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**FORT LEAVENWORTH**

*from*

**FRONTIER POST**

*to*

**Home of the  
United States Army  
Command  
and  
General Staff  
College**



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Fort Leavenworth

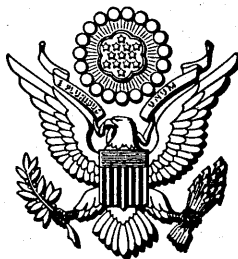
From

Frontier Post

To

Home of the United States Army

Command and General Staff College



Grateful acknowledgement is made to the Everhard Studio of Leavenworth, Kansas, for use of the pictures on pages 9, 11, 12, 15, 17, 20, 24, 28, 34, 57, 59; the State Historical Society of Wisconsin for use of the sketch on page 22 and photos at the top of page 28; and Miss Clara Brueggen for use of Lithographs on page 28. All others are US Army photos unless otherwise indicated.





**BRIGADIER GENERAL HENRY LEAVENWORTH**

Born, New Haven, Connecticut, 1783; died, Cross Timbers, Indian Country, 1834.

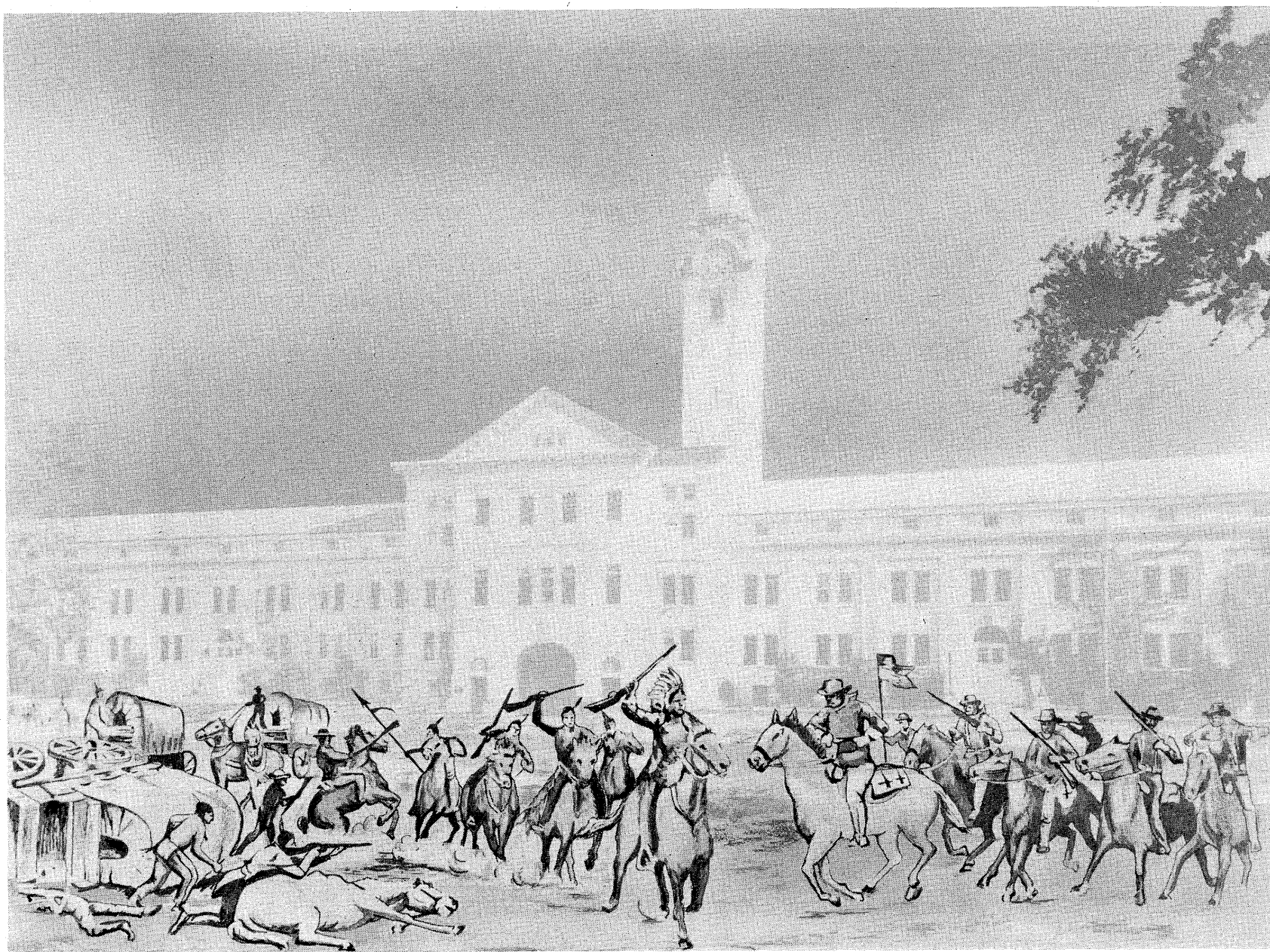
Following his participation in the War of 1812 as Regimental Commander of the Ninth Infantry, the military career of General Leavenworth was spent on the Western frontier. As Lieutenant Colonel of the Fifth Infantry in 1818 he was stationed at Detroit, from where he conducted an expedition to establish Fort Snelling, (Minnesota) 1819-20. In 1821, he was transferred to the Sixth Infantry and commanded Fort Atkinson (Nebraska). With his promotion to Colonel he was transferred again, this time to the Third Infantry at Green Bay, Wisconsin. In 1826, he established a School of Practice for Infantry at Jefferson Barracks, St. Louis, Missouri. On May 8, 1827, Colonel Leavenworth, with four companies of the Third Infantry, established Cantonment (now Fort) Leavenworth. Seven years later, in 1834, Colonel Leavenworth was made commander of all troops of the Western frontier with Headquarters at Jefferson Barracks. With many officers and men of his command, he was fatally stricken with dysentery on a summer campaign from Fort Gibson into Indian Country and died at Cross Timbers on July 21, 1834. A courier from Fort Gibson bearing news of Colonel Leavenworth's promotion to Brigadier General reached his command in the field 4 days after his death.

## INTRODUCTION

This booklet recounts the highlights of Fort Leavenworth's establishment as a frontier outpost, its role in the development of the Great American West, and its continuing contribution to the armies of the Free World in the training program of the United States Army Command and General Staff College. It is hoped this introduction to the story of Fort Leavenworth, the oldest United States military post in continuous existence west of the Mississippi River, will increase appreciation of the development and objectives of this important post and will quicken interest in the community of Fort Leavenworth and the City of Leavenworth.

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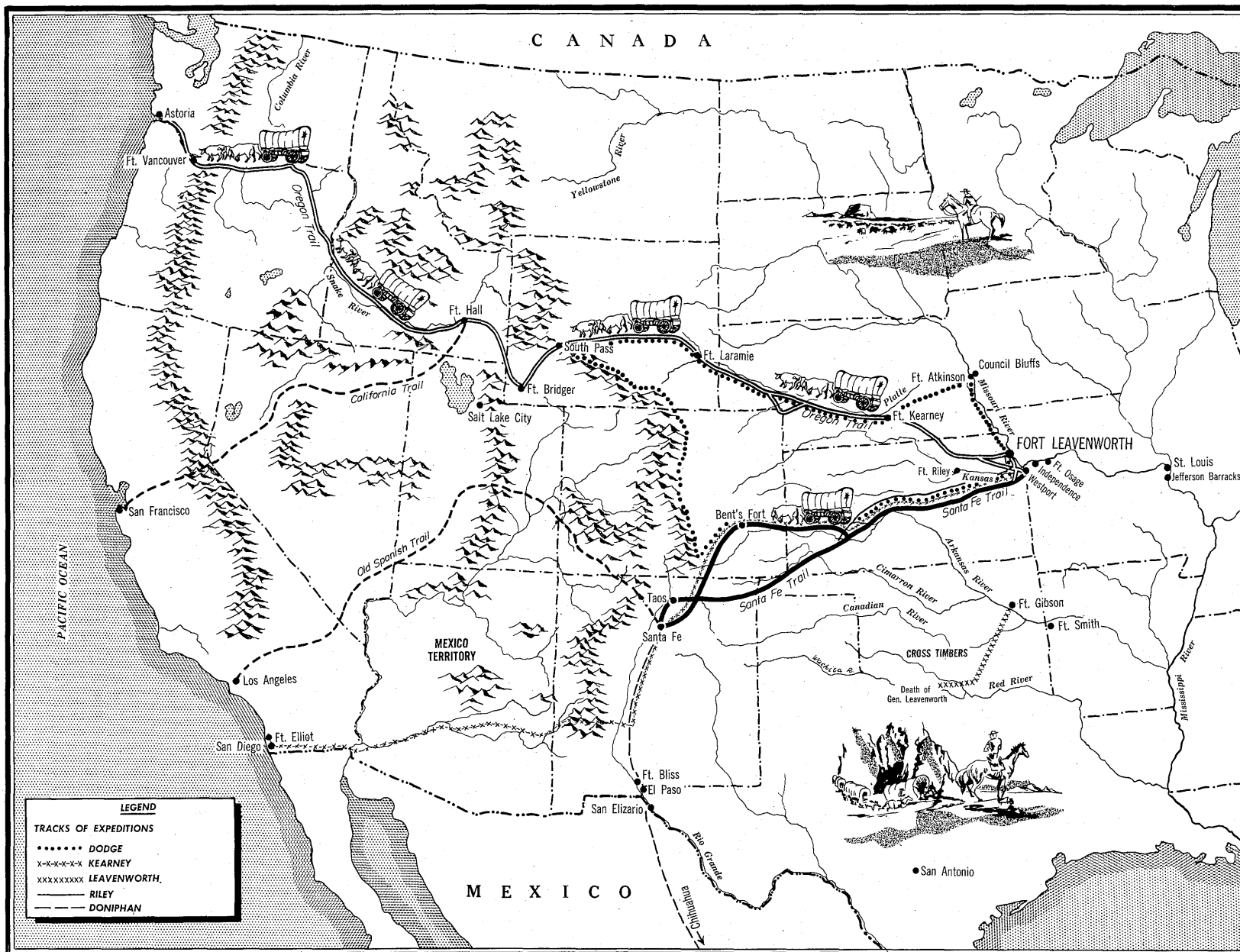


Post Headquarters  
(Sherman, Grant, and Sheridan Halls)

## **PART I**

### **THE STORY OF FORT LEAVENWORTH**





## PROLOGUE

The story of Fort Leavenworth, like the story of the great American West, began with the purchase of the Louisiana Territory, in 1803.

Shortly after formal transfer of the territory to the United States, Captains Meriwether Lewis and William Clark left St. Louis on their expedition to explore the upper reaches of the new territory, determine its resources, locate the source of the Missouri River, and find a land route to the Pacific. In 1806, Lieutenant Zebulon Pike, for whom Pike's Peak Colorado later was named, began an expedition to explore the headwaters of the Arkansas River, the northern boundary of the Spanish possessions to the southwest. The results of both expeditions focused the attention of the country upon the rich new territory and hastened the events which led to the founding of Cantonment Leavenworth.

St. Louis traders lost no time in benefiting from their on-the-spot news of the fabulous natural riches Lewis and Clark reported to be in the upper Missouri country. By the spring of 1807, small, functional company settlements and trading posts were established along the Missouri River to its headwaters. The immediate results of the fervor with which the fur-trading companies prosecuted their business were abuses of their trading privileges, conflict between American and English traders, and unrest among the Indians whose peaceful partisanship was sought by both Canada and the United States.

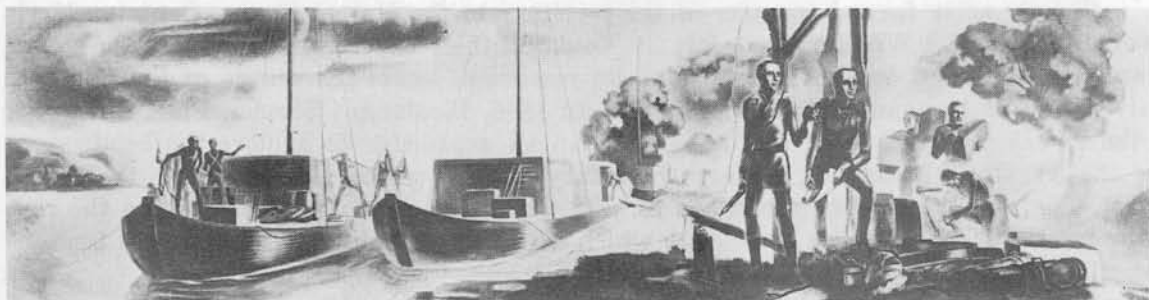
Well aware of the value of trade with the Indians as a means of influencing their loyalties, as early as 1795 the United States had begun to establish government-owned trading houses—or "factories," as they were called—at many of the early forts. This system advanced with the military frontier. In 1808, in an effort to control the trade of the upper Missouri better, Fort Osage was established primarily as a government factory and garrisoned with a small force of Infantry. Located on the north bank of the Missouri in what is now the northeast corner of Jackson County, Missouri, the Fort remained, for more than a decade, the only point of military occupation in the Missouri valley west of the immediate vicinity of the Mississippi.

The War of 1812 upset any harmony which may have existed between the upper Missouri Indian tribes and the traders. American tradesmen were driven below the reaches of the rich upriver country. By the time hostilities had ceased, Government interest in the area had become acute. Extravagant preparations were made for the 1819-20 expedition by General Henry Atkinson to establish a military post at the mouth of the Yellowstone River. However, plans were revised and Major Stephen H. Long was dispatched to explore the region between the Missouri River and the Rocky Mountains. The reports from the expedition were so disappointing that further Government exploration of the area was stifled for more than 30 years. The net result of the so-called "Yellowstone expedition" was that Fort Atkinson was built near the present site of Omaha, Nebraska, and served for a few years as the military outpost on the Missouri.

Information about the commercial and political conditions of the Spanish province to the southwest was first gathered by Lieutenant Pike on his Arkansas River expedition in 1806. The first attempts to establish trade were unsuccessful, but a change in the New Mexican government made it possible for American merchants to establish regular trading expeditions to Santa Fe by 1825. The point of departure for the trading caravans originally was at Franklin, Missouri. Gradually, it moved up the Missouri from one river landing to another until Independence, Missouri, almost from the day it was founded in 1827, became the recognized Santa Fe and mountain trade outfitting point.

Senator Thomas Hart Benton of Missouri, champion of the West, was sensitive to the fact that both the fur trade and the Santa Fe trade were of critical importance to frontier economy. He won appropriations for marking the Santa Fe Trail and for securing the right of transit across the plains from the Indians.

Indian attacks against trading caravans continued, however, making it essential that military escorts be provided to protect the trade. With Fort Atkinson too far away to be helpful, logic dictated that a new post be established on the lower Missouri near the head of the Santa Fe Trail.



One of three murals depicting the pioneer history of Fort Leavenworth completed in 1944 by Corporal E. J. Bransby, Command and General Staff College Detachment, and donated to the College library. This mural is now in the Post Museum.

## 1827-65

On March 7, 1827, orders from Washington directed Colonel Henry Leavenworth to depart from Jefferson Barracks at St. Louis, Missouri, with a complement of troops, proceed up the Missouri River, and select a site for a permanent post on the east (left) bank of the river within 20 miles above or below, the mouth of the Little Platte River. The expedition was fitted out and, as recorded by the *Missouri Republican* of St. Louis in its issue of April 19, 1827: "Four companies of the 3d Regiment of the United States Infantry left Jefferson Barracks April 17, 1827, in keel boats under the immediate command of Captain W. G. Belknap for the Little Platte on the Missouri."

Colonel Leavenworth and Captain Bennet Riley had preceded the troops on reconnaissance. Upon reaching his objective, Colonel Leavenworth found the east bank terrain not to his liking from a military standpoint. Leaving the mouth of the Little Platte, he pushed on up the broad Missouri and selected a commanding site on the long western bluff high above the river. When the waterborne infantry companies reached the mouth of the Little Platte, they were met by Colonel Leavenworth and Captain Riley and were directed upstream 18 more miles where, on May 8, 1827, they established a camp on the spot where Fort Leavenworth stands today. The selection of the site was reported to the War Department, was duly approved, and the new outpost was designated "Cantonment Leavenworth."

There can be little doubt that Colonel Leavenworth was purposely chosen to establish and command the post which was to bear his name. He had a decade of frontier service behind him; his policy and practice toward the Indian was one of restraint. He deplored excessive punishment because, in his own words, "it would breed hostility" among them. Once, bitterly criticized by the trading companies for using moderation where they urged annihilation, he said, "for the good of my reputation I wanted to fight, but for the good of my country I decided against it."

Fort Leavenworth was to play an exceedingly important role in the history of the fur trade. In particular, it was charged with inspection of cargoes, examination of licenses, and prosecution of the laws against transport of liquor into the Indian country. But the fur-traders and their operations were not the only concern of the new military post. Its mission included keeping peace between, and among, Indian tribes, the Santa Fe traders and fur-traders, and between Indians and traders—at the same time making

certain that none of the interests of these diverse elements conflicted with the interests and welfare of the Federal Government.

### Bustling Outpost

From its inception, the Cantonment was a busy place. The soldiers began the opening of a road to Liberty, Missouri, 31 miles to the east across uncleared land. The road was completed in a month. The cantonment was laid out, room being left for an entire regiment. The erection of permanent buildings began almost as soon as temporary quarters were finished. There was a hospital, and each company had a garden in which planting began at once. Stores and baggage arrived and were unloaded from their river transport while the boats erratically swung and bobbed in the current which claimed some of the freight and, in instances, lives.

