, and now you are offering your lives to prove your words.

And so men, as you go forth to take your part in this greatest war, may the ideals embodied in this flag sustain you. May you, when the work is done, return with it to your native land, but if God wills that you should stay, then let your comrades say that every man of the 330th showed in his every act all that America could ask of a Loyal Son.

Thank You!

"Treat 'Em Rough" is the best publication we have seen come out of any army camp. It is published by the tank corps, Camp Colt, Gettysburg, Pa. The edition received contained fifty pages and is brim full of good, live news about the boys in camp and contains many photographs of them. —Kansas City Star.



DR. J. K. LAMOND
Red Cross Field Director, Camp Colt

Y.M.C.A.—Tent No. 2 News

Change in Personnel

Secretary Neely has been transferred from Tent No. 2 to the Casual Co. Tent. Secretary Troutman takes his place. Troutman hails from Butler, Pa., where he is connected with the Troutman department store. Before entering the War Work he was closely associated with the "Y" work in his home town.

Dr. Walter's Help Appreciated

Tent No. 2 is grateful to Dr. Walter not only for the inspiration of his presence and his snappy addresses but also for the fine movie stand which he built.

Movie Nights at No. 2

The regular movie nights at Tent No. 2 are Tuesday, Thursday and Saturday. On Tuesday evening there is an episode of the "Eagles Eye" serial and a comedy. On the other evenings there are reels featuring all prominent actors.

Miss Davis Pleases

On Thursday, August 22, Miss Madeline Davis of the Pennsylvania Chautauqua gave an hour's program at the tent. Her catchy little songs, readings and pianologues were greatly appreciated.

Religious Meetings

On Wednesday and Sunday evenings the regular religious meetings of the week are held at Tent No. 2. At this meeting some one from the outside usually makes an address after a short period of singing. In addition to these two meetings, the secretaries conduct two five-minute devotional services and there is a regular Bible class which meets every Sunday at 9 A. M.

The Tank Corps Will "Treat 'Em Rough"

It takes the good old tank boys
To show them all the way,
It takes the good old tank boys
To win the town today.
You talk about the infantry,
Your blooming engineers,
But they'll never beat the tanks
In a hundred thousand years.

We're on our way to Germany
Atop a Yankee tank,
To give the bloody Huns a drink
Of the stuff they never drank.
We'll put their forty years of fight
Just forty feet below;
Come on, boys, get on your tanks,
And let's begin the show.

It takes the good old tank boys
To beat the dirty Hun,
It takes the tanks to keep them
On the run, run, you Hun;
They've got the giant Zeppelin,
The cruel submarine,
But we'll grease their road to hell,
Boys,
With oleomargarine.

We'll crash on through to victory,
And down this rotten brute;
Right across no man's land
Our wondrous tanks will shoot.
We'll ride right through their poison
gas,
With loud and lusty cheer;
We'll drive the tanks to Berlin, boys,
Before another year.

We'll give them all the hell
That the Yankee boys can give,
And any place our tanks go,
It won't be fit to live,
We'll show them how the Yankee
boys
Go out to face a fight;
We'll comb their bloody German hair
With Yankee dynamite.

It takes the good old tank boys
To get the Kaiser's goat,
It takes a good old tank boy
To cut a German's throat.
We'll brave their rotten bombs of
gas,
There underhanded tricks;
We'll give them all a face massage
With good old Yankee bricks.

Thrift

SERGEANT—Let me have a dollar
to get some stamps with.
Private—What do you do with so
many stamps?
Sergeant—Oh, I mail letters to my
girl friends.
Private—Why not marry one of 'em
and save stamp money on the rest?

Different Answer

"A M I the first girl you have ever
loved?"
"Oh, no. You are about the tenth,
and my taste has improved right
along."—Kansas City Journal.

Send "Treat 'Em Rough" Home
The folks will appreciate it

Document courtesy Eisenhower Library

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From a Soldier's Letter to His Mother, 1918

"Our new captain, Eisenhower"

Nov 13, 1943

From a letter to my Mother from Leavenworth, Jan. 1918

Our new captian, Eisenhower by name, is I believe one of the most efficient and best army officers in the country. He is a young West Pointer who has just arrived from instructing *Bevo's at glethorpe... To return to our captain, he is a corker and has put more fight into us in three days than we got in all the previous time we were here. He is a giant for build, and at West Point was a noted football player and physical culture fiend. He knows his job, is enthusiastic, can tell us what he wants us to do, and is pretty human, though wickedly harsh and abrupt. He has given us wonderful bayonet drills. He gets the fellows imagination worked up, and hollers and yells and makes us shout and stamp until we go tearing into the air as if we meant business.....The last of the week we had guard practice. We had a lot of fun, for the sentries got all bawled up and Eisenhower kept sending different ones of us up to the sentries with all kinds of answers to their challenges, to see if they knew how to handle the situation. The rest of us stood around and laughed and smoked. Every now and then Eisenhower would jump on us and say we were having too good a time, call us to attention, and put us thro the manual for five minutes, but you could see that he enjoyed it all too.

* A term applied to Reserve Officers.



In going through some letters he had written to his mother in 1918 Edward C. Hayes then of Worcester Mass - came upon the paragraph -
Through Louis CRAIN who was a friend he sent this to me -
M -

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Nov. 13, 1943 956

Document courtesy Eisenhower Library

General Thomas T. Handy Oral History, 1972

Pages 3-5:

BURG: Now, when you finished your work there [Virginia Military Institute] in 1914, did you then accept a commission?

HANDY: No, there weren't any commissions. As a matter of fact, they didn't have enough vacancies for the graduates of West Point. The army was very, very small. And in 1916, you know, I don't know what they called it—the First National Defense Act, was enacted. The war had broken out in Europe in the meantime, and the Act provided for increases in the army, and that's when I came into the service. . . . we were all commissioned as what they called "provisional lieutenants"—supposed to be on a two-year trial basis—and they sent us out to Leavenworth for about three months. Then I joined a regiment, the 7th, right here in San Antonio, as a matter of fact.

BURG: Was it stationed at Ft. Sam Houston or Leon Springs?

HANDY: Yes, well, it was stationed at one of these areas outside the post, Camp Wilson, I think they called it in those days. It's been Camp Travis and Camp Wilson. But we were in a tent camp.

BURG: Now, General Eisenhower, if I remember correctly, had done some training of provisional 2nd lieutenants, but not a group that you were associated with?

HANDY: No.

BURG: Right. So did your regiment then go overseas in 1917, or was it later than that?

HANDY: Well, when we first started to send troops to Europe, the First Division, they picked out some infantry regiments down on the border, some of them had been in Mexico with Pershing, I think. . . . We got down there [El Paso, Texas], and the regiment was suppose to go overseas right away, but they got a delaying order and we didn't go until sometime in the latter part of July—I don't remember exactly when.

Pages 7-10:

BURG: . . . we have a problem of General Eisenhower being kept here in the States to train troops, which was very much against his wishes. And it probably had a certain kind of effect upon him and upon his later career.

HANDY: Well, I'm sure it did. As a matter of fact, I served practically the whole of World War II right in Washington, you see. And everybody was trying to get out of there, including me. But I decided after making my position clear that I wasn't going to continually bother the boss—somebody had to be there, as you know.

BURG: Precisely.

HANDY: And, well, I had a lot of young fellows, you know, in Operations; we had an awful good outfit there, and they were all raring to get out and we tried to let them go as we could. I figured that I had been more fortunate than a lot of others in World War I, because I had about eighteen months' service in France. A lot of them had none at all, like Ike and Bradley as you know, and others. But I felt that a Regular officer, with a war on, who never got into it, was to a certain extent penalized, don't you see? And I think most others felt somewhat the same way.