The military command began official inspections of all outbound boats. Inspecting officers were plagued by the efforts of the traders who used every subterfuge to conceal the supply of intoxicants which they smuggled into their upriver posts. A trader who had been outwitted by a rival would tattle to the commander any known or fancied illegality his competitor might have committed. If it could be proved, and the offense was one to be prosecuted, the culprit would be ordered down-river where he might be "grounded" from his trading activities for a year.

Anyone who wished to go upriver, whatever his purpose, had to rely on a fur-trader for transportation and protection. Passengers on every boat included those who had no purpose other than "tourism." The flora and fauna of the untamed wilderness of the upriver country attracted the naturalist as well as English, French, and German "gentlemen and princes." Sportsmen and the diletanti came to find the West a splendid playground; artists came to paint and sketch. The Missouri River, ever her own mistress, fascinated her challengers: "Too thin to slice and too thick to drink," was the kindest thing they could say—those who knew her best both loved and loathed her.

All came, and all stopped at Cantonment Leavenworth where, official business once over, they interested themselves in the life of a frontier post. They watched the soldiers drilling, keeping their weapons in order, building their own quarters, and planting the gardens which would raise fresh produce. Some accompanied the hunters who brought back the wild game which, with the pork supplied by the Missouri farmers, furnished fresh meat for the encampment.

But the area was far from a wilderness paradise.

Malaria attacked the troops before the first summer was over. Of the approximately 200 men who originally arrived, only 92 turned out for inspection on August 26, 1827. By the spring of 1823, in spite of illness and other handicaps, another road (this to Barry, Missouri) had been opened and Colonel Leavenworth reported the post building program well under way.

A council of Indian tribes at the post and a peace mission to the Pawnees in the spring of 1829 were followed by the news that the Third Infantry was to return to Jefferson Barracks, and a small detachment of the Sixth Infantry would replace them. The plan was to protect the health of many, by the exposure of a few. The going and coming of the troops overlapped, and the men of the Third were delighted with the fact that the Sixth brought wives and children with them. One society hungry man declared that he wished the Sixth "would go away and leave their ladies" for the company of he Third.

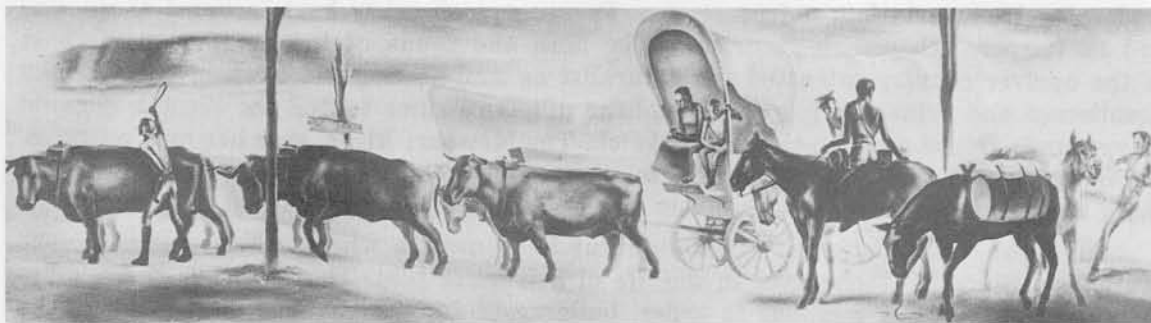
A postoffice was added to the civilized conveniences of the Post. Philip Randolph became the first postmaster in what is now the State of Kansas. The mail was brought over by mail-hack three times weekly from Liberty. Another "first" enjoyed by the

garrison was the beginning of regular steamboat sailings up the Missouri; the *Otoe* came up from St. Louis and went as far north as Council Bluffs.

### Riley Protects Caravan

In the spring of 1829, Brevet Major Bennett Riley, for whom Fort Riley was later named, received orders to take four companies of troops from Jefferson Barracks, up the Missouri, to Cantonment Leavenworth and to depart with his troops from that point about the first week in June to provide protection for a caravan of Santa Fe traders. Not stipulated in the plan, but very real in its design, was the hope that the imposing aspect of four companies of armed troops passing through the territory would impress the Indian tribes to such an extent that peace would descend upon the Western frontier. Old time traders were dismayed at the idea of an unmounted escort against the redman, the finest mounted warrior on the continent. Many traders stayed at home.

Riley's quartermaster had deep problems when it came to equipping the expedition. Mules had been used to draw supply wagons on the trail, but he had none. Imaginatively, he solved two pressing needs—motive power and subsistence—by the substitution of oxen. His reasoning was that as loads grew lighter, some of the animals could be killed and eaten. It is doubtful that the troubled man ever knew the significance of what he had done: the plodding ox proved its trail-worthiness and, actually, was the stolid agent of the great wave of migration coming soon after—the winning of the West.



A mural depicting the pioneer history of Fort Leavenworth, the second in a series completed in 1944 by Corporal E. J. Bransby, CGSC Detachment, and donated to the College Library. This mural is now in the Post Museum.

Riley escorted the caravan to the crossing of the Arkansas River where he and his troops were to settle down and wait out the return of the traders in the fall. The caravan was no more than out of sight beyond the Mexican bank of the Arkansas when a messenger came riding frantically for help to repulse a surprise Indian attack. Riley and his men forded the stream and lent speedy and efficient aid to drive the attackers off, then returned to the American side of the river.

During the long, hot, dusty summer, training was kept at its peak. There were minor skirmishes with Indians who stole some of the oxen and other animals, but Riley had no means of recovery or pursuit. The lack of mounts compelled him to hold his men close to camp and keep his guard at a strength which would discourage all but the boldest of the raiders.

The traders had agreed to meet Riley at the crossing by October 10, but the day came and went and there was no sign of the party. Riley waited 1 more day, then broke camp and started his men down the Arkansas back to Leavenworth. A messenger caught up with him; the traders had arranged for Mexican escort to the Arkansas and wanted Riley to return for an exchange of courtesies with the Mexican command under



Colonel Viscarra. Riley and his troops about-faced and marched back to the rendezvous where, when the Mexican escort arrived, the soldiers of each nation paraded in review.

### International Amenities

No comparable incident is known in early American history. On the common boundary between their respective countries, soldiers of two North American nations paraded before one another in peace, displaying arms and instruction, following which their officers exchanged dinners in accordance with military courtesy. After 3 days of amenities, the entourage about-faced again and arrived at Cantonment Leavenworth on November 8, 1829, returning to "miserable huts and sheds left by the 3d Inf the preceding May," according to the caustic pen of Lieutenant Philip St. George Cooke.

As a result of this expedition, garrisoning was revolutionized. Riley's venture pointed up the folly of attempting to police the area with foot soldiers. The War Department experimented with 6 companies of 1-year volunteers who called themselves "Rangers." They furnished their own horses and arms and were paid the munificent sum of one dollar a day. There are indications that volunteer "Rangers" may have escorted the 1832-33 caravans of Santa Fe traders at least part of the way to the Mexican border. Information on such expeditions is not definite. So far as is known, these escorts—if any—and the one in 1834 from Fort Gibson were the only military escorts provided the trading caravans between 1829-43.

It was not long until it seemed the whole nation was on the move. Government policy was setting up on the plains an Indian territory that was supposed to mark the boundary of the United States. The insatiable American hunger for land was rolling wagons across the policy-drawn map lines, and violent tribal migrations were disrupting the plains Indian nations. Between 1829-37, a total of 94 Indian treaties moved several thousand eastern redmen into the west. The first survey of the proposed Indian Territory (1830), laid out lands neighboring Cantonment Leavenworth for the Delawares, Shawnees, Wyandottes, Pottawatomies, and Kickapoos.

### Surveyor Saved Post

The site of the Cantonment lay within the boundaries of the Delaware country. No provisions had been included in the treaty with that nation to reserve the military site for the use of the United States. Isaac McCoy, frontier missionary and official Government surveyor, assumed the responsibility of an arrangement with the chief, John Quick, by which a suitable tract was set aside for the use of the garrison. The Secretary of War approved his action, but the question was debated frequently—especially during the years of settlement of Kansas.

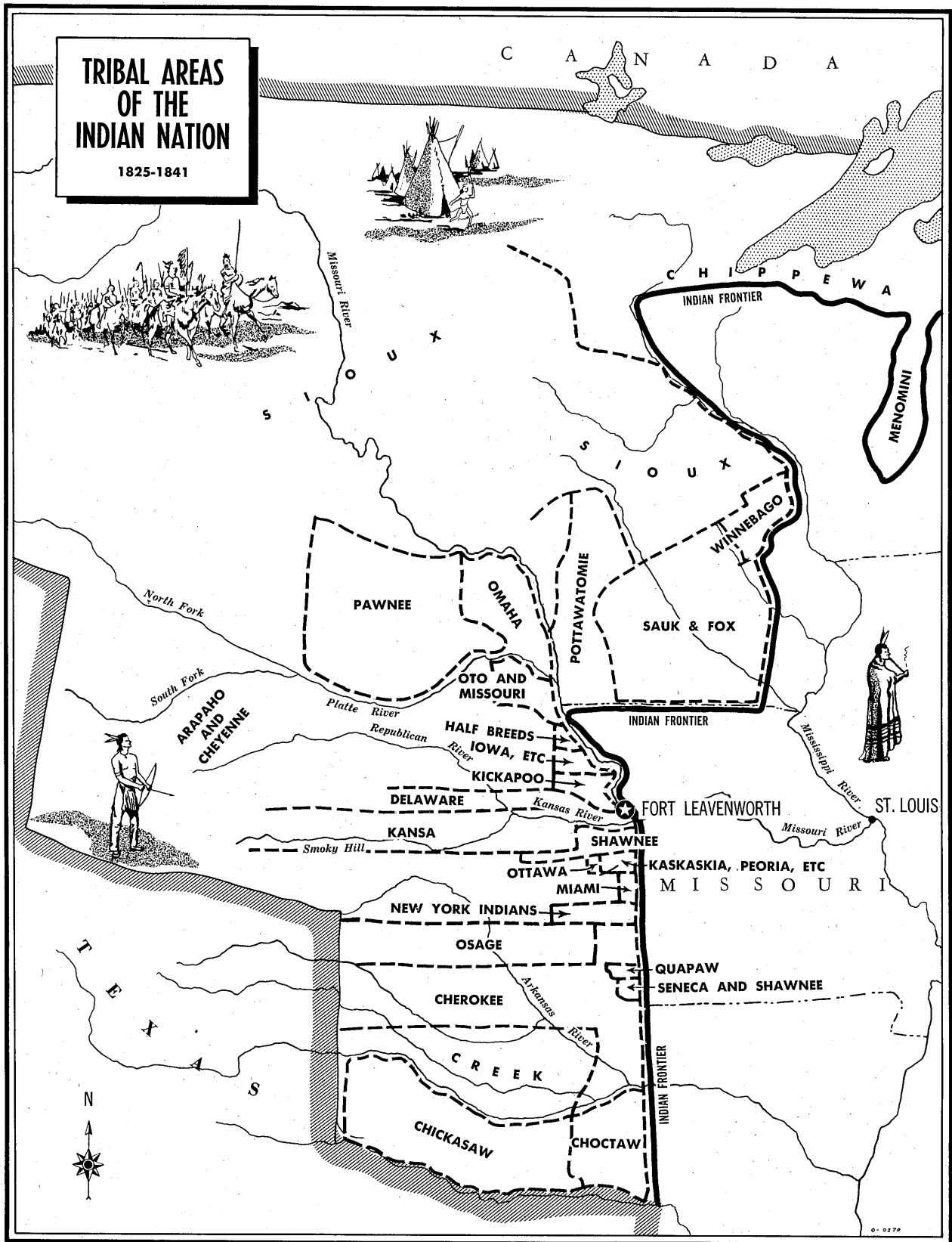
While the Black Hawk War occupied the troops from other frontier garrisons and some from Cantonment Leavenworth in 1832, the Cantonment became the center of migration of the displaced Indian tribes from the eastern states. Militarily, it gained stature with the redesignation of all "Cantonments" as "Forts." The tasks of protecting the interests of the Government, looking after the welfare of the emigrant Indians, and maintaining peace among various tribes were performed by the garrison under difficulties.

The resident plains tribes—the Kaw, the Osage, the Pawnee—were beginning to grow restless under the influx of the eastern tribes. Young warriors were disinclined to feel bound by what the older chiefs had done. Individual land ownership was foreign to their minds. Innumerable small frictions occurred, and by 1833 a crisis seemed imminent. The Kaws stole some horses and took a scalp from the Pawnees; the Pawnees killed some Delaware hunters; the Delawares burned a Pawnee village; the Sacs came over from Missouri to prey on the Otoes, Omahas, and Sioux. The Army summoned representatives of half a dozen tribes to a great council at Fort Leavenworth. Inside the



# TRIBAL AREAS OF THE INDIAN NATION

1825-1841



white chief's stockade, quieted by the white chief's gifts, the red chiefs listened to the Indian agent and the military and agreed to smoke a fraternal pipe.

### Leavenworth Dies on Campaign

Colonel Leavenworth, now in command of all troops of the Western frontier with headquarters at Jefferson Barracks, led a summer (1834) expedition from Fort Gibson, westward, for the purpose of reducing the Indians along the Santa Fe route to submission. The expedition proved to be one of the most disastrous of all campaigns. Men were stricken with dysentery all along the route and, finally, Leavenworth, himself, became a victim. His illness was complicated by injuries received in an earlier fall from his horse and he, his aide, and many enlisted men died. (As noted before, word of his promotion to Brigadier General reached Leavenworth's command 4 days after his death.) Buried temporarily in Indian Territory, the following year General Leavenworth's remains were removed to Delhi, New York, in accordance with his wishes. Colonel Henry Dodge, left in command of the expedition, consummated the mission with a meeting between his thinned rank of troops and the fearsome Comanches near the Wichita Mountains, a site now identified as within the military reservation of Fort Sill, Oklahoma.

Shortly after this expedition was completed, the elite First Dragoons, organized the year before, were ordered to headquarter at Fort Leavenworth and were housed in the first brick barracks built on post. Colonel Henry Dodge, quintessence of frontier soldiers, took command and made several punitive expeditions into Indian Territory.



Dragoon Barracks—Mid 1860s

The Arikaras were roaming the valley of the Platte stealing Pawnee horses; the Pawnees were quarreling among themselves and with the Cheyennes. The Government decided to impose a *Pax Americana* on the entire ill-amalgamated Indian nation: the Plains Indians must learn that they must live in peaceful coexistence with the unwelcome eastern redmen and with each other, and they must promise to never again attack caravans on the Santa Fe Trail.

### Dodge Expedition Outstanding

It was especially important that the Indians be quieted because disturbances were arising over the undetermined boundary line between the Mexican and American nations—

the United States and Texas. The Western commanders advised Washington that circumstances "would seem strongly to admonish us of the immense importance of our officers and men being thoroughly acquainted with the whole line of our southwestern frontier, from the Sabine Bay to the Rocky Mountains."

In an artful combine of diplomacy, geographic survey, and test of the new Cavalry arm of the United States forces on the Western plains, Colonel Dodge was instructed to spread the message of peace among the Indian nations. This 1835 expedition was the most extensive military campaign yet accomplished by land in the West. It was the first mounted expedition which swung as far west as the Rockies. Leaving Fort Leavenworth on May 29 with three companies of Dragoons, Dodge covered 1,600 miles, returning to Fort Leavenworth on September 16 with every man in good health.

The appearance of the uniformed, disciplined horsemen was a revelation (to the Indians) of the power of the United States. Councils were held with the Otoes, Omahas, Pawnees, and Arikaras; at Bent's Fort on the Arkansas, Dodge held council with the Arapahoes and Cheyennes. Moreover, here he effected peace between the Cheyennes and representatives of the Pawnee nation whom he had brought along. For whatever time peace between them might last, this was a crowning achievement of Dodge as a peacemaker, for these tribes were mortal enemies and the most troublesome two tribes on the plains.

With 1838 came the first Chaplain assigned to Fort Leavenworth, Reverend Henry Gregory: no longer were the troops and officers dependent upon travelling missionaries for Christian education. Father Pierre-Jean DeSmet stopped at Fort Leavenworth, his last sampling of "civilization" before departing on another of his pilgrimages to the Indian country.

Captain A. R. Johnson surveyed the post in 1839 at the same time that Colonel Stephen Watts Kearney with 200 Dragoons rode north to Bellevue (near present-day Omaha) for a council with the Iowas, a rebuke for their villainous attacks on missionaries, their white neighbors. Another expedition by Kearney the same year—this time to quiet the Cherokees—occupied the largest Regular mounted force assembled up to that time for a military expedition in the United States—10 companies of the First Dragoons.

### **Westward Rush Begins**

By 1840, "California" and "Oregon" were magic words that, first rippling along the border sparking pioneer imaginations, now resounded in the halls of national debate. Pioneer scouts and traders who knew every valley, every mountain, every stream, were counselling unknowing cartographers in their attempts to map a country which none of the map makers had ever seen. Incomparably hardy, landless men, immigrants, were milling about the frontier organizing themselves into the speculative safety of wagon train parties to attempt the crossing of half the continent.