BURG: Yes. Now my thought was that you would be more understanding of this situation later on, because you, yourself, had had some staff work in World War I, and you'd also seen combat duty there, too

BURG: And when the war ended, what happened to you?

HANDY: Well, I came back to this country in 1919—I think the division came back toward the middle of the year—June, July—and I was ordered to Ft. Sill, Oklahoma.

BURG: Had you had a little bit of occupation duty at Coblenz?

HANDY: Oh, yes. We were in Germany for several months but not at Coblenz.

BURG: And then you came back here?

HANDY: With the Army of Occupation, yes. We went up right after the Armistice, you see. I was stationed for several months at Heimershiem on the Ahr River, not too far from the Rhine.

BURG: Now, when you came back here to the United States, was anything indicated to you about the prospects for you to remain in the army?

HANDY: Oh, yes. As a matter of fact, I had appeared before a board over in Europe, and I believe they said it was O.K.

BURG: For you to stay? And by then was that also your desire?

HANDY: Yes.

BURG: Because so many of you, I know, had opportunities to go into civilian life, and many of you made the decision to stay in the Regular army. And that was your choice too?

HANDY: Yes. As a matter of fact, I was originally commissioned in the Regular Army.



The Watershed Years:

*"I Was Ready to Fly — and Needed No Airplane!"**

... Always try to associate yourself closely with and learn as much as you can from those who know more than you, who do better than you, who see more clearly than you. Don't be afraid to reach upward. Apart from the rewards of friendship, the association might pay off at some unforeseen time—that is only an accidental by-product. The important thing is that the learning will make you a better person.

—Dwight D. Eisenhower

Those who lived through the 1920s looked back on them as the "Golden Twenties." "The Roaring Twenties," "The Jazz Age," and the "Flapper Era" are equally descriptive terms for the decade. It was a time of rapid and dramatic change. Some embraced the transition, but others were certain that the very fabric of American life was unraveling. Americans yearned for a return to life as it had been before the war, but there was no going back. A new America would be born out of the tragedy of World War I.

The immediate postwar period was a trying time for war-weary Americans. Returning veterans competed for too few jobs, prices rose rapidly, and industries were slow to revert to peacetime production. Striking workers failed in their attempts to win higher wages, a shorter workday, and a six-day workweek. Farmers watched the prosperity of the war years dissolve in the economic recession. Crop prices plummeted downward, yet the cost of farming skyrocketed with inflation. African-American veterans returned to a nation that ignored their wartime service and sacrifice. Racial tensions escalated as white veterans returned to reclaim their jobs from the African-Americans who had migrated North for work during the war.

*Ike's response to his selection for the Command and General Staff School at Fort Leavenworth.

Russia's Communist Revolution of 1917 and the subsequent Civil War of 1918–1920 laid the groundwork for a "Red Scare" in the United States in the early 1920s. Striking workers and a handful of terrorist bombings prompted fears of a communist takeover. Ideas and people that were different fostered a climate of growing suspicion. Few Americans objected as the government rounded up thousands of alleged anarchists and communists in cities throughout the nation, deporting hundreds without the benefit of a trial. Immigrants from southern and eastern Europe were easy targets for discrimination and persecution. Immigration quotas were set by Congress in 1921 and tightened in 1924. Immigration from southern and eastern Europe was severely limited, and Asian immigration was stopped altogether.

Despite the postwar recession, the nation was soon back on its feet. It was an amazing era of technological invention that introduced a higher standard of living. Americans, eager to live the "good life," bought what they wanted on credit. The "scrimp and save" philosophy preached by their parents' generation held no appeal for young people who equated social status with material possessions.

Before the war, just 20 percent of American homes were electrified. By 1930, fully 70 percent were wired. Americans began a national buying frenzy, purchasing refrigerators, washing machines, vacuum cleaners, sewing machines, irons, and toasters. Wristwatches, book matches, dry ice, Pyrex cookware, cellophane, and easy-care, synthetic fabrics like rayon made everyday life easier and more convenient than ever before.

However, by far, it was the automobile that would revolutionize American culture. In 1900 they numbered a mere 4000. Then Henry Ford introduced the assembly line and interchangeable

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parts to the industry. By 1929, there were 4.8 million automobiles in the United States. A Model T that had cost \$400 in 1914 could be purchased for \$260 in 1924. For the first time, the middle class could afford an automobile, and, should the family budget tighten, clothing and food was sacrificed to make the car payment. Young people now “went out” on dates in cars, and parents worried about reckless driving and the evil temptations of the rumble seat.

In 1920, many American “highways” were nothing more than rutted trails, dusty when dry and virtually impassable following a rain. Paved highways became an instant national priority, and roadside restaurants and motels appeared overnight. Cars, highways, and trolley lines spurred a rush to the suburbs. Construction of schools, churches, and businesses soon followed.

The younger generation viewed prewar values as old-fashioned and rigid. They were eager to experiment with new social freedoms. Victorian mothers were aghast at their “Flapper” daughters’ dress and behavior. Sleeveless, clingy dresses and flesh-colored stockings that bared legs to the knee shocked Victorian sensibilities. Young women applied make-up and painted their lips bright red as only actresses and prostitutes had dared before. They took up slang, smoking, drinking alcohol, and kissing their dates. When close dancing became fashionable, local ordinances were enacted, requiring that swaying couples be separated by at least six inches. Young people threw themselves into the latest fads and crazes from flagpole sitting, dance marathons, and goldfish eating to the game of mah-jongg and crossword puzzle books.

Small town inhabitants and rural Americans were shocked at the new standards of social behavior which they judged to be immoral and a serious threat to traditional values. In reaction, organized religion enjoyed a renewed popularity as small-town Americans flocked to revival meetings, bought books on religious topics, and attended church socials.

Advances in communications in the twenties created a “national culture” that was hungry for a

new kind of American hero. Baseball’s George Herman “Babe” Ruth, the “Sultan of Swat,” was wildly popular when he set a record for 60 homeruns in a season. American had an unquenchable thirst for sports heroes such as Jack Dempsey, Helen Wills, Barney Oldfield, and Gertrude Ederle. The movie star, a uniquely American hero figure, was born when movie moguls realized that stars brought in a box office bonanza. By far, the greatest hero of the age was Charles Lindbergh, “Lucky Lindy,” the handsome young aviator who piloted his airplane, the “Spirit of St. Louis,” nonstop across the Atlantic in 1927.

Popular entertainment flourished in the decade following World War I. Jazz, an original American music style, began in New Orleans and spread north to Chicago, Kansas City, and New York’s Harlem district. Older Americans clung to the music of their youth and condemned the saxophone as a threat to the virtue of young women. New dances emerged to accompany the jazz sound: the Cake-Walk, the Bunny Hop, the Turkey Trot, the Charleston, and the Black Bottom, among them.

Americans packed theaters to see their favorite stars in adventure films, romantic dramas, and westerns. When *The Jazz Singer* debuted on October 6, 1927, “talkies” replaced silent movies. Radio captured a national audience when Detroit’s WWJ broadcast for the first time on August 20, 1920. A few months later, on November 2, Americans tuned in to KDKA, Pittsburgh, to follow the presidential election. By 1930, more than 30 percent of American homes had a radio. No longer did Americans retire to the front porch after supper; instead, they gathered around the radio to hear their favorite music, news, sports, and comedy shows.

For good or for bad, American culture had been transformed as a result of World War I. For many “modern” Americans, the Victorian values of the nineteenth century were left behind as young people redefined the standards of success, behavior, dress, and entertainment.

DWIGHT D. EISENHOWER: 1919—1927 THE WATERSHED YEARS

In the decade following World War I, neither the country nor Dwight D. Eisenhower would ever return to life as it had been. These were the “Watershed Years,” a period of exhilaration and accomplishment and, in Eisenhower’s own words, it was the time of the “greatest disappointment and tragedy of my life.”

By March of 1919, the United States was rapidly gearing down from the war. Ike had returned to Camp Meade where he continued to work on demobilization. There was no housing available for families so Mamie and Ikky continued to live with Mamie’s parents, the Douds. Ike was bored and restless. To help pass the time, he organized a night school for soldiers and, on weekends, spent his time at target practice.

There is a cyclical career path for officers of the peacetime Army: a staff assignment, followed by schooling, and then service with troops. Ike’s assignments after the war roughly followed this pattern with a special emphasis on schooling. While stationed at Camp Meade, he traversed the country with the Transcontinental Motor Convoy as an official tank corps observer and graduated from the Infantry’s Tank School. Then his orders sent him to Panama, where he matured under the tutelage of Brigadier General Fox Conner. Interim assignments at Camp Meade and Ft. Logan, Colorado, were followed by an appointment to the prestigious Command and General Staff School at Ft. Leavenworth, Kansas. Finally, he was stationed briefly at Ft. Benning again, this time happily commanding troops, when Fox Conner would, once more, open doors of opportunity for his protégé.

These were years of intellectual challenge and great adventure for Ike. From July 6 to September 6, 1919, he traveled with the Transcontinental Motor Convoy from Washington, D.C. to San Francisco. Following a route that often was no more than wagon ruts, the convoy wound its way across the country at six miles an hour. In between daily repairs and near disasters, Ike and his

comrades managed to find time for practical jokes and to take in the great geographical panorama of the American West.

In the autumn of 1919, Dwight D. Eisenhower and George Patton met for the first time at Camp Meade. Despite marked differences in background and personality, “Georgie” and Ike became fast friends. Both were West Point graduates, avid football fans, and enthusiastic about the tank as the weapon of the future. When not conducting experiments with tanks, they rode horseback, practiced pistol shooting, and played poker. It was Patton who arranged for General Fox Conner and Ike to meet in the autumn of 1920. When Conner received orders for the Panama Canal Zone in late 1921, it was Ike whom he requested for his executive officer.

The past year had been grief filled for Ike because of the sudden death of his son, Ikky. Further, Ike was in the process of defending himself against a serious charge that threatened to end his military career. Orders sending him to Panama, under the command of General Fox Conner, were both a blessing and a new beginning.

Conner took Ike under his wing and rekindled his enthusiasm for life and learning. With Conner as his teacher, Ike began a serious study of history, military science, political science, and philosophy. In the dry season, for up to eight hours a day, the two men rode horseback through the rainforests of Panama, engaged in thoughtful discussions on classic works like *The Federalist* and *On War*.

It was Conner who explained the inevitability of the coming world war to Ike. To win this war, he explained, the United States would have to fight as part of a multinational alliance. Further, Ike should do everything possible to place himself under the command of Colonel George Catlett Marshall, a man Conner regarded as a genius.

When Ike’s Distinguished Service Medal was awarded in October 1922, it was Fox Conner who pinned it to his chest. In a 1924 efficiency report Conner had the highest praise for Ike, recommending that he be selected for the

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Command and General Staff School at Ft. Leavenworth, Kansas. At the time, Ike did not realize it, but Fox Conner had prepared him well for the intellectual rigor and pressure of the school. As well, Conner was working, behind-the-scenes, to ensure that Ike would be in a position to take advantage of an opening at the Leavenworth school.

As a student at Command and General Staff School, Eisenhower was in competition with 244 of the best officers in the U.S. Army. The course work was designed to identify the brightest students who could handle intense pressure. Ike's study partner was a good friend from the early days at Ft. Sam-Leonard "Gee" Gerow. In October 1925, Eisenhower was fourteenth in his class, but by graduation day, in June 1926, he graduated first with "Gee" only a fraction of a percentage behind him.

Ike's personal life was a rollercoaster of highs and lows during this period. In September 1919, Mamie moved into an apartment close to Camp Meade. Ikky had to remain behind with his grandparents because of the poor condition of the apartment. Mamie rarely saw her husband and the loneliness of the cramped and dingy rooms was more than she could bear. Within a month, Mamie was back in Denver

By August 1920, both Mamie and Ikky were united with Ike. Family life was nearly perfect. Ike was an affectionate and doting father, and Ikky was an irresistible child. The men of the Tank Corps adopted Ikky as their mascot and outfitted him with his own miniature uniform and overcoat. Each afternoon, he went with his father to football practice, where he stood at attention and saluted as the colors passed by.

When Ikky fell sick just before Christmas 1920, he was diagnosed with scarlet fever. He was placed in the hospital, in quarantine. Mamie was sick and bedridden. Ike kept vigil over his sick child by pulling himself up on the window ledge outside Ikky's room. There was nothing anyone could do but wait and hope. On January 2, 1921, at the age of three, Doud Dwight Eisenhower died. Grief-stricken, his parents took his body back to Denver

to be buried alongside Mamie's two sisters who had died in adolescence.

One year later as they arrived in Panama, both Mamie and Ike were deeply depressed over the loss of Ikky, and their marriage was adrift. The two-story, metal-roofed house they moved into was a mildewed shack on stilts, and nothing kept out the rats, bats, and cockroaches. Virginia Conner showed Mamie how to make the house livable, she lent a sympathetic ear, and she encouraged Mamie to take better care of her health and appearance.

Early in the summer of 1922, Mamie returned to Denver to await the birth of their second child. On August 3, Ike was there when John Sheldon Doud Eisenhower was born. His birth was a joyous event that allowed his parents to focus on the future instead of their pain. When "Johnny" was two months old, Mamie returned to Panama with her son and a nurse hired by the Douds. Every precaution would be taken to ensure the safety and health of their newborn.

In the summer of 1926, all six Eisenhower brothers assembled for a three-day family reunion in Abilene. Ida was thrilled to have her boys home again. Ike had just graduated first in his class from CGSS; Arthur was a banker in Kansas City; Edgar, an attorney in Washington state; Roy, a pharmacist in Junction City, Kansas; Earl, an electrical engineer in Pennsylvania; and Milton was the Assistant Secretary of Agriculture in Washington, D.C. The Eisenhower boys from Abilene's Southside had made something of themselves in a big way. And, just in case Abilene's citizens had not yet noticed, all six marched uptown on Buckeye Avenue, arm in arm, in a display that the locals later christened "The Big Parade of 1926."

Recommended Readings from *At Ease: Stories I Tell to Friends*: 156-204.

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Daily Log, The Transcontinental Motor Convoy, 1919

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At 9:30 a.m. it was raining steadily and road was becoming very slippery. 4 mi. west of Cozad Class B #47905 skidded off the road into shallow ditch and was pulled out by Class B #414673 at 10:30 a.m. Mack #51481 carrying tractor, went into ditch nearby and was recovered by Mack Blacksmith Shop #4. Militor rescued 4 Class B's from the ditch. Later Militor skidded into the ditch and was buried almost to the frame in "gumbo" but was extricated by the crew without assistance in 2 hrs. 25 trucks skidded into the ditch during day. Very apparent all trucks should be equipped with chains for front wheels as well as rear. Two weak bridges reinforced before Convoy passed over. Rain and cool. Roads gumbo mud. Made 30 mi. in 10½ hrs. Arrived Gothenburg, Nebr. 5 p.m.