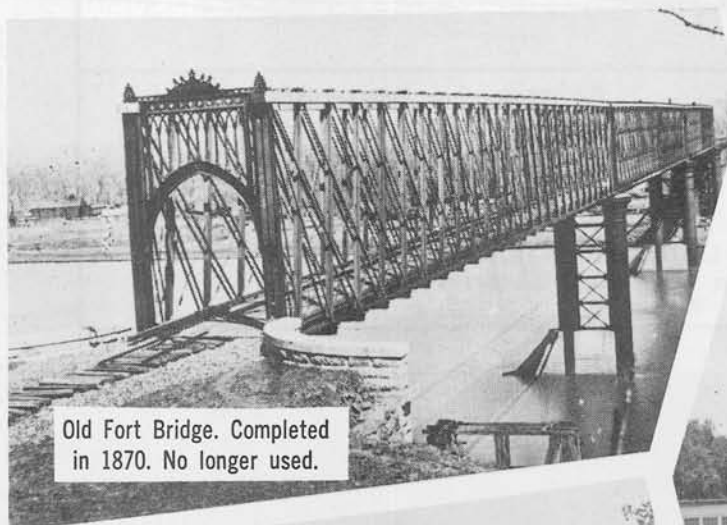
Expansionism was here. Thomas "Broken-Hand" Fitzpatrick, fur trader, Indian agent, interpreter, Army scout and guide, leading Father DeSmet's missionaries toward Oregon in 1841-42 did double duty by guiding the Bartleson-Bidwell party from Independence to just inside the present Idaho border. There the train divided, the immigrants finding their way across Nevada and over the Sierras to Marsh's ranch not far from San Francisco Bay. The United States now stretched inevitably from coast to coast. The paths of the Great West were open, and wagon caravans began to pass through Fort Leavenworth.

By 1844, Fort Leavenworth had earned the nickname "Fortification Hill," partly from its physical lie, giving it the appearance of a fortress, as well as its increased

# SUTLER'S HOUSE

Left: Before additions—built 1841

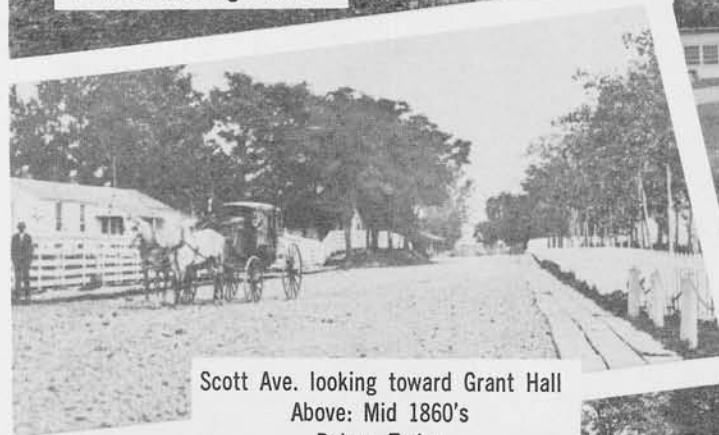
Right: Today, the Assistant Commandant's Quarters, 611 Scott



Old Fort Bridge. Completed in 1870. No longer used.



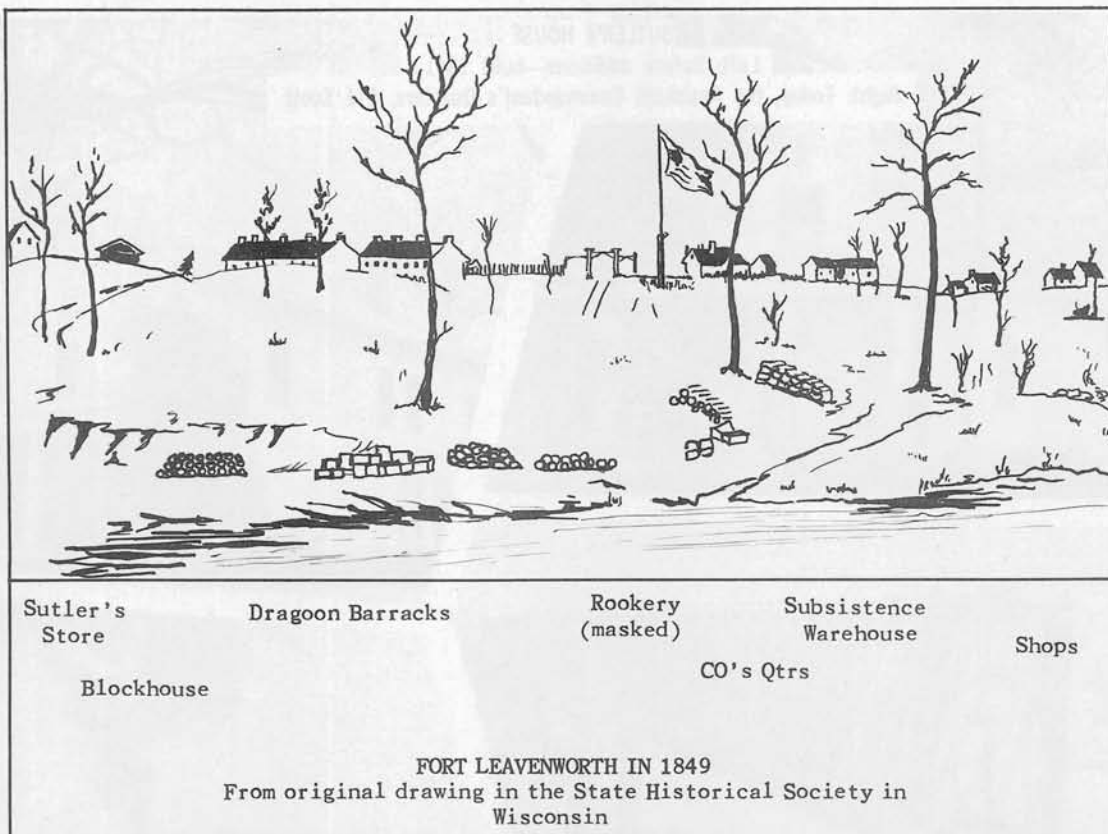
Post Museum



Scott Ave. looking toward Grant Hall  
Above: Mid 1860's  
Below: Today



Interior of Post Museum



An early view of Fort Leavenworth, looking north toward the Disciplinary Barracks from the junction of the Oregon and Santa Fe Trails as they crossed Scott Avenue.



defenses. Earlier, in 1836, the lack of defenses had been criticized by the Inspector General who had found "as much propriety in calling this place Fort Leavenworth as there would be in calling an armed schooner a line of battleships . . . it is even devoid of the regularity of a common barrack—of defenses it has none." Colonel Kearney had arranged for the building of 2 blockhouses—at least for the completion of 1 and the necessary timbers for the other to be put up by the Dragoons themselves. The Inspector General had approved this measure and had recommended enlargement of the storehouses, that the magazine ("which is damp") be "fixed," good stables be built, and the Commandant's quarters be converted into a hospital.

During the winter of 1844-45 immigrating families from Tennessee, Illinois, Wisconsin, and Iowa, collected at Missouri's frontier towns for the spring, 1845, migration to Oregon. Augmented by Missouri families, the parties spent the winter organizing themselves into groups of 50 to 300 persons each. Five companies of the First Regiment of Dragoons, commanded by Colonel Kearney, were directed to explore along the Oregon Trail to the South Pass in present-day western Wyoming, partly in protection of the immigrants on the route and, also, to determine the geography of the country, the strength, manners, customs, subsistence, and modes of warfare of the plains tribes on the route as well as their general disposition toward the whites.

Four divisions of the Dragoons stationed at Fort Leavenworth were prepared for a 4 month journey. Colonel Kearney arrived from St. Louis early in May. Its supply baggage held to the barest minimum, the expedition departed from Fort Leavenworth early on the morning of May 13, 1845. Thomas Fitzpatrick was guide for the expedition. (Fitzpatrick's long years of service to his government were eventually recognized by special citation).

This was 1 of the 3 "peaceful expeditions" ordered out for summer campaign by President Polk, who had signed the Congressional resolution for annexation of Texas on March 1, 1845. "A declaration of War!" avowed the Mexican minister. Arriving at Fort Laramie on June 14, Kearney and his men went on to cross South Pass and on July 1 started the return. On the way, they had counted 460 immigrant wagons bearing 850 men, 475 women, and 1,000 children. On August 24, Kearney and his weary troops were back at Fort Leavenworth, having covered 2,000 miles in less than 100 days.

### War With Mexico

The Declaration of War with Mexico was signed by President Polk on May 11, 1846. Two days later Secretary of War Marcy dispatched George Thomas Howard on a special mission to race down the Santa Fe Trail and alert the American caravans, to go on into Santa Fe secretly and apprise American citizens of the declaration before Governor Armijo learned of it and, then, to try to "create a favorable impression" among friendly New Mexicans. Howard detoured by Fort Leavenworth to pick up a Dragoon escort and then went pounding down the trail behind the American merchants who, anticipating such a development, had bought up extra mules and were covering the route at high speed, trying to reach their markets at Taos and Santa Fe and dispose of their goods before the border would be closed to them. He met Charles Bent returning from his Fort on the Arkansas with information that Governor Armijo of New Mexico expected substantial reinforcements from Mexico. Howard's messengers to Santa Fe barely escaped and were partly responsible for the rumors that New Mexico was preparing formidable resistance.

Bent kept on to Fort Leavenworth, where he found incredible pandemonium. His news was not reassuring to Kearney, now Commander of the Army of the West. Kearney and the Governor of Missouri had seen the inevitability of conflict and already had set machinery in motion—Kearney to organize his forces and the Governor to call for volun-



teers. Kearney could not expect his initial recruitment to reach half the number of the New Mexican troops. He did have a solid core of plains-trained men around which to build his forces: his nephew, Lieutenant Philip Kearney, Captain Philip St. George Cooke, and experienced traders, like Josiah Gregg, who knew the country like the palms of their hands. Without such men as these, Kearney's job would have been more nightmarish than it was. His was the mission to lead, without adequate preparation, an ill-equipped force of raw recruits across 800 miles of man-killing wasteland. An enemy army, properly generated, might easily cut in behind him, snap his laboring supply columns, and use the desert to inflict complete defeat.

### **To California and Back**

Alexander William Doniphan, lawyer from Clay County, Missouri, was elected Colonel of the First Regiment Missouri Mounted Volunteers, 856 men. With another 800 men—2 companies of light artillery, 145 infantrymen, 300 rangers, and ordnance (except the arms carried by each man) comprised of twelve 6-pound and four 12-pound howitzers—Kearney set out with the detachments of undisciplined, over-confident recruits. With the exception of one battalion, the whole western army consisted of mounted men. A rendezvous was made at Bent's Fort.

The invasion of New Mexico began August 2, 1846. Kearney marched into Santa Fe, dispatched Doniphan to Chihuahua and kept on going into California where, in confusion, he and Fremont both claimed seniority of command. One year and twenty-five days from the time he left Bent's Fort, Kearney returned to Fort Leavenworth, with Fremont's party satellite to his small force.

The treaty of Guadalupe Hidalgo, signed February 2, 1848, by which New Mexico and California were ceded to the United States, eventually brought peace to the tempestuous Southwest frontier.

Although the Army had quickly reverted to prewar strength on the close of the War, except to keep one additional cavalry regiment, peacetime duties were greatly enlarged. Vast new territories had to be explored, surveyed, and governed.

Captain Howard Stansbury outfitted at Fort Leavenworth in 1849 for his exploration of the Great Salt Lake valley. A military road was laid out between Fort Leavenworth and Fort Kearney in what is now southwestern Nebraska. Mounted riflemen left Fort Leavenworth to march overland to Oregon, the first troops to cover the distance in its entirety. Indian councils were held, Fort Leavenworth providing escort for the treaty-makers, and the northwest Indian Confederacy met at Fort Leavenworth in conference with Government representatives. Settlers moving ever farther west in increasing numbers had to be protected against recurrent Indian attacks and many of the troops on the plains were besieged by bands of angry Indians. Relief was sent from Fort Leavenworth. The garrison forces suffered in carrying out the additional responsibilities as troops were thinned out to spread farther and farther over the West.

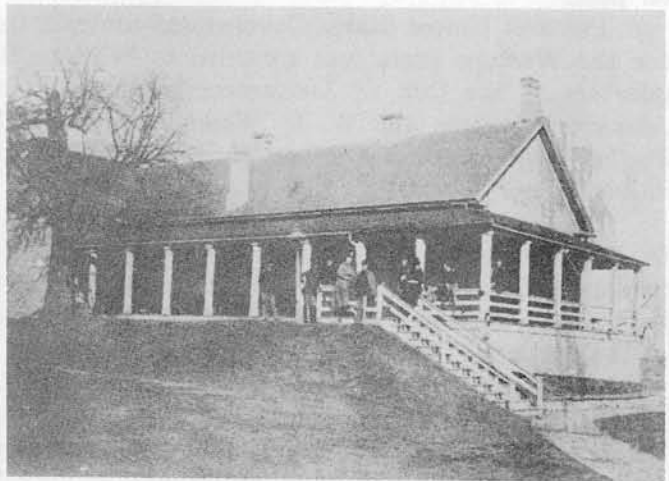
Fort Leavenworth's functions changed materially. It became the main depot and Cavalry station from which supplies were sent to all military establishments in the West. Military roads were built and escorts were provided to conduct Army paymasters to Fort Kearney and Fort Laramie. Escorts were also provided for Government agents who distributed semi-annual annuity payments to the various Indian tribes. Freighters, carrying thousands of tons of supplies to the far-flung posts, rumbled away over the prairies. Steamers churned the Missouri to a froth and the Fort Leavenworth levee was piled high with materials and supplies.

Fort Leavenworth's commandant, Colonel Thomas H. Fauntleroy, recommended to the Secretary of War that Fort Laramie, Fort Kearney, (new) Fort Atkinson, and Fort Smith be abandoned and a new post be established in central Kansas. The recom-



During the 1840s and 1850s, the levee below Fort Leavenworth saw thousands of settlers and immigrants, as well as supplies necessary for the westward trek, come in by river boat.

**FIRST TERRITORIAL ADMINISTRATIVE OFFICE—**  
When the first territorial governor, Andrew J. Reeder, arrived in October 1854, he set up territorial offices in this building. It was on the site of the present Pope Hall, across from the United States Disciplinary Barracks. A bronze plaque marks the exact spot.



**FORT LEAVENWORTH, Mo.**—Back in the days before Kansas became a territory, letters mailed at the Army Post were postmarked Fort Leavenworth, Mo., since there was no such place as Kansas officially in the United States. This envelope was dated May 25, 1854, just five days before the passage of the Kansas-Nebraska Act. The letter enclosed was written by a Lt Sylvester Mowry, USA, and says in part "Our camp is three miles from Fort Leavenworth near a pretty stream which runs into the Missouri. (Evidently Three Mile Creek.) We are in the famous Kansas Territory and if the Bill has passed Congress for its organization, Fort Leavenworth will be abandoned by the government to become the capital of the new territory. It is a pretty site and will immediately become a thriving town."

mentation was not entirely followed, but Fort Riley was begun in 1853 by Major E. A. Ogden and assistants, detailed from Fort Leavenworth.

Fort Riley's establishment accommodated six companies of Dragoons. A military road connected Fort Riley and Fort Leavenworth, and Fort Riley relieved Fort Leavenworth of some responsibility for trade escort and expeditions against the plains tribes. However, Fort Leavenworth continued to serve as the main depot and Cavalry station for Western troops.

The railroad to the Pacific had become more than a cause and beginning with Stansbury in 1849, followed by Capt J. W. Gunnison in 1853, several of the great geographical and topographical explorations of the fifties were outfitted and sent on their way from Fort Leavenworth to explore the country and determine "a central route to the Pacific."

### New Territory Settled

The Kansas-Nebraska Bill was signed into effect in midsummer of 1854 and the bars were down to the Free-Staters and to the Slave-Staters who rushed into the new Territory side by side and staked claims, both false and valid. Ill feeling between the two groups flared and catapulted "border troubles" into front line problems for the military. An enterprising newsman set up a printing press under a tree and the *Herald of Freedom*, the first newspaper in Kansas Territory, came into being in the City of Leavenworth, the first incorporated town in the Territory. Territorial Governor Andrew Reeder reported to the Fort and was quartered in the building familiarly known as "The Rookery." The first affairs of the new Territory were conducted from his office on post.

The first United States Government contract for transportation of all Army supplies for the Western posts was awarded to William H. Russell, who established his headquarters at the City of Leavenworth and took into his organization two partners—Alexander Majors and W. D. Waddell. Among others, a stripling lad named William F. Cody was hired as a helper. By 1858 the firm employed 6,000 teamsters and worked 45,000 oxen.

The Headquarters of the Department of the West was transferred from St. Louis to Fort Leavenworth and the telegraph was extended this far, making the post the transportation and communications center of the West. An arsenal was established on the site of the old "Burying Ground," graves being removed to the present location of the National Cemetery.

The treaty to convert the Indian lands into territory for white settlement had not become effective before the settlers began to locate themselves, and it was now that the real Indian troubles began. The plains Indian had been crowded by the eastern Indian during the great resettlement and now he was being completely dispossessed of range and livelihood by white settlers. The wars against the whites were not to be finally settled for 40 years.

In May 1857, eight companies of cavalry left Fort Leavenworth to teach the Cheyennes they should not protest the encroachment of white settlement. Trumpet-voiced Colonel E. V. Sumner led the troops up the North Platte to Fort Laramie and then swung south to rendezvous for four companies commanded by Major John Sedgwick who had marched up the Arkansas to Bent's Fort. From there, the troops were looping back to the Solomon River when they received word that a band of Cheyennes were attacking and destroying immigrant wagons. The principal town of the Cheyennes was located and burned, but the band had fled before the troops arrived. Sumner pursued the elusive Indians until September when the Fort Leavenworth troops were ordered into Utah to merge with the 2,500 troops organized at Fort Leavenworth and commanded by Colonel Albert S. Johnston. Mission: to quell the so-called "Mormon War."

By the following spring "a first class mule train" was organized for relief of the Utah troops and on March 10 four companies of troops left with 156 wagons and 1,400 animals, including 300 head of loose mules. Seven columns of forces and another wagon train were to move away from Fort Leavenworth toward Utah within the year. Less than 500 miles from the post, word was received that the Mormons had capitulated and part of the relief force returned to Fort Leavenworth to be reassigned to Arizona and New Mexico in 1860.