Aug. 3 Departed Gothenburg, 7:30 a.m. During morning tractor had all 12 engineers trucks to tow at once, and at another time towed 3 Macks, 1 Riker and 1 Class B for 2 or 3 miles. Also towed one Mack 7 miles into camp. With the exception of the Engineers' trucks and the F.W.D.'s, the Militor towed every truck in the Convoy at least once during the day. At one time, 9 trucks chained together were unable to move under their own power, and the Militor pulled them through. Winch was used twice during the day, once to pull the Militor itself out of a deep ditch into which it slid sideways. Dodge #110228 had to have sand cleaned out of carburetor. Class B tanker blew out front cylinder head gasket. Several fan belts broke on F.W.D.'s. Dodge Light delivery truck burned out connecting rod bearing. Sand under Mack chains made them tighten up and sprung torsion rods. Cloudy and cool. Roads sandy, some quicksand. Made 34 mi. in 9¾ hrs. Arrived North Platte, Nebr. 5:15 p.m.

Aug. 4 North Platte, rest period. Forced to suspend movement for 24 hrs. and remain here, owing to many little mechanical adjustments which had become necessary through the heavy work of the trucks during the last two days. Convoy re-organized under the direction of Lt. Col. Sheppard, M.T.C. All vehicles thoroughly lubricated.

Aug. 5 Departed North Platte, 6:30 a.m. 9 mi. west Class B machine Shop #414319 sank in sandy road and was pulled out by 3 Class B's. One mile beyond Class B #48043 sank in soft sand, both right wheels and differential being buried. After five unsuccessful attempts, this truck was finally rescued by the combined efforts of the Militor and the Tractor, the cargo having first been removed. All trucks, except the F.W.D.'s and some of the Class A trucks had to be pulled thru this 200 yd. stretch of quicksand. The Militor handled 16 trucks, the Tractor 10, and in 8 instances the combined efforts of both Militor and Tractor were required. Delay 7 hrs. 20 min. 5 small bridges were damaged during day. Between Paxton and Roscoe 2 smaller sand holes were encountered, one on an up-grade, the F.W.D.'s and Militor only going through unassisted. Civilian automobile ran into Mack #51482, 8 mi. east of Ogallala. Fair and warm.

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1919 Transcontinental Motor Convoy, cont.

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-12-

Roads soft, sandy gumbo. Made 53 mi. in 16½ hrs. Arrived Ogallala, Nebr. 11 p.m.

Aug. 6. Departed Ogallala, 7:30 a.m. Class B #414672 started out with leaky radiator tube. 20 mi. west of Ogallala at 10:15 a.m. Mack #51481 got stuck on sandy hill. ~~Riker~~ Riker #415011 attempted to tow Mack over the top but failed. Tractor was then unloaded and Macks #4, #5 and #51481 towed over three sand hills. Rikers towed each other. F.W.D.'s made it on 2nd speed, then towed Packard over the top, which, in turn, helped another Packard thru soft spot near top of grade. Then 5 or more trucks were chained together and negotiated the sand in that way. F.W.D. #415766 backed one Class B out of small sand hole at bottom of hill and then made this bad sandy hill in 2nd speed, towing 2-wheel kitchen trailer. A Class B truck tried this hill with another 2-wheel kitchen trailer, but failed to make it. Militor pulled 10 trucks thru this sand hole. Camped in open field east of Big Springs, where Red Cross Canteen Service furnished lemonade and cigarettes. Capt. Gurvine reported for duty as Mess Officer. Fair and warm. Fair sandy roads. Made 22 miles in 6 hrs. Arrived Big Springs, Nebr. 1:30 p.m.

Aug. 7. Departed Big Springs, 6:30 a.m. One mile from camp White Staff Observation Car #111506 had to stop on account engine missing badly, due to dirty spark plug. Otherwise no mechanical or road troubles until Class B #414673 had valve trouble 5 miles west of Dix Station and motor was found to be hot. Muffler was removed at this point. Just as this truck pulled into camp, the paulin burst into flames at the lower right front corner, believed to be due to lighted cigarette butt, carelessly tossed into body. There was no fire extinguisher on this truck, but Pyrenes from other commissary trucks were used to extinguish the flames. The paulin and some personal effects of the men were destroyed, but the cargo consisting of commissary stores, was saved. The body was slightly scorched. Personnel entertained at luncheon by Union Pacific and Commercial Hotels in Sidney. One truck damaged a sheet steel drain culvert. Rain storm ater Convoy went into camp in Fair Grounds, southeast of Kimball. Good location and irrigation ditch passing thru furnished bathing water. Commercial Club gave dinner-dance for officers at the Wheat Growers Hotel. Fair and warm. Good gravel roads. Made 86 miles in 11 1/6 hrs. Arrived Kimball, Nebr. 5:40 p.m.

Aug. 8. Departed Kimball, 6:30 a.m. At Bushnell Macks #51481 and #51483 and Riker #415011 had some difficulty in negotiating soft sand under railroad bridge, but managed to pull themselves thru. Heavy rains during night had softened road in low places. Class B #414673 broke valve tappet roller. Entered Cheyenne in a driving rain of an hour's duration, followed by clearing and much lower temperature, which made overcoats necessary to comfort. The effect of altitudes exceeding 6000' very noticeable in connection with the starting and operation

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Document courtesy Eisenhower Library

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The Transcontinental Motor Convoy, 1919

Photograph #81-17-14



Photo courtesy Eisenhower Library

Dwight D. Eisenhower and friend, Sereno Brett

Memo to Adjutant General of the Army, 1922

HEADQUARTERS, 17TH TANK BATTALION

CAMP MEADE, MARYLAND

January 7, 1922.

FROM: Major D. D. Eisenhower, Infantry, (Tanks).

TO: The Adjutant General of the Army, Washington, D. C.
(Thru Channels)

SUBJECT: Change of Station.

1. I am this date departing from this camp enroute to new station, Panama Canal Zone, in compliance with paragraph 29, Special Orders 283-9, War, Department, Washington, dated December 7, 1921.

HQ. 1st TANK GROUP
RECEIVED #77 9 AM JAN 9 - 1922

D. D. Eisenhower
D. D. EISENHOWER
Major, Infantry, (Tanks).

201-Eisenhower, D. D., Off. 1st Ind. HHT/hht

HQ., FIRST TANK GROUP, Camp Meade, Md., 9 Jan 1922 - To CO, Tank School.

Forwarded.



Leon L. Roach
LEON L. ROACH,
Lieut. Col., Inf., Tanks,
Commanding.

Page No. 10

201 Eisenhower, D. D. Major, (Tanks)

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Camp Gaillard, Panama, 1922-1924

Photograph #68-143



Photo courtesy Eisenhower Library

Command and General Staff School, 1926
Fort Leavenworth, Kansas

THE GENERAL SERVICE SCHOOLS
Fort Leavenworth, Kansas

18 June, 1926.

SUBJECT: Class Standing.

To: Major Dwight D. Eisenhower, Inf.

The Commandant directs that you be informed that your final standing in the Command and General Staff Class, 1925-1926, of 245 members, is number 1; the percentage attained by you is 93.079 per cent.