### Civil War Erupts

In his 1859 campaign for the Presidency, "Honest Abe" Lincoln rode over the Northeast corner of the Territory of Kansas in a buggy, one of the most popular possessions of the Fort Leavenworth Museum, and on into the City of Leavenworth where he spoke to an enthusiastic audience at Stockton's Hall.

In the early months of the Civil War, the Confederate plan was to seize the scattered far western posts, cutting off communications with the Federal forces and, with the partisanship of Missouri thus assured, to seize Fort Leavenworth (and Fort Riley) and declare Missouri, Kansas, and Colorado part of the Confederate States of America. Troops of other posts were rushed in to reinforce the little garrison. Meanwhile, citizens of the City of Leavenworth organized three companies of volunteers to support the post defense.

Fear of attack on the City and Fort grew and, in the fall of 1864, the area was seriously threatened by Confederate General Sterling Price, who after being swept out of Missouri into Arkansas 3 years before, was storming back with a powerful force of 10,000 men. Hurriedly, earthworks were constructed atop the ridge west of National

The Syracuse House during Mid-60's



The Syracuse House today  
(8-10 Sumner Place)

Cemetery, siege guns were emplaced, and the position named Camp Sully. The city was fortified as well.

Other border towns quickly adopted emergency defense measures also. The City of Kansas, Missouri (later Kansas City), the commercial arch rival of the City of Leavenworth, after more than 15 years of prosperous development had been forced to bank its fires of enterprise early in the War by the divided loyalties of its citizens. Many of its people were gone—some never to return. Threatened by imminent attack, the small company of men which comprised Kansas City's home guard rapidly constructed internal defense fortifications under the guidance of the Federal forces stationed there.

The call went out from the Union commanders to bring the Territorial Militia and other volunteer forces close to the critical area on the Missouri-Kansas border. Approximately 16,000 of the volunteers were drawn in to supplement the 4,000 Regulars. Under the command of General Samuel Curtis, at Fort Leavenworth, the troops were deployed into defensive positions.

By the time he reached Kansas City, Price had weakened his drive by his failure to move directly against the city following a bitter encounter with Federals at Lexington, Missouri, and he directed his attack at Westport, south of Kansas City, where he was assured he would not have opposition from the townspeople. Defeated in the "Battle of Westport" (frequently called "the Gettysburg of the West"), Price fled south and east, pursued by General Curtis and other forces.

From 1861-65 Camp Lincoln, established on the reservation as the center for regional volunteers, mustered in, equipped, trained the volunteers, and at the expiration of their enlistment, mustered them out.

With the incessant shifting of departments, at intervals Fort Leavenworth became headquarters for one command after another. In succession, it was Headquarters for the Department of the West, Department of Kansas, District of Kansas (within the Department of the Mississippi), once more the Department of Kansas, again District of Kansas (within the Department of Missouri), and, with reorganization, again the Headquarters, District of Kansas. In 1865 it became Headquarters, Department of Missouri.

As Civil War veterans were mustered out at Fort Leavenworth, closing one era of the history of the West, the post began to reorient itself to a new role in a period just beginning.

## 1866-1919

The Union Pacific Railroad was rapidly building across Kansas by 1867, but Indian depredations against the line and the laborers were such that western travel had ground to a stop by wintertime. The railroad line lay athwart the Indian hunting grounds—the straw that broke the camel's back. Constant loss of life and materials reduced the mileage progress of the road; construction costs mounted. For the next 30 years the Army was to be chief disciplinarian to the angry, frightened, decimated bands that roamed the West in a plundering effort to survive under the tide of immigration. In one capacity or another, Fort Leavenworth was involved in all the disputes and conflicts which harassed the plains states.

Again, Fort Leavenworth greeted a new age in its development. By the early seventies, as the emergency of conflict moved ever farther west, the post settled into a routine of administrative support of the Western military establishments. Now it was, that considerable attention was given to improving the physical accommodations for the garrison and its families. An expansive building program included the construction of numerous, spacious, brick quarters and barracks, many of which are still in existence and in active use.

Headquarters, Department of the Missouri, was moved to St. Louis in the winter of 1869, but was moved back to Fort Leavenworth in the spring of 1870 where it was to remain for 20 years. The Department included Missouri, Kansas, Illinois, Colorado, New Mexico Territory, Indian Territory, the Camp on Snake River, the Supply Depot at Rawlins Station in Wyoming Territory, Forts Elliot and Bliss in Texas (including the town of San Elizario on the Rio Grande), and that portion of El Paso country lying north of a line passing immediately south of San Elizario.

The first Catholic Church, built in 1871, was replaced in 1889 by the present St. Ignatius Chapel. The first Protestant Chapel was built by prison labor in 1878, of stone quarried on post. It stands today, as one of the most popular historical sites at Fort Leavenworth.

### **Military School Is Born**

During his Presidency, General Grant had ordered a reorganization of the Army under General Sherman. They both knew the necessity of creating an officer corps of men who, in addition to their personal qualifications for leadership, must have a thorough military education. There was need for a school at which Infantry and Cavalry officers could receive practical instruction with garrison forces larger than those to be found at scattered posts.

General Sherman directed General Philip Sheridan, commanding the Division of the Missouri with headquarters at Chicago, to establish within his command the first school, of a system, for advanced military training. Major General John Pope, commanding the Department of the Missouri with headquarters at Fort Leavenworth, believed that Fort Leavenworth offered possibilities in addition to its requisite concentration of troops. To him must go some credit for the fact that when orders were issued in 1881 establishing a school for advanced military training of the Infantry and Cavalry, the location specified was Fort Leavenworth.

Part II of this presentation discusses the establishment, development and contributions of the school in more detail.

Although Fort Leavenworth had not yet been designated a "permanent post," the increasing importance of its role in the Army school system was reflected in new construction during the eighties. All streets and roads on the post were renamed and by 1888 the first street car service was extended from the City of Leavenworth. A monument committee, organized by General Nelson A. Miles, then Commandant of Fort Leavenworth, secured a handsome, bronze statue of General U. S. Grant by the distinguished American sculptor, Lorado Taft, which was erected and dedicated in 1889 and stands today at the head of Grant Avenue, the Post's principal thoroughfare.

War with Spain came in 1898 and the Army school was closed. The Post reverted to its previous military role as its personnel were ordered to the theater of war. The City of Leavenworth raised a volunteer company which was mustered in as Company "C", 20th Kansas Infantry. The 32d and 44th Volunteers were organized at Fort Leavenworth and sent to the front. Since 1923, survivors of the 32d and members of their families have made annual pilgrimages to Fort Leavenworth in tribute to the men who served in that regiment. A monument to the regiment has been erected on the golf course near Cody Road.

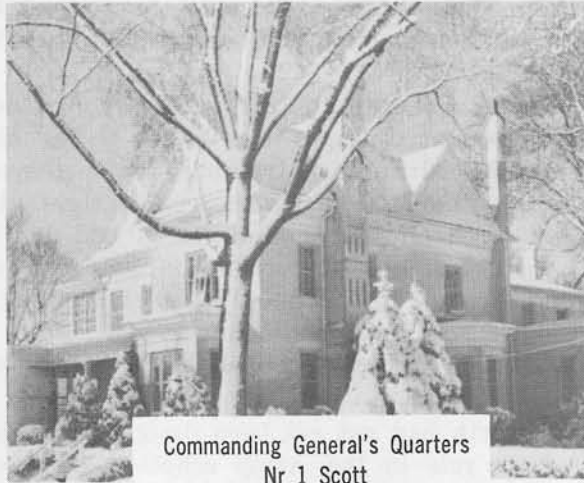
### **School Reopened After War**

Systematic education in the Army was not to resume for 4 years. In 1902, Fort Leavenworth was designated a "permanent post," and a 3-year building program was planned, to include housing for the school, 1 regiment of Infantry, 1 squadron of Cavalry, 1 battalion of Engineers, 1 battery of Artillery, 1 Signal Corps company, and necessary

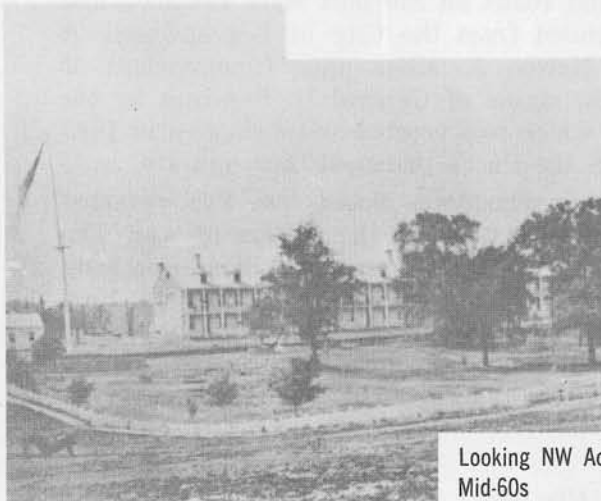




Enlisted Barracks  
1870 Today



Commanding General's Quarters  
Nr 1 Scott



Looking NW Across the Main Parade  
Mid-60s Today



Medical detachments. The school reopened in August under the name, *The General Service and Staff College*.

With the consent of his descendants, the remains of General Henry Leavenworth were removed from Delhi, New York, and were reinterred in Fort Leavenworth National Cemetery on Decoration Day, 1902, with elaborate military ceremonies attended by thousands of persons.



The Henry Leavenworth Monument  
National Cemetery, Fort Leavenworth

By the terms of the 1909 Treaty of Paris, which was the final step in ending the Philippine difficulties, the United States was committed to Pacific problems, but it was poorly prepared for its new role. National leaders recognized that one of the most effective agents for stabilizing the United States' position as a Pacific power would be the structure of the Army. The necessity for reorganizing and enlarging the Army schools was required by the creation of a General Staff under a Chief of Staff. Under the revised educational system, many officers who would have been schooled at Fort Leavenworth were sent to smaller post schools, and all officers' training schools at Fort Leavenworth were merged as *The Army Service Schools*.



World War I Barracks, 1917

Same Area Today, Pershing Park—  
Students' Quarters



With the outbreak of World War I, all Army schools were again suspended. Graduates of the Fort Leavenworth school were placed in key positions, some commanding brigades and divisions and others serving in high staff positions. The subsequent defection of Russia and the counter-revolution led to the dispatch of Allied forces to Archangel and Siberia. Here, too, Fort Leavenworth men served. Meanwhile, Fort Leavenworth became a training camp for draftees and newly commissioned officers.

General John J. Pershing and Marshal Ferdinand Foch were impressed with the performance of the Fort Leavenworth officer graduates in World War I. On the occasion of their separate visits to Fort Leavenworth each paid high tribute to the character and value of the instruction carried on at the College, as demonstrated by its graduates during the war.

## SINCE 1919

In 1919, the Leavenworth school system was reopened as *School of the Line and the General Staff School*. The National Defense Act of 1920 provided for the Regular Army, the National Guard, and the Reserve Corps marked another milestone in American military affairs. This legislation was the culmination of the combined effort of Congress and the General Staff of the Army to provide for the organization and training of a great United States Army. General Pershing had relied heavily upon graduates of the Fort Leavenworth schools in successfully accomplishing the mission of the American Expeditionary Force in World War I, and it was at his insistence, as Chief of Staff, that the Defense Act provide for a system of progressive military education for the officers of the United States Army and—based upon his experience—that the capstone of their training be attendance at the General Service Schools at Fort Leavenworth. Between World War I and World War II, approximately 4,000 Regular Army and 500 National Guard and Reserve officers were graduated.

The fuse to World War II began smoldering in 1935. By the time world affairs reached a crisis in 1941, realistic plans for both personnel and industrial mobilization had been developed. But not until the United States was irrevocably committed in the affairs of Europe and the Far East (after the fall of France) was the Army adequately supported.

Instruction at Fort Leavenworth's College was not suspended as it had been in the last two wars in which America had been involved, but an intensified program was generated to meet the new requirements. Shorter courses of instruction were initiated and by January, 1942, the post had readied itself to accommodate classes totaling 1,400 students. Approximately 19,000 United States Regular Army, Reserve, National Guard, Air Corps, Navy, Marine Corps, and Allied officers were graduated from 27 wartime classes.

From the turn of the century, the Fort Leavenworth garrison's role had become that of a supporting agency of the College. In response to all needs of national emergency it functioned smoothly and efficiently and performed the special offices required in the induction, housing, and mustering out of troops. Between 1940 and 1946, 318,000 selectees were processed through the Induction Station, 385,000 men went through the Reception Center, the Reception Station processed 67,000, and the Separation Center discharged 147,000.

Another progressive change in the Army's educational objectives was made in 1949. The Department of the Army established an overall school system which included the Army War College, thus bringing the Army's educational system into line with that of other services. The Army War College, established in Washington, D. C., in 1902, was suspended during World War II. It was re-opened at Fort Leavenworth on October 2, 1950. A comprehensive guest speaker program was an important part of the War College curriculum and by June 1951, it had been determined that a location nearer the source of its guest speakers would facilitate the operation of the College. Following the graduation of its first class in June 1951, the War College was moved to Carlisle Barracks, Pennsylvania, where it has remained.

At the present time, Fort Leavenworth continues to perform its vital and varied missions, chief of which is the support of the United States Army Command and General Staff College.

Some of the other important missions have grown with Fort Leavenworth and today give it a variety of activities and interests which can be claimed by few other military posts.



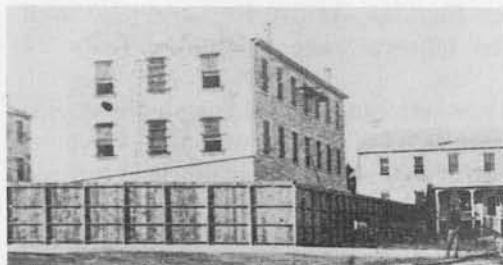
## US DISCIPLINARY BARRACKS

A prominent member of Fort Leavenworth's family of important military activities is the United States Disciplinary Barracks, established in 1874 as the result of sweeping reforms in military prisons following the Civil War. Up to that time post guardhouses had confined both the long-term prisoner and the minor offender. The inadequacy and inappropriateness of this arrangement from the standpoint of physical accommodation, administration, and accomplishment was included in a recommendation by the Secretary of War that a military prison be established at Rock Island, Illinois. An Amendment in 1874 changed the location of the prison to Fort Leavenworth. By April 1875, arrangements had been completed at Fort Leavenworth for the conversion of the Quartermaster buildings to a military prison and the transfer for prisoners was begun from guardhouses at the various posts to Fort Leavenworth.

The importance of rehabilitation of the military prisoner was recognized by a 1915 Act which also changed the name of the United States Military Prison to the "United States Disciplinary Barracks." Prisoners of good record and conduct were placed under military training with a view toward restoring them to duty instead of requiring them to serve the balance of their sentences in unproductive confinement.

Thus, the primary mission of the United States Disciplinary Barracks today is to promote the reformation and rehabilitation of prisoners with a view toward their honorable restoration to military duty or return to civil life as useful citizens.

A definite plan for rehabilitation is prescribed for the individual prisoner. Vocationally, he may receive on-the-job training in such trades as photography, farming, horticulture, furniture construction and repair, shoe repair and leather working, printing, machine work, and barbering.



1870's—United States Disciplinary Barracks—Today

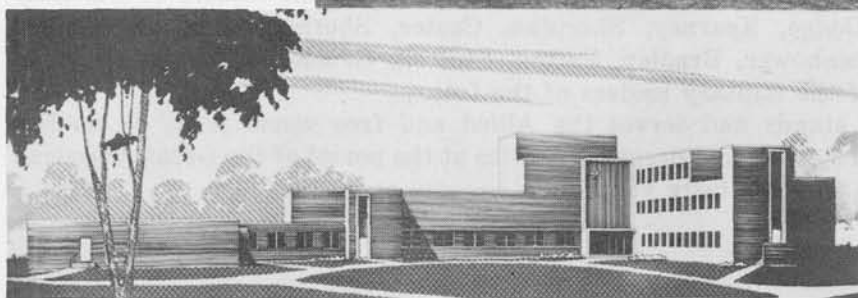
## US ARMY FIELD PRINTING PLANT

The Army Field Printing Plant at Fort Leavenworth supports the U. S. Army Command and General Staff College and satisfies the printing requirements of both the Resident and Nonresident Instruction Departments. The *Military Review*, in three languages, also is printed here. This modern printing plant is considered one of the finest in the Army Field Printing Plant system.

The functionally-designed brick building the plant occupies was completed in 1950. It is completely air conditioned and relative humidity is carefully regulated from 48 percent to 52 percent. The equipment includes some of the newest and finest available in the graphic arts field and both letterpress printing and offset lithographic methods are used.

The plant is manned almost entirely by about 80 civil service employees who are highly skilled in their respective graphic arts specialties. In a current year's workload, the paper printed would make an 8 inch carpet of sufficient length to encompass the earth at the equator with enough left over to stretch from Los Angeles to New York and back.

Army Field Printing Plant



US Army Hospital

## US ARMY HOSPITAL

When Inspector General George Croghan was visiting the frontier posts 130 years ago, he gave the strictest attention to hospital and medical facilities and services. In his reports, Croghan frequently marveled that the Army had been fortunate in attracting a remarkably able crew of medical scientists to treat the ailments of the pioneer soldier. He paid high tribute to the Army doctor and the services he provided.

The most striking contrast between the Army of Croghan's day and of this day lies in the advancement and use of scientific developments. On the local scene, today's military medical facilities are the exponent of the traditions of the pioneer medic, while able physicians and surgeons working in modern hospital facilities afford the finest in medical care to the military man and his dependents.