For your information, your standing by months is given below:

October	<u>14</u>
November	<u>9</u>
December	<u>4</u>
January	<u>4</u>
February	<u>3</u>
March	<u>4</u>
April	<u>3</u>
May	<u>3</u>

J. G. PILLOW,
Lieutenant Colonel, Cavalry (D.O.L.),
Secretary.

1025—G. S. Scho., Fort Leavenworth—4-30-26—560

Document courtesy Eisenhower Library



The Washington Years: “The War Department Moves In Mysterious Ways its Blunders to Perform”

... Just when this depression and this pessimism will cease no one can foretell But right now I am going to make one prediction. Things are not going to take an upturn until more power is centered in one man's hands. Only in that way will confidence be inspired; will it be possible to do some of the obvious things for speeding recovery, and will we be freed from the pernicious influence of noisy and selfish minorities.

—Dwight D. Eisenhower
February 28, 1933

It was an illusion that the “Good Times” rolled on through the late 1920s. There were signs of problems in the economy for those who wished to see them. By 1928, the auto, steel, rubber, glass, and housing industries were experiencing a slow down. Unsold consumer goods began to fill warehouses. Americans had stretched their budgets to the breaking point with too many monthly payments. Seventy percent of all Americans made less than \$2500 a year, living paycheck to paycheck, and 80 percent had no savings to tide them over in bad times. Life for farm families had not improved through the decade. Farmers began to default on loans and lose their farms. In turn, rural banks began to fail.

A belief that anyone could become rich continued to spur Americans to buy stocks on which they expected the value to continue to rise. Ordinary Americans bought “on margin,” meaning that they paid only 10 to 50 cents on the dollar while the rest was bought with borrowed money. This was risky because creditors could demand that borrowers pay a percentage on the loan at any time.

In 1925, the value of all stocks was 27 billion dollars, but by October 1929, that number had soared to 87 billion. From March to September of that year, stock prices gyrated erratically, falling seriously on October 23. The next day, there

was a selling frenzy, and, on October 29, 1929, “Black Tuesday,” the stock market began a free-fall that lasted well into November. For most Americans, the impact of the crash was not felt immediately; however, by 1931 and 1932, hard times had come to America.

The Depression deepened because people did not have money to buy goods. Factories then closed down, leaving even more Americans jobless and without money to buy. And so the downward spiral continued. By 1932, nearly 13 million American workers (25%) were unemployed. City banks were now in trouble because businesses and factories could not pay back loans. In a panic, depositors rushed to withdraw their savings from banks, only to find that their accounts were empty. In a few years time, 5,500 banks failed.

Americans continued to lose their jobs. When they could not make their monthly payments, they lost their household appliances, cars, and, finally, their homes. Finding another job was nearly impossible. And, for those who did, to earn 15 cents an hour was not unheard of. Wage earners began to doubt their abilities and blamed themselves, all the while feeling embarrassed and humiliated that they could not provide for their families.

America's poorest families were hit hardest, and many became homeless drifters. In the South, landowners evicted tenant farmers and sharecroppers. Growing children, especially, suffered from the effects of malnutrition and disease. Because of the social stigma attached to accepting help, many people were ashamed to apply for government relief, receive charity, or ask family or friends for assistance.

Americans did whatever they had to do in order to survive. Families moved in together, and wives and children went to work if they could find a job.

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Piano boxes, old car bodies, abandoned railroad cars, and condemned buildings became homes. Communities of shacks called “Shantytowns” sprang up on the outskirts of American cities. People tacked together cardboard, tarpaper, orange crates, and scrap lumber for shelter. To mock the President that they felt had abandoned them; they christened their shacks, “Hoovervilles.”

Rural families that still had their land were better off than city dwellers. They planted “relief gardens” and gathered berries, dandelions, and other wild plants to eat. Stale bread could be bought at three cents a loaf, and, often, was purchased with borrowed money. In the cities, people begged, dug for food in garbage cans, and sold pencils or apples on the streets.

Many Americans were generous in helping others. Families who had very little took from their own meager resources to help those worse off. Churches and other charitable organizations set up soup kitchens and breadlines. Beggars who appeared at the back door were handed a plate of food or brought into the kitchen to eat. Still, it was not unusual for families to go without meals.

The Great Depression spawned an army of a million homeless drifters called “hobos.” To get from place to place, they “rode the rails,” sneaking into boxcars or riding on top of them. Most were men and boys, but girls and women, disguising themselves in men’s clothing, were also hobos. More than 250,000 teenagers left home to join these drifters. Often their families could not take care of them, or they came from broken or abusive homes.

In 1930, farming conditions in the Great Plains worsened as a severe drought set in. In the second half of the nineteenth century, the steel plow, the windmill, and barbed wire had transformed millions of acres of native prairie into farmland. After World War I, farm prices fell, and farmers plowed under millions more acres, struggling to make a profit. From 1930 until 1937, the drought continued. Strong winds picked up the unprotected topsoil, carrying it in a “Black Blizzard” to blanket cities in the East. The Great Plains were covered with dunes of sand and gritty dirt that nearly buried farmhouses

and barns. Sixty percent of farm families lost their land, and 400,000 abandoned the Great Plains. “Okies” from Oklahoma and “Arkies” from Arkansas packed all they owned in an old car or truck and headed for California to become migrant farm workers.

Movies, once one of life’s small pleasures, were now a luxury for cash-strapped Americans. Nonetheless, people scraped together enough money when they could to escape their problems at the movies. The Marx Brothers were popular comedians, starring in the hit movies *Animal Crackers* and *Duck Soup*. Musicals like *The Gold Diggers of 1933* and gangster movies like *Little Caesar* packed in appreciative audiences. *Mr. Smith Goes to Washington* and *The Grapes of Wrath* were blockbuster films with strong social messages that embraced the ideas of kindness, generosity, and cooperation, important values to help people survive the difficult times.

When he assumed the presidency in 1929, Herbert Hoover was a much admired, self-made man. His response to the Great Depression was consistent with his conservative political views and prevailing economic wisdom, but, for most Americans, it was too little and too late. Franklin Delano Roosevelt’s campaign song in 1932, “Happy Days Are Here Again,” was what Americans were desperate to believe. In his March 4, 1933, inaugural speech, FDR soothed their worry with the words, “. . . the only thing we have to fear is fear itself.” Recovery was still years away and, in fact, it would be World War II that would jumpstart the American economy. A weary people looked to their new President for leadership, and what they saw reflected was energy, confidence, enthusiasm, and the “can do” American spirit. They dared to hope again.

DWIGHT D. EISENHOWER: 1927—1935 THE WASHINGTON YEARS

Except for a pleasant, one-year interlude in France, the years from 1927 to 1935 were the “Washington Years” for Dwight D. Eisenhower. For the first time in his career, Ike was able to leave behind the increasingly distasteful extra duty as football coach. It was an extraordinarily busy period of his life that placed him on the inside track of the nation’s military and political establishment. Here he was to become well acquainted with the Washington social and political scene, observe the processes of government, and meet the great men of his day. Yet, by 1932, Ike yearned for duty with troops again; he would have to wait a long eight years.

In January 1927, the Eisenhowers moved to Washington, D.C. General John J. “Black Jack” Pershing, upon the recommendation of Fox Conner, had chosen Ike to compile a guidebook for the American Battle Monuments Commission. The Commission had been created to establish cemeteries for American soldiers who had been buried in France during World War I and to erect monuments at major battle sites. American tourists soon would be visiting the sites of the war in France and a guidebook would be needed.