Fort Leavenworth's newest addition to this service is a modern 90-bed hospital. This facility can be expanded to 190-bed capacity under emergency conditions.

## NIKE MISSILE SITE

The second newest operation located at Fort Leavenworth is 1 of the 4 NIKE bases being established for air defense of the metropolitan Kansas City area. The launching site and housing facilities for the complement attached to the base are on the western part of the post. Reminiscent of the narrower defense line of an earlier day, the launching site of the base has been located on the same hill where the original earthworks of Fort Sully, Civil War defense line, were built.



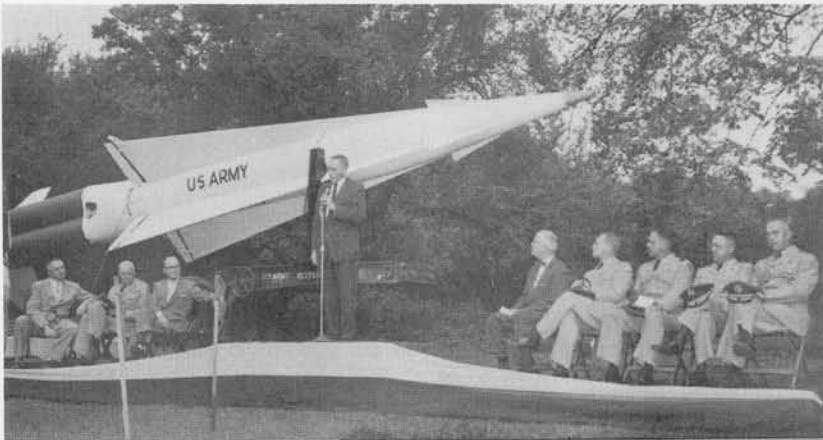
## SHERMAN ARMY AIRFIELD

The Post also has its own aircraft landing field—Sherman Army Airfield—which operates flight training facilities for rated Army personnel attending the United States Army Command and General Staff College, provides air transportation for the staff of the College and Post, and furnishes a landing field for transient aircraft of the Army, Navy, and Air Force transporting high-ranking visitors, guest instructors, liaison officers, students, conferees, and other personnel to and from the Post.

\* \* \* \* \*

There are many mementos of Fort Leavenworth's 132 years (at the time of this writing) as the oldest US military post in continuous existence west of the Mississippi River. Visitors are impressed with the beauty of the site and the expanse of the view from the bluff of the Missouri. The mellow atmosphere of the old post blends with contemporary installations, best illustrating its life's span in America's military history. Large trees shade the Main Parade where thousands of officers have received diplomas after months of rigorous study. Here, the grounds which knew the leaders of the early years—Leavenworth, Dodge, Kearney, Sheridan, Custer, Sherman—and the leaders of the later years—Eisenhower, Bradley, Patton, Stilwell, Gruenther, Taylor—echo to the voices and names of the military leaders of the future.

Fort Leavenworth stands and serves the Allied and free world today in no less a way than it stood in protective and prepared service at the portal of the Great American West in the days of the Nation's lusty youth.



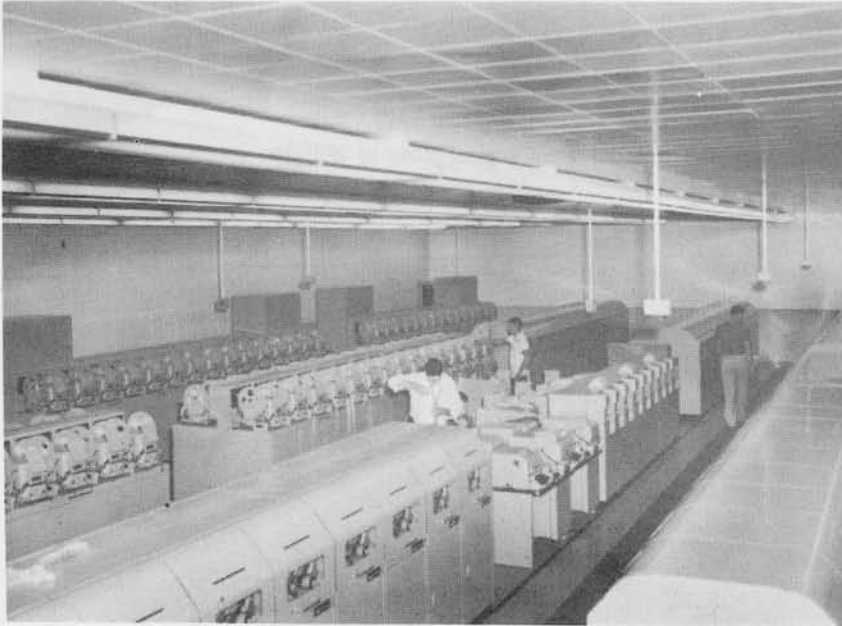
NIKE Hercules Site—  
Ground Breaking  
Ceremonies,  
23 July 1959

Sherman Army Airfield

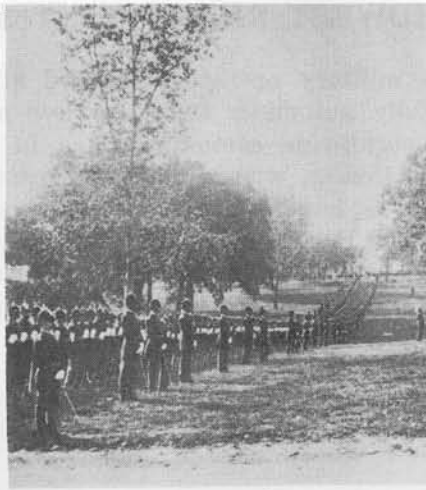


## MIDWEST RELAY CENTER

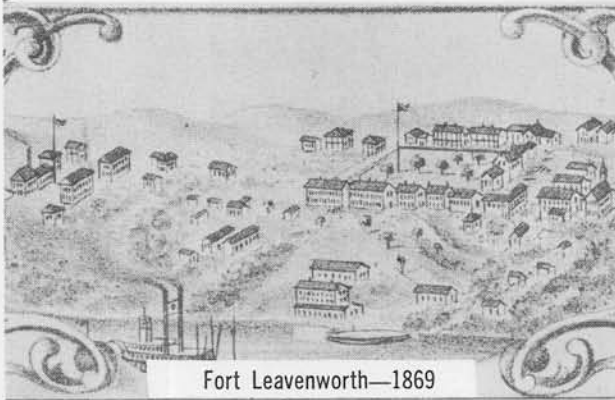
One of the two newest military operations located at Fort Leavenworth is the Midwest Relay Center, a fully automatic teletypewriter switching center providing circuits for domestic and world-wide communications in the Army Command and Administrative Network. The Center, with a maximum capacity of more than 200,000 messages per day, is designed to handle all military telegrams for the central part of the United States, primarily the Fourth and Fifth US Army areas, as well as to relay traffic between the East and West coasts and Central Canada, and provide back-up facilities for world-wide circuits. Also, it provides facsimile, voice conference, and electronic data processing transmission facilities.



US Army Midwest Relay Center  
Automatic Teletypewriter Equipment



About 1880  
(From original photo by Whitaker)



Fort Leavenworth—1869



City of Leavenworth—1869



Center: Lincoln carriage  
Left: Entrance about 1890  
Right: Same view today

## **PART II**

### **THE STORY OF THE UNITED STATES ARMY COMMAND AND GENERAL STAFF COLLEGE**

## PROLOGUE

The establishment of the original school at Fort Leavenworth, 54 years to the day after the founding of the Post in 1827, represented a distinct innovation in the annals of the military educational system of the United States Army. Prior to this time the only Army service school in existence, other than the United States Military Academy at West Point, was the Artillery School established at Fortress Monroe, Virginia, in 1824, for the basic training of Artillery officers. The only other military schools, if they could be termed such, were local garrison schools conducted as the post commanders saw fit, with emphasis on basic academic subjects such as mathematics and grammar. When Cantonment Leavenworth was established, plans were abandoned for the organization of the School for the instruction of Infantry at Jefferson Barracks, Missouri. No one could foresee that the new cantonment some day would be the site of the Army's senior tactical school of the combined arms and services.

## COLLEGE CREST



An official crest for the General Service Schools was adopted by the Academic Board of the schools in June, 1907, approved by the War Department, and used until 1925 when it was slightly revised.

### BLAZONRY

Shield: Argent, a chevron azure between three lamps of the like flamed proper.

Crest: On a wreath of the colors (argent and azure), an eagle displayed proper in his beak a scroll or bearing the word "Leavenworth" gules.

Motto: Ad bellum pace parati (prepared in peace for war).

### DESCRIPTION

The *chevron* is indicative of the martial character of the College—the *three lamps* symbolize study and learning and also typify the three parts of the Army—the Regular Army, the National Guard, and the Army Reserves. The *eagle crest* is the National emblem and, as perched with wings extended, is indicative of alertness. The *helmet* is the helmet of a gentleman or esquire. The red mantling with the *colors of the shield* completes the National Colors of the United States.





JAMES FRANKLIN BELL HALL

The modern home of the United States Army Command and General Staff College completed in 1958  
(looking north).

# COMMANDANTS OF THE U. S. ARMY COMMAND AND GENERAL STAFF COLLEGE

<i>Name</i>	<i>From</i>	<i>To</i>
Otis, Elwell S., Colonel	November 1881	June 1885
Ruger, Thomas H., Colonel	June 1885	May 1886
McCook, Alexander McD., Colonel	May 1886	August 1890
Townsend, Edwin F., Colonel	August 1890	October 1894
Hawkins, Hamilton S., Colonel	October 1894	April 1898
Miner, Charles W., Colonel	September 1902	June 1903
Bell, J. Franklin, Brigadier General	July 1903	June 1906
Hall, Charles B., Brigadier General	August 1906	April 1908
Morrison, John F., Major (Acting)	April 1908	August 1908
Funston, Frederick, Brigadier General	August 1908	January 1911
Potts, Ramsay D., Brigadier General	January 1911	February 1913
Burnham, William P., Lieutenant Colonel (Acting)	February 1913	August 1914
Greene, Henry A., Brigadier General	September 1914	August 1916
Swift, Eben, Brigadier General	August 1916	November 1916
McAndrew, James W., Lieutenant Colonel	November 1916	June 1917
Miller, Charles H., Lieutenant Colonel	June 1917	July 1917
Shunk, William A., Colonel	July 1917	July 1919
Muir, Charles H., Major General	July 1919	August 1920
Holbrook, Lucius H., Colonel	August 1920	September 1920
Drum, Hugh A., Brigadier General	September 1920	July 1921
Ely, Hanson E., Brigadier General	August 1921	June 1923
Smith, Harry A., Brigadier General	July 1923	June 1925
King, Edward L., Brigadier General	July 1925	July 1929
Heintzelman, Stuart, Major General	July 1929	February 1935
Brees, Herbert J., Major General	February 1935	June 1936
Bundel, Charles M., Brigadier General	June 1936	March 1939
McNair, Leslie J., Brigadier General	April 1939	October 1940
Gruber, Edmund L., Brigadier General	October 1940	May 1941
Fuller, Horace H., Brigadier General	June 1941	November 1941
Lewis, Converse R., Colonel (Acting)	November 1941	March 1942
Truesdell, Karl, Major General	March 1942	November 1945
Gerow, Leonard T., Lieutenant General	November 1945	January 1948
Eddy, Manton S., Lieutenant General	January 1948	July 1950
Hartness, Harlan N., Brigadier General (Acting)	July 1950	October 1950
McBride, Horace L., Major General	October 1950	March 1952
Hodes, Henry I., Major General	March 1952	March 1954
Beauchamp, Charles E., Brigadier General (Acting)	March 1954	July 1954
Davidson, Garrison H., Major General	July 1954	July 1956
McGarr, Lionel C., Major General	July 1956	—

## ESTABLISHMENT OF THE SCHOOL AT FORT LEAVENWORTH



The first school for officers at Fort Leavenworth located at the northwest corner of Kearney and McClellan Ave. (Built in 1881)



The original school building today houses the Army National Bank.

The year 1881 marks a significant milestone in the history of Fort Leavenworth.

After much study, General Sherman, Commander of the Army, took a great step toward meeting the educational needs of the Army. Laying the foundation of a system of advanced military training, he issued the order on May 7, 1881, that established *The School of Application for Infantry and Cavalry* at Fort Leavenworth.

The following extracts are from General Orders Number 42, May 7, 1881, which established the school:

*As soon as the requisite number of troops can be assembled at Fort Leavenworth, Kansas, the Commanding General, Department of Missouri, will take measure to establish a school of application for infantry and cavalry . . .*

*The school will habitually consist of 3 field officers of cavalry or infantry, with not less than 4 companies of infantry, 4 troops of cavalry, 1 light battery of artillery . . . The officers detailed for instruction will be one lieutenant of each regiment of cavalry and infantry . . . and will perform all duties of company officers in addition to those of instruction.*

*The senior field officer, present for duty, will command the school and the next five officers in rank will compose the staff of the school. All officers will purchase their own textbooks and stationery, but other expenses will be defrayed out of the post fund . . . The school . . . in matters purely pertaining to the course of instruction, will be exclusively subject to the orders of the General of the Army.*

General Sherman charged another Civil War hero, General Philip Sheridan, then in command of the Division of the Missouri, with the overall task of implementing the directive establishing the school. Sheridan, in turn, assigned the specific mission to Major General John Pope, commanding the Department of the Missouri, with headquarters at Fort Leavenworth. Colonel Elwell S. Otis of the 20th Infantry was appointed first commandant and given the immediate task of organizing the school.

### Emphasis on Application

It is interesting to analyze briefly the intent of the founding fathers, such as General Sherman, with respect to the new school. Sherman's philosophy of military education placed great stress on applicatory learning and it was his desire that the school incorporate the applicatory system of training in its program of instruction.

Sherman had other ideas on the curriculum of the school, however, which were adopted in its infancy but discarded for obvious reasons when it came of age. In a letter written to General Sheridan in 1881, he stated:

*The school should form a model post like Gibraltar with duty done as though in actual war, and instruction by books be made secondary to drill, guard duty, and the usual forms of a well-regulated garrison.*

In other words, it was intended that much of the instruction be devoted to basic on-the-job training with the students serving as company and troop officers with actual troops. The original concept provides a sharp contrast with the comprehensive classroom instruction of today's US Army Command and General Staff College.

The history of the Fort Leavenworth school, or college as it is now known, can be divided into several phases. As one would expect, each of the wars in which the Nation has participated since the turn of the century has had a marked influence on the growth and development of the school. The phases generally coincide with the periods between these wars.

### FORMATIVE YEARS: 1881-98

The first phase in the school's existence extended from 1881 to 1898. These were the formative years during which the course of instruction gradually evolved from a comparatively primitive attempt to provide elementary education in basic military and academic subjects to a more elevated position along post graduate lines.

This phase witnessed many changes and advances: In 1886, the school was renamed the *United States Infantry and Cavalry School*. Then it moved from its birthplace in the building now occupied by the Army National Bank to Sherman Hall. Gradually, textbooks written by foreign military authors were replaced by texts prepared by Fort Leavenworth instructors. Map exercises and terrain exercises without troops were introduced. The more mature conference method of instruction was adopted in lieu of daily, graded recitation; throughout, there was a gradual advance into the field of higher tactics. The men who guided the destiny of the school during these epochal years bore names familiar to thousands of Fort Leavenworth alumni—Otis, Ruger, Townsend, and Wagner (the latter being a particularly brilliant and industrious instructor who envisioned a greatly expanded instructional program).

With the rapid expansion of the western frontier in the latter part of the 19th century and the establishment of the Infantry and Cavalry School, Fort Leavenworth's role among United States military posts underwent a change. After 1890, when the instructional mission of the school's Department of Cavalry was interrupted by the departure of two cavalry troops for service against the Indians in the Dakotas, there were no more Indian wars to be fought. With the year 1898 came the Spanish-American War and the end of the first phase of the school when it was discontinued and its instructors and student officers individually received orders to join commands.

### EXPANSION: 1902-18

The Fort Leavenworth school was reopened in 1902 as the *General Service and Staff College* with a greatly expanded mission and a completely revamped course of instruction. This was due, in large part, to the desires and efforts of the brilliant Secretary of War, Elihu Root, who believed that our entire system of military education and training was in need of overhauling. It was directed by the War Department that the College:

*Shall be a school of instruction for all arms of the service, to which shall be sent officers who have been recommended for proficiency attained in the officers' schools conducted in the various posts.*

Provision also was made for officers of the National Guard, former volunteer officers, and graduates of civilian military schools and colleges to attend courses at the College. The school had now begun its second phase and matured into an institution of higher military learning, ready to take its place beside the great military schools of the world. In the same year the Army War College was established in the Nation's capital, rounding

out Elihu Root's concept of a progressive chain of schools to educate and train the officers of the Army.

Fort Leavenworth's second school phase may be considered to have extended through World War I, and numerous changes were effected during this period. The program of instruction was expanded to reflect an integrated picture of the Army's arms and services. Because student attendance was still limited to Infantry and Cavalry officers, and owing to the desire to subdivide and enlarge the instructional mission within the school, the college was redesignated in 1904 as the *Infantry and Cavalry School and the Staff College*. The complete course covered 2 years, with all students attending the first year's course (the Infantry and Cavalry School), and selected ones attending the second year (the Staff College).

### Steady Growth

In the following year, the Army Signal School was established. The rapidly expanding military education center at Fort Leavenworth functioned under one commandant and staff, with additional instructors being assigned. The basic school was the Infantry and Cavalry School which was redesignated the *United States Infantry and Cavalry School* in 1905. Shortly thereafter, it became apparent that the student body was much too limited with respect to numbers, grade, and branch representation, and it was decided to augment it with Engineer, Signal Corps, and Field Artillery officers (all officers to have attained the grade of captain as a prerequisite for attendance).