In less than seven months’ time, Ike transformed enormous quantities of raw data into a very readable 282-page guidebook. General Pershing was very pleased with Ike’s work, and he wrote a lavish letter of commendation to the Chief of Infantry. Ike was so proud of the letter that he sent it home to his parents. He felt confident that he was on his way up the Army’s career ladder, and graduation from the Army War College was an essential next step.

Finished with the guidebook, Ike entered the Army War College in late summer, 1927. At 36 years of age, Ike was one of the youngest officers ever admitted to the War College. Unlike Command and General Staff School, the atmosphere at the War College was a relaxed and collegial respite to consider policy development at the highest levels of the Army.

After graduating first in his class at the War College, Ike was given a choice of assignments: a position on the General Staff in Washington or a chance to go to France to continue the work on the American Battle Monument Commission guidebook. Mamie made her preference clear—the Eisenhowers would be going to France.

Nearly every day, Ike traveled through the French countryside, driven by a French-speaking chauffeur. His mission was to view the historic sites of World War I firsthand. A favorite pastime was to stop along the road, sharing food and conversation with French farmers and road workers. During his year in France, Ike absorbed a detailed knowledge of the French countryside, of the road and railroad systems, and of the French people and their culture. All of this would prove invaluable to him later as Supreme Allied Commander in World War II.

Returning to the United States in September 1929, Ike would spend the next six years as a staff officer in the War Department. During the autumn of 1929, he finished his work for the American Battle Monuments Commission. It was here that Ike first met Colonel George C. Marshall, the man so respected by Fox Conner. It was a brief, but tantalizing, encounter.

In November of that year, Ike was assigned to the Office of the Assistant Secretary of War. He and Colonel Gilbert Wilkes were given an assignment to develop a plan that would effectively mobilize American industry in the event of another war. Through his work, Ike met prominent businessmen and industrialists that he would later call on during World War II. In April 1930, he and Wilkes traveled throughout California, southwest Texas, and northern Mexico, investigating the guayule plant as a possible substitute for Asian rubber. By March 1932, Ike’s work was complete, and he began working fulltime for the Army Chief of Staff, General Douglas MacArthur.

For three long years, Ike wrote interminable reports, letters, and speeches. Often at his desk twelve or more hours a day—sometimes seven days a week—Ike was bored and frustrated. It seemed that his career was at a standstill, and working for

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General MacArthur did nothing to disavow him of the notion. He longed for challenging staff work or an assignment with troops. But, MacArthur, who was growing dependent upon his very capable assistant, had no intention of letting him go.

When MacArthur's tour as Chief of Staff was up in late 1934, he asked Ike to accompany him to the Philippines. Here MacArthur would serve as a military advisor to President-elect Manuel Quezon. Ike did not want to go to the Philippines nor work for MacArthur, but he found it impossible to refuse. As he prepared to leave for the Philippines in 1935, Ike grudgingly promised himself that this assignment would not be long term.

The years from 1927 to 1935 were happy ones for the Eisenhower family. When Ike and Mamie moved to Washington, D.C., they took out a lease at the Wyoming apartments near Dupont Circle. Ike's old friend "Gee" Gerow and his wife, Katherine, lived there too. The Wyoming was within walking distance of the State-War-Navy building* where Ike worked. But the year the Eisenhowers lived in Paris, from 1928 to 1929, was, by far, the happiest time for them.

In late July 1928, the Eisenhowers, including young John who would celebrate his sixth birthday at sea and Mamie's parents, set sail for France. They found an apartment in Paris, located on the Right Bank of the Seine River, close to Pont Mirabeau. Ike and Mamie even took French lessons. Mamie was not a serious student, but Ike was, and he was perpetually frustrated with his inability to speak or understand the French language. Son John, on the other hand, became fluent in French in their year abroad. John and his friend "Bo" Horkan often accompanied Ike on his travels through the French countryside. Now and then, Mamie came along as well.

Before returning to the United States in September 1929, the Eisenhowers and their friends, the Grubers, took a 17-day road trip through

*recently renamed the Dwight D. Eisenhower Executive Office Building

Belgium, Germany, and Switzerland. When Ike and his family returned home in September 1929, the American economy was fluctuating erratically, and the greatest economic disaster in American history was weeks away.

By 1932, the Great Depression had worsened considerably, and millions of Americans were without work or hope. Ike was fortunate to have a secure job, although his salary had been reduced by 20 percent. His job at the War Department required civilian clothes, an added expense on an already-tight budget. John Doud, however, always made sure that Mamie had a new car and provided her with a maid, who doubled as a cook, for \$50 a month.

Milton Eisenhower and his wife, Helen, lived in Washington, too, and, on Saturday afternoons, both Eisenhower families would gather to listen to Army football games on the radio. In 1933, four of the Eisenhower "boys"—Edgar, Milton, Earl, and Ike—had a reunion of sorts in Washington, D.C. Assessing his brothers' outward signs of material success, Ike felt that he, by comparison, was a failure. Yet, when he was offered a civilian job at three times his Army salary, he did not hesitate to turn it down.

"Club Eisenhower" continued to be a popular spot for family and friends. There were weekly card parties where Mamie charmed her guests and entertained them at the piano. The Gerows were regular guests, and, of course, Milton and his wife visited often. Milton introduced his older brother as a man who was "going places" to his friends and colleagues in Washington's elite inner circle. Upon meeting the 45-year-old, still "Major" Eisenhower, they wondered at Milton's pronouncement.

Recommended Readings from *At Ease: Stories I Tell to Friends*: 204-219.

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Dwight D. Eisenhower's Diary, 1929

Transcribed



RED DIARY

Sept. 24, 1929

Yesterday Mamie, Johnny and I landed at New York after spending over a year in France with the American Battle Monuments Commission.

My work during the year consisted mainly in studying American Battlefields, and preparing accounts of American operations there.

This material is intended as a partial revision of a book "A Guide to the American Battlefields in France", which I assisted in compiling during 1927.

The year was very interesting to me, in spite of the old maidish attitude of my immediate superior, the Secretary of the Commission.

I was not so successful as I should have been in concealing my impatience with some of his impossible ideas and methods of operating. However, we are good friends -- in spite of the fact that from the standpoint of piling up a perfect record in the W. D. I was not sufficiently suave and flattering.

Other officers serving in France on construction work for the Commission were of very high caliber, particularly Maj. W. D. Styer, Corps of Engineers.

I hope to keep in touch with him -- as he has the qualities to carry him a long way -- in or out of the Army.

Last night I drove from N. Y. City to Washington between the hours of 6:00 P. M. and 4:00 A. M. Was all alone and had never been on that road before on the other side of Pennsville.

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Mamie and Johnny came down by train with Kathryn Gerow, who met us at the dock.

Capt. Skerry and his wife, friends of Styers, also met us -- so we had plenty of help getting out of the city.

Staying at Gerows temporarily, but expect to take an apartment in the Wyoming.

I have a few little things to clean up for the Commission, and will soon be available for duty with the Army -- much to my delight.



November 9, 1929

I reported for duty in the office of Assistant Secretary of War yesterday. Apparently I am to be direct assistant to General Van Horn Moseley, and will spend my time principally on studies connected with "Industrial Mobilization". Except for the fact that I do not like to live in a city I am particularly pleased with this detail. The General is alert and energetic and certainly enjoys a fine reputation for accomplishment in the Army. I am also looking forward to the opportunity of learning something about the economic and industrial conditions that will probably prevail in this country in the event of a major war.

Gee and Ham (Majors Gerow and Haislip) are also on duty in this office. Gee has been my best friend for years -- and he, Ham and I are very close. We all once served in the 19th Fort -- in Texas.

I think Mamie is glad to stay in Washington -- and of course it's all the same to Johnny.

[2]

Document courtesy Eisenhower Library

The American Battle Monuments Commission, 1928

Photograph #62-289



Photo courtesy Eisenhower Library

Compiling information for the ABMC guidebook,
United States monument on the Meuse River.

The Bonus Army, 1932
Photograph #71-1010-5

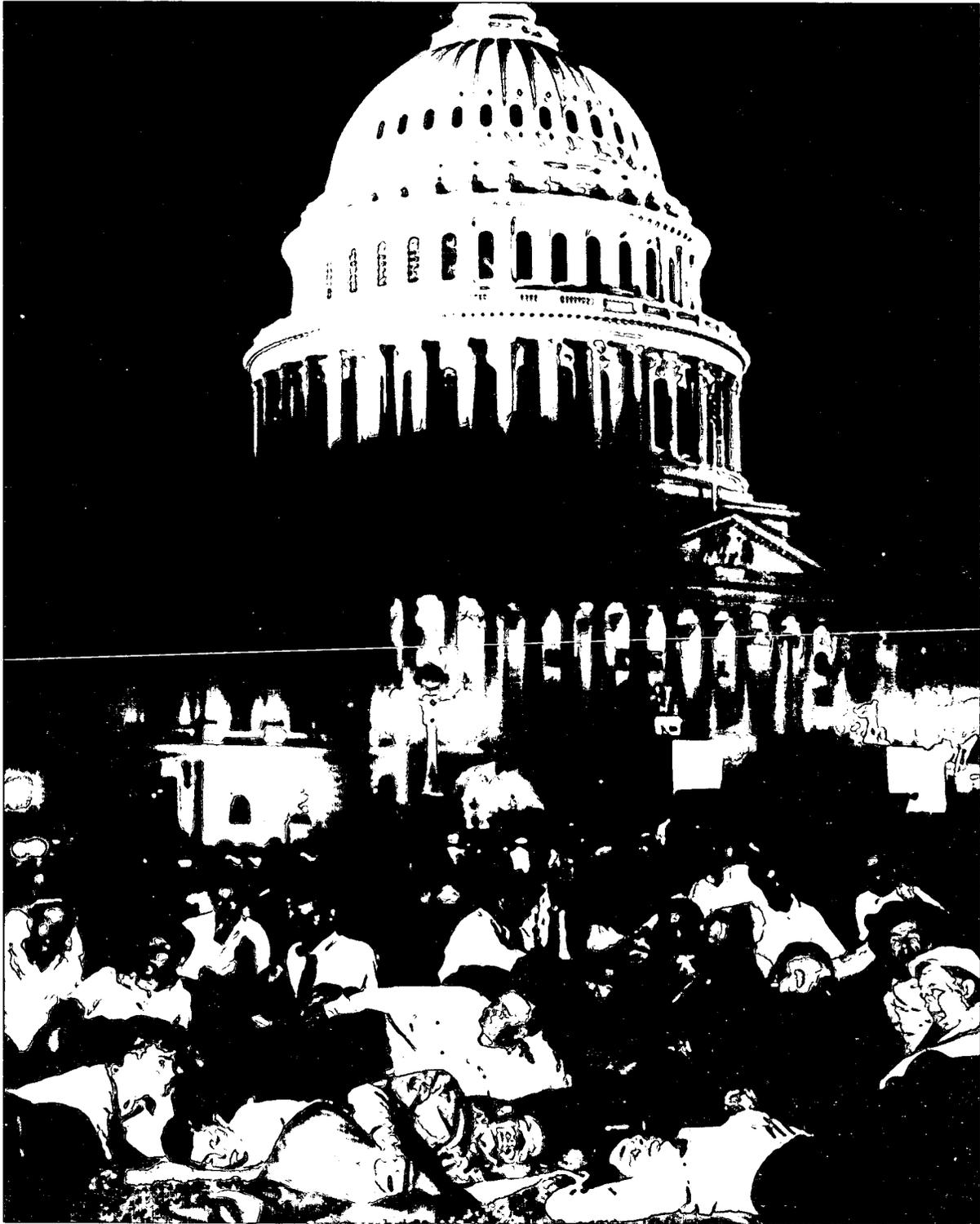


Photo courtesy Eisenhower Library

Washington D.C.

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Brigadier General Thomas J. Betts Oral History, 1973

Pages 30-31:

BETTS: . . . this is where I first met Ike, because Ike at that time was in the War Department on the Battle Monuments caper. And he was in—but the Battle Monuments, administratively, were under the Assistant Secretary of War, who was F. Trubee Davison. Well, they used Ike; Ike wrote Davison's annual report. And as mutual, paralleled, annual reporters, why we got to know each other fairly well. We didn't have much contact. But I wrote speeches for Trubee Davison, occasionally, too. I never knew why or why not. Somebody would just say, "Well, the Assistant Secretary is going to address the Gold Star Mothers, " or something, "and he'd like to have a fifteen minute address." I'd say, "O.K.", and I'd write it. Sometimes, I think Ike wrote them. I think that Ike—I'd say we were both pursuing the same line of country.

BURG: Right. Probably a little difficult now, do you suppose, to tell which one of you did what on some of that material?

BETTS: Yes, except that I had the feeling—well, I know that Ike wrote the Assistant Secretary's annual report. Because I remember the only time I've ever seen any—at that time—that's the only time I'd ever seen any real levity.

BETTS: Of course, in those days the Assistant Secretary wasn't a very big shot anyway. They always wanted to be at the Secretary, and the Secretary was [Patrick J.] Pat Hurley, who was pursuing a very flashy career, he hoped. He wasn't letting anybody else talk if he could get a chance to talk. [Laughter]

BURG: Sure, sure. Now your judgment on Eisenhower at that period was that he was pleasant enough.

BETTS: He was very pleasant, I thought. He was very cool. I mean not in the sense of cold, but—he was not—he was a—poised is probably the word I want to say, he was a poised man. I was struck with the fact that he never seemed to be in a great hurry about anything; I mean, you'd ask him some question and he would deliberate a little while before he would answer it. I got an impression that he was, he was quite self-confident. Those, I would say are the salient points; self-confidence, a certain coolness of approach; objectivity, perhaps, is the word.

BURG: Not aloofness?

BETTS: No, not aloofness at all; oh, no, never. And always pleasant, always courteous. And always willing to chat for a moment but never for any great length of time. I never—I don't think I ever sat down with Ike and had a bull session.

BURG: He was at that time a major?

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BETTS: He was a major.

BETTS: I know he [Ike] had been to Leavenworth. And, I would say that he was respected in the War Department. There was some slight talk about his being over ambitious; there was slight comment along those lines. Plus, neither of us was on the General Staff; we were not brown-ins, we were just indians.

BURG: Yes.

BETTS: We had—we didn't have—we might serve the chiefs closely, but we, were not chiefs by any means. [Laughter] and I think we were both conscious of it.

BURG: The comments that perhaps he was overly ambitious; what level would that have come from, General? Would it have been coming from other captains? Would it have been coming from even more junior officers; or, can you place it?

BETTS: I can't place it, except it was not high level. I mean no general officer, no colonel, and I don't think any lieutenant colonel, ever mentioned Ike to me.

BURG: Uh-huh. But in this group of officers—

BETTS: The officers that I circulated in—it was not stated with any malice or even great disapproval; I mean, ambitious officers are not badly regarded in the army, but people just seemed to be impressed with the fact that he wanted to go a long way.

BURG: And what was their evidence for that thought, General? Did you ever hear anyone say?