Accordingly, in 1907, the name of the basic school again was changed this time to the *Army School of the Line*. In 1908, this school was merged with the other schools and the entire group designated the *Army Service Schools*. The Army Field Engineer School and the Army Field Service and Correspondence School for Medical Officers were added to this significant group in 1910. The Fort Leavenworth school system had indeed come of age and was ready to bear fruit for America's participation in World War I.

In this war, Fort Leavenworth established an indelible reputation on the international scene through the medium of its Army Service Schools' graduates who went forth to fill key positions in the American Expeditionary Force in France. They rapidly rose to command of brigades and divisions and served in high staff positions, both at home and abroad. Throughout World War I, the operation of the Army Service Schools was suspended and the instructors were ordered to duty with units.

### MATURITY: 1919-59

In 1919, the schools were reopened as the *School of the Line and the General Staff School*. This event marks the beginning of the third phase in the history of the Fort Leavenworth school system—a phase which was founded on actual experience in large-scale military operations and which, with many constructive modifications, has continued to the present. The National Security Act passed by Congress, in 1920, had the same significant impact on Fort Leavenworth and the Army's Educational System, as a whole, as had the earlier decisions of Elihu Root for, among other things, it provided for a greatly expanded system of military education for Army officers. Progressive education was directed by Secretary of War Root. Branch schools were established for all the arms and services, and the Army School of the Line and the General Staff College was reorganized to be a true postgraduate institution with the mission of preparing its students for higher command and staff positions.

By 1922, when the name of the school was changed to the *General Service Schools*, the reorganization was complete. During the academic year 1928-29, the course of in-



struction was lengthened from 1 to 2 years and the school renamed the *Command and General Staff School*. Some 5 years later, in 1935, the course was cut back to 1 year.

The period between World Wars I and II witnessed considerable rehabilitation of existing facilities and construction of new ones at Fort Leavenworth.

The Fort Leavenworth mission of preparing officers for command and staff positions at higher echelons was a significant factor in the American military success achieved in World War II.

### Producing World War II Leaders

During this war, Fort Leavenworth, for the first time, widened its portals to accommodate a greatly *expanded* student body, instead of being forced to close them completely as had been the case during the Spanish-American War and World War I. Even before the United States entered this conflict, the Command and General Staff School had commenced a wartime expansion by initiating a special short course to accelerate its educational program of preparing officers to serve in command and staff positions in the various areas of operations.

In all, there were 27 regular wartime classes, with approximately 19,000 officers, including Army Air Corps, Navy, and Marine Corps personnel, given command and general staff training to prepare them to fill the requirements of divisions, corps, and armies, or similar units of the service forces. Also included in the curriculum were orientation courses for commanders and staffs of newly activated divisions, the Army portion of a special Army-Navy Staff College Course, and courses for officers from Latin America. To accommodate all these students, classroom facilities had to be greatly increased. Converted to classroom use were a former riding hall, renamed Gruber Hall; a former stable, renamed Muir Hall, a gymnasium, renamed Andrews Hall; and a recreation building, named Pope Hall. Fort Leavenworth had come a long way from the limited school envisioned by General Sherman in 1881.

In 1946, the school was given its present designation of the *Command and General Staff College* in recognition of the variety of courses taught at a higher level of professional education. In the following year, an Associate Course was inaugurated to provide capacity to train additional officers including Reserve and National Guard officers. With the outbreak of the Korean conflict the number of students attending the Regular Course was increased from about 400 to 600. The Associate Course student body also was enlarged and the number of courses doubled by scheduling both a fall and spring session. The Army War College was reopened at Fort Leavenworth in 1950 but was moved to its present station at Carlisle Barracks, Pennsylvania, in 1951.



Regular Class Graduation—Main Parade





MUIR HALL



McNAIR HALL



GRUBER HALL



ANDREWS HALL



POPE HALL

These buildings were converted to Classroom facilities for the United States Army Command and General Staff College during WW II and have been used for such for varied periods of time subsequent thereto.





## THE LEAVENWORTH LAMP

The Leavenworth Lamp is the traditional lamp of learning symbolizing the knowledge acquired at the U. S. Army Command and General Staff College—from which emerges a mailed fist representing the military nature of this knowledge. Clenched in the fist are a rifle and a sword, connoting the origin of the College as the School for Application of Infantry and Cavalry, and a guided missile symbolizing the future. The entire symbol thus represents the idea that from the College emerge leaders who, with their knowledge and control of the past, present, and future weapons of war protect our liberty.

On the occasion of the 75th Anniversary of the founding of the College on 7 May 1956, the "Leavenworth Lamp" was presented to the College by the Kansas City Chapter, Military Order of World Wars, and was officially adopted by the College as the symbol of its distinguished history and renowned role in the military affairs of this Nation. The unveiling ceremony took place in Andrews Hall before a large audience which had gathered to hear the principal address of the day given by the Honorable Wilber M. Brucker, Secretary of the Army.

## **PART III**

### **THE COLLEGE TODAY**

# MISSION OF THE U. S. ARMY COMMAND AND GENERAL STAFF COLLEGE

## SCOPE

As the senior tactical school and the college of the Combined Arms and Services, the USACGSC has grave and far-reaching responsibilities in two important and closely interrelated fields: the preparation and presentation of sound, forward looking *instruction*, and the formulation of tactical and administrative support *doctrine*. These tasks have been immensely complicated by the unprecedented rate of advance in technological developments, new weapons, and new concepts. The advent of nuclear weapons alone has added an entirely new spectrum of battlefield operational roles and environments while at the same time placing conventional war in new contexts, thereby geometrically increasing the complexity of war. In the age of gunpowder, the profession of arms had centuries in which to evolve doctrine, tactics, techniques, and limitations to control its use. In the nuclear age the Army has at best but a few years.

The level of College responsibility in both fields—*instruction* and *doctrine*—is that of the division, corps, and field army (and their logistical systems), the Theater Army Logistical Command and its subordinate elements, and the Theater Army Replacement and Training Command.

## Instruction

The manifold USACGSC instructional mission is—

1. To prepare selected officers of all components of the Army for duty as commanders and general staff officers.
2. To further interservice and Allied Army officer understanding of US Army tactics, techniques, organization, and operations by instructing a limited number of selected officers of other US Armed Services and allied nations.
3. To further preparedness of Reserve components by conducting nonresident courses of instruction.
4. To conduct such other courses of instruction as may be directed by higher headquarters.

## Doctrine

An art such as that practiced by the military profession cannot be controlled by a set of scientifically exact rules. Rather, it must rely on a body of working principles which, if applied with intelligence, imagination, and vigor, will enhance the possibility of success on the battlefield. This body of working principles is *doctrine*. Part of it must guide toward sound operations with *today's* organizations, materiel, and weapons systems and part must be oriented on the future, *anticipating* the organizations, materiel, and weapons systems the Army foresees 5, 10, 15, or 20 years from the ever-advancing present.

Thus, the College doctrinal mission consists of two interrelated parts: *current doctrine* (including the development of training literature) and *combat developments*, or doctrine for the future.

The Commanding General of the US Continental Army Command furnishes guidance in the form of concepts visualizing the employment of the Army in the field. Within this concept guidance, the College develops tactical and logistical doctrine, organization, procedures, tactics, and techniques pertaining to the employment and operations of commands at the level previously outlined. The doctrine developed by the College for

these command levels includes unilateral Army operations, joint operations with other Services, airborne and amphibious operations, and operations involving logistic support by Army transport aviation.

The College formulates or revises doctrine (both current and future) on its own initiative within its sphere of interest and the guidance it has received, or it develops doctrine as specifically directed by the US Continental Army Command. In addition, and under the supervision of the same higher headquarters, the College reviews, evaluates, and coordinates doctrine which has been developed by other service schools, Army agencies, and Services when that doctrine is designed to effect combined arms and services doctrine.



## KEEPING PACE WITH THE FUTURE

The education of the selected professional officer must prepare him for the vast panorama of possible battlegrounds. These stretch from the cold war to the unlimited nuclear holocaust, and into those other important arenas of this decisive and troubled time—the testing ground, the joint staff, and the conference table.

It is the responsibility of the Army educational system to ensure that the military mind functions in a productive, forward-looking, nonstatic capacity. The military educator must ensure that the soldier is able, ready, and eager to assimilate and employ the products of the nuclear era. His mission is to produce a well-rounded officer who can think on his feet and fight with his head, as well as his heart, in any future situation.

The fast-moving tempo of doctrinal change required by technological advances urgently demands a forward-looking, properly balanced College curriculum supported by a cohesive organization which provides a dynamic and flexible “built in” potential for orderly continuing modernization.

In 1956 a number of important events occurred which pointed up both the advisability and necessity of a complete revision and reorientation of the College courses of study. Among these events was the Report of the USACGSC Educational Survey Commission dated July 1, 1956. This report suggested the need for changes in the College curriculum, instruction philosophy, methods of instruction, and operating procedures, and for fundamental changes in the supporting College organization.

Additional investigation and exhaustive study by the College substantiated the requirement for the above changes and also indicated a unique opportunity for incorporating other desirable modifications to comply fully with the latest Department of the Army and US Continental Army Command policies and directives. Following these policies and directives the College implemented the Army's decision to convert to new pentomic divisions and to reflect these divisions completely in 1957-58 instruction; recognized the “coming of age” of nuclear warfare by considering the nuclear environment as normal for instruction in tactical fundamentals and in the majority of applicatory instruction, while at the same time preparing students to fight nonnuclear war with equal facility; reoriented instruction on modern concepts of the Army's missions, with an increased emphasis on limited war; and emphasized the development of doctrinal concepts for new materiel—for example, nuclear delivery means, air-mobility means, and advanced electronics.

These developments, together with the cyclic nature of the College curriculum, meant that the entire course would have to be rewritten for the 1957-58 academic year. In order to obtain the full benefit of the directed changes, this tremendous task was accomplished in one year. The resulting curriculum at the U. S. Army Command and General Staff College was based on an instructional philosophy of *reasoning* and *decision making* directed toward meeting the challenge of the advanced forms and tempo of warfare.

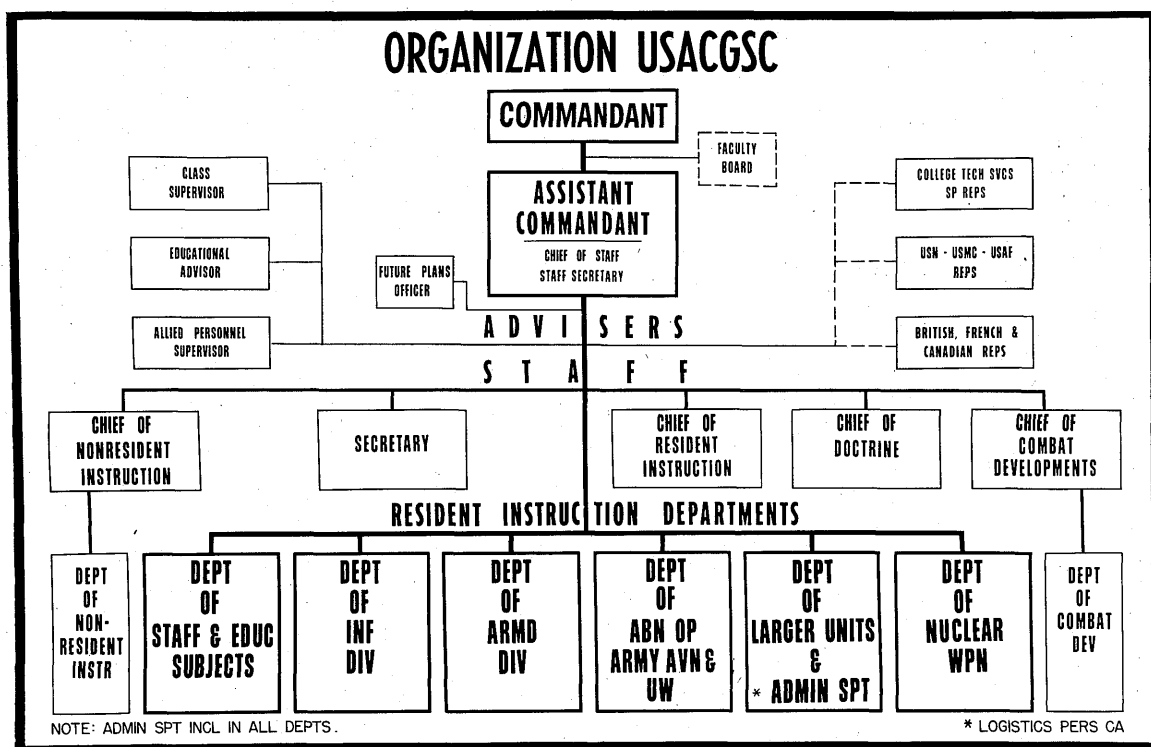
A significant element of the reoriented educational philosophy was a strong emphasis on both education and *character*. Although the Army selection system ensures students of especially high personal qualities, the College was convinced that ethical and moral standards could be strengthened and progressively improved. Intangibles so essential to realistic leadership and command on the nuclear battlefield, such as the qualities of moral courage, intellectual honesty, and other ethical considerations, were to be strengthened and reinforced by a College program of continuing development which would include specific problem requirements designed to *force* the students to come to grips with the moral as well as the psychological aspects of decision making. These essential qualities would thereby be developed and refined by continuing study, example, and

group action. More than ever the future depends on the moral stature and mental toughness as well as the physical courage of those exercising command.

As a means of achieving the results desired for 1957-58 and for the future, the instructional departments were reorganized into separate functional areas for each cohesive course of study, each of which had responsibility for both the doctrinal and instructional area involved. This designation of authority and responsibility allowed each department director to plan, prepare, and present his course of study and to develop its doctrinal basis as an entity—under well-defined, overall College supervision and control.

The reorganization also established a coordinating type staff rather than continuing the former director type. The new staff consisted of a chief of staff and five principal staff officers representing the five principal functions of the College as follows:

1. The staff position of *Chief of Doctrine* was created to emphasize the vital importance of the College doctrinal mission. Its responsibility included overall College coordination of *both* current doctrine (training literature) and future doctrine (combat developments), together with responsibility for College-wide supervision of the doctrinal basis for instruction—thus emphasizing the interrelated nature of current and future doctrine. The work of this staff section resulted in significantly revitalizing the overall College approach to the timely and continuing development and improvement of doctrine.



2. The staff position of *Chief of Combat Developments* was assigned the additional responsibility of Director of the Department of Combat Developments. This *dual* control was established to promote a fully integrated and cohesive approach to the reoriented and greatly expanded College effort in this area which gave proper stature to Combat Developments and better integrated College effort with the worldwide Combat Developments Systems.

3. The staff position of *Chief of Resident Instruction* provided a focal point at principal staff level for overall curriculum management. Within the Commandant's overall guidance, which ensures curriculum balance and appropriate subject area emphasis, the Chief of Resident Instruction was given primary responsibility for staff

planning, coordinating, and supervising all resident instruction. To ensure proper emphasis on the full range of these responsibilities, each member of his small staff section was assigned a specific functional area for College-wide monitorship—such as Personnel, Intelligence, Operations, Logistics, and Civil Affairs. In addition, each staff officer was assigned a specific instructional department to monitor and was made responsible for close liaison and staff assistance relating to all aspects of that department's course of study.

4. The staff position of the *Chief of Nonresident Instruction* was assigned the additional function of Director of the Department of Nonresident Instruction. This new principal staff level position recognized the importance of nonresident instruction and reserve component affairs in the development of a modern army. More important, it gave new impetus to this area resulting in modernization of current nonresident instruction which has markedly increased enrollment.

5. The traditional administrative responsibilities of the *Secretary* remained essentially unchanged.

The addition of a *Future Plans Officer* recognized the requirement for continuous, coordinated, cohesive future planning in the interlocking areas of curricula, organization, and personnel.

As initially planned, the duties and responsibilities of the original agencies and staff sections were significantly expanded. For example, the responsibilities of the *Faculty Board* were greatly broadened to include advising the Commandant on major policy matters such as substantive review of new doctrine, training literature, and combat developments. The *Educational Adviser*, a specially qualified civilian educator, continued in his role as adviser to the Commandant on matters pertaining to the general field of education such as methods of instruction and educational philosophy. His duties and responsibilities, however, were significantly expanded, especially in the field of "in-service" Staff and Faculty training and education such as instructor training courses and instructor workshops. Also the *Technical and Administrative Service Special Representatives* on the Staff and Faculty were able more actively to bring to bear their specialist skills and experience throughout the entire range of College activities. The *sister services* as well as the *British, French*, and newly assigned *Canadian Service* and *Liaison Representatives* continued under the Office of the Assistant Commandant. In addition, members of these sections have been associated with specific departments for advice and author-instructor duties appropriate to their special capabilities. The duties and responsibilities of the *Class Supervisor* and the *Allied Personnel Supervisor* remained essentially unchanged.

Necessary aggressive and continuing action also has ensured that methods of instruction, curriculum content, and the doctrinal basis for instruction are kept abreast of the times.

The above reorientation dealt with all aspects of the College program. The curriculum was broadened in scope and completely rewritten in consonance with the ever-increasing vista of the professional officer. All tactical problems were placed in settings realistic to present or probable worldwide strategic situations and were designed to graduate students capable of performing with equal facility on either the nuclear or nonnuclear battlefield. A block of educational subjects was included in the curriculum. In terms of instructional methods, much greater variety was introduced to the College classrooms. Small group activity was employed to a much greater degree. Greater responsibility for learning was placed upon the student. The all new course was presented commencing in September 1957. It has been subjected to continuing further refinement and improvement since that time.

## J. FRANKLIN BELL HALL

There may have been earlier efforts to obtain a new academic building at Fort Leavenworth, but the earliest move of significance was made on July 20, 1951, when authorities at the U. S. Army Command and General Staff College submitted a request for such construction to the Department of the Army. Estimated cost at that time was \$6,100,000. The House Military Affairs Committee approved the request and authorized the expenditure. The bill, however, was eliminated by the House of Representatives on July 13, 1955.

In 1956, the Department of Defense included in its request for funds the sum of \$5,433,000 for the construction of the academic building. A sum of \$200,000 was appropriated by Congress for architectural design of the proposed building with the assurance that the 84th Congress would give favorable consideration during its second session if plans were developed in time. The plans were approved and in the summer of 1956, Congress voted the expenditure of \$5,681,000.

The architectural firm of Kivett, and Myers and McCallum of Kansas City, Missouri, designed the new academic building. The US Army District Engineer Office, Kansas City, Missouri, advertised for bids for the construction of the new academic building on October 12, 1956, and the Martin K. Eby Construction Company of Wichita, Kansas, at \$4,795,979, submitted the lowest of six bids.

The ground-breaking ceremony at Fort Leavenworth on November 5, 1956, symbolized the start of construction.

The figure "4" shaped building is located on historic Arsenal Hill overlooking the Missouri River. It contains 306,501 square feet of floor space. The unique design provides a 2-story classroom—auditorium—basement unit connected to a 3-story office unit containing a faculty briefing room, library, archives, and offices. The classroom wing contains 24 classrooms, 52 by 56 feet, each of which will accommodate 50 students and five observers. The faculty briefing room has a seating capacity of 323 persons and the auditorium has a capacity of 1,425 persons.

On January 14, 1959, the dedication of James Franklin Bell Hall, named in honor of a former commandant who went on to become Chief of Staff of the Army and earn recognition as "The Father of the Army's modern educational system," marked another significant step forward.

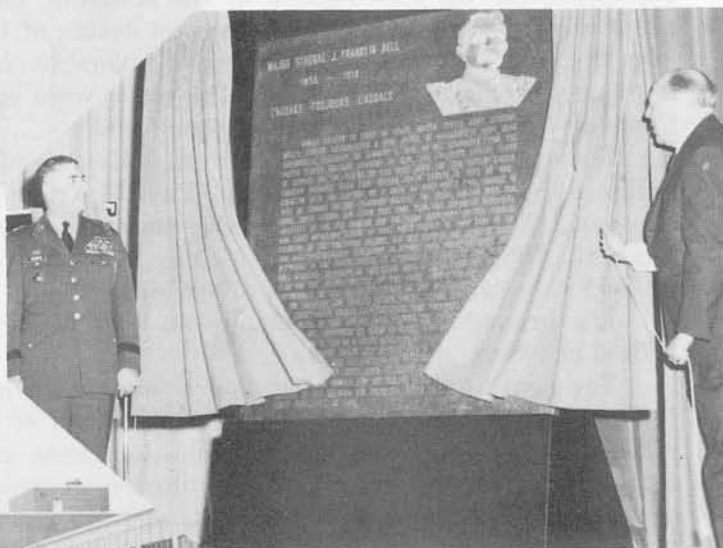
The new academic building makes it possible for the College to instruct a substantially greater number of students in each class. Therefore the Department of the Army authorized an increase in enrollment beginning with the 1959-60 academic year. The Fall 1959 Associate Course, beginning in August 1959, was increased from 320 to 400 officers. The 1959-60 Regular course, beginning in September 1959, was increased from 620 to 750 officers. In addition, the new academic building made possible consolidation of academic facilities which had been housed over a considerable area of this historic post in antiquated buildings or converted facilities.

With the occupation of Bell Hall, the College combined the most modern equipment with a reoriented, modernized curriculum based on improved instructional methods and a forward-looking educational philosophy. This philosophy is designed to develop students into the type of alert commanders and general staff officers required by the compression of reaction and decision time on the modern battlefield. The philosophy orients the College on the goal of developing effective problem solvers and decision makers. Progress toward this goal results from instruction which places more responsibility for learning on the student and is designed to develop logical, practical, and original reasoning ability based on an understanding of principles and a knowledge of how to apply them.



The Secretary of the Army, Honorable Wilber M. Brucker, laying the cornerstone for J. Franklin Bell Hall assisted by Major General Lionel C. McGarr, Commandant.

The Honorable Wilber M. Brucker unveils the memorial plaque to Major General James Franklin Bell.



The main entrance to J. Franklin Bell Hall. Decorated for the Dedication, January 14, 1959.

The Honorable Wilber M. Brucker addresses the assembled guests upon the occasion of the Dedication of J. Franklin Bell Hall.





The Auditorium  
J. Franklin Bell Hall



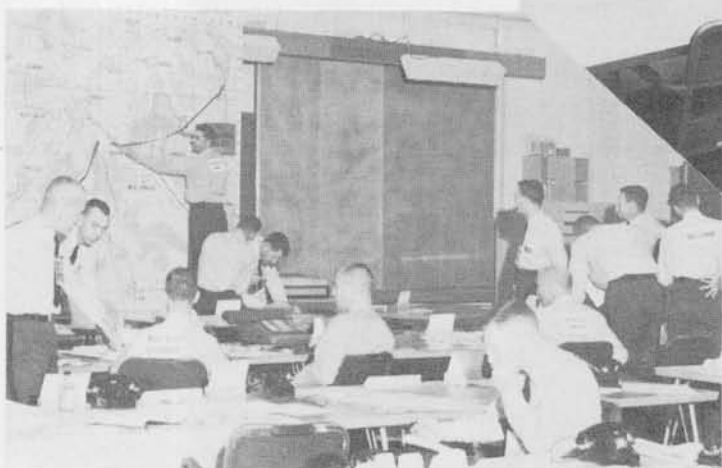
The Staff and Faculty Briefing Room,  
J. Franklin Bell Hall



A Typical Classroom,  
J. Franklin Bell Hall



A Student "Staff" During a Map Maneuver



## OTHER COLLEGE ACTIVITIES

In two other areas—complementing *instruction*, both resident and nonresident, a *doctrine*, both current and future—the College performs additional missions which broaden its influence, enhance its reputation at home and abroad, and serve the best interests of the nation.

One of these activities is the publication of one of the free world's senior and most highly regarded military magazines—the *Military Review*. The other is the Allied Office Program which informs and instructs scores of carefully selected officers from the armies of the majority of other free world nations.

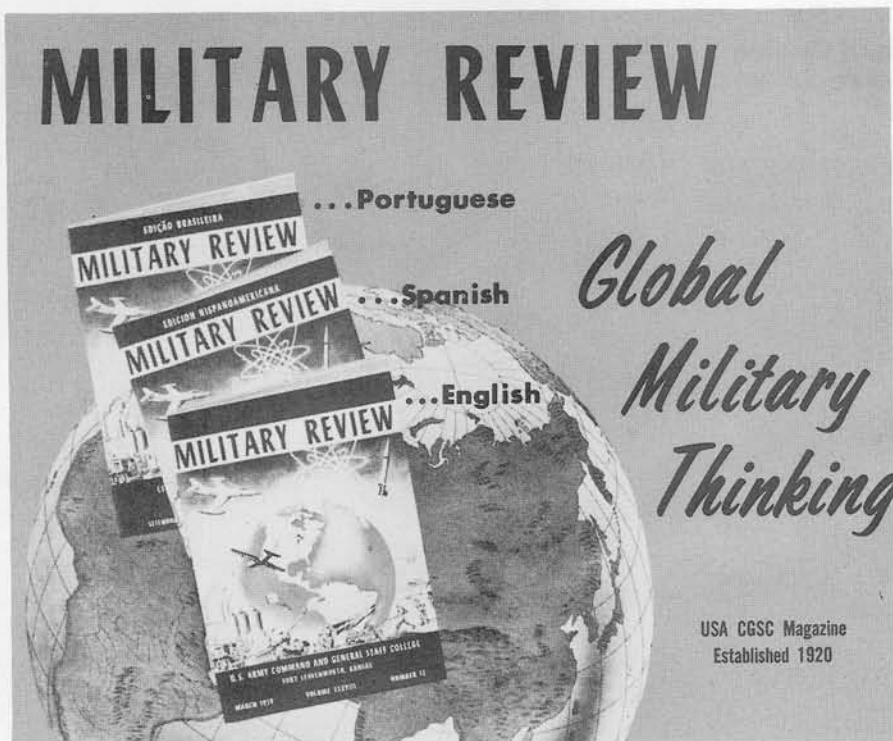
### Military Review

The *Military Review*, official publication of the U. S. Army Command and General Staff College, was established, in 1922, as a semiannual "Instructors' Summary of Military Articles." It provided selected reading for busy members of the Staff and Faculty.

As it progressed to a quarterly and finally to a monthly magazine, not only the name but the format and subject content changed until today the *Military Review* is recognized as one of the leading military publications in the world.

The mission of the *Military Review* is to present modern military thought and current Army doctrine concerning command and staff procedures of the division and higher echelons and to provide a forum for articles which stimulate military thinking. The magazine publishes selected articles by both civilian and military authors, among them some of the world's foremost authorities in the fields of military science, geopolitics, international relations, and history. Military authors include members of the Staff and Faculty and student body of the USA CGSC and many nonresident active, retired, and reserve military personnel.

Because of its varied content, caliber of authors, and because it is printed in three



languages—English, Spanish, Portuguese—and is sent to subscribers in more than 50 nations outside the Iron Curtain, the *Military Review* is one of the most widely read military publications in the world today. The articles go much farther than the magazine itself, many of them being reprinted in military publications of other nations.

The magazine also occupies a position of prestige in the United States. It is used as reference and instructional material in US Army Reserve and National Guard unit schools and copies of the official edition are distributed to Staff and Faculty and student body members at the USA CGSC and the US Army War College.

The *Military Review* is divided into four sections: original articles, military notes, military digests, and book reviews. Military notes are gleaned from more than 200 regular sources reviewed each month. The digests present military thinking from around the world and are chosen from among the most informative and thought-provoking articles appearing in some 120 other military periodicals, the majority published outside the United States. The last section of the magazine is devoted to brief reviews of current books of interest to the military reader.

In the selection of material, choice of authors, and presentation of subject matter, the *Military Review* is guided by its responsibility to provide material that is not only interesting but also keeps its readers abreast of the latest military trends in this era of new developments and constant change.

### **Allied Officer Program**

Although training of Allied officers at the U. S. Army Command and General Staff College began in 1908, prior to World War II a total of only 49 officers representing 10 countries had been graduated. After World War II, the program was enlarged and by the end of June 1959, more than 1,900 Allied officers representing 61 countries had attended courses of instruction at the College. During the 1958-59 academic year 170 Allied officers representing 45 countries were enrolled.

The Allied program, monitored by the Office of the Allied Personnel Supervisor, was established with the objective of not only educating the students in US military organizations and operations, but also of strengthening the military and cultural ties among the free nations of the world through classroom association and social activities. Allied officers attending courses at the College are selected individuals who, in many cases, later attain positions of great responsibility in their countries.

Allied officers scheduled to attend the Regular Course also receive a Preparatory Course presented during July and August. This course develops their proficiency in English, orients them on US Army organization and doctrine, develops a working knowledge of military terminology, and presents the fundamentals of subjects not common to their military background.

The first phase of the preparatory course provides intensive instruction in military English with emphasis on spoken English. All students from non-English speaking countries attend this phase. The second phase provides general orientation and background for the regular academic course.

With the beginning of regular courses of instruction Allied officers are spread throughout the classrooms with US officers. In addition, Allied officers also participate in a "Know Your World" program and a series of orientation tours. "Know Your World" programs are lectures by selected Allied students who discuss their native countries before appreciative audiences of other Allied students and US personnel and their families. Orientation visits are made to various industrial plants, schools, business and civic organizations, athletic events, and other typical American activities in surrounding communities.

An extremely valuable part of the integration of Allied students and their families

into the community life has been the volunteer sponsor program. Each Allied student is sponsored throughout the academic year by a US officer and his family. The understanding and mutual exchange of ideas fostered by the sponsor program are rewarding to both the US and Allied officers concerned. Many lasting friendships result from these associations.

Closely related to the sponsor program are activities of the International Group of the Fort Leavenworth Women's Club. Throughout each academic year, this group sponsors various activities for the Allied officers and their families to make them feel really "at home" in the Post community. These activities include greeting at the processing and briefing sessions, a welcoming tea for Allied officers and wives, a picnic, tours to points of interest for the wives, and several dinner-dances where the Allied officers and their wives entertain their friends and make new friends.

Audio Laboratory for Improving English, Allied Preparatory Course.



English Instruction,  
Allied Preparatory Course

"Know Your World" Presentation



An International Group Display

## **PART IV**

### **COMMUNITY LIFE**



## The Early Years

Since its official designation by the War Department as Cantonment Leavenworth in 1827, the community of Fort Leavenworth has grown from one of tents hastily pitched on the Main Parade to a thriving community comparable to cities of 8,000 to 10,000 in population.

By 1829, 5 permanent buildings had been erected—a hospital, and 4 houses originally intended to quarter one company each—but remaining to be built were officers' quarters, storehouses, a guard house, and a powder magazine. As recorded earlier, the construction of Cantonment Leavenworth continued in the face of adverse conditions, including intermittent fever epidemics which kept the hospital crowded with patients. The little garrison found itself in the center of a great Indian migration and many wondered how it would be able to fulfill the mission of maintaining peace among so many tribes. Seven Indian tribes—Otoe, Omaha, Sac, Delaware, Shawnee, and Kickapoo—were located on reservations near the Post and fell under the jurisdiction of this frontier installation.

By 1850, Fort Leavenworth had emerged for the first time from its background of woods, plains, Indians, and frontier crudeness, and assumed an individuality of its own. Surrounding the Main Parade were barracks, officers' quarters, and stables.

Recruits found at the Post, what seemed to them, very comfortable quarters. Their principal duty was to escort parties of traders during the summer, coming back to spend the winter at the Fort. They considered themselves well fixed with bedsacks filled once a month with prairie hay (which they called "prairie feathers"), a pair of soldiers' blankets, and an overcoat which did duty as a pillow. When fuel was scarce they cut and hauled wood from the north end of the reservation. A few barrels sawed in two placed in the company kitchens after supper satisfactorily served as bathtubs.



Early view—Arsenal Road



Same view today—Scott Avenue

(Post Chapel at left)

Entertainment and amusement as a diversion from rigorous military duties were just as essential in those days as they are today. Perhaps the best noted of these activities was the organization of a dramatics club under the name of "The Thespian Society"—its members were enlisted men who played all the parts. The plays furnished considerable amusement for the entire garrison and were repeated frequently during the winter in the assembly room of the barracks. In addition, the enlisted men had an Annual Ball which required much preparation and many trips across the river to Weston for supplies—the City of Leavenworth was still a few years in the future and, there being no other town established in the Territory of Kansas at this time, trading necessarily was done in Missouri.

Weston, Missouri, has been described as no small place at that time. It was the outfitting and starting place of a great many of the caravans, boasting several thousand inhabitants and a City Club at which the people of the Post were glad to be entertained.

The days preceding the Civil War were filled with apprehensive uneasiness. Fort Leavenworth was in the center—pro-slavery factions on one side and anti-slavery groups on the other. In spite of the seriousness of affairs, there were diversions and compensations for the garrison that helped to pass the anxious time.

Lieutenant George D. Bayard of the 1st Cavalry, in a letter dated December 6, 1856, furnished the following description:

*I have enjoyed myself during the holidays very well. There have been balls and parties without number and many pretty ladies from Weston, St. Joseph, and other places. In short, life in Kansas is not so barbarous after all. There were two balls in Leavenworth city on New Year's eve. One was at the Planter House, and one at McCracken's Hotel, the former pro-slavery and the latter free-state. Most of the officers went to both, but as all my lady acquaintances were at the Planter's House, I remained there. We left at five in the morning in order to go to reveille. I am told that even at the Planter's House there were more free-state ladies than there were pro-slavery ladies. All agree that the ladies from Lawrence fully maintained their reputation for beauty. The fact is the free-state settlers outnumber all others five to one, and there is about as little chance of this being a slave state as there is of my flying in the air.*

The Fort now came to a new period—the years of the struggle between the North and the South.

The last few years immediately preceding the Civil War had seen an amazing change in the surroundings of the Post, which a relatively short time before had been the last stopping place before striking into the wilderness. The little isolated colony around the Main Parade had developed into quite a garrison, with neighbors on every side.

Across the Missouri River, there were the flourishing towns of Platte City and Weston; to the north was the fiery little town of Kickapoo with its violent pro-slavery newspaper; still farther north was Atchison, also Southern in sentiment; and immediately to the south was the City of Leavenworth, with which the Fort was on very friendly terms.

### The Quiet Years

Social contacts between the garrison and its neighbors were frequent and pleasant. Taken all in all, Fort Leavenworth at the end of the sixties presented a picture of fair comfort, hard work, a disposition to make the best of things, and a desire to settle down after the busy years of war activity.

Garrison life at Fort Leavenworth was comparatively uneventful from 1870 to the turn of the century, and the Post continued to grow while enjoying this period of relative peace and quiet.

Community activities after the turn of the century and before World War I followed normal peacetime patterns. Various organizations were formed to occupy off-duty time of young and old alike. During the week father and children were occupied with school studies and activities while mother was busily engaged with the household duties. Weekends were highlighted by social gatherings, balls, polo games, horse races, and similar activities.

With the advent of the first World War, Post activities were geared to meet the great demand of providing graduate officers of the Army Service Schools for important positions in the field.