BETTS: No, I never heard.

BURG: No one saying, "We know he's ambitious because look what he did here, or what he said"?

BETTS: No, no, I never heard; it was all just sort of chit-chat.

BURG: Uh-huh. His standing at Leavenworth had been very high, number one in that Leavenworth class.

BETTS: Yes.

BURG: That may have marked him in people's minds as somebody who would go [up].

Letter from Charles C. Herrick, 1935
to Dwight D. Eisenhower

PREVIEWS INCORPORATED

342 MADISON AVENUE
NEW YORK CITY

Telephone
Murray Hill 2-4560

June 12, 1935.

*Type when
both work is
done -
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My dear Ike:

Permit me to congratulate you upon the admirable way in which you handled the Class Dinner. I am sorry for the interruptions which came from the next room. I know how difficult this made your task.

I am asking the publishers to send you a book entitled "How to win a sales argument". I trust that you will not brush this book aside lightly because of the word "sales" used in its title. Twenty of its pages are of text, and one hundred and forty-six are devoted to an illustration of the principles. I am sending this to you as a small contribution to your present, already great, knowledge.

I am sure that you will agree that there is only one quality better than being right, and that is an ability to convince other people of the correctness of one's point of view. Permit me to make this observation concerning my interest in you.

Long ago I decided that someone in our class would some day be Chief of Staff. I have conducted a great deal of investigation to make up my own mind as to who the logical one should be. I am frank to confess that in my list of the class you stand number one by a large margin.

If time and space permitted, I would be glad to elaborate upon my reasons for this decision, but for the sake of brevity I might mention just these; your record at Leavenworth, your present position, your knowledge of the subject and, in addition to the professional qualities which I have just named, certain personal traits which rarely accompany the aforementioned virtues, namely, lack of "hateur", and ability to "mix with Kings nor lose the common touch".

My only desire in sending you this book is that some quotation therein contained may be the cause of contributing materially to your future success.

With kindest personal regards, and again congratulating you upon the success with which you handled affairs at the dinner, I am

C
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Very truly yours,

Charles C. Herrick

Charles C. Herrick

"Had"

Maj. D.D. Eisenhower,
Office of the Chief of Staff,
U.S. Army, Army Bldg., Washington, D.C.

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HERRICK, CHARLES C. MR.

Document courtesy Eisenhower Library

Letter from Dwight D. Eisenhower, 1935
to Charles C. Herrick

June 14, 1935.

Mr. Charles C. Herrick,
Previews Incorporated,
342 Madison Avenue,
New York, New York.



Dear "Dad":

As I told you at the Class luncheon I am intrigued by your description of the book on salesmanship. It will be a pleasure and, I know, profitable to read it. The mere fact that you found it so helpful is proof sufficient of its worth. Thank you very much for your thoughtfulness, to say nothing of your generosity.

The more personal sentiments expressed in your letter quite overcome me. I am quite sure that there is due me no credit for modesty, for the very obvious reason that after meticulous and repeated scrutiny of my record, I long ago decided there was nothing in it to cause disquiet in my hat band. It is so gratifying to hear such nice things from one's friends, however, particularly from those who by their demonstrated success in the individualistic realm of business have cause for self-congratulation, that I can fairly feel myself putting back my shoulders and assuming a most Napoleonic expression.

The reunion was a wonderful affair. My own part in the dinner was thrust upon me at the last moment, in fact, just as we were assembling around the table. Realizing that "speeches" at such affairs rarely harmonize with the spirit, or spirits, of the evening, I hoped only to keep going a line of chatter and occasionally to introduce a subject that might inspire further conversation. Actually nothing was needed. Upon myself the only effect of my job was loss of appetite until all was over — and then I was hungry with nothing to eat.

It was lots of fun to see you again. I particularly enjoyed our chat at the Inn since it gave me some opportunity to hear new and refreshing ideas and to recall my pleasant memories of our long-standing friendship.

Good luck and again many thanks, both for the book and for the graciousness of your letter.

With cordial regard,

As ever,

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Resources

BOOKS:

Ambrose, Stephen E. *Eisenhower: Soldier and President*. New York: Simon & Schuster, 1990.

Beschloss, Michael R. *Eisenhower: A Centennial Life*. New York: Harper and Row, 1990.

Eisenhower, Dwight D. *At Ease: Stories I Tell to Friends**, 1967.

Holt, Daniel D. and James W. Leyerzapf, editors. *Eisenhower: The Prewar Diaries and Selected Papers, 1905–1941*. Baltimore: The Johns Hopkins University Press, 1998.

Miller, Merle. *Ike The Soldier: As They Knew Him*. New York: G. P. Putnam's Sons, 1987.

Neal, Steve. *The Eisenhowers*. Lawrence, Kansas: University Press of Kansas, 1984.

Malott, Deane W. *On Growing Up In Abilene, Kansas: 1898–1916*, 1992.**

Stadt, Olive Mitchell. *Gentle Memories: Kansas 1900–1910*, 1988.**

There is a wide variety of children's books on Dwight D. Eisenhower available online at bookstores such as Barnes and Noble or Amazon.

VIDEOS:

Dwight D. Eisenhower: Commander-in-Chief, A&E Biography, (middle school to adult)

The American Experience: Eisenhower, PBS, (middle school to adult)

Ike and Abilene, Kansas Heritage Center, Lending Catalogue, (all ages)

In Quest of Peace, In Kansas, check your school and/or public library, (all ages)

CASSETTES:

Ambrose, Stephen. *Character Above All*, Barnes & Noble, (adult)

*May be ordered from the Eisenhower Center Gift Shop. There are many resources available there for teaching more about Dwight D. Eisenhower. Call 785-263-4751 or mail in an online order form available at the Eisenhower Center web site @ <http://www.eisenhower.utexas.edu/>. Click on Gift Shop.

**May be ordered from The Dickinson County Heritage Center, 412 S. Campbell, Abilene, KS Ph: (785) 263-2681.

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The Eisenhower Center
200 Southeast Fourth St.
Abilene, KS 67410
(785) 263-4751
www.eisenhower.utexas.edu

The Eisenhower Foundation
P.O. Box 295
Abilene, KS 67410
(785) 263-4751
www.dwightdeisenhower.com

Kansas Heritage Center*
P.O. Box 1207
Dodge City, KS 67801-1207
(316) 227-1695
www.ksheritage.org

WEB SITES:

The Eisenhower Center: <http://www.eisenhower.utexas.edu/>

The Eisenhower Foundation: <http://www.dwightdeisenhower.com>

Encarta Online: <http://encarta.msn.com/find/concise> (Search: Eisenhower)

Dwight D. Eisenhower: <http://history.hanover.edu/20th/eisenhower.htm>

Potus: Presidents of the United States: <http://www.ipl.org/ref/POTUS/ddeisenhower.html>

American Presidents: Life Portraits: <http://www.americanpresidents.org/>

Eisenhower Birthplace State Historic Park: <http://www.eisenhowerbirthplace.org/>

Eisenhower National Historic Site: <http://www.nps.gov/eise/>

Eisenhower Information and Speeches: <http://www.dogpile.com> (Search: Eisenhower)

Federal Resources for Educational Excellence: <http://www.ed.gov/free> (Search: Eisenhower)

National Archives and Records Administration's collection of documents searchable on "NAIL":
www.nara/nail/html. Choose Digital Copies. (Search word: Eisenhower)

The Eisenhower Era (curriculum materials): <http://www.ike.org/>

* Check the web site's catalogue or phone to request the Sales Catalogue and Lending Catalogue.



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