In 1926, the Fort Leavenworth Hunt was organized and, in 1931, it was officially recognized as a member of the National Steeplechase and Hunt Association. During the years 1937 to 1940, the Hunt became one of the most famous in the country. Twice each week, it took to the field with its pack of registered hounds for live or drag hunts.



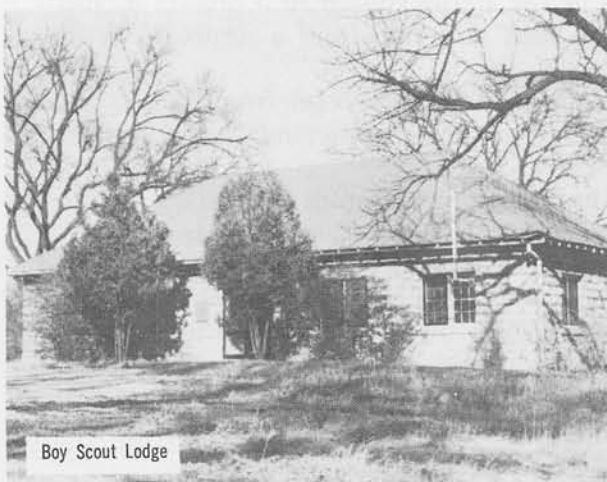
MacArthur School



Eisenhower School



Patton School



Boy Scout Lodge

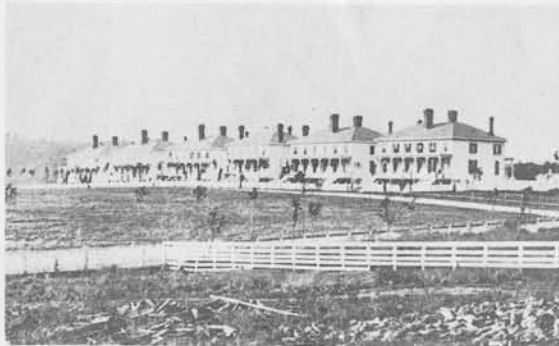


Girl Scout Lodge

Since World War II, the Post has become an established military community where students, staff and faculty, and Post personnel live normal, but busy, military lives. Perhaps more fortunate in this respect than those on many other posts, most students of the Regular Course at the College are furnished quarters, as are the majority of permanent personnel.

A commissary, post exchange, theater, clubs for officers and enlisted personnel, and numerous activities for wives and children are available.

The Post has two elementary schools built since 1953, and a new junior high school completed in December 1958, as well as kindergarten and nursery schools. High school students attend school in the City of Leavenworth.



1880



Present

OFFICERS QUARTERS

The six colonial type frame buildings pictured (left) were built in 1879 on the west end of Kearney to accommodate four captains and their families in each. They were replaced in 1902-03 by the Artillery Barracks. In 1921, these barracks were remodeled into apartments (right) for nine families each. The picket fence (left) is the present site of Thomas Ave.

The Post Chapel, its walls lined with historical memorial tablets to military leaders and soldiers of bygone days, is the center of Protestant religious activities. The Sunday School is especially active, with a membership of more than 1,000 children. The program is so large that two other buildings have been brought into service, with three identical programs conducted each Sunday morning. Additional activities include the Chapel Guild, Post Brotherhood, Youth Fellowship group, three choirs, and an Acolyte class.

St. Ignatius Chapel is the center of Catholic parish functions. Some of the activities



POST CHAPEL



ST. IGNATIUS CHAPEL





of the St. Ignatius Chapel include the Altar Rosary Society, an adult choir, Acolyte Guild and CYO Teen-Age Club.

Personnel of the Jewish faith attend services at the Temple B'nai Jeshurun in Leavenworth, where Sunday School services are held each Sunday morning, and Orthodox and Sabbath Eve services are conducted each Friday evening.

Services for Latter Day Saints are held at the Normandy Area Chapel at Fort Leavenworth each Sunday, including priesthood services and Sacrament.

Parochial grade and high schools are available in Leavenworth for Catholic children, and there also is a Lutheran grade school in the city.

The Fort Leavenworth Women's Club, which sponsors everything from the colorful International Group parties to a Great Books Discussion Group, boasts a membership of 850 women.

The Fort Leavenworth Women's Club's art group has its own studio and employs fine instructors from the Kansas City Art Institute. For the craft minded, instruction at the Post Craft Cener includes enameling, etching, block printing, metal-tooling, furniture repair, sculpture, drawing and ceramics.

For the musically inclined, there is an active choral group and chapel choirs, and in other musical fields classical music and even a newly-formed jazz group.

The myriad of recreational activities and facilities are in a variety wide enough to satisfy all interests, as a partial list indicates: There is bowling, a flying club, swimming, golf, a movie theater, a dramatics club, skeet shooting, hunting, a Rod and Gun Club, tennis courts, gymnasiums, and handball and squash courts, to name a few. Day camps are held during the summer months for the school-age children of the Post and there is an active Army Brats Club.

The Scouting program is another activity of absorbing interest. The full gamut of Scouting is available—Explorers, Boy Scouts, Girl Scouts, Cubs, and Brownies—and this program always finds enthusiastic adult participation. Ample and well-cared-for scouting facilities are provided. The Cub Scout Pack is reputed to be the largest in the world and the other youth groups can be considered for similar distinction.

The Army Education Center provides educational opportunities for military personnel and gives guidance, advice, and information on all aspects of troop education.

Adult education also is available through extension courses and night school classes conducted by Kansas University, St. Mary College, Kansas City University, and the University of Omaha, among others.

Fort Leavenworth is relatively close (30 miles) to the metropolitan area of the two Kansas Cities, a fact which provides Post personnel ready access to the advantages of cosmopolitan cultural and entertainment facilities such as the legitimate theater, Philharmonic Orchestra, Nelson Art Gallery, Swope Park Zoo, Starlight Theater, and major league professional baseball (the Kansas City Athletics team is a member of the American League).

Fort Leavenworth is also close to many historical spots in Kansas and Missouri. The old towns of Weston and St. Joseph, Missouri, are a comfortable and scenic drive from the Post. Fort Osage, the first Indian Country factory, built by William Clark in 1808, has been restored and is near the old town of Sibley, in northeast Jackson County, Missouri. Shawnee Mission, established in Indian Country in 1830 by the early Methodist missionary, Isaac McCoy, is in Johnson County, Kansas, south and east of Fort Leavenworth.

Although Fort Leavenworth has the distinction of having been the first location from which Territorial business was conducted—October 7 to November 24, 1854—the first designated capitol of Kansas was Pawnee. The original townsite is now encompassed within the reservation of Fort Riley, Kansas, approximately 125 miles from Fort Leavenworth. The original capitol building has been restored and converted into



Grants Monument—Erected in  
1889 (Lorado Taft)



Patch Community Center



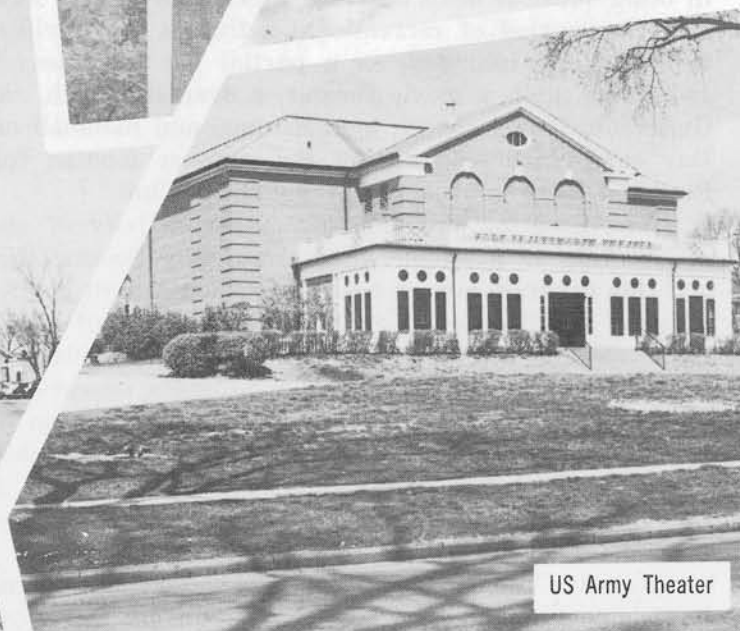
Golf Shop



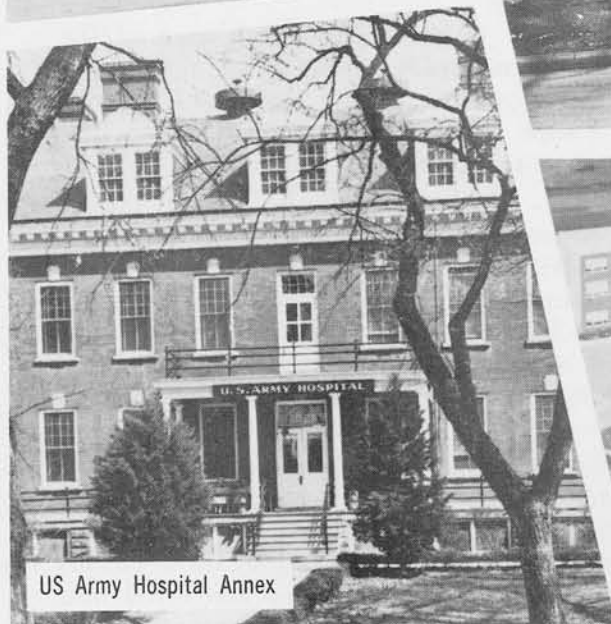
Officers' Open Mess



US Army Theater



US Army Hospital Annex



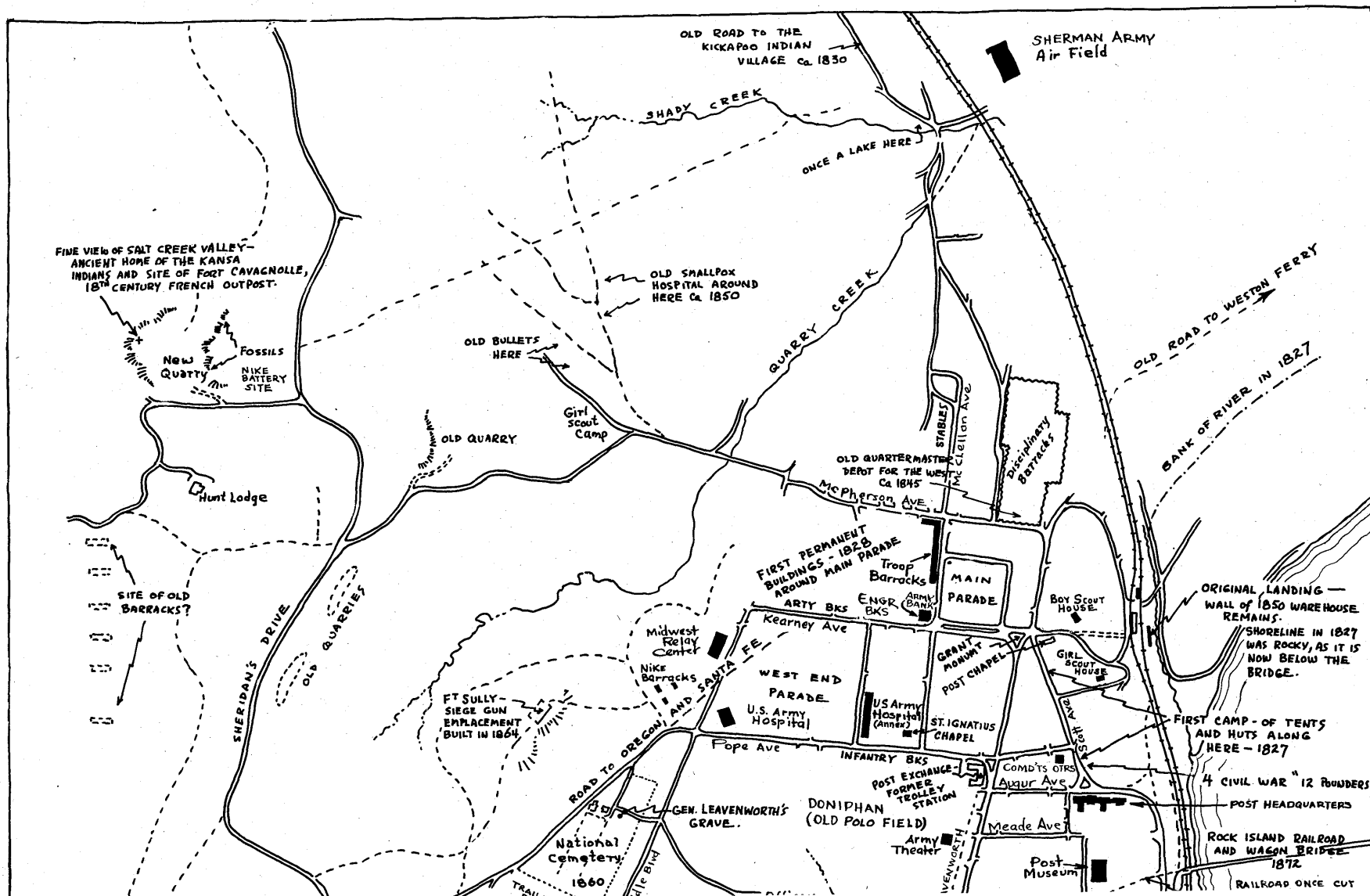
Bachelor Officers' Quarters

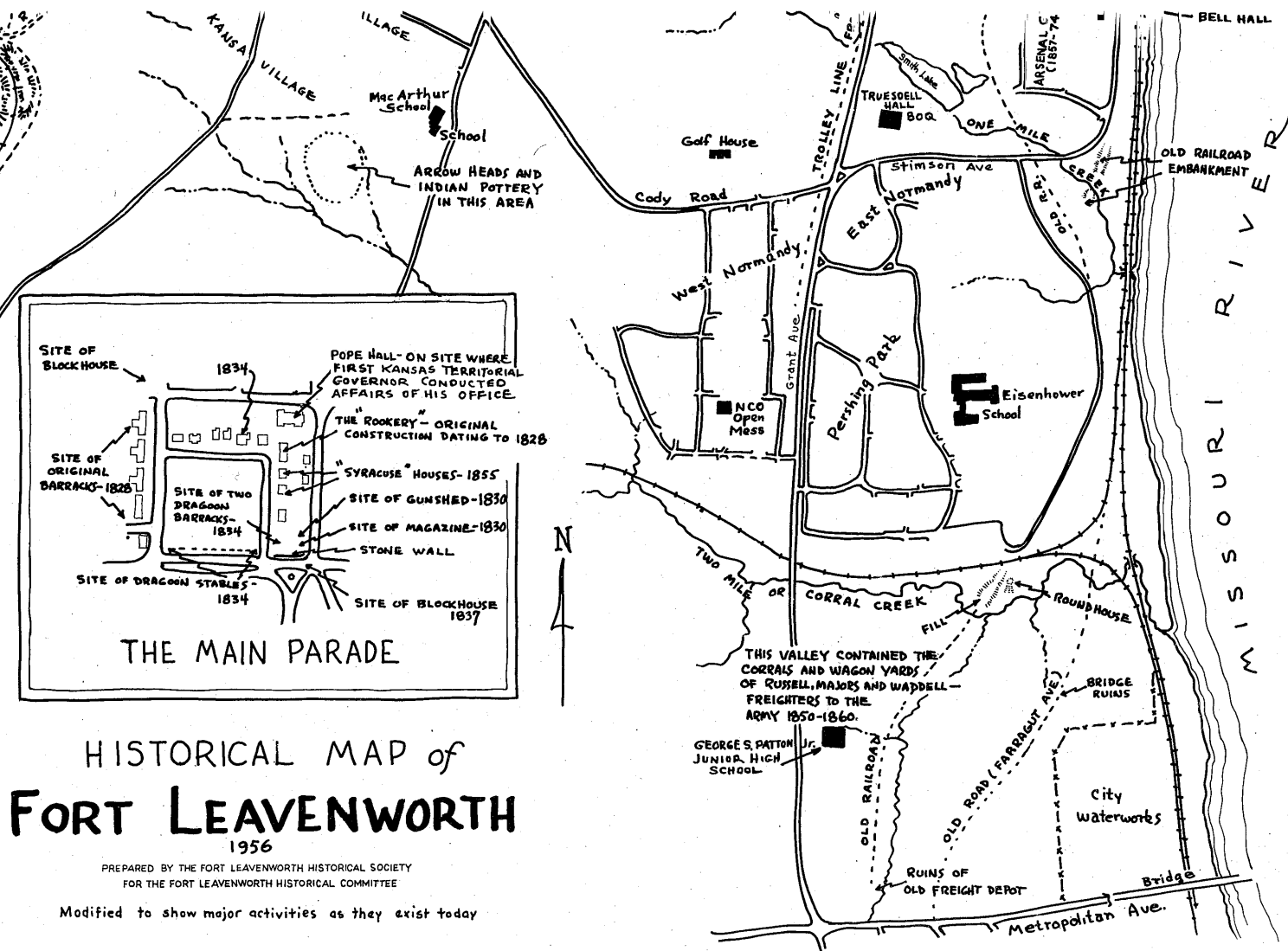


a museum under the direction of the Fort Riley and Central Kansas State Historical Society.

Today, Fort Leavenworth and its sister city of Leavenworth stand as one integrated community—a pattern representative of the mixed community life generally found at an Army installation such as this.

The student or new assignee will find a well-established, busy life at Fort Leavenworth, and the realization that here in the heart of America he is serving where many have gone before him in the quest for military knowledge and on to greatness as leaders of American armies in all parts of the world. He walks in the footsteps of such illustrious individuals as Dodge and Kearney, Sherman and Sheridan, MacArthur and Marshall, and Dwight D. Eisenhower.











